Children of Illiterates: A Study of Socio Economic Determinants of Being First Generation Learners in Bihar

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Abstract: *The primary objective of this paper is to identify First Generation Learners in Bihar with the 64st round (2007-08) household survey on participation and expenditure of education in India conducted by the National Sample Survey Office. Analyses of differences among siblings in First Generation households are made. The study measures comprehensively different socio economic correlates determining status of being FGLs in Bihar by using the Binary logistic regression. Relationship between educational level of First Generation Learners and their socio economic background with Chi square is determined. And finally the differences prevalent between First Generation Learners and Subsequent Generation Learners are measured.*

Key Words: *First Generation Learners, Second Generation Learners and Economically weaker section*

1. INTRODUCTION AND LITERATURE REVIEW:

Since the independence of India, greater importance has been paid to 'elementary education'. This is basically due to the fact that when India became independent, less than one fifth of the population was illiterate. Poor literacy rate of the country made our planners to focus more on elementary education than post- elementary education. The earliest national attempt for free and compulsory education was made by Gokhale in March 1910. According to Govinda and Bandyopadhyay, after independence, India made a constitutional assurance to provide free and compulsory education to all children up to the age of fourteen. It has almost taken thirty years by the government to take relatively concentrated action in this response. According to Sankar, till 1990s, State governments were assigned with the major duty of providing education. This resulted in educational inequalities across states. Therefore, Government of India brought New Education Policy (1986), Operation Blackboard (1987), Subsequent Action Plan (1992), District Primary Education Programme (1990s), Mid Day Meal (MDM) Schemes (1995), Sarva Shiksha Abhiyan (SSA, 2001), Right to Education Act (2010). These series of programs aim to achieve 'Universal Elementary Education'. As a result of these programs significant improvements in literacy rates has been witnessed from 18 percent in 1951 to 74 percent in 2011 (Census of India). The boost in literacy rate is also contributed to joining of First Generation Learners (FGLs) or "New Students".

Works on First Generation Learners points out that there is no fixed definition for the concept. Mostly all the studies have taken into account impact of parents' level of schooling or education on FGLs access, persistence and educational experience. Most of the international works are focussed on FGL college students; therefore as results of these FGLs are mostly defined as whose parents have not attained a college degree. The initial definition of FGSs comes from TRIO which defines First Generation Students as all students whose parents have not obtained postsecondary/ college degree. Govinda and Bandyopadhyay have defined First generation Learners' as those whose parents and guardian are illiterate.

FGLs have unique problems which prevent them from reaching their goals. Even if FGLs join they tend to withdraw earlier than their other classmates. The pattern became more prominent at elementary level only. Many of them face the threats of '*silent exclusion'* from the school system. First Generation beginning students differ from Non First Generation students in age and family background. According to Billson and Terry FGLs/FGSs are more likely to be older, to be women, belong to ethnic minorities, belong to economically weaker sections and reside in rural or outskirts. They also face problems in accessing education, academic preparation, participation and retention. Auclair et al. (2008) have summarized some of the variables which affect participation and retention of FGLs. They are nature of institutions and individual enrolment at them persistence and performance, dropping out, interruption of studies, earning degrees, cognitive progress and grade point average, situation outside school: family support, working for pay. Various research point to significant differences among First Generation Learners (FGLs) and Second Generation Learners (SGLs) in educational experience in terms of family support, fewer resources, live off campus, longer working hours, lower rates of social and structural; 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; working full time while at college. Some of the Differences between the two types of students could disappear during the course of the educational experience.

In summary socio- economic factors appear to make great contribution in deciding the status of First Generation Learners. Even First Generation Learners have their own unique problems and they also differ from other Subsequent Generation Learners. To examine these effects the paper first tries to identify FGLs present in Bihar. It also tries to address whether the first FGL is oldest/youngest among his/her siblings. With this the proportion of older brothers and sisters of First FGL who are Non FGL can be predicted. Then it focuses on socio- economic characteristics of First Generation Learners. It attempts to find the relationship between educational level of First Generation Learners and their socio economic characteristics. Paper also focuses to bring out differences between First Generation Learners and Second Generation Learners.

