



Understanding The Different Learning Abilities And Capacities Of The Students Related To The Age Groups

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1. Abstract:

Educational methods and practices are constantly evolving and changing. Since the time when education was introduced, the world has seen many changes and evolutions. These changes were made by educationists either because of the need to bring change, like online classes during the pandemic, or according to their needs. Worldwide, many countries follow different education systems. We have so many educational theories that are broadly explained by our educators. Every country has a unique education system and is following it according to a particular educational theory that became famous and/or was widely accepted by the people of their country. In most cases, parents and teachers fail to recognize the student's ability in some areas in which they are really good. Each and every student's ability and capacity are different. So, students are automatically expected to adapt to those educational systems, irrespective of their abilities and capacities. It would be difficult for a country to assess their students' capacities and then implement an educational system, but it is possible to educate them according to a syllabus based on their abilities or even to teach them in a different way. In this case, both parents and teachers are playing a vital role. Parents decide which syllabus their children have to study or what kind of school they have to get admission to and teachers decide what kind of teaching methodology would suit most of the students. Students' academic lives are determined by four stakeholder groups: their parents, schools, teachers and the society. Education, health and mental well-being are equally essential for children. All these things determine the strengths and value of our future citizens.

The motive of this research is to learn various things about students; firstly, to find out the different learning abilities of the students. Teachers must understand the various abilities of students in order to teach students effectively. Secondly, learn about students' abilities and, most importantly how they relate to their age groups. This would be helpful for everyone to know what we can expect from a child and what steps we can take forward to achieve the desired results. Thirdly, find out the different ways to teach the students to

make them understand better. We all know that different types of students will understand much better if we teach them in their preferred method of learning, so understanding different methods of teaching will make it easier for teachers to teach them effectively. The final objective is to discover various teaching methodologies to accommodate and teach the students better. These are all the most common problems that teachers are facing all around the globe. These findings will aid teachers in assisting students to excel in their careers. Meeting the aforementioned goals is critical for every teacher seeking clarity in implementing teaching and learning objectives. Teachers must understand not only the students' learning abilities and capacities, but also their classroom behaviours and attitudes towards academics, and teachers are equally important to their academic success. Proper guidance has to be given by the teacher and parents if the students have bad behaviours or morale, or if their mindset is not correct towards academics. So, it is expected that we will learn about students' different learning abilities and capacities. And it will be helpful for the teachers to adopt a teaching method.

Key Words: “Stakeholder, Mental well-being and Morale”

1.1 Introduction:

Education System in India:

Each and every country has its own education system, and their curriculum will also be different from other countries. Educationists will be deciding the curriculum on the basis of the necessity of learning the subjects in their country. In India, our current education system is thirty-four years old. The current educational system was established in the year 1986. The current education system in India is 10+2+3. The following is a detailed view of our educational system:

Levels	Age Period	Grades and Years
Pre-primary Level	3 - 6 Years	Nursery, pre-primary I & II
Primary Level	6 – 10 Years	Grade 1 to 5
Secondary Level	11 – 16 Years	Grade 6 to 10
Higher Secondary Level	16 – 18 Years	Grade 11 & 12
Graduation Level	17 – 23 Years	3 or 4 Years
Post-graduation Level	22 – 26 Years	2 Years

The government of India is planning to change the education system from 10+2+3 to 5+3+3+4. The government is developing a plan to replace the Indian education system, which has been in place for thirty-four years. According to the New Education Policy (NEP 2020), those changes will be beneficial for the students. The following is a detailed view of our new educational policy:

Levels	Age Period	Grades and Years
Foundational Stage	3 – 8 Years	Pre-School, Grade 1 to 2
Preparatory Stage	8 – 11 Years	Grade 3 to 5
Middle Stage	11 – 14 Years	Grade 6 to 8
Secondary Stage	14 – 18 Years	Grade 9 to 12
Graduation Level	18 – 22 Years	3 or 4 Years of Graduation
Post-graduation Level	23 – 26 Years	2 Years of Post-graduation

According to NEP 2020, it will bring a complete change in the education sector in India. It will replace the traditional way of learning and teaching system. Practical and activity-based learning will be implemented in the curriculum. The government is planning to provide quality and affordable education to all the children in India. It will be a holistic and multi-disciplinary education.

Syllabus and Curriculum of India:

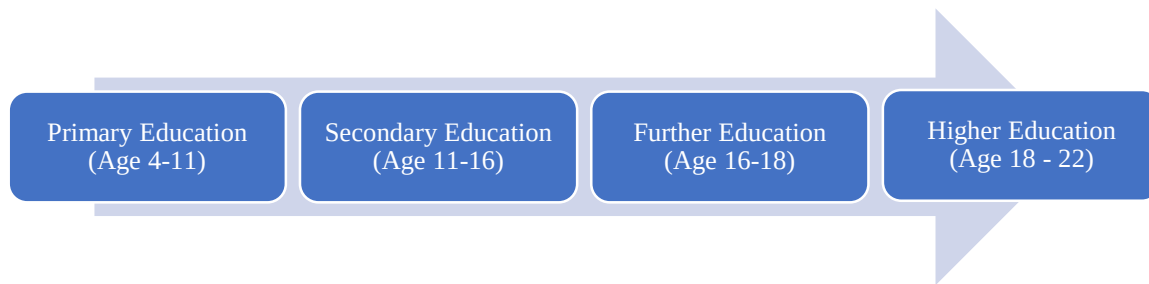
India has different varieties of curriculum and syllabus for students to study, such as State Board, Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE), Council for the Indian School Certificate Examinations (CISCE), National Institute of Open Schooling (NIOS), International Baccalaureate (IB), and Cambridge Assessment International Education (CIE). The majority of the students in the country attend State Board and CBSE. The number of students studying other board syllabi has been increasing over the past decade. Students all across the country will study according to their capabilities; this is the positive side. But the negative side will be a hard reality in most of the students' lives. The first is that parents will be deciding what kind of curriculum and syllabus their children have to study, irrespective of their children's capacities. The second is that people from the middle and lower middle classes will primarily study in the State Board and CBSE; the reason for this is, of course, lack of funds. In reality, however, those who have a strong passion and are hardworking as well as consistent will succeed regardless of the curriculum they studied.

