

**FIRST IN THE FAMILY: A COMPARATIVE  
STUDY OF FIRST GENERATION LEARNERS IN  
PATNA AND VAISHALI DISTRICTS OF BIHAR**

*Thesis submitted to Jawaharlal Nehru University  
for the award of the degree of*

**DOCTOR OF PHILOSOPHY**

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DECLARATION

I, Nidhi Sinha hereby declare that the thesis entitled “**First in the Family: A Comparative Study of First Generation Learners in Patna and Vaishali Districts of Bihar**” is based on my original research work under the supervision of Prof. Sachidanand Sinha. I hereby submit this thesis in partial fulfillment of the requirements for the award of the degree of **Doctorate of Philosophy** of this University. This study has not been submitted in part or in full, for the award of any other degree or diploma of this university or any other university.

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*Dedicated to*  
*My Family*

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## ABBREVIATIONS

FG	:	First-Generation
FGL	:	First-Generation Learner
FGLs	:	First-Generation Learners
FGS	:	First-Generation Student
FGSs	:	First-Generation Students
NFGL	:	Non First-Generation Learners
CGLs	:	Continuing-Generation Learners (CGLs)
NL	:	Non Learners
SCs	:	Scheduled Castes
STs	:	Scheduled Tribes
OBC	:	Other Backward Class
MPCE	:	Monthly Per Capita Expenditure
MDMs	:	Mid-Day Meals



# CHAPTER- I

## INTRODUCTION

### I.1. Statement of the Problem

Historically Indian education system has been considered to be elitist and Brahmanical<sup>1</sup>. India, since its independence, has been following the policy of universal primary education. “RTE Act in 2010 made India one of the 135 nations that have made education fundamental right of every child in the age group of six to fourteen years”<sup>2</sup>. Earlier proportion of the newcomers or First-Generation Learners (hereinafter FGLs) was low compared to Continuing-Generation Learners (hereinafter CGLs). With widespread knowledge of the role played by education and encouraging government policies, a large proportion of children who are First-Generation Learners’ have joined the education system. They are such a group of children whose parents and guardians are illiterate. Various studies indicate that FGLs are more likely to be older<sup>3</sup>, women<sup>4</sup>, ethnic minorities<sup>5</sup> and belong to economically weaker sections<sup>6</sup>. Therefore, exclusive problems forbid them from reaching their goals. They withdraw earlier than their classmates.

Some authors admit that the general quality of education is hampered in any class due to the presence of First-Generation Learners in large numbers. This is basically due to

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<sup>1</sup> Gretchen Rhines Cheney, Betsy Brown Ruzzi and KarthikMuralidharan, *A Profile of the Indian Education System*, (NCEE, 2006).

<sup>2</sup>The Times of India, May15, 2021.

<sup>3</sup>Janet Mancini Billson and Margaret Brooks Terry,*In search of the Silken Purse: Factors in Attrition among First Generation Students*, Revision of Paper presented at the Annual Meeting of the Association of American Colleges, Denver, January 28, 1981, 3.

S.P. Choy, *Students Whose Parents Did Not Go To College: Postsecondary Access, Persistence and Attainment* (NCES 2001–126), Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2001, 20.

<sup>4</sup>A.M. Nuñez and Stephanie Cuccaro-Alamin, *First-Generation Students: Undergraduates Whose Parents Never Enrolled in Postsecondary Education* (NCES 98–082), Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 1998,7. Jennifer Engle, *Postsecondary Access and Success for First-Generation College Students* (American Academic, 2007) 25.

<sup>5</sup>Billson and Terry, *In search of the Silken Purse*, (1981) 3.

Nuñez and Cuccaro-Alamin, *First-Generation Students*, (1998) 7.

<sup>6</sup>Billson and Terry, *In search of the Silken Purse*, (1981)15-18.

Choy, *Students Whose Parents Did Not Go To College*, (2001) 6, 20.

the poor performance of First-Generation Learners<sup>7</sup>. Their poor performance could be due to their absence of preparedness advice and help at home. Due to this a large pool of research developed proving significant differences among FGLs and CGLs. The differences exist in terms of educational experiences, lower rates of structural and social integration resources, family support, longer working hours,<sup>8</sup>; the amount of time devoted to studies, the way college is attended, social integration and impact of academic and extracurricular activities<sup>9</sup>, working full time while in college<sup>10</sup>, the intellectual skills, course choice according to discipline,.

Therefore, explanation of their exclusion/marginalization/ disparity has been looked into using Smith's<sup>11</sup> welfare approach 'Who Gets What, Where and How'. The well-being of any society is attached to the experience of its members. Education is one of the basic areas of social well-being where inequalities exist. According to Smith, the location of every new facility favors or disfavors those nearby and thus redistributes well-being or ill-being. General welfare can be increased by reducing territorial differentiation.

Investigation of disparities in terms of access to educational facilities by First-Generation Learners within a framework of "Who gets What, Where, and How" demands consideration of the following points. Firstly, on the question of 'Who', is the group of FGLs. They are not homogeneous and certain diverse elements are inherent within the social character. The differences occur along gender, age, religion, social groups, economic class, household occupation, etc.

Secondly, the study focuses on examining the question of education among FGLs to address the 'What' of the 'Who gets what, where and how' model. In the actual model 'What' represents the utility or satisfaction derived from various goods or experiences. Education is one the important part of social well-being where substantial disparities exist. FGLs being deprived become more marginalized due to

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<sup>7</sup>RémyAuclair et al., "Transitions- Research Paper 2-First-Generation Students: A Promising Concept?", (2008) 16.

A.M. Penrose, "Academic Literacy Perceptions and Performances: Comparing First-Generation and Continuing-Generation Students," (2002):454

<sup>8</sup>Billson and Terry

<sup>9</sup>Pascarella et al.

<sup>10</sup>Warburton et al.

prevailing disparities. They have unique problems preventing them from reaching their goals. Dropping out is frequent among this group. This became more prominent at the elementary level. Govinda and Bandyopadhyay<sup>12</sup> add that the children whose parents are illiterate have many challenges while accessing their schooling facilities. The other problem they face is absence of support in schooling processes from family. Besides, most of these households belong to lower social and economic groups. Thus, they face threats of '*silent exclusion*' from the schooling system.

It is important to study as 'what' FGLs get may vary over 'where'. With the introduction of the 'where' question, analysis becomes specifically geographical posing the problem of the optimal spatial distribution of sources of satisfaction within a society. 'Where' in the Smithian model will explain how different parameter of education varies not only among different categories of FGLs but also across regions. Experience of FGLs varies across regions and is greatly influenced by favorable social capital. There can be regions that may have favourable social capital for FGLs promoting their education and vice versa. And thus, the location of the household and educational institution matters. Therefore, it is expected that different regions would display unique patterns of behaviour and experience of FGLs.

'How', the question concerns the process by which society allocates and distributes resources among different groups. It is imperative to study as by studying 'how' the process of allocation of educational services among FGLs will be clear. It will also make it clear if the resource is distributed equally or unequally. Therefore, 'How' will be explained by differential social capitals concerning the social space within which the question of FGLs is being analysed.

Hence, the study tries to contextualize and define social space and social capital in the state of Bihar and observe its linkages to the educational participation of First-Generation Learners. The study also tries to identify different problems faced by FGLs at different stages of educational level with primary focus on problem arising in household and educational institution. Therefore, this study also analyses the

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<sup>11</sup>Pascarella et al.

<sup>12</sup>R. Govinda and M. Bandyopadhyay, "*Access to Elementary Education India Country Analytical Review*" (2007), 63.

problems of marginalisation of FGLs among different social groups, religious groups, gender, areas, occupational groups, etc within rural and urban households across two regions of Bihar.

## **I.2. Conceptual Framework**

The study of various literature shows that FGLs are different from other students i.e. CGLs. They are mostly characterised by some of the common similarities, such as belonging to low family income, rural areas, minority group and family structure (single-parent family). Studies indicate that FGLs are more likely to be women, to be older, belong to economically weaker sections and ethnic minorities. It has been observed that FGLs have lower educational aspirations, academic preparations, encouragement and assistance to attend educational institutions. No or low knowledge of the college application process. Another problem is fewer resources to pay for education. Even wide differences between FGLs and CGLs are pointed out in the literature. They tend to drop out early and face problems in understanding lessons due to a variety of reasons besides the absence of academic support and socio-cultural and economic circumstances within the household.

The study tries to explore spatial understanding. The survey of literature lacked the spatial concept of understanding the notion. Thus, spatial consideration of the issue of the visible and invisible geographies of exclusion within the community, family, educational institution and different places is looked at through Smith's welfare concept of 'Who Gets What, Where and How' and Soja's Trialectics of Spatiality. Soja uses trialectics of spatiality to diagram three approaches to spatiality which he derived from Lefebvre's account of the Production of Space. Soja argues that most discourses of spatiality have been confined to realms of either Firstspace (Perceived space) or Secondspace (Conceived space) or Thirdspace (Lived/Social Space). According to Soja<sup>13</sup> "socially produced space is a created structure comparable to other social construction resulting from the transformation of given conditions inherent to being alive, in much the same way that human history represents a social

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<sup>13</sup>Edward W. Soja, *Postmodern Geographies*, (England, 1989), 80.

transformation of time”. Blundell believe that “space can be seen as an ingredient for constructing human meaning”<sup>14</sup>. He acknowledged the work of Soja.

“A child's relationship with space is captious in terms of developing their identity and negotiating relationships, a phenomenon that can often be misunderstood. Such miscomprehensions can lead to communities and individual identities being undermined”<sup>15</sup>. *The Perceived space/ First space* is the physical built environment. It has particular concrete physical fixed location. *Conceived space/ Second space* refers to the imagined environment. It is the mental space related to control over knowledge. It is to study FGLs that how they conceive their environment. It consists of elements from their school space as well as their home space. The first and second space combines to create a fully lived space that is real and imagined called *Lived space/ Third space*. Lived space includes everyday experience. It reflects the subjective experience of FGL. Thus, the study will focus on different spaces interwoven around FGLs.

When combined all of these inter-dependent elements provides multi-layered understanding. Thus, drawing from theories of space and well-being, the study tries to contribute in significant ways to understanding the competing rationalities underlying the education of FGLs in Bihar. The study thus tries to set out the key trajectories of space in the understanding of FGLs.

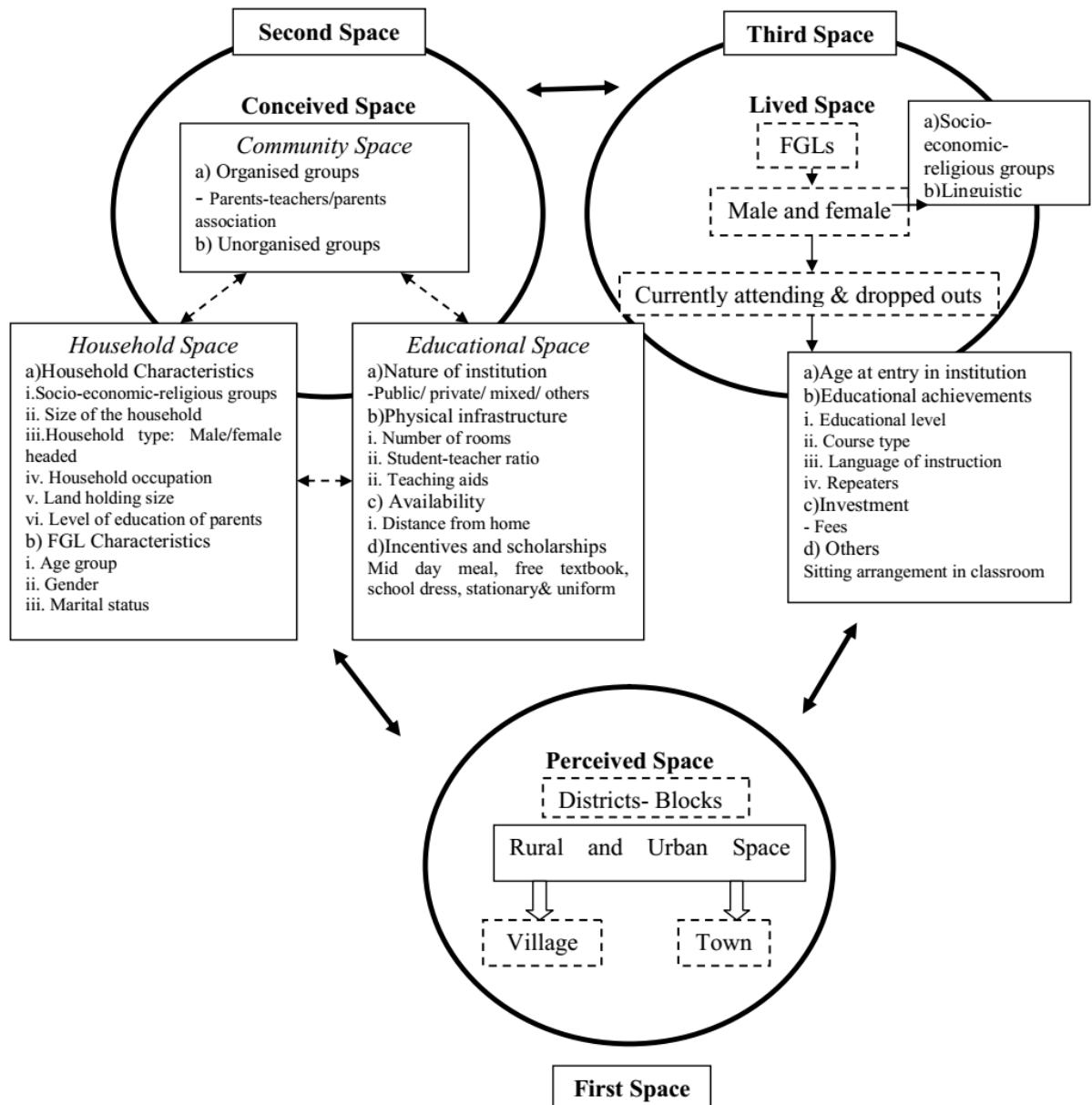
Soja's notion of ‘Thirdspace’ is employed as a way of reworking studies of education of FGLs and their inclusion/ exclusion, to think about how some children are spaced out of mainstream settings. While Smith's welfare approach will help in understanding the variations under different levels of places. A comparison study between Patna and Vaishali districts is conducted to see if the three spaces vary over places and have different kinds of effects on FGLs.

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<sup>14</sup>D. Blundell, *Rethinking Children's Space and Places* (London, 2016), 54.

<sup>15</sup>J. Ellis. “Place and Identity for Children in Classrooms and Schools, *Journal of CACS*, (2005) 57”.

**Figure 1.1: Conceptual Framework Inspired by Trialectics of Spatiality by Soja**



\*Developed by researcher

### I.3. Objectives

- To identify the First-Generation Learners (FGLs) and to study the socio-economic characteristics of households
- To study the interaction of community, family and educational institution and their role in the education of the First-Generation Learners
- To study the spatiality of educational opportunities, access and continuation, which has interfaces with family, social and economic parameters

- To identify the problems faced by FGLs at various stages of educational level with focus on the role of educational institutions.

#### **I.4. Research Questions**

The research questions are focused on ‘Who gets What, Where and Why?’ and the role of Third Space. These questions are to see who among FGLs gets certain advantage in form of education, support and encouragement from family and community and in which places this is happening and the reasons behind this. Some of the research questions are:

- Who are the First-Generation Learners?
- How do the tree spaces as perceived space, conceived space and lived space plays role in the education of First-Generation Learners?
- If the problems faced by school-going FGLs change with the increase in educational level?
- If First-Generation Learners are pushed out or pulled out of the education system?
- What are the activities in which dropped-out children are involved?

#### **I.5. Database**

Data for this study is drawn from both primary as well as secondary sources. Secondary sources: For the introductory analysis and to get an overview of the state, secondary data is consulted. Secondary data has also been used for selecting blocks, village clusters and towns.

**Table 1. 1. Different Data Sources**

Secondary Data Source	Primary Data Source
Census of India 2001 & 2011 Primary Census Abstract, Patna & Vaishali 2011 District Census Handbook, Patna & Vaishali 2001	Field Survey 2016-2018
Education in India: 2007-08, Participation and Expenditure, July 2007- June 2008, Report No. 532(64/25.2/1), NSS 64th Round, GOI, MOSPI, NSO.	

Key Indicators of Household Social Consumption on Education in India, NSS 75 <sup>th</sup> Round, July 2017- June 2018, Report No. NSS KI (75/25.2). GOI,MOSPI, National Statistical Office.	
Situation Analysis of Elementary Education: District Planning and Monitoring Cell, Vaishali	
Bihar through Figures 2011, Directorate of Economics & Statistics, Bihar	

**Table 1. 2.Secondary Data Sources and Indicators and Variables**

Secondary Data Source	Variables and Indicators	Level	Year
Unit-level Data:  -NSS 64th Round, 2007-08, Report No. 532(64/25.2/1)  - NSS 75th Round, 2017- 18, Report No. NSS KI(75/25.2)	-Socio-economic and education of FGLs: distribution of household & population by place of residence, social group & religion, medium of instruction, repetition rate, reasons of never enrolling and dropping out, girl's toilet facility in school, Mid-Day Meal	State District Unit	2007-08
Census of India District Census Handbook (Primary Census Abstract, Village and Town Directory)	-Distribution of household & population by place of residence, social group & religion -Literacy rates, male& female	India State District Block Town Ward Village	2001 2011

Data from Census of India for the various parameters mentioned above are used for selecting wards and villages in the two districts. Due to the unavailability of Census data of required parameters at the unit-level and the unavailability of data by NSSO on certain qualitative parameters, primary survey was done. Temporal analysis of unit-level data is attempted between the two rounds of NSS reports.

## **I.6. Sample Design**

### **I.6.1. Study Area**

The work tries to look into the role of different spaces in shaping the relative position of FGLs. Therefore, to analyse these two very different districts from Bihar i.e., Patna



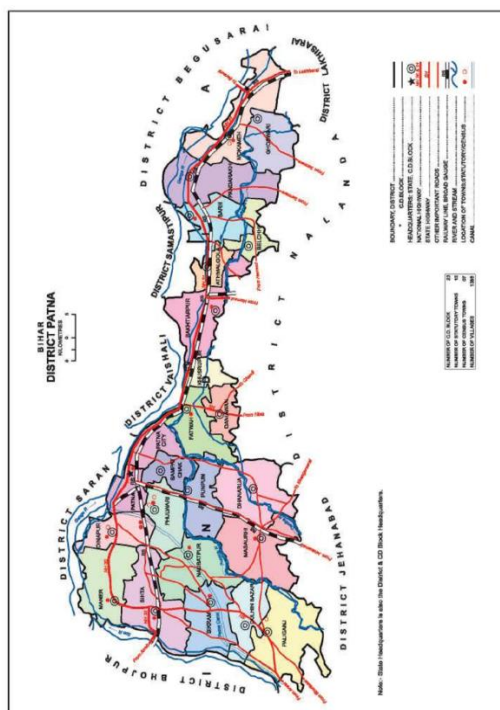
and Vaishali are randomly chosen for the study. Patna is located south of River Ganga and Vaishali is located to its north. The two are culturally and economically quite different from each other. Patna is the capital of Bihar.

The tables below show details of five districts with high percent of FGLs. According to the recent round of NSSO unit-level data, the highest percentage of FGLs were registered in Patna.

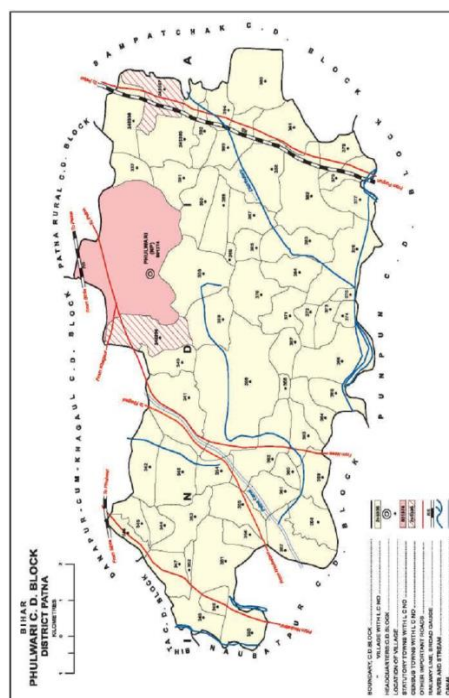
Table 1. 3. **Households with First-Generation Learners, NSSO 64<sup>th</sup> & 75<sup>th</sup> Rounds**

Districts	Total FGLs Households in Percent	
	64 <sup>th</sup> Round	75 <sup>th</sup> Round
East Champaran	1.32	3.58
Muzaffarpur	1.20	3.32
<b>Vaishali</b>	0.98	<b>4.11</b>
Madhubani	0.98	1.19
<b>Patna</b>	0.97	<b>6.63</b>
Bihar	<b>21.03</b>	<b>14.28</b>

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18)

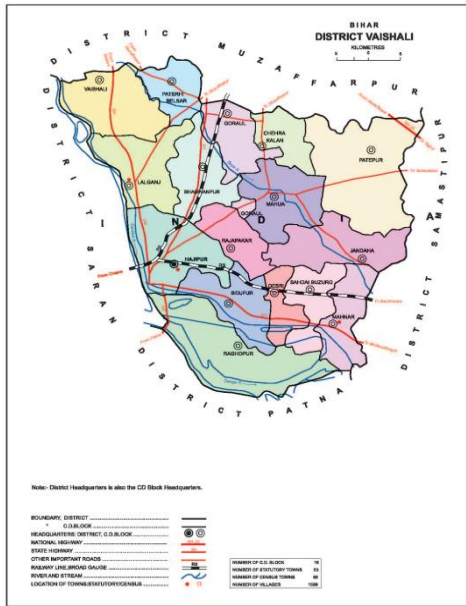


Map 1.1: Patna District

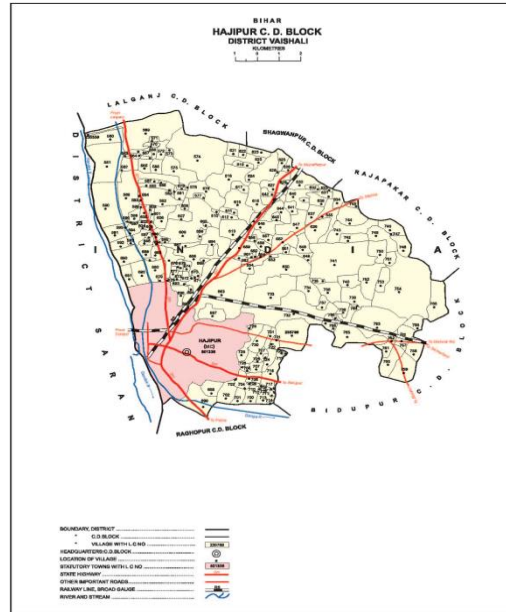


Map 1.2: Phulwari C.D. Block

Source: *Administrative Atlas Bihar Volume II*. Office of the Registrar General & Census Commissioner, India, 2012. 692, 697.



Map 1.3: Vaishali District



Map 1.4: Hajipur C.D. Block

Source: *Administrative Atlas Bihar Volume I*. Office of the Registrar General & Census Commissioner, India, 2012. 456, 467.

## I.62. Sampling Process

A multi-stage stratified random sampling technique is used to select an appropriate number of sample households, blocks and villages for the two sample districts. The sampled districts are selected by using secondary data from unit level data of NSSO 64<sup>th</sup> Round and 75<sup>th</sup> Round and Census of India 2011. Among the districts of Bihar, Patna has the highest proportion of FGLs followed by Katihar according to 75<sup>th</sup> Round NSSO. Vaishali had the third-highest proportion of FGLs and Patna had the fifth highest proportion according to 64<sup>th</sup> Round NSSO.

The district of Patna has twenty-three blocks and Vaishali has sixteen blocks. Further one block from each district is selected based on literacy rate. Phulwari block from Patna and Hajipur block from Vaishali is selected for the study. The selection of these two blocks is done in such a way that both the blocks have almost the same literacy rate. Then from the two blocks, one town to represent the urban situation and six villages to represent the rural situation is chosen for sampling.

**Table 1. 4.: Sample Design**

LEVEL	SAMPL E SIZE	CRITERIA	SOURCE	SAMPLING TECHNIQUE
DISTRICTS	1. Patna 2. Vaishali	Proportion of First-Generation Learners	NSSO 64 <sup>th</sup> Round, 2007-08, Report no. 532.  NSS 75th Round, 2017- 2018, Report No. NSS KI(75/25.2)	Random Sampling
BLOCKS	Patna- 1 Vaishali- 1	Literacy Rate	Census of India, Primary Census Abstract, Patna and Vaishali district, 2011	Stratified Purposive Sampling
TOWN WARDS	Patna- 4 Vaishali- 4			Stratified Purposive Sampling
VILLAGES	Patna- 6 Vaishali- 6	Population distribution of social groups Three-tier classification: a)SCs preponderant b) Others (General and OBC's) c) Mixed		Stratified Random Sampling
HOUSEHOLD LEVEL	600	Households with FGL attending and non-attending schools		Stratified Random Sampling
EDUCATIONAL INSTITUTE	Minimum one from each village	Institution attended by maximum FGL	Primary Survey	Purposive Sampling
FOCUS GROUP DISCUSSION		Group active in the study area		Maximum Variation Sampling
INSTITUTIONAL		Present in the study area		Purposive Sampling

**Table 1. 5.: Sample size**

	<b>Number of Households</b>	<b>Number of FGLs</b>
<b>64<sup>th</sup> Round (2007-08)</b>	1398	2766
<b>75<sup>th</sup> Round (2017-18)</b>	754	1717
<b>Primary Survey</b>	<b>600</b>	<b>1,390</b>

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18) and Primary Field Survey, 2016-18.

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

Unit level data from the two rounds from NSSO is used for the analysis. The figure in the above table is non-estimated. It's the actual number of households. Although the two round gives different figures. The reason may be that in ten years the number of FGLs has decreased in various parts of Bihar.

**Table 1. 6.: Sample size and Name of Wards and Villages**

<b>Patna District</b>	<b>Vaishali District</b>
6 villages and 4 wards are selected from both districts with a sample size of 30 from each category	
Phulwari Block	Hajipur Block
Villages (30 sample households from each group)	
Alipur	Karanpura
IsmailpurDhibra	Saifpur
Chilbili	Chakphul
Nasirpura	ChakMahumudChisti
Suitha	Nawada Kalan
Khardiha	Nawada Khurd
Wards (30 sample households from each group)	
Ward Number 9	Ward Number 10
Ward Number 10	Ward Number 11
Ward Number 11	Ward Number 12
Ward Number 28	Ward Number 13
<b>Total number of Households</b>	<b>600</b>

Thirty sample from each village and ward is selected. Total twelve villages, six from the two district and eight wards, four from the two district are selected. Their selection is done with the help of Census of India, Primary Census Abstract, Patna and Vaishali district, 2011.

**Table 1. 7.: Selection of Samples for Primary Survey**

	<b>RURAL/ VILLAGES</b>	<b>URBAN / TOWNS</b>
<b>INSTITUTIONAL SURVEY</b>	a. Village gram panchayat b. Local NGOs c. Self-help group (bank assist loan) d. Village service co-operative society e. Other authorities	a. District Planning and Monitoring Cell b. Bihar Education Project Council (BEPC)/ Bihar Education Project (BEP) district-level office
<b>FOCUS GROUP DISCUSSION</b>	a. Group of parents b. Group of teachers c. Group of youth d. Government officials	
<b>KEY INFORMANT</b>	a. Village Patwari b. Members of village panchayat c. Government Officials	a. Employees of Sarva Shiksha Abhiyan b. ASHA workers
<b>HOUSEHOLD LEVEL</b>	Household with FGLs (currently attending and non-attending school)	
<b>EDUCATIONAL INSTITUTION</b>	- Students (Pre-primary- Higher secondary, Male & Female) a. FGL at different educational levels b. SGL in the same class as FGL -Class teacher, subject teacher, principal, office staff	

The procedure involved in the field survey is identification of FGL's household using a pilot survey, open-ended and multiple-choice qualitative questions, identification of schools and focus group discussion. **The study includes households with currently attending First-Generation Learners irrespective of age.** It includes such FGLs who are studying including learners from school as well as college. Among these households dropped out learners and illiterate or never enrolled children are also surveyed.

### **1.6.3. Statistical Techniques**

Statistical techniques like frequency distribution, cross-tabulation, Principal Component Analysis, Binary Logistic Regression, Chi-Square, Cramer's V and Pearson Correlation are calculated with the help of Statistical Package for Social

Sciences (SPSS). SPSS is used for analysing data collected from the field survey. Qualitative and quantitative analysis is attempted in the chapters.

### **I.7. Significance of the Study**

The study is worthwhile as it tries to explore third space in a primarily different rural and urban setting. In rural settings, many of the marginalizing traditions are embedded. Whereas urban settings are much more diverse in terms of their socio-cultural-religious-economic characteristics. They are comparatively liberal. Thus the study focuses on FGLs how they perceive themselves in these two different settings and how the third space is different in the two regions. It also addresses Smith's concept of Who gets What, Where and How?. The study of social capital and social connection gives a new dimension to the study of FGLs. Comparison between the districts of Patna and Vaishali gives an important structure to the thesis by analysing every factor over two different spaces.

### **I.8. Organisation of the Study**

The study is organised into seven chapters. The first chapter is an introduction and provides statement of the problem, contemporary concerns and gaps, the purpose of the study, objectives, research hypotheses, database, methodology, significance of the study and the limitations in the study. The second chapter is review of the literature. Chapter three contextualises the study area in Bihar through secondary data analysis. It deals with the identification of FGLs and socio-economic, demographic and educational characteristics associated with them in Bihar. Chapter four derives its objective and agenda from the primary survey thus it deals with who are FGLs. And also the interaction of community, family and educational institution and the role played by them in the education of FGLs and identification of different problems exclusive to them at different stages of educational level with prime focus on the role of educational institution. Chapter five deals with the identification of FGLs and studies socio-economic characteristics features of FGL's households and addresses the research question 'Who are the First-Generation Learners?'. It is discussed in three parts. In the first part of the chapter, the distribution of FGLs is discussed. The second part discusses the household characteristics of FGLs. Then the third part is about the demography of FGLs. And finally, association and relationship is studied between different socio-economic factors. Chapter six tries to find issues with access and

continuation, which have interfaces with family and economic parameters. Therefore, in this part never enrolled and dropout children are the focus of study. Chapter seven is a concluding chapter.

## CHAPTER -II

### AN OVERVIEW OF LITERATURE

#### II.1. Introduction

For the present study, literature on the education of First-Generation Learners has been reviewed. Various literature related to the education of FGLs at the secondary and post-secondary levels have been studied. Most of the studies have been found to address attrition and problems of FGLs. A few have attempted comparing conditions of FGLs and Non-FGLs. Studies published during the decades of 1980, 1990 and 2000 have been referred.

#### II.2. Concept of the First-Generation Learners/ Students (FGLs/ FGLs)

“The concept of FGLs first emerged in 1978 at Iowa meeting. The meeting addressed ways to identify non-financial obstacles to post-secondary education”<sup>1</sup>. “This concept<sup>2</sup> is used as an eligibility criteria by Midwestern NCCEOA”<sup>3</sup>. “After sometime, it was adopted at the national level. Later, NCCEOA proposed this category to congress as a way of targeting the population for the TRIO program<sup>4</sup> and thus in 1980 it was adopted”. Then in 1979, Adachi used the concept in one of his unpublished studies. “Finally, in 1982, Billson and Terry were the first researchers

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<sup>1</sup>Rémy Auclair et al., “First-Generation Students: A Promising Concept? *Millennium Research Series*, Canada Millennium Scholarship Foundation, 2008. TRIO defined FGS as students whose parents do not have post-secondary degree.”

<sup>2</sup>Ibid.

<sup>3</sup> “In 1981 it was founded as the NCOEA and renamed the COE in 1999. It’s a non-profit organization representing institutions of higher education, teachers, administrators and counsellors. It is committed towards advancing equal opportunity in education. It was established by a national coalition of TRIO associations known as the NCCEOA, founded 1977), which envisioned a permanent national organization to lobby on behalf of prospective and current students at American colleges and universities”. (<http://www.marquette.edu/library/archives/Mss/COE/COEsc.shtml>, processed by Matt Blessing and McKayla Sutton, 2011).

<sup>4</sup>Lee Ward et al., “*FGCSs: Understanding and Improving the Experience from Recruitment to Commencement*”, (United Kingdom, 2012). They mentioned TRIO, as “a broad based American higher education initiative stemming from the Higher Education Act in the early 1960s constitute three major educational opportunity programs: Upward Bound (1965), Talent Search (1965) and Student Support Services (1968).

But now TRIO consists of six different programs. Apart from the above three, it consists of Veterans Upward Bound (1972), Educational Opportunity Centers (1972) and Ronald E. McNair Post baccalaureate Achievement Program (1986)”.



found using the FGLs concept. They published their findings on the differences in dropout rate among First-Generation Students and Second Generation Students in their work titled *In search of the Silken Purse: Factors in Attrition among First-Generation Students*<sup>5</sup>.

In India, the first use of the concept of FGLs was initiated from the 'Report of the Education Commission (1964-66)'. D.S.Kothari<sup>6</sup> in his report observed the development of education during the post-independence period. He witnessed fall in the standard of education system on two grounds. They are fall in the standards of institutions and increase in the number of students. The increase of student here is associated with sub-standard attainment. The report held FGLs responsible behind increase in the number of students with "sub-standard attainments". FGLs got blamed for depressing the education standards in the report. Contrary to this the report admits their entry into secondary schools and colleges in large numbers as a sign of progress in rural areas. Another evidence of the use of the concept is seen in 'The National Policy of Education, 1986'<sup>7</sup>. It mentions importance of the study of FGLs. The report explicate adoption of child centred activity based learning at the primary level. FGLs should supplementary remedial instruction. In 1989, Singh<sup>8</sup> became the first in the country to use the concept of FGLs. He published his findings on problems of education of FGLs and SGLs among SCs.

Literature points towards lack of definition of the concept. By and large, major studies have considered the impact of parents' level education on FGLs persistence, educational experience and access. It is even found that the definition of FG changes depending upon the author and his use of the concept.

Major works are focussed on FGLs attaining college. Due to this they are defined as "those whose parents have not attained a college degree". "The initial definition of FGLs comes from TRIO which defines First-Generation Students as all students

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<sup>5</sup> Auclair et al., "Transitions- Research Paper 2, *Millennium Research Series* (2008)39, 3".

<sup>6</sup> Ministry of Education, GOI, "*Education and National Development*, Report of the Education Commission, 1964-66, NCERT, New Delhi", 1970, 61-62.

<sup>7</sup> GOI, Dept. of Education, *NPE 1986, As modified in 1992 with National Policy on Education, 1968*, MHRD, New Delhi, 1998, 14.

<sup>8</sup> Puran Singh, "*Problem of Education among Scs*", (New Delhi, 1989), pp. 15-20.

whose parents have not obtained postsecondary/ college degrees”<sup>9</sup>. The definition thus includes those whose parents have not attended post-secondary education and if they have attended then due to some reasons they did not obtain a degree. Few researchers like Penrose<sup>10</sup>; Naumann, Bandalos; Ishitani<sup>11</sup>; Gutkins<sup>12</sup>; Chuateco, Dennis and Phinney<sup>13</sup> used the definition of TRIO with tiny modification. Nunez and Cuccaro-Alamin<sup>14</sup> define “FGLs as those whose parent’s highest level of education is a high school diploma or less”.

In most scientific studies, it is found that strict definition of FGLs is used. According to these studies, FGs are someone who belong to family where neither parent accomplished a post-secondary degree. Billson and Terry<sup>15</sup> have called FGLs as ‘New Students’ and defined them as such children of parents who have never experienced any college education. According to Terenzini et al.<sup>16</sup> FGLs are those who have no parent who attended college. Choy<sup>17</sup> defines FGLs as students whose neither parents

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<sup>9</sup>Lee Ward et al, “FGSs: *Understanding and Improving the Experience from Recruitment to Commencement*”, (United Kingdom, 2012).

<sup>10</sup>A.M. Penrose, “Academic Literacy Perceptions and Performances: Comparing FG and CGS, (2002):438. According to her FGLs are students who are first to attend college from their family”.

<sup>11</sup>Terry T. Ishitani, “A Longitudinal Approach to Assessing Attrition Behavior among First-Generation Students: Time-Varying Effects of Pre-College Characteristics, *Research in Higher Education* (2003): 434. FGLs according to him are children of parents who did not graduated from college”.

<sup>12</sup>W.C. Naumann et al, “Studying Attrition and Degree Completion Behavior among First-Generation College Students in the United States, *Journal of Higher Education* 77.5 (2006): 867, 862. Terry defines FGLs as whose parents never attended college”.

<sup>13</sup>“W.C. Naumann et al, Identifying Variables That Predict College Success for First-Generation College Students, *The Journal of College Admission Fall* (2003): 5, 6. They described FGLs as learners first from their family to attend college”.

<sup>14</sup>“Jessica M Dennis et al., The Role of Motivation, Parental Support, and Peer Support in the Academic Success of Ethnic Minority First-Generation College Students," *Journal of College Student Development* 46.3 (2005): 224-226. According to them, FGLs are first in their family to attend college”.

<sup>15</sup>“A.-M. Nuñez and Stephanie Cuccaro-Alamin, *FGSs:Undergraduates Whose Parents Never Enrolled in Postsecondary Education*, Washington, DC: NCES, Institute of Education Sciences, U.S. Department of Education, 1998,7-8”.

<sup>16</sup>“Janet Mancini Billson and Margaret Brooks Terry, In search of the Silken Purse: Factors in Attrition among First-Generation Students, Denver, January 28, 1981, 3”.

<sup>17</sup>“P.T. Terenzini et al., First-Generation College Students: Characteristics, Experiences and Cognitive Development, *Research in Higher Education* (1996): 1-4”.

<sup>18</sup>S.P. Choy, “*Students Whose Parents Did Not Go To College: Postsecondary Access, Persistence and Attainment* (NCES 2001–126), Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2001, 1”.

attended college. Hahs- Vaughn<sup>18</sup> defines college FGLs as those whose parents do not have college degree. Lohfink and Paulsen<sup>19</sup> explained FGLs as children whose parents have not received post secondary education.

According to Singh<sup>20</sup> (1989) followed by Mishra<sup>21</sup> (2001), FGLs are the learners belonging to parents who are uneducated or have received education up to class X<sup>th</sup> (secondary level). Singh has further expanded “the concept by defining FGLs as those whose family members have come for education for the first time in schools and their parents have no formal education at all or have studied up to only class X<sup>th</sup>”. He even admits that the definition is arbitrary but in absence of any standard definition available, the researcher had to use his discretion. He justifies that fixing the limit up to class X<sup>th</sup> as education up to secondary level does not have any impact on the quality of life and home environment of families. According to him, despite studying up to the secondary level, these people live the same kind of life as they were living. A significant difference between them and not literate is not found. But present studies like those of Tilak<sup>22</sup> have shown that secondary education results in the decline of poverty and a better style of living. Govinda and Bandyopadhyay<sup>23</sup> have defined

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<sup>18</sup> “Debbie, The Impact of Parents' Education Level on College Students: An Analysis Using the Beginning Post- secondary Students Longitudinal Study 1990-92/9 *Journal of College Student Development* 45.5 (2004): 483- 486”.

<sup>19</sup> “Mandy Martin Lohfink and Michael B. Paulsen, Comparing the Determinants of Persistence for First-Generation and Continuing-Generation Students., *Journal of College Student Development* 46.4 (2005): 410”.

<sup>20</sup> Singh, “*Problem of Education among Scs*”, (New Delhi, Mittal Publication, 1989) 18.

<sup>21</sup> Narayan Mishra, “*SCs Education: Issues and Aspects*” (New Delhi, Kalpaz Publication, 2001), 43.

<sup>22</sup> “Jandhyala B.G. Tilak, Post-elementary education, poverty and development in India, *International Journal of Educational Development* 27 (2007): 437,440”. “Secondary and higher education helps in upward mobility and offer better economic opportunities. He admits that secondary education may be a threshold level for education to influence the earnings. His study showed that when persons have at least completed middle/upper primary level of education, the relationship between education and poverty becomes negative and important; and the negative relationship becomes stronger when the level of education is raised to secondary (and above)”.

“A. Mathur, Human capital stock, spatial disparities and economic development in India,” *Manpower Journal* 26.3 (1990)”. “Mathur (1990), also reported similar increasing coefficients of correlation by increasing levels of education between education and overall development on the district-wise data in 1971. He found the highest coefficient with secondary (matriculation) education, followed by higher education”.

S. Self and R. Grabowski, “Does education at all levels cause growth: India, a case study.” *Economics of Education Review* 23 (2004). “They found significant impact of secondary education on economic growth and the relationship is causal and statistically significant when secondary education is measured in terms of enrolments or in the form of stock of human capital”.

<sup>23</sup> “R. Govinda and M. Bandyopadhyay, *Access to Elementary Education in India Country Analytical Review* (New Delhi,2008)”, 63.

FGLs' as those whose parents are illiterate. Here parents also includes guardian. In one of their work in 2010, they<sup>24</sup> defined FGL as children from households with little or no previous educational experiences. The characteristics of these households are illiteracy of all the adult members.

### **II.3. Socio-Economic and Demographic Characteristics of First-Generation Learners**

According to Auclair et al.<sup>25</sup>, FGLs seem disadvantaged “in terms of their participation and experiences in post-secondary education compared to the rest of the student population. They are mostly characterized by some of the common similarities, such as belonging to an ethnic minority, low family income and less academic preparation”. These characteristics have negative effects on their studies. The impact on FGL status is the result of several underplaying characteristics and not only parents' education. Therefore, this section focuses on various characteristics affecting the status of FGLs.

#### **II.3.1. Age, Gender, Race, Class and FGLs**

Research clearly states that FGLs have incomparable problems preventing them from reaching their goals. FG beginning learners are different from NFGLs in age and family background. The studies indicate that FGLs are more likely to be women<sup>26</sup>, come from ethnic minorities<sup>27</sup>, to be older<sup>28</sup> and belong to economically weaker sections<sup>29</sup>.

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<sup>24</sup> “R. Govinda and M. Bandyopadhyay, Social exclusion and school participation in India: Expanding access with equity. *PROSPECTS* 40.3 (2010): 349”.

<sup>25</sup> Auclair et al., “Transitions- Research Paper 2” *Millennium Research Series* (2008)39, 1, 9.