2. MATERIALS:

The unit level data used in this study comes from, Education in India: 2007-08, Participation and Expenditure, NSS 64th Round, July 2007- June 2008, Report No. 532(64/25.2/1).

3. METHOD AND SAMPLE SELECTION:

For the study out of 7031 households and 15475 persons in the age group of five to twenty nine years of age in Bihar only 3772 households and 7980 persons have been selected for the study.

The two categories and their definition used in the present work are mentioned below:

- FGLs: First Generation Learners (FGLs) are defined as the one whom among their household members are first to receive education or are first to become literate. This means their parents/guardians are illiterate. Therefore, they are also referred as '**children of illiterate parents**'.

First FGL refers to the one whom among their siblings are first to receive education or are first to become literate and their age is between five to twenty nine years.

NFGL refers to Non First Generation Learner present in FGL's household. They are illiterate siblings of FGLs.

- SGLs: Second Generation Learners (SGLs) includes those who are literate and belong to the households with literate parents or guardians. SGLs have any of the parents or both parents as literate. SGLs include second, third, fourth, fifth generation learners, etc.

First SGL refers to the one who is literate and is oldest among his/her siblings and their age is between five to twenty nine years.

In order to study above objectives statistical techniques like Cross tabulation, Pearson Chi- square and Binary Logistic Regression has been used.

4. RESULT AND DISCUSSION:

4.1. Distribution of First Generation Learners in Bihar

Table 4.1.1, shows number of households of FGLs, total number of FGLs and FGLs present in the age group of five to twenty nine years of age in Bihar. In rural areas of Bihar, there are total 22 percent households where both parents are illiterate and children are first to receive education. While in urban areas of Bihar, there are about 10 percent households with FGLs. In Bihar, there are total 21 percent households which have FGLs. Among total population of Bihar, about 9 percent persons are FGLs. Although among the population of age between five to twenty nine years, 18 percent of persons are FGLs. Among rural areas FGLs in the age group of five to twenty nine years are 19 percent to total rural population while in urban areas they are 10 percent. This shows high concentration of FGL's household as well as persons in rural areas as compared to urban areas of Bihar.

Table 4.1.1: Distribution of FGLs in Bihar

Number of Households of FGLs			Total number of FGLs			Number of FGLs aged 5- 29 years		
Households of FGLs in Percent			FGLs in Percent			FGLs aged 5- 29 years in Percent		
Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
22.22	10.17	21.03	8.98	5.03	8.61	19.17	10.43	18.33

Source: Computed from NSSO unit level data, 64th Round (2007-08).
Percent figures are calculated from Bihar.

4.2. Story of Siblings in First Generation Homes

This section attempts to understand FGL and NFGL in FG household. It will try to find out if among FGL's household there are any non literate siblings. If there are illiterate siblings, then who are they? Finally the section will try to find out the chances of First FGLs having older - illiterate siblings. This will help in understanding discrimination at household level.

Table 4.2.1 addresses identification of illiterate siblings of First FGL among FG households. Among total brothers of First FGL, about 27 percent are not literate. Out of 27 percent of illiterate brothers, 11 percent illiterate

brothers are older than First FGL and 16 percent brothers are younger than First FGL. Among total sisters of First FGL, about 37 percent are not literate. And out of 37 percent illiterate sisters, 13 percent sisters are illiterate and older than First FGL.