International Education System:

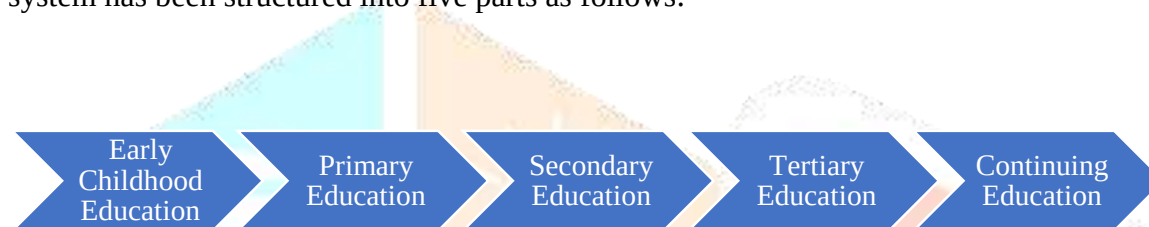
United States: The United States of America follows the K-12 education system, which is from kindergarten to 12 th grade. The Indian education system is similar to American Education System. But they are much more advanced in education than India in all aspects. From the time a student enters 1st grade until they finish 12th grade, they will be studying all the common subjects and concepts. Along with the subjects, they will give importance to all the extra-curricular activities like sports, arts, music, etc... The US education system is structured as follows:



United Kingdom: The United Kingdom's education system is the second most famous after the US education system. It has been structured into four parts such, as the following:



Germany: Germany is one of the most famous education destinations for students. Germany has a structured education plan for its people, ranging from normal children to special children. It is one of the countries that places a high value on education. All the children must complete their primary and secondary education. It also has a wide variety of courses like engineering, arts, education, business, etc... The German education system has been structured into five parts as follows:



Well-known educationists and their theory:

- I. **Johann Amos Comenius (1592-1670):** Johann Amos Comenius was a Czechoslovakian educationist. He was not only an educationist, but also a revolutionist because he exposed the world to the heinous, inhumane practises of teachers who used their students as servants and slaves. He contributed a lot to the education sector. In his lifetime, he fought for children's well-being. He gave importance to children's rights and the teacher's roles and responsibilities. He has written as many as 151 books related to students and teachers and a few books on other topics. He lived the life of a selfless man and served the humankind.

Educational theory: Thanks to Johann, we have colourful textbooks with beautiful illustrations, he explained how colourful textbooks with beautiful, illustrations would make the subject appealing and interesting to read for students. He also said that teachers should understand students' feelings in order to teach; in his view, a teacher should be sensitive and effective.

- II. **Maria Montessori (1870-1952):** Maria Montessori was an Italian educationist. She did her medical studies and developed an interest in education after that. She worked to bring about major changes in educational methodology. Montessori education is now well-known, and there are numerous Montessori schools all over the world. Maria Montessori's Montessori method of learning had a huge impact.

Educational theory: Maria Montessori first developed this theory for mentally retarded children; she developed the play-way method. This method was successful, and mentally retarded people started learning things, so automatically normal children were involved in this play-way method.

III. Sri Aurobindo (1872-1950): Aurobindo was born in Kolkata and was a famous Indian independence activist. After clearing the Civil Service Exam, he quit to join the freedom movement. He worked mainly in the education sector to revive it. He believed in the development of mind and spirit; he said that if one evolves constantly in mind and spirit, they will become superhumans.

Educational theory: He worked to bring back the old gurukula system of education. In 1943, he established a gurukula school system in Pondicherry. He said that education should increase one's maturity, and that should be the ultimate goal of education.

1.2. Objectives: The ultimate goal of this research is to discover the solutions to our major problems. Those objectives are listed below:

- ❖ To find out the different learning abilities of students.
- ❖ To find out the capacities of the students related to the age groups.
- ❖ To discover different methods to teach various types of learners.
- ❖ To discover different ways to teach different kinds of learners.

2. Literature Survey:

SL.NO	Title and Author	Description	Inference
1	<i>Learner-centred education reforms in India: The missing piece of teachers' beliefs</i> - Suzana Brinkmann	India is facing lots of struggles to change the teacher-centred classroom to a student-centred classroom, there are so many challenges to implement it. The research was carried out to assist educators and policymakers in contextualising Western ideas within local cultural contexts.	The combination of Western ideas with local cultural contexts will help us to understand the student's level.
2	<i>Blended learning to improve quality of primary education among underprivileged school children in India</i> -Priyadarshini Dey & Somprakash Bandyopadhyay	In lower-tier schools, there is a lack of quality primary education in our country. To improve the quality of learning in lower-tier schools,	The quality of improvement methods will be useful for all the schools, including international schools, to discover the

		the author suggests a combination of an internet-enabled blended-learning platform with a traditional way of teaching.	potential of the students.
3	<i>Does teaching quality matter? Students learning outcome related to teaching quality in public and private primary schools in India</i> - Renu Singh, Sudipa Sarkar	Teaching quality and its impact on students in public and low fee private schools. Public and private schools teachers' characteristics have no effect on students' performance, but teachers' attitudes and teaching methods, among other things, have proven to be important determinants.	A change in the attitude of teachers and their way of teaching improves the student's learning outcome.
4	<i>Bloom's Taxonomy: Improving Assessment and Teaching-Learning Process</i> - Muhammad Tufail Chandio, Saima Murtaza Pandhiani, Rabia Iqbal	Bloom's taxonomy is about six stages of teaching, learning, and assessment. This research has been conducted to know whether assessment still focuses on lower degrees of learning or if it surpassed higher degrees of learning.	From the beginning of time, assessment has been the ultimate goal of education; Bloom's taxonomy will improve assessment and teaching, ensuring that students have access to quality education.
5	<i>Primary Schooling in China and India: Understanding how Socio-contextual Factors Moderate the Role of the State</i> – Nirmala Rao, Kai-Ming Cheng & Kirti Narain.	It compares the primary education systems of India and China in view of political changes. Later in 2000, China outperformed India; the major differences between these countries have been mentioned in this article.	The measures that China has taken in the field of education will be useful for India to perform well and for teachers to implement in their teaching.
6	<i>Online Teaching and Learning of Higher Education in India during COVID-19 Emergency Lockdown</i> - Naik, Girisha Lakshman;	During lockdown, there were new challenges and	The experiences and learnings from online education will lead us to do

	Deshpande, Malteshkumar; Shivananda, D. C.; Ajey, C. P.; Manjunath Patel, G. C.	opportunities in online education. Survey responses confirm that the traditional method of teaching is much better than online education. Lack of facilities, infrastructure, technical tools, and internet access were the main problems.	much better and also help us understand how much students can adapt to new changes.
7	<i>Quality of Secondary Education in India</i> – Jain C., Prasad N.	The students should get a quality education. Quality should not be limited to curriculum and teaching practices; schools should also provide students with all necessary facilities.	Many new methods of teaching and learning will improve the quality of teaching.
8	<i>Examination System in India: Prevailing Defects and Suggestions for Improvement</i> - Sarabjit Kaur	In India, the examination has been conducted to check knowledge instead of skills and attitudes. we are conducting knowledge-based examinations, there are so many flaws that it discusses suggestions for improvement.	Instead of checking the knowledge of students, checking their skills and attitudes will result in good performance.
9	<i>The Role of ICT in Teaching and Learning with Special Reference to Indian Education System: -A Narrative Review of the Literature</i> - Gisa George, Ravichandra Reddy, & Johnsy Mary Johnson	While the use of ICT has had a positive impact in developed countries, it is very low in India. The use of ICT improves the teaching and learning process well, and it also helps all the stakeholders much better in altering educational practices.	ICT increases students' motivation to learn far more than traditional methods of instruction.