<sup>26</sup> Billson and Terry, “In search of the Silken Purse”, 1981, 3.

Terenzini et al., “First-Generation College Students”, *Research in Higher Education*, (1996) 8.

Núñez and Cuccaro-Alamin, “*First-Generation Students*”, (1998) 7.

Engle, “Postsecondary Access and Success”, *American Academic*, (2007) 25.

<sup>27</sup> Billson and Terry, “In search of the Silken Purse”, (1981) 3.

Singh, “*Problem of Education among Scheduled Castes*”, (1989) 18-20.

Terenzini et al., “First-Generation College Students”, *Research in Higher Education*, (1996) 8.

Núñez and Cuccaro-Alamin, “*First-Generation Students*”, (1998) 7.

Mishra, “*Scheduled Castes Education*”, (2001) 43-44.

McCarron and Inkelas, “The Gap between Educational”, *Journal of College Student Development*, (2006) 537.

Engle, “Postsecondary Access and Success”, *American Academic*, (2007) 25.

Nuñez and Cuccaro-Alamin surveyed data from 1989–90 school years, found out that FGLs are likely to be older. “They are more likely to be 30 years or more and less likely to be 18 and below than NFGs”. Choy's<sup>30</sup> points FGLs are late starter resulting in their being old. Warburton, Bugarin and Nuñez also concluded that FGLs tended to be older than NFGs. They have found in their study that 7 percent of FGLs are of age thirty or older, compared with one percent of the NFGs.

McCarron and Inkelas found out in their study that “FG of both gender tends to have similar level of attainment. Nevertheless, females are likely to attain higher degrees such as master’s and Ph.D. and males showed slightly higher likelihood to attain bachelor’s degree”. According to some scholars<sup>31</sup>, FG college learners are more likely to be Hispanic than NFG college learners. Nuñez and Cuccaro-Alamin; supported that FGLs are the ones coming from lower-income and ethnic minority groups. They are married earlier and are older than other learners. They are independent and have dependents. They are likely to be enrolled in 2-year institutions with enrolment in part-time courses more. Even they receive some form of financial aid and work full time than others.

### II.3.2. Space and Place of Residence

The study of US scholars Penrose<sup>32</sup> and Warburton, Bugarin and Nuñez<sup>33</sup> focused on the likelihood of FGLs bachelorette parents to attend high school located in small

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<sup>28</sup>Billson and Terry, “In search of the Silken Purse”, (1981) 3.

Terenzini et al., “First-Generation College Students”, *Research in Higher Education*, (1996) 8.

Nuñez and Cuccaro-Alamin, “*First-Generation Students*”, (1998) 11.

Choy, “*Students Whose Parents Did Not Go To College*”, (2001) 20.

Warburton, Bugarin and Nuñez, “*Bridging the Gap*”, (2001) 9.

Jennifer Engle, “Postsecondary Access and Success for First-Generation College Students,” *American Academic* 3 (2007): 25.

<sup>29</sup>Billson and Terry, “In search of the Silken Purse”, (1981) 15-18.

Terenzini et al., “First-Generation College Students”, *Research in Higher Education*, (1996) 8.

Choy, “*Students Whose Parents Did Not Go To College*”, (1996) 6, 20.

<sup>30</sup>Ibid.

<sup>31</sup>Terenzini et al., “First-Generation College Students”, *Research in Higher Education*, (1996) 8.

“Nuñez and Cuccaro-Alamin, “*First-Generation Students*”, (1998) 7.

Warburton, Bugarin and Nuñez, *Bridging the Gap*, (2001) 9.

Lohfink and Paulsen, “Comparing the Determinants”, *Journal of College Student Development*, (2005) 418”.

<sup>32</sup>Penrose, “Academic Literacy Perceptions”, *Research in the Teaching of English*, 450. She found out that the First-generation students (53 percent) at North Carolina State were more likely to be from rural areas or small towns than their continuing-generation peers (37 percent) in 1994.

town or rural areas. As study by Rahman, Situ and Jimmo<sup>34</sup>, added three more alternative variables to the explanation. They are the importance of the region of residence (location of residence: state, city, etc.), place of residence (rural or urban) and family structure (single or two-parent family). Kinghton and Mizra indicates “the same pattern and suggests that place of residence, region of the country, family income, rural or urban and family structure; have an impact on participation in post-secondary education”. “Family structure (single-parent family)” according to Horn & Nuñez also has a role to play.

### II.3.3. Individual Characteristics

“FG college learners face unique inter and intrapersonal conflicts and dilemmas as a result of the intersection of race and class”. Many researchers have seen that “in the U.S., the educational aspirations (the level of schooling wanted) of FGLs have significant negative effects on their educational journey and experiences but they do not agree on the nature of such effect<sup>35</sup>. For example, Billson and Terry stated that FGLs aspirations are just as high as those of other students, but FGLs are different because they do not perceive post-secondary education in the same way. They are less likely to believe that degree will help them succeed professionally. Even Gibbons and Shoffner<sup>36</sup> argues that First-Generation learners have unique requirements that

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<sup>33</sup> “Warburton, Bugarin and Nuñez, *Bridging the Gap*, 9, (2001).

They found out that FGLs were more likely than those whose parents had a bachelor’s degree to have attended a high school located in a small town (15 percent versus 10 percent) or rural area (18 percent versus 10 percent)”.

<sup>34</sup> “A. Rahman, J. Situ and V. Jimmo, *Participation in Post-Secondary Education: Evidence from the Survey of Labour and Income Dynamics* (Ottawa, Statistics Canada, 2005), 9,18-19,24,28,33”.

<sup>35</sup> Billson and Terry, “In search of the Silken Purse”, (1981)10, 17.

“P.A. Pratt and C.T. Skaggs, First-Generation College Students: Are They at Greater Risk for Attrition than Their Peers?, *Research in Rural Education* 6.2 (1989): 33”.

H.B. London, “Breaking Away: A Study of First-Generation College Students and Their Families,” *American Journal of Education* 97.1 (1989): 144-170.

Terenzini et al., “First-Generation College Students”, *Research in Higher Education*, (1996)8.

Nuñez and Cuccaro-Alamin, “*First-Generation Students*”, (1998)2, 9.

Choy, *Students Whose Parents Did Not Go To College*, (2001) 9-10.

Lohfink and Paulsen, “Comparing the Determinants”, *Journal of College Student Development*, (2005) 412.

McCarron and Inkelas, “The Gap between Educational”, *Journal of College Student Development*, (2006) 534-547.

Engle, “Postsecondary Access and Success”, *American Academic*, (2007) 29-39.

<sup>36</sup> M. M. Gibbons and M. F. Shoffner, “Prospective first-generation college students: Meeting their needs through social cognitive career theory,” *Professional School Counseling* 8.1 (2004): 91-97.

distinguish them from their peers. An example of these incomparable stressors is related to anxiety and guilt”.

Piorkowski<sup>37</sup> investigated “the mental health issues of low-income, urban and First-Generation college learners by applying the concept of survivor guilt to these student population”<sup>38</sup>. She found that these students often encountered criminal behavior, drug abuse, alcoholism, family violence, mental illness and emotional and psychosocial distress associated with poverty. Her research finds out that “many times these students are discouraged and criticized by family members and peers for deciding to go to college. As a result, these students may become alienated from their families and communities”<sup>39</sup>.

“Pratt and Skaggs stated that FGLs are more likely to bound their educational aspirations to earn an undergraduate degree and do not want to attain higher educational levels”. Bui<sup>40</sup> finds that “FGLs expressed greater fear of failing in college and are concerned more about financial aid, and felt that they have to put more time into studying”. Logan<sup>41</sup> reported similar findings; he finds that “FGLs expressed feelings of betrayal, inner conflict, guilt and could not balance demands of their cultural origin and their new college culture”. Even it was found in few works that FGLs have influential views towards their studies, perceiving it as a way for better financial condition<sup>42</sup> and better jobs<sup>43</sup>.

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<sup>37</sup> “G. K. Piorkowski, Survivor guilt in the university setting, *Personnel and Guidance Journal* 61.10 (1983): 620-622”.

<sup>38</sup> “Survivor guilt is defined as guilt associated with surviving a traumatic situation”.

<sup>39</sup> “J. J. Striplin, *Facilitating transfer for first-generation community college students*, (ERIC Digest (ED430627), Los Angeles: ERIC Clearinghouse for Community Colleges, 1999), 3”.

<sup>40</sup> “K. V. T. Bui, First-generation college students at a four-year university: Background characteristics, reasons for pursuing higher education, and first-year experience, *College Student Journal* 36.1 (2002): 3-1”1.

<sup>41</sup> “J. Q. Logan, *Psychosocial influences on college attendance among first and continuing-generation college students*, (Dissertation Abstracts International, (2007) 68.4”.

<sup>42</sup> “According to Nunez and Cuccaro- Alamin (1998), beginning post secondary students who are First-Generation are more likely than their non- first generation counterparts to believe it is important to be well off financially (69 percent vs. 49 percent), to give their children a better opportunity (85 percent vs. 77 percent), and to live close to parents and relatives (21 percent vs. 14 percent)”.

“P. J. McConnell, What Community Colleges Should do to Assist First-generation Students, *Community College Review*, 28.3 (2000): 75-87”.

<sup>43</sup> “M. V. Fallon, The School Counselor’s Role in First-Generation Students’ College Plans, *The School Counselor* 44.5 (1997): 384-393”.

### II.3.4. Community, Family and Friends

Encouragement and support from the community, family and friends greatly affect the educational plan of FGLs. “An extensive review of the literature finds that a multitude of researchers have proposed that many families, siblings, and friends of FGLs’ may not understand the benefits of the educational experience”. This can lead to a barrier to attaining education and aspiration of FGLs. According to Auclair et al.<sup>44</sup>, “FGLs mostly have weaker academic preparation than other students, and this affects the way they attend college, as most of them have to take remedial courses. But when the academic preparation is equal, the differences disappear between the FGLs and Non-FGLs at college”.

“Although when parents allow their children to pursue higher education they often contradict their consent with conflicting or negative messages”<sup>45</sup>. According to Auclair et al.<sup>46</sup>, “acquiring the values and behaviour associated with academic success can lead to conflicts within the family and even with the local community of FGLs. Overall; the fact of being an FGL has a negative effect on the educational experience. FGLs do not benefit from the same support as SGSs, and conflicts are more likely to arise with the values and behaviour of their families and communities.” Richardson and Skinner<sup>47</sup> finds out that “FGLs who attended community colleges usually the ones attending part-time are more likely than their classmates to have significant work and family responsibilities”<sup>48</sup>. “Families of FGLs sometimes discourage them from going to college and this can lead to alienation from family support”<sup>49</sup>. “One of the reasons

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<sup>44</sup> Auclair et al., “Transitions- Research Paper 2” *Millennium Research Series* (2008) 18.

<sup>45</sup> “K. P. Hsiao, *First-generation college students* [(ERIC ED351079) ERIC Digest. Office of Educational Research and Improvement Los Angeles. CA: ERIC Clearinghouse Products (071), 1992]”.

<sup>46</sup> Auclair et al., “Transitions- Research Paper 2” *Millennium Research Series* (2008) 18.

<sup>47</sup> “R. C. Richardson and E. F. Skinner, Helping First-generation Minority Students Achieve Degrees,” (In L. S. Zwerling and H. B. London (Eds.), *First-Generation College Students: Confronting the Cultural Issues*. San Francisco, CA: Jossey-Bass Publishers. 1992)”.

<sup>48</sup> “Bui (2002) provides another unique stressor related to family dynamics, reporting that First-Generation students pursue higher education so that they can help out their families. These findings correlate with the findings of Piorkowski (1983), who states that some First-Generation college students may feel guilty about pursuing higher education while their families struggle financially to survive”.

<sup>49</sup> London, “Breaking Away: A Study of First-Generation College Students and Their Families,” *American Journal of Education*, (1989)167.

Striplin, “*Facilitating transfer for first-generation*”, (1999) 2.



why parents may disparage their child is because they are depending on them to seek employment and contribute to the family income; thus resulting in the possibility of FGLs becoming disenfranchised with their family and community. They are also susceptible to doubts about their academic and motivational abilities: they may think they are not college material. Overcoming these personal challenges is crucial to a successful transfer to a four-year college”<sup>50</sup>. Schmidt<sup>51</sup> has rightly quoted “Mr. Arciniega, president of California State University at Bakersfield as the biggest challenge that these kids have to face is, how do they balance what they see as their responsibility to help out at home now that they are young adults and, at the same time, follow their dream of going on to college?.” London and Terenzini et al., report “responsibilities at work and home may cause FGLs to leave school before earning a degree. Even various study points out that SGSs receive more family support than FGLs”<sup>52</sup>.

According to Govinda and Bandyopadhyay<sup>53</sup>, “the children of illiterate parents face tremendous challenges in accessing schooling facilities and also at learning with no one at home to support and understand schooling processes. Moreover, many of these households are from low socio-economic groups. And thus many face the threats of ‘*silent exclusion*’ from the school system”. Horn & Nuñez, Lohfink and Paulsen and Engle are of the same view as Govinda and Bandyopadhyay.

Dennis et al.<sup>54</sup> hold that “the claim peers hold may be of extreme importance in academic results for students. Many FG college learners do not have peers who have

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P. B. Thayer, *Retention of students from First-Generation and low income backgrounds* [ERIC Digest (ERIC ED446633). June, 2000].

<sup>50</sup> Striplin, “*Facilitating transfer for first-generation*”, (1999) 1-6.

<sup>51</sup> P. Schmidt, “Academe’s Hispanic future: The nation’s largest minority group faces big obstacles in higher education, and colleges struggle to find the right ways to help,” *The Chronicle of Higher Education* 50.14: A8 (2003).

<sup>52</sup> “York-Anderson and Bowman (1991) did their first research on how much information FGLs have about colleges compared to SGSs. They based their study on a small sample of students enrolled in an American Midwest community college (201 respondents), the study finds that the only significant difference between FGLs and SGSs lies in the latter having received greater family support. Result was obtained by analysis of variance”.

<sup>53</sup> “Govinda and Bandyopadhyay, *Access to Elementary Education in India Country Analytical Review* (New Delhi: CREATE, 2008)”.

Govinda and Bandyopadhyay, “Social exclusion and school”, *PROSPECTS*, (2008) 349.

<sup>54</sup> Dennis, Phinney and Chuateco, “The Role of Motivation”, *Journal of College Student Development*, (2005)224-235.

higher educational aspirations. Furthermore, they are more likely to remain friends with peers from their community. They found that First-Generation college students reported a higher average of apparent support from non-college enrolled friends and second-generation students reported higher apparent support from college enrolled friends. According to him, First-Generation college learners do not need to make a lot of friends, but instead, they need friends who provide them with the resources that will help them to cope with the pressure of college life”.

#### **II.4. Access Issues**

Access to education means studying at a fixed level. “In a broader sense, access to education by FGLs is determined by many factors. And they are mostly characterized by lower educational aspirations, lower level of academic preparation, less encouragement and support to attend college, particularly from parents, less knowledge about the college application process, and fewer resources to pay for college”<sup>55</sup>. In combination, these factors reduce the choice basket for FGL to go to any educational institution as well as “limit the types of institution (i.e. location, sector, and selectivity) they consider attending”.

Auclair et al.<sup>56</sup>, “have differentiated between two temporal elements, one being access itself and the other being the continuation of studies. Their research looks at access to post-secondary education from three perspectives: a) the proportion of people participating; b) the distribution of social groups; and c) the processes and mechanisms that give rise to unequal participation within the subgroups”.

##### **II.4.1. Academic Preparation**

According to Choy, “only twenty-seven percent of high school graduates were FGLs in 1992. He even pointed out that the likelihood of enrolling in postsecondary education is strongly related to parents’ education”. His work has proved the importance of the role of parents’ education in their children's education. He added that the role of parents' education is found in FGLs’ academic preparation for college. His study found that “49 percent of 1992 high school graduates whose parents never

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<sup>55</sup>Engle, “Postsecondary Access and Success”, *American Academic*,(2007) 28.

<sup>56</sup>Auclair et al., “Transitions- Research Paper 2” *Millennium Research Series*, (2008) 9.

attended college were only marginally qualified or were not qualified to attend college when they finished high school, compared to 33 percent of students whose parents had some college education and 15 percent of those who had at least one parent with a bachelor's degree. According to him, subject and course-taking are also related to parents' education. As he explains for 1992 high school graduates who had achieved the highest level of math proficiency tested in 8th grade, those whose parents had not attended college were less likely than those whose parents had a bachelor's degree to take Algebra I in 8th grade and also less likely to complete any advanced math in high school. However, if they took Algebra I in 8th grade, the percent taking advanced math in high school rose to 83 percent, narrowing the gap with students whose parents had a bachelor's degree".

Academic preparation may lack among economically weaker sections and minority. For example, it is observed in the work of Schmidt that "the academic preparation of Hispanics is lacking: on average, Hispanic students score lower on standardized college admission tests, and require more remedial English and Mathematics classes compared to White students."

#### II.4.2. Understanding the admissions and financial aid application process

It is hard for not literate parents to understand the admission process, financial aid and application process of schools/ colleges<sup>57</sup>. Even it became harder for economically weaker parents to understand admission and other processes. Illiterate parents are mostly unaware of government policies for education. Work of Choy points out that "students whose parents had not attended college received less help from their parents in applying to college, and were not more likely to receive help from their schools." Other works like that of Thayer, pointed out that "FGLs enter college with less academic preparation and have limited access to information about the college experience". According to "A Shared Agenda (2004), low-income, African-American,

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<sup>57</sup>Billson and Terry, "In search of the Silken Purse", (1981)9-11.  
Terenzini et al., "First-Generation College Students", *Research in Higher Education*, (1996) 2-3, 16.  
Nuñez and Cuccaro-Alamin, "*First-Generation Students*", (2001).  
Choy, *Students Whose Parents Did Not Go To College*(2001).  
Warburton, Bugarin and Nuñez, *Bridging the Gap* (2001).  
Engle, "Postsecondary Access and Success", *American Academic*,(2007) 25-48.

and Latino families are less informed about financial aid: they tend to overestimate the cost of tuition and underestimate available aid.”

#### II.4.3. Understanding the college experience

Most of the studies found that FGLs face problems like “lack of knowledge of campus environment, college finances and budget management, academic expectations, bureaucratic operations, lack of adequate academic preparation, lack of family support, to complete basic admissions procedures and make connections between career goals and educational requirements”<sup>58</sup>.

#### II.4.4. Educational aspirations, expectations and encouragement

The findings of the studies point to “the presence of a gap between FGLs and SGSs when it comes to educational aspirations, expectations and encouragement. FGLs status even has an impact on the likelihood of giving up or dropping out”<sup>59</sup>. “The likelihood varies depending on the type of institution attended. The way it is attended (return to studies, enrolment in remedial courses, intensity of study, program choice) is also influenced by students’ cultural origins. At this level, students’ integration and involvement in student life affect persistence and grades. The living conditions of FGLs also influence their educational paths”. Terenzini et al. point out “differences in acquiring intellectual skills, although they are not manifest in all the indicators used. Such differences tend to fade as studies continue”. Choy notes “no variations in grades between FGLs and non-FGLs if dropouts are controlled for”. Only McCarron and Inkelas “found no difference between FGLs and NFGLs”. Billson and Terry found that mostly FGLs, “ find difficulty in balancing their job and education. But

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<sup>58</sup> Terenzini et al., “First-Generation College Students”, *Research in Higher Education*, (1996).

Choy, *Students Whose Parents Did Not Go To College*, (2001).

Dennis, Phinney and Chuateco, "The Role of Motivation", *Journal of College Student Development* (2005).

Engle, “Postsecondary Access and Success”, *American Academic*, (2007) 28.

Ishitani, “A Longitudinal Approach”, *Research in Higher Education*, (2003) 433-445.

<sup>59</sup> “D. D. Barahona, *The First-Generation College Student: A Longitudinal Study of Educational Outcomes* (Doctoral thesis in education, University of California, Los Angeles, 1990)”.

Núñez and Cuccaro-Alamin, “*First-Generation Students*”, (1998).

Choy, “*Students Whose Parents Did Not Go To College*” (2001).

Lohfink and Paulsen, “Comparing the Determinants”, *Journal of College Student Development*, (2005).

their study even points out that there is no difference in the attitude among FGLs and NFGLs”<sup>60</sup>.

FGLs face discouragement<sup>61</sup> as well as encouragement<sup>62</sup> from their families to continue education. So it became important for faculty to support FGLs. Hicks<sup>63</sup>“suggested the implementation of intensive counselling support groups and an intensive orientation program aimed directly at those college students who receive less parental support. He even suggests including effective tools for combating the lack of academic support for FGLs”. McKay and Estrella (2008) added that “quality interaction between FGLs and faculty facilitates the process of integration”. Luckett and Luckett (2009) suggested through their study that “all FGLs should be given access to personal mentors. These mentors will provide safe, unconstrained spaces where students can negotiate and develop their identities”.

## II.5. Participation Issues

Most of the research is focused on “participation in education rather than on access. Research on FGLs has concentrated more on the educational experience than on access. The underlying focus of such research is to determine whether FGLs have the same educational experiences as other students” (Auclair et al., 2008). Even many

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<sup>60</sup>Billson and Terry, “In search of the Silken Purse, (1981). They admits that in terms of the benefits they (FGLs and NFGLs) expect to receive from college, the content of the courses they take and the assumed value of a college degree, both first- and second-generation students are in clear agreement that it is the job at the end of the line that is the most important consideration”.

<sup>61</sup>Hsiao, “*First-generation college students*, ERIC Digest, (1992)”.

Striplin, “*Facilitating transfer for first-generation*”, (1999).

Thayer, “*Retention of students from First-Generation and low income backgrounds*, ERIC Digest (2000)”.

Govinda and Bandyopadhyay, “*Access to Elementary Education in India Country Analytical Review* (New Delhi: CREATE, 2008)”.

“Govinda and Bandyopadhyay, Social exclusion and school, *PROSPECTS*, (2008).

Discouragement can be direct (financial constraints) and even indirect (pressure from family to leave education for job)”.

<sup>62</sup>Terence Hicks “Advising the First-Generation College Student : Effective Retention Tools for Colleges and Universities.” “Faculty Working Paper form the School of Education (Fayetteville State University, Feb 12, 2002). He indicated that because the parents of many first-generation college students didn't have the opportunity to attend college, there seems to be more parental support for their children to attend college and to do well while in college. It would seem logical that first-generation college students who receive positive family support during their college experiences are likely to possess more information about college and to be more successful in college than those students who do not receive positive family support”.

<sup>63</sup>Ibid

researchers have focused on issues determining the participation of FGLs. Auclair et al. (2008) have summarised “some of the variables which affect the participation of FGLs. They are the individual enrolment and the nature of institutions<sup>64</sup>, dropping out, persistence and performance, interruption of studies, earning degrees and grade point average, situation outside school: working for pay and family support. Some have tried to measure learners’ cognitive development as the attainment of intellectual skills such as math, critical thinking, reading or writing, scientific reasoning, etc”<sup>65</sup>. Various research point to significant differences among FGLs and SGSs in an “educational experience in terms of family support” (York- Anderson and Bowman, 1991)<sup>66</sup>; “longer working hours, fewer resources, living off-campus, lower rates of social and structural integration” (Billson and Terry); “the way college is attended, the amount of time devoted to studies, course selection according to discipline, social integration, the intellectual skills and impact of academic and extracurricular experiences” (Pascarella et al.); “working full time while at college” (Warburton et al.). Naumann et al. conclude that “if students will get good grades, their status will not be a factor”. Hahs- Vaughn, found “no significant differences among FGLs and SGSs when it came to educational experience, intensity of enrolment, grade point average and earning a diploma. Thus indicating disappearance of differences between the two types of students during the course of the educational experience”.

## II.6. Retention and Dropouts

Retention and dropout are other major issues related to FGLs addressed by scholars. “The overall approach toward improving retention for FGLs should be to increase

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<sup>64</sup> “Lohfink and Paulsen, Comparing the Determinants, *Journal of College Student Development* (2005). According to them, FGLs are less likely to stay if they are enrolled at a private institution and likelihood increases in proportion to the size of the institution they attend. The authors suggest several theories to explain this, including, among others: private colleges are smaller and more focused on the needs of traditional students; FGLs living on campus might feel cut off from their social and family networks; and attending a large institution allows FGLs access to more services designed especially for them or enables them to rub shoulders with students from different backgrounds, thus making contact with their classmates easier.”

<sup>65</sup> Terenzini et al. (1996) and Pascarella et al. (2003).

<sup>66</sup> “York- Anderson and Bowman (1991) did their first research on how much information FGLs have about colleges compared to how much second-generation students (SGSs) have. Based on a small sample of students enrolled in an American Midwest community college (201 respondents), the study finds that the only significant difference between FGLs and SGSs lies in the latter having received greater family support. It is of interest that no significant differences were noted with respect to factors such as knowledge of the college, personal commitment to studies or perceptions of family pressure”.

their institutional commitment, improve their structural integration, and expand their support network in the academic setting”. According to Billson and Terry<sup>67</sup>, “time constraints and distancing of FGLs result in poor grades. Both continuing and drop out FGLs have slightly lower grades than SGSs. FG drop outs have significantly lower grades than CGLs. This leads them to conclude that FGL are most appropriate to have academic problems serious enough to force them to drop out, stop out, or transfer to an easier program”. On the other hand, according to Penrose, “FGLs have the intellectual ability to succeed but they drop out more. They are confident in their skills when they arrive at university, but due to insecurity that develops during their study forces them to leave. Even she indicates that there is no significant difference among First-Generation and continuing generation, in terms of self-confidence, sense of personal identity and expectations of success”<sup>68</sup>.

Ishitani finds that “FGLs are more likely than their peers to drop out at any stage. In his earlier study in 2003, he found out that the negative effect of FGL status on persistence was more significant during the first year of study. The author discovered that the FGL dropout risk becomes lower in the third year. The results were not so significant for the second, fourth and fifth years of study. Some admits that FGLs status is enough to have an impact on the likelihood of giving up or dropping out<sup>69</sup>. And at times this likelihood varies depending on the type of institution attended and the way the institution is attended”<sup>70</sup>. Though they tend to work full time when enrolled in school and college this lead to drop out among them due to work<sup>71</sup>.

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<sup>67</sup> Billson and Terry, “In search of the Silken Purse”, (1981) 13.

<sup>68</sup> “Penrose, Academic Literacy Perceptions, *Research in the Teaching of English*, (2002) 456-458. She has presented a case study of students at North Carolina State University in her study”.

<sup>69</sup> “Nuñez and Cuccaro-Alamin, *First-Generation Students*, (1998)53-54”.

Choy, *Students Whose Parents Did Not Go To College*, (2001) 22-23.

Hahs-Vaughn, “The Impact of Parents' Education”, *Journal of College Student Development*, (2004) 486.

Lohfink and Paulsen, “Comparing the Determinants”, *Journal of College Student Development*, (2005) 418.

<sup>70</sup> “Return to studies, enrolment in remedial courses, intensity of study, program choice”.

<sup>71</sup> “Nuñez and Cuccaro-Alamin, *First-Generation Students*, (1998) 18, 26”.

Terenzini et al., “First-Generation College Students”, *Research in Higher Education*, (1996) 10. Work can be of many types like full/part time.

Warburton, Bugarin and Nuñez<sup>72</sup> find out that “Hispanic students were more likely than white students to stay on the persistence track”.

According to Lohfink and Paulsen, “being a Hispanic First-Generation Student, a lower-income First-Generation Student, or a female First-Generation Student among persisters is more apparent and problematic”<sup>73</sup>.

## **II.7. Research Gaps**

It has been found that almost all kinds of literature has defined FGLs based on parental educational level and only Govinda and Bandyopadhyay, have considered FGLs as children of illiterate parents. It has been also found that studies have defined FGLs as those belonging to the parents who are uneducated or have received education up to secondary level/ high school diploma or less/ junior high school diploma/high school diploma/ neither obtained a degree. But if in a family, parents have received any amount of education, then they understand the value of education and have an impact on their children’s education. This fact is ignored in most of the studies. The influence of space on the education of FGLs is also ignored and most of the studies reviewed are found to be restricted up to demographic and educational performance indicators. Even none of the studies have attempted a comparison between the educational conditions of learners and their brothers and sisters. The spatial notion is not used in most of the works in understanding different dimensions of FGLs.

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<sup>72</sup>Warburton, Bugarin and Nuñez, *Bridging the Gap*, (2001)44.

<sup>73</sup> “Nidhi Sinha, *Children of Illiterates : A Study of Socio-Economic Correlates of First-Generation Learners in Bihar*, Thesis, CSRD, JNU (2013)”.



## CHAPTER -III

### CONTEXTUALIZING FGLS IN BIHAR

#### III.1. Introduction

Studies observe that FGLs have peculiar characteristics like being older<sup>1</sup>, higher chances of being women<sup>2</sup>, belonging to ethnic minority groups<sup>3</sup>, economically weaker section<sup>4</sup>, absence of academic preparedness<sup>5</sup> and early drop-out<sup>6</sup>. Thus, in light of these characteristics objective of the present chapter is to identify First Generation Learners (FGL) and to study the socio-economic, demographic and educational characteristics features of FGLs with the help of secondary data.

For fulfilling the objectives; the existing chapter identifies characteristics particular to FGLs in Bihar. This is done with the help of secondary data sources. NSSO unit-level data of 64th Round (2007-08) and 75<sup>th</sup> Round (July 2017-June 2018) are used in this chapter. The chapter is divided into three parts. The first part deals with the identification

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<sup>1</sup>Janet Mancini Billson and Margaret Brooks Terry, In search of the Silken Purse: Factors in Attrition among First Generation Students, Revision of Paper presented at the Annual Meeting of the Association of American Colleges, Denver, January 28, 1981, 3”.

<sup>2</sup>E.C. Warburton, R. Bugarin and A.-M. Nuñez, *Bridging the Gap: Academic Preparation and Postsecondary Success of First-Generation Students* (NCES 2001-153), Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2001, 9”.

<sup>3</sup>T. Terenzini et al., “First-Generation College Students: Characteristics, Experiences and Cognitive Development,” *Research in Higher Education* 37.1 (1996): 8.

<sup>4</sup>“Graziella Pagliarulo McCarron and Karen Kurotsuchi Inkelas, The Gap between Educational Aspirations and Attainment for First-Generation College Students and the Role of Parental Involvement, *Journal of College Student Development* 47.5 (2006): 537”.

<sup>5</sup>Terenzini et al., “First-Generation College Students”, *Research in Higher Education*, 8.

<sup>6</sup>Rémy Auclair et al., “Transitions- Research Paper 2-First-Generation Students: A Promising Concept? *Millennium Research Series* 39, Canada Millennium Scholarship Foundation, 2008, 18”.

<sup>7</sup>Ibid.

Terry T. Ishitani, “A Longitudinal Approach to Assessing Attrition Behavior among First-Generation Students: Time-Varying Effects of Pre-College Characteristics,” *Research in Higher Education* 44.4 (2003): 434. “He defines FGSs as whose parents did not graduated from college”.

\_\_\_\_\_, “Studying Attrition and Degree Completion Behavior among First-Generation College Students in the United States, *Journal of Higher Education* 77.5 (2006): 862, 867. He defines FGSs as students whose parents never attended college”.

of FGLs explaining socio-economic characters, followed by demographic and educational characteristics.

### **III.2. Identification of FGLs**

For fulfilling the first objective that what is the identity of First Generation Learners (FGL), “unit-level data from the Education in India: 2007-08, Participation and Expenditure, NSS 64<sup>th</sup> Round, July 2007- June 2008, Report No. 532(64/25.2/1) and Key Indicators of Household Social Consumption on Education in India, NSS 75<sup>th</sup> Round, July 2017- June 2018, Report No. NSS KI (75/ 25.2)” is used. As secondary data have biasness therefore explanation in the next chapter is done with the help of primary data. Despite biasness, it's important to get an idea about FGLs thus this part tries to explain the different socio-economic and educational characteristics attached to them.

#### **III.2.1. Distribution of FGLs**

Table 3.1 shows the sample as well as estimated values of the number of households of FGLs in Bihar, the total number of FGLs and FGLs present in the age group of 5 to 29 years of age and 3 to 35 years of age for the 64<sup>th</sup> round and 75<sup>th</sup> round NSSO respectively. According to NSSO 64<sup>th</sup> round, “in rural areas of Bihar, there is a total 22 percent of households where both parents are illiterate and children are first to receive education”. While in the span of ten years significant decline in their proportion is noticed i.e. 16 percent in 2017-18(75<sup>th</sup> round NSSO). While in the urban areas of Bihar, there were about 10 percent of households with FGLs and recently it has become 7 percent. In Bihar, there was a total of 21 percent of households that had FGLs and according to the 75<sup>th</sup> round now only 15 percent households are of FGLs. According to the 64<sup>th</sup> round, among the total population of Bihar, about 9 percent persons are FGLs but according to the 75<sup>th</sup> round, only 6 percent are FGLs. A higher proportion of FGLs are present in rural areas in contrast to urban areas. When the two time periods of NSSO are compared, it's found that over the time period there is a declining trend in the FGLs population.

**Table 3.1.: Distribution of FGLs in Bihar**

	Number of Households of FGLs			Total number of FGLs			Number of FGLs		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
<b>Sample</b>									
64 <sup>th</sup> Round	1243	155	1398	2453	341	2794	2433	333	2766
75 <sup>th</sup> Round	626	128	754	1416	312	1728	1407	310	1717
<b>Estimated</b>									
64 <sup>th</sup> Round	3029100	152089	3181189	6177644	359693	6537337	6135208	354937	6490145
75 <sup>th</sup> Round	2641363	144934	2786297	5615826	353394	5969220	5574602	352178	5926780
	Total FGLs Households in%			Total FGLs in Percent			Percent of FGLs		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
<b>Sample</b>									
64 <sup>th</sup> Round	21.85	11.54	19.88	8.76	5.56	8.18	19.15	12.01	17.87
75 <sup>th</sup> Round	17.78	7.28	14.28	7.76	3.88	6.59	12.81	7.08	10.92
<b>Estimated</b>									
64 <sup>th</sup> Round	22.22	10.17	21.03	8.98	5.03	8.61	19.17	10.43	18.33
75 <sup>th</sup> Round	15.90	6.93	14.89	6.71	3.76	6.41	11.19	6.40	10.71

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

Percent figures are calculated from Bihar.

**Total number of FGLs** includes currently studying and dropped out FGLs while **Number of FGLs** denote only the currently attending FGLs.

### III.2.2. Household Characteristics

Household characteristics of FGLs are discussed in terms of location of household in rural or urban areas, size of household, religion, social group, type of household, principal household occupation, monthly per capita expenditure and size of land holding.

“According to FGL’s theories and studies, FGLs are from rural or suburban outskirts, belong to minority groups and low-income groups. This section, therefore, tries to analyse if other factors like size of household, type of household, principal household occupation and size of land holdings also play role in determining the status of FGL”.

Household characteristics features are discussed in the sections below:

### III.2.2.1. Place of residence

“Place of residence is an important determinant of the status of FGLs”<sup>7</sup>. In India, educational facilities are better in urban areas. “Living in remotely located homes in rural areas greatly affects children’s ability to get into schools”<sup>8</sup>. “Even gaps in terms of age-specific participation of children in primary and upper primary levels in rural as well as urban areas are noticed”<sup>9</sup>. Similar patterns are also observed among FGLs of Bihar.

**Table 3.2: Distribution of Households of FGLs by Place of Residence**

Place of Residence	64 <sup>th</sup> Round (2007-08)		75 <sup>th</sup> Round (2017-18)	
	Number of FGL Households	Percent of FGL Households	Number of FGL Households	Percent of FGL Households
Rural	3029099 (95.22)	22.22	2641363 (94.80)	15.90
Urban	152089 (4.78)	10.17	144934 (5.20)	6.93
Total	3181188 (100)	21.03	2786297 (100)	14.90

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

Figures in brackets indicate percentage figures calculated from FGL and percent figures in the next column are calculated from Bihar.

<sup>7</sup>“A. Rahman, J. Situ and V. Jimmo, *Participation in Post-Secondary Education: Evidence from the Survey of Labour and Income Dynamics* (Ottawa, Statistics Canada, 2005), 9, 18-19, 24, 28, 33”.

<sup>8</sup> “R. Govinda and M. Bandyopadhyay, Social exclusion and school participation in India: Expanding access with equity. *PROSPECTS* 40.3 (2010): 351. Refer rural location as an important force which forces children to remain out of schools, in particular girls”.

<sup>9</sup> “R. Govinda and M. Bandyopadhyay, *Access to Elementary Education in India Country Analytical Review* (New Delhi: Consortium for Research on Educational Access, Transitions and Equity, 2007), pp. 15”.

According to Table 3.2, among rural areas of Bihar, about 22 percent of households are of FGLs and among urban areas, 10 percent of households are of FGLs. While according to a recent NSSO round its 16 and 7 percent respectively in rural as well as in urban areas. The distribution of FGLs household shows that the maximum proportion of households is located in rural areas.

### III.2.2.2. Household size

Household size is “the total number of persons residing together in the household (i.e., under the same roof) and taking food from the same kitchen (including temporary stay-away and excluding temporary visitors and guests)”<sup>10</sup>. Table 3.3, explains according to the 64<sup>th</sup> round maximum number of households of FGLs are medium-sized households (55 percent) followed by small-sized households (32 percent). In contrast according to the 75<sup>th</sup> round maximum number of households belongs to the small-sized household. Among medium-sized households in Bihar, 26 percent of households are of FGLs which now have declined to 16 percent. While among large-sized households in Bihar, only 11 percent and 4 percent households are of FGLs in 64<sup>th</sup> round NSSO and 75<sup>th</sup> round NSSO respectively.

**Table 3.3.: Distribution of FGLs Households by Size of Households**

Number of Members	64 <sup>th</sup> Round (2007-08)		75 <sup>th</sup> Round (2017-18)	
	Number of FGL Household	Percent of FGL Households	Number of FGL Household	Percent of FGL Households
2-4	1024614 (32.21)	16.91	1855630 (66.60)	15.21
5-7	1738849 (54.66)	26.44	799786 (28.70)	15.58
8-10	375386 (11.80)	24.68	120086 (4.31)	10.87
More than 10	42339 (1.30)	11.07	10795 (0.39)	4.10
Total	3181188 (100)	21.88	2786297 (100)	14.90

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

<sup>10</sup>Instructions to field staff, Vol. I, Schedule 25.2, NSS 64<sup>th</sup> Round, pp.D 6.

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

(2-4) = Small sized household, (5-7) = Medium sized household, (8-10) = Large sized household and (More than 10) = Very large sized household.

Figures in brackets indicate percentage figures calculated from FGL and percent figures in the next column are calculated from Bihar.

### III.2.2.3. Religion

According to Table 3.4, among the FGL households, maximum of households are of Hindu religion followed by Muslim. According to the 64<sup>th</sup> round, among Hindu households in Bihar, 20 percent of households are of FGLs and among Muslim households in Bihar; about 27 percent households are of FGLs while according to the 75<sup>th</sup> round, 13.75 percent FGLs and 22.59 percent FGLs are from Hindu and Muslims households of Bihar respectively. Households under other religions are fewer. Even among the households of other religions, 18 percent of households are of FGLs. FGLs belong to only Christianity in the other category of the 75<sup>th</sup> round. None of the FGLs belong to Sikh, Jain, Buddhist or other categories.

**Table 3.4.: Distribution of Households of FGLs by Religion**

Religion	64 <sup>th</sup> Round (2007-08)		75 <sup>th</sup> Round (2017-18)	
	Number of FGL Household	Percent of FGL Households	Number of FGL Household	Percent of FGL Households
Hindu	2615777 (82.23)	20.14	2220149 (79.7)	13.75
Muslim	559502 (17.59)	26.56	555212 (19.9)	22.59
Others	5909 (0.19)	18.13	10936 (0.4)	17.17
Total	3181188 (100)	21.03	2786297 (100)	14.90

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

Figures in brackets indicate percentage figures calculated from FGL and percent figures in the next column are calculated from Bihar.

‘Others religion’ includes Christianity, Sikhism and Others religion.

### III.2.2.4. Social Groups

According to Table 3.5., among FGL households, the maximum number of households belongs to the Other Backward Class (more than 50 percent) followed by Scheduled Castes (more than 30 percent). According to the 64<sup>th</sup> round, among households of Scheduled Tribes in Bihar, more than 33 percent of households are of FGLs. Among Scheduled Castes households, about 30 percent are FGL households. Though among Others, only 10 percent of households are of FGLs. According to the 75<sup>th</sup> round, among Scheduled Castes households, about 26 percent are FGL households. Others category have the lowest concentration of FGLs as they have remained in the mainstream of education. And often SCs were prohibited and mocked for doing untraditional works. This resulted in their historical subjugation and deterioration. When the two rounds are compared, it's seen that among SCs households quarter population belongs to FGLs.

**Table 3.5.: Distribution of Households of FGLs by Social Group**

Social Groups	64 <sup>th</sup> Round (2007-08)		75 <sup>th</sup> Round (2017-18)	
	Number of FGL Household	Percent of FGL Household	Number of FGL Household	Percent of FGL Households
STs	58976 (1.85)	32.47	84389 (3.0)	23.85
SCs	998115 (31.38)	29.67	1101714 (39.5)	25.72
OBC	1886051 (59.29)	20.47	1530973 (54.9)	13.14
Others	238047 (7.48)	10.06	69221 (2.5)	2.86
Total	3181189 (100)	21.03	2786297 (100)	14.90

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

Figures in brackets indicate percentage figures calculated from FGL and percent figures in the next column are calculated from Bihar.

### III.2.2.5. Household Type

NSSO 64<sup>th</sup> Round and 75<sup>th</sup> Round, categorize household type using livelihood of a household-based upon the sources of the household's income from economic activity during the 365 days preceding the date of survey<sup>11</sup>.

**Table 3.6. : Distribution of Households of FGLs by Type of Household and Place of Residence**

Household Type	64 <sup>th</sup> Round (2007-08)		75 <sup>th</sup> Round (2017-18)	
	Number of FGL Household	Percent of FGL Household	Number of FGL Household	Percent of FGL Household
<b>RURAL</b>				
Self-employed in non-agriculture	435499 (14.38)	18.97	341207 (12.92)	10.31
Agricultural labour	1417706 (46.80)	28.23	801549 (30.35)	32.55
Other labour	163527 (5.40)	29.13	636789 (24.11)	19.79
Self employed in agriculture	744654 (24.58)	16.66	675262 (25.56)	10.58
Others	267713 (8.84)	20.93	186557 (7.06)	15.04
Total	3029099 (100)	22.23	2641364 (100)	15.90
<b>URBAN</b>				
Self employed	86333 (57.12)	13.36	56420 (38.92)	6.15
Regular wage/salary earning	17206 (11.38)	3.91	12257 (8.45)	2.53
Casual labour	35347 (23.39)	21.26	69061 (47.6)	22.35
Others	12265 (8.11)	5.14	7196 (4.97)	1.88
Total	151151 (100)	10.14	144934 (100)	6.92

NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: Figures in brackets indicate percentage figures calculated from FGL and percent figures in the next column are calculated from Bihar.

