



Educational Problems of the First-Generation Learners in Assam- A theoretical study

Abstract

Education is the key for development of a nation. All the people must get equal access to education. The Government of India has implemented many plans and policies for the upliftment of the backward classes but there is less opportunity of development for the first-generation learners. This paper intends to study the various problems of first-generation learners from different secondary sources of available data. Descriptive Research Method has been implied in this study in order to study the various problems of the First-Generation Learners. At last, different solutions to overcome the problems and scope for further research has been given.

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1. Introduction

Education is the key for the development of a nation. It is very important that each and all citizens are educated for their fullest development. The scenario of education prior to India's independence was not so good. There prevailed many superstitions and orthodox in the Indian society. After India's independence, many efforts were made to develop the education system in India. If we observe the present society, especially rural India, still many people are illiterate. These population generally belong from the category of SC, ST, Women, religious minorities, First-Generation learners (FGL) etc.

□Education is widely regarded as a powerful tool for social mobility and empowerment. However, for the FGLs educational often comes with a distinct set of challenges. They typically come from families with no prior exposure to academic environments which significantly impacts their ability to navigate the educational system successfully. In the context of developing countries like India, the issue becomes more complex, intersecting with caste, class, gender and geographical inequalities.

To universalize education among all the people irrespective of any kind of discrimination, education has been made inclusive. Inclusive education is an umbrella term that refers to educating all the children regardless of the differences. It brings diversity in education optimizing growth of each and every learner. When we talk about inclusive education, the image that comes first to our mind is of the inclusion of those children who are physically or mentally disabled. But, the scope of inclusive education is not only confined to this. It also includes those children who have a very poor exposure of receiving educational facilities. The First- Generation Learners are those who are the first in their family to attend secondary education.

In this paper, we are mainly going to focus on the educational problems of the First-Generation learners. If we observe the nature of learners in India, majority of the students are First- Generation Learners. The first-generation learners are the one who are the first in their generation to receive education and their parents have received only a minimum education. These students often face many barriers in their educational journey. They often drop-out or faces the problem of stagnation. The term '**Drop-out**' is used when a student left education before completing his education, whereas, the term '**stagnation**' implies deprived of education due to various reasons when a student tends to fail in the same class for several times.

The first-generation learners are the first in their family lineage to get formal education. They generally belong to the socio-economically disadvantaged communities like Scheduled Caste, Schedule Tribes and Other Backward Classes. The ancestors of such learners were deprived of education due to various reasons. Their family acknowledge the value of education but do not have the sustained enthusiasm to educate their children (Iyer, Mahadevan Geeta).

1.1 Background of the study:

Assam:

The state of Assam is located in the north-eastern part of India. The name Assam is derived from the incomparable word 'Assam' in the now extinct Ahom language. Formerly, the territory of Assam was known as the kingdoms of Kamrup and Pragjyotishpur. The former capital of Assam was Shillong but later was shifted to Dispur. The term 'Assam' dated back to the 13th century when the Ahoms conquered the territory.

The origin of the name Assam cannot be said exactly as there are different opinions

about it. Some scholars believe that the name Assam derives from the word 'Ahom', which was ruled by the Ahom kings.

Assam can be divided into three main geographical regions. The state is covered by the Brahmaputra Plain in the north, the Barak plain in the south and both these plains have an upland. Assam has an area of 78,438 sq. k.m. The total population of the state is about 3,12,05,5.

The state is marked by cultural diversity, ethnic plurality and socio-economic disparities. Although significant progress has been made in improving literacy rates, the state continues to face challenges in ensuring equitable access to quality education, especially in rural areas. Most of the population here, depends on agriculture as their livelihood and they also dwell in joint family system. They have hardly approach to schools. Now, due to various government plans and policies like Sarva Shiksha Abhiyaan, Mid-Day-Meal Scheme, they are sending their wards to schools. but due to lack of proper learning environment, motivation from parents, the children face many problems at their schools and they often leave schools before completion of their education.