10	<i>Higher Education in India – A transition – N Ansuman</i>	India has made significant changes in higher education to meet modern demands, as well as in scientific research and development. Continuous assessments and periodic evaluations are required to maintain quality.	Continuous assessments and evaluations are necessary for students' development and growth, especially in higher education.
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DATA ANALYSIS & PRESENTATION OF RESULTS OF FINDINGS

Data Analysis

Two kinds of questionnaires have been created and sent to participants for responses. First kind of questionnaire contains totally 15 questions and it has been sent to teachers for collecting responses. In this set, questions were created by taking into consideration the objective to find out the different learning abilities of students. Out of fifteen questions, eight questions are about their basic details and other seven questions are about their teaching methodologies and opinions about different learning abilities of students. The results have been analyzed and separated into percentages and pie charts. Second set of questions contains totally thirteen questions, and it has been sent to parents for collecting responses. In this second set, questions were created according to the second objective to find out the capacities of the students related to their age groups. Out of thirteen questions, eight questions are about themselves and their children and other five questions are about their perspectives of capacities of students related to their age group. The results have been analysed and separated into percentages and pie charts.

Findings and Results:

1. To find out the different learning abilities of students:

Firstly, few questions were asked about their basic details like their name, gender, age, qualification, job role, experience, subjects they teach and age group of students they teach. Out of 37, 78.4% people were female respondents and 21.6% were male respondents as mentioned in the **Figure 1**.

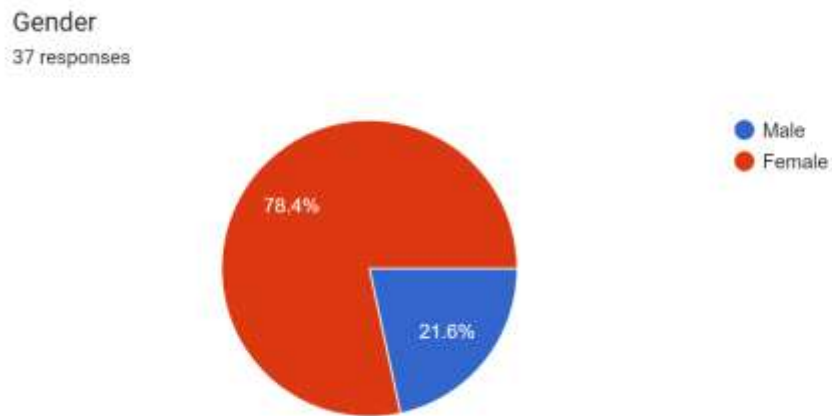


Figure 1

In the aspect of age, 40.5% respondents were between 20 and 30, 48.6% respondents were between 30 and 40 and 10.8% respondents were between 40 and 50 as mentioned in the **Figure 2**.

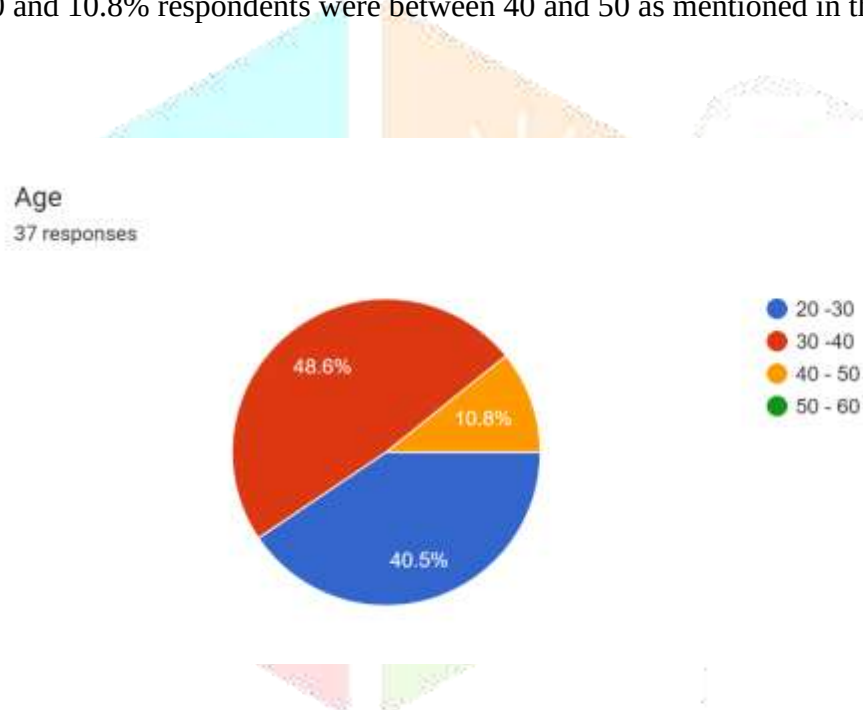


Figure 2

In the aspect of qualification 5.4% respondents had finished their diploma, 29.7% of respondents finished their bachelor’s degree, 62.2% of respondents finished their master’s degree and 2.7% of respondent finished their doctorate as mentioned in **Figure 3**.

Qualification

37 responses

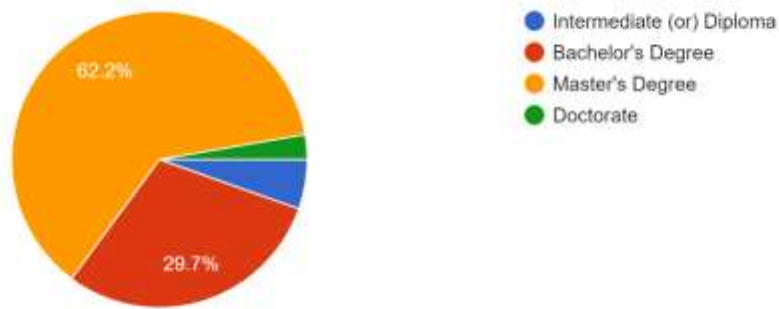


Figure 3

In the aspect of their job role, 5.4% respondents are Pre-primary Teachers, 37.8% of respondents are Primary School Teachers, 13.5% of respondents are Middle School Teachers, 10.8% of respondents are Secondary School Teachers, 2.7% of respondents are Senior Secondary School Teachers, 16.2% of respondents are Professors/Lecturers, and 13.5% of respondents are Trainers/Freelance Teachers (**Figure 4**).