<sup>11</sup>Others category include .a household, which does not have any income from economic activities.



According to Table 3.6, among FGLs' households, more than 40 percent of households in rural areas derive their major source of income from agricultural labour works. Only 25 percent of households are found to be self-employed in agriculture. While in urban areas more than 35 percent of households derived their income from self-employment in both the rounds. Only 35 percent derive their income from regular wage and casual labour works in the 64<sup>th</sup> round which increased to 56 percent in the 75<sup>th</sup> round. Among household types as agricultural labour in rural Bihar, 28 percent and 32 percent of households are of FGLs in the 64<sup>th</sup> round and 75<sup>th</sup> round respectively. Among other labours, the proportion of FGL's households in Bihar declined in the ten years. While among casual labour in urban areas, the proportion of FGL is more than 21 percent.

#### **III.2.2.6. Principal Occupation**

Principal occupation of the household is identified with the help of the National Classification of Occupation (NCO, 2004). NCO is a five-digit classification system that gave a unique title to every occupation. Under this, all the workers engaged in the same type of work are grouped together irrespective of their industrial classification of establishments. From Table 3.7, one digit analysis of NCO shows that in Bihar among households with elementary occupations, about 28 percent are FGLs in both rounds of NSSO. Also, among the households engaged in crafts and related trades works, 22 percent and 17 are FGL both the rounds. Mostly FGL's households are engaged in blue-collar jobs. Among FGLs' households, more than 45 percent of households are engaged in elementary occupation and 24 percent in skilled agriculture and fishery workers, more than 6 percent in crafts and related trades workers and only 4 percent are service workers. The proportion of households deriving income from non-economic activities is also significant in both rounds. As these households have illiterate parents resulting in a lower proportion of member of households in white-collar jobs.

Two-digit analysis shows that they are mostly involved in clerical jobs. 45 percent and 29.6 percent of FGL households in the 64<sup>th</sup> and 75<sup>th</sup> rounds are involved in agriculture, fishery and related works. 6 and 15 percent in mining and construction labours in both the rounds. Market-oriented skilled agriculture and fishery works involve more than 20 percent FGLs households in both rounds.

**Table 3.7.: Distribution of Households of FGLs by Principal Household Occupation: One-Digit Analysis**

Principal Household Occupation: One-Digit Analysis	64 <sup>th</sup> Round (2007-08)		75 <sup>th</sup> Round (2017-18)	
	No. of FGL Household	% of FGL HH	No. of FGL Household	% of FGL HH
Legislators, senior officials and managers	31248 (0.98)	9.59	64849 (2.33)	6.05
Professionals	5805 (0.18)	2.58	204 (0.01)	0.06
Technicians & associate professionals	12809 (0.40)	4.22	819 (0.03)	0.23
Clerks	4441 (0.14)	3.78	1653 (0.06)	1.94
Service workers and shop and market sales workers	133560 (4.20)	12.7	125483 (4.50)	7.16
Skilled agricultural and fishery workers	767104 (24.11)	16.53	702972 (25.23)	11.13
Craft and related trades workers	215851 (6.79)	22.45	286261 (10.27)	17.08
Plant and machinery operators and assemblers	51972 (1.63)	18.87	81294 (2.92)	11.20
Elementary occupations	1708634 (53.71)	27.76	1329007 (47.70)	28.00
Household driving income from non-economic activities	249764 (7.85)	23.34	193753 (6.95)	11.82
Total	3181188 (100)	21.03	2786295 (100)	14.90

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: Figures in brackets indicate percentage figures calculated from FGL and percent figures in the next column are calculated from Bihar.

Principal Household Occupation is based on NCO 2004.

### III.2.2.7. Monthly Per Capita Expenditure

According to Table 3.8, the highest percentage of FGLs household is poorer and the lowest proportion is rich. According to the 75<sup>th</sup> round, there are no FG households from the third and fifth quintile groups. More than 99 percent of households are poorer while according to the 64<sup>th</sup> round it was 28.45. Among poorer households in Bihar, 32 percent are of FGLs and among the poor 27 percent are of FGLs and 15 percent and 3 percent of FGL households are poorer and poor according to the 75<sup>th</sup> round. The two rounds present quite contrasting details.

**Table 3.8. : Distribution of Households of FGLs by Income Quintiles**

MPCE Quintiles	64 <sup>th</sup> Round (2007-08)		75 <sup>th</sup> Round (2017-18)	
	No.of FGL Household	% of FGL HH	No.of FGL Household	% of FGL HH
I	904214 (28.45)	32.27	2785745 (99.98)	14.98
II	785239 (24.71)	27.35	192 (0.01)	2.86
III	677764 (21.33)	23.99		
IV	491902 (15.48)	16.31	360 (0.01)	3.12
V	318996 (10.04)	8.84		
Total	3178115 (100)	21.01	2786297 (100)	14.90

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: Figures in brackets indicate percentage figures calculated from FGL and percent figures in the next column are calculated from Bihar.

MPCE is classified into five quintiles as Quintile I as poorer, Quintile II as poor, Quintile III as middle, Quintile IV as rich and Quintile V as richer.

### **III.2.2.8. Socio- economic predictors of being FGLs, 75<sup>th</sup> round**

In this section likelihood of being FGLs over SGLs is studied using binary logistic model for 75<sup>th</sup> round NSSO unit level data. This will help in understanding if socio- economic factors like place of residence, religion, social group, household type and household size can predict likelihood of determining the status of FGLs. Total number of sample for the study is 3815. This includes FGLs and SGLs. Number of SGLs is more than FGLs.

The binary logistic model is given as:

*Dependent variable:* FGLs (FGL= 1, SGL= 0)

*Independent variables/ Predictors:*

- a) Place of Residence/Sector (Urban= 1, Rural= 0)
- b) Religion (Muslim= 1, Chistian=2, Hindu= 0)
- c) Social Groups (OBC= 1, ST=2, SC= 0)
- d) Household type (Labour=1, Self employed=0)
- e) Household Size (5-7= 1, More than 7= 2, 2-4= 0)

**Table 3.9.: Socio- economic Predicators of being FGLs using Binary Logistic Model, 75<sup>th</sup> Round NSS**

	<b>Freque ncy</b>	<b>B</b>	<b>S.E.</b>	<b>Wald</b>	<b>df</b>	<b>Sig.</b>	<b>Exp(B)</b>
SGLs	2156						
FGLs	1659						
<b>Place of Residence</b>							
Rural	3159						
Urban	656	.134	.087	2.379	1	.123	1.144
<b>Religion</b>							
Hindu	3012			8.713	2	.013	
Muslim	788	-.258	.090	8.159	1	.004	.772
Christian	15	.399	.536	.553	1	.457	1.490
<b>Social Groups</b>							
SC	1459			4.735	2	.094	
OBC	2271	.165	.077	4.656	1	.031	1.180
ST	85	.024	.234	.010	1	.919	1.024
<b>Household type</b>							
Self employed	1604						
Labour	2211	-.110	.069	2.589	1	.108	.895
<b>Household Size</b>							
2-4	825			1.117	2	.572	
5-7	2553	.086	.082	1.116	1	.291	1.090
More than 7	437	.062	.122	.262	1	.609	1.064
Constant		<b>-.334</b>	<b>.098</b>	<b>11.582</b>	<b>1</b>	<b>&lt;.001</b>	<b>.716</b>

Source: NSSO unit-level data, 75<sup>th</sup>Round (2017-18).

The above table shows that number 1659 and 2156 learners are FGLs and SGLs respectively. FGLs are 1.1 times more likely to live in urban areas compared to rural areas. Compared to Hindus, FGLs are less likely to be Muslim and more likely to be

Christian. There are no cases of households belonging to others caste. Compared to SC, 1.2 times OBC are more likely to be present. Higher likelihood of being FGL from STs over SCs is present. FGLs are more likely to reside in urban areas and to be Christian, OBC and ST belong to medium and large sized family. Even it can be said that SGLs households belonging to Muslim religion and labour household are more in number than FGLs.

### III.3. Demographic Characteristics

Demographic characteristics of FGLs in the age group of five to twenty-nine years of age have been studied in this section.

#### III.3.1. Relation to Head of the Household

Among male and female FGLs, more than 75 percent are unmarried child of head of the household and more than six percent are grandchild. Data on transgender is collected in the recent round, thus it's seen that all transgender FGLs are unmarried child and among transgender students in Bihar, 19 percent are FGLs. When the two rounds are compared, it's found that FGLs is head of the household significantly more in the recent round. Among female FGLs of Bihar, 23 percent are heads of the household. Among total persons in the age group of 3 to 35 years (75<sup>th</sup> round), 16 percent are FGLs.

**Table 3.10. : Relation to the Head of the Household of Male and Female FGLs**

Relation to Head of the Household	64 <sup>th</sup> Round (2007-08)			75 <sup>th</sup> Round (2017-18)			
	Male %	Female %	Total %	Male %	Female %	Transgender	Total %
Self	1.30 (0.42)	1.58 (0.15)	1.34 (0.33)	12.87 (10.95)	22.91 (1.48)	0	13.38 (7.02)
Spouse of head				0	13.64 (22.43)	0	13.64 (9.30)
Married child	11.78 (3.69)	3.88 (0.16)	11.24 (2.42)	3.98 (2.18)	11.16 (0.24)	0	4.17 (1.37)

Spouse of married child				0	3.47 (3.53)	0	3.46 (1.46)
Unmarried child	26.27 (89.51)	22.59 (92.34)	24.78 (90.53)	22.77 (81.74)	21.60 (68.75)	18.61 (100)	22.32 (76.36)
Grandchild	13.67 (6.37)	11.87 (7.37)	12.90 (6.72)	7.49 (4.41)	3.57 (2.32)	0	5.77 (3.54)
Brother/sister/brother-in-law/sister-in-law/other relatives				5.15 (0.72)	8.24 (1.26)	0	6.50 (0.94)
Servant and other relatives				0.08	0	0	0.07
Total	22.16 (100)	20.65 (100)	21.59 (100)	17.46 (100)	14.85 (100)	18.61 (100)	16.27 (100)

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

Figures in brackets indicate percentage figures calculated from FGL and percent figures without brackets are calculated from Bihar.

### III.3.2. Sex and Age

For the study, age groups are formed by keeping relevant grade/stage of education. The study follows the classification by Govinda and Bandyopadhyay given in Figure 3.1 to classify age between five to twenty-nine years. This grouping is used in further sections and chapters. According to the figure following groups are formed:

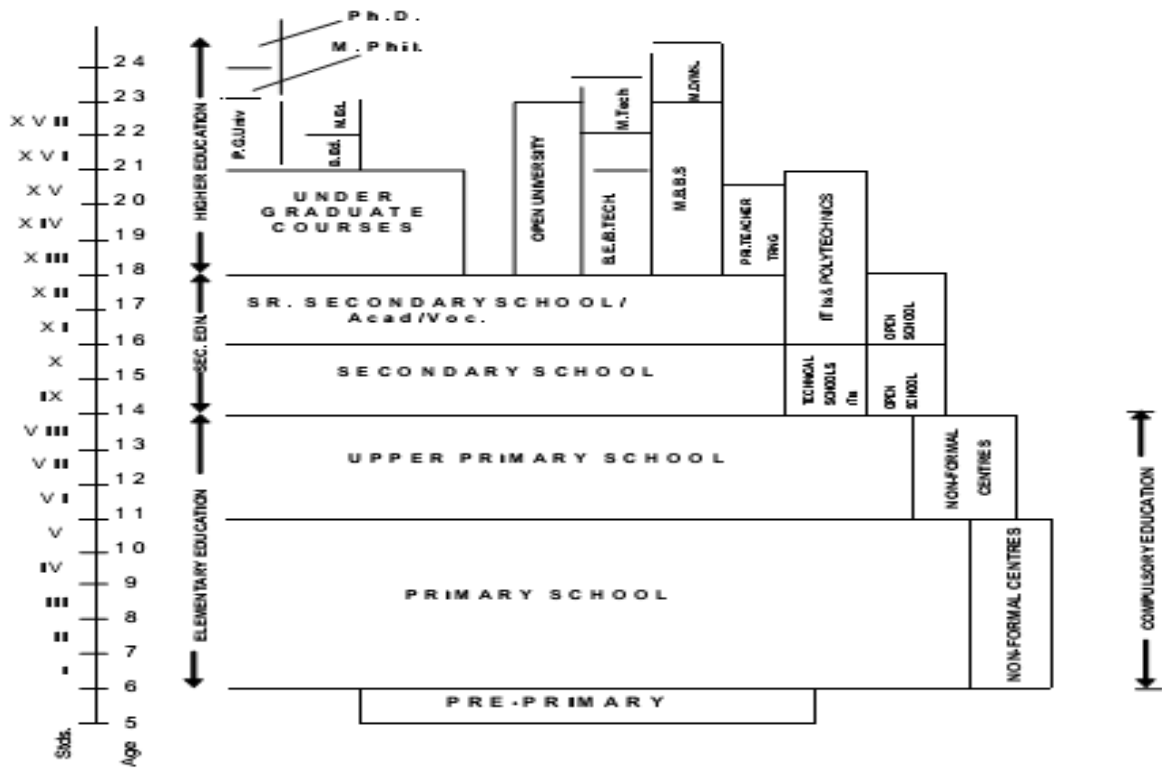
**Table 3.11. : Age, Grade and Educational Level Selected for the Study**

Age	Grade	Educational Level
5	0	Pre Primary
6 – 10	1 - 5	Primary
11 -13	6 -8	Upper Primary
14 – 15	9 - 10	Secondary
16 – 17	11 - 12	Higher Secondary

18 – 21	13 - 16	Graduation
22 – 29	Above 16	Post Graduation and Above

Source: Developed by Author

**Figure 3.1: Showing Age and Grade Distribution in Indian Education System**



Source: “Govinda and Bandyopadhyay, *Access to Elementary Education in India Country Analytical Review*, New Delhi: Consortium for Research on Educational Access, Transitions and Equity, 2007, 5”.

**Table 3.12. : Distribution of Male and Female FGLs**

Age Groups	64 <sup>th</sup> Round (2007-08)			75 <sup>th</sup> Round (2017-18)			
	Male %	Female %	Total %	Male %	Female %	Transgender	Total %
3-4				13.60 (5.51)	13.30 (7.76)	0	13.45(6.44)
5	12.36 (2.87)	6.81 (2.32)	9.85 (2.67)	16.53 (3.20)	14.39 (3.62)	0	15.51 (3.37)
6-10	25.90	22.63	24.48	19.95	19.29	0	19.69

	(44.33)	(52.62)	(47.32)	(27.64)	(24.88)		(26.49)
11-13	27.15 (18.33)	24.78 (21.62)	26.15 (19.52)	19.76 (13.42)	17.92 (11.50)	<b>100 (85.28)</b>	19.04 (12.64)
14-15	23.65 (10.45)	21.35 (12.29)	22.68 (11.12)	20.09 (9.46)	23.58 (10.12)	0	21.41 (9.73)
16-17	22.82 (7.19)	17.66 (6.72)	20.72 (7.02)	19.62 (6.74)	20.96(6.26)	<b>100 (14.72)</b>	20.14 (6.54)
18-21	21.24 (10.81)	4.99 (4.19)	13.40 (8.42)	27.04 (13.27)	11.70 (7.24)	0	19.80 (10.77)
22-24	11.14 (3.14)	0.32 (0.19)	5.32 (2.07)	15.80 (5.47)	4.41 (2.54)	0	9.63 (4.26)
25-29	6.18 (2.88)	0.04 (0.04)	2.82 (1.86)	8.21(5.31)	10.91 (11.61)	0	9.66 (7.92)
30-35				13.01 (9.97)	14.79 (14.46)	0	13.86 (11.83)
Total	21.58 (100)	14.47 (100)	18.33 (100)	<b>17.46 (100)</b>	<b>14.85 (100)</b>	<b>18.61 (100)</b>	16.27 (100)

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

Figures in brackets indicate percentage figures calculated from FGL and percent figures without brackets are calculated from Bihar.

The two rounds present quite a contrasting picture. About more than 70 percent of male and female FGLs are of six to fifteen years of age in the 64<sup>th</sup> round while 40 percent are male and female FGLs in the 75<sup>th</sup> round. Mostly FGLs are concentrated in the six to fifteen age group in the 64<sup>th</sup> round while in the 75<sup>th</sup> round FGLs are distributed over all the age groups.

Among transgender, it's noticed that all the transgender in the age group of 11-13 and 16-17 are FGLs. Recognition of their status has uplifted them to attend educational institutions. Among transgender in the age group of 3-35 years of age, 19 percent are FGLs. Among transgender 85 percent belong to 11-13 age groups.

### III.3.3. Marital Status

Table 3.13, explains the marital status of FGLs in Bihar. Among males and females, FGLs more than 80 percent are never married. Among males, 4.43 percent were currently



married FGLs in the 64<sup>th</sup> round and 13.65 are in the 75<sup>th</sup> round. In Bihar among currently married males, about 7 percent (64<sup>th</sup> round) and 10 percent (75<sup>th</sup> round) are FGLs and among females only 0.23 percent are currently married. But according to the 75<sup>th</sup> round among currently married, 10 are FGLs. 64<sup>th</sup> round depicts that among widow males, 14 percent are FGLs and among females none. This is mostly due to the reason for leaving of parent's house after marriage by females. But the recent round of NSS presents that among widowed females, 20 percent are female FGLs.

**Table 3.13.: Marital Status of Male and Female FGLs**

Marital Status	64 <sup>th</sup> Round (2007-08)			75 <sup>th</sup> Round (2017-18)			
	Male %	Female %	Total %	Male %	Female %	Transgender %	Total %
Never married	23.82 (95.53)	20.77 (99.52)	22.59 (96.97)	20.01 (86.35)	18.16 (71.32)	18.61 (100)	19.28 (80.12)
Currently married	7.15 (4.43)	0.23 (0.48)	2.60 (3.01)	9.67 (13.65)	10.24 (28.61)	0.00	10.00 (19.85)
Widowed	14.12 (0.04)	0	4.87 (0.03)	0.00	20.44 (0.08)	0.00	18.50 (0.03)
Total	21.58 (100)	14.47 (100)	18.33 (100)	17.46 (100)	14.85 (100)	18.61 (100)	16.27 (100)

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

Figures in brackets indicate percentage figures calculated from FGL and percent figures without brackets are calculated from Bihar.

### III.4. Educational Characteristics

In this section details related to the education of FGLs in the two rounds of NSSO are discussed.

#### III.4.1. Age at entry into schools

NSSO 64<sup>th</sup> Round defines “age at entry in schools as the age at which the person started attending the ‘primary level class’ or ‘class I’. In many states, there is a minimum

ageprescribed for admission to class I<sup>12</sup>.The official age of enrolment in primary school is six years”<sup>13</sup>.

It is believed that FGLs is mostly the one who joins education late <sup>14</sup>. Therefore, they are even termed as ‘late starters’. Therefore this section tries to find out if FGLs are late starters. “Rural children are late starters in comparison to urban children”. Although the official age of enrolment in primary schools is 6, even then children in rural areas enroll when they are seven or more<sup>15</sup>. Therefore, the study attempts to find out if there is any significant difference between rural and urban FGLs in terms of their age at entry in schools. It will also try to identify late starters among male and female first-generation learners. And at last, it will try to find if there are any differences between age at entry in schools for currently attending and drop-outs. Therefore to address these issues, this section is divided into two sub-sections to study the age of enrolment for currently attending and drop- outs FGLs.

#### **III.4.2. Age at entry in schools for currently attending**

Age at entry in schools for currently attending FGLs varies from four to ten years. For the study, four to ten years of age are grouped into three groups: early starters, appropriate starters and late starters. According to Table 3.13, early starters have increased in the span of ten years. It's seen that among late starters in Bihar, a significant proportion is of FGLs. All the transgender FGLs are observed to be early starters. Male FGLs are found to be starting their education early than females. Female FGL starts their schooling at the age of six and more are more than males.

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<sup>12</sup> “Instructions to field staff, Vol. I, Schedule 25.2, NSS 64<sup>th</sup> Round, Chapter 4, pp. D14”.

<sup>13</sup>Govinda, R., &Bandyopadhyay, M. (2008),pp. 15.

<sup>14</sup>(Billson and Terry, 1981 ; Terenzini et al., 1996; Nuñez et al., 1998; Choy, 2001; Warburton et al.,2001; Engle, 2007)

<sup>15</sup>Ibid, pp 15.

**Table 3.14. : Age at Entry in School of Currently Attending FGLs**

Age	64 <sup>th</sup> Round (2007-08)								
	RURAL			URBAN			Total		
	Male %	Female %	Total %	Male %	Female %	Total %	Male %	Female %	Total %
4-5	22.18 (28.55)	20.03 (24.68)	21.39 (27.08)	7.67 (34.26)	5.17 (21.15)	6.61 (28.42)	20.03 (28.82)	17.37 (24.46)	19.02 (27.15)
6	30.72 (38.66)	30.38 (38.75)	30.59 (38.69)	17.29 (46.60)	19.77 (43.37)	18.27 (45.16)	29.42 (39.04)	29.30 (39.03)	29.37 (39.03)
More than 6	46.14 (32.79)	42.19 (36.57)	44.46 (34.23)	19.43 (19.13)	37.58 (35.49)	27.32 (26.41)	44.41 (32.14)	41.88 (36.50)	43.33 (33.81)
Total	30.71 (100)	29.64 (100)	30.29 (100)	12.27 (100)	13.84 (100)	12.92 (100)	28.66 (100)	27.69 (100)	28.28 (100)

AGE	75 <sup>th</sup> Round (2017-18)											
	RURAL				URBAN				TOTAL			
	Male %	Female %	Transgender	Total %	Male %	Female %	Transgender	Total %	Male %	Female %	Transgender	Total %
4-5	17.0 1(66. 45)	14.7 9(57. 21)	100.0 0	16.2 1(63. 08)	9.35 72.9 1)	9.16 (72. 09)	0.00	9.27 72.5 8)	16.1 2(66. 84)	14.1 58.2 2)	100.0 0	15.3 7(63. 68)
6	18.6 8(20. 37)	19.1 3(28. 42)	0.00	18.8 8(23. 31)	12.9 8(23. 45)	10.9 0(20 )	0.00	12.1 5(22. 09)	18.1 2(20. 55)	18.4 5(27. 84)	0.00	18.2 6(23. 23)
More than	38.6 9(13.	37.2 3(14.	0.00	38.1 2(13.	10.5 2(3.6	17.3 1(7.	0.00	13.6 6(5.3	36.9 4(12.	35.6 4(13.	0.00	36.4 2(13.

6	19)	38)		62)	4)	9)		2)	60)	94)		09)
Tota	18.7	17.4	100.0	18.2	10.0	9.84	0.00	9.9	17.7	16.6	100.0	17.3
1	3(10	2(10	0(10	4(10	5(10	(100	(100)	(100	9(10	(100	(100)	2(10
	0)	0)	0)	0)	0)	)	)	)	0)	)	)	0)

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

Figures in brackets indicate percentage figures calculated from FGL and percent figures without brackets are calculated from Bihar.

**4-5= Early starter, 6= Appropriate starter and More than 6= Late starter.**

Rural FG children who are currently attending educational institutions are late starter in comparison to urban children. This is possibly due to the location of urban children nearer to schools than rural children<sup>16</sup>. Awareness also plays important role in this. Wide differences are observed in rural and urban areas. From table 3.14, it is clear that female FGLs are the ones who are more late starters than males in rural as well as urban areas. Male FGLs are observed to be the more early starter. Among transgender currently attending schools from the age of four to five, all are FGLs. Only in rural areas, transgender students are found in the sample. It may happen that in urban areas they don't have favourable conditions to attend schools or the sample can be underreported.

Therefore, results point out that in Bihar FGLs are mostly early starters. Even there exists a significant difference between rural and urban FGLs in terms of their age at entry in schools. Compared to urban children, rural children are the ones who get enrolled late. Females are the ones who are more late starters than males. Chances of females in rural areas are higher to be late starter.

### III.4.3. Age at entry in schools of drop-outs

Drop-outs are the ones who after getting enrolled drop out from their studies owing to various reasons and problems. Therefore it is believed that these problems may play a major role in increasing their age of entry in schools. Thus this makes it significant to study age at entry in schools for currently attending and drop-outs separately. Its seen

<sup>16</sup>Govinda, R., &Bandyopadhyay, M. (2008),pp. 15.

from Table 3.14 that when the two rounds are compared its found that early starters have increased and late starters have decreased significantly. More proportion of dropped-out late starters are present in rural areas. 25 percent dropped out FGLs had got enrolled at the age of more than six in rural areas. The corresponding proportion in urban areas is 12 percent. Female dropped-out FGLs are observed to be more late starters than their male counterparts in urban areas and vice versa in rural areas according to the 75<sup>th</sup> round. When the two rounds of NSSO are compared its seen that the proportion of early starters increased over time and late starters have decreased.

**Table 3.15. : Age at Entry in School of Dropped Out FGLs**

64 <sup>th</sup> Round (2007-08)									
Age	RURAL			URBAN			Total		
	Male %	Female %	Total %	Male %	Female %	Total %	Male %	Female %	Total %
5 and below	21.83(17.25)	6.90(10.21)	15.86(15.40)	10.56(27.73)	8.03(31.92)	9.53(29.04)	19.93(17.85)	7.10(11.78)	14.79(16.24)
6	22.15(37.64)	11.37(39.38)	17.62(38.10)	14.09(43.18)	9.34(53.12)	11.92(46.29)	21.35(37.96)	11.14(40.37)	17.02(38.60)
More than 6	33.53(45.11)	17.00(50.41)	26.26(46.50)	21.72(29.09)	4.63(14.97)	12.78(24.67)	32.86(44.19)	16.03(47.85)	25.37(45.16)
Total	26.08(100)	12.65(100)	20.39(100)	14.23(100)	7.76(100)	11.28(100)	24.89(100)	12.09(100)	19.43(100)

75 <sup>th</sup> Round (2017-18)									
Age	RURAL			URBAN			Total		
	Male %	Female %	Total %	Male %	Female %	Total %	Male %	Female %	Total %
5 and below	14.0(50)	5.2(49)	10.0(50)	3.9(51)	2.6(66)	3.3(56)	12.7(50)	4.8(50)	9.1(50)
6	10.0(24)	4.8(29)	7.7(25)	9.7(44)	1.0(10)	5.3(32)	10.0(25)	4.5(28)	7.5(25)
More than 6	16.9(26)	4.8(22)	11.1(25)	1.6(6)	3.3(24)	2.5(12)	15.6(25)	4.7(20)	10.3(25)
Total	13.3(100)	5.0(100)	9.5(100)	4.8(100)	2.4(100)	3.6(100)	12.5(100)	4.7(100)	8.9(100)

NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

Figures in brackets indicate percentage figures calculated from FGL and percent figures without brackets are calculated from Bihar.

**5 and below= Early starter, 6= Appropriate starter and More than 6= Late starter.**

Comparing Tables 3.15 leads to the conclusion that there used to exist differences between age at entry in schools for currently attending and dropped out first-generation students. But now the pattern is almost the same. Dropped-out FGLs are still found to be more late starters than currently enrolled ones. 25 percent of total drop-outs FGLs are late starters and 13 percent of currently attending are the late starter. About 20 percent of drop-out FGLs females are late starters and 14 percent currently attending are late learners. Overall it can be said that dropped-out FGLs owing to various constraints joined their education late in comparison to currently enrolled ones.

#### **III.4.4. Educational Levels**

NSSO 64<sup>th</sup> Round defines “educational level as the stage of educational attainment. The educational level is the highest level a person has completed successfully. The levels are not literate, literate without any schooling, literate without formal schooling, and literate with formal schooling (below primary, elementary, secondary, higher secondary, diploma/ certificate, graduate and post-graduate and above)”<sup>17</sup>. This section focuses on the educational level of FGLs.

The table below describes the educational level of FGLs. Among the total population of FGLs, about 66 percent have attained below primary level according to the 64<sup>th</sup> round and 40 percent according to the 75<sup>th</sup> round. There is six percent increase of FGLs from 64<sup>th</sup> round to 75<sup>th</sup> round who have completed primary level. Among the total population of Bihar who are literate without schooling and informal education, about 8 percent are FGLs. Among males who have attained below primary level, 17 percent are FGLs.

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<sup>17</sup>Education in India: 2007-08, Participation and Expenditure, NSS 64<sup>th</sup> Round (July 2007-June 2008), Report number 532 (64/25.2/1), National Sample Survey Office, NSO, Ministry of Statistics and Programme Implementation, Government of India, May 2010, pp. 7.

Among females who graduate, about 2 percent are FGLs. A decline in the proportion of FGLs in each category is there.

**Table 3.16. Educational Level of Male and Female FGLs in Percent**

Educational Level	64 <sup>th</sup> Round (2007-08)			75 <sup>th</sup> Round (2017-18)			
	Male	Female	Total	Male	Female	Transgender	Total
Literate without schooling and informal education	39.96	28.94	34.48	9.16	7.25	0	8.26
Below Primary	34.13	30.60	32.64	16.87	13.14	0	15.30
Primary	28.93	19.93	25.32	15.13	9.45	100.00	12.77
Upper primary/middle	19.93	8.84	15.82	8.93	9.91	0	9.33
Secondary	13.66	5.27	10.45	8.10	3.40	100.00	6.38
Higher Secondary	9.49	3.57	7.78	4.35	1.25	0	3.25
Graduate	2.77	14.12	5.37	0.30	2.27	0.00	0.79
Total	28.22	23.33	26.25	11.09	8.67	100.00	10.14

NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

75<sup>th</sup> Round, Diploma/ certificate course up to secondary 1.43 percent male, Diploma/ certificate course higher secondary: 28.83 percent.

### III.4.5. Type of Current Education

About 99 percent FGLs are attending general type of education. The Table 3.17 explains that among currently attending males who are doing a professional course, 5.8 percent are male FGLs while among drop-outs there are none. Even in ten years, female FGLs have started opting for professional courses. Among dropped outs who did a general course, about 9 percent are FGLs.

**Table 3.17.:Type of Education Male and Female FGLs in Percent**

64 <sup>th</sup> Round (2007-08)						
Type of Education	Currently Attending			Dropped Out		
	Male	Female	Total	Male	Female	Total
General	28.7	27.7	28.3	25	12.2	19.5
Professional/technical	1.3	0	1	0	0	0
Total	28.7	27.7	28.3	25	12.2	19.5

75 <sup>th</sup> Round (2017-18)								
Type of Education	Currently Attending				Dropped Out			
	Male	Female	Trans	Total	Male	Female	Trans	Total
General	17.9	16.5	100.0	17.4	12.5	4.7		8.9
Professional/technical	5.8	2.7	0.0	5.4	0	0		0
Total	17.8	16.4	100.0	17.3	12.5	4.7		8.9

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup>Round (2017-18).

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

### III.4.6. Course, type of institution, medium of instruction, Mid-Day Meals

#### III.4.6.1. Course

As in the above section, it became clear that among the total population of FGLs, general courses have more than 99 percent population. The proportion of females is quite low in professional and technical courses. All transgender FGLs have taken science. Arts is dominating subject among FGLs.



**Table 3.18. : Courses Opted by FGLs**

64 <sup>th</sup> Round (2007-08)				75 <sup>th</sup> Round (2017-18)			
Course	Male	Female	Total	Male	Female	Trans	Total
General course (upto X)	30.09	28.52	29.46	18.9	17.5	100	18.3
Arts/humanities	8.13	6.96	7.78	14.2	6.4	0	11.2
Science	9.55	6.78	9.13	11.8	13.2	100	12.1
Commerce	30.10	9.03	22.54	0.9	9.9	0	2.5
Medicine	100	0	29.69				
Other				5.9	2.8	0	5.5
Total	28.66	27.68	28.27	17.8	16.4	100	17.3

NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

Other courses include engineering, management, education, computer courses and vocational courses.

### III.4.6.2. Type of Institution

Among the FGLs who are attending educational institutions, more than 99 percent are attending institutions run by the government. Only a few males are found to be attending private unaided institutions. According to NSSO 75<sup>th</sup> round, the main reasons found for attending private institutions are nearby location (76%), dissatisfaction with government institution (17%) and availability of specific facilities (4%).

### III.4.6.3. Medium of instruction

As Bihar lies in the Hindi belt therefore Hindi remains the dominant language of instruction among the two groups of FGLs. More proportion of female FGLs are registered to receive their education in Urdu i.e. 2.1 percent. English is not the popular medium of instruction among FGLs but the proportion of male are more under this medium. Among males and females receiving instruction in English, 0.3 percent are FGL. FGLs have a high share in receiving education in Urdu medium in Bihar. According to the 75<sup>th</sup> round, only 33 percent FGLs are availing tuition classes.

#### III.4.6.4. Mid-Day Meals (MDM)

Social group-wise distribution shows that others are lowest in proportion to avail MDM. Among SCs, 46 percent of the population availing MDM is of FGLs. Similarly, its seen that among STs availing MDM, higher proportion is of FGLs. The reason behind fewer SCs availing MDM is explained in many works. Similar pattern among FGLs is noticed.

**Table 3.19. FGLs Availing Mid-Day Meals in Bihar by Social Group (%)**

SCs	46.10	2.57
STs	32.66	41.10
OBC	18.45	54.30
Others	4.72	2.03
<b>Total</b>	21.33	100.00

Source: NSSO unit-level data, 75<sup>th</sup> Round (2017-18).

Note: 75<sup>th</sup> Round (2017-18), age of FGL is from 3 – 35 years.

#### III.4.7. Expenditure on Education

Expenditure on education shows degree to which a household can spend on the education of children. It is mostly related to income of the family. The richer the household/family will be more will be spent on the education of children. Among FGLs as the expenditure increases, the proportion of FGLs decreases according to the 64<sup>th</sup> round NSSO (see annexure). In the 64<sup>th</sup> round, it is noticed that the percentage share of FGLs declined with increase in expenditure. But vice versa is happening in the 75<sup>th</sup> round. The proportion of FGLs increases with increase in expenditure.

**Table 3.20. Educational Expenditure of Male and Female FGLs**

<b>Expenditure in Rs</b>	<b>Male %</b>	<b>Female %</b>	<b>Transgender%</b>	<b>Total %</b>
Below 201	6.87	4.48	0.00	5.99

201 - 455	15.26	10.06	0.00	13.35
456 - 1250	27.44	33.63	0.00	29.69
Above 1250	50.43	51.83	100.00	50.96
Total	100.00	100.00	100.00	100.00

Source: NSSO unit-level data, 75<sup>th</sup> Round (2017-18), age of FGL is from 3 – 35 years.

### III.4.8. Age of Dropping Out

65 percent FGLs dropped out during six to thirteen years of age i.e. mostly during elementary education according to the 64<sup>th</sup> round. Contrasting only 24 percent FGLs dropped out in the same age group. Table 3.21, represents that among males who dropped out during six to ten years of age, 39 percent are FGLs and among females 11 percent are FGLs. Female FGLs continue to drop out in lesser proportion with increase in their age. Among males, FGL trend of dropping out till the age of seventeen years is very high.

**Table 3.21. Age of Dropping Out of Male and Female FGLs**

Age	64th Round			75th Round		
	Male %	Female %	Total %	Male %	Female %	Total %
6- 10	34.74	26.34	30.79	39.77	11.19	24.26
11- 13	34.75	14.54	25.35	14.39	6.30	10.34
14-15	25.99	7.19	18.08	15.73	4.66	10.68
16-17	16.56	6.02	11.99	11.71	3.89	8.10
18-21	8.17	2.28	6.4	2.29	1.14	1.80
22-24	3.1	0	2.49	0.29	0.54	0.37
Total	24.75	12.23	19.41	12.63	4.72	8.96

Source: NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: For the 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in the 75<sup>th</sup> Round (2017-18), the age of FGLs is from 3 – 35 years.

### III.4.9. Reasons for Discontinuation

Drop-outs are ever-enrolled students who are currently not attending educational institutions. In specific terms, discontinuance are those who discontinued their study after completing the last level of education and drop-outs are those who discontinued their education before attaining a specific level<sup>18</sup>. NSSO treats drop-out and discontinuance as synonymous. Dropping out and discontinuance is the major issue among FGLs. Some studies<sup>19</sup> point out that “FGLs leave their study due to continuance failures and poor grades”. Other studies believe “in the intellectual level of FGLs and point out that once they enter the educational institution, insecurity forced them to leave”<sup>20</sup>. “Even some admit that FGSs status is enough to have an impact on the likelihood of giving up or dropping out”<sup>21</sup>. Therefore, this section tries to find out the reasons responsible for dropping out among FGLs.

**Table 3.22.: Reasons of Discontinuation among Male and Female FGLs**

Reasons of dropping out	64th Round			75th Round		
	Male %	Female %	Total %	Male %	Female %	Total %
Parent not interested in studies	37.54	9.89	17.33			
School is far off	10.54	13.63	12.93	1.91	0	0.39
Work for wage/salary	32.69	14.84	31.94	12.34	23.83	13.04
For participating in other economic activities	18.32	7.21	17.73			
Looking after younger siblings	0	30.88	28.52			
Attend other domestic chores	25.46	5.51	9.04	5.37	3.64	3.98

<sup>18</sup>Education in India: 2007-08, Participation and Expenditure, NSS 64<sup>th</sup> Round (July 2007-June 2008), Report number 532 (64/25.2/1), National Sample Survey Office, NSO, Ministry of Statistics and Programme Implementation, Government of India, May 2010, pp. 11.

<sup>19</sup>Billson and Terry.

<sup>20</sup>Penrose.

<sup>21</sup>Nuñez et al., 1998; Choy, 2001; Hahs-Vaughn, 2004; Lohfink and Paulsen, 2005

Financial constraints	28.75	19.6	25.81	16.80	7.54	13.55
Helping in household enterprises	9.72	24.49	11			
No tradition in the community	72.46	33.36	43.94			
Education not considered necessary	22.31	23.21	22.84			
Child not interested in studies	35.35	21.98	30.35	13.92	8.30	11.30
Unable to cope up or failure in studies	17.03	15.04	16.13	19.21	5.85	13.55
Unfriendly atmosphere at school	4.94	25.65	17.93			
Completed desired level	9.29	4.13	6.07	3.66	3.83	3.75
Route to educational institution not safe				28.35	0.00	10.42
Non availability of female teacher					10.62	10.62
Others	16.04	8.23	10.56	6.58	3.28	5.04
Total	25.52	12.87	20.08	12.46	4.69	8.87

Source:NSSO unit-level data, 64<sup>th</sup> Round (2007-08) and 75<sup>th</sup> Round (2017-18).

Note: For 64<sup>th</sup> Round (2007-08) age of FGLs is from 5-29 years and in 75<sup>th</sup> Round (2017-18), age of FGL is from 3 – 35 years. Calculated from Bihar

**Table 3.23. : Major Reasons of Dropping-out , 75<sup>th</sup> Round**

Major reasons of dropping out	Male %	Female %	Total %
Child not interested in studies	12	19	14
Financial constraints	37	28	35
Attend domestic chores	3	28	9
Engaged in economic activity	42	16	36

Note: 75<sup>th</sup> Round (2017-18), age of FGL is from 3 – 35 years. Calculated from FGL

35 percent of FGLs drop out owing to financial problems and 14 percent due to disinterest in studies. The above table shows proportion of FGLs who dropped out owing to various factors. Leaving school for work (wage/salary) is prominent among both male and female FGLs. Females are noticed to drop out for looking after their siblings and

attending domestic chores. The proportion of dropped-out female FGLs is higher i.e. 28 percent. Financial constraints are more prominent among male and female FGLs. Among FGLs who left due to completion of their desired level, 3 percent are male as well as female. Among the students who are failing and dropping out, 14 percent are FGLs. Females dropped out less compared to males due to failure. Though compared to the 65<sup>th</sup> round in the 75<sup>th</sup> round, distance of school became less important factor for dropping out.

### **III.5. Conclusion**

FGLs are more likely to reside in urban areas and to be Christian, OBC and ST belong to medium and large sized family. It has also been found that in Bihar almost one-fifth of the households belong to FGLs. Rural areas have a higher number of FGLs. It has been seen that male FGLs are more married than female FGLs. A higher proportion of FGLs are there between six to ten years of age. It has been noted that among late starters, more are females and belong to rural areas. And dropped-out FGLs are more late starters than currently enrolled ones.

It has been seen that among FGLs, most are found to be attending primary and above educational level, their type of education is mostly general, they are enrolled under general course characterised by full-time courses, are mostly attending government institution with Hindi as the medium of instruction, most of them incur high expenditure on education, they mostly tend to drop out between six to seventeen years of age, dropping out is mostly due to financial constraints, disinterest in studies, carrying out of domestic chores by females.

When the data of the two rounds of NSSO are compared, various changes are seen. Although the number of sampled FGL households in the 75<sup>th</sup> round is half the number of FGL households in the 64<sup>th</sup> Round. FGLs under the General category have declined sharply from 10 to 2.8 percent. FG Households among SCs and STs still hold a significant proportion among other social groups. Households belonging to labour and elementary categories have increased in the 75<sup>th</sup> Round. While the other categories notice a decline in the number of households signifying their upward mobility. Due to the lack of social capital and social connection, the left-out groups have problem climbing the

social ladder. The latest round has almost 99 percent population skewed in MPCE Quintile I. 75<sup>th</sup> round has data for transgender. It's noticed that all the transgender in the age group of 11-13 and 16-17 are FGLs. The early starter in urban areas is more than in rural areas. In the 75<sup>th</sup> round, half households among FG households have early-starters while late-starter were significantly more in the 64<sup>th</sup> round i.e 45 percent. Children belonging to STs, SCs and OBC have MDM. While FG from other category, do not have a significant proportion.

## Chapter IV

### Educational Profile of FGLs

#### IV.1. Introduction

*The Perceived space/ First space* is the physical built environment. It has a particular concrete physical fixed location. It is related to what happens within space regarding daily routine and practice. *Conceived space/ Second space* refers to the imagined environment as it is a mental space related to control over knowledge. It is to study FGLs that how they conceive their environment. It consists of elements from their school space as well as their home space. The first and second space combine to create a fully lived space that is real and imagined called *Lived space/ Third space*. Lived space includes everyday experience. It reflects the subjective experience of FGL. Thus, the chapter will study different spaces interwoven around FGLs.