Barpeta:

Barpeta district of Assam has a very deep-rooted cultural heritage. It is known by various names- Tantikuchi, Porabhita, Vrindavana, Choukhutisthan, Nabaratna-Sabha. It was elevated to a district in 1983. This district is well-connected with the other districts with good transport and communication system. Its total geographical area is 3245 sq. k.m. It is demarcated by Kamrup and Goalpara district in the south, Nalbari in the east, Kokrajhar and Bongaigaon in the west and Bhutan in the north. There are 5 hospitals, 36 primary health centres, 18 dispensaries, 9 rural family welfare planning centres and 351 sub-centres in the district.

In historical map of Asaam, Barpeta is famous as the 'Land of the Satras.' These Satras carry the testimony of the great Assamese reformers, saints, cultural exponent and scholar Srimanta Sankardeva and his disciple Sri Sri Madhavdeva who happened to arrive in upper Assam back in the 16th century and laid down strong foundation of Assamese culture in the region through the socio-religious 'Vaisnava' reform movement which left a historic legacy. Many great men of Assam were born in Barpeta. Ambikagiri Roychoudhury, Prasanlal Choudhury, Mahendra Mohan Choudhury, Purushattam Das are among them.

The Barpeta district was carved out of erstwhile Kamrup district of Assam in the year 1983. The Barpeta district has a geographical area of 2677s.q. k.m. The district has a large population belonging to educationally and economically marginalized communities including religious minorities, Scheduled Castes etc. Despite various educational initiatives by the government, the literacy rate in Barpeta remain below the state average.

A significant number of school-going children in the district are FGLs. They face

multiple challenges such as lack of parental and academic support, financial hardships, poor school infrastructure and limited exposure to learning resources. Many families prioritize earning livelihoods over education, leading to high drop-out rates.

Language barriers, child marriage and gender-based norms further hinder the educational access and continuity. While schemes like the Right to Education Act, Mid-Day-meals are implemented but is often inconsistent, particularly in the remote areas. Understanding the specific barriers faced by the FGLs in Barpeta is critical to developing locally relevant, inclusive educational policies that can improve access, retention and learning outcomes for this group of children.

1.2 Research Problem:

After India's Independence, many plans and policies have been implemented by both the Central and State Government in order to develop the educational scenario of the under-privileged group. This group includes- ST, SC, and Women. But, no plans and policies have been implemented so far in order to develop the education of the First-Generation Learners. Of course, the under privileged group as mentioned above also include the FGL but there are many more FGL beyond those categories who needs to be highlighted. So, in order to develop the educational as well as social development of the FGL, our research problem has been selected so.

1.3 Research questions:

1. Do the First-Generation Learners face problems regarding their education (from home and school) ?
2. Are there any differences in the problems faced by First Generation male learners and First-Generation female learners?
3. Do the First-Generation Learners get enough learning resources available for them?
4. Does the availability of social media help the First-Generation Learners in their learning process?

1.4 Objectives of the study:

1. To study the different problems of first-generation learners.
2. To analyze if there lies any differences between educational problems of male learners and female learners.

3. To study the available educational resources of the First-Generation Learners.
4. To analyze the effectiveness of social media in enhancing their learning process.
5. To examine whether there lie any differences among the educational problems of ST, SC, OBC, MOBC and UR category students.

1.5 Significance of the study:

This study is very important as we often ignore the problems of the first-generation learners. To reduce the drop-out rate and fulfil the objective of universalization of education, it is very important to study the problems of every learner including the first-generation learners. They may have certain possibilities. It is very important to develop their possibilities for the development of the nation.

1.6 Delimitations of the study:

1. This study is limited to study the problems related to only education.
2. It is also limited to study the educational problems of the first-generation learners only.
3. The study area is limited to secondary sources of data.