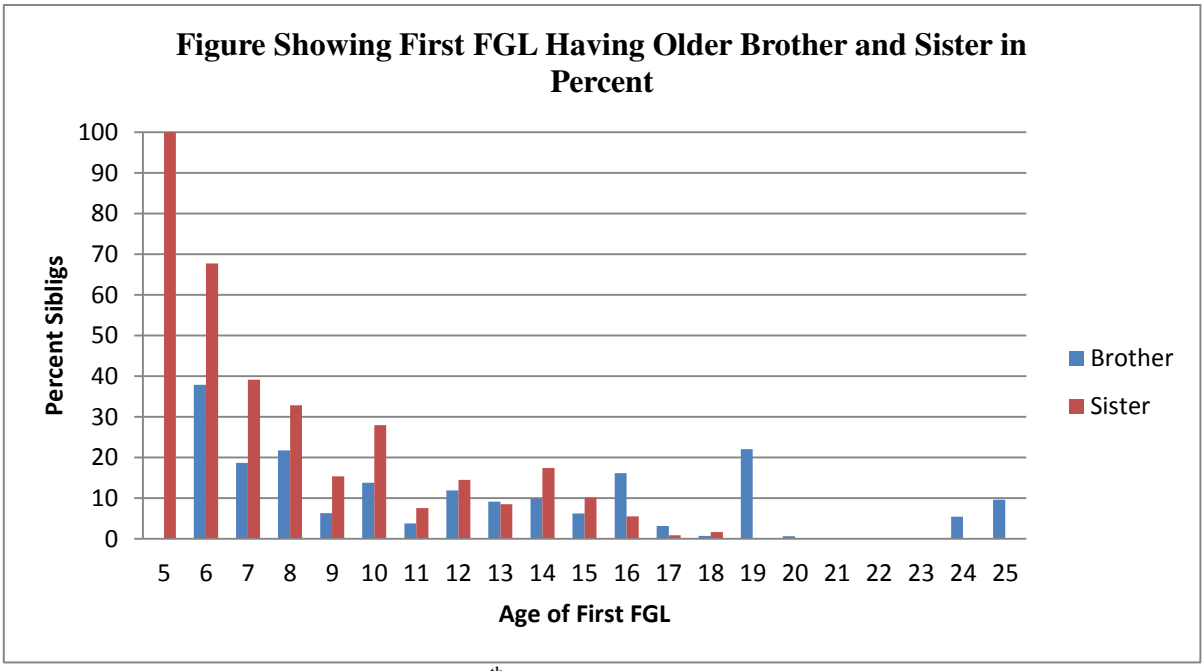
Table 4.2.1: Illiterate Siblings of First FGL

Status of Siblings of First FGL	Brother in Percent	Sister in Percent
Older not literate	10.63	13.12
Younger not literate	16.16	23.65
Total not literate	26.79	36.77
FGLs (Total Literate)	73.21	63.23
Total (Not Literate + Literate)	100	100

Source: Computed from NSSO unit level data, 64th Round (2007-08)
Note: Brother category include both married (Age >29 also included) as well as unmarried brother.

Finally Figure 4.2.1, shows that First FGLs having older and illiterate siblings. This will help in understanding discrimination present at household level. According to figure, among First FGL of age six, 38 percent brothers are older and illiterate. Of these illiterate brothers, 27 percent are of ten years of age and 11 percent are of fifteen years of age. Among First FGL of age five, all sisters are illiterate. Of these illiterate sisters, 8 percent, 36 percent, 29 percent and 28 percent sisters are of six, eight, nine and ten years of age respectively. It clearly points out that upto the age of fifteen years of First FGL, higher percent of illiterate and older female siblings are present. With increase in age of First FGL lower proportion of older and illiterate siblings are there. Proportion of illiterate older sisters are higher than brothers.

Figure 4.2.1: Figure Showing First FGL Having Older Illiterate Brother and Sister in Percent



Source: Computed from NSSO unit level data, 64th Round (2007-08)

4.3. Socio Economic Predicators of being First Generation Learners

According to FGL's theories and studies FGLs are one from rural or suburban outskirts, belong to minority groups and low income group. 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 plays role in determining status of FGL. Therefore in this section binary logistic regression is used to determine if gender, place of residence, household size, religion, social group, principal household occupation, MPCE and size of land holding can predict whether or not households are of FGLs in Bihar.