The chapter addresses 'Who Gets What, Where and How' using Soja's (1996) Trilectics of Spatiality. Here, 'Who' is the FGL. 'What' addresses education and other amenities, 'Where' refers to the two different administrative districts i.e. Patna and Vaishali districts and 'How' reflects the whole process involved. However, the current chapter will address the whole statement.

The objective of this chapter is to study the interaction of educational institutions, family, community and the roles played by them in the education of First Generation Learners and identification of different problems faced by FGLs at different stages of educational level with a prime focus on the role of the educational institution. The research questions that this chapter will address are:

- How do perceived space, conceived space and lived space plays role in the education of First Generation Learners?
- If the problems faced by school-going FGLs change with an increase in educational level?



Thus, to fulfill the objectives and answer the research questions this chapter is divided into three parts. The first part will focus on the educational attributes of FGLs. The second will focus on the household environment and the third part will deal with social capital.

## **IV.2. Educational Attributes of FGLs**

Access to education means joining education where friction of distance, time and social constraints are minimal. In a broader sense, access to FGLs is determined by many factors. And FGLs are mostly characterized by a lower level of academic preparation<sup>1</sup>, lower educational aspirations, less encouragement and support to attend college, particularly from parents<sup>2</sup>, less knowledge about the application process and problematic educational experience<sup>3</sup>, and fewer resources to pay for it<sup>4</sup>. In combination, these factors reduce the choice basket for first-generation students to go to any educational institution as well as limit the types of institution (i.e. location, sector, and selectivity). There are other issues too related to access to education by FGLs which are discussed in the next chapter.

### **IV.2.1. Age at Enrolment**

According to Table 4.1, it is found that in Patna about 86 percent FGLs are early starters while in the same age group in Vaishali only 2.3 percent of children are an early starter. In Vaishali, mostly 98 percent of children are the appropriate starter. These students have

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<sup>1</sup>Choy, *Students Whose Parents Did Not Go To College*, 20. According to Choy, only twenty seven percent of high school graduates were FGSs in 1992. He even pointed out that the likelihood of enrolling in postsecondary education is strongly related to parents' education. His work has proved importance of role of parents' education in their children education. He added that role of parents education is found in FGSs' academic preparation for college.

<sup>2</sup>Billson and Terry, "In search of the Silken Purse", 9-11.

Terenzini et al., "First-Generation College Students", *Research in Higher Education*, 2-3, 16.

Núñez and Cuccaro-Alamin, "*First-Generation Students*".

Choy, *Students Whose Parents Did Not Go To College*.

Warburton, Bugarin and Núñez, *Bridging the Gap*.

Engle, "Postsecondary Access and Success", *American Academic*, 25-48.

<sup>3</sup>Terenzini et al., "First-Generation College Students", *Research in Higher Education*, 2-3, 16.

Núñez and Cuccaro-Alamin, "*First-Generation Students*".

Choy, *Students Whose Parents Did Not Go To College*.

Most of the studies found out that FGLs face problems like lack of knowledge of campus environment, college finances and budget management, academic expectations, bureaucratic operations, lack of adequate academic preparation, lack of family support, to complete basic admissions procedures and to make connections between career goals and educational requirements.

<sup>4</sup>Engle, "Postsecondary Access and Success", *American Academic*, 28.

taken admission in standard one at the age of six years. Compared to Patna early starters are few in Vaishali. The main reason is the backwardness of Vaishali in comparison to Patna. In contrast to this late starters are more in proportion in Patna compared to Vaishali. Late starters in Vaishali are only females.

**Table 4.1 Age at Entry in School of FGLs**

	Age at Entry in School			Total
	4-5	6	More than 6	
Patna	86.2%	8.8%	5.0%	100.0%
Vaishali	2.3%	97.5%	0.1%	100.0%
Total	45.2%	52.2%	2.6%	100.0%

Note: 4-5= Early starter, 6= Appropriate starter and More than 6= Late starter.  
Source: Primary Field Survey, 2016-18.

#### IV.2.2. Educational Levels and Current Education Attendance

Table 4.2, the maximum proportion of FGLs in both the districts has completed the primary level of education. Then 25 percent FGLs have completed upper primary or middle level. In Patna, 11 percent have completed secondary while only 6 percent in Vaishali have completed. 4 percent and 0.4 percent FGLs have completed higher secondary levels respectively. A decrease in the number of FGLs is there with an increase in educational level. 14 percent are from Hajipur and have completed below primary and 8 percent are from Patna.

**Table 4.2 Educational Levels of FGLs**

	Educational level completed						Total
	Pre Primary	Primary 1-5	Upper primary/middle 6-8	Secondary 9-10	Higher Secondary 11-12	Graduate	
Phulwari	7.8%	50.4%	26.4%	10.9%	3.8%	0.9%	100.0%
Hajipur	14.4%	53.9%	25.1%	5.8%	0.4%	0.5%	100.0%
Total	11.2%	52.2%	25.7%	8.3%	2.0%	0.7%	100.0%

Source: Primary Field Survey, 2016-18.

Table 4.2, explains among male and female FGLs, it is observed that after pre-primary they rise in proportion at the primary level but then their number decreases with an increase in educational level. Male and female FGLs in Hajipur have completed pre-primary and primary levels more compared to Patna. Compared to males, females are found to complete more in proportion pre-primary and upper primary levels of education. The proportion of females is comparatively lesser than males at higher secondary and

graduation levels. At higher secondary and graduation levels, no females are found in Hajipur.

**Table 4.3 Educational Level Gender Wise**

Gender		Educational level						Total
		Pre Primary	Primary 1-5	Upper primary/middle 6-8	Secondary 9-10	Higher Secondary 11-12	Graduation	
Male	Phulwari	6.4%	49.7%	25.5%	13.1%	4.1%	1.1%	100.0%
	Hajipur	12.4%	55.0%	24.4%	6.7%	0.6%	0.8%	100.0%
	Total	9.6%	52.5%	24.9%	9.7%	2.3%	1.0%	100.0%
Female	Phulwari	9.3%	51.2%	27.4%	8.2%	3.3%	0.5%	100.0%
	Hajipur	17.0%	52.3%	26.0%	4.7%	0.0%	0.0%	100.0%
	Total	13.2%	51.8%	26.7%	6.4%	1.6%	0.3%	100.0%
Total	Phulwari	7.8%	50.4%	26.4%	10.9%	3.8%	0.9%	100.0%
	Hajipur	14.4%	53.9%	25.1%	5.8%	0.4%	0.5%	100.0%
	Total	11.2%	52.2%	25.7%	8.3%	2.0%	0.7%	100.0%

Source: Primary Field Survey, 2016-18.

Area-wise distribution of FGLs in Table 4.4, shows FGLs in rural areas have completed pre-primary, secondary, higher secondary and graduation more than in urban areas. Their higher proportion can be explained in terms of the location of choice of villages. As the villages are in close proximity to urban centers thus favoring education in rural areas. Patna is the capital of Bihar and compared to Hajipur it has better quality schools and colleges. Thus rural areas of Patna have a high proportion of FGLs completing higher education while in Hajipur their proportion is low. While urban Hajipur presents a contrasting picture at a higher educational level as the proportion of FGLs is more at this level compared to Patna.

**Table 4.4 Educational Levels: Rural and Urban Areas Wise**

Sector		Pre Primary	Primary 1-5	Upper primary/middle 6-8	Secondary 9-10	Higher Secondary 11-12	Graduate	Total
Rural	Phulwari	9.7%	42.9%	26.5%	14.1%	5.6%	1.2%	100.0%
	Hajipur	19.0%	52.1%	22.4%	5.7%	0.2%	0.6%	100.0%
	Total	14.4%	47.6%	24.4%	9.9%	2.9%	0.9%	100.0%

Urban	Phulwari	4.2%	64.0%	26.1%	4.9%	0.4%	0.4%	100.0%
	Hajipur	7.0%	56.7%	29.4%	6.1%	0.6%	0.3%	100.0%
Total		5.7%	60.0%	27.9%	5.5%	0.5%	0.3%	100.0%
Total	Phulwari	7.8%	50.4%	26.4%	10.9%	3.8%	0.9%	100.0%
	Hajipur	14.4%	53.9%	25.1%	5.8%	0.4%	0.5%	100.0%
Total		11.2%	52.2%	25.7%	8.3%	2.0%	0.7%	100.0%

Source: Primary Field Survey, 2016-18.

**Table 4.5 Age Wise Distribution of Educational Level of FGLs in Patna**

Age	Educational Level						Total
	Pre Primary	Primary (1-5)	Upper Primary (6-8)	Secondary (9-10)	Higher Secondary (11-12)	Graduation and above (13-16)	
Below 6	7.6%	0.8%					8.4%
6-10	9.8%	22.7%					32.4%
11-13	0.1%	12.7%	13.3%	0.4%			26.5%
14-15	0.1%	1.1%	9.3%	3.3%			13.8%
16-17		0.8%	2.9%	3.3%	1.3%		8.2%
18-23		1.8%	1.6%	4.1%	2.4%	0.8%	10.6%
Total	17.6%	39.8%	27.1%	11.3%	3.7%	0.8%	100.0%

Source: Primary Field Survey, 2016-18.

**Table 4.6 Age Wise Distribution of Educational Levels of FGLs in Vaishali**

Age	Educational Level						Total
	Pre Primary	Primary (1-5)	Upper Primary (6-8)	Secondary (9-10)	Higher Secondary (11-12)	Graduation and above (13-16)	
Below 6	1.6%	0.1%					1.8%
6-10	16.1%	19.7%					35.8%
11-13	0.9%	20.5%	8.2%				29.6%
14-15		2.3%	11.4%	0.6%			14.3%
16-17	0.5%	1.3%	4.6%	2.3%			8.6%
18-23	0.4%	2.5%	3.3%	2.9%	0.4%	0.5%	10.0%
Total	19.5%	46.3%	27.4%	5.9%	0.4%	0.5%	100.0%

Source: Primary Field Survey, 2016-18.

Table 4.5 and Table 4.6, show the age-wise distribution of the educational level of FGLs in Patna and Vaishali. In Patna, 8.4 percent FGLs are below 6 years of age and out of this 7.6 percent have completed the pre-primary level and 0.8 percent have completed primary. While the same age group in Vaishali only had 1.8 percent FGLs. The

maximum concentration of FGLs is seen in 6-10 years followed by 11-13 years of age in both districts. In the 6-10 years category, Vaishali has more FGLs completing pre-primary showing that they are a late starter.

**Table 4.7 Wealth Index Quintile Group Distribution of Educational Levels**

Educational level	Quintile Group of Wealth Index					Total
	Quintile 1 Poorest	Quintile 2	Quintile 3	Quintile 4	Quintile 5 Wealthiest	
Pre Primary	1.2%	1.4%	1.6%	1.0%	0.8%	6.0%
Primary 1-5	10.7%	11.1%	11.6%	11.4%	11.0%	55.7%
Upper primary/middle 6-8	4.6%	5.9%	6.9%	4.9%	5.0%	27.2%
Secondary 9-10	1.5%	2.7%	0.6%	2.2%	1.1%	8.1%
Higher Secondary 11-12	0.4%	0.4%	0.3%	0.5%	0.8%	2.4%
Graduate	0.1%	0.1%	0.1%	0.4%		0.6%
Total	18.5%	21.5%	21.0%	20.3%	18.7%	100.0%

Source: Primary Field Survey, 2016-18.

Table 4.7, among all the income quintiles maximum proportion of FGLs have completed primary level followed by upper primary. Among 27 percent FGLs who had completed upper primary level, 7 percent belong to quintile 3, 6 percent belong to quintile 2 and about 5 percent belong to rest three quintile groups. As the groups is homogenous and mostly are poor and are attending government educational institution, therefore, increase in proportion of FGLs with increase in quintile group is not observed. FGLs who are graduate either belonged to quintile 4 or 1, 2 and 3. The highest income quintile has no graduates but it have highest number of FGLs completed higher secondary level.

#### IV.2.3. Current Attendance

Current educational attendance shows current status of education of FGLs. This helps in measuring current educational achievement of FGLs.

**Table 4.8 Status of Current Attendance by Stage**

	Ever attended but currently not attending	Angan wadi	Pre-primary	Primary level to Higher Secondary (Classes I to XII)	Graduation and above courses	Preparing for competition	Total
Patna	8.0%	1.2%	3.8%	84.9%	1.9%	0.2%	100.0%
Vaishali	10.5%	8.5%	0.4%	80.1%	0.5%		100.0%
Total	9.3%	5.0%	2.0%	82.4%	1.1%	0.1%	100.0%

Source: Primary Field Survey, 2016-18.

Table 4.8, shows that 9.3 percent FGLs are drop-outs and are currently not attending any educational institution. Out of these 9.3 percent drop-outs, 3.9 percent are from Patna and 5.4 percent are from Vaishali. 5 percent are attending Anganwadi and the maximum are from Vaishali. About 82 percent FGLs are currently attending primary to higher secondary. FGLs attending graduation courses are more in Patna. FGLs preparing for competition are only found in Patna.

**Table 4.9 Status of Current Educational Attendance, Gender wise**

Gender		Status of current educational attendance						Total
		Ever attended but currently not attending	Anganwadi	Pre Primary	Primary level to Higher Secondary(Class I to XII)	Graduation and above courses	Preparing competition	
Male	Phulwari	11.7%	1.4%	3.2%	81.8%	1.4%	0.5%	100.0%
	Hajipur	12.6%	7.5%	0.4%	78.6%	0.8%		100.0%
	Total	12.2%	4.6%	4.6%	80.1%	1.1%	0.2%	100.0%
Female	Phulwari	3.6%	1.1%	4.4%	88.5%	2.5%		100.0%
	Hajipur	7.7%	9.9%	0.3%	82.2%			100.0%
	Total	5.6%	5.5%	5.5%	85.3%	1.2%		100.0%
Total	Phulwari	8.0%	1.2%	3.8%	84.9%	1.9%	0.2%	100.0%
	Hajipur	10.5%	8.5%	0.4%	80.1%	0.5%		100.0%
Total		9.3%	5.0%	2.0%	82.4%	1.1%	0.1%	100.0%

Source: Primary Field Survey, 2016-18.

According to Table 4.9, more than 82 percent FGLs are found to be attending primary level to higher secondary. Compared to females, males have dropped out more. Hajipur has more dropped out proportion in both male and female category than Patna. Even in Hajipur, more FGLs are in Anganwadi with females more in proportion. Patna has more FGLs in pre-primary as these samples are of FGLs attending private schools. FGLs attending higher educational levels are more in Patna. None of the females from Hajipur are currently enrolled in graduation.

#### IV.2.4. Know the Name of School Attending

Some students do not know the correct name of their school. About 94 percent of students in Patna don't know the correct name of their school. In Vaishali, all students knew their school's name. Among males and females, females are the ones who do not know the name of the school. 44 children in rural areas of Patna don't know the name of their school.

**Table 4.10 Proportion of FGLs Knowing Correct Name of the School**

	Know the correct name of the school currently studying		Total
	Yes	No	
Patna	93.9%	6.1%	100.0%
Vaishali	100.0%		100.0%
Total	96.9%	3.1%	100.0%

Source: Primary Field Survey, 2016-18.

#### IV.2.5. Type and Nature of Institution

As the surveyed group belongs to the economically deprived class, therefore, mostly they prefer government schools over private schools. Table 4.11, shows about 97 percent of students are attending government institutions. Only 3 percent are attending private institutions. Patna compared to Vaishali has more students attending private un-aided institutions. Table 4.12, shows the nature of the institution FGLs are attending. 98 percent FGLs are attending recognized institutions and 4 percent FGLs in Patna are attending unrecognized institutions. In Vaishali, all the FGLs are attending recognized institutions.

**Table 4.11 Type of Institution**

	Type of Institution		Total
	Government	Private un aided	
District Code Patna	94.2%	5.8%	100.0%
Vaishali	99.9%	0.1%	100.0%
Total	97.0%	3.0%	100.0%

Source: Primary Field Survey, 2016-18.

**Table 4.12 Nature of Institution**

	Nature of Institution		Total
	Recognised	Unrecognised	
District Code Patna	95.9%	4.1%	100.0%
Vaishali	100.0%		100.0%
Total	97.9%	2.1%	100.0%

Source: Primary Field Survey, 2016-18.

#### IV.2.6. Changed Educational Institution in Last one Year

It is seen that about 90 percent FGLs changed educational institutions from government to government. This happens as with there are different schools for each level of education. Only 7 students from Patna changed educational institutions from government to private. The government has kept higher secondary to above level of education free for girls and scheduled caste and scheduled tribe boys and girls. Thus, most of the students after passing school attempt to join colleges in the study area. Most colleges have no compulsion for attendance resulting in high enrolment at the higher secondary level.

**Table 4.13 FGLs Changing Educational Institution in Last One Year in Percent**

Districts	Pre-primary to Primary (0 to 1)	Primary to Upper Primary (5 to 6)	Upper Primary to Secondary (8 to 9)	Secondary to Higher Secondary (10 to 11)	Higher Secondary to Graduation (12 to 13)	Graduation to Masters (15 to 16)	Total
Patna	22.48 (49)	33.49 (73)	26.61 (58)	11.47 (25)	5.50 (12)	0.46 (1)	100 (218)
Vaishali	16.19 (34)	47.14 (99)	29.05 (61)	7.62 (16)	0.00	0.00	100 (210)
Total	19.39 (83)	40.19 (172)	27.80 (119)	9.58 (41)	2.80 (12)	0.23 (1)	100 (428)

**Source: Primary Field Survey, 2016-18.**

Table 4.13, shows that about 23 and 16 percent FGLs in Patna and Vaishali respectively have changed their educational institution from Anganwadi to Primary school. Maximum number of FGLs are found to change educational institution from primary to upper primary (5 to 6) followed by upper primary to secondary (8 to 9). From secondary to higher secondary only 10 percent FGLs are found to change.

#### IV.2.7. Medium of Instruction/ Language Issues

According to Tables 4.14 and 4.15, about 96 percent FGLs admitted that their medium of instruction is Hindi. In Vaishali, none of the educational institutions imparted lessons in English. While in Patna 7.3 percent FGLs admitted that their medium of instruction is English. About 98 percent of student does not have any difficulty due to difference in the medium of instruction and their mother tongue. While 3.2 percent FGLs in Patna, have problems.



**Table 4.14 Medium of Instruction**

	Hindi	English	Total
Patna	92.7%	7.3%	100.0%
Vaishali	100.0%		100.0%
Total	96.3%	3.7%	100.0%

Source: Primary Field Survey, 2016-18.

**Table 4.15 Difficulty due to Difference in Medium of Education and Mother Tongue**

	Yes	No	Total
Patna	3.2%	96.8%	100.0%
Vaishali		100.0%	100.0%
Total	1.6%	98.4%	100.0%

Source: Primary Field Survey, 2016-18.

**IV.2.8. Location of Institution**

Table 4.16 shows that 62 percent of FGLs are attending educational institutions which are inside their village or ward. 38 percent FGLs are attending educational institutes situated outside their village or ward. Vaishali compared to Patna has more FGLs whose educational institution is situated outside their ward or village.

**Table 4.16 Location of Institution**

	Inside	Outside	Total
Patna	65.2%	34.8%	100.0%
Vaishali	58.1%	41.9%	100.0%
Total	61.7%	38.3%	100.0%

Source: Primary Field Survey, 2016-18.

According to Table 4.16, 55 percent FGLs have to travel less than 1 Km to reach their educational institution. In Patna, about 60 percent FGLs travel less than 1 Km. 28 percent FGLs in Vaishali have to travel distance more than two kilometers and less than three kilometers.

**Table 4.17 Distance of Institution**

	Distance of Institution in Kms					Total
	d<=1km	1km>d<2kms	2kms>d<3kms	3kms>d<5kms	d>=5kms	
Patna	59.9%	18.4%	11.0%	8.0%	2.6%	100.0%
Vaishali	50.1%	11.8%	27.5%	10.5%		100.0%
Total	55.2%	15.2%	19.1%	9.3%	1.3%	100.0%

Source: Primary Field Survey, 2016-18.

**Table 4.18 Means of Transport Used for Going to Educational Institution**

	Walk	Cycle	Train	Auto	Bus	Parents drop	Total
Patna	80.4%	17.3%	0.3%	1.7%	0.1%	0.3%	100.0%
Vaishali	84.4%	15.5%				0.1%	100.0%
Total	82.3%	16.4%	0.1%	0.8%	0.1%	0.2%	100.0%

Source: Primary Field Survey, 2016-18.

**Table 4.19 Means of Transport with Location of Institution**

Location of Institution		Walk	Cycle	Train	Auto	Bus	Parents drop	Total
Inside	Patna	99.4%	0.6%					100.0%
	Vaishali	99.8%	0.2%					100.0%
	Total	99.5%	0.5%					100.0%
Outside	Patna	44.8%	48.4%	0.8%	4.8%	0.4%	0.8%	100.0%
	Vaishali	63.1%	36.6%				0.3%	100.0%
	Total	54.6%	42.1%	0.4%	2.2%	0.2%	0.6%	100.0%
Total	Patna	80.4%	17.3%	0.3%	1.7%	0.1%	0.3%	100.0%
	Vaishali	84.4%	15.5%				0.1%	100.0%
	Total	82.3%	16.4%	0.1%	0.8%	0.1%	0.2%	100.0%

Source: Primary Field Survey, 2016-18.

Table 4.17, 4.18 and 4.19, show that in Vaishali almost 84 percent FGLs goes to their school by walking. 63 percent of FGL's educational institution is outside their ward or village and they prefer walking in Vaishali. In Patna, slightly higher proportion of FGL is found to be using cycle as a mode of communication. While the cycle is seen most popular among the students whose educational institute is outside their ward or village. 48 percent and 37 percent FGLs in Patna and Vaishali respectively commute by cycle to their educational institute situated outside the ward or village. Some in Patna also uses train, auto and bus. Mostly these students have their institute placed outside. Even due to the distance factor some parents are found to be dropping children to school.

Table 4.20 explains the time taken by FGLs to reach their educational institute situated inside or outside their place of residence. More than 95 percent of students in both districts take 5 to 15 minutes to reach their educational institute situated within village or ward. In Vaishali, 3 percent of learners took 15 to 30 minutes for reaching the institute within the ward or village. Vaishali compared to Patna presents picture of less

accessibility proving students there take much more time to reach educational institutes situated outside their ward or village. About 50 percent of students in Patna take 5 to 15 minutes while in Vaishali about 60 percent FGLs take 15 to 30 minutes to reach their educational institute situated outside the village or ward. Even 17 percent FGLs took 30 to 45 minutes in Vaishali and 5 percent in Patna took almost one hour to reach school or colleges placed outside their ward and villages.

**Table 4.20 Time taken to Commute**

Location of Institution		Time taken to commute				Sample size
		5-15 mins	15-30 mins	31-45 mins	one hr	
Inside	Patna	99.8%		0.2%		472
	Vaishali	97.0%	3.0%			402
	Total	98.5%	1.4%	0.1%		874
Outside	Patna	49.2%	41.3%	4.8%	4.8%	252
	Vaishali	23.1%	60.3%	16.6%		290
	Total	35.2%	51.5%	11.1%	2.2%	542
Total	Patna	82.2%	14.4%	1.8%	1.7%	724
	Vaishali	66.0%	27.0%	6.9%		692
	Total	74.3%	20.6%	4.3%	0.8%	1416

Source: Primary Field Survey, 2016-18.

#### **IV.2.9. Repeaters**

In Bihar, students are not failed till the upper primary level i.e. 8<sup>th</sup> class. Therefore, the number of repeaters are none at the primary and upper primary level. This has resulted in deterioration in the academic outcome of FGLs and other students. Many are not accustomed to their syllabus and are not able to solve questions of lower classes. ASER report also admits the same. Much deterioration has taken place in government school education. Among repeaters, the highest number is found to be repeating class 10<sup>th</sup> followed by class 12<sup>th</sup> repeaters. Tutorial classes are there for the weaker section but their attendance was negligent in such classes. In absence of proper screening body, their education-related problems are left unattended.

#### IV.2.10. Choice of Discipline/ Courses

Among currently attending FGLs (Table 4.21), only 4 and 2 percent are attending higher secondary and graduation and above respectively. Although compared to Patna (60), Vaishali (23) have fewer learners at these two levels. Choice of courses is provided only at these two levels.

**Table 4.21 Proportion of FGLs Currently Attending Educational Institution**

Districts	Current Educational Level of Currently Attending FGLs						Total
	Pre Primary	Primary	Upper Primary	Secondary	Higher Secondary	Graduation and Above	
Patna	6.8%	41.3%	29.8%	14.0%	5.7%	2.5%	100.0%
Vaishali	5.1%	45.5%	32.9%	13.2%	2.7%	0.6%	100.0%
Total	5.9%	43.4%	31.4%	13.6%	4.2%	1.6%	100.0%

**Source: Primary Field Survey, 2016-18.**

According to Table 4.22, 61 percent FGLs in Patna at higher secondary level have taken arts stream while in Vaishali 63 percent have taken science. Under the commerce stream, higher proportion of FGLs is there in Vaishali compared to Patna. While at graduation level 50 percent FGLs in Patna have opted for commerce, compared to this 75 percent have opted in Vaishali. Science is also preferred in Vaishali while there are no students who are studying arts/ humanities. While in Patna 39 percent have taken arts at graduation and above level. Arts/ humanities and commerce is much more popular in Patna while in Vaishali science and commerce are major subjects studied by FGLs.

**Table 4.22 Choice of Course in respect of Currently Attending Educational Level**

Present Grade		Course			Total
		Arts/humanities	Science	Commerce	
Higher Secondary	Patna	61.0%	24.4%	14.6%	100.0%
	Vaishali	15.8%	63.2%	21.1%	100.0%
	Total	46.7%	36.7%	16.7%	100.0%
Graduation and Above	Patna	38.9%	11.1%	50.0%	100.0%
	Vaishali		25.0%	75.0%	100.0%
	Total	31.8%	13.6%	54.5%	100.0%

Total	Patna	54.2%	20.3%	25.4%	100.0%
	Vaishali	13.0%	56.5%	30.4%	100.0%
	Total	41.5%	30.5%	26.8%	100.0%

Source: Primary Field Survey, 2016-18.

**Table 4.23 Choice of Course Gender Wise**

Gender		Course			Total
		Arts/humanities	Science	Commerce	
Male	Patna	52.6%	31.6%	15.8%	100.0%
	Vaishali	5.3%	68.4%	26.3%	100.0%
	Total	36.9%	43.9%	19.3%	100.0%
Female	Patna	57.1%		42.9%	100.0%
	Vaishali	50.0%		50.0%	100.0%
	Total	56.0%		44.0%	100.0%
Total	Patna	54.2%	20.3%	25.4%	100.0%
	Vaishali	13.0%	56.5%	30.4%	100.0%
	Total	41.5%	30.5%	26.8%	100.0%

Source: Primary Field Survey, 2016-18.

There is a difference in the pattern of choice of the subject when studied gender-wise. According to Table 4.23, among males, 53 percent and 68 percent in Patna and Vaishali districts have opted for arts and science respectively. About 57 percent of females in Patna have chosen arts or humanities while 50 percent in Vaishali have chosen arts and commerce. Science subject requires extra classes or tuition to understand. None of the females have taken science course at the higher educational level. As they don't belong to affluent families and spending extra on the tuition of girls is seen as a bad investment by the families. This results in zero cases of the subject choice by girl students. Its often advocated by the heads and other members that girls will get married and spending much on them doesn't make sense. Thus arts, humanities and commerce are preferred over science.

#### **IV.2.11. Incentives**

Government school and colleges provide many incentives in Bihar. Details of some of the policies in Bihar are as under:

#### **IV.2.11.1. Cycle Scheme**

It was one of the most popular schemes for children studying in the ninth standard of government school. They are provided a sum of ₹2500 for purchasing cycle. It proved a boon in areas where most of the children dropped out due to commutation problems. The programme is often termed 'Wheels of Power'<sup>5</sup>. With its implementation enrolment increased by over thirty percent in the first year<sup>6</sup> and leakages from the scheme were below five percent<sup>7</sup>.

#### **IV.2.11.2. Remedial Coaching for students from weaker sections**

Students belonging to weaker sections (SCs/ STs) of society are supposedly weak in Science, Maths and English. Thus it is felt imperative to motivate and train them in these subjects so that they may not feel difficulty clearing Secondary School Certificate and Higher Secondary School Certificate. For this purpose coaching classes are taken for class tenth and eleventh.

Even in government as well as private colleges such remedial classes are taken for weaker sections. This helps in maintaining the transition rate of children. Akshar Aanchal Program was initiated to connect the children from these communities in the age group between 6 and 14 to formal school education<sup>8</sup>.

#### **IV.2.11.3. Bihar Student Credit Card Scheme**

The programme was introduced on 2 October 2016, it is a loan scheme to help students who have passed the twelfth standard. The initiative is to bridge the gap between the Gross Enrolment Ratio in Bihar and that in other parts of the country. It is to ensure students to not to stop studying due to lack of finances. Its application can be filled out online. Beneficiaries receive financing up to four lakh rupees at nominal interest rates.

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<sup>5</sup>S Mitra and K. O. Moene, "Wheels of Power: Long-term effects of targeting girls with in-kind transfers, IGC Working Paper" (2017):1.

<sup>6</sup>Muralidharan and Prakash, 2017

<sup>7</sup>Ghatak, Kumar and Mitra, 2016

<sup>8</sup>Bihar Vikas Mission, Govt. of Bihar. Programme had 11,16,412 beneficiaries in 2017-18 and 5,42,179 in 2018-19.

Interest rate is as low as 1% for girls, transgender and handicapped students. For applying for the card applicant must be a resident of Bihar, completed 10<sup>th</sup> (for Polytechnic course) / 12<sup>th</sup> standard, under 25 years of age and seeking admission at an authorized institute.

#### **IV.2.11.4. Chief Minister Girl's Uniform Scheme/ Uniform Scheme**

Under this scheme, every student studying in VI-VIII of government/ government aided schools receives an amount of ₹ 700 for uniform and study materials. The amount covers the price of two sets of uniforms and one pair of shoes. This scheme was introduced in 2008-09.

#### **IV.2.11.5. Bihar Satabdi Chief Minister Girl's Uniform Scheme**

The scheme was introduced to attract girls toward secondary and higher secondary education. Under this, every girl student studying in ninth to twelfth receives ₹1000 for uniform.

#### **IV.2.11.6. State Medhvruti Scholarship**

Under this scheme, every student studying in XI-XII of government/ government aided schools receives an amount of ₹400 and ₹500 respectively for 10 months.

#### **IV.2.11.7. Bihar Mukhyamantri Protsahan Yojna 2020**

The programme was started by Bihar government to provide incentive money to the boys and girls who obtained the first division in the tenth or twelfth exam. Under this scheme, all the students who have passed the 10 exams of the board with 1st division, will get 10,000 rupees from the state government. Boys and girls from all castes having first division marks will receive the benefit of this Mukhyamantri Balak / Balika Protsahan Yojana 2020. Various sub-schemes are under this:

**Table 4.24 Bihar Government Programmes and their Details**

Sl No.	Name of Programme	Beneficiary category	Eligibility	Amount in ₹
1	Mukhyamantri Balika Protsahan Yojana	Girls of General caste and Backward Caste (B.C. -2)	Passed 10 <sup>th</sup> with first division	10,000
2	Mukhyamantri Vidyarthi Protsahan Yojana	General caste boys (also include minority)	Passed 10 <sup>th</sup> with first division, Annual family income equal to or less than ₹1,50,000	10,000
3	Mukhyamantri Pichra Warg Medhvruti Yojana	Boys of Backward Caste	Passed 10 <sup>th</sup> with first division, Annual family income equal to or less than ₹1,50,000	10,000
4	Mukhyamantri Atyand Pichra Warg Medhvruti Yojana	Boys and girls of Extremely Backward Class	Passed 10 <sup>th</sup> with first division	10,000
5	Mukhyamantri Anusuchit Jati and Anusuchit Janjati Medhvruti Yojana	Boys/ Girls of SCs/ STs	Passed 10 <sup>th</sup> with first division	10,000
6	Mukhyamantri Anusuchit Jati and Anusuchit Janjati Medhvruti Yojana	Boys/ Girls of SCs/ STs	Passed 10 <sup>th</sup> with second division	8,000
7	Mukhyamantri Anusuchit Jati and Anusuchit Janjati Medhvruti Yojana	Girls of SCs/ STs	Passed 12 <sup>th</sup> with first division	15,000
8	Mukhyamantri Anusuchit Jati and Anusuchit Janjati Medhvruti Yojana	Girls of SCs/ STs	Passed 12 <sup>th</sup> with second division	10,000

**Source: Primary Field Survey, 2016-18.**

#### **IV.2.11.8. Mukhyamantri Nishchay Swayam Sahayata Bhatta Yojana**

“It was launched in 2016 with an aim to provide a sum of ₹1000 to unemployed youth in the age group of 20-25 years for a period of two years. For availing programme it is mandatory to have enrolled for training in the language (Hindi and English) and communication skills, basic computer knowledge and soft skills. It is for those who have



cleared the intermediate or equivalent exam from a government-approved institution but not have gone ahead with higher studies” (Bihar Vikas Mission).

#### IV.2.11.9. Others

Other plans of the government are **Mukhyamantri Kanya Utthan Yojna** under this all the girls who have passed graduation will be awarded ₹ 25000

Other than mentioned above programs, there are many more government incentives to promote education in Bihar. Below is a summary of different incentives received by children attending educational institutions.

**Table 4.25 Schemes Implemented by Bihar to Increase Access, Equity, Inclusion**

	Fees	Scholarship	Textbooks	School Uniform	Cycle	Mid Day Meal
<b>Pre Primary</b>	Free		Free	Free		Free
<b>Primary (I-V)*</b>	Free	I-IV: ₹600 V: ₹1200	Free	Free Uniform Scheme for all students I-II: ₹400 III-V: ₹500		Free
<b>Middle (VI- VIII)</b>	Free	VI: ₹1200 VII-VIII: ₹1800	Free	Free Uniform Scheme for all students VI-VIII: ₹700		Free
<b>High/ Secondary (IX-X)</b>	Free	₹1800		Free uniform only for girls: ₹1000	IX: Cycle Scheme for all: ₹2500	
<b>XI-XII (School)</b>	Free for SCs, STs and Women	₹1800		Free uniform only for girls: ₹1000		

<b>Intermediate (College)</b>	Free for SCs, STs and Women					
<b>Bachelor</b>	Free for SCs, STs and Women					

\* In Bihar and other 21 states Primary level of school education consists of classes I- V. While in Assam, Goa, Gujarat, Kerala, Maharashtra, Mizoram and West Bengal it consists of classes I-IV.

Source: Compiled from different sources. Selected Information on School Education 2011-12. Government of India, Ministry of Human Resouce Development, Statistics Division, New Delhi, 2014.

#### **IV.2.12. Expenditure on Education and Tuition**

As mostly FGLs are attending educational institutions therefore their expenditure is low. Mostly at higher secondary and graduation levels, major expenses are made on books.

Among FGLs taking private tuition is very common. As their parents are illiterate therefore they seek tutor help in understanding lessons. Among FGLs, it is seen that about 90 percent FGLs are availing tuition. In villages, amount of tuition fees starts from rupees 100 and range upto 800. With an increase in class or grade, tuition fee is also increased. At secondary and higher secondary, village children preferred to visit the nearby urban centre for tuition. In Vaishali for attending tuition centers outside the village or ward, FGLs have to cover a larger distance compared to ones in Patna. Mostly tuition centers till upper primary were there within villages. In urban areas problem of distance and accessibility is not present related to tuition centers.

### **IV.3. Household Environment**

Compared to other students, FGLS seem at a disadvantage in terms of their participation and experiences in education. Family structure and culture has been important factor playing part in their participation. The household environment has not been favorable towards them.

#### **IV.3.1. Discrimination among FGLs**

Discrimination among girls and boys in sending to school is the choice which is made by their parents keeping in mind their future economic return and economic interdependence. As in Bihar, patriarchy is prevalent and in given societal norms boys are given the responsibility to take care of their parents. Although the chosen category belongs to the weaker economic section then also few boys are chosen over their girl siblings for attending private school. Mostly in urban areas of Patna discrimination is made in few households. While rural areas witness slightly lesser discrimination. In Patna, discrimination is more in sending girls to schools than boys.

#### **IV.3.2. Regularity in Going to School**

FGLs face multiple constraints preventing them from attending school regularly. With no one at home to guide them in their studies, they lose interest in their studies. About 60 percent of children who are not regular to school complained about lack of interest in studies. Another 40 percent have chores to attend. Females are mostly involved in domestic chores while males help their parents in work, field and household enterprises. About 82 percent of FGLs admitted of being regular to school. But after checking with teachers at schools teachers admitted that students are much more serious about their studies at the secondary and higher secondary level. While at primary and upper primary levels students are not failed resulting in lack of seriousness towards studies. This also results in less regularity in going to school.

In rural areas, during the agricultural season, student in the age above twelve helps their parents in their work. Vaishali has more students who are irregular in going to school. Almost 90 percent of students are on time to school.

### **IV.3.3. Study at Home**

Almost 97 percent FGLs study at home and 90 percent take up tuition. Most of them are asked by their elders to study at home. None of them are found to be studying for more than 4 hours at home. 278 FGLs have someone to assist them in the study at home. These are the older sibling who helps their younger sibling in studies and even relatives or acquaintances help. In about 92 percent of cases, elder siblings help their younger brother and sister in their studies. In another 8 percent of cases relatives and acquaintances are found to be helping FGLs in their study.

### **IV.3.4. Tuition**

Discrimination in providing tuition is also practiced. Out of 90 percent, FGLs are attending tuition. There are few households where only boys are sent for tuition. The main reasons behind this are the financial problem and girls' children not being given importance. Male child education is prioritized in many homes. Given financial constraints, many choose to provide tuition to males.

### **IV.3.5. Performance of Household Chores**

FGLs in rural areas are found to be doing much more chores than their counterparts in urban areas. Female FGLs are found to be performing various household chores like cleaning, cooking, fetching water, helping mother and cooking materials (wood) and sibling care. While male FGLs were found taking care of farm work, cattle feeding or grazing, household industry, etc. The amount of pressure is much more on children in rural areas. In the study, it has been found that on average 45 percent of children in rural areas spend around five hours on domestic chores resulting in hampering their studies. Out of these 45 percent FGLs, 73 percent are girls and 27 percent are boys. The condition of female FGLs is much worse. Though their work ensures economic security affecting their studies adversely resulting in their educational backwardness. Among dropouts FGLs' major reason of drop out is financial constraint. Male FGLs are dropping due to the pressure of work. Financial dependence and poverty of parents result in their dropping out. Females drop out due to the pressure of household chores.

These factors affect their attendance in school. At the time of harvesting in rural areas, they join their parents in the field resulting in their total absence from school.

#### **IV.3.6. Importance of Education**

Parents of FGLs understand the importance of education. They know education will provide upward mobility on the economic ladder. 99 percent of parents want to educate children as they remained illiterate. They don't want their children to go through the same vicious circle of poverty through which they have gone through. Their wish is reflected as 88 percent want their children to complete graduation. They are motivated by their parents to complete their education.

The aspiration of FGLs is not limited to traditional jobs. They are much inspired by the internet and television. Their exposure has increased and they want to be a part of railway service, teacher, banking, doctor, police, mistri, nurse and military service. Maximum students want to be doctor followed by teacher and police. In Vaishali significant proportion of children wants to be mistri (labours: build house).

#### **IV.4. Social Capital**

“FGLs of backward classes face hostile peer behavior from upper caste children who often bully them and do not treat them as equals”<sup>9</sup>. “Even teachers look down upon the mental abilities of FGLs and labeled them as uneducable or dumb or slow. Sometimes, teachers refuse to touch them, abuse them verbally and beat them”<sup>10</sup>. “These adverse learning environments affect the confidence and esteem of these children, leading to their drop-out. However social capital helps FGLs to overcome these problems”.

Social capital plays an important role in FGL's well-being and has a positive effect on physical and mental health. It refers to the relationship of FGLs with the people in their network. “It also includes group membership, civic and political participation as well as

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<sup>9</sup>Jha and Jhingran, 2002

<sup>10</sup>Shovan Ghosh, *The silent exclusion of first generation learners from educational scenario-a profile from puncha block of Purulia District, West Bengal*, IJDR, 4.3(2014), pp. 808.

subjective aspects such as confidence in the institution and trust in people”<sup>11</sup>. “People who have well-placed contacts benefit from the information and influence that these network ties can provide. And those who hold key positions in low-density social networks are advantaged because their position gives them better access to these resources”. Many scientific studies strongly suggest that this is a core psychological need, essential to feeling satisfied with one's life. Tinto (1987) observed that “attrition in higher education is explained through academic and social integration. They influence the decision in finishing school”. They may be close like family, friends and co-workers. In absence of social capital, social distance has been seen to increase for FGLs.

In this section, three types of networks are studied.

#### **IV.4.1. Peer Network**

FGLs mostly found it easy to connect with friends. For about more than 88 percent, it was a very easy experience of making friends at school and for the rest, it was an easy process. It has been seen that with an increase in age mostly the number of friends also increased. Still, some FGLs were introverts and have fewer friends. More than 95 percent FGLs were seen making friends in the same social group. As students from scheduled caste preferred to be friends with one who belongs to the scheduled caste category. This pattern is prominent at the school level. While FGLs who are older and attending colleges have friends in different caste. Friends belonging to the general caste are fewest. Inter-religious friendship is not seen among FGLs. FGLs have friends at school as well as their place of residence. It was seen that FGLs have to go through discriminatory behavior from their classmates.