What more accurately reflects your job role?

37 responses

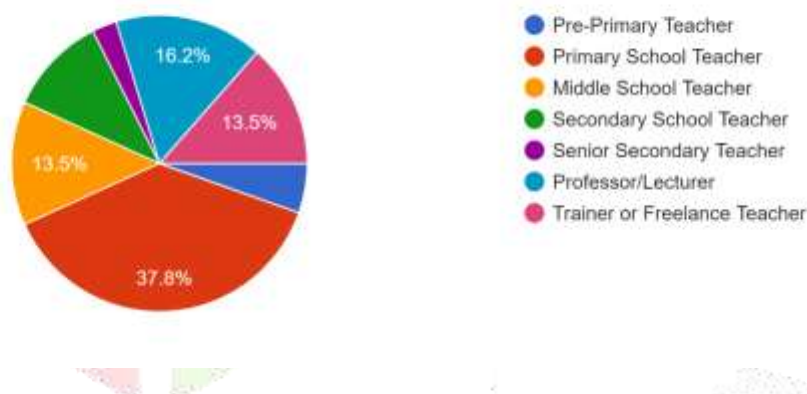


Figure 4

In the aspect of total working years' experience, 64.9% of respondents have 1 - 5 years of experience, 16.2% of respondents have 5 - 10 years of experience, 10.8% of respondents have 10 - 15 years of experience, 2.7% of respondent has 15 - 20 years of experience and 5.4% of respondents have 20 - 25 years of experience as mentioned in **Figure 5**.

How many years of total experience you have as a teacher ?

37 responses

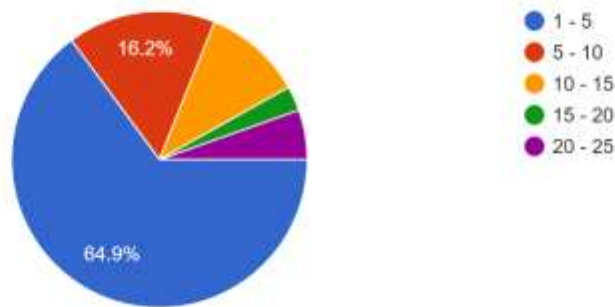


Figure 5

Finally, in the aspect of age group of students they teach, 21.6% of respondents are teaching age group of 3 – 6, 51.4% of respondents are teaching age group of 6 -10, 37.8% of respondents are teaching age group of 10 - 16, 5.4% of respondents are teaching age group of 16 -18, 21.6% of respondents are teaching age group of 18-22 and 13.5% of respondents are teaching age group of 22 - 26 as mentioned in **Figure 6**.

Select the age group of students you teach.

37 responses

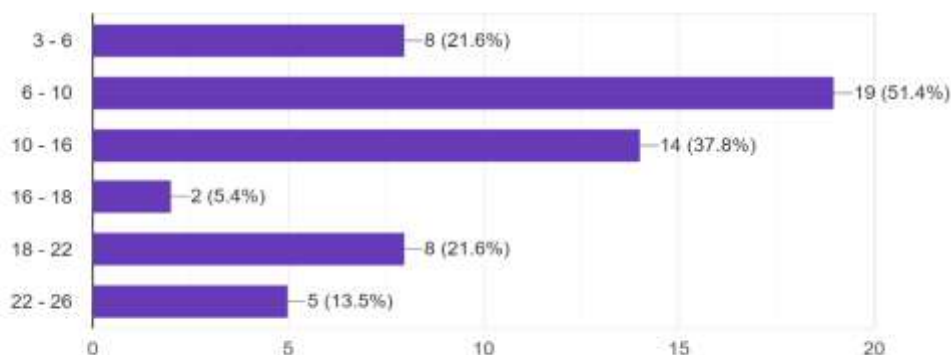


Figure 6

These are all the basic questions which have been asked to the respondents who have filled the questionnaire. Other five questions have been asked about different learning abilities of students.

A question was asked about whether they have ever had a class with a mix of average, above-average and excellent students; 100% of the respondents have answered Yes as given in **Figure 7**. So, it is clear that a class contains a mix of average, above-average, and excellent students.

Did you ever have a class with a mix of average, above average, and excellent students?

37 responses

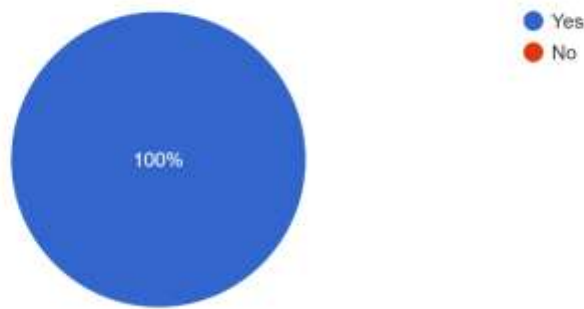


Figure 7

When asked about number of teaching techniques they used while explaining a concept, 21.6% of teachers responded that they have adopted two techniques, 40.5% of teachers responded that they have used three techniques, 27% of teachers have responded that they have used four techniques and 10.8% of teachers have responded that they used five teaching techniques as mentioned in **Figure 8**. From this data, it is obvious that a teacher should always use two or more teaching techniques to make different kinds of students understand about a topic.

How many different teaching techniques did you use when you were explaining a concept to them?

37 responses

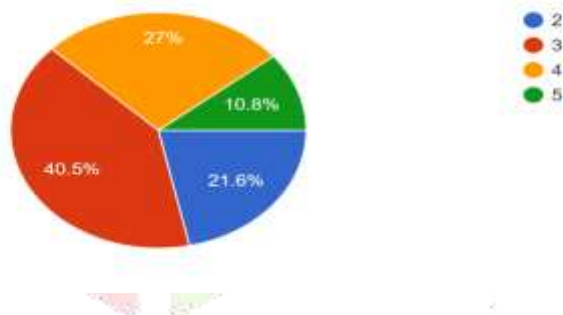


Figure 8

When asked to share about their strategies which they have used to help underachieving pupils become average students, each and every teacher shared different strategies related to the subject they teach and also according to their experience that they have got. Some of the teachers have told almost same answers like focussing, encouraging, activity-based learning, fun-based learning, teaching them fundamental things, etc...

When I asked teachers whether they have raised any below-average students to levels above average, 86.5% of teachers have answered Yes and 13.5% of teachers have answered No as shown in **Figure 9**. It clearly states that teachers can always improve average student to above average.

Did you ever raise any typical students to levels above average?