2. Review of Related Literature

Sanyal, N., Tandon, S., Fernandes, T., in their study '*Perceived Social Support, Career Aspiration and School Engagement of First-Generation Learners and Second-Generation Learners*,' (2007), made a comparative study between first-generation learners and second-generation learners. The objectives of their study were to study whether there is a difference between first-generation learners and second-generation learners with respect to perceived social support, career aspirations and student school engagement. Another objective was to find out whether there was gender discrimination the result. The researcher adopted quantitative study which adopted a factorial design in which first-generation and second-generation learners and gender are treated as Independent Variable and social support, career aspirations and students school engagement are dependent variables. Non-probability purposive sampling technique was used to select a sample of 150 first-generation learners and 150 second-generation learners from Hyderabad. The result of the study revealed that the second-generation learners were better in receiving social support, their career aspirations were higher and an active school engagement was found among them in comparison to the first-generation learners. Regarding gender comparability, the females have better career aspirations

and were very keen to receive higher education in comparison to male students.

Sen, Amartya, 'Pratichi Education Report-II in Kolkata' (2009) stated that those who are FGL do not get parents' support at home and if they come from economically weaker sections, they cannot afford private tuition. As a result, the children of the illiterate tend to remain illiterate. The report criticizes the quality of classroom instruction, especially in government schools attended by FGLs. The teachers often do not give sufficient individual attention to them assuming they will not be able to learn. The report also appreciates programs like the Mid-Day Meal Scheme for helping to increase school enrollment and attendance especially among FGLs. It calls for democratization of education, where parents- even if uneducated can voice concerns and participate in school functioning.

S., Kanthiyayini Vimla in her study "**Social and Educational Problems of Rural First- Generation College Girls in Madurai District,**" (2010) aimed at studying the social and educational problems of rural first-generation college girls in Madurai using exploratory method. Data were collected from a self-made tool with 800 students. The objectives of the study were to study the social and educational problems of rural first- generation college girls in Madurai district in respect to demographic variables, caste, occupation, family income. The findings of the study reveal a significant relationship between social and educational problems. The study also revealed that the FGLs are impressed by western culture which creates problems in their orthodox families.

Jahangir Rashne in his study "**Stories as Knowledge: Bringing the Lived Experience of First-Generation College Students into the Academy,**" (2010) addresses feelings of isolation and marginalization experienced by the FGLs. The study was based on longitudinal qualitative study. 26 FGL were selected from BPL families who were enrolled in a first-year multicultural learning community. In-depth interviews, classroom observations were done in order to collect data. Findings of the study show that narrative-centred pedagogy allows them to transform their sense of self, space and success. The MNC acted as a transformative space for learning.

In context to caste, the SC faced more problems because they have a little upliftment from their traditional yoke. In regard to father's occupation, farmers' children faced more problems. In joint family system, they don't want to go far away from their homes for higher education. From religious view, they are supposed to carry out all the religious rituals along with their mother at home which they are very unregular at their study. The Hindus house wives generally have deep devotion and strong beliefs towards God; hence, they also want their daughters to practice the same. Parents with lower family income and unaware of different scholarship facilities also do not want to invest in their daughters' education.

Pandey, Kr. Ashok, Singh, Kr. Binod "Educational Achievements of First and Subsequent Generation Learners in East Delhi/NCR Region in

India- A Comparative Study, (2015). The aim of their study was to compare the study behaviours and academic performance of rural versus urban FGLs and Non-FGLs using a structured instrument called the Study Habit Inventory. 16 schools across East Delhi through convenience sampling were selected. The key findings of the study was that students identified as FGL consistently scored lower in their academic than the non-FGLs. this pattern was seen in both rural and urban setting.

Sundar Lal carried his study "**An Analysis of Educational Problems of First- Generation Learner," (2017)**'. He conducted his study using Descriptive Survey Method. First generation learners from 112 primary schools were selected using muti-stage stratified random sampling technique for the study. He used questionnaire as a tool for collecting data. Descriptive and inferential statistics (mean, standard deviation, t-value and co-relation) were used for the collection of data. The results of the study revealed the fact that the First-Generation Learners faced many problems in comparison to Non-First-Generation Learners. Their problems included lack of assistance in homework, parental support and motivation for their education, adjustment in their school environment, medium of instruction and many more.