The binary logistic model is given as:

Dependent variable:

FGLs (Yes= 1, No= 0)

Independent variables/ Predictors:

a) Gender of First FGL (Female= 1, Male= 0)

b) Place of Residence (Urban= 1, Rural= 0)

c) Household Size (More than 8= 1, 5-7= 2, 2-4= 0)
d) Religion (Islam= 1, Others= 2, Hinduism= 0)
e) Social Groups (STs= 1, SCs= 2, OBCs= 3, General= 0)
f) Principal Household Occupation (
g) MPCE Quintiles (V= 1, IV= 2, III= 3, II= 4, I= 0)
h) Size of Possessed Land Holding (Greater than 1= 1, 0.41- 1.00= 2, 0.21- 0.40= 3, 0.02- 0.20= 4, 0.005- 0.01= 5, Less than 0.005=0)

Table 4.3.1: Socio-economic Predicators of being FGLs using Binary Logistic Regression Model

	B	Exp(B)
Gender of First FGL		
Male #		
Female	-0.063	0.939
Place of Residence		
Rural #		
Urban	-0.285	0.752
Household Size		
Small Sized Household (2-4) #		
Medium Sized Household (5-7)	-0.100	0.905
Large Sized Household (8-10)	-0.173	0.841
Very Large Sized Household (More than 10)	-0.404	0.667
Religion		
Hinduism #		
Muslim	0.387	1.473
Others	-0.712	0.491
Social Groups		
General #		
STs	1.183	3.263
SCs	1.067	2.908
OBCs	0.597	1.816
Principal Household Occupation (One Digit)		
Legislators, senior officials and managers #		
Professionals	-1.249	0.287
Technicians & associate professionals	-0.571	0.565
Clerks	-0.522	0.593
Service workers and shop and market sales workers	0.044	1.045
Skilled agricultural and fishery workers	1.079	2.941
Craft and related trades workers	0.515	1.673
Plant and machinery operators and assemblers	0.534	1.706
Elementary occupations	0.883	2.419
HH driving income from non eco activities	1.325	3.760
MPCE Quintiles		
I #		
II	-0.137	0.872
III	-0.204	0.816
IV	-0.563	0.569
V	-0.901	0.406
Land Possessed in Hectares		
Less than 0.005 #		
0.005 - 0.01	0.245	1.278
0.02 - 0.20	0.079	1.082
0.21 - 0.40	-0.300	0.741
0.41 - 1.00	-0.729	0.482
1.01 - 2.00	-0.976	0.377
Greater than 2.00	-1.332	0.264
CONSTANT	-1.853	0.157

Source: Computed from NSSO unit level data, 64th Round (2007-08)
Note: # Reference category.
All significant at $p < 0.01$.
Maximum Standard Error less than 0.019.
Principal Household Occupation is based on NCO 2004.
Here regression model is constructed by taking **First FGL.**

Result of Table 4.3.1 are summarised below:

Gender of First FGL: According to table above, there are higher chances of males to be First FGL than females in Bihar. This means at household level mostly the First FGLs are male. The result in favour of males is also due to biasness of sample. As in the present study it was not possible to run regression for total male FGL and female FGL in compared to total population. Therefore, it cannot be predicted in terms of total male and female FGL.
Place of Residence: There are higher chances of FGL households to be located in rural areas than in urban areas of Bihar.
Household Size: FGL's household have higher likelihood of being small sized household compared to medium, large and very large sized household.
Religion: Muslim households in Bihar have higher chances to have FGLs compared to Hindu and Others.
Social Groups: ST households in Bihar have highest chances of having FGLs compared to General, SCS and OBCs. They have three times higher chances than general household to have FGLs. SC households have higher chances to belong to FGLs than General and OBCs. And OBCs have 81 percent higher chance than Generals to have FGLs.
Principal Household Occupation: Households engaged in Blue collar occupations have higher chances to have FGLs compared to White collar occupations. FGL households have about 3 times higher chances to belong to skilled agricultural and fishery occupation in comparison to legislators and senior officials.
MPCE Quintiles: Poorer households in Bihar have highest chance among poor, middle, rich and richer households to have FGLs. As the income group increases, chances of households to have FGLs decreases.
Size of Land Holdings: Households with size of land holding between 0.005 to 0.01 and between 0.02 to 0.20 have higher chances than other holdings to have FGLs. As the size of holding increases chances of household to have FGLs decreases.

4.4. Relation between Educational Level of FGL and Socio- economic Background

For studying relationship between educational level of FGLs and socio economic factors, First FGL is used as proxy for all FGLs to predict the relationship.