37 responses

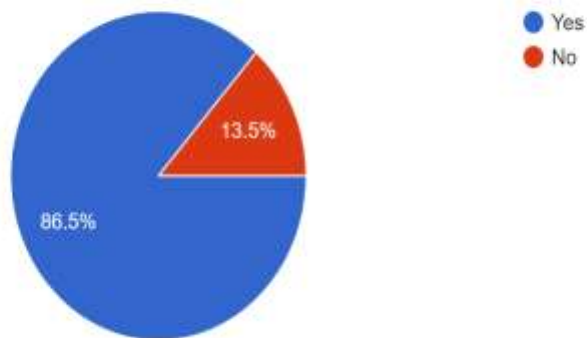


Figure 9

If they have raised any average student to above average, I have asked them to select the route which they have taken, 40.5% of the respondents selected 'teaching according to their learning style', 32.4% of the respondents selected 'knowing strengths and weakness', 27% of respondents selected by 'improving their reading and writing skills' and 70.3% of respondents selected 'frequently encouraging and motivating' as shown in **Figure 10**. It is understood that frequent encouraging and motivating can improve the student. But sometimes we have to adopt other ways according to the student and situation.

If so, kindly choose the route you took.

37 responses

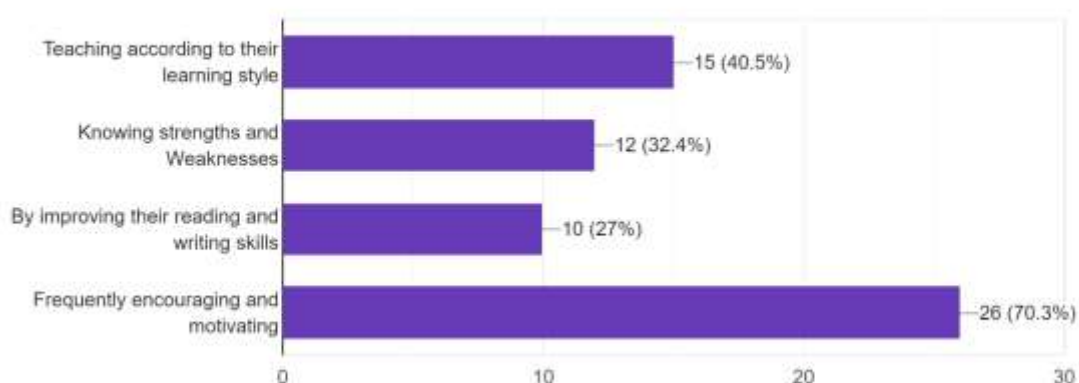


Figure 10

The next question asked to the teachers was whether they believe students who score below average have any issues, 56.8% of teachers have responded Yes and 43.2% of teachers have responded No as given in **Figure 11**.

Do you believe that students who score below average have any issues?
37 responses

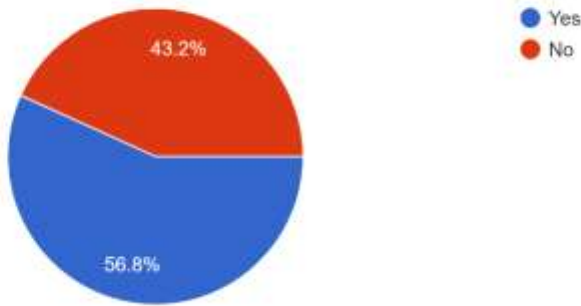


Figure 11

In the closure, teachers have been asked to select appropriate reasons for those students who score below average, 40.5% of teachers responded ‘uncomfortable learning environment’, 32.4% of teachers responded ‘family background’, 56.8% of teachers responded ‘difficulty in understanding’ and 62.2% of teachers responded ‘distracted mind’ as shown in **Figure 12**.

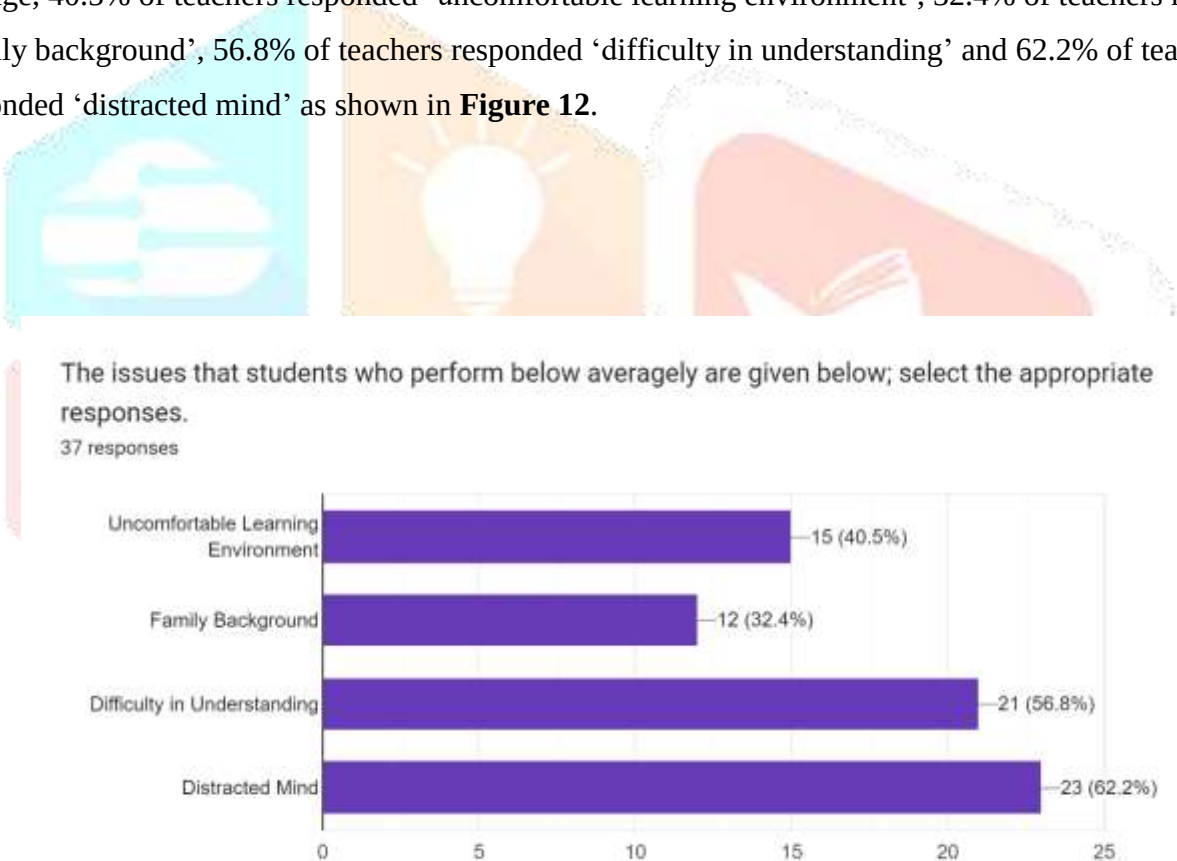


Figure 12

2. To find out the capacities of the students related to the age groups:

In the beginning, some questions were asked to the respondents about their basic details. In this objective we have collected responses from parents. Out of twenty nine respondents, 86.2% of respondents were females and 13.8% of respondents were males as shown in **Figure 1**.