Banerjee, Joyeeta, "Quality Education and the Situation of the Rural First Generation School Goers: A Case Study of Onda Block, Bankura (2017). The methodology used in this study was qualitative case study method which focussed on rural schools in the Ondo Block of Bankura District, West Bengal. The participants included first-generation school going children primarily from ST. Interviews were taken from parents, teachers and students, classroom observations were done and analyses of school records and academic materials were also done. The findings of the study showed that the children had to drop-out their schools due to their parents' illiteracy, financial constraints and cultural barriers. It was also found that the teachers lacked training for inclusiveness and context-sensitive pedagogy.

Malkani, R. and Rose, R. (2018), "Learning from the voices of First- Generation Learners in a remote community of Maharashtra, India," stated that the largest group of children who have dropped out of school are those declared as FGL. This population may be defined as those who come from households with no tradition of attending school or formal education. Many such children live in an environment that is not conducive to study and in situations where knowledge about how to access and negotiate schooling is limited. The researchers collected their sample with the help of purposive sampling. The sample include children from a NGO run school with rural students, hundred k.m. away from Pune in the state of Maharashtra. They belonged to ST/SC. Family income was less than Rs. 5000. The NGO provides education to the under-privileged children. The pupils were taught by eight qualified teachers and additional specialists who provided lessons in music, physical education and art and support pupils with

learning difficulties. A flexible qualitative case study was adopted to observe and study children in their school and home environment. School policy on inclusion, individual education plans, teaching-learning policies, attendance register and health records of the students were collected. A total of 11 children were included for case study.

Mohammad Yousf Ganai in his study "***Personality of First-Generation Learners and Non-First-Generation learners at College level***" (2018) made a comparative study on FGL and Non- FGL. The objectives of the study were to compare the FGL and Non FGL on personality factors. Descriptive research method was employed. The sample consisted of 600 students, 300 FGL and 300 Non- FGL. The data was collected with the help of R.B. Cattell's 16 Personality Factor Questionnaire. The result of the study highlights that the NFGL were more outgoing, intelligent, emotionally stable, dominant, bold, liberal in comparison to the FGL. The FGL were found to be reserved, shy and conservative.

Banarjee, J. in her study entitled '***The Excluded Variable in Quality Learning, Generational Status: A Case Study of First- Generation Learners Enrolled in Rural Schools***,(2018),stated that the in-school challenges faced by the First-Generation Learners enrolled in rural schools and ensure for them qualities like implementation of appropriate instructional strategies and developing need-based curriculum; deeper understanding of the experiences of the First- Generation Learners who are attending the arena of formal learning for the first time. The objectives of her study include- i) to identify the in-school challenges that hinder the First-Generation Learner's Access to 'meaningful learning experiences' in rural schools. ii) to ensure that the in-school stakeholders of education are responsive to the inclusion of the First-Generation-Learners (FGL) in school. iii) to find out if the curriculum is aligned to the needs of the FGL. The researcher says that many plans and policies have been implemented in India for the development of education but those policies neglect the rural learners and the FGL. Her Research Questions include- i) Are the in-school stakeholders of education responsive to the needs of the FGLs? ii) Is the curriculum aligned to the needs of the FGL? iii) Is there a significant difference in the academic achievement at school between the FGL and Non- First-Generation Learners? She selected students between age group 14-19 which includes both FGL and Non-FGL who were enrolled in the same rural institution in secondary section of the school. Questionnaires were used to collect data and some Case Studies were also done.

Binoy Roy, "***Journal of Information and Computational Science' conducted a study on secondary schools of Nadia District***," (2020). The objective of his study was to find out the psychological problems of the FGLs. Five hypotheses were taken in the study. The sample was selected from the same school of Nadia district. It included 154 FGLs. questionnaire was the tool for collecting data. Out of several methods of descriptive statistics, t-test were used. The study highlighted four psychological facts of FGLs like inferiority complex, parental

attention, discriminatory peer behaviour and teacher's attention. There are some psychological problems that a FGL faces during the continuation of their study in rural area. It hinders their educational achievement and mental health.