Table 4.4.1 : Differences in First FGL's Educational Level among Varying Socio- Economic Backgrounds

	Educational Level of First FGL (*Figures in percent*)							
Variable/ Chi-sq/Correlation	Literate without schooling and informal education	Below primary	Primary	Upper primary	Secondary	Higher secondary	Graduate	Total
GENDER OF FIRST FGL								
x2 (6, N = 3181188) = 103730.416, p = 0.000								
r (3181186) = -0.135, p ≤ 0.01								
Male	1.47	51.85	28.75	11.02	4.80	2.02	0.10	100
Female	2.22	67.07	21.65	5.72	2.36	0.09	0.89	100
Total	1.70	56.58	26.54	9.37	4.04	1.42	0.35	100
PLACE OF RESIDENCE								
x2 (6, N = 3181188) = 56977.877, p = 0.000								
r (3181186) = 0.090, p ≤ 0.01								
Rural	1.65	57.15	26.53	9.34	3.84	1.30	0.20	100
Urban	2.72	45.33	26.87	10.07	8.03	3.69	3.29	100
Total	1.70	56.58	26.54	9.37	4.04	1.42	0.35	100

RELIGION								
x2 (12, N = 3181188) = 26338.630, p = 0.000								
r (3181186) = -0.068, p ≤ 0.01								
Hinduism	1.44	55.72	26.65	9.87	4.47	1.43	0.42	100
Islam	2.92	60.29	26.34	7.14	1.91	1.39	0.00	100
Others	0	84.13	0	0	15.87	0	0	100
Total	1.70	56.58	26.54	9.37	4.04	1.42	0.35	100
SOCIAL GROUP								
x2 (18, N = 3181188) = 106669.105, p = 0.000								
r (3181186) = 0.082, p ≤ 0.01								
STs	5.44	54.56	18.04	3.30	7.30	11.36	0	100
SCs	2.38	58.82	27.04	8.81	1.68	0.68	0.60	100
OBCs	1.28	56.33	26.90	9.38	4.49	1.35	0.27	100
Others	1.24	49.68	23.71	13.16	9.59	2.61	0	100
Total	1.70	56.58	26.54	9.37	4.04	1.42	0.35	100
HOUSEHOLD TYPE								
RURAL								
x2 (24, N = 3029098) = 202837.087, p = 0.000								
r (3029096) = 0.113, p ≤ 0.01								
Self employed in non agriculture	2.02	53.97	31.61	9.78	1.82	0.80	0.00	100
Agricultural labour	2.16	64.27	23.46	7.09	1.88	0.99	0.15	100
Other labour	1.72	58.01	31.78	6.80	1.68	0	0	100
Self employed in agriculture	0.59	43.73	29.97	14.73	8.09	2.88	0	100
Others	1.23	61.38	21.73	7.08	7.00	0.17	1.42	100
Total	1.65	57.15	26.53	9.34	3.84	1.30	0.20	100
Urban								
x2 (18, N = 151152) = 42975.618, p = 0.000								
r (151150) = -0.166, p ≤ 0.01								
Self employed	1.37	37.99	33.02	10.42	8.76	2.64	5.80	100
Regular wage/salary earning	0	48.48	31.23	0	6.76	13.54	0	100
Casual labour	8.38	70.79	11.77	3.68	5.38	0	0	100
Others	0	22.66	22.99	40.88	5.24	8.22	0	100
Total	2.74	45.61	27.03	10.13	7.46	3.71	3.31	100
NCO 2004 (One digit)								
x2 (54, N = 3181188) = 832992.816, p = 0.000								
r (3181186) = -0.163, p ≤ 0.01								
Legislators, senior officials and managers	0	55.01	35.46	3.49	2.10	3.94	0	100
Professionals	0	93.92	6.08	0	0	0	0	100
Technicians & associate professionals	0	0	42.72	0	0	18.18	39.10	100
Clerks	0	22.61	77.39	0	0	0.00	0	100
Service workers and shop and market sales	0	51.89	32.42	12.24	2.32	1.12	0	100