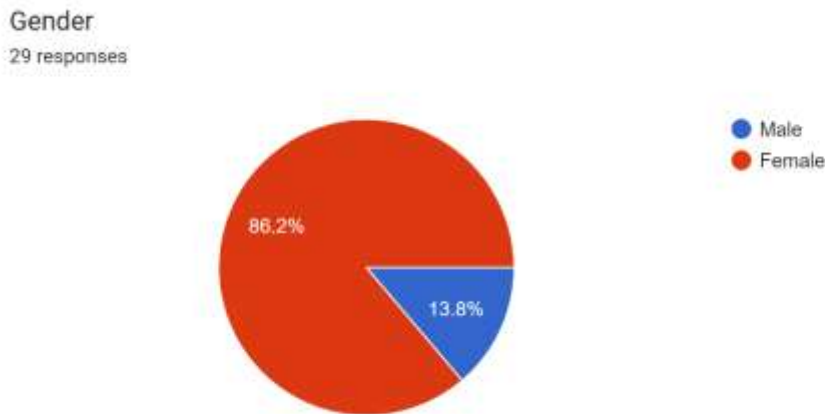


Figure 1

In the aspect of qualification, 6.9% of parents had finished their Intermediate/Diploma, 34.5% of parents had finished their Bachelor's degree, 58.6% of parents were finished their Master's degree as mentioned in **Figure 2**.

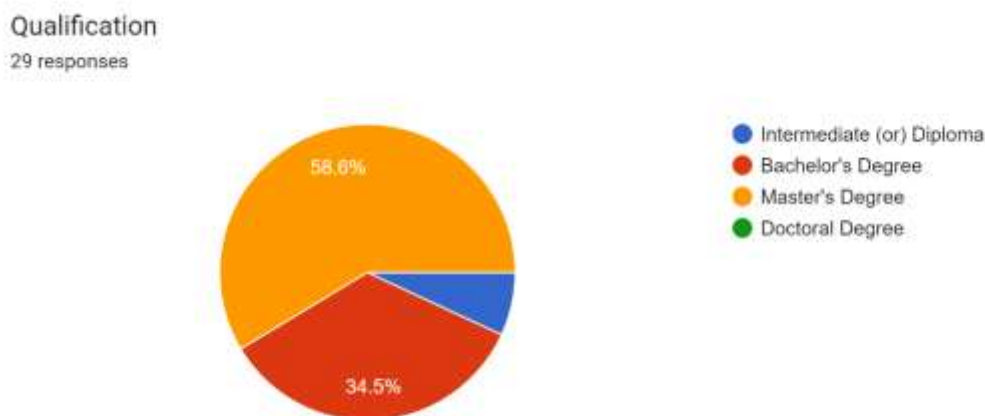


Figure 2

When asked to parents about what kind of programme their child enrolled in, 10.3% of parents have answered Pre-primary Years Programme, 27.6% of parents have answered Primary Years Programme, 31% of parents have answered Secondary Years Programme, 17.2% of parents have answered Higher Secondary Years Programme, 13.8% of parents have answered Bachelor's Degree, 6.9% of parents have answered Master's Degree and 3.4% of parents have answered Doctoral Degree as shown in **Figure 3**.

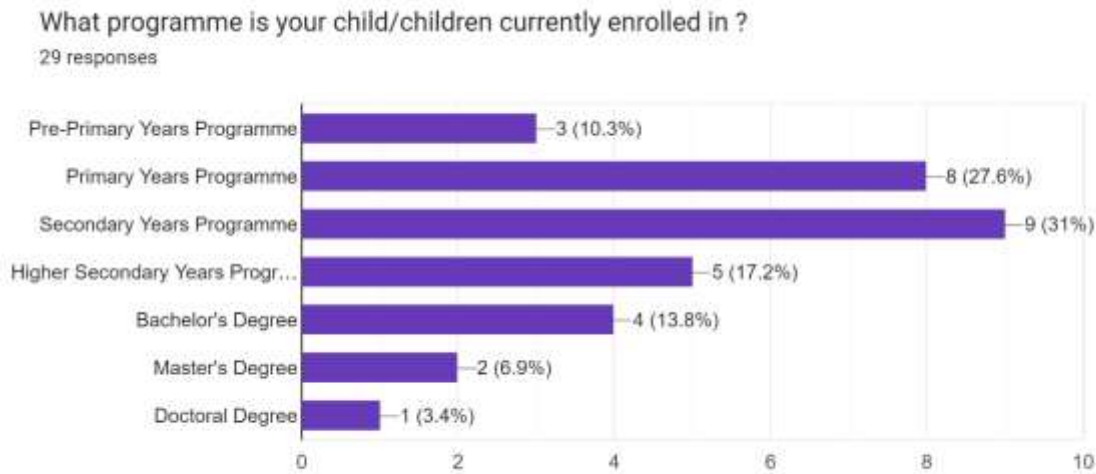


Figure 3

The next question asked to parents was about what board their child was a student at; 20.7% of parents have answered State Board, 51.7% of parents have answered CBSE, 6.9% of parents have answered ICSE, 6.9% of parents have answered IGCSE, 3.4% of parents have answered Autonomous College, 6.9% of parents have answered University Affiliation and 10.3% of people have answered Private Institute as given in **Figure 4**. It is clearly understood that most of the parents have taken admission in CBSE Schools for their children.