Prabha, M in her study '**Need and Constraints of First-Generation Women Learners in Higher Education**' (2020) intended to analyze the need and constraints of first-generation women learners in higher education with reference to the districts of Salem, Namakkal, Dharampuri and Krishnagiri of Periyar University jurisdiction. She adopted descriptive survey method and the population included the first-generation women learners studying in UG and PG programs in the academic year 2014-15 in Tamil Nadu. The sample included 1532 learners from the selected colleges using Purposive Sampling Techniques. The results of the study revealed that the first-generation women learners faced problems such as restrictions and preference of male education over female education, concept of honour, early marriage and lack of awareness regarding female education etc.

Antil Preety a study on "**Educational Problems of First-Generation Learners and Non-First-Generation Learners in Relation to Achievement, Motivation and Home Environment**," (2021). The researcher used Descriptive research method. Descriptive statistics like mean, standard deviation, skew kurtosis are used to describe the nature of variables viz., Educational Problems, Achievement, Motivation and Home environment. A sample of 565 students were randomly selected. It was found that the First-Generation Learners have lack of educational facilities and support at homes. Their teachers are aware of their issues and differences as well. The researcher also made an in-depth case study. Three case studies were done by her, where a multi-disciplinary approach was taken to evaluate the subjects. The study was done from tri-angular aspects - teacher, student and healthcare. The case studies shows that school factors least affected their educational achievement. The first-generation learners need educational guidance and motivational assistance to keep them enthusiastic in learning because they are highly prone towards poor academic record.

Iyer, Mahadevan Geeta in their study named '**A psycho social study of first-generation learners**' (2021). They found in their study that the first-generation learners faced many problems both at home and at their schools. At homes, they face problems regarding support from their parents for their education. The researcher found that majority of the first-generation learners reside in joint family where they do not have much facilities which can accelerate their learning. These facilities include- learning materials, co-operation from their parents, personal learning spaces etc. At schools too, they face many problems such as poor attendance, adjustment problems, language problems etc.

Perumal and Ajit in their study '**An Exploratory Study on the Difficulties Faced by First- Generation Learners in Writing Skills**', (2022) found that the difficulties faced by the first-generation learners of English in India are numerous because exposure is a bigger issue in this regard. The researchers used

random sampling technique to collect data from 80 sample. The objectives of the study were to identify the difficulties faced by first-generation learners in writing skills. Another objective was to study the impact of difficulties on their English writing skills. Here, the researcher made use of an exploratory method to acquire quantitative data. The result of the study revealed that the first-generation learners think in their mother tongue first, then translate their ideas into English. Most of the students lacked sufficient vocabulary.

Choudhury, L, in his study entitled as “First-Generation Learners’ Experience of Collaborative Learning”, (2022) explored the impact of interactive learning, specifically a website prototype, on FGLs in India, focussing on engagement, retention and learning outcomes in Environmental Science and Maths for grade 4 students. A mixed-method approach was used combining qualitative and quantitative collection through in-class observation, semi-structured interviews, test and questionnaires. The study involved 58 participants in grade 4, divided into experimental and control groups for both the subjects. The experimental group received instruction using an interactive website, while the control group received traditional classroom teaching. The results of the study showed that students in the experimental group achieved higher average test scores in both the subjects compared to the control group. The students showed a preference for learning through interactive tools, particularly those with visual elements like colorful images and animations. The study highlighted the potential of interactive technology to engage and support FGLs’ education.

Pal Rama and Sinha Mallika in their study “Overcoming the Learning Disadvantage for the First-Generation Learners: Evidence from rural India, (2024), aimed to study the magnitude of the learning gap between the FGLs and other students. The methodology used in this study is quantitative and empirical based on panel data analyses. The study used three rounds of panel data from young lives study in Andhra Pradesh and Telengana. Data includes individual, households and school-level variables. The FGLs face the problem of poverty, caste-based segregation, lack of home educational support and low parental motivation which results in their school drop-outs and lower academic performance. Cultural discrimination and tribal/rural isolation exacerbate barriers-low self-confidence, health and expectations hamper their educational journey. Inside the classroom, they struggle due to language mismatches, rote learning emphasis and lack of remedial attention.