#### **IV.4.2. Connection with Teacher**

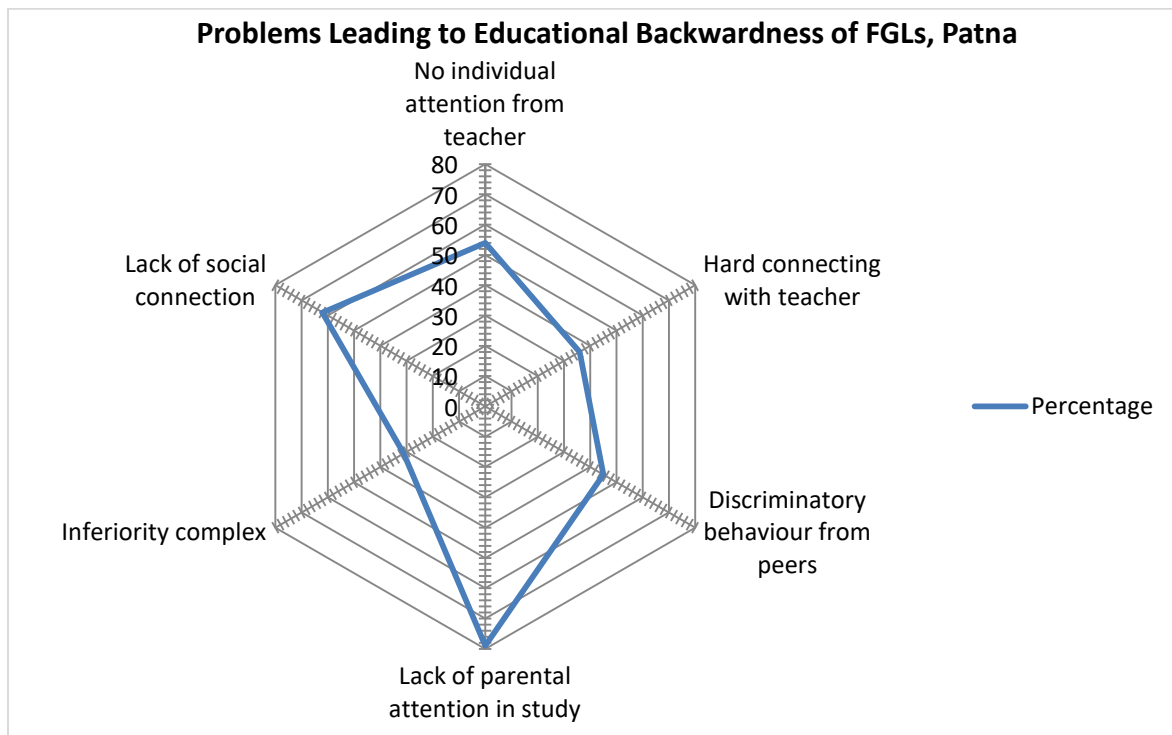
Connection with teachers plays an important role in the educational outcome of FGLs. Figure 5.1, shows that about 74 percent and 54 percent FGLs admitted of having no individual attention from teachers in Vaishali and Patna respectively. Even more students in Vaishali found it hard to connect with the teacher. Many students have dropped out due to being unable to cope or failure in study and disinterest (detail in chapter 6). They

<sup>11</sup>IHDS Working Paper Number 3

need motivation and attention from teachers as their parents are illiterate and are unable to do so. 82 percent and 79 percent in Patna and Vaishali respectively complained about a lack of parental attention in the study. The educational experience for them becomes tough with no one at home to guide them. But a few have older siblings who are literate and guide them.

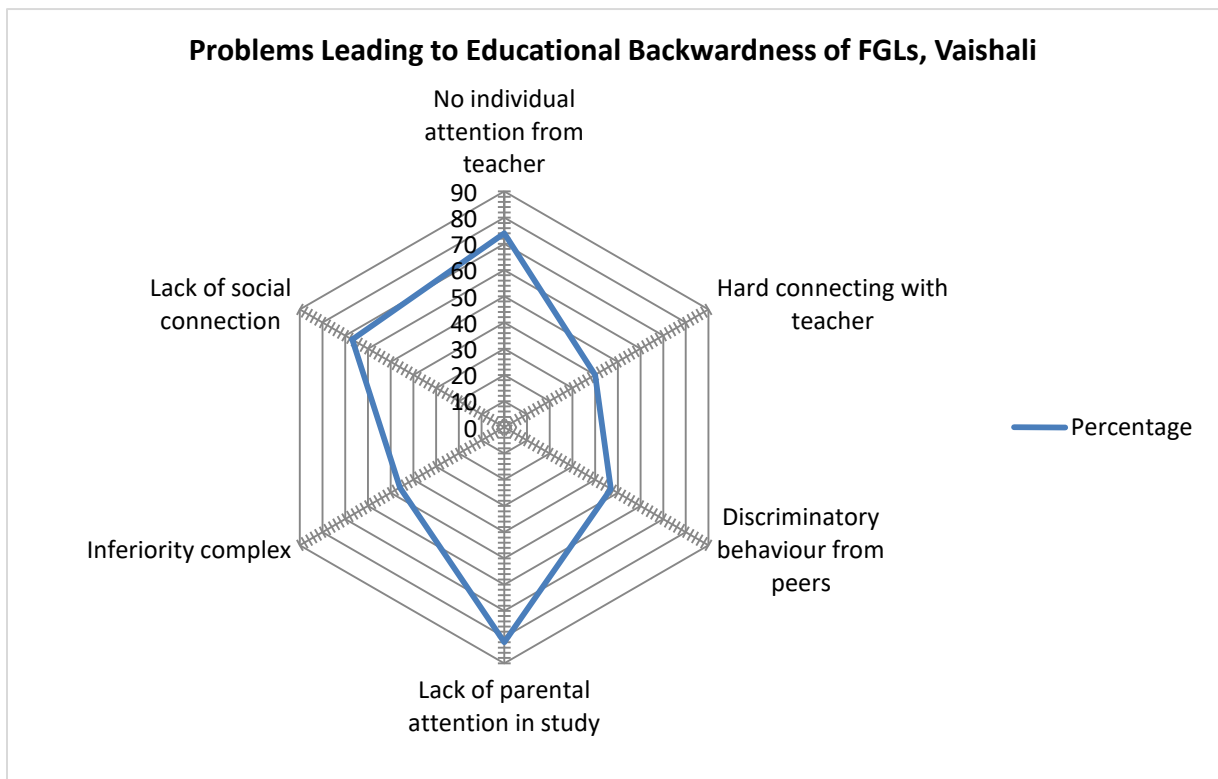
This phenomenon has given rise to inferiority complex in many. Many FGLs compare themselves with second-generation or consecutive-generation learners and feel inferior. Even teachers sometimes label them as "*slow learners*".

**Figure 4.1. : Problems Leading to Educational Backwardness of FGLs in Patna**



Source: Primary Field Survey, 2016-18.

**Figure 4.2. : Problems Leading to Educational Backwardness of FGLs in Patna and Vaishali**



Source: Primary Field Survey, 2016-18.

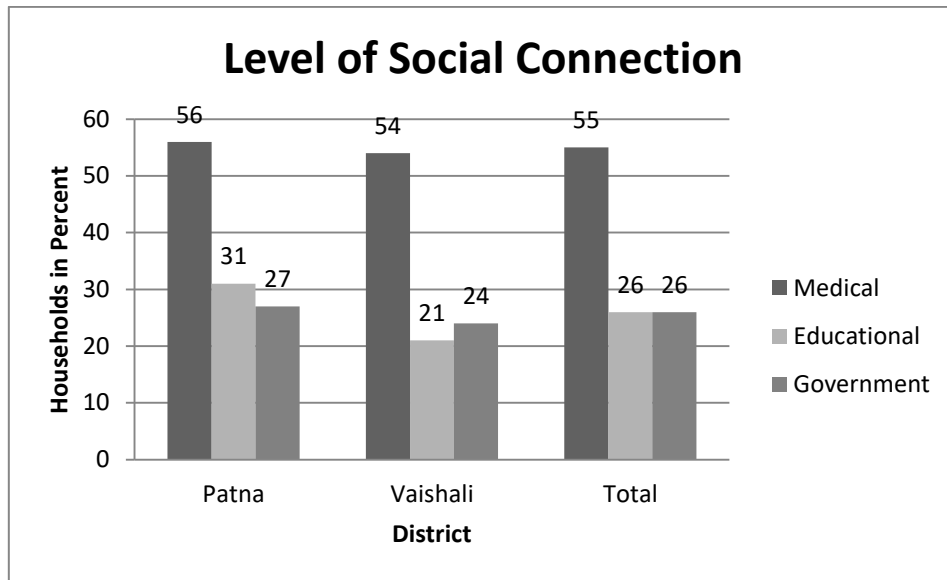
#### **IV.4.3. Social Connection**

The social connection here refers to the relationship FGLs have with the people around them. This part investigates the relationship of FGLs in two districts with three crucial institutions: medicine, education and state. In Vaishali about 67 percent of FGLs felt they have a lack of social connection while the same for Patna is 62 percent (Figures 5.1 and 5.2). The social connection of FGLs household with persons in three different kinds of services has been studied in this section. Services have been categorized into medical services, educational services and government services.

55 percent of households have ties with medical services or institutions, 26 percent have ties to the educational institution and 26 percent have ties with persons in government services.



**Figure 4.3.: Level of Social Connection for Households in Percent**



Source: Primary Field Survey, 2016-18.

For studying the impact of connections, four category scales of the connections have been constructed by counting number of the three possible ties reported by the household (Table 4.26). Compared to Patna households in Vaishali have low ties. Only 9 and 8 percent of households in Patna and Vaishali respectively have a connection with all three types of services. The proportion of connection with any one kind of service is highest. 62 and 67 percent of households have no ties to any of the networks.

**Table 4.26 Extent of Social Connection for Households in Percent**

	Three types	Two types	One type	No ties
<b>Patna</b>	9	13	16	62
<b>Vaishali</b>	8	11	14	67
<b>Total</b>	8.5	12	15	64.5

Source: Primary Field Survey, 2016-18.

**Table 4.27 Level of Social Connection with Different Services: Medical,  
Educational and Government  
(Figures Showing Households in percent)**

Services	Patna			Vaishali			Total		
<b>Medical</b>	<b>56</b>			<b>54</b>			<b>55</b>		
Occupation	Doctor	Other		Doctor	Other		Doctor	Other	
	38	62		24	76		31	69	
Gender	All Male								
Relation: Non family member	Medic al shop	Famil y friend	Unknow n	Medic al shop	Famil y friend	Unknow n	Medic al shop	Famil y friend	Unknow n
	77	8	15	74	2	24	76	5	27
Caste	Different		Same	Different		Same	Different		Same
	86		14	72		28	79		21
Place of residence	Inside		Outside	Inside		Outside	Inside		Outside
	36		64	22		78	29		71
<b>Educational</b>	<b>31</b>			<b>21</b>			<b>26</b>		
Occupation	School teacher: 19 School clerk: 9 Other( Tutor): 72			School teacher: 8 School clerk: 14 Other( Tutor): 78			School teacher: 13 School clerk: 12 Other( Tutor): 75		
Gender	92 male			98 male			95 male		
Caste	98, different caste			93, different caste			96 ,different caste		
Place of residence	55 other place/outside			68 other place/outside			62 other place/outside		
<b>Government</b>	<b>27</b>			<b>24</b>			<b>26</b>		
Occupation	Clerk-83, Other-17			Clerk- 46, Other-54			Clerk- 65, Other- 35		

Gender	All Male		
Relation	Friend-41,Relative-17,Other-42	Friend-28,Relative-14,Other-58	Friend-35, Relative-16,Other-49
Caste	33 different caste	28 different caste	31 different caste
Place of residence	67 other place /outside	72 other place /outside	70 other place /outside

Source: Primary Field Survey, 2016-18.

### **Explanation of Table 4.27**

#### **IV.4.3.1. Medical Services**

Around 55 percent of households know someone from medical services. 56 percent and 54 percent in Patna and Vaishali respectively know persons from medical services. More than 60 percent in both the districts are the owner of medicine shops with whom connection is there. The percentage of connections with the doctor in Patna is more due to accessibility and more number of medical centers like private clinics and hospitals. All the ties are with males. Mostly medical shop owners or the ones attending the shop have maximum ties with FGL's household. They belong to different castes as their place of residence is mostly outside the village or ward.

#### **IV.4.3.2. Educational Services**

Out of 26 percent of households knowing someone from educational services, 31 percent and 21 percent belongs to Patna and Vaishali districts respectively. As the FGLs' group is seen to be taking up tuition (90 percent), thus ties with tutors is maximum. In Patna ties with the school teacher is more while in Vaishali it is more with the school clerk. Mostly 95 percent of males from educational services have a connection with households. More than 96 percent of ties are with persons belonging to different caste and 62 percent have their place of residence outside the village or ward. This proportion is high for Vaishali being the reason that tutors in Vaishali come from outside the village.

#### **IV.4.3.3. Government Services**

It has been seen that out of 26 percent connections, 27 and 24 percent connections are there in Patna and Vaishali respectively. Ties with clerks are more in Patna and with others are more in Vaishali. All the connections are with the male. 35 percent are friends with FGLs' households. This is the only service that has someone from a family working in government services. Among others, large numbers were drivers at the government body. Thus due to this 69 percent belong to the same caste and 70 percent live outside the village or ward.

Caste plays an important role as it describes the affinity of the person with others. Thus it has a major role to play in social connection.

#### **IV.5. Conclusion**

Thus the chapter fulfilled its objective and answered the research questions. It has been found that mostly in Patna FGLs starts their pre-primary education at an early stage and in Vaishali appropriate starters are significant in number. With the increase in educational level, the proportion of FGLs has declined. Highest numbers of learners are there at the primary level while lowest are at graduation and above level. Fewer learners attended private school while more than 90 percent attended government institutions. As the highest number of learners are at the primary level as a result of the highest proportion of children changing their educational institution has been seen from primary to upper primary. The use of vernacular language is popular at school and most children have no problem understanding the language of the teacher. As most of the FGLs are attending primary level thus they mostly walk and reach their school in less than 15 minutes which is located inside every village/block.

Science and commerce are popular among this group. None of the females have taken science at higher educational levels due to lack of financial support from family. Among FGLs, it is seen that about 90 percent of FGLs are availing tuition.

Mostly at the household level, no discrimination is practiced in sending to school as more than 90 percent goes to government school. Boys are chosen over girls FGL for attending

private tuition. The amount of pressure of household chores on female is much more in rural areas. Older siblings help FGLs in their studies.

Thus, in the chapter interaction of educational institutions, family and community, social capital has been studied. The study of social capital shows FGLs interaction with the general class is the least. They have various psychological issues like lack of individual attention from the teacher, weak connection with the teacher, discriminatory behavior from peers, lack of parental attention in the study, inferiority complex and lack of social connection. About 65 percent of households have no ties with the three different kinds of services (medical, educational and government). About 8 percent of households have three types of ties showing their maximum connection and exposure.

## Chapter V

### SPATIAL ANALYSIS OF SOCIO-ECONOMIC BACKGROUND OF FGLS

#### V.1. Introduction

Various national and international studies have pointed out that FGLs are more likely to be older<sup>1</sup>, to be women<sup>2</sup>, come from ethnic minorities<sup>3</sup>, belong to economically weaker sections<sup>4</sup>, lack academic preparedness and performance<sup>5</sup> and drop out early<sup>6</sup>. The present chapter, therefore, tries to identify First Generation Learners in Patna as well as Vaishali District with the help of data generated from field survey. The chapter addresses 'Who', 'What' and 'Where' from 'Who Gets What, Where and How' using Soja's (1996) Triad of Spatiality. Here, 'Who' are the FGLs. 'What' addresses education and other amenities. The chapter will address amenities. 'Where' refer to the two different administrative districts i.e. Patna and Vaishali districts and 'How' reflects the whole process involved. This chapter only focuses on the identity of FGLs in their Lived/Perceived Space and other sub-questions are addressed in forthcoming chapters.

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<sup>1</sup> "Janet Mancini Billson and Margaret Brooks Terry, In search of the Silken Purse: Factors in Attrition among First Generation Students," Revision of Paper presented at the Annual Meeting of the Association of American Colleges, Denver, January 28, 1981, 3".

E.C. Warburton, R. Bugarin and A.-M. Nuñez, *Bridging the Gap: Academic Preparation and Postsecondary Success of First-Generation Students* (NCES 2001-153), Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2001, 9.

<sup>2</sup> "T. Terenzini et al., First-Generation College Students: Characteristics, Experiences and Cognitive Development," *Research in Higher Education* 37.1 (1996): 8".

<sup>3</sup> Graziella Pagliarulo McCarron and Karen Kurotsuchi Inkelas, "The Gap between Educational Aspirations and Attainment for First-Generation College Students and the Role of Parental Involvement," *Journal of College Student Development* 47.5 (2006): 537.

<sup>4</sup> Terenzini et al., "First-Generation College Students", *Research in Higher Education*, 8.

For more details refer chapter two.

<sup>5</sup> "Rémy Auclair et al., Transitions- Research Paper 2-First-Generation Students: A Promising Concept? *Millennium Research Series* 39, Canada Millennium Scholarship Foundation, 2008, 18"

<sup>6</sup> Ibid.

"Terry T. Ishitani, A Longitudinal Approach to Assessing Attrition Behavior among First-Generation Students: Time-Varying Effects of Pre-College Characteristics, *Research in Higher Education* 44.4 (2003): 434. He defines FGSs as whose parents did not graduated from college."

\_\_\_\_\_, "Studying Attrition and Degree Completion Behavior among First-Generation College Students in the United States, *Journal of Higher Education* 77.5 (2006): 862, 867. He defines FGSs as students whose parents never attended college."

The chapter's main objective is to identify First Generation Learners (FGL) and to study the socio-economic characteristics features of FGL's households and address the research question 'Who are the First Generation Learners?'.

For fulfilling the objectives and checking the hypothesis, the present chapter is divided into three parts. In the first part of the chapter, the distribution of FGLs is discussed. The second part discusses the household characteristics of FGLs. This part also deals with the wealth index showing how the ownership of different assets varies between two districts determining their wealth. Then the third part is about the demography of FGLs. The last section deals with association and relation.

## V.2. Distribution of FGLs

From Tables 4.1 and 4.2, it's clear that six villages and four wards from each district have been selected for the study. Thirty is the sample household number from each center while the number of FGLs varies among the units depending upon the family size. Nasirpura village in the Patna district has the highest number of FGLs. The total number of households surveyed is **600**. **1,390** is the total number of FGLs surveyed from the two districts.

**Table 5.1: Size of Sample District Wise**

	<b>Number of Households of FGL</b>	<b>Number of FGL</b>
<b>Patna : Village</b>		
Alipur	30	61
Chilbili	30	81
Nasirpura	30	94
IsmailpurDhibra	30	72
Khardiha	30	75
Suitha	30	75
<b>Total</b>	<b>180</b>	<b>458</b>
<b>Patna : Ward</b>		
Ward No.11	30	74
Ward No. 9	30	70
Ward No.10	30	57
Ward No. 28	30	65
<b>Total</b>	<b>120</b>	<b>266</b>

<b>Vaishali: Village</b>		
Karanpura	30	54
Saifpur	30	64
Chakphul	30	68
Chak Mahmud Chisti	30	67
NawadaKalan	30	65
NawadaKhurd	30	63
<b>Total</b>	<b>180</b>	<b>381</b>
<b>Hajipur: Ward</b>		
Ward No.10	30	78
Ward No.11	30	70
Ward No.12	30	80
Ward No.13	30	83
<b>Total</b>	<b>120</b>	<b>311</b>

Source: Primary Field Survey, 2016-18.

A uniform distribution of the sample is undertaken with 180 samples in rural areas and 120 samples in urban areas of the two districts (Table 4.2). Almost the two districts have more than 690 FGLs. Household size impacts the number of FGLs in urban and rural centers. As Patna has 1.8 percent households compared to 0.2 percent households having size more than 10 members.

**Table 5.2: Distribution of FGLs**

	Number of Households of FGL	Total number of FGL	Number of Households of FGL			Number of FGL		
			Rural	Urban	Total	Rural	Urban	Total
Patna	300	697	180	120	300	431	266	697
Vaishali	300	693	180	120	300	382	311	693
Total	600	1390	360	240	600	813	577	1390

Source: Primary Field Survey, 2016-18.

### V.3. Household Characteristics

Household characteristics of FGLs are discussed in terms of location of household in rural as well as urban areas, size of household, religion, social group, type of household, principal household occupation, monthly per capita expenditure and size of land holding.

“According to FGL’s theories and studies, FGLs are from rural or suburban outskirts,



belong to minority groups and low-income groups. This section, therefore, tries to analyze if other factors like size of household, type of household, principal household occupation and size of land holdings also plays role in determining status of FGL”<sup>7</sup>.

Household characteristics features are discussed in the sections below:

### **V.3.1. Place of residence**

Place of residence is an important determinant of the status of FGLs<sup>8</sup>. In India educational facilities are better in urban areas. Living in remotely located homes in rural areas greatly affects children’s ability to get into schools<sup>9</sup>. Even gaps in terms of age-specific participation of children in primary and upper primary levels in rural as well as urban areas are noticed<sup>10</sup>. Drop out rate from secondary to higher education is more in rural areas.

As from Table 4.1, six villages from each district with 180 samples and four wards with 120 samples are studied. 360 total rural households and 240 urban households are surveyed. A Uniform sample size of 30 has been taken from each unit.

### **V.3.2. Household Size**

Table 4.3, explains that the maximum numbers of households of FGLs are medium-sized households (65.2 percent) followed by small-sized households (24.3 percent). Among medium-sized households, 34.9 percent of households are from Vaishali and 30.3 percent of households are from Patna. While among large-sized and largest-sized households, Patna has 7.1 percent of the household while Vaishali has 3.3 percent household.

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<sup>7</sup>“Sinha, 2013.”

<sup>8</sup>“A. Rahman, J. Situ and V. Jimmo, *Participation in Post-Secondary Education: Evidence from the Survey of Labour and Income Dynamics* (Ottawa, Statistics Canada, 2005), 9, 18-19, 24, 28, 33”.

<sup>9</sup> “R. Govinda and M. Bandyopadhyay, Social exclusion and school participation in India: Expanding access with equity.” *PROSPECTS* 40.3 (2010): 351. Refer rural location as an important force which forces children to remain out of schools, in particular girls”.

<sup>10</sup> “R. Govinda and M. Bandyopadhyay, *Access to Elementary Education in India Country Analytical Review* (New Delhi: Consortium for Research on Educational Access, Transitions and Equity, 2007), pp. 15”.

**Table 5.3: Household Size Distribution**

			HOUSEHOLD SIZE				Total
			2-4	5-7	8-10	More than 10	
DISTRICT	Patna	Count	75	182	37	6	300
		% of Total	25	60.7	12.3	2	100
	Vaishali	Count	71	209	20	0	300
		% of Total	23.7	69.7	6.6	0	100
Total		Count	146	391	57	6	600
		% of Total	24.3	65.2	9.5	1.0	100

\*Note: (2-4) = Small sized household, (5-7) = Medium sized household, (8-10) = Large sized household and (More than 10) = Largest sized household.

### V.3.3. Religion

According to Table 4.4, among the FGL households, the maximum number of households are of the Hindu religion (94.8 percent). Among Muslim households; out of 5.2 percent of households, 4.3 percent are from Vaishali while in Patna only 0.8 percent of households were Muslims. Households from other religions are not found.

**Table 5.4: Religious Distribution**

			RELIGION		Total
			Hindu	Muslim	
DISTRICT	Patna	Count	295	5	300
		% of Total	98.3	1.7	100
	Vaishali	Count	274	26	300
		% of Total	91.3	8.7	100
Total		Count	569	31	600
		% of Total	94.8	5.2	100

Source: Primary Field Survey, 2016-18.

### V.3.4. Social Groups

Among households, the maximum number of households belongs to Other Backward Class (61 percent) and Scheduled Castes' are 39 percent. Although among Generals, only 10 percent of households are of FGLs in Bihar (Chapter 3) but none were evident in the study area. Vaishali district has 21 percent SCs household while Patna has 18.7 percent households.

**Table 5.5: Social Groups Distribution**

			SOCIAL GROUP		Total
			Scheduled Castes	Other Backward Class	
DISTRICT	Patna	Count	112	188	300
		% of Total	37.3	62.7	100
	Vaishali	Count	123	177	300
		% of Total	41	59	100
Total		Count	235	365	600
		% of Total	39.2	60.8	100

Source: Primary Field Survey, 2016-18.

**Figure 5.1: Caste Configuration**

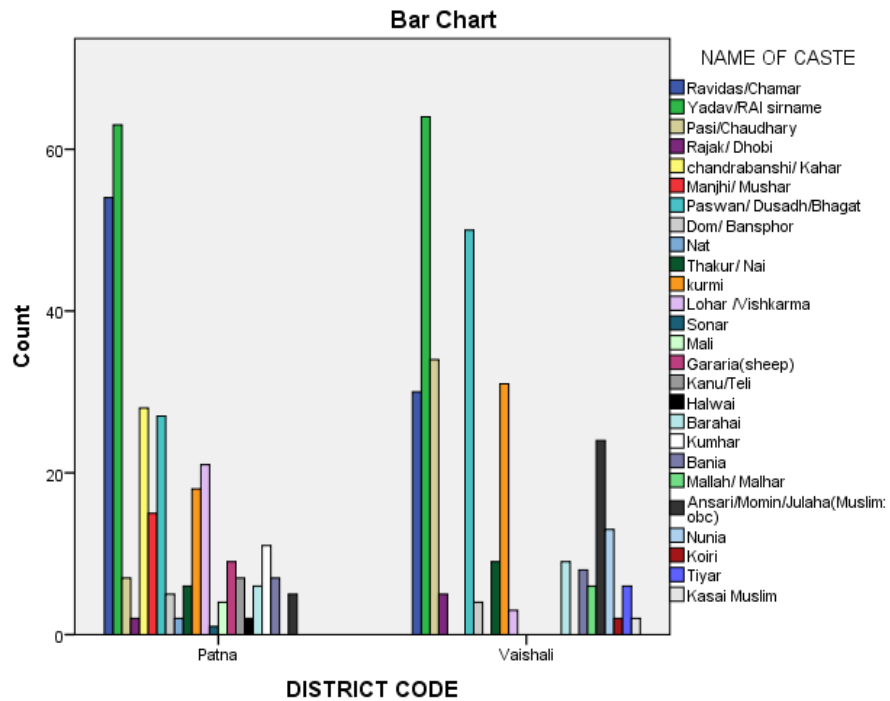


Figure 5.1, shows the caste configuration of the two districts. The highest number of samples is under Yadav. Yadav caste (OBC) makes up 22 percent of the sample with 11 percent sample from each district. While Ravidas or Chammar (SCs) have the second highest sample of 14 percent with Patna 9 percent and Vaishali 5 percent. Paswan or dusadh is the third largest caste with 13 percent sample, Patna has 5 percent and Vaishalihas 8 percent samples. Other significant castes are Kurmi (8.17 percent), Pasi

(6.83 percent), Ansari (4.83 percent), Kahar/ Chandrabanshi (4.67 percent), Lohar (4 percent).

**Table 5.6: Religion and Social Group Distribution**

	SC	OBC	Total
Hindu	235	334	569
Muslim	0	31	31
Total	235	365	600

Source: Primary Field Survey, 2016-18.

The above table shows that mostly OBC and SC population is found among Hindus.

### **V.3.5. Household Types**

Household type means the categorization of households by means of livelihood of a household-based upon the sources of the household's income from economic activity during the 365 days preceding the date of survey.

According to Table 4.6, among FGLs' households, 75 percent of households in rural areas derive their major source of income from other labour works (see the next table for more detail). 93 percent of household in Hajipur and 57 percent of household in Patna belongs to other labour type. Only 10 percent of households are found to be self-employed in agriculture. Compared to Vaishali, Patna has significant proportions of households self-employed in agriculture.

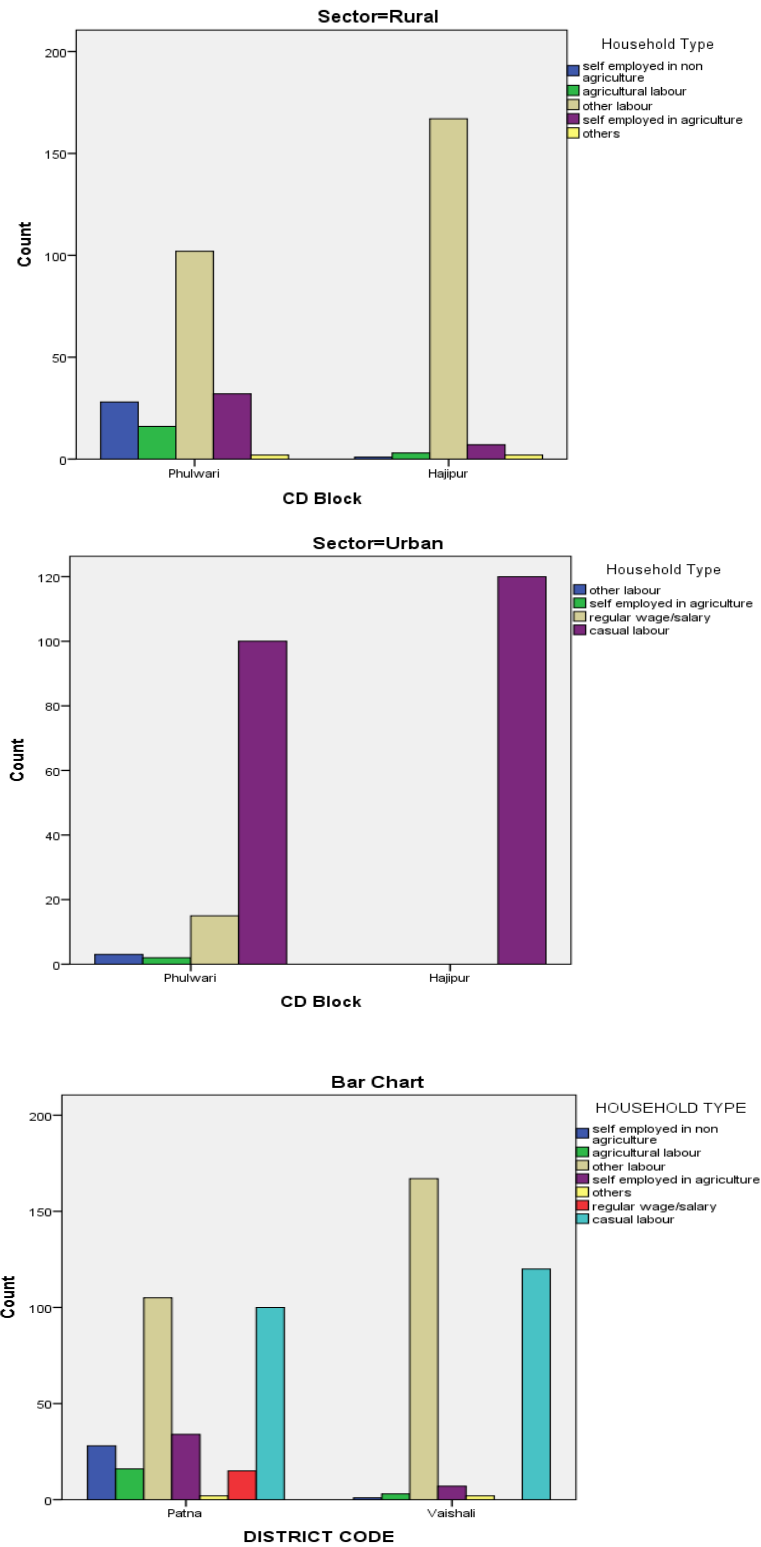
While in urban areas 90 percent of households derive their income from being casual labour. Other labour works included gardener, mistry etc. Only 6 percent derive their income from regular wage and 1 percent from other labour works. When the urban areas of the two districts are compared, it has been found that among the household of Vaishali there is no versatility. All the households in Vashali belong to casual labour type. While in Patna casual labour is significant but also other labours and regular wage workers are there.

**Table 5.7: Distribution of FGLs Household Area-wise Household Type**

Sector			Self employed in non agriculture	Agricultural labour	Other labour	Self employed in agriculture	Others	Regular wage/salary	Casual labour	Total
Rural	Patna	Count	28	16	102	32	2			180
		% of total	15.6%	8.9%	56.7%	17.8%	1.1%			100.0%
	Vaishali	Count	1	3	167	7	2			180
		% of total	.6%	1.7%	92.8%	3.9%	1.1%			100.0%
	Total	Count	29	19	269	39	4			360
		% of total	8.1%	5.3%	74.7%	10.8%	1.1%			100.0%
Urban	Patna	Count			3	2		15	100	120
		% of total			2.5%	1.7%		12.5%	83.3%	100.0%
	Vaishali	Count			0	0		0	120	120
		% of total			0.0%	0.0%		0.0%	100.0%	100.0%
	Total	Count			3	2		15	220	240
		% of total			1.3%	.8%		6.3%	91.7%	100.0%
Total	Patna	Count	28	16	105	34	2	15	100	300
		% of total	9.3%	5.3%	35.0%	11.3%	.7%	5.0%	33.3%	100.0%
	Vaishali	Count	1	3	167	7	2	0	120	300
		% of total	.3%	1.0%	55.7%	2.3%	.7%	0.0%	40.0%	100.0%
	Total	Count	29	19	272	41	4	15	220	600
		% of total	4.8%	3.2%	45.3%	6.8%	.7%	2.5%	36.7%	100.0%

Source: Primary Field Survey, 2016-18.

Figure 5.2: Distribution of FGLs Household Area-wise Household Type

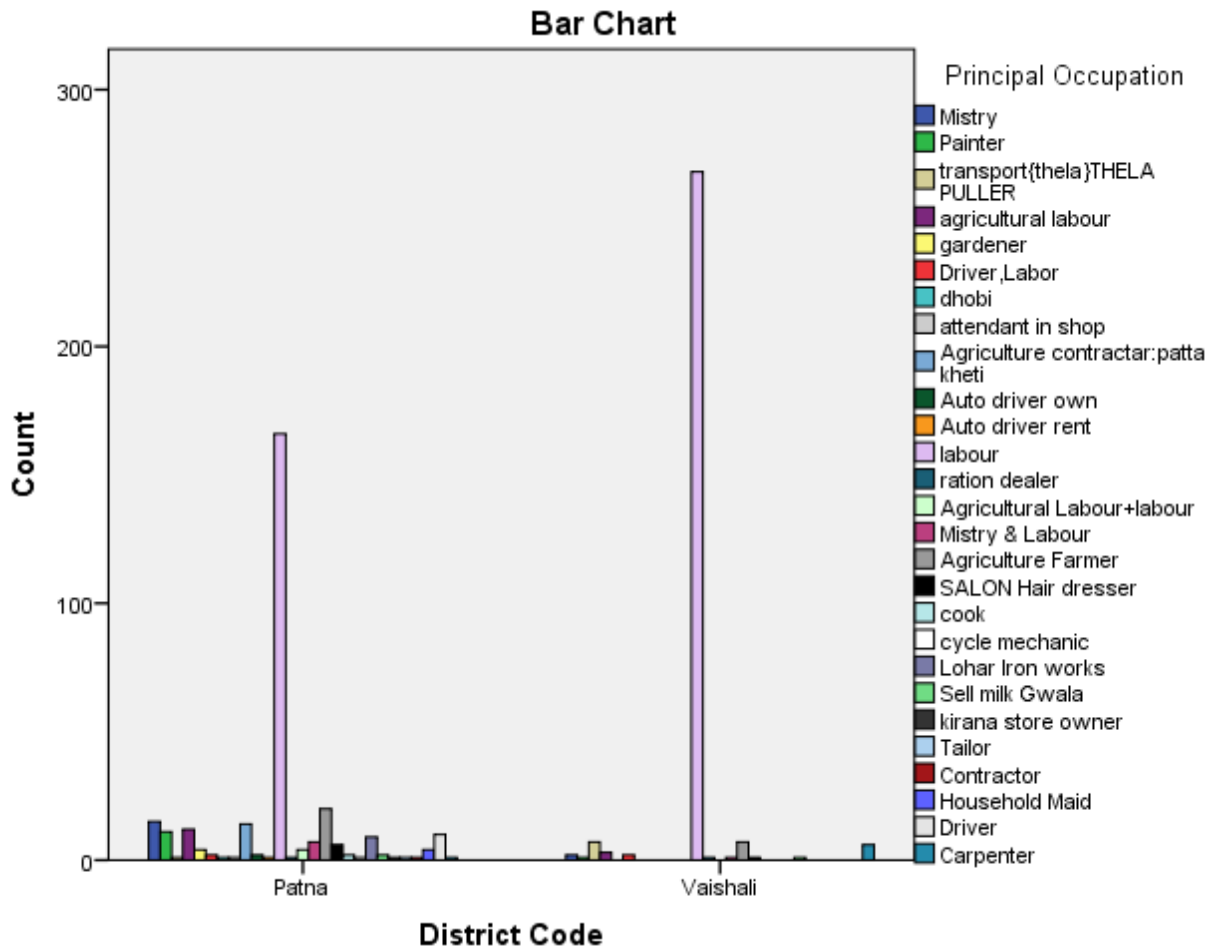


Source: Primary Field Survey, 2016-18.

### V.3.6. Principal Occupation

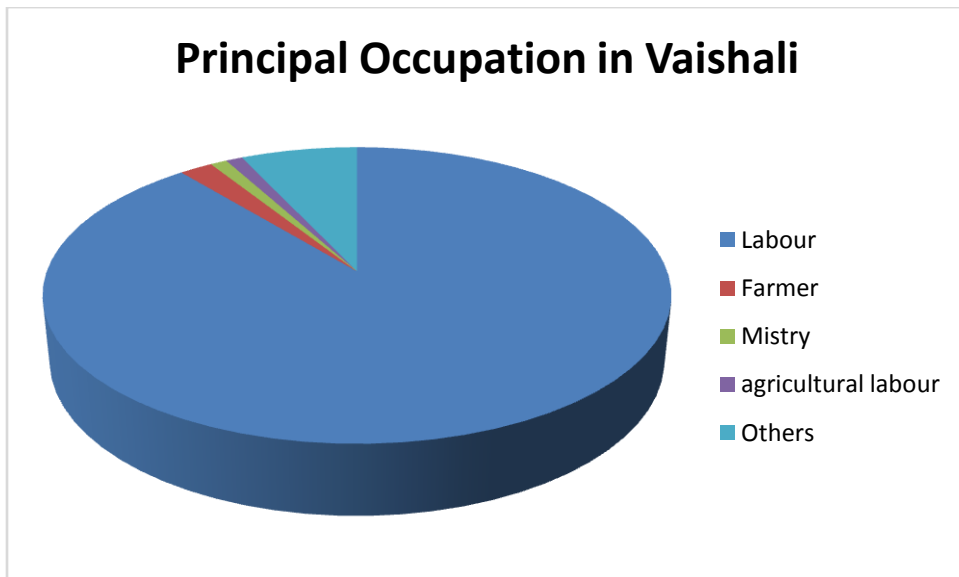
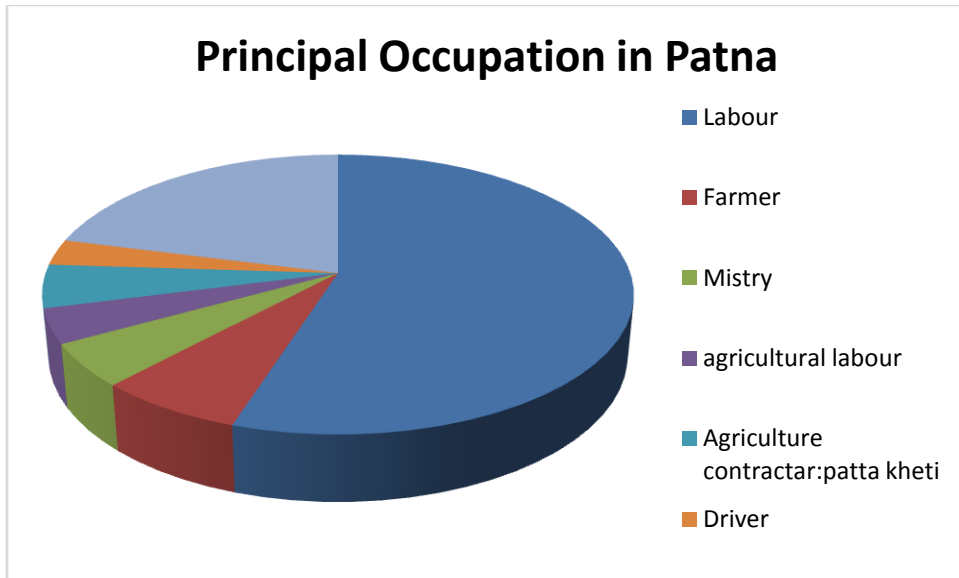
Under this, all the workers engaged in the same type of work are grouped together. Among the prominent group of principal occupation, labour has a total 72 percent contribution out of which 28 percent of households in Patna and 45 percent in Vaishali belong to laborers. Figure 4.2, shows that in Patna occupational structure is versatile while in Vaishali around 90 percent households are of laborers. While in Patna other occupation like mistry, painter, driver, auto driver, agricultural laboursetc are significant..

**Figure 5.3: Principal Occupation**



Source: Primary Field Survey, 2016-18.

**Figure 5.4:Major Principal Occupation in Patna and Vaishali District**



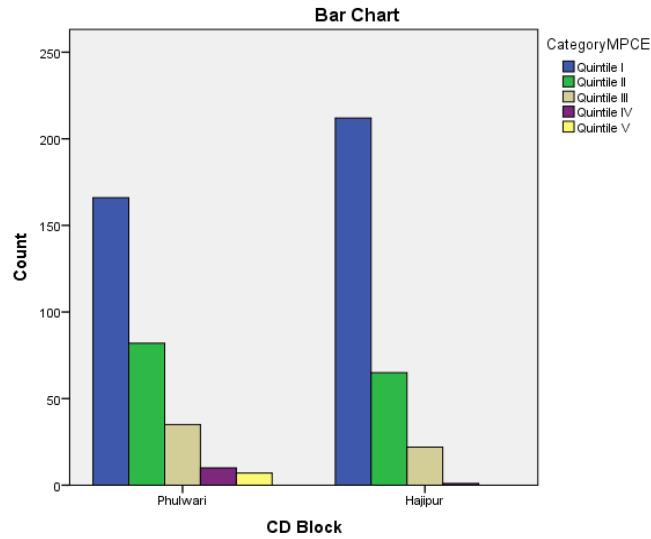
Source: Primary Field Survey, 2016-18.

#### V.3.7. Monthly Per Capita Expenditure

Bifurcation of MPCE in different categories cannot be done due to lack of data. Therefore, analysis of monthly per capita expenditure is done in totality. Expenditure on education among the families was low as most of the students were found to be studying in government schools. Government colleges charge a minimal amount during admission while girls' education is free in colleges.



**Figure 5.5: Showing MPCE Quintiles**



Note: MPCE: Quintile I = Poorest, Quintile II = Poorer, Quintile III = Middle, Quintile IV = Richer and Quintile V = Richest.

Source: Primary Field Survey, 2016-18.