workers								
Skilled agricultural and fishery workers	0.57	45.17	29.19	14.14	7.82	3.12	0	100
Craft and related trades workers	5.92	43.23	39.18	7.28	3.85	0.54	0	100
Plant and machinery operators and assemblers	0.00	68.68	15.23	13.78	2.31	0	0	100
Elementary occupations	1.97	63.17	24.49	7.37	2.05	0.82	0.13	100
HH driving income from non eco activities	1.31	60.90	18.37	9.35	8.14	0.40	1.53	100
Total	1.70	56.58	26.54	9.37	4.04	1.42	0.35	100
MPCE								
x2 (24, N = 3178116) = 166582.709, p = 0.000								
r (3178114) = 0.163, p ≤ 0.01								
I	0.81	65.42	25.86	5.05	2.05	0.82	0	100
II	2.05	57.85	25.34	10.25	3.30	1.22	0	100
III	2.23	54.44	25.95	9.06	6.53	1.79	0	100
IV	2.93	50.58	25.94	13.27	5.72	0.78	0.77	100
V	0.38	42.75	32.91	14.22	3.69	3.81	2.25	100
Total	1.70	56.64	26.47	9.38	4.04	1.42	0.35	100

Source: Computed from NSSO unit level data, 64th Round (2007-08)

Summary of Chi Square and Correlation Test from Table 4.4.1:

Relationship between First FGLs' educational level and their gender: A highly statistical significant relationship is found between First FGLs' educational level and their gender [x2 (6, N = 3181188) = 103730.416, p = 0.000]. Statistically significant negative relation exists between the two but the strength of relation is weak [r (3181186) = -0.135, p ≤ 0.01]. This shows that as the level of education increases the number of male and female First FGL decreases.

Relationship between First FGLs' education level and their place of residence: A highly statistical significant relationship is found between First FGLs' educational level and their place of residence [x2 (6, N = 3181188) = 56977.877, p = 0.000]. Statistically significant positive relation exists between the two but the strength of relation is weak [r (3181186) = 0.090, p ≤ 0.01].

Relationship between First FGLs' education level and their religion: A highly statistical significant relationship is found between First FGLs' educational level and their religion [x2 (12, N = 3181188) = 26338.630, p = 0.000]. Statistically significant negative relation exists between the two but the strength of relation is weak [r (3181186) = -0.068, p ≤ 0.01].

Relationship between First FGLs' education level and their social group: A highly statistical significant relationship is found between First FGLs' educational level and their social group [x2 (18, N = 3181188) = 106669.105, p = 0.000]. Statistically significant positive relation exists between the two but the strength of relation is weak [r (3181186) = 0.082, p ≤ 0.01].

Relationship between First FGLs' education level and their household type: A highly statistical significant relationship is found between First FGLs' educational level and their household type in both rural as well as urban areas. Statistically significant positive relation exists between the educational level and household type in rural areas and vice versa in urban areas.

Relationship between First FGLs' education level and their principal household occupation: A highly statistical significant relationship is found between First FGLs' educational level and their principal household occupation [x2 (54, N = 3181188) = 832992.816, p = 0.000]. Statistically significant negative relation exists between the two but the strength of relation is weak [r (3181186) = -0.163, p ≤ 0.01].

Relationship between First FGLs' education level and their Monthly Per Capita Expenditure: A highly statistical significant relationship is found between First FGLs' educational level and their Monthly Per Capita Expenditure [x2 (24, N = 3178116) = 166582.709, p = 0.000]. Statistically significant positive relation exists between the two but the strength of relation is weak [r (3178113) = 0.163, p ≤ 0.01].

4.5. A Comparison: First Generation Learners and Second Generation Learners

The focus of this section is to study differences socio-economic and educational differences among FGLS and SGLs.

4.5.1. Socio- Economic Differences

Literatures point out that FGLs have higher chances of being women, from small town and rural areas, ethnic minority, economically weaker section and older. Therefore, to find out whether gender, place of residence, household size, religion, social groups, principal household occupation, MPCE and size of land holdings can predict if learner is FGL compared to SGL, a binary logistic regression model is constructed. With this chances of being FGLs can be predicted over chances of being SGLs.