From the above literature reviews it has been found that that face a lot of problems at their homes and school. Their parents being illiterate, are unable to help them in their studies, unlike other children. Among the various problems, we have found are-language problem, problem of drop-out, poverty, negative and conservative attitude of parents specially towards girl child. In the present time, they get help from internet for their studies, but their parents do not allow to use phone which is also a major problem.

3. Methodology

Research methodology is the specific procedure in techniques used to identify, select, process and analyze information about a topic. It describes the techniques and procedures used to identify and analyze information regarding a specific research topic. It is the way through which the researcher gathers information to address the research topic. It is a process by which the researcher designs his study so that he can achieve the objectives of the research using appropriate research tools. It includes all the important aspects of research, including research design, data collection method, data analysis methods and the overall framework within which the research is conducted.

4. Method used in the present study

The present study intends to explore and describe the educational problems of the FGLs. Depending on the need of the topic, Explorative and Descriptive Research method have been applied.

Explorative research is the 'preliminary research to clarify the exact nature of the problem to be solved.' It is used to ensure that additional research is taken into consideration during an experiment as well as determining research priorities, collecting data and based on certain subjects which may be difficult to take note of without exploratory research.

Descriptive Research aims to accurately and systematically describe the characteristics of a given population, situation or phenomenon, focusing on 'what' rather than 'why' without manipulating variables or testing hypothesis.

Population of the study:

In research methodology, the population refers to the entire group or set of individuals, objects or events that possess specific characteristic and are of interest to the researcher. It's the target group from which a sample is drawn for study and findings are intended to be generalized. Therefore, we can say that population consists of units, on which the findings of the research can be applied. In other words, population is a set of all the units which possess variable characteristics under study and for which findings of research can be generalized. In our study, the population consists of all the First -Generation Learners who may belong to ST, SC, OBC, MOBC.

Sample of data collection:

A sample is the small population which represents the entire population. As the population becomes very large group of individuals, therefore, the researcher finds

difficult to study the whole population. A good sample can represent the actual scenario and problems of the entire population. The research should use a valid sampling technique in order to collect his sample. In our present study, the sample will be consisting of some students (First-Generation Learners) who will be purposively selected from different Higher Secondary Schools and Colleges of Barpeta District.

Sources of data collection:

In the present term paper, the data basically includes secondary data. Secondary data includes the existing body of knowledge developed by others in the form of research articles, journals, seminars, conferences papers, books etc. In this paper, we have tried to include research journals, articles, dissertations, thesis, seminars as sources of secondary data. These studies help the researcher to get an idea of what has already been done.

5. Findings

Based on the secondary sources of data, the research findings are as follows:

1. The Non FGL s are more socially adjusted in their school environment as compared to the FGLs.
2. The FGLs get less exposure to learning environment at their home. They often lack separate reading rooms and other facilities at their home.
3. The school factors least affected their educational achievement. The first-generation learners need educational guidance and motivational assistance to keep them enthusiastic in learning because they are highly prone towards poor academic record. But, these are neither seen at their schools nor at home.
4. The First-Generation Learners faced many problems in comparison to the Non-First-Generation Learners. Their problems included lack of assistance in homework, parental support and motivation for their education, adjustment in their school environment, medium of instruction and many more.
5. The first-generation women learners faced problems such as restrictions and preference of male education over female education, concept of honour, early marriage and lack of awareness regarding female education etc.
6. Majority of the first-generation learners reside in joint family where they do not have much facilities which can accelerate their learning. These facilities include- learning materials, co-operation from their parents, personal learning spaces etc. At schools too, they face many problems such as poor attendance, adjustment problems, language problems etc.
7. The FGLs also lacked sufficient vocabulary. If they are admitted in a school whose medium is other than their mother tongue, they had to face many

problems. They had to think the meaning of the words in their mother tongue first and then translate it into English.