Figure 4.3 and Table 4.7 makes it clear that the maximum concentration of household is in the Poorest Quintile category. About 63 percent of households are in Quintile I, of this 35 percent of households are in Hajipur and 28 percent in Phulwari block. In contrast when Quintile V is seen only samples from Phulwari are registered. In Quintile IV too out of 1.8 percent, 1.7 percent are in Phulwari and only 0.2 percent are in Hajipur. A decreasing trend in the percent of households with the increase in quintiles is observed. Though compared to Patna, Hajipur has almost nil population in richer and richest categories. Mostly 70 percent of Hajipur's households lie in the poorest or Quintile I.

**Table 5.8: MPCE Quintile Distribution**

			CategoryMPCE					Total
			Quintile I	Quintile II	Quintile III	Quintile IV	Quintile V	
CD Block	Patna	Count	166	82	35	10	7	300
		% of Total	55.3%	27.3%	11.7%	3.3%	2.3%	100.0%
	Vaishali	Count	212	65	22	1	0	300
		% of Total	70.7%	21.7%	7.3%	0.3%	0.0%	100.0%
Total		Count	378	147	57	11	7	600
		% of	63.0%	24.5%	9.5%	1.8%	1.2%	100.0%

	Total						
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Note: MPCE: Quintile I = Poorest, Quintile II = Poorer, Quintile III = Middle, Quintile IV = Richer and Quintile V = Richest.

Source: Primary Field Survey, 2016-18.

### V.3.8. Land Possessed

Owning a piece of land is a luxury. As the surveyed group is from a backward as well as minority group, fewer households were found with ownership of land. Almost 90 percent of households do own land. The ones having ownership of land were mostly rural households. 4 percent of households owned land less than 1 Katha. Three farmers from Phulwari even owned land more than 1 Bigha.

In rural areas, mainly they take land on rent for cultivation. Table 4.8 points out that 85 percent of households in rural areas have no land. 92 percent of households from Hajipurand 76 percent of households in Patna have no land holding. Households in Patna compared to Vaishali own larger holdings. While in urban areas only 6 percent of the household of Patna own land while in Vaishali no cases were reported with land holdings. In the urban area 5 households in Patna own land between 1 to 10 Katha.

**Table 5.9: Land Size Distribution Area and District wise**

Sector		Land Size Distribution				Total	
		No Land	Less than 1 Katha	1-10 Katha	More than equal to 1 Bigha		
Rural	Patna	Count	137	13	27	3	180
		% of Total	76.1%	7.2%	15.0%	1.7%	100.0%
	Vaishali	Count	168	8	4	0	180
		% of Total	93.3%	4.4%	2.2%	0.0%	100.0%
	Total	Count	305	305	21	31	3
		% of Total	84.7%	5.8%	8.6%	0.8%	100.0%
Urban	Patna	Count	113	2	5		120
		% of Total	94.2%	1.7%	4.2%		100.0%
	Vaishali	Count	120	0	0		120
		% of Total	100.0%	0.0%	0.0%		100.0%
	Total	Count	233	233	2	5	
		% of Total	97.1%	0.8%	2.1%		100.0%
Total	Patna	Count	250	15	32	3	300
		% of Total	83.3%	5.0%	10.7%	1.0%	100.0%

	Vaishali	Count	288	8	4	0	300
		% of Total	96.0%	2.7%	1.3%	0.0%	100.0%
Total		Count	538	538	23	36	3
		% of Total	89.7%	3.8%	6.0%	0.5%	100.0%

Note: 1 acre= 24 katha

Source: Primary Field Survey, 2016-18.

### V.3.9. Cards

Adhar Card has been launched in 2009. Since then the government has set up various centers and online facilities to procure Adhar Card. Even it has become a mandatory identification document. Compared to other cards like BPL and Ration Card, Adhar card has been found to be the most popular card. About 100 percent of households reported having Adhar card (*see Table 4.9*). All the households in Vaishali had BPL and Ration cards while about 90 percent of households in Patna have BPL cards and 93 percent have ration cards.

**Table 5.10: Status of BPL, Ration and Adhar Card**

			BPL Card		Ration Card		Adhar Card	
			Yes	No	Yes	No	Yes	No
DISTRICT CODE	Patna	Count	273	27	279	21	300	0
		% of Total	91%	9%	93%	7%	100.0%	0
	Vaishali	Count	300	0	300	0	300	0
		% of Total	100%	0.0%	100.0%	0.0%	100.0%	0
Total		Count	573	27	579	21	600	0
		% of Total	95.5%	4.5%	96.5%	3.5%	100.0%	0

Source: Primary Field Survey, 2016-18.

### V.3.10. Mother Tongue

As the two districts have different locations thus they have different mother tongue. In Patna district Hindi and Magahi is popular in Phulwari block. While Hajipur block has dialect of Hindi. Mostly Bhojpuri has acclimatized in various parts of the block with slight variation.

### **V.3.11.Role of NGOs And Self-Help Groups**

Self-help groups are active at both places. They were found mostly to be run by women in Patna district while men in Vaishali district. In Patna, it was found that these groups performed versatile activities ranging from women empowerment, money deposition, loan provision, education of socially and economically backward class, etc.

In Khardiha village of Patna, MahilaVikas Nigam run by Renu Singh is a prominent NGO which helps in:

- self help group formation in village
- teaches women to do signature
- literacy among women
- opening account at nearby bank
- taking loan for self-help group
- involves in social activities and development of village

While in Hajipur block various self-help groups are present which have women as members and they deposit weekly or monthly a fixed amount of money. This amount they can take anytime they want and even they get loan on the amount deposited. The amount of interest paid on these loans is very minimal.

### **V.3.12.Measuring Relative Wealth using Household Amenities and Assets**

“There are different ways to measure wealth, economic status and living standards of households. Income, expenditure and consumption are three common measures. An alternative is to use data on asset ownership and housing characteristics and combine this information into a proxy indicator such as the wealth index, which is created using principal component analysis (PCA). Asset ownership indicates the longer-term economic status of a household and is less dependent on short-term economic changes compared

with other wealth or poverty measures"<sup>11</sup>. “Thus, Wealth Index is a composite index composed of asset and amenities variables and used as a proxy indicator of household level wealth<sup>12</sup>.”

### Wealth Index Measurement

SPSS software is used to construct a wealth index. There are several steps in the construction of the Directorate of Health Services (DHS) wealth index:

1. Select variables (Table 5.10)
2. Explore variables
  - a. Frequencies
  - b. Missing values
3. Recode into binary variables (Table 4.12)
4. Principal components analysis (PCA) (First component is wealth index)
5. Create wealth index quintiles (Table 4.14)
6. Graphing the index (see figure below)
7. Select the final result and report the variables

**Table 5.11: Selection of the variables for Wealth Index**

<b>Productive Assets</b>	<b>Non Productive Assets</b>	<b>Household Amenities</b>	<b>Others</b>
Sewing machine	Radio	Type of house structure	House ownership status
	Light bulb/ tubelight	Separate room for kitchen	Crowding: Household members per room
	Cycle	Place of cooking	Land
	Inverter	Source of drinking water	Livestock
	Generator	Location of Drinking Water	Distance Travelled to Fetch Drinking Water
	Mixer grinder	Bathroom	Time devoted to fetch water
	Silauti	Toilet Facility	Distance travelled to fetch cooking fuel

<sup>11</sup>VAM Guidance Paper, pp. 4

<sup>12</sup>Ibid.

	Jatta	Source of lightening	Avail banking facility
	Two wheeler	Fuel for Cooking	
	Four wheeler		
	TV		
	Cable/ Dish Connection		
	Air Cooler		
	Wall clock		
	Electric fan		
	Chair or table		
	Bed		
	Telephone, Mobile		
	Internet		
	Refrigerator		
	Pressure cooker		
	Air conditioner		
	Washing machine		
	Laptop		
	Credit or debit card		
	Clothes at least two pair		
	Footwear		

**Table 5.12: Reclassification of Variables**

<b>Name of Variable</b>	<b>Wealthier</b>	<b>Poorer</b>
House ownership status	1= Owned	0= Rented, other
Type of house structure	1= Pucca	0= Semipucca and Kutcha
Crowding	1= 4 or fewer people per room	0= 5 or more people per room
Separate room for kitchen	1= Yes	0= No
Place of cooking	1= Cooking inside house	0= Cooking outside house, no cooking
Source of drinking water	1= Tap water from treated source, covered well, hand pump public and owned, boring, Supply+ boring, Supply	0= Tapwater from untreated source, uncovered well, well public, hand pump public owned, well public, handpump public
Bathroom	1= Pucca	0= Semi pucca, open and other
Toilet Facility	1= Flush own	0= Open space, flush public, pit own, pit public
Payment of Electricity Bill	1= Yes	0= No
Fuel for Cooking	1= LPG	0= Firewood, kerosene, cow dung, electricity, others
Land	1= Yes	0= No
Livestock	1= Yes	0= No
Avail banking facility	1= Yes	0= No

Has a Radio	1= Yes	0= No
Has a Light bulb/ tubelight	1= Yes	0= No
Has a sewing machine	1= Yes	0= No
(similarly done for non productive assets)	1= Yes	0= No

**Table 5.13: Quintile Group of Wealth Index**

		Quintile Group of Wealth Index					Total
		Quintile 1 Poorest	Quintile 2	Quintile 3	Quintile 4	Quintile 5 Wealthiest	
District	Patna	10.2%	9.0%	9.5%	10.8%	10.5%	50.0%
	Vaishali	9.8%	10.7%	10.8%	9.2%	9.5%	50.0%
Total		20.0%	19.7%	20.3%	20.0%	20.0%	100.0%

**Table 5.14: Quintile Group of Wealth Index for Rural and Urban Areas**

Sector			Quintile Group of Wealth Index					Total
			Quintile 1 Poorest	Quintile 2	Quintile 3	Quintile 4	Quintile 5 Wealthiest	
Rural	District	Patna	15.0%	13.3%	12.8%	5.8%	3.1%	50.0%
		Vaishali	10.6%	12.2%	14.4%	12.8%		50.0%
	Total		25.6%	25.6%	27.2%	18.6%	3.1%	100.0%
Urban	District	Patna	2.9%	2.5%	4.6%	18.3%	21.7%	50.0%
		Vaishali	8.8%	8.3%	5.4%	3.8%	23.8%	50.0%
	Total		11.7%	10.8%	10.0%	22.1%	45.4%	100.0%
Total	District	Patna	10.2%	9.0%	9.5%	10.8%	10.5%	50.0%
		Vaishali	9.8%	10.7%	10.8%	9.2%	9.5%	50.0%
	Total		20.0%	19.7%	20.3%	20.0%	20.0%	100.0%

### Analysis of Wealth Index

Quintile I: Poor

Quintile II: Somehow Poor

Quintile III: Average

Quintile IV: Wealthy

Quintile V: Wealthiest

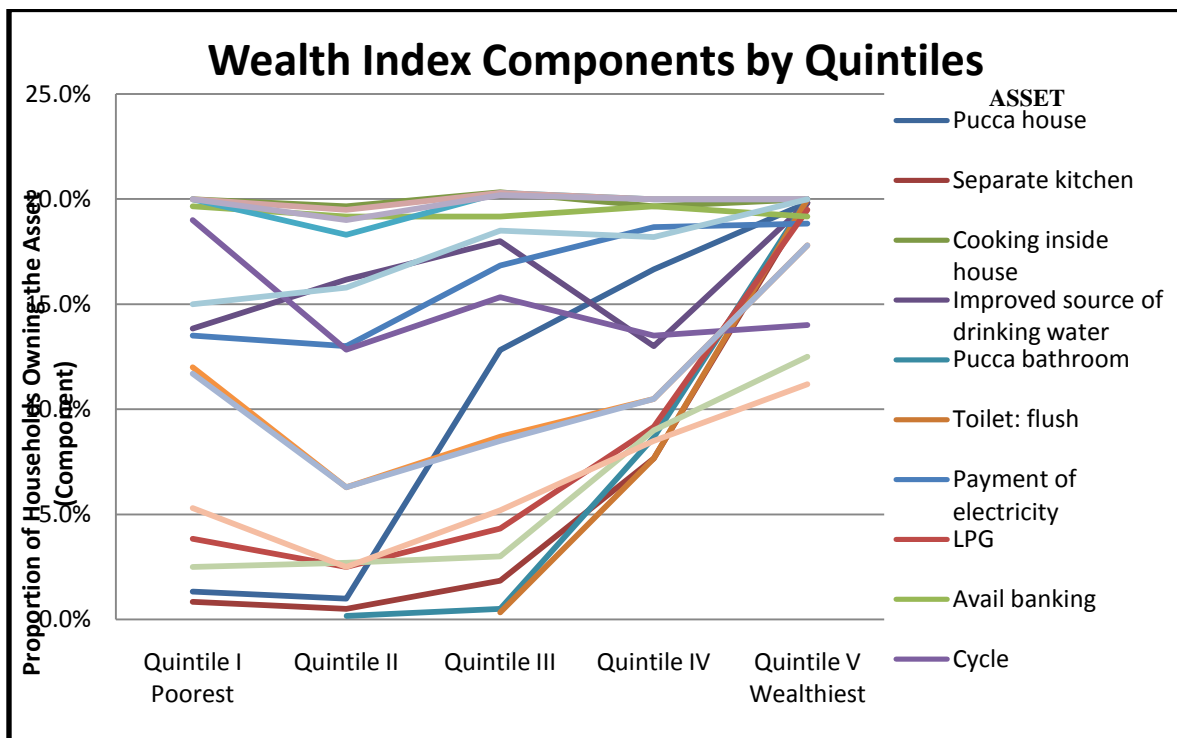
Patna survey respondents tended to be relatively wealthy. The second and third quintiles were underrepresented and the fourth (wealthy but not wealthiest) quintiles were overrepresented. This shows that 21.4 percent of households in Patna while in Vaishali, 18.7 percent of households are wealthy.

The overall analysis of rural areas in two districts showed the lowest percent of households in the wealthiest quintile. While in Vaishali this class is completely absent. Vaishali have an increasing number of households with an increase in quintile while

Patna have decreasing trend. This means rural Patna have more poor households and Vaishali has more wealthier population than Patna.

While urban areas of Patna show a slightly different picture. Urban Patna has more household concentration in wealthier groups and urban Vaishali has more concentration towards the bottom two and wealthiest quintile. This means in Patna (40 percent) mostly wealthy population is more than Vaishali (27.6 percent). Event the same is true for the poor class. Ownership of every asset included in the PCA increases as the quintiles go from poorest to wealthiest.

**Figure 5.6.: Quintile Group of Wealth Index Showing Proportion of Household Owning the Asset**





More than 90 percent of households owned their houses in both the districts but higher proportion of households residing in rented houses are seen in urban areas of Patna compared to Vaishali. In rural areas, households resided in their own houses. 51 percent of houses are pucca in the study area while 23 percent are semi pucca and 25 percent are kutcha. As the families are poor, 47 percent of households have one room and thus for them having a separate kitchen is a luxury. This resulted in 70 percent of houses with no separate kitchen. Food is being prepared in the same room. In 99 percent of houses cooking was taking place inside the house.

Public hand pump is found to be the major source of drinking water in the study area. A higher proportion of boring and private hand pump is found in the households of Patna. While in Vaishali 11 percent of households have supply water connections while none are present at Patna. Mostly the study region does not have a dearth of water and mainly the source of water was located within (47.7 percent) or near the premises (50.3 percent). The work of fetching water is mostly performed by females of the family. 50 percent of females have to walk between zero to two hundred meters to fetch water. Only 1.3 percent of females traveled more than 1.3 percent to fetch water. As 48 percent have water supplies near to their houses their commutation time decrease. But decrease in commutation time does not guarantee decline in time devoted to fetch water. As the major source of water is a hand pump thus it prolongs the whole process. Females have to carry buckets to their homes. 82 percent of females reported devoting less than 5 minutes but for the other 18 percent, it's a tedious job.

50 percent of houses have an open bathroom and only another 50 percent have pucca and semi pucca bathroom. With one-room houses, these households can not afford to have toilets. 67 percent of households go in open space. 32 percent in Patna and 35 percent in Vaishali have goes in the open. Every household has electricity supply and it remains for more than 15 hours. 94 percent of households are found to be paying the electricity bill.

Mostly they recline on firewood and cow dung for cooking (46 percent). In Patna, only 56 percent and in Vaishali 74 percent of houses depend upon this source.

Another major source of cooking is LPG. In Patna, a higher proportion of houses is found to be using LPG. Cow dung cakes are also a major source of fuel for cooking. Only females are found to be arranging for cooking fuel such as firewood and cow dung cakes. 34 percent have to travel more than 500 metres to fetch them and takes up to more than 30 minutes. 96 percent of houses are availing banking facility.

Important assets found in their houses are basic items like lightbulb, cycle, stone grinder, television, cable connection, fan, bedding, mobile (39 percent have internet), and cooker.

### V.3.13.Overcrowding

Overcrowding or household crowding is a condition where the number of occupants exceeds the capacity of dwelling space.<sup>13</sup>It result in adverse physical and mental health outcome. It is the result of mismatch between the household members and number of rooms in the household.

**Table 5.15: Persons per Room Criteria for Assessment of Overcrowding in a Household**

Household Size	Number of Rooms												Total			
	1		2		3		4		5		6		7		P	V
	P	V	P	V	P	V	P	V	P	V	P	V				
2	4	2	0	0	0	0	0	0	0	0	0	0	0	4	2	
3	1	12	3	8	1	0	2	2	5	0	0	0	0	12	22	
4	25	28	2	1	5	4	7	1	2	0	0	0	0	59	47	
5			0	4												
6	34	48	3	2	1	6	3	2	0	1	0	0	0	78	79	
7			0	2	1											
8	25	53	2	2	1	5	5	1	4	1	0	0	0	68	84	
9			3	4	1											
10	10	27	1	1	8	4	5	1	1	0	1	0	0	36	46	
11			1	4												

<sup>13</sup>Dwelling space refer to rooms, bedrooms or floor area.

WR Gove et. al. *Overcrowding in the household: an analysis of determinants and effects* (New York, Academic Press, 1983).

G. Evans. The built environment and mental health. *Journal of Urban Health* 80.4 (2003) 536-55

12	4	7	1	6	5	1	5	0	0	0	0	0	15	14
	0	1	9	3	2	1	4	0	0	0	0	2	17	5
	0	0	1	1	2	0	2	0	0	0	0	0	5	1
	1	0	1		0		1		2		0	0	5	
	0				0		0		0		1	0	1	
<b>Total</b>	10	17	9	9	4	2	3	7	1	2	2		30	30
	4	8	9	2	5	1	4		4				0	0

Note: P stands for Patna while V stands for Vaishali.

Shaded figure represent Overcrowding

Source: Primary Field Survey, 2016-18.

The above table shows the presence of overcrowding in the two districts. 238 households in Patna are found to be overcrowded and 271 in Vaishali. Households with one room are found to be maximum overcrowded followed by two rooms in both districts. Vaishali compared to Patna is less crowded and even large household sizes are not present in the sample of Vaishali.

#### V.4. Demography

Demographic characteristics of FGLs have been studied in this section.

##### V.4.1. Relation to the Head of the Household

Among members of the household, more than 41 percent are unmarried child of the head of the household and about fourteen percent are grandchild. Both the district has almost the same proportion.

**Table 5.16: Relation with the Head of the Household**

District	Self	Spo use of head	Marr ied child	Spou se of marr ied child	Unmarr ied child	Grandch ild	Other relati ves	Total
Patna	17.3 %	15.1 %	7.1%	6.8 %	37.3%	16.1%	0.3%	100.0 %
Vais hali	18.2 %	16.8 %	4.3%	4.4 %	45.4%	10.9%		100.0 %
Total	17.7 %	15.9 %	5.7%	5.6 %	41.2%	13.6%	0.1%	100.0 %

Source: Primary Field Survey, 2016-18.

In general, male is the head of the household. Thus males are more head of the household while females are less. A significant proportion of females are the spouse of the head while only six males are the spouse of the head. In this type of family females were head and soul earners. Female married child in the age group of fifteen to twenty is eight. Such females were staying with their families as their bidai/ gauna<sup>14</sup> has not taken place. The proportion of unmarried child is significantly high among males and females. Grandchild in both categories is more than two hundred. These two categories i.e. unmarried child and grand child are significantly high and mostly include FGLs.

**Table 5.17: Age- Wise relation of FGLs (Age Group of 6- 23 years of age) with Head of Household**

Age Category	Self	Spouse of head	Married child	Spouse of married child	Unmarried child	Grandchild	Other relatives	Total
Below 6	0	0	0	0	8.5	5.8	0	14.3
6-10	0.0	0.0	0.0	0.0	21.8	8.0	0.1	30.0
11-13	0.0	0.0	0.0	0.0	17.3	6.3	0.1	23.7
14-15	0.0	0.0	0.0	0.0	9.8	2.3	0.0	12.1
16-17	0.0	0.0	0.1	0.1	6.8	0.6	0.0	7.6
18-23	0.1	0.1	0.7	1.3	8.8	1.3	0.0	12.4
Total	0.1	0.1	0.9	1.4	<b>73.0</b>	<b>24.4</b>	0.2	100.0

(Figures in percentage)

Source: Primary Field Survey, 2016-18.

The above table, shows age- wise relation of FGLs in age group of 6 to 23 years with the head of the household. 97 percent FGLs are unmarried children and grandchild with major concentration in the age group of 6- 15 years. The proportion of FGLs decreases in higher age groups. 18-23 age category have 9 percent, unmarried child. 30 percent proportions of FGLs are in age category of 6-10 years and 24 percent are in 11-13 years of age. 12 percent FGLs are in 18-23 age category. Maximum proportions of FGLs are in 6-13 years of age group i.e. 54 percent.

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<sup>14</sup>Gauna is practised mostly in northern India. Its practised in Hindu families. Earlier it was associated with child marriage. During this ceremony, brides stays at her father's house.

## V.4.2. Sex and Age

For the study, age groups are formed by keeping relevant grade/stage of education. The study follows the classification by Govinda and Bandyopadhyay given in the Figure 4.1. This grouping is used in further sections and chapters. According to the figure following groups are formed:

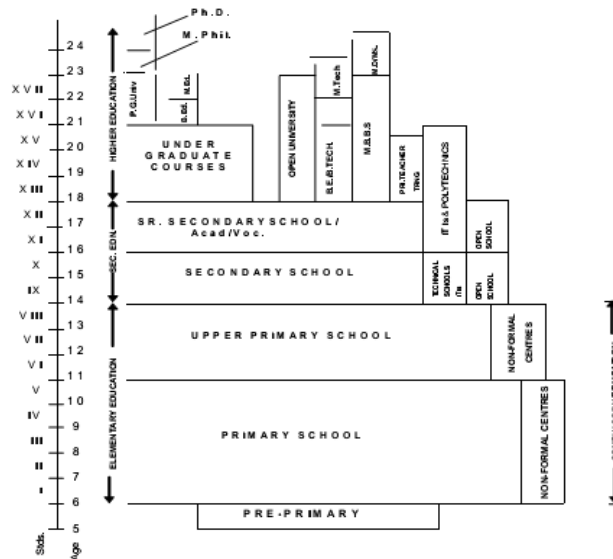
**Table 5.18: Age, Grade and Educational Level Selected for the Study**

Age	Grade	Educational Level
5	0	Pre Primary
6 – 10	1 - 5	Primary
11 -13	6 -8	Upper Primary
14 – 15	9 - 10	Secondary
16 – 17	11 - 12	Higher Secondary
18 – 23	More than 12	Graduation and above

Source: Developed by Author

Note: 18-23 age group is considered as highest age of FGLs currently studying is 23 years.

**Figure 5.7: Age and Grade Distribution in Indian Education System**



**Source:** Govinda and Bandyopadhyay, *Access to Elementary Education in India Country Analytical Review*, New Delhi: Consortium for Research on Educational Access, Transitions and Equity, 2007, 5.

But the new model introduced in New Education Policy of 2020 is likely to look like this

— 5+3+3+4.

**Table 5.19: New Classification of Educational Level according to NEP 2020**

Stages	Characteristics	Class	Age Group
<b>Foundational Stage</b>	<ul style="list-style-type: none"> <li>• 3 years of pre-school/ Anganwadi education</li> <li>• 2 years of primary education</li> <li>➤ Development of language skills and teaching by play-based and activity-based curriculum</li> </ul>	Preprimary Class to class 2	3- 8 years
<b>Preparatory Stage</b>	<ul style="list-style-type: none"> <li>➤ Focus on experimental learning</li> <li>➤ Development of language and numeracy skills</li> </ul>	Class 3-5	8- 11 years
<b>Middle Stage</b>	<ul style="list-style-type: none"> <li>➤ Transforming the pedagogy from the existing system to a more experiential learning in the sciences, mathematics, arts, social science and humanities.</li> </ul>	Class 6- 8	11- 14 years
<b>Secondary Stage</b>	<ul style="list-style-type: none"> <li>• First phase- 9 to 10</li> <li>• Second phase- 11 to 12</li> <li>➤ Focus would be on greater critical thinking and flexibility</li> </ul>	Class 9- 12	14-18 years

**Table 5.20: Distribution of Male and Female FGLs in Different Age Category in Patna and Vaishali District**

Age Categories	Gender				Total Patna	Total Vaishali
	Male		Female			
	Patna	Vaishali	Patna	Vaishali		
Below 6	10.3%	5.5%	8.4%	4.2%	18.6%	9.8%
6-10	14.1%	17.4%	13.3%	15.3%	27.4%	32.6%
11-13	11.5%	13.8%	10.4%	11.8%	21.9%	25.6%
14-15	5.6%	8.0%	6.1%	4.6%	11.7%	12.6%
16-17	4.0%	4.6%	3.0%	3.6%	7.0%	8.1%
18-23	8.5%	8.2%	4.9%	3.0%	13.4%	11.3%
Total	54.0%	57.5%	46.0%	42.5%	100.0%	100.0%

Source: Primary Field Survey, 2016-18.

Table 5.19 shows that more than 50 percent of FGLs are in the age group of between 6 to 13 years of age. With the increase in age percentage FGLs decreases in both district but again in the age group of 18 to 23 they witness an increase in proportion. Vaishali compared to Patna has a lower proportion of children under 6 years but in the age group of 6-10, 11-13, 14-15 and 16-17, Vaishali has a higher proportion than Patna. Females in both districts witness a slightly lesser proportion than males in the age group of 18-23 years. It shows their number is significantly less at graduation and post-graduation level.

### V.4.3. Marital Status of Parents and FGLs

With an increase in age at marriage, number of parents increases. More than 80 percent of parents are above the age of 18 years in rural as well as urban areas.

**Table 5.21: Age at Marriage of Parents of FGLs**

Sector			Age of Marriage Recoded					Total
			Below 15	15-17	18	Above 18	FGLs	
Rural	District Code	Patna	4.2%	4.5%	6.9%	30.0%	54.5%	100.0%
		Vaishali	3.2%	5.7%	2.4%	29.0%	59.8%	100.0%
	Total		3.7%	5.1%	4.8%	29.5%	57.0%	100.0%
Urban	District Code	Patna	0.2%	3.2%	12.1%	32.5%	51.9%	100.0%
		Vaishali	1.0%	6.1%	14.7%	26.5%	51.6%	100.0%
	Total		0.6%	4.7%	13.5%	29.4%	51.8%	100.0%
Total	District Code	Patna	2.7%	4.1%	8.8%	30.9%	53.6%	100.0%
		Vaishali	2.3%	5.9%	7.4%	28.0%	56.5%	100.0%
	Total		2.5%	5.0%	8.1%	29.5%	55.0%	100.0%

Source: Primary Field Survey, 2016-18.

As the study is focused on FGLs therefore the population for the selected group is young and mostly unmarried. About 97 percent FGLs are not married and only 2.8 percent are married. Of these married FGLs, more than 90 percent FGLs belong to 18-23 age group. 0.1 percent FGLs are widowed.

Two widowed males are present at Patna. 14 males and 30 females are married in Patna. Out 30 females 3 are under age (16-17 years). In Vaishali 3 males are married, and 2 are in the age group of 6-10 years. Out of 6 females who are married in Vaishali, 3 are underage.

**Table 5.22: Marital Status with Age wise Classification**

Age Categories	Marital status			Total
	Never married	Currently married	Widowed	
Below 6	14.3%			14.3%
6-10	29.8%	0.2%		30.0%
11-13	23.6%	0.1%		23.7%
14-15	12.1%	0.1%		12.1%

16-17	7.4%	0.2%		7.6%
18-23	9.9%	2.4%	0.1%	12.4%
Total	97.1%	2.8%	0.1%	100.0%

Source: Primary Field Survey, 2016-18.

## V.5. Association and Relation

In this section association and relation between different socio-economic, demographic and educational variables is studied.

### Model 1

The binary logistic model is given as:

- Dependent variable: FGL Household (Vaishali= 1, Patna= 0)
- Independent variables/ Predictors:
  - a) Place of Residence/Sector (Urban= 1, Rural= 0)
  - b) Religion (Muslim= 1, Hindu= 0)
  - c) Social Groups (OBC= 1, SC= 0)
  - d) Size of Land Holding (Less than 1 katha=1, 1-10 katha=2, More than equal to 1 bigha=3, No land=0)
  - e) Household type (Labour=1, Self employed=0)
  - f) Household Size (5-7= 1, More than 7= 2, 2-4= 0)

**Table 5.23: Socio- economic Predicators at Household Level using Binary Logistic Model**

	Frequency	B	S.E.	Wald	df	Sig.	Exp(B)
<b>Patna</b>	300						
<b>Vaishali</b>	300						
<b>Place of Residence</b>							
Rural	360						



Urban	240	-.475	.190	6.268	1	.012	.622
<b>Religion</b>							
Hindu	569						
Muslim	31	1.534	.512	8.959	1	.003	4.635
<b>Social Groups</b>							
SC	235						
OBC	365	.073	.188	.149	1	.700	1.075
<b>Size of Land Holding</b>							
No Land	538			3.173	3	.366	
Less than 1 katha	23	-.416	.486	.732	1	.392	.660
1-10 katha	36	-.989	.613	2.605	1	.107	.372
More than equal to 1 bigha	3	-19.359	22976.728	.000	1	.999	.000
<b>Household type</b>							
Self employed	70						
Labour	530	1.971	.435	20.503	1	<.001	7.179
<b>Household Size</b>							
2-4	146			8.754	2	.013	
5-7	391	.210	.206	1.037	1	.309	1.233
More than 7	63	-.716	.346	4.272	1	.039	.489
Constant		-1.710	.466	13.472	1	<.001	.181

The model predicts odds of being FG household in Vaishali compared to Patna. 4.6 times Muslim households in Vaishali are more likely to be present compared to Hindus. Even OBC are 1.1 times more likely to be present than SC. FG households involved in labour works are 7 times more likely to be present than self employed households. FG household are less likely to be present in urban areas and less likely to own land. Households have higher likelihood to be landless in Vaishali compared to Patna. Medium size households are 1.2 times more likely to be present compared to small sized households in Vaishali.

## Model 2

The binary logistic model is given as:

- Dependent variable: FGLs (Vaishali= 1, Patna= 0)
- Independent variables/ Predictors:
  - a) Place of Residence/Sector (Urban= 1, Rural= 0)
  - b) Religion (Muslim= 1, Hindu= 0)
  - c) Social Groups (OBC= 1, SC= 0)
  - d) Gender (Female=1, Male=0)
  - e) Quintile group of Wealth Index (Quintile 2=1, Quintile 3=2, Quintile 4= 3, Quintile 5= 4, Quintile 1=0)

**Table 5.24: Socio- economic Predicators of being FGLs using Binary Logistic Model**

	Frequency	B	S.E.	Wald	df	Sig.	Exp(B)
<b>Patna</b>	723						
<b>Vaishali</b>	692						
<b>Place of Residence</b>							
Rural	838						
Urban	577	.468	.138	11.55	1	<.001	1.597

<b>Religion</b>							
Hindu	1338						
Muslim	77	2.235	.353	40.08	1	<.001	9.344
<b>Social Groups</b>							
SC	570						
OBC	845	-.337	.115	8.60	1	.003	.714
<b>Gender</b>							
Male	771						
Female	644	-.214	.111	3.72	1	.054	.807
<b>Quintile group</b>							
Quintile 1 Poorest	262			20.12	4	<.001	
Quintile 2	305	.370	.175	4.47	1	.034	1.447
Quintile 3	296	.338	.174	3.76	1	.053	1.402
Quintile 4	287	-.319	.182	3.10	1	.079	.727
Quintile 5 Wealthiest	265	.126	.201	.39	1	.530	1.135
Constant		-.145	.146	.98	1	.322	.865

This binary logistic model predicts odds of being FGLs in Vaishali compared to Patna. FGLs in urban areas are 1.5 times more likely to be present in urban areas of Vaishali compared to rural areas. Muslim FGLs are 9.3 times more likely than Hindus. FGLs are more likely to belong to Quintile 2,3 and 5 compared to Quintile 1. FGLs in Vaishali are less likely to be females and OBC.

### Model 3

Multi way table, chi square, Cramer's V and correlation is used to study frequency, association, strength of association and direction of association.

**Table 5.25: Association of Educational level of FGLs with Socio-economic factors**

		Educational Level							Pearson Chi- Square				Cramer's V		
		Below Primary	Primary	Upper Primary	Secondary	High Secondary	Graduate	Total	Value	df	p-value	Null Hypothesis	Association	Value	Approximate Significance
Gender	Male	39	434	197	70	24	7	771	12.0805	5	0.034	Reject	Present	0.092	0.034
	Female	46	354	188	44	10	2	644							
Place of residence	Rural	70	423	221	87	31	7	839	59.107	5	<0.001	Reject	Present	0.204	<0.001
	Urban	15	366	164	27	3	2	577							
Religion	Hindu	77	740	367	112	34	9	1339	9.4425	5	0.093	Not significant		0.082	0.093
	Muslim	8	49	18	2	0	0	77							
Social group	SC	42	313	141	53	16	6	571	10.286	5	0.067	Not significant		0.085	0.068
	OBC	43	476	244	61	18	3	845							
Quintile group of Wealth Index	Q 1 Poorest	17	151	65	21	6	2	262	45.546	20	<0.001	Reject	Present	0.090	<0.001
	Q 2	20	157	83	38	6	1	305							
	Q 3	23	164	97	8	4	1	297							
	Q 4	14	161	69	31	7	5	287							
	Q 5 Wealthiest	11	156	71	16	11	0	265							
Age at entry in school	4-5 years	45	334	165	63	29	4	640	34.738	10	<0.001	Reject	Present	0.111	<0.001
	6	39	436	206	48	5	5	739							
	More than 6	1	19	14	3	0	0	37							
Total		85	789	385	114	34	9	1416							

**Table 5.26: Correlation Matrix**

		Correlations						
		Educational level	Gender	Sector	Religion	SocialGroupRecoded	Quintile Group of Wealth Index	Age at Entry in School
Educational level	Pearson Correlation	1	-.065*	-.106**	-.079**	-.028	.007	-.082**
	Sig. (2-tailed)		.015	<.001	.003	.290	.789	.002
	N	1416	1415	1416	1416	1416	1416	1416
Gender	Pearson Correlation	-.065*	1	.027	.006	.010	.068*	.003
	Sig. (2-tailed)	.015		.308	.822	.710	.010	.923
	N	1415	1415	1415	1415	1415	1415	1415
Sector	Pearson Correlation	-.106**	.027	1	.042	.184**	.448**	-.054*
	Sig. (2-tailed)	<.001	.308		.114	<.001	<.001	.044
	N	1416	1415	1416	1416	1416	1416	1416
Religion	Pearson Correlation	-.079**	.006	.042	1	.197**	-.017	.119**
	Sig. (2-tailed)	.003	.822	.114		<.001	.533	<.001
	N	1416	1415	1416	1416	1416	1416	1416
SocialGroupRecoded	Pearson Correlation	-.028	.010	.184**	.197**	1	.090**	-.045
	Sig. (2-tailed)	.290	.710	<.001	<.001		<.001	.088
	N	1416	1415	1416	1416	1416	1416	1416
Quintile Group of Wealth Index	Pearson Correlation	.007	.068*	.448**	-.017	.090**	1	-.078**
	Sig. (2-tailed)	.789	.010	<.001	.533	<.001		.003
	N	1416	1415	1416	1416	1416	1416	1416
Age at Entry in School	Pearson Correlation	-.082**	.003	-.054*	.119**	-.045	-.078**	1
	Sig. (2-tailed)	.002	.923	.044	<.001	.088	.003	
	N	1416	1415	1416	1416	1416	1416	1416

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

The above two tables shows association, strength of association and nature of association between educational level and gender, place of residence, religion, social group, Wealth Index Quintile group and age at entry in school. This is done with the help of Pearson Chi-Square, Cramer’s V and Pearson Correlation. Null hypothesis is rejected that the educational level and gender, place of residence, Quintile group of Wealth Index and age at entry in school are independent of each other. Thus they have association at  $p \leq 0.05$ . Religion and social group do not have association and null hypothesis is accepted for them. Although social group showed a weak association at  $p \leq 0.01$ .

Cramer’s V predict the strength of the association. Thus its analysis shows that educational level and place of residence have strong association. Gender, Quintile group of Wealth Index and age at entry in school have medium association. Religion and social group presented weak association.

Correlation is calculated for showing direction or nature of association. Educational level and Quintile group of Wealth Index are positively related showing that as the educational

level increase FGLs number also increases in wealthiest families. With rest variables educational level is negatively related. Correlation is significant between educational level and gender, sector, religion and age at entry in school.

#### **Model 4**

For studying discrimination against female this model is constructed keeping male as reference category.

#### **Gender of FGL**

The binary logistic model is given as:

- Dependent variable: FGLs (Female= 1, Male= 0)
- Independent variables/ Predictors:
  - a) Place of Residence/Sector (Urban= 1, Rural= 0)
  - b) Religion (Muslim= 1, Hindu= 0)
  - c) Social Groups (OBC= 1, SC= 0)
  - d) Location of school/institute (Outside village/municipality=1, Inside village/municipality=0)
  - e) Educational level (Primary=1, Upper primary=2, Secondary=3, Higher secondary=4, Graduate=5, Below primary=0)
  - f) Quintile group of wealth index (Quintile 2=1, Quintile 3=2, Quintile 4= 3, Quintile 5= 4, Quintile 1=0)
  - g) Course (Arts/humanities=1, Science=2, Commerce=3, General course upto class X=0)
  - h) Age at entry in school (6 years=1, More than 6=2, 4-5 years=0)
  - i) Type of Institution (Private=1, Government=0)

**Table 5.27: Situation of Female FGL's using Binary Logistic Model**

	<b>Fre que ncy</b>	<b>B</b>	<b>S.E.</b>	<b>Wal d</b>	<b>df</b>	<b>Sig.</b>	<b>Exp( B)</b>
<b>Male</b>	771						
<b>Female</b>	644						
<b>Place of Residence</b>							
Rural	838						
Urban	577	.020	.140	.020	1	.887	1.020
<b>Religion</b>							
Hindu	1338						
Muslim	77	.115	.250	.213	1	.645	1.122
<b>Social Groups</b>							
SC	570						
OBC	845	.013	.116	.013	1	.909	1.013
<b>Location Of school</b>							
Inside village/municipality	873						
Outside village/municipality	542	.068	.153	.196	1	.658	1.070
<b>Educational Level</b>							
Below primary	85			5.515	5	.356	
Primary	788	-.413	.240	2.949	1	.086	.662
Upper primary	385	-.312	.263	1.406	1	.236	.732
Secondary	114	-.515	.349	2.173	1	.140	.598
Higher secondary	34	-1.162	.659	3.112	1	.078	.313
Graduate	9	-1.414	1.043	1.840	1	.175	.243
<b>Quintile group of Wealth Index</b>							

Quintile 1	262			16.88 4	4	.002	
Quintile 2	305	.229	.177	1.673	1	.196	1.257
Quintile 3	296	.628	.176	12.69 7	1	<.00 1	1.874
Quintile 4	287	.201	.181	1.238	1	.266	1.223
Quintile 5	265	.567	.207	7.488	1	.006	1.763
<b>Course</b>							
General course upto X	133 4			1.464	3	.691	
Arts/ humanities	34	.284	.500	.322	1	.570	1.329
Science	25	-20.727	7949. 281	.000	1	.998	.000
Commerce	22	.736	.608	1.464	1	.226	2.087
<b>Age at entry in school</b>							
4-5 years	639			2.588	2	.274	
6 years	739	-.122	.118	1.072	1	.301	.885
More than 6 years	37	.361	.351	1.056	1	.304	1.434
<b>Type of Institution</b>							
Government	137 2						
Private	43	-.315	.362	.756	1	.384	.730
Constant		-.094	.270	.121	1	.728	.911

The above binary logistic model shows chances of being female FGL over male FGL. Female FGLs are more likely to belong to urban areas, Muslim, OBC, location of institution outside village/ municipality, higher wealth index, late starter and prefer arts and commerce. Female FGLs are less likely to attend private institute. Thus showing that parents discriminate among male and female FGLs. Even none of the females have likelihood taking up science at higher secondary and graduation level. Female FGLs are 2 time more likely to take up commerce compared to general course and male FGLs. Due



to high cost of tuition classes girls in study area were not allowed to take up science stream.

## **V.6. Conclusion**

It has been found that FGLs have more chances to belong to the households of small and medium-sized families in both the districts and the proportion of large size family is low. Mostly the sampled households are found to belong to the Hindus. Higher number of Muslim households are found in Vaishali. Backward classes dominated the social group followed by the Scheduled Castes. Among the OBC, Yadav is dominating caste in both districts and Ravidasias among the SCs dominate in Patna. In Vaishali, Paswan/ Dusadhis dominate among the SCs group. The proportion of FGLs decreases with an increase in income quintile in both districts. Result of binary logistic model shows that FGLs are more likely to belong to the small and medium-sized families, Hindus, SCs and OBC, Yadav and Ravidas, labour class, poor and landless.

More than 95 percent of households have BPL, ration and adhar card. In the two districts, the self group is found to be quite active showing active participation of women. In rural areas number of households decreases with an increase in income quintile and vice versa for urban areas. Ownership of every asset included in the PCA increases as the quintiles go from poorest to wealthiest.

In the age group of 6 to 23, 97 percent are unmarried. With an increase in the age, percentage FGLs decreases in both district but again in the age group of 18 to 23, they witness an increase in proportion. They are more likely to remain unmarried. But in the 18 to 23 age group females were more married than males.