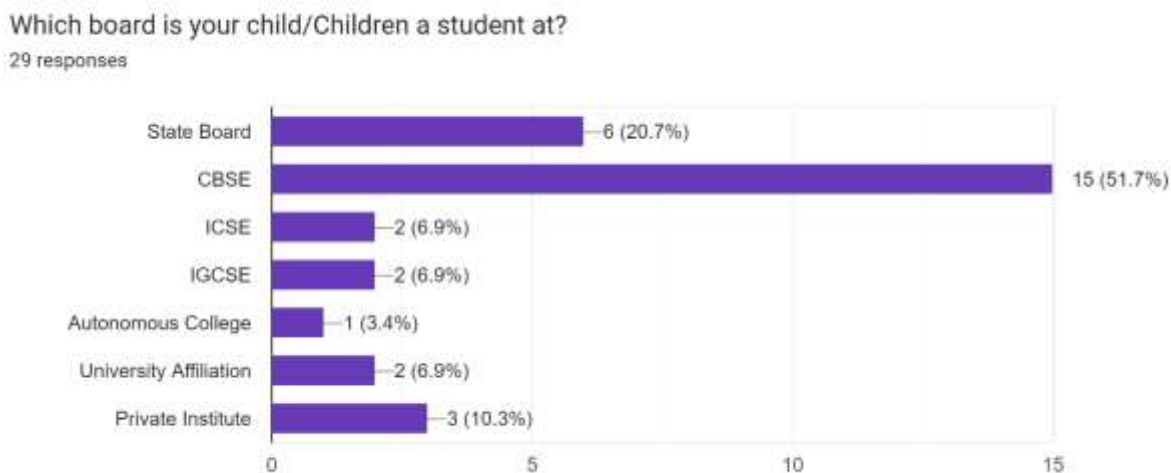


Figure 4

The next question asked to the respondents was whether their child's academic performance correlated with their age, 13.8% of parents have strongly agreed, 72.4% of parents have agreed, 10.3% of parents have dis-agreed and 3.4% of people has strongly disagreed as mentioned in **Figure 5**. It is clear that most of the parents are agreeing that their child's academic performance correlates with their age. Other children who are not performing academically well according to their age might have some other issues.

Do you believe your child's/children's academic performance correlated with their age?
29 responses

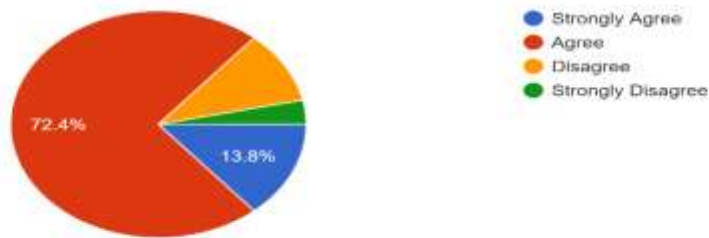


Figure 5

When I asked parents if their child's skills and abilities are as per their age, 69% of the parents agreed, 31% of the parents answered 'Somewhat' while none of the parents have dis-agreed as mentioned in **Figure 6**. It states that all the children have skills and capabilities according to their age and those parents who have answered 'Somewhat', their children need support and help from elders to showcase their innate abilities.

Are your child's skills and abilities appropriate for their age?
29 responses

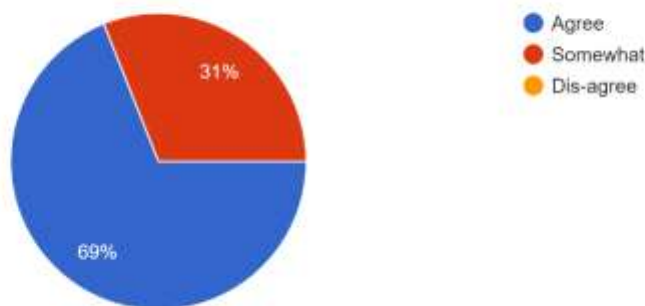


Figure 6

The next question asked to the parents was whether they felt their child's syllabus was overloaded for their capacity, 6.9% of parents responded 'Every time', 58.6% of parents responded 'sometime', 10.3% of parents responded 'Rarely' and 24.1% of parents responded 'never' as given in **Figure 7**. It's surprising that half of the parents felt that their child's syllabus was overloaded, while few parents never felt that it was overloaded. So, most of the parents in some situations felt that syllabus was overloaded for their child.

Have you ever felt that your child's/children's portions are overloaded for their capacity?

29 responses

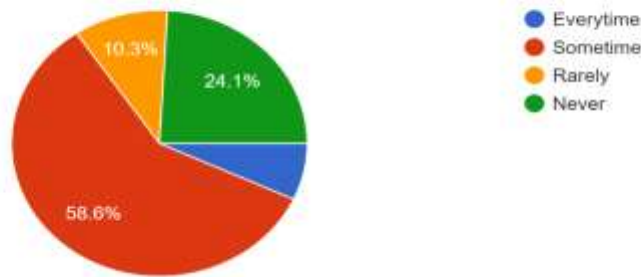


Figure 7

These are all the questions that have been asked to parents about themselves and also about their child regarding their education. Next set of questions have been asked regarding their perspectives about capacities of students related to their age groups.

The next question which has been asked to parents about their view point on whether students with academic performance may have less brain development, 82.8% of parents answered No and 17.2% of parents have answered Maybe while none of the parents have answered Yes as given in **Figure 8**.

Do you think that students with poor academic performance may have less brain development?

29 responses

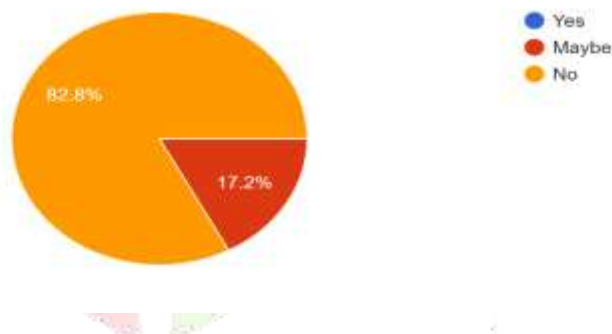


Figure 8

When parents were asked to choose the reasons for the children's poor performance, 17.2% of parents were selected 'ADHD/Special Children', 58.6% of parents selected 'Lack of resources/Lack of parent's guidance', 89.7% of parents selected 'Distracted mind/Lack of interest' and 6.9% of parents selected 'Lower brain development' as mentioned in **Figure 9**. It is clear that the reason for poor performance is 'Distracted mind/Lack of interest', while the second most important reason can be 'Lack of resources/Lack of Parent's guidance'. The reason depends on each and every student, while most of the children score poor marks because of the above-mentioned two reasons.

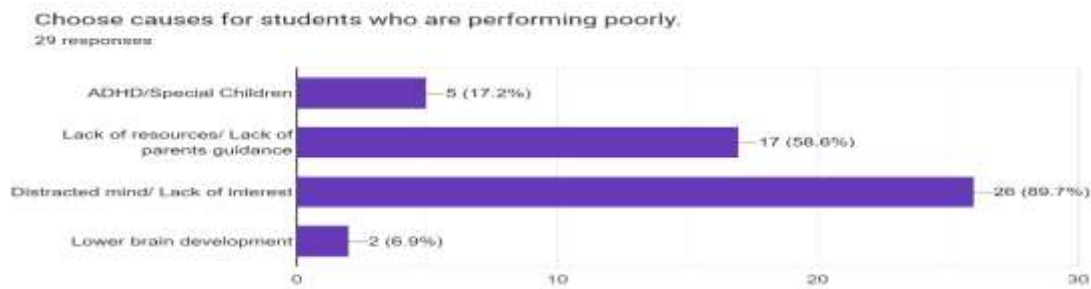


Figure 9

When parents were asked to share any further causes for student's poor academic performance, most of the parents said influence of electronic gadgets, fascinated about sports or any other activities, poor study habits, lack of motivation, etc... Each and every parent has shared their knowledge about this and on that the above said points were the repeated ones.