Dependent variable: Learner status (FGLs= 1, SGLs=0)

Independent variables/ Predictors:

a) Gender (Female= 1, Male= 0)

b) Place of Residence (Urban= 1, Rural= 0)

c) Household Size (More than 8= 1, 5-7= 2, 2-4= 0)

d) Religion (Islam= 1, Others= 2, Hinduism= 0)

e) Social Groups (STs= 1, SCs= 2, OBCs= 3, General= 0)

f) Principal Household Occupation (Legislators, senior officials and mangers= 1, Professionals= 2, Technicians & associate professionals= 3, Clerks= 4, Service workers and shop and market sales workers= 5, Skilled agricultural and fishery workers= 6, Craft and related trades workers= 7, Plant and machinery operators and assemblers= 8, Household driving income from non economic activities= 9, Elementary occupation=0)

g) MPCE (V= 1, IV= 2, III= 3, II= 4, I= 0)

h) Size of Possessed Land Holding (Greater than 1= 1, 0.41- 1.00= 2, 0.21- 0.40= 3, 0.02- 0.20= 4, 0.005- 0.01= 5, Less than 0.005=0)

Table 4.5.1.1: Socio-economic Predicators of being FGLs in comparison to SGLs using Binary Logistic Regression Model

	FGLs: Exp (B)
GENDER	
Female	1.051
Male #	
PLACE OF RESIDENCE	
Urban	0.684
Rural #	
HOUSEHOLD SIZE	
Large sized household	0.657
Medium sized household	0.719
Small sized household #	
RELIGION	
Islam	2.186
Others	0.272
Hinduism #	
SOCIAL GROUPS	
STs	3.852
SCs	4.284
OBCs	2.084
General #	
PRINCIPAL HOUSEHOLD OCCUPATION (ONE DIGIT)	
Legislators, senior officials and managers	0.275
Professionals	0.064
Technicians & associate professionals	0.135
Clerks	0.154
Service workers and shop and market sales workers	0.285
Skilled agricultural and fishery workers	0.914
Craft and related trades workers	0.480
Plant and machinery operators and assemblers	0.474
HH driving income from non eco activities	1.104
Elementary occupations #	
MPCE Quintiles	
V	0.294

IV	0.412
III	0.671
II	0.754
I #	
LAND POSSESSED IN HECTARES	
Greater than 1.00	0.289
0.41 - 1.00	0.402
0.21 - 0.40	0.627
0.02 - 0.20	1.001
0.005 - 0.01	1.435
Less than 0.005 #	
CONSTANT	0.795

First SGLs is the reference category for First FGLs. # Reference category, all are significant at $p<0.01$. Household size: (2-4) = Small sized household, (5-7) = Medium sized household, (8-10) = Large sized household. Quintile I as poorer, Quintile II as poor, Quintile III as middle, Quintile IV as rich and Quintile V as richer.

Gender: The result from the above model indicates that females compared to males are more likely to be first FGLs compared to First SGLs, Odds Ratio= 1.051. Females have 5 percent more chance to be FGLs than male. Conversely, we can say that males have lesser chance to be FGLs compared to SGLs, Odds Ratio= 0.951 (given by reciprocal of 1.051).

Place of residence: Learners residing in urban areas compared to learners residing in rural areas are less likely to be FGLs, Odds Ratio= 0.684. Conversely, learners residing in rural areas have higher chances of being FGLs compared to SGLs, Odds Ratio= 1.462. Learners residing in urban areas are 46 percent higher likely to be SGLs compared to FGLs.

Household size: Large and medium sized household compared to small sized household are less likely to belong to FGLs, Odds Ratio= 0.657 and 0.719 respectively. Conversely, small sized households have higher chances of belonging to FGLs compared to SGLs. Chances of learners residing in large sized household are 52 percent higher and medium sized household is 39 percent higher for SGLs compared to FGLs.

Religion: Learners who are Muslim compared to Hindus are two times more likely to be FGLs, Odds Ratio= 2.186. Conversely, Hindu learners have lower chances of being FGLs compared to SGLs, Odds Ratio= 0.457. Chances of FGLs belonging to other religion are less than Muslim and Hindu.

Social Group: Learners who are STs, SCs and OBCs are three, four and two times respectively more likely to be FGL, Odds Ratio= 3.800, 4.256 and 2.073 respectively. Learners belonging to SCs are more likely to be FGLs in compared to all other social groups. Learners of General category have higher chances of belonging to SGLs compared to FGLs.

Principal household occupation: Learners belonging to households with elementary occupation have higher chances of being FGLs compared to SGLs. Households with other eight occupations are less likely to belong to FGLs. Learners belonging to household with major occupation as professionals are 15 times, technicians and associate professionals are 7 times, clerks are 6 times and legislators 3 times higher for SGLs compared to FGLs.

MPCE: Learners belonging to income quintile V, IV, III and II are less likely to be FGLs, Odds Ratio= 0.294, 0.412, 0.671 and 0.754 respectively. FGLs are more likely to belong to Income Quintile I in comparison to other four income quintiles. Learners within Income Quintile V and IV are three and two times respectively more likely to be SGLs compared to FGLs. Learners belonging to Income Quintile III and II have 49 percent and 32 percent higher chances to be SGLs than FGLs.

Land Size: FGLs compared to SGLs are more likely to belong to households with less than 0.21 hectares land. On contrary SGLs compared to FGLs have higher likelihood to have land holdings above 0.21 hectare in size. SGLs have three times more likely to belong to households with greater than 1 hectare land holding in comparison to FGLs. FGLs have higher chances to have smaller land holdings compared to SGLs.

Therefore, learners who are female, residing in rural areas, characterized by small sized household, belong to Islam religion, are SCs (STs/OBCs), main occupation of their household is characterized by elementary occupation, are poorer household (income quintile I), having smaller size of land holding (0.005-0.001 and 0.02-0.20) have highest chances of being FGLs compared to SGLs.

4.5.2. Educational Differences

When the two groups of Learners i.e. FGLs and SGLs are compared on the basis of their educational characteristics, it has been found that currently attending and dropped out FGLs are more 'late starter' compared to SGLs. It is even noted that SGLs are more than FGLs at higher educational level. Drop outs proportions are more among FGLs than SGLs. Among persons currently attending general and professional education, proportions of SGLs are more than proportions of FGLs. Among learners enrolled under subjects like arts/ humanities, science, commerce

and other professional courses like management, engineering, computer science and chartered accountancy, SGLs are more than FGLs. Mostly FGLs and SGLs are found to attend full time course.

Private aided and un aided institution also have higher number of SGLs enrolled under them than FGLs. Both FGLs and SGLs, prefer Urdu as medium of instruction. Significant proportions of FGLs are found repeating Class II and Class V while among SGLs, significant proportions are found repeating Class II and Class X. Among repeaters who are repeating primary level, higher proportion are SGLs compared to FGLs and while among ones repeating upper primary higher proportion are of FGLs compared to SGLs. Higher educational level are mostly found to be repeated by SGLs. This is due to less number of FGLs under higher educational level. Higher proportions of FGLs are found to be spending low on education while higher proportions of SGLs are found to spend high on education. Among the ones dropping out early are FGLs and among ones who are dropping out late are SGLs.

Compared to SGLs, FGLs are more likely to drop out owing to work, for looking after younger siblings, financial constraints, no tradition in the community, education not considered necessary and unfriendly atmosphere at school. Dropped out SGLs, mostly work as helper in household enterprise and dropped out FGLs mostly are working in other types of work.

5. CONCLUSION:

Literatures suggest that FGLs are ethnic minority, coming from low family income, rural areas, older and women. The study has also concludes the same. But the study has also added that FGLs are characterised by households engaged in blue collar occupation (manual labour) that too mostly in agriculture related occupation and mostly in skilled agricultural and fishery works and owned smaller size of land holding. Chances of sisters of First FGLs to be not literate are higher than brothers. FGLs are found to be late starter and they drop out at early age compared to SGLs. Higher educational level remains low among FGLs. Proper planning can remove these problems and thus can also remove the hindrance in the path of FGLs. The research thus provided an opportunity for policy makers and educators to learn more about First Generation Learners.

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