According to binary logistic model, FG households are more likely to belong to rural areas, Muslim, OBC, landless, labour and medium sized households in Vaishali compared to Patna district. But when the analysis of actual number of FGLs is taken up, it showed, FGLs are more likely to belong to urban areas in Vaishali. They are more likely to be Muslim compared to Hindus in Vaishali and vice-versa in Patna. They are more likely to belong to higher wealth index groups compared to quintile 1.

Binary logistic model for female FGLs showed that they are more likely to live in urban areas, be Muslim, OBC, location of institute is outside village/ municipality, wealthier than males. Their chances to take up science are 'zero'. They are more likely to study arts and commerce. They are late starter and mostly attend government institution. Educational level and gender, place of residence, quintile group of Wealth Index, age at entry in schools have association. While only educational level and quintile group of Wealth Index are positively related and others are negatively related.

## Chapter VI

### Non-Enrolled and Drop Outs

#### VI.1. Introduction

Parents play an important role in the education and the overall development of their children. Encouragement from parents and teachers significantly affects the educational prospects of children. Illiterate parents may not understand the benefits of the educational experience. This may lead to barriers in the educational achievement and aspiration of children. This gap in the literacy of parents results in:

- Differences in academic preparation and performance among FGLs<sup>1</sup>
- Challenges in accessing school facility<sup>2</sup>
- Early drop out among FGLs<sup>3</sup>
- Discouragement from attending higher educational levels among FGLs<sup>4</sup>

Subsequent generations have their parents to motivate and guide them through the total educational process. But FGL's parents are not literate. This becomes a major hindrance to their educational achievement and progress. With no one at home to direct in education sometimes, FGLs lost their sight of the way and tend to drop out or not participate

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<sup>1</sup>Rémy Auclair et al., "Transitions- Research Paper 2-First-Generation Students: A Promising Concept? *Millennium Research Series* 39, Canada Millennium Scholarship Foundation, 2008, 18".

<sup>2</sup>R. Govinda and M. Bandyopadhyay, "Access to Elementary Education in India Country Analytical Review (New Delhi: Consortium for Research on Educational Access, Transitions and Equity, 2007)".

R. Govinda and M. Bandyopadhyay, "Social exclusion and school participation in India: Expanding access with equity. *PROSPECTS* 40.3 (2010): 349."

<sup>3</sup>Ibid.

Terry T. Ishitani, "A Longitudinal Approach to Assessing Attrition Behavior among First-Generation Students: Time-Varying Effects of Pre-College Characteristics, *Research in Higher Education* 44.4 (2003): 434. He defines FGSs as whose parents did not graduate from college."

\_\_\_\_\_, "Studying Attrition and Degree Completion Behavior among First-Generation College Students in the United States, *Journal of Higher Education* 77.5 (2006): 862, 867. He defines FGSs as students whose parents never attended college".

<sup>4</sup>London, "Breaking Away: A Study of First-Generation College Students and Their Families," *American Journal of Education*, 167.

"One of the reasons why parents may dispirit their child is because they are depending on them to seek employment and contribute to the family income; thus resulting in the possibility of first generation students becoming disenfranchised with their family and community".

actively in their education. But at times due to adverse situations, they are motivated to work hard to achieve what their parents have not achieved.

The prime objective of this chapter is to find issues with access and continuation, which have interfaces with family and economic parameters. Therefore, in this part non-enrolled and drop-out children are the focus of study. Two research questions that the chapter will try to address are :

- If First Generation Learners are pushed out or pulled out of the education system?
- What are the activities in which dropped-out children are involved?

Thus to achieve the above present chapter is divided into three parts. The first part deals with non-enrolled children addressing issues with access to education and the role of family and economic parameters. The second part deals with drop out FGLs. This part will try to find various reasons resulting in their dropping out and other reasons having a role in their withdrawal. And the last part deals with association and relations.

## **VI.2. Non-Enrolled**

Non-enrolled children are those who have never been part of the education system. It refers to those children present in FGL's household who are illiterate. They never studied due to certain problems and issues with health. There is a total of 39 non-educated children, 33 are from Vaishali and 6 from Patna.

### **VI.2.1. Reasons for Non-Enrolment**

Financial constraint (48.7%) is the main reason for not being enrolled. Eighteen children from Vaishali and one from Patna faced financial problems resulting in their non-enrolment. Six children are handicap. Their physical disability has resulted in their non-enrolment. Out of six, four are from Patna and two are from Vaishali. Only four children from Vaishali never got enrolled due to the lack of their parent's interest in their education. Even looking after younger siblings is one of the reasons for non-enrolment. Children whose both parents are working are the ones who suffer due to this reason.

Fifteen percent of children were not interested in studies. The group chosen for study has illiterate parents. In most cases, major problems are witnessed due to parents' lack of knowledge. Such parents hadn't promoted or forced their children for education. Only one case is there where non-enrollment is due to participation in economic activities.

**Table 6.1. Reasons Prohibiting Non-Educated Children from Going to School**

District	Parent not interested in studies	Participation in other economic activities	Look after younger siblings	Attend other domestic chores	Financial constraints	Child not interested in studies	Physically challenged	Total
Patna	0	0	0	0	1	1	4	6
Vaishali	4	1	2	1	18	5	2	33
Total	4	1	2	1	19	6	6	39

Source: Primary Field Survey, 2016-18.

## VI.2.2. Nature of work

The major reason for not joining school has been financial constraints. And even many reported of family pressure for finding any kind of job to share the liability of parents. Males are mostly forced to participate in economic activities while females usually do chores of the house.

### VI.2.2.1. Working

Among these thirty-nine children who remained streamlined from education owing to various reasons, only twelve from Vaishali are found to be working. They are found to be doing full-time jobs.

**Table 6.2. Working Status of Non-Enrolled**

District	Whether working		Total
	Yes	No	
Patna	0	6	6
Vaishali	12	21	33
Total	12	27	39

Source: Primary Field Survey, 2016-18.

### VI.2.2.2. Non-working

Twenty-seven children are found to be not working. Thus this section deals with these twenty-six children and their work. Twenty-one is from Vaishali and six from Patna. Nine from Vaishali admitted that they wanted to work and were seeking jobs. Twelve attended domestic duties only. Disability is also one of the major reasons for their non-enrollment and it prohibits them from performing major work. Out of a total of six non-enrolled in Patna, four are disabled.

**Table 6.3. Principal Activity of Non-Working Persons**

District	If not working then how spends time			Total
	Did not work but was seeking or available for work	Attended domestic duties	Unable to work due to disability	
Patna	0	2	4	6
Vaishali	9	10	2	21
Total	9	12	6	27

Source: Primary Field Survey, 2016-18.

### VI.2.3. Willingness towards Education

Most of the children are willing to study. As they have siblings who are attending educational institutions, this makes them eager to study. Owing to various reasons they

were not able to go to school but if given proper care and guidance, they can progress a lot. There were still ten children who were not interested in attending education.

**Table 6.4. Willingness for Study of Non-Enrolled**

		Do you want to study like your siblings		Total
		Yes	No	
District	Patna	4	2	6
	Vaishali	25	8	33
Total		29	10	39

Source: Primary Field Survey, 2016-18.

Various reasons have resulted in their non-enrolment. The major one is financial problems and negative perspective of parents followed by disability, death of the father, and lack of willingness.

**Table 6.5. Reasons Prohibiting from Attending Educational Institution of Non-Enrolled**

		If Yes then Reasons Prohibiting from going to school					Total	
		Disability	Father died, bread earner	Financial	Financial and Parents	Not willing to		Parents do not encourage
District	Patna	4	0	0	0	0	2	6
	Vaishali	1	1	4	18	1	8	33
Total		5	1	4	18	1	10	39

Source: Primary Field Survey, 2016-18.

### VI.3. Drop Outs

According to Tilak <sup>5</sup> “secondary and higher education helps in upward mobility and offers better economic opportunities. He proved in his study that when people have at least completed middle/upper primary level of education, the relationship between education and poverty becomes negative and important; and the negative relationship becomes stronger when the level of education is raised to secondary and higher levels.”.

FGL's parents are not literate. This becomes a major hindrance to their educational achievement and progress. With no one at home to direct in education sometimes, FGLs lost sight of the way and tend to drop out. Thus this section tries to locate drop-outs and find difficulties they have faced which has resulted in their dropping out.

It is seen that most of the drop-outs belong to rural areas of both districts and urban areas have a relatively low number of cases of drop-outs. Vaishali has more number of drop-outs than Patna. 33 percent female and 67 percent male drop-outs are there. The number of female drop-outs is relatively lower than male. The reason for this will be explored further.

**Table 6.6. Location-wise Distribution of Drop Outs**

Area	Rural	Urban	Total
Patna	49	6	55
Vaishali	76	8	84
Total	125	14	139

**Table 6.7. Gender-wise Distribution of Drop Outs**

District	Gender		Total
	Male	Female	
Patna	37	18	55
Vaishali	56	28	84
Total	93	46	139

Source: Primary Field Survey, 2016-18.

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<sup>5</sup>Jandhyala B.G. Tilak, “Post-elementary education, poverty and development in India,” *International Journal of Educational Development* 27 (2007): 437,440.



### VI.3.1. Location and Management of Last Attended Institution

Various literature suggests that children drop out due to distance factor. In Patna, a contrasting picture is presented where major drop-outs are happening from the school located within village/ ward in rural as well as urban areas. While in Vaishali, mostly FGLs dropped out from the schools located outside their village and ward. But the overall location of school outside the place of residence is one of the major reasons for dropping out. About 63 per cent of children dropped out owing to this reason.

Only one children's last attended institution is private unaided. As this group is mostly economically backward thus they cannot afford to go to private unaided schools and prefer government schools over private ones.

**Table 6.8. Location of Educational Institutions of FGLs Drop Outs**

Area		Inside village/ ward	Outside village/ ward	Total
Patna	Rural	34	15	49
	Urban	4	2	6
Vaishali	Rural	13	63	76
	Urban	0	8	8
Total		51	88	139

Source: Primary Field Survey, 2016-18.

### VI.3.2. Age at Entry in Schools

More than 70 percent (99 in number) who dropped out are late-starters and only 23 percent (32 in number) are early-starters and they are located only in Patna. About 60 percent dropped outs are from Vaishali and they all are late starters. Mostly it is found that dropped-out FGLs are located in rural areas of the two districts. Around 8 samples from Patna are appropriate-starter.

**Table 6.9. Age at Entry in Schools of Dropped Out FGLs**

Area		4-5	6	More than 6	Total
Patna	Rural	32	8	9	49
	Urban			6	6
Vaishali	Rural			76	76
	Urban			8	8
Total		32	8	99	139

Note: Figures in terms of number of years of age

4-5= Early- starter, 6= Appropriate- starter and More than 6= Late- starter.

Source: Primary Field Survey, 2016-18.

### VI.3.3. Grade from which Dropped- Out

Anganwadis<sup>6</sup> are rural child care centers in Bihar. Their target groups are children 3- 6 years and adolescent out-of-school girls (BPL families). They provide nutrition and pre-school education to the target group.

**Table 6.10. Distribution of Dropped Out Grade**

Area		1	2	3	5	6	7	8	9	10	11	13	Total
Patna	Rural		2		8	18	2	1	4	9	3	2	49
	Urban										6		6
Vaishali	Rural	11		1		40	1	3	18		2		76
	Urban					1			7				8
Total		11	2	1	8	59	3	4	29	9	11	2	139

Source: Primary Field Survey, 2016-18.

In Bihar, primary schools are situated mostly within every village and ward. Children have to change schools at every level i.e. upper primary, secondary, higher secondary and graduation. After attending Anganwadi, children join the class I. Many could not cope with the teaching and learning process there and as a result, drop out. Even illiteracy and poverty of their parents are also one of the major reasons for pulling them out of their studies. Thus, children at this stage need much attention. Table 6.10., shows that in

<sup>6</sup>Anganwadis comes under Integrated Child Development Services, Government of Bihar. They provide two time meal to kids with pre school education. The classes are conducted from 9Am to 1 PM. Grants for uniform and education material is giver per child to centers. Immunization service is also available on every centers.

Vaishali 11 children left class I after taking admission. These children belong to rural areas and mostly faced problems in transition. It is seen from the table that major dropping out is taking place at these trajectories levels i.e. Class I, VI, IX and XI. Figure 6.2 and the next section will take up this in much more detail. Maximum number of children had dropped out in class VI followed by IX and I and XI.

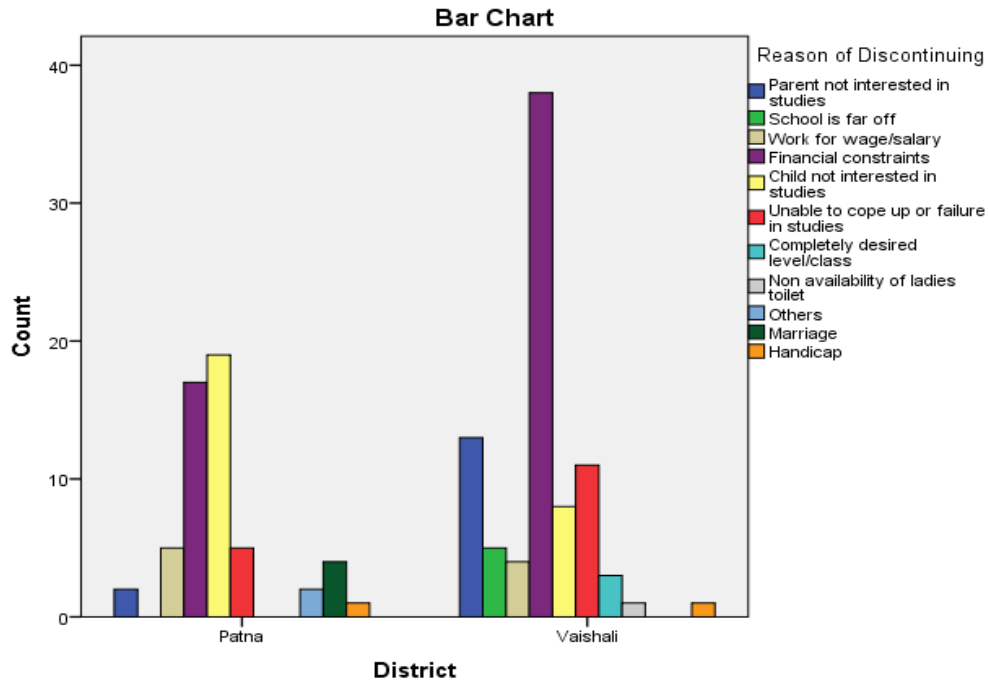
#### **VI.3.4. Reasons for Discontinuation**

The reasons for discontinuing education among FGLs point to various problems. The section explores various reasons pushing and pulling FGLs from education. Figure 6.1., explains that in both the districts major reasons for dropping out are children not interested, financial constraints, unable to cope with study or failure and working for wage.

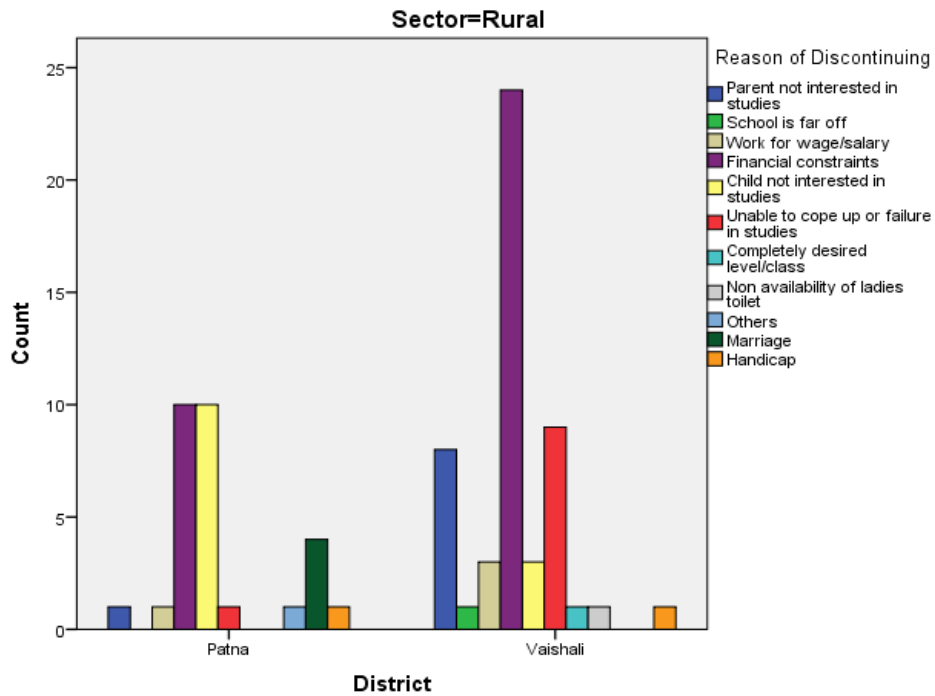
Area and gender-wise studies show that child not interested and financial constraint followed by marriage is major reasons of drop out in rural Patna. Marriage is a prominent reason among female dropped out. Working for a wage is the major reason for dropping out among urban FGLs and male FGLs.

In rural Vaishali, financial constraints, unable to cope or failure, parents and child disinterest and working for wage are major reasons. In urban Vaishali, financial constraints, completed desired level and unable to cope in studies or failure are the main reasons for dropping out. Financial condition is the main reason for drop-out among males and females. School is far off is the major reason for dropping out among females compared to males. Girl's parents are not interested as well as comfortable in sending their girl child to far places for education. The whole atmosphere discourages older girl child to go to school. Parents were not willing to invest in girls' child education as they see them as liability and boys as assets in rural areas.

**Figure 6.1 : Reasons of Dropping Out**

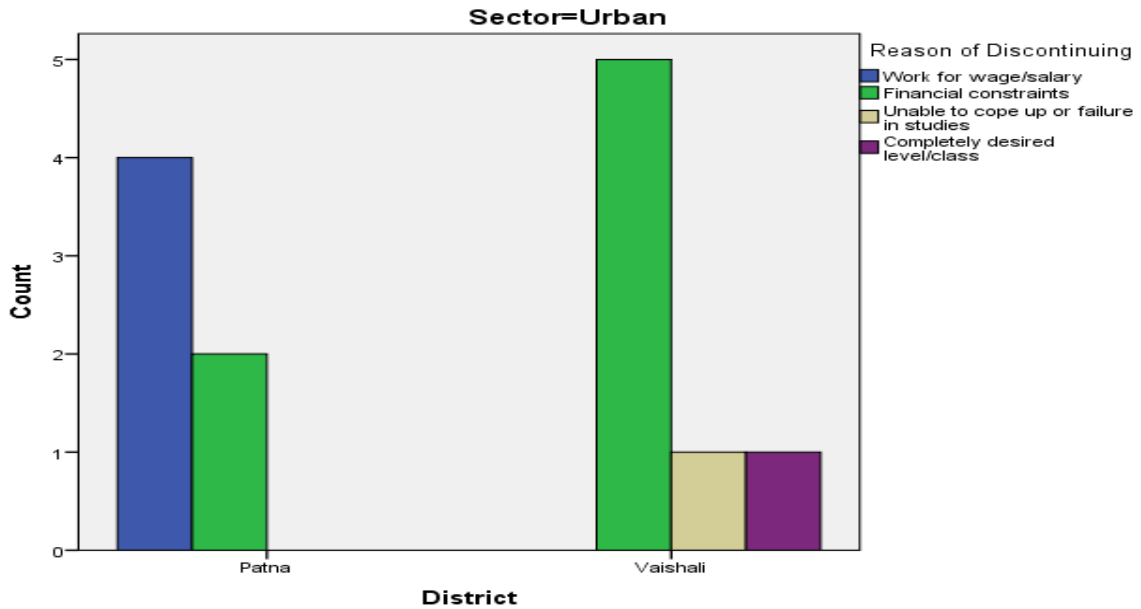


**Figure 6.2 : Reasons of Dropping Out in Rural Areas**



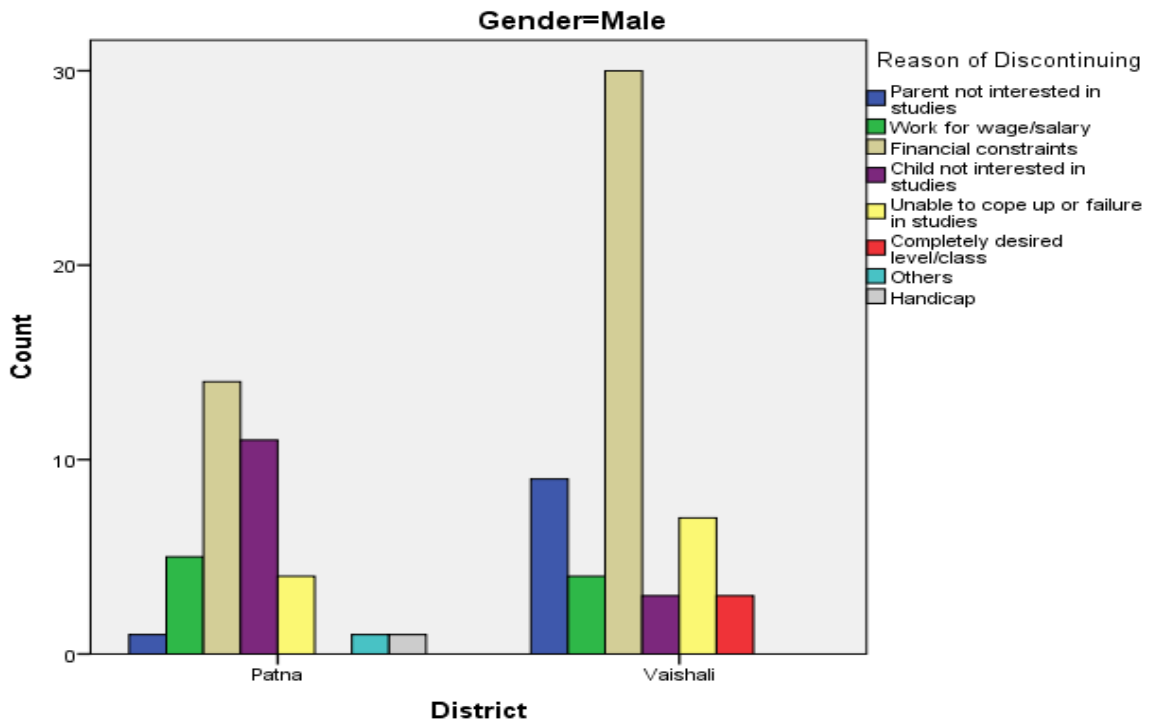
Source: Primary Field Survey, 2016-18

**Figure 6.3: Reasons of Dropping Out in Urban Areas**



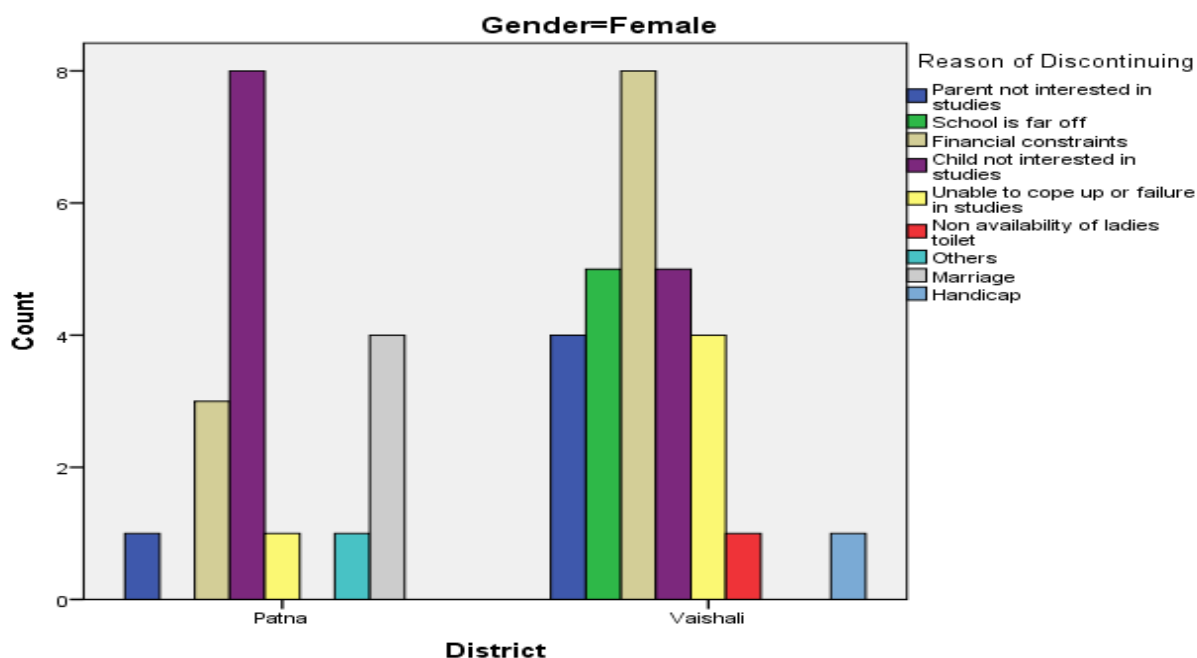
Source: Primary Field Survey, 2016-18.

**Figure 6.4 : Reasons of Dropping Out for Males**



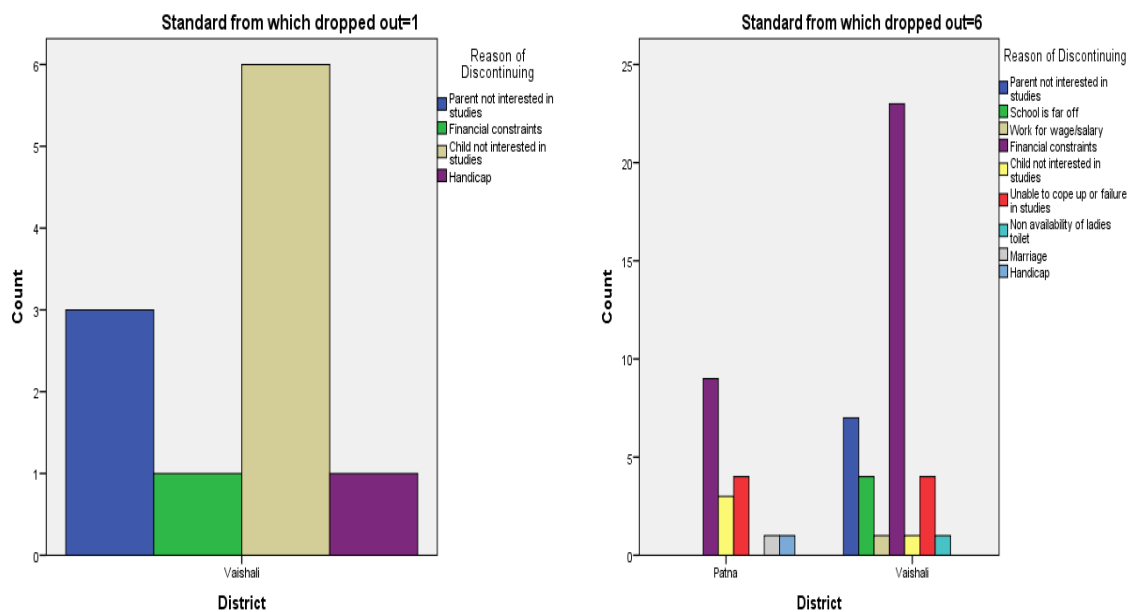
Source: Primary Field Survey, 2016-18

**Figure 6.5.: Reasons of Dropping Out for Females**



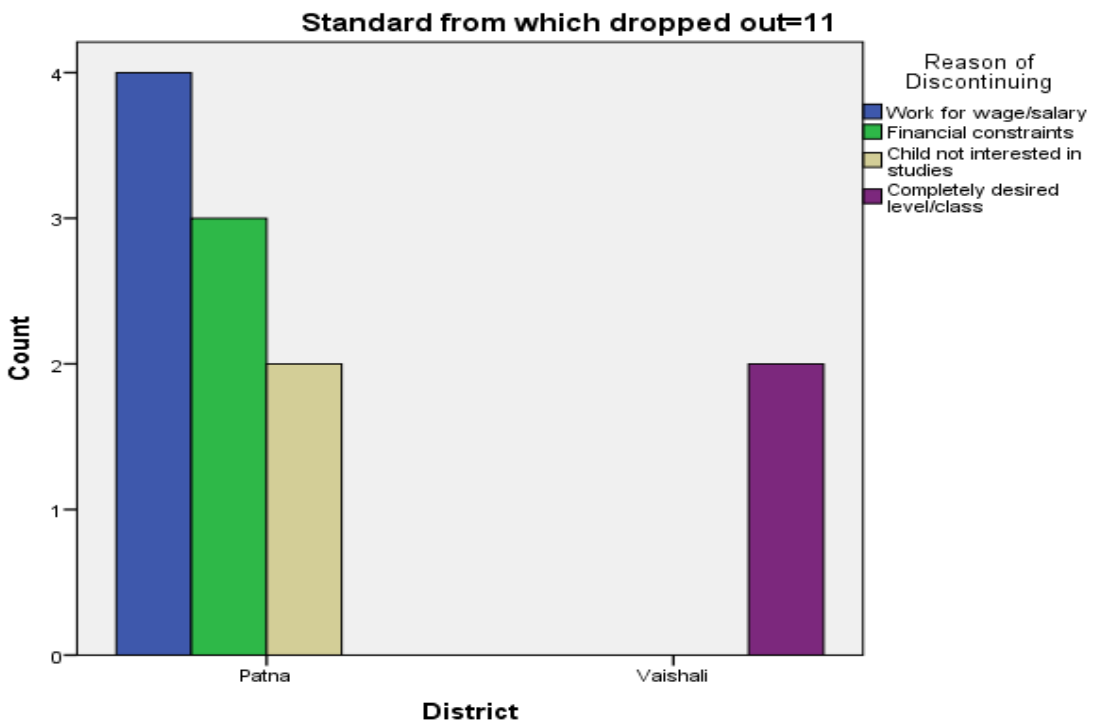
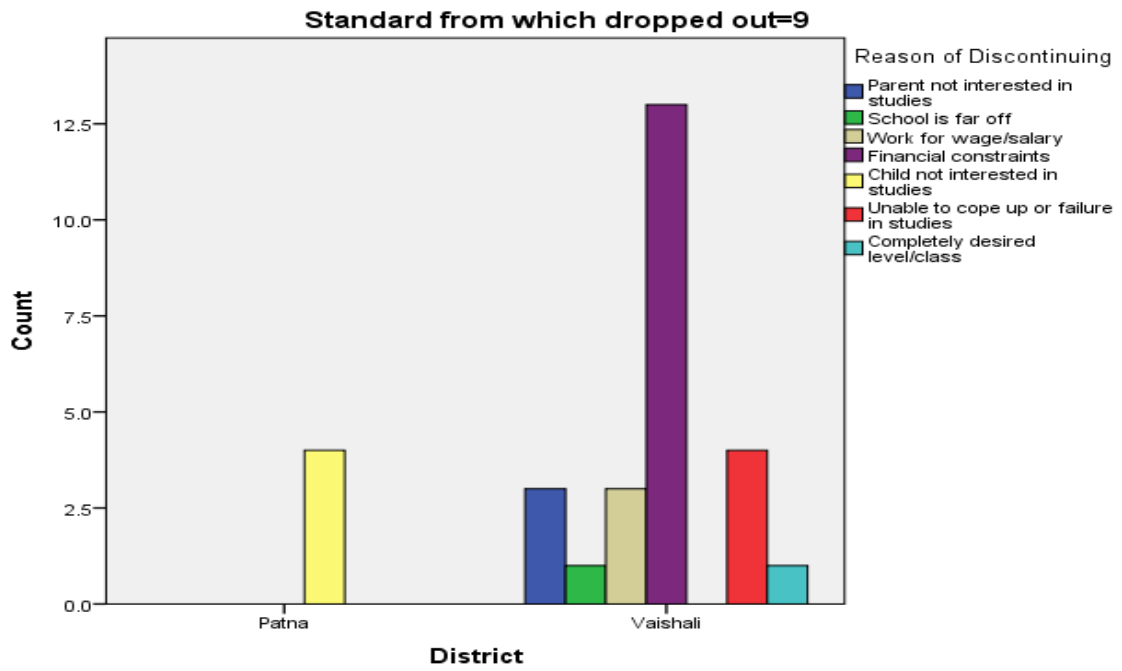
Source: Primary Field Survey, 2016-18.

**Figure 6.6.: Reasons of Dropping Out at the Trajectories Level: One and Sixth Grade**



Source: Primary Field Survey, 2016-18.

**Figure 6.7.: Various Reasons of Drop Outs at the Trajectories Level: Ninth and Eleventh Grade**



Source: Primary Field Survey, 2016-18.

Figure 6.2, explains that in Class I, major dropping out is happening in Vaishali due to children not being interested in studies. In Class VI, financial restriction is the major reason for dropping out in both districts. While in Patna, unable to cope with studies and children not interested in studies are major reasons while in Vaishali parents not interested followed by the school is far of and unable to cope with studies are major reasons. In class IX, child not interested in studies is the major reason for dropping out in Patna. While in Vaishali financial constraints, unable to cope with studies or failure, uninterested parents and work are major reasons. Most students are failing in class VI and IX. In class X, work, financial constraints and child not interested are the major reason for dropping out in Patna. While in Vaishali dropping out is taking place when children believe that they have completed the desired level.

### VI.3.5. Nature of Work

As major reason for dropping out among FGLs in the earlier section was the financial constraint. Out of 139, 48 dropped out FGLs are working and 91 are not working.

#### VI.3.5.1. Working

Table 6.11 and Table 6.12, explain that out of 29 working in Patna, 27 work full time and two work part-time. While in Vaishali, 18 work full time and one works part time.

**Table 6.11. Status of Working among Dropped Out FGLs**

		Whether working		Total
		yes	no	
District	Patna	29	26	55
	Vaishali	19	65	84
Total		48	91	139

Source: Primary Field Survey, 2016-18.

**Table 6.12. Type of Work among Dropped Out FGLs**

		Part-time/ Full time		Total
		part-time	full time	
District	Patna	2	27	29
	Vaishali	1	18	19
Total		3	45	48

Source: Primary Field Survey, 2016-18.



### VI.3.5.2. Non Working

According to Table 6.13, 27 FGL drop-outs did not work but were seeking work. The maximum number of seekers is from Vaishali. Comparatively, males are more than females in this group. The maximum number of drop-outs from Vaishali attended domestic duties. These are mostly females who dropped out (see Table 6.14). Females from Vaishali are comparatively higher than Patna in this category. Two handicaps from Patna are also not working. Their physical disability prohibits them from doing chores or any type of other work. Almost the same number of males and females dropped out non-working FGLs are there.

**Table 6.13. Principal activity of Not Working Dropped Out FGLs**

		If not working than how spends time:usual principal activity			Total
		Did not work but was seeking and/or available for work	Attended domestic duties only	Not able to work due to disability	
District	Patna	8	16	2	26
	Vaishali	20	45	0	64
Total		28	61	2	91

Source: Primary Field Survey, 2016-18.

**Table 6.14. Principal activity of Not Working Dropped Out FGLs, Gender wise**

Gender		If not working then how spends time: usual principal activity			Total
		Did not work but was seeking and/or available for work	Attended domestic duties only	Not able to work due to disability	
Male	Patna	7	0	2	9
	Vaishali	19	17	0	36
	Total	26	17	2	46
Female	Patna	1	16		17
	Vaishali	0	28		28
	Total	1	44		45
Total	Patna	8	16	2	26
	Vaishali	19	45	0	64
	Total	27	61	2	91

Source: Primary Field Survey, 2016-18.

#### VI.4. Association and Relation

This section studies relation between status of children and socio- economic status and likelihood of occurrence of reasons responsible for drop out.

##### Model 1

**Table 6.15: Comparison and Association of Status of Children**

		Status of Children			Pearson Chi- Square			
		Non-enrolled	Drop outs	FGLs	Value	p- value	Null Hypothesis	Association
Place of residence	Rural	37	125	813	71.286	< 0.00001	Reject	Present
	Urban	2	14	577				
Religion	Hindu	39	136	1317	3.101	.212129	Not significant	
	Muslim	0	3	73				
Social group	SC	18	48	542	1.976	.372	Not significant	
	OBC	21	91	848				
Land size distribution	No land	37	124	1251	1.173	.882	Not significant	
	Less than 1 Katha	1	6	55				
	1-10 Katha	1	9	84				
Household type	Self employed	3	16	162	0.583	.74697	Not significant	
	Labour	36	123	1228				
Household size	2-4	2	34	337	24.156	.000	Reject	Present
	5-7	24	92	906				
	More than 7	13	13	147				
Gender	Male	27	93	765	9.903	.007	Reject	Present
	Female	12	46	625				
Total		39	139	1390				

Note: 1 acre= 24 katha

Null hypothesis is rejected that the status of children and gender, place of residence and household size are independent of each other. Thus they have association at  $p \leq 0.05$ . Religion, social group, land size distribution and household type do not have association and null hypothesis is accepted for them that they are independent of each other. Religion, social group and household type does not have any role in determining status of children. Thus the likelihood of factors responsible for dropping out is dealt in Model 2.

## Model 2

In this part a binary logistic model is constructed to study chances of socio-economic factors have role in determining the status of FGL drop out in Vaishali district compared to Patna district.

The binary logistic model is given as:

- Dependent variable: FGLs (Vaishali= 1, Patna= 0)
- Independent variables/ Predictors:
  - a) Place of Residence/Sector (Urban= 1, Rural= 0)
  - b) Religion (Muslim= 1, Hindu= 0)
  - c) Social Groups (OBC= 1, SC= 0)
  - d) Gender (Female=1, Male=0)
  - e) Location of school/institute (Outside village/municipality=1, Inside village/municipality=0)

**Table 6.16: Socio- economic Predicators of being Drop Out using Binary Logistic Model**

	Frequency	B	S.E.	Wald	df	Sig.	Exp(B)
<b>Patna</b>	55						
<b>Vaishali</b>	84						
<b>Place of Residence</b>							
Rural	125						
Urban	14	-.590	.710	.690	1	.406	.554

<b>Religion</b>							
Hindu	136						
Muslim	3	20.3 86	23087.0 64	.000	1	.999	713640016. 580
<b>Social Groups</b>							
SC	48						
OBC	91	-.465	.482	.934	1	.334	.628
<b>Gender</b>							
Male	93						
Female	46	-.387	.453	.730	1	.393	.679
<b>Location of school/college</b>							
Inside village/municipality	51						
Outside village/municipality	88	2.65 7	.461	33.2 65	1	<.00 1	14.247
Constant		-.702	.420	2.79 2	1	.095	.495

The above table shows location of school or college is a major predictor of being drop out FGL. FGLs in Vaishali are 14 times more likely to drop out when the school or college is located outside their village/ municipality. Their relation is statistically significant. Drop outs are more likely to reside in rural areas, be SC are male in Vaishali district.

#### **VI.5. Conclusion**

Significant number of non-enrolled and drop-outs are in Vaishali. It has been found that there are many issues related to access of non-enrolled children. There are few non-enrolled in Patna and physical disability is the main reason for their non enrolment.

While in Vaishali financial constraints, children not interested in studies and physical disability are major reasons. Few non-enrolled children are working and others mostly confined to household chores. Some are looking for job.

The number of drop-out FGLs is found to be more for Vaishali. Male are comparatively dropping more than females. Mostly it is found that the location of their last attended school was outside the village or ward. Children in rural areas fall victim to this problem more than one in the urban area. Only Patna reported fewer samples of appropriate starters. Late starters dominated rural areas, especially in Vaishali.

The spatial location of the school at trajectories and their accessibility has resulted in dropping out. Major dropping out is taking place at these trajectories levels i.e. Class I, VI, IX and XI. Significant number of children dropped out of Class I due to lack of interest and parents' support. It was reported by ASHA workers that these children earlier studied in Anganwadi and once they join the mainstream school, they couldn't cope with the environment over there. At higher level dropping out due to distance factors also comes into play. Financial constraints remain one of the major reasons for dropping out. Thus after dropping out about one- third FGLs started working. Among females who are not involved in any kind of economic activities, attended domestic duties only. While more than 80 percent of males are seeking and are available for work. Binary logistic model proves that there exist an association between status of children and gender, place of residence and household size. Higher likelihood of dropping out is present when the educational institutes are situated outside village or ward.

## Chapter - VII

### A Summary of Conclusions

FGLs are the first in their family to attend educational institutions. Their life initially is like any other school-going child. But what makes them different from subsequent generation learners is their identity, socio-economic background and problems. The main objective of the thesis are:

- To identify the First-Generation Learners (FGLs) and to study the socio-economic characteristics of households
- To study the interaction of community, family and educational institution and their role in the education of the First-Generation Learners
- To study the spatiality of educational opportunities, access and continuation, which has interfaces with family, social and economic parameters
- To identify the problems faced by FGLs at various stages of educational level with focus on the role of educational institutions.

To study the objectives, the thesis is divided into four main chapters other than the introduction and an overview of the literature.

Some of the major findings of these chapters are discussed below:

The second chapter of the thesis provides an overview of the literature on issues relating to FGLs. The purpose of this chapter is to understand identity, socio-economic background and problems faced by FGLs as presented by various authors. It broadly discusses the origin of the concept of FGLs, definitions by international and Indian authors of FGLs, their socio-economic and demographic characteristics, their problems and issues relating to access, participation, retention and discontinuance of education. The study of literature shows that various authors have discussed the origin of the concept of FGLs and it's evident that there is no uniformity in the definition of FGLs. Most of the literature has defined FGLs based on parental educational level. And only Govinda and Bandyopadhyay, have considered FGLs as children of illiterate parents. It is

found that most of the studies have defined FGLs as those belonging to the parents who are uneducated or have received education up to secondary level/ high school diploma or less/ junior high school diploma/high school diploma/ neither obtained a degree. They are mostly characterised by some of the common similarities, such as belonging to an ethnic minority, low family income, rural areas and family structure (single-parent family). The studies indicate that FGLs/ FGSs are more likely to be older, to be women, come from ethnic minorities and belong to economically weaker sections.

They have lower academic preparations, lower educational aspirations, less encouragement and support to attend educational institutions particularly from parents, less knowledge about the college application process, and fewer resources to pay for education. Even wide differences between FGLs and SGLs are pointed out in the literature. They tend to drop out early and face problems in understanding lessons due to differences in their mother tongue and pedagogy method.