As the next step, parents were asked to select reasons for students who are performing well academically, 17.2% of parents decided that it was 'Proper brain development', 34.5% of parents decided that it was 'Proper parents' guidelines', 79.3% of parents decided that it was 'Consistency and hard work' and 51.7% of parents decided that 'Enthusiastic and careful listening' which is given in **Figure 10**. Among everything Consistency and Hard work is the key to success, so most of the parents believe that consistency and hard work is the reason for some children to do well academically while some others because of 'Enthusiasm and careful listening' too.

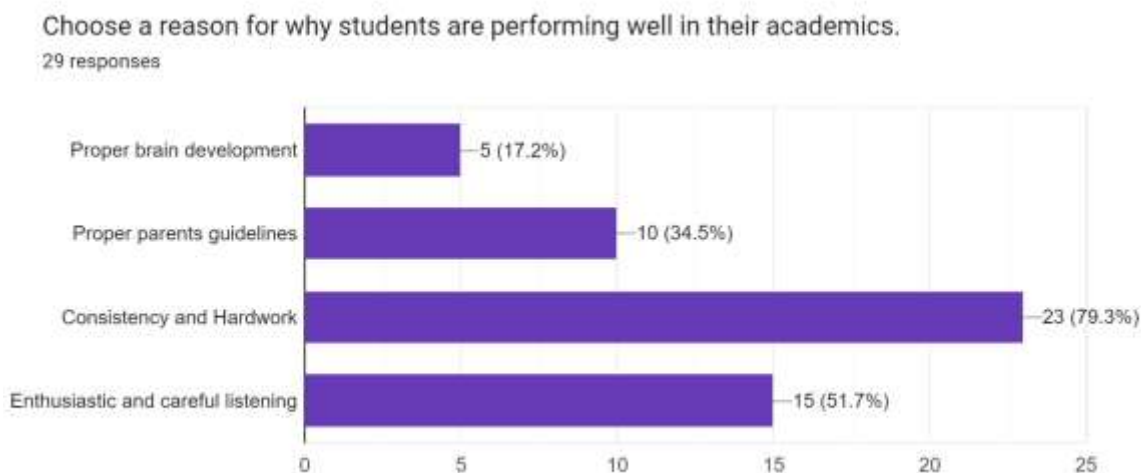


Figure 10

Finally, in the closure when I asked the parents to share if there are any other reasons for the students who shine academically well, some of the common answers which they have shared were Motivation and Encouragement, Good Study Habits, Daily Preparation, Time Management, etc...

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This research has been conducted with two objectives such as to find out different learning abilities of students and to find out the different capacities of students related to their age groups. After the extensive research study, the results were analysed and concluded below.

Objective 1 – Different Learning Abilities of Students: In each and every classroom, we have various kinds of learners and they have different kinds of learning abilities. In order to find different kinds of learning abilities among students, we have conducted this research and collected responses from teachers of kindergarten to professors of various subjects. To know whether all the classrooms have different learning abilities of students, it was surprising that all the teachers who have filled the questionnaires answered that they have had a mix of average, above-average and excellent students. To teach these students and make them understand the concepts well, teachers have to adopt many teaching methodologies. It's been discovered that teachers use two to five different teaching methodologies. Because of this, it becomes difficult for the teachers to raise average students to above-average students, but still most of the respondents raised above average students to above average students. Most of the times frequently encouraging and motivating works, sometimes teaching according to learner's style also works. According to the learner's case, teachers can also improve them by knowing their strengths and weaknesses or by improving their reading and writing skills. Other strategies which teachers can use to improve average students can include activity and fun-based learning. To find whether students who score low marks have any issues, half of the teachers have agreed that they have some problems. Those issues can mostly be distracted mind or difficulty in understanding. For some students in some situations, it can be uncomfortable learning environment or family background.

From the results which we have analysed in the above paragraph, it is clearly understood that each and every student has different learning ability. It's in the hands of teachers and parents to help them improve. Teachers have to adopt different types of teaching methodologies to make them understand the concepts well. In some situations, teachers can also take some different kind of approach for some students after understanding them well to raise them from average to above-average students. Frequently motivating and encouraging is the key most of the times. If a teacher takes steps students can improve a lot. Keeping in mind the above-said approaches teachers can always teach and improve different kinds of learners in a classroom perfectly.

Objective 2 – Different Capacities of Students Related to Their Age: To find out the results we have collected responses from parents who have children who are studying from pre-primary programme to doctoral degree and they all are studying in different kinds of boards such as State, CBSE, ICSE, IGCSE, Autonomous College, University Affiliation and Private bodies. Purpose of conducting this research is to find out whether there is any relationship between capacities of students and their age. To know that, when started with their children first it was surprising that most of the parents agreed that their children's academic performance correlated with their age. In the aspect of academic performance, almost all the parents have agreed. Next to know about skills and abilities, it was unexpected that none of the parents have dis-agreed to

it. So, all the parents have agreed that their children's skills and abilities are appropriate for their age. To know in depth about age-related capacities of students, it was outrageous that no parent has agreed that students with poor academic performance have less brain development. So, to know about other reasons most of the parents have answered that it is because of distracted mind/lack of interest and lack of resources/lack of parent's guidance; other reasons might be ADHD/special children and lower brain development. So, it is clear that the most important reason is distracted mind and lack of resources. Other reasons which parents have written are influence of electronic gadgets and extra-curricular activities. Other reason could be syllabi might be overloaded for their capacity; most of the parents at one or the other time felt that syllabi are overloaded for their capacity. Apparently, reasons for students who score academically well, most of the parents told, were hard work and consistency and also enthusiasm and careful listening. In some situations, it can be proper brain development and proper parents' guidance. Other reasons were positive mindset, good study habits and time management.

From the above analysis it has been clearly understood that all the parents who have filled the questionnaires, above their children's academic performance, skills and abilities correlated their academic progress to their age. When asked about reasons for some students' scoring good marks and some scoring less marks, most of the parents have selected common reasons, and they also have given individual reasons. So, in short when we compare students' capacities with their age, it is true for young children when they begin their kindergarten and primary; when they grow up their brain functions and body changes. For grown-up children most of the time the reason for being a low scorer or high scorer is not about their age group, but rather other reasons which are mentioned above.

Future Scope: The last two objectives are to find out different ways to teach the students better and to discover various methods to teach different kinds of learners in a classroom. These are the two objectives that should be proceeded after finding out the results of first set of objectives.

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