8. The second-generation learners were better in receiving social support, their career aspirations were higher and an active school engagement was found among them in comparison to the First-Generation Learners.
9. Regarding gender comparability, it was also found from the previous studies that the females have better career aspirations and were very keen to receive higher education in comparison to male students.
10. It was also found that among the school drop-outs, majority of them belonged to FGLs. They live in a rural area where they had no idea of accessing education.
11. In the joint family system, the girl child is expected to do religious rituals along with their mother as a tradition of their family, due to which they regularly cannot go to the school.
12. Parents often do not allow their girl children to use mobile phones often for their study purpose due to some existing social taboos.

6. Discussions

From the above findings, we can say that educating the FGLs firstly needs a sense of awareness among their family members as well as teachers. The FGLs' parents are mostly illiterate, so they do not get the sufficient home environment for better learning. Often, they do not have access to better learning choices. Their parents get them admitted to a school nearby, ignoring the quality of the educational institution. Household chores and family's income are given more importance than completing school homeworks. They do also face language problems at their school because the environment for proper language development is also lower. The students who belong from the First-Generation are often seen to be less adjustable at their school, isolation which may be due to lack of confidence or lack of proper vocabulary.

From the various literature reviews, it was also noticed that often the teachers also give them less importance in the classroom. They make them engaged in doing their personal chores including marketing and all. This is one of the reasons that they do not get enough motivation for learning and at a certain point they drop-out from the school.

7. Conclusion

In a conclusion of the above discussions, we can conclude that the FGLs face various problems at their school which are often neglected by us. Many plans and policies have been implemented so far but the term 'First-Generation Learners' very often get

highlighted. So, if India's literacy rate needs to rise at 100%, this group of children needs to be studied well. Their voices should be heard and valued by us and proper solutions should be given to them. They should be given proper educational and career guidance. They should be given scholarship facilities and various reservation policies as well.

To address the challenges faced by the FGLs, a more inclusive and responsive education system is needed- one that recognizes the unique needs of first-generation learners and provides them the actual support that they need.

8. Implications of the Research:

1. Educational Policy Reforms:

It will help in addressing the structural disadvantages faced by the FGLs and finding relevant solutions to their problems. It will also help to that even after the implementation of certain framework and policies, why the drop-out rates are increasing day-by-day.

2. Curriculum and Pedagogy:

The teachers should adopt culturally relevant teaching methods that helps in connecting the curriculum with students' lived experiences and socio-cultural contexts. For many FGLs, the medium of instruction is a major problem, so schools should introduce mother-tongue-based multilingual education.

3. Teacher Training and Sensitization:

Teacher education must include modules on inclusion, empathy and awareness of class/caste biasness.

4. Family and Community Involvement:

The parents of the FGLs should be educated through mass education and a positive attitude should be developed among them regarding their childrens' education. The role of School Management Committees in increasing attendance of the students and reducing drop-outs should be checked.

5. Psychological and Emotional Support:

The emotional burden, identity conflict and low self-esteem among the FGLs needs school- based counseling services. Moreover, mentoring programs can be organized in this regard.

The research on FGLs has significant implications across the educational ecosystem. From shaping more inclusive policies to designing relevant pedagogy and support system, the ultimate goal is to reduce the barriers and fostering a long-term academic and social success of the FGLs.

9. Scope for further research

Based on the literature reviews, the scope for further research in this topic includes the following points:

1. A comparative study can be made among the FGLs who belong from different categories – ST, SC, OBC, MOBC
2. A comparative study can be made between Urban and Rural Institutions regarding the aspiration level of the FGLs and Non-FGLs.
3. A study can be made on the awareness level of the female first-generation learners on menstruation.
4. The use of technology and multi-media in the educational development of the FGLs.
5. Sexual harassment at school on Female First-Generation Learners and discussion regarding this at their home.
6. Causes of Drop-out among the FGLs specially the females.
7. Awareness regarding their career aspirations

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