Comparison of 64<sup>th</sup> and 75<sup>th</sup> round NSSO in chapter three is attempted. 64<sup>th</sup> round provides educational data for five to twenty-nine years and the 75<sup>th</sup> round provides the same for three to thirty-five years. Even the 75<sup>th</sup> round has information for the transgender category. This chapter deals with FGLs and their socio-economic background in Bihar. The purpose of this chapter is to do a detailed study of FGLs. It broadly identifies First Generation Learners in Bihar with the help of NSSO 64<sup>th</sup> and 75<sup>th</sup> round unit level data. It also attempts to find out whether First Generation Learners belong to a particular area (rural/urban)/ religion/ social group/ household type/ class/ age groups/ gender. Demography and educational characteristics are also observed in the chapter.

According to 75<sup>th</sup> round NSSO, its found that FGLs compared to SGLs are more likely to belong to households which are located in urban areas. They have higher likelihood to belong to Christian, OBC and SC categories, are from medium and large sized family. In Bihar, almost one-sixth of the households belong to FGLs. Rural areas have a higher number of FGLs. One-fifth of households in Bihar have female FGLs as the head. They are concentrated in the age group of six to ten years. Female FGLs are more married than male FGLs. The pressure of marriage fall early on females.

Among late starters more are males from rural areas. And dropped-out FGLs are more late starters than currently enrolled ones. Among FGLs, most are found to be attending primary and above educational level, their type of education is mostly general, they are enrolled under general course characterised by full-time courses, are mostly attending government institution with Hindi as the medium of instruction, most of them incur high expenditure on education, they mostly tend to drop out between six to seventeen years of age, dropping out is mostly due to financial constraints, disinterest in studies, carrying out of domestic chores by females.

When the data of the two rounds of NSSO are compared, various changes are seen. Although the number of sampled FGL households in the 75<sup>th</sup> round is half the number of FGL households in the 64<sup>th</sup> Round. FGLs under the General category have declined sharply from 10 to 2.8 percent. FG Households among SCs and STs still hold a significant proportion among other social groups. Households belonging to labour and elementary categories have increased in the 75<sup>th</sup> Round. While the other categories notice a decline in the number of households signifying their upward mobility. Due to the lack of social capital and social connection, the left-out groups have problem climbing the social ladder. The latest round has almost 99 percent population skewed in MPCE Quintile I. 75<sup>th</sup> round has data for transgender. It's noticed that all the transgender in the age group of 11-13 and 16-17 are FGLs. The early starter in urban areas is more than in rural areas. In the 75<sup>th</sup> round, half households among FG households have early-starters while late-starter were significantly more in the 64<sup>th</sup> round i.e 45 percent. Children belonging to STs, SCs and OBC have MDM. While FG from other categories, do not avail MDM in significant proportion .

For studying who are FGLs, a primary survey in Patna and Vaishali districts has been conducted. The fourth chapter is the result of this survey involving six hundred households. FGLs are the first in their family to attend educational institutions. With no exposure to education parents of FGLs could not send their children at the right age to schools thus resulting in late joining of schools. For the study schools as well as college-going students are surveyed. Even students preparing for competition are included. Surveyed FGLs belong to the age group of 6 to 23.



Among FGLs 97 percent are unmarried. With an increase in age, FGLs decreases in both district but again in the age group of 18 to 23 they witness an increase in proportion. They are more likely to remain unmarried. Females are still considered a burden and are married off early. Thus married female FGLs are more in proportion than males.

As they belong to poor households attending private school is a luxury for them. As most of the FGLs are attending primary level thus they mostly walk and reach their school in less than 15 mins which are located inside every village/block. None of the females have taken science at the higher educational levels due to lack of financial support from family. Among FGLs, it is seen that about 90 percent FGLs are availing tuition. With less income, the head of the household usually chooses males over females to attend tuition. Overall female FGLs are overburdened with household chores. Compared to their counterpart in urban areas female FGLs have more pressure.

In educational institutes, FGLs are mostly acquainted with the student of their locality resulting in their least interaction with the general class. They have various psychological issues like lack of individual attention from the teacher, weak connection with the teacher, discriminatory behavior from peers, lack of parental attention in the study, inferiority complex and lack of social connection. More than half of FG households have no ties with the three different kinds of services (medical, educational and government). Only about 8 percent of households have three types of ties showing their maximum connection and exposure. The strong social connection will enable FGL's household towards upward mobility.

It is also noted that there exists an association between the educational level of FGLs and socio-economic factors like gender, place of residence, wealth index and age at entry in school. Educational level and quintile group of wealth index are positively related. It shows as one FGL household gets wealthier, FGLs' likelihood to attain higher educational level increases. Relation of educational level and gender, place of residence, religion, age at entry in school is found significant.

The fifth chapter points out that FGLs belong to the households of small and medium-sized families dominated over the two districts and the proportion of large size family is

not significant. The sampled villages and wards have a significant proportion of Hindus. Other Backward Class dominated the social group followed by Scheduled Castes. None of the students from others caste are found to be FGLs. The historic process of subjugation has resulted in periphery development. Caste villages and delineation within villages based on caste are found during field visit. Unclean castes lived in peripheries of villages. Even the same pattern is found to be followed in urban areas of Vaishali as well. Colonies or areas of the same caste are present in the study area. Among OBC, Yadav is dominating caste in both districts and Ravidas/ Chamar (cobbler) among SCs is dominant in Patna. In Vaishali Paswan/ Dusadh is dominant among the Vaishali group. They mostly perform labour works. The proportion of FGLs decreases with an increase in income quintile in both districts. Large number of FGLs are found under small and medium-sized families, Hindus, SCs and OBC, Yadav and Ravidas, labour class, poor and have no land.

More than 95 percent of households have BPL, ration and adhar cards. In the two districts self- help groups are found to be quite active with high participation of women. Ownership of every asset included in the PCA increases as the quintiles go from poorest to wealthiest. This signifies that the wealthiest FG household will have higher purchasing power increasing the choice basket of assets.

Thus through binary logistic model it is concluded that FGL's household in Vaishali compared to Patna district are more likely to belong to rural areas, Muslim, OBC, landless, labour and medium sized. While FGLs are seen to be more likely to belong to urban areas, are Muslim and belong to 2, 3, 5 Quintile group of Wealth Index.

Female FGLs are more likely to belong to urban areas, are Muslim, OBC, attended educational institution outside village/ municipality, wealthier, prefer arts and commerce, late starter and attend government institution compared to male FGLs.

The prime objective of the sixth chapter was to study issues with access and continuation. Therefore, in this chapter never enrolled and dropout children were the focus of study. The two districts are quite different from each other. Patna is more developed than Vaishali. And as a result of this, there are more number of non-enrolled and dropouts in Vaishali. It has been found out that there are many issues related to access of never enrolled children. There is a fewer number of never enrolled in Patna and mostly they are

not able to go to school due to their physical disability. While in Vaishali financial constraints, children not interested in studies and physical disability are major reasons. Few never enrolled children are working and others were mostly confined to household chores and are looking for a job. Despite having the will they are facing financial constraints and a lack of support from their parents preventing them from being a part of education.

The number of drop-out FGLs is found to be more for Vaishali. Male are comparatively dropping more than females. Mostly it is found that the location of their last attended school was outside the village or ward. Children in rural areas fall victim to this problem. Only Patna reported fewer samples of dropouts who were the appropriate starter. Late starters dominated rural areas, especially in Vaishali.

The spatial location of the school at trajectories and their accessibility have resulted in dropping out. Major dropping out is taking place at these trajectories levels i.e. Class I, VI, IX and XI. A major number of children dropped out from Class I due to lack of interest and parents' support. These children earlier studied in Anganwadi and once they join the mainstream school, they couldn't cope with the environment over there. The educational status of their parents is a major hindrance. They do not promote or encourage children. Lack of motivation from teachers and parents ultimately results in their dropping out at such an early stage. At the higher education level, three factors are responsible for their dropping out. They are poverty, the distance of institutions, lack of parental motivation and child interest.

Thus after dropping out about one- third FGLs started working. Among females who are not involved in any kind of economic activities, attended domestic duties only. While more than 80 percent of males are seeking and are available for work.

Association between status of children and gender, place of residence and household size is established through chi- square test. Higher likelihood of dropping out is present when the educational institutes are situated outside village or ward.

### **Suggestions:**

Proper planning can remove these problems and thus can also remove the hindrance in the path of Non-Learners and FGLs. The research thus provided an opportunity for policymakers and educators to learn more about First Generation Learners. The present study has tried to lay the basis for future studies that will explore First Generation Learners in the light of the present research.

**Suggestions:**

- 1) Quality and quantity of teachers at government schools as well as colleges should be increased. Skill development programmes for teachers as well as FGL should be organised.
- 2) Common school system to have access to quality education can be started at the pilot level.
- 3) Vocational training should be given to FGLs as they drop out early. This will help both male and female children to get economic returns from education.
- 4) Free tutorials for FGLs should be arranged.
- 5) Transgender FGLs should be given extra care by the teacher.
- 6) Counseling sessions should be organised at both schools and colleges. Dropouts should be counseled as most of the time FGLs drop out due to lack of interest.

Educational deprivation among FGLs females is stronger due to patriarchal reasons. Reasons responsible for restricting resources for females are the diversion of their rightful needs to males. None of the females from the Patna and Vaishali districts were allowed to study science. As studying science becomes costlier for students resulting forbids them and forces them to take up art, humanities or commerce. Still, getting married is the main motive of parents. Parents of FGLs need to understand that the key to the success of their children is education. Education is the only measure that will pull them from the vicious circle of poverty.

Proper planning can remove problems and hindrances in the path of Never enrolled and FGLs. The research thus provided an opportunity for policymakers and educators to learn more about First Generation Learners. The present study has tried to lay the basis for future studies that will explore First Generation Learners in the light of present research.

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## Annexure I

**Table 1: Distance to Nearest School having Primary level, 75<sup>th</sup> Round**

Distance	Male	Female	Transgender	Total
d<1km	15.37(93.66)	14.30(93.77)	18.61(100)	14.88(93.71)
1km<=d<2kms	12.61(3.63)	12.05(4.00)	0	12.34(3.80)
2kms<=d<3kms	51.52(2.47)	47.89(1.94)	0	50.05(2.23)
3kms<=d<5kms				
d>=5kms	19.10(0.23)	14.80(0.29)	0	16.68(0.26)
Total	15.5.(100)	14.36(100)	18.61(100)	14.97(100)

**Table 2: Distance to Nearest School having Upper Primary level, 75<sup>th</sup> Round**

Distance	Male	Female	Transgender	Total
d<1km	15.45(72.43)	13.90(71.19)	18.61(100)	14.73(71.88)
1km<=d<2kms	15.59(18.97)	16.56(20.90)	0	16.03(19.82)
2kms<=d<3kms	17.58(6.10)	15.71(5.75)	0	16.72(5.94)
3kms<=d<5kms	19.12(2.18)	16.49(1.79)		17.97(2.01)
d>=5kms	3.74(0.33)	3.45(0.37)	0	3.60(0.34)
Total	15.5(100)	14.36(100)	18.61(100)	14.97(100)

**Table 3: Distance to Nearest School having Secondary Level, 75<sup>th</sup> Round**

Distance	Male	Female	Transgender	Total
d<1km	14.96(31.96)	13.35(30.77)	3.26(14.72)	14.21(31.43)
1km<=d<2kms	13.50(28.93)	13.94(31.58)	0	13.70(30.11)
2kms<=d<3kms	20.41(24.95)	17.04(22.42)	0	18.84(23.82)



3kms<=d<5kms	10.28(3.92)	8.35(3.31)	100(85.28)	9.43(3.66)
d>=5kms	18.01(10.25)	17.50(11.92)	0	17.76(10.99)
Total	15.5(100)	14.36(100)	18.61(100)	14.97(100)

**Table 4: Computer, 75<sup>th</sup> Round**

	Male	Female	Transgender	Total
Yes	0.90 (0.29)	0.94(0.32)	0	0.92(0.30)
No	16.26(99.71)	15.04(99.68)	18.61 (100)	15.69(99.70)
Total	15.50(100)	14.36(100)	18.61 (100)	14.97(100)

**Table 5: Internet facility, 75<sup>th</sup> Round**

	Male	Female	Transgender	Total
Yes	4.67 (5.07)	4.84(5.33)	0	4.75(5.19)
No	17.68(94.93)	16.15(94.67)	18.61 (100)	16.97(94.81)
Total	15.50(100)	14.36(100)	18.61 (100)	14.97(100)

**Table 6: Distance to Nearest School having, 75<sup>th</sup> Round**

Distance	Primary Level	Upper Primary Level	Secondary
d<1km	93.7	71.8	31.4
1km<=d<2kms	3.8	19.82	30.1
2kms<=d<3kms	2.2	5.94	23.8
3kms<=d<5kms		2.01	3.7
d>=5kms	0.26	0.34	10.9
Total	100	100	100

Table 7: Correlation Matrix of Wealth Index

	posse ssed as on the date of	House Own ership Status	Type of house struc ture	ate room for kitche n	Place of cooki ng	Sourc e of drinki ng water	Bathro om	Toilet Facili ty	Paym ent Of Electri city	FuelC ooking	Avail banking facility	Livesto ck	radio
Land possessed as on the date of	1.00	0.06	-0.08	-0.02	-0.08	0.03	-0.07	-0.08	-0.24	-0.08	-0.06	0.12	0.11
House Ownership Status	0.06	1.00	-0.14	-0.13	-0.01	-0.09	-0.13	-0.14	-0.04	-0.09	-0.03	0.06	0.01
Type of house structure	-0.08	-0.14	1.00	0.48	0.06	0.10	0.53	0.52	0.27	0.44	0.07	-0.19	0.08
Separate room for kitchen	-0.02	-0.13	0.48	1.00	0.04	0.13	0.68	0.78	0.14	0.66	0.00	-0.11	0.12
Place of cooking	-0.08	-0.01	0.06	0.04	1.00	-0.03	0.04	0.04	-0.03	0.05	-0.01	0.02	0.00
Source of drinking water	0.03	-0.09	0.10	0.13	-0.03	1.00	0.08	0.07	-0.12	0.02	-0.04	-0.13	0.04
Bathroom	-0.07	-0.13	0.53	0.68	0.04	0.08	1.00	0.84	0.20	0.58	-0.01	-0.12	0.13
Toilet Facility	-0.08	-0.14	0.52	0.78	0.04	0.07	0.84	1.00	0.21	0.71	-0.01	-0.14	0.13
Payment Of Electricity	-0.24	-0.04	0.27	0.14	-0.03	-0.12	0.20	0.21	1.00	0.24	0.27	-0.16	-0.17
FuelCooking	-0.08	-0.09	0.44	0.66	0.05	0.02	0.58	0.71	0.24	1.00	0.07	-0.16	0.10
Avail banking facility	-0.06	-0.03	0.07	0.00	-0.01	-0.04	-0.01	-0.01	0.27	0.07	1.00	-0.27	0.01
Livestock	0.12	0.06	-0.19	-0.11	0.02	-0.13	-0.12	-0.14	-0.16	-0.16	-0.27	1.00	-0.03
radio	0.11	0.01	0.08	0.12	0.00	0.04	0.13	0.13	-0.17	0.10	0.01	-0.03	1.00
cycle	0.07	-0.06	0.00	0.06	-0.03	0.03	-0.02	0.02	-0.07	0.08	-0.02	-0.01	0.05
sewingMachine	0.08	0.04	0.05	0.12	0.01	-0.03	0.06	0.04	-0.21	0.16	-0.12	0.07	0.33
Inverter	0.08	0.01	0.06	0.09	0.00	-0.12	0.09	0.09	-0.12	0.07	0.01	-0.02	0.00
mixerGrinder	0.02	0.00	0.10	0.21	0.01	0.03	0.10	0.15	-0.02	0.25	-0.13	-0.07	-0.02
Silauti	-0.01	-0.02	0.12	0.08	-0.01	-0.06	0.07	0.07	0.24	-0.03	-0.02	0.04	0.01
Jatta	0.00	-0.02	0.13	0.12	0.01	0.01	0.14	0.13	0.01	0.14	0.03	-0.06	-0.01
TwoWheeler	0.03	0.05	0.09	0.19	0.02	-0.14	0.14	0.22	0.06	0.25	-0.03	0.09	0.20
FourWheeler	0.08	0.01	0.06	0.09	0.00	-0.12	0.09	0.09	-0.12	0.07	0.01	-0.02	0.00
TV	-0.06	-0.03	0.26	0.44	0.06	-0.01	0.36	0.43	0.06	0.57	-0.01	-0.02	0.07
CableTataSky	-0.05	-0.03	0.27	0.45	0.06	-0.02	0.36	0.44	0.07	0.57	-0.01	-0.03	0.07
AirCooler	-0.03	0.03	0.11	0.10	0.01	-0.03	0.13	0.17	-0.03	0.17	-0.07	-0.06	-0.02
WallClock	0.15	0.03	0.00	0.11	0.01	0.01	0.06	0.07	-0.23	0.08	-0.11	0.04	0.57
ElectricFan	-0.12	-0.01	0.04	0.03	0.00	-0.02	0.03	0.03	0.08	0.03	-0.01	0.01	0.00
ChairOrTable	0.01	-0.11	0.32	0.49	-0.09	-0.05	0.40	0.52	0.08	0.56	-0.01	-0.08	0.13
Bedding	0.03	-0.02	0.09	0.06	-0.01	-0.04	0.06	0.06	0.14	0.07	-0.02	0.03	0.01
Mobile	0.03	0.08	0.21	0.20	-0.02	-0.06	0.19	0.22	0.05	0.30	-0.07	0.07	0.03
Internet	-0.03	0.06	0.10	0.14	0.02	-0.08	0.18	0.22	-0.02	0.22	-0.01	0.00	0.12
Refrigerator	-0.04	0.01	0.16	0.17	0.01	-0.02	0.18	0.23	0.02	0.24	-0.03	-0.08	-0.02
PressureCooker	0.03	0.02	0.26	0.45	0.04	0.05	0.32	0.40	-0.03	0.59	-0.04	-0.03	0.12
CreditDebitCard	0.00	0.03	0.12	0.14	0.02	0.02	0.14	0.16	-0.06	0.32	-0.13	-0.07	-0.03
Crowding Recoded	0.16	0.04	0.02	0.00	-0.04	0.01	-0.05	-0.08	-0.14	-0.01	-0.14	0.11	0.06

cycle	sewing Machin e	Invert er	mixerGri nder	Silauti	Jatta	TwoWhe eler	FourW heeler	TV	Cable TataS ky	AirCool er	WallCl ock	Electri cFan	Chair OrTab le	Beddi ng
0.07	0.08	0.08	0.02	-0.01	0.00	0.03	0.08	-0.06	-0.05	-0.03	0.15	-0.12	0.01	0.03
-0.06	0.04	0.01	0.00	-0.02	-0.02	0.05	0.01	-0.03	-0.03	0.03	0.03	-0.01	-0.11	-0.02
0.00	0.05	0.06	0.10	0.12	0.13	0.09	0.06	0.26	0.27	0.11	0.00	0.04	0.32	0.09
0.06	0.12	0.09	0.21	0.08	0.12	0.19	0.09	0.44	0.45	0.10	0.11	0.03	0.49	0.06
-0.03	0.01	0.00	0.01	-0.01	0.01	0.02	0.00	0.06	0.06	0.01	0.01	0.00	-0.09	-0.01
0.03	-0.03	-0.12	0.03	-0.06	0.01	-0.14	-0.12	-0.01	-0.02	-0.03	0.01	-0.02	-0.05	-0.04
-0.02	0.06	0.09	0.10	0.07	0.14	0.14	0.09	0.36	0.36	0.13	0.06	0.03	0.40	0.06
0.02	0.04	0.09	0.15	0.07	0.13	0.22	0.09	0.43	0.44	0.17	0.07	0.03	0.52	0.06
-0.07	-0.21	-0.12	-0.02	0.24	0.01	0.06	-0.12	0.06	0.07	-0.03	-0.23	0.08	0.08	0.14
0.08	0.16	0.07	0.25	-0.03	0.14	0.25	0.07	0.57	0.57	0.17	0.08	0.03	0.56	0.07
-0.02	-0.12	0.01	-0.13	-0.02	0.03	-0.03	0.01	-0.01	-0.01	-0.07	-0.11	-0.01	-0.01	-0.02
-0.01	0.07	-0.02	-0.07	0.04	-0.06	0.09	-0.02	-0.02	-0.03	-0.06	0.04	0.01	-0.08	0.03
0.05	0.33	0.00	-0.02	0.01	-0.01	0.20	0.00	0.07	0.07	-0.02	0.57	0.00	0.13	0.01
1.00	0.08	0.03	0.06	0.07	0.10	0.16	0.03	0.10	0.10	0.11	0.03	-0.02	0.11	-0.05
0.08	1.00	0.24	0.27	0.03	0.04	0.12	0.24	0.21	0.21	0.03	0.38	0.01	0.11	0.02
0.03	0.24	1.00	0.25	0.01	-0.01	-0.02	1.00	0.05	0.05	0.31	0.40	0.00	0.09	0.01
0.06	0.27	0.25	1.00	0.03	-0.04	-0.10	0.25	0.21	0.21	0.04	0.08	0.01	0.29	0.02
0.07	0.03	0.01	0.03	1.00	0.02	0.05	0.01	-0.10	-0.11	0.02	0.02	0.00	0.08	0.63
0.10	0.04	-0.01	-0.04	0.02	1.00	-0.07	-0.01	0.16	0.16	-0.03	-0.03	0.01	0.23	0.02
0.16	0.12	-0.02	-0.10	0.05	-0.07	1.00	-0.02	0.22	0.23	0.39	0.21	0.02	0.27	0.04
0.03	0.24	1.00	0.25	0.01	-0.01	-0.02	1.00	0.05	0.05	0.31	0.40	0.00	0.09	0.01
0.10	0.21	0.05	0.21	-0.10	0.16	0.22	0.05	1.00	0.99	0.17	0.08	0.05	0.47	-0.05
0.10	0.21	0.05	0.21	-0.11	0.16	0.23	0.05	0.99	1.00	0.17	0.08	0.05	0.48	-0.05
0.11	0.03	0.31	0.04	0.02	-0.03	0.39	0.31	0.17	0.17	1.00	0.24	0.01	0.25	0.02
0.03	0.38	0.40	0.08	0.02	-0.03	0.21	0.40	0.08	0.08	0.24	1.00	0.01	0.12	0.01
-0.02	0.01	0.00	0.01	0.00	0.01	0.02	0.00	0.05	0.05	0.01	0.01	1.00	0.03	0.00
0.11	0.11	0.09	0.29	0.08	0.23	0.27	0.09	0.47	0.48	0.25	0.12	0.03	1.00	0.06
-0.05	0.02	0.01	0.02	0.63	0.02	0.04	0.01	-0.05	-0.05	0.02	0.01	0.00	0.06	1.00
0.12	0.09	0.02	0.09	-0.04	0.07	0.14	0.02	0.32	0.32	0.07	0.05	0.11	0.25	-0.03
0.15	0.05	-0.02	-0.07	0.04	-0.05	0.29	-0.02	0.18	0.18	0.47	0.04	0.01	0.29	0.03
0.15	0.00	0.23	0.01	0.03	0.61	0.25	0.23	0.23	0.23	0.74	0.16	0.01	0.36	0.02
0.09	0.21	0.08	0.33	-0.04	0.25	0.26	0.08	0.55	0.55	0.23	0.10	0.03	0.54	0.06
0.08	0.16	0.17	0.18	-0.15	0.53	0.13	0.17	0.29	0.29	0.50	0.03	0.01	0.32	0.03
0.08	0.13	0.04	0.07	0.03	0.04	0.05	0.04	0.02	0.02	0.05	0.11	0.05	0.00	0.12

Mobile	Internet	Refrigerator	PressureCooker	CreditCard	Crowding Recoded
0.03	-0.03	-0.04	0.03	0.00	0.16
0.08	0.06	0.01	0.02	0.03	0.04
0.21	0.10	0.16	0.26	0.12	0.02
0.20	0.14	0.17	0.45	0.14	0.00
-0.02	0.02	0.01	0.04	0.02	-0.04
-0.06	-0.08	-0.02	0.05	0.02	0.01
0.19	0.18	0.18	0.32	0.14	-0.05
0.22	0.22	0.23	0.40	0.16	-0.08
0.05	-0.02	0.02	-0.03	-0.06	-0.14
0.30	0.22	0.24	0.59	0.32	-0.01
-0.07	-0.01	-0.03	-0.04	-0.13	-0.14
0.07	0.00	-0.08	-0.03	-0.07	0.11
0.03	0.12	-0.02	0.12	-0.03	0.06
0.12	0.15	0.15	0.09	0.08	0.08
0.09	0.05	0.00	0.21	0.16	0.13
0.02	-0.02	0.23	0.08	0.17	0.04
0.09	-0.07	0.01	0.33	0.18	0.07
-0.04	0.04	0.03	-0.04	-0.15	0.03
0.07	-0.05	0.61	0.25	0.53	0.04
0.14	0.29	0.25	0.26	0.13	0.05
0.02	-0.02	0.23	0.08	0.17	0.04
0.32	0.18	0.23	0.55	0.29	0.02
0.32	0.18	0.23	0.55	0.29	0.02
0.07	0.47	0.74	0.23	0.50	0.05
0.05	0.04	0.16	0.10	0.03	0.11
0.11	0.01	0.01	0.03	0.01	0.05
0.25	0.29	0.36	0.54	0.32	0.00
-0.03	0.03	0.02	0.06	0.03	0.12
1.00	0.12	0.10	0.26	0.13	0.06
0.12	1.00	0.32	0.25	0.21	0.04
0.10	0.32	1.00	0.33	0.71	0.05
0.26	0.25	0.33	1.00	0.43	0.16
0.13	0.21	0.71	0.43	1.00	0.12
0.06	0.04	0.05	0.16	0.12	1.00

**District Code \* Household Type \* Sector Crosstabulation**

Sector			Household Type						Total		
			self employed in non agriculture	agricultural labour	other labour	self employed in agriculture	others	regular wage/salary		casual labour	
Rural	Patna	Count	28	16	102	32	2		180		
		% within District Code	15.6%	8.9%	56.7%	17.8%	1.1%		100.0%		
	Vaishali	Count	1	3	167	7	2		180		
		% within District Code	0.6%	1.7%	92.8%	3.9%	1.1%		100.0%		
	Total	Count	29	19	269	39	4		360		
		% within District Code	8.1%	5.3%	74.7%	10.8%	1.1%		100.0%		
Urban	Patna	Count			3	2		15	100	120	
		% within District Code			2.5%	1.7%		12.5%	83.3%	100.0%	
	Vaishali	Count			0	0		0	120	120	
		% within District Code			0.0%	0.0%		0.0%	100.0%	100.0%	
	Total	Count			3	2		15	220	240	
		% within District Code			1.2%	0.8%		6.2%	91.7%	100.0%	
Total	District Code	Patna	Count	28	16	105	34	2	15	100	300

t Code	%								
	within			35.0					100.0
	District Code	9.3%	5.3%	%	11.3%	0.7%	5.0%	33.3%	%
	Count	1	3	167	7	2	0	120	300
Vaishali	%								
	within			55.7					100.0
	District Code	0.3%	1.0%	%	2.3%	0.7%	0.0%	40.0%	%
	Count	29	19	272	41	4	15	220	600
Total	%								
	within			45.3					100.0
	District Code	4.8%	3.2%	%	6.8%	0.7%	2.5%	36.7%	%

## APPENDIX I



Source: *Field Survey*

Members of Self Help Group



Source: *Field Survey*

साल - 2013-14

### प्रवेश

क्र. सं.	पंजीकृत नाम	पिता का नाम	पिता का पता	वर्ग	आवृत्ति	वर्ग सं.	वर्ग सं.
01	आरिंदी कुमारी	विजयराज राय	जाली देवी देवी	10	10	10	10
02	किरणकुमारी	बालू राय	रीता देवी	10	10	10	10
03	नीरज कुमार	दशरथराज	श्रीला देवी	10	10	10	10
04	मोहित कुमार	विजयराज	श्रीला देवी	10	10	10	10
05	पंकज कुमार	सोहन राय	विना देवी	10	10	10	10
06	प्रेमज कुमार	श्यामराज	विना देवी	10	10	10	10
07	सुधाज कुमार	निरंजनराज	सुधा देवी	10	10	10	10
08	निशु कुमार	अनिलराज	सोनी देवी	10	10	10	10
09	पंकज कुमार	अकालराज	सोनी देवी	10	10	10	10
10	जेहा कुमारी	दिलीपराज	जली देवी	10	10	10	10
11	सुनी कुमारी	परमानंदराज	किरण देवी	10	10	10	10
12	ज्योति कुमारी	कैलाशप्रतिराज	अनुपमा देवी	10	10	10	10
13	कालज कुमार	सुधाप्रराज	चांदा देवी	10	10	10	10
14	रीशम कुमार	रुद्रराज	रीता देवी	10	10	10	10
15	मनिष कुमार	अमरजितराज	सामा देवी	10	10	10	10

### पुस्तिका 20

क्र. सं.	पंजीकृत नाम	पिता का नाम	पिता का पता	वर्ग	आवृत्ति	वर्ग सं.	वर्ग सं.
1	आरिंदी कुमारी	विजयराज राय	जाली देवी देवी	10	10	10	10
2	किरणकुमारी	बालू राय	रीता देवी	10	10	10	10
3	नीरज कुमार	दशरथराज	श्रीला देवी	10	10	10	10
4	मोहित कुमार	विजयराज	श्रीला देवी	10	10	10	10
5	पंकज कुमार	सोहन राय	विना देवी	10	10	10	10
6	प्रेमज कुमार	श्यामराज	विना देवी	10	10	10	10
7	सुधाज कुमार	निरंजनराज	सुधा देवी	10	10	10	10
8	निशु कुमार	अनिलराज	सोनी देवी	10	10	10	10
9	पंकज कुमार	अकालराज	सोनी देवी	10	10	10	10
10	जेहा कुमारी	दिलीपराज	जली देवी	10	10	10	10
11	सुनी कुमारी	परमानंदराज	किरण देवी	10	10	10	10
12	ज्योति कुमारी	कैलाशप्रतिराज	अनुपमा देवी	10	10	10	10
13	कालज कुमार	सुधाप्रराज	चांदा देवी	10	10	10	10
14	रीशम कुमार	रुद्रराज	रीता देवी	10	10	10	10
15	मनिष कुमार	अमरजितराज	सामा देवी	10	10	10	10

Source: Field Survey

Thumb impressions from school register were used to identify FGLs.

2015-16

### प्रवेश

क्र. सं.	पंजीकृत नाम	पिता का नाम	पिता का पता	वर्ग	आवृत्ति	वर्ग सं.	वर्ग सं.
16	ज्योति कुमारी	अमरजितराज	सोनी देवी	10	10	10	10
17	ज्योति कुमारी	दशरथराज	श्रीला देवी	10	10	10	10
18	विजयकुमार	अनिलराज	सोनी देवी	10	10	10	10
19	किरण कुमारी	दशरथराज	श्रीला देवी	10	10	10	10
20	विना कुमारी	सोहनराज	विना देवी	10	10	10	10
21	पंकज कुमारी	सोहनराज	विना देवी	10	10	10	10
22	पंकज कुमारी	अनिलराज	सोनी देवी	10	10	10	10
23	ज्योति कुमारी	दशरथराज	श्रीला देवी	10	10	10	10
24	ज्योति कुमारी	अनिलराज	सोनी देवी	10	10	10	10
25	ज्योति कुमारी	दशरथराज	श्रीला देवी	10	10	10	10
26	ज्योति कुमारी	अनिलराज	सोनी देवी	10	10	10	10
27	ज्योति कुमारी	दशरथराज	श्रीला देवी	10	10	10	10
28	ज्योति कुमारी	अनिलराज	सोनी देवी	10	10	10	10
29	ज्योति कुमारी	दशरथराज	श्रीला देवी	10	10	10	10
30	ज्योति कुमारी	अनिलराज	सोनी देवी	10	10	10	10

### पुस्तिका 20

क्र. सं.	पंजीकृत नाम	पिता का नाम	पिता का पता	वर्ग	आवृत्ति	वर्ग सं.	वर्ग सं.
1	ज्योति कुमारी	अमरजितराज	सोनी देवी	10	10	10	10
2	ज्योति कुमारी	दशरथराज	श्रीला देवी	10	10	10	10
3	ज्योति कुमारी	अनिलराज	सोनी देवी	10	10	10	10
4	ज्योति कुमारी	दशरथराज	श्रीला देवी	10	10	10	10
5	ज्योति कुमारी	अनिलराज	सोनी देवी	10	10	10	10
6	ज्योति कुमारी	दशरथराज	श्रीला देवी	10	10	10	10
7	ज्योति कुमारी	अनिलराज	सोनी देवी	10	10	10	10
8	ज्योति कुमारी	दशरथराज	श्रीला देवी	10	10	10	10
9	ज्योति कुमारी	अनिलराज	सोनी देवी	10	10	10	10
10	ज्योति कुमारी	दशरथराज	श्रीला देवी	10	10	10	10
11	ज्योति कुमारी	अनिलराज	सोनी देवी	10	10	10	10
12	ज्योति कुमारी	दशरथराज	श्रीला देवी	10	10	10	10
13	ज्योति कुमारी	अनिलराज	सोनी देवी	10	10	10	10
14	ज्योति कुमारी	दशरथराज	श्रीला देवी	10	10	10	10
15	ज्योति कुमारी	अनिलराज	सोनी देवी	10	10	10	10

Source: Field Survey





Source: *Field Survey*

### Classrooms with different infrastructure



Source: *Field Survey*



Source: *Field Survey*

Girl's toilet under construction



Source: *Field Survey*

Workers preparing MDM



Source: *Field Survey*

Firewood being used in one of the village for preparing MDM



Source: *Field Survey*

Children with their utensils to have MDM

**APPENDIX II**

Date of survey: \_\_\_\_\_

**First in the Family: A Comparative Study of First Generation Learners in Patna and Vaishali Districts of Bihar**

**PART -1: HOUSEHOLD SURVEY**

1. District: \_\_\_\_\_
2. C.D.Block: \_\_\_\_\_
3. Name \_\_\_\_\_ of \_\_\_\_\_  
Village/Tola/Area/Town: \_\_\_\_\_
4. Name \_\_\_\_\_ of \_\_\_\_\_
5. Name of the head of the household: \_\_\_\_\_
6. Name \_\_\_\_\_ of \_\_\_\_\_ the informant: \_\_\_\_\_

**HOUSEHOLD CHARACTERISTICS**

1.	Household size		11.	How many years ago did your family first come to this town/village	Years
2.	Principal occupation		12.	From where did the family come?(same state-1,same district-2,another district-3,another state-4)	
3.	Household type (code)				
4.	If have BPL card ( if Below Poverty Line)		13.	Was this another : same village-1,another village-2,same town-3,another town-4)	
			14.	Reason of migration	
5.	If have Ration card		15.	Any loans taken in past 5 years	
6.	Religion				
7.	Social group (code)		16.	Purpose of the loan	
8.	Mother tongue		17.	Source of the loan (employer-1,local money lender-2,friend-3,relative-4,bank-5,NGO-6,govt. prog.-7,others-8)	
9.	Land possessed as on the date of survey		18.	Has the loan paid as yet	
10.	Is the household incurring any expenditure during current academic session/year on dependents aged 5-20years studying away from home? _____ If yes No. of such dependents _____		19.	If self-help groups/ NGO help	
			20.	Cereal bought from (fair price shop, Others)	



**PART -2A: EDUCATION PARTICULARS OF FGLS (5-20 YEARS): CURRENTLY ATTENDING**

Sl. no.	ITEMS					
1.	Name of FGL					
2.	Age at entry in school					
3.	Name of school					
4.	Know the correct name of school currently studying					
5.	Type of institution					
6.	Nature of institution					
7.	Medium of instruction					
	Any difficulty due to difference in medium of education & mother tongue					
8.	Location of institution					
9.	If outside the village/ward, distance in km					
10.	Means of transport used					
11.	Time taken to commute					
12.	Course					
13.	Present class/grade/year of study					

14.	Class/grade/year of the study in the previous year						
15.	Type of course: part time/ full time/ distance learning						
16.	If educationfree( Y-1,N-2)						
17.	If 16 is 2	whether tuition fee waived					
18.		Amount waived annually					
19.		Reason for waiver					
20.	Received scholarship(as 19)						
21.	Amount received annually						
22.	Reason for receiving benefits						
23.	Whether getting incentive (Y-1,N-2)						
24.	If 25 is 1	Textbooks					
25.		Stationary					
26.		Uniform					
27.		Cycle					
28.		Mid-Day Meal					
29.		How frequently received Any other information					

30.	Expenditure on education	Tuition fee					
31.		Examination fee					
32.		Other fees					
33.		Books					
34.		Stationery					
35.		Uniform					
36.		Transport					
37.		Private coaching/ tuition					
38.		Other expenditure					
39.		Who take tuition classes? Where the classes are held?					
40.	Changed school during last one year						

41. How was your experience of making friends at school? Very easy/Easy/Neutral/Difficult/Very difficult (on a scale of 1 to 10) \_\_\_\_\_



42. What is the number of friend you have? \_\_\_\_\_

Friend Name (male/female)	Religion/caste	If in school or at home	If FGL/ SGL	Occupation of their parents

43. How easy or difficult was it to connect with any teacher? Very easy/Easy/Neutral/Difficult/Very difficult/NA \_\_\_\_\_

**PART-2B: DROP OUT/DISCONTINUATION**

Sl. No.	ITEMS	Girls		Boys	
1	Name				
4	Name of school last attended				
5	Location of school				
6	Management of school				
7	Age at first enrolment in school (years)				
8	Educational level				
9	Type of education				
10	Standard from which dropped out				
12	Grade completed before dropping				
13	Age when discontinued				
14	Reason for discontinuing				
16	Whether working				
17	If yes, nature of work				
18	Part time/ full time				
19	If not working than how spends time				
	Any other info				

**PART-3: DETAILS OF NON EDUCATED**

Sl.		Girls	Boys
-----	--	-------	------

No.				
1	Name			
4	Reasons for not being enrolled			
6	Whether working			
7	If yes, nature of work			
8	Part time/ full time			
9	If not working than how spends time			
	Any other info			

10. Do you want to study like your siblings? \_\_\_\_\_

11. If yes, than what are the reasons which are prohibiting you from going to school? \_\_\_\_\_

12. If no, than why? \_\_\_\_\_

**PART-4: HOME ENVIRONMENT**

1. Any form of discrimination made in sending girls and boys to school \_\_\_\_\_

2. Do children go to school regularly? \_\_\_\_\_

a. If no, what are the reasons? domestic work/lack of interest of the child/illness/ \_\_\_\_\_

3. Do children go to school on time? \_\_\_\_\_

a. If no, what are the reasons? \_\_\_\_\_

4. Do children study at home? \_\_\_\_\_

a. If yes, only boys-1, only girls-2, both boys and girls-3 \_\_\_\_\_

- b. If no, what are the reasons?
- c. If they are asked by elders to study?
- d. How much time is devoted to studies at home?
5. If tuition is given provided? If no, then reasons:
- a. If yes than only boys-1, both boys and girls-2, only girls-3, other specify:
- b. If only boys and not girls than what are the reasons?
6. Is there anybody at home to assist in study? (*Yes-1, No-2*)
- a. If yes than specify:
- b. How much time is given and when?
7. If children are asked to do domestic chores? If yes than what is the nature of chores and how much time is taken to do it?
8. What is the importance of education in your children life?
9. What occupation you want your children to do?
10. How much do you want your children to be educated?

**PART-5A:ECONOMIC PROFILE OF HOUSEHOLD**

**Household consumption expenditure (Rs.) during last 30 days**

Purchase		Education	
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Home grown/ Produced stock		Gifts and loans	
Receipts in exchange of goods and services		Fee collection	
Total			

**PART- 5B: HOUSEHOLD AMENITIES**

Sl. no.	Variables	
1	Ownership status	
2	Type of house structure	
3	No. of rooms	
4	Separate room for kitchen	
	Cooking inside house:have kitchen/does not have kitchen	
	Cooking outside house: have kitchen/does not have kitchen	
	No cooking	
5	Source of drinking water	
6.	Location of drinking water source	
	Who fetch drinking water	
	How much distance is travelled to fetch	
	How much time is devoted for this	
7.	Bathroom	
8.	Toilet facility	
9.	Source of lightening house	
	If pay for electricity/ illegally with tokka	
10.	Fuel for cooking	
	Who arranges for cooking fuel?	
	How much distance is travelled to fetch	
	How much time is devoted for this	
11.	Avail banking facility	

**PART- 5C: HOUSEHOLD ASSESSTS**

Availability of Assets	
Home	

Radio/ Transistor	
Light: Bulb/ Tube light/other	
Cycle/ Bicycle	
Sewing machine	
Generator/ Inverter	
Mixer/ Grinder/ Silauti/ Jatta	
Two wheeler/ Four wheeler	
Television: Coloured/ Black and white	
Cable connection/Tata sky/other channels provider	
Air cooler	
Wall Clock	
Electric fan	
Chair or table	
Cot or other Beddings	
Telephone (Land line)	
Mobile and any Internet service	
Fridge/ Refrigerator	
Pressure cooker	
<b><i>If Household has at least 6 or more of the previous items then only</i></b>	
Four wheeler: Car/ Jeep/ Van/ Other/Tractor (Village)	
Air conditioner/AC/Cooler	
Washing Machine	
Computer/Laptop: With internet/ Without internet	
Credit card/ Debit card	
<b><i>If Household has less than 4 items in the previous list</i></b>	
If everyone in the Household have at least two pairs of clothes	
If everyone in the Household have shoes or slippers	

**PART – 6: SOCIAL CONNECTIONS AND BACKGROUND**

Among your acquaintances and relatives, are there any who are in	Any? <i>Yes=1</i> <i>No=2</i>	If Yes, What does he/she do? (code the highest)	Is this person <i>Male=1</i> <i>Female=2</i>	Is he/she related to you? <i>Not family=1</i> <i>Familybutnot in Household=2</i> <i>Family in the Household=3</i>	If not family then who are they?	Is his/her community/ caste the same as yours? <i>Differentcaste=1</i> <i>Same caste=2</i>	Does the person live in the same village or neighbourhood as you? <i>Other place=1</i> <i>Same=2</i>	How does the person help you?
<b>Medical services</b>		Doctors-1 Nurses-2 Technician-3 Others-4						
<b>Educational services</b>		Teacher/principal-1 Clerk-2 Other lower staff-3 Other-4						
<b>Government services</b>		Officer and above-1 Clerk-2 Other lower -3 Other -4						

Effect of peer group on family: