A STUDY ON SOCIAL RELATEDNESS AMONG SCHOOL DROP OUT CHILDREN IN VILLUPURAM AND TIRUVANNAMALAI DISTRICTS, TAMIL NADU

Interview Schedule

I Identification

Date: ……………….. Schedule No: [ ] [ ] [ ] [ ]


103. Gram Panchayat: ……………….. 104. Village: ………………..

105. House No: ……………….. 106. Age: ………………..

107. Sex: [ ] Male =1, Female =2, Transgender =3

108. Marital Status: ………………..

109. Religion: [ ] Hindu =1, Christian =2, Muslim = 3, Others =4

110. Category: ……………….. 111. Caste Name: ………………..

SC=1, ST=2, MBC=3, BC=4, General=5

112. Work Status: [ ] Working =1, Not working=2, Seeking work =3

113. Primary Occupation: [ ] Farmer =1, Business =2, Agri wage labour =3, Non agri wage labour =4, Private salaried =5, Govt salaried = 6, Others (specify) =7

114. Occupation type (Report verbatim): ………………..

115. Are you living with: [ ] Parents =1, Relatives =2, Friends =3, Others =4

116. Do your parents migrate during lean season? [ ] Always =1, Sometimes =2, Never =3

117. If your parents migrate for work, where do you live? [ ] Travel along with parents =1, One parent will be at home =2, Stay at home with elders =3, Stay at relatives place =4, Stay at hostel =5, Others (specify) =6

118. If migrating, pattern of migration [ ] Only during unemployment =1, Failure of monsoon =2, Periodical =3, All through the year =4, Others (specify) =5
### II DROPOUT CHILDREN

#### 201. Pattern of dropout

<table>
<thead>
<tr>
<th>Class at which you dropped out</th>
<th>Age at which you dropped out</th>
<th>School *a</th>
<th>Period of drop out *b</th>
<th>Reason for dropout *c</th>
</tr>
</thead>
<tbody>
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</table>

*b* - 1. Midway of schooling, 2. After failure in the periodical exams, 3. After poor performance in the periodical exams, 4. After failure in the annual exam

#### 202. If chose 1 on period of drop out, explain the reasons?

#### 203. Explain the reason for drop out

#### 208. Are there any other children who dropped out in your social circle?  
Yes = 1, No = 2, Don’t know = 3

#### 209. If yes

<table>
<thead>
<tr>
<th>S. No</th>
<th>Give in Nos.</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>209.1</td>
<td>Family</td>
</tr>
<tr>
<td>209.2</td>
<td>Relatives</td>
</tr>
<tr>
<td>209.3</td>
<td>Peers</td>
</tr>
<tr>
<td>209.4</td>
<td>Neighbourhood</td>
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<tr>
<td>209.5</td>
<td>Others (Specify)</td>
</tr>
</tbody>
</table>

#### 210. Perceived role of education in life?

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</thead>
<tbody>
<tr>
<td>210.1</td>
<td>Better employment opportunity</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>210.2</td>
<td>Elevates respect in the society</td>
<td></td>
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<tr>
<td>210.3</td>
<td>Improves self confidence and esteem</td>
<td></td>
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<tr>
<td>210.4</td>
<td>Better living standard</td>
<td></td>
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<tr>
<td>210.5</td>
<td>Loosen the caste system</td>
<td></td>
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<tr>
<td>210.6</td>
<td>No significant role</td>
<td></td>
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<tr>
<td>210.7</td>
<td>Others (specify)</td>
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</tr>
</tbody>
</table>
211. What is the qualification of highly educated person in your family?

212. What is there employment status? □
Employed appropriate to education =1, Under employed =2, Unemployed =3

213. Type of occupation □
Farmer =1, Business =2, Agri wage labour =3, Non agri wage labour =4, Private salaried =5, Govt salaried =6, Others (specify) =7

214. Do you know any high educated person in your social circle?

215. What is there employability condition?

III Home Environment

301. What are your parents initiatives to help in your education? □
Insist to study =1, Makes to sit and study =2, Checks studied portion =3, Tuition =4, Meets teacher =5, Nothing =6, others specify =7

302. Who helps to do your school work? □
Parents =1, Siblings =2, Relatives =3, Others =4, None =5

303. Did you get support to your school work every day? □
Always =1, Sometime =2, Never =3

304. Time spent on homework and/or revising schoolwork on average everyday

<table>
<thead>
<tr>
<th>S. No</th>
<th>Activities</th>
<th>Time spent everyday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Not at all</td>
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<tr>
<td></td>
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<td>2. Less than 1 hr</td>
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<td></td>
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<td>3. 1 – 2 hrs</td>
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<td>4. 2-3 hrs</td>
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<td></td>
<td></td>
<td>5. 3-4 hrs</td>
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<tr>
<td></td>
<td></td>
<td>6. More than 4 hrs</td>
</tr>
<tr>
<td>305.1</td>
<td>School work</td>
<td></td>
</tr>
<tr>
<td>305.2</td>
<td>Household chores</td>
<td></td>
</tr>
<tr>
<td>305.3</td>
<td>Taking care of sibling</td>
<td></td>
</tr>
<tr>
<td>305.4</td>
<td>Leisure time</td>
<td></td>
</tr>
<tr>
<td>305.5</td>
<td>Engaged in work</td>
<td></td>
</tr>
<tr>
<td>305.6</td>
<td>Others specify</td>
<td></td>
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</tbody>
</table>

305. If chose option 305.5, the give detail of the work

306. Were your needs fulfilled to continue education?

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</thead>
<tbody>
<tr>
<td>307.1</td>
<td>Three meals every day</td>
<td></td>
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<tr>
<td>307.2</td>
<td>Fulfilment of amenities- stationery, notebook, others (specify)</td>
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<tr>
<td>307.3</td>
<td>Quiet place to study</td>
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</tr>
</tbody>
</table>
307.5 Proper lighting
307.6 Educated person for academic help
307.7 Enough time to schoolwork
307.8 Others (specify)

308. Were you ever employed while going to school?  
Always = 1, Sometime = 2, Never = 3

309. When did you work?  
After/before school hours = 1, During weekends = 2, During school vacation = 3, During school days = 4, Others specify = 5

IV. School Environment
401. Have you ever felt discomfort in going to school  
Strongly agree = 1, Agree = 2, Disagree = 3, Strongly disagree = 4, No answer = 5

402. If agree, due to what  
Location = 1, Distance = 2, Mode of travel = 3, Lack of support to do school work = 4, Un-friendly peers = 5, Unsupportive teachers = 6, Lack of basic things (cloth, book, bags etc) = 7, Lack of infrastructure facility at school = 8, lack of school teachers = 9, absenteeism of teachers = 10, Corporal Punishment = 11, Others (specify) = 12

403. If chose option 8, then what was the lack of infrastructure at school?  
No proper roof = 1, No proper classroom = 2, Toilet Facility = 3, No playground = 4, others = 5

404. If chose option 9, then how many teachers were there for your class,  
One teacher for all subjects = 1, Two teachers for all subjects = 2, Three to four teachers = 3, separate teachers for every subject = 4, only one teacher for more than one class = 5, others = 6

405. Distance of the school  
Within half KM = 1, About one KM = 2, 2-3 KM = 3, 3-4 KM = 4, 5 and above = 5

406. Location of the school  
In common place = 1, Upper caste village = 2, Lower caste colony = 3, in centre place of village = 4, Others specify = 5

407. Mode of transport  
By walk = 1, By bicycle = 2, By bus = 3, Others specify = 4

408. Type of school  
Govt school = 1, Private school = 2, Govt aided school = 3, Missionary school = 4, Others (specify) = 5

409. Kind of school  
Coeducation = 1, Exclusive school for boys/girls = 2

410. Social composition of student  
Mixed group = 1, Majority of upper caste = 2, Majority of lower caste = 3

411. What is your opinion on teaching at school?  
Learning at school is enough = 1, Need some help to complete school work = 2, Supportive education helps to better academic performance = 3
412. What was your performance in the last attended class?
Able to pass in first class = 1, Able to pass in all subjects = 2, Able to pass in minimum three subjects = 3, Not able to pass in two subjects = 4, Failed in all subjects = 5

413. Mention components you think important to do well in subjects?
Teacher support = 1, Supportive education at home = 2, Teaching method to be interest and understandable = 3, Peer support in academic work = 4, Parents support = 5, Others = 6

414. Mention subjects which you perform well?
English = 1, Tamil = 2, Maths = 3, Science = 4, S. Science = 5, None = 6

415. What helped you to perform well in the subject?
Friendly and supportive teacher = 1, Interestingly and understandably taught = 2, Comfortable to clear doubts with teacher = 3, Unabusive teacher = 4, Treats everyone equal = 5, Healthy peer competition = 6, Availability of supportive education = 7, Others = 8

416. What was the performance in that subject?
Passed in first class = 1, Always passed = 2, Rarely failed = 3, Frequently failed = 4, Others = 5

417. Mention the subjects which you struggled to perform?
English = 1, Tamil = 2, Maths = 3, Science = 4, S. Science = 5, None = 6

418. Why you don’t like that subject?
Unfriendly and unsupportive teacher = 1, Not interestingly and understandably taught = 2, Not comfortable to clear doubts with teacher = 3, Beating by teacher = 4, Verbal abuse by teacher = 5, Biased attitude of teachers = 6, Non-availability of supportive education = 7, Others = 7

419. What was the performance in that subject?
Passed in first class = 1, Always passed = 2, Rarely failed = 3, Frequently failed = 4, Others = 5

422. What are the common resources available in school

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</thead>
<tbody>
<tr>
<td>422.1</td>
<td>School books</td>
<td></td>
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<tr>
<td>422.2</td>
<td>Notebooks</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>422.3</td>
<td>Bag</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>422.4</td>
<td>Uniform</td>
<td></td>
<td></td>
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<tr>
<td>422.5</td>
<td>Midday meal</td>
<td></td>
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<tr>
<td>422.6</td>
<td>Drinking water</td>
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<tr>
<td>422.7</td>
<td>Play material</td>
<td></td>
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<tr>
<td>422.8</td>
<td>Foot wear</td>
<td></td>
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<tr>
<td>422.9</td>
<td>Bicycle</td>
<td></td>
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</table>
422.10 Scholarship
422.11 Others (Specify)

423. If yes for 422.8, give details about the scholarship

424. Mention the task assigned at school

<table>
<thead>
<tr>
<th>S. No</th>
<th>Task</th>
<th>Have you ever assigned</th>
<th>What is the order of task assignment</th>
</tr>
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<tbody>
<tr>
<td></td>
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<tr>
<td>424.1</td>
<td>Class leadership</td>
<td></td>
<td>1. Based on performance</td>
</tr>
<tr>
<td>424.2</td>
<td>Group leadership</td>
<td></td>
<td>2. Based on caste</td>
</tr>
<tr>
<td>424.3</td>
<td>Cleaning classroom</td>
<td></td>
<td>3. As per attendance</td>
</tr>
<tr>
<td>424.4</td>
<td>Cleaning playground/common area</td>
<td></td>
<td>4. As NSS activity</td>
</tr>
<tr>
<td>424.5</td>
<td>Toilet cleaning</td>
<td></td>
<td>5. As punishment</td>
</tr>
<tr>
<td>424.6</td>
<td>Disposal of garbage</td>
<td></td>
<td>6. Others specify</td>
</tr>
<tr>
<td>424.7</td>
<td>Fetching water for drinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>424.8</td>
<td>Watering plants</td>
<td></td>
<td></td>
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<tr>
<td>424.9</td>
<td>Distribution of food during special occasions</td>
<td></td>
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<tr>
<td>424.10</td>
<td>Hospitality of special guest</td>
<td></td>
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<tr>
<td>424.11</td>
<td>Conducting prayer</td>
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<td>424.12</td>
<td>Cleaning the floor after MDM</td>
<td></td>
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<tr>
<td>424.13</td>
<td>Personal work of teacher- cleaning tiffin box</td>
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<tr>
<td>424.14</td>
<td>School work of teacher</td>
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<tr>
<td>424.15</td>
<td>Others – Specify</td>
<td></td>
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</tbody>
</table>

425. When the task was performed?
Before and after school hours =1, Physical training period =2, Lunch hour and breaktime =3, During class hours =4

427. Peer relation at school

<table>
<thead>
<tr>
<th>S. No</th>
<th>Peer relation</th>
<th>Same Community</th>
<th>Other Community</th>
<th>Other Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Many</td>
<td>1. Many</td>
<td>1. Many</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. None</td>
<td>3. None</td>
<td>3. None</td>
</tr>
</tbody>
</table>

427.1 Have friends
427.2 Ever Helped you
Ever find difficulty in making friends
Ever shared foods prepared at your home
Ever combined with you during playtime
Ever took your partnership in classroom activities
Ever took your partnership in extracurricular activities
Ever offered academic help to you whenever requested
Ever went to their residence

428. What is your interest in extracurricular activities?
Sports =1, Drawing =2, Dancing and singing =3, Drama =4, writing and Oratorical competition =5, poems =6, None =7, Others =8

429. If chose other than opt. 7, have you ever participated at school?
Yes =1, No =2

430. If no, give reasons
Never encouraged at school =1, Felt shy =2, Discouraged to participate = 3, Financial constraint =4, others =5

431. Teacher support

<table>
<thead>
<tr>
<th>S. No</th>
<th>Teacher support</th>
<th>1. To great extent</th>
<th>2. To some extent</th>
<th>3. Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>431.1</td>
<td>Encourages to participate in classroom activities - reading</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>431.2</td>
<td>Helps to understand and clarifies doubt</td>
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<tr>
<td>431.3</td>
<td>Encourages to mingle with all student</td>
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<tr>
<td>431.4</td>
<td>Punished</td>
<td></td>
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<tr>
<td>431.5</td>
<td>Ridiculed in front of class</td>
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</tr>
</tbody>
</table>

432. Seating arrangement at school?
Combined seating =1, Segregated seating =2

433. Order of seating?
Seated at front rows =1, Seated at middle =2, Seated at last rows =3
434. Mention the reason for the seating arrangement
   Based on height =1, Based on performance =2, Based on caste =3, Others =4

431. How do you feel about your teacher attitude?
   Treats everyone equal =1. Biased attitude =2

432. Do you have caste discrimination at school?
   Yes =1, No =2

433. If yes, discriminated by whom?
   Teachers =1, Peers =2, Other class students =3, School administration =4, Others =5

434. Mention the areas of discrimination experienced by you?

435. What was the action taken for the complaint?
   Punished the perpetrators =1, Strictly warned the perpetrators =2, Taken lightly =3, Compromised the complainant =4, Punished complainant (specify) = 5, No action taken against complaint – 6, Others specify =7

436. Did it happen again after complaining?
   Frequently =1, Rarely =2, Occasionally =3, Never =4

437. If not complained, why you didn’t?
   Fear of getting punished =1, Fear of more discrimination =2, Threatened =3, Fear to complaint =4, No action will be taken =5, Others specify =6

438. What factors contributed for getting dropped out of school

<table>
<thead>
<tr>
<th>S. No</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>438.1</td>
<td>Financial Constraint</td>
</tr>
<tr>
<td>438.2</td>
<td>Unsupportive teacher</td>
</tr>
<tr>
<td>438.3</td>
<td>Lack of supportive education</td>
</tr>
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<td>438.4</td>
<td>Discrimination at school</td>
</tr>
<tr>
<td>438.5</td>
<td>Unsupportive parents</td>
</tr>
<tr>
<td>438.6</td>
<td>Peer influence</td>
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<tr>
<td>438.7</td>
<td>Health reason</td>
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<td>438.8</td>
<td>Others</td>
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</tbody>
</table>

439. Psychological Sense of School Membership

<table>
<thead>
<tr>
<th>S. No</th>
<th>Not at all true</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Completely true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel like a part of my school.</td>
<td></td>
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<tr>
<td>2</td>
<td>People at my school notice when I am good at something.</td>
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<tr>
<td>3</td>
<td>It is hard for people like me to be accepted at my school.</td>
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<td>4</td>
<td>Other students in my school take my opinions seriously.</td>
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<tr>
<td>S. No</td>
<td>Statement</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly disagree</td>
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<tr>
<td>5</td>
<td>Most teachers at my school are interested in me.</td>
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<tr>
<td>6</td>
<td>Sometimes I feel as if I don’t belong in my school.</td>
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<td>7</td>
<td>There is at least one teacher or adult I can talk to in my school if I have a problem.</td>
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<tr>
<td>8</td>
<td>People at my school are friendly to me.</td>
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<tr>
<td>9</td>
<td>Teachers here are not interested in people like me.</td>
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<tr>
<td>10</td>
<td>I am included in lots of activities at my school.</td>
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<tr>
<td>11</td>
<td>I am treated with as much respect as other students in my school.</td>
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<tr>
<td>12</td>
<td>I feel very different from most other students at my school.</td>
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<tr>
<td>13</td>
<td>I can really be myself at my school.</td>
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<tr>
<td>14</td>
<td>Teachers at my school respect me.</td>
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<tr>
<td>15</td>
<td>People at my school know that I can do good work.</td>
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<tr>
<td>16</td>
<td>I wish I were in a different school.</td>
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<tr>
<td>17</td>
<td>I feel proud to belong to my school.</td>
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<tr>
<td>18</td>
<td>Other students at my school like me the way that I am.</td>
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</tbody>
</table>

440. Rosenberg’s Self Esteem Scale

<table>
<thead>
<tr>
<th>S. No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On the whole, I am satisfied with myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>At times I think I am no good at all.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I feel that I have a number of good qualities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I am able to do things as well as most other people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I feel I do not have much to be proud of.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I certainly feel useless at time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I feel that I am a person of worth, at least on equal plane with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I wish I could have more respect for myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>All in all, I am inclined to feel like I am a failure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I take a positive attitude toward myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

441. Perceived discrimination

<table>
<thead>
<tr>
<th>S. No</th>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>You are treated with less courtesy than other people are</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

xxiii
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>You are treated with less respect than other people are</td>
</tr>
<tr>
<td>3.</td>
<td>People act as if they think you are not smart</td>
</tr>
<tr>
<td>4.</td>
<td>People act as if you are inferior</td>
</tr>
<tr>
<td>5.</td>
<td>You are called names or insulted</td>
</tr>
<tr>
<td>6.</td>
<td>You are threatened or harassed</td>
</tr>
<tr>
<td>7.</td>
<td>People ignore you as if you are not there</td>
</tr>
</tbody>
</table>
PARENTS FGD GUIDE

1. Your opinion on the facilities provided at governmentschool
2. Your experience on the teaching quality at governmentschool
3. Your opinion on learning achievement of children studied at governmentschool
4. Your opinion on corporal punishment and allotment of work at school
5. Explain the nature of relationship between teachers and parents
6. What is your opinion on education quality
7. What do you think about girl child education
8. What are the various components contribute for school dropout
9. Your expectations from school education
FGD – Moglar Colony

Facilities Provided at School

- There was no toilet facility for children at school. So for nature calls the children were using hideouts in and around the school. Since the places was surrounded with wells the parents have great fear for the safety of the children.

- The children have got many opportunities to come out and roam one is due to lack of compound wall and the other is break time. As there was no compound wall at school the teachers were not able to restrict the children mobility outside the school. Once children enter school, they should leave only at evening whereas they leave at different time such as break time, lunch time when the children come out for break they never use to return to school on time. The children were spotted roaming in and around the school during class hours. Due to lack of monitoring at school, in many cases the teachers were not aware even when the child bunk the classes. There were instances where then child was taken to school after spotted by parents and teacher was not aware of the absence of student at class. The parents said that the children are spending more time outside than at school. Hence the quality of time spent for learning was veryless.

- The parents felt that if the children play hours were defined at school then the roaming could be restricted and by incentivizing with play materials the children could be motivated to play in the school. But there is no sufficient space for playground and no play materials at school.

- The midday meal section was not maintained properly. As no queue is maintained during lunch time many times the hot cooked food get spilled at children due to which sometimes the children even get wounded.

- Parents welcomed the freebies of the government but not happy with the quality. The notebooks given were not sufficient. The school bag and uniform didn’t lasted for long.

Teaching Quality

- Parents informed that there was not adequate number of teachers. Due to which the elder children were given the responsibility of taking care of classes. This raises key concern towards the quality of teaching among the parents.
The parents felt that homework has to be given so that the child will spend some time after school hours for academic work at home. They felt that this could improve the academic commitment and efficiency of the child. But that was absent in the school. The parents consider lack of homework as lack of concern of teachers.

The parents told that children progress was not intimated to them. The parents said being informed about the progress of the child may help them to concentrate on the child academic and also exhibits the teacher sense of responsibility towards the children.

In case of low performing children the teacher is not rendering extra support to improve their performance.

Even before the children leave the school the teachers were leaving and giving the responsibility to older children. This practice is highly unsafe for children below 10 yrs. As already mentioned the place is surrounded with wells. Atleast one teacher should stay and ensure that all the children were left to home safely. This behavior was felt as a lack of commitment and responsibility of teacher.

On the whole the parents felt the teaching at school was not good.

Parents said that corporal punishment for disciplining was good for children and the teacher should also show concern because both should get equal share.

Relationship between Parents and Teachers

Yearly once only PTA meeting is called for. There is no contact or discussion between the teachers and parents. Parents said that at least monthly once they should be called for meeting to discuss the progress of the children.

Among the parents only one said that she went to school to check the progress. But the teachers didn’t give proper answer.

Opinion on Education

Parents said that they envisage better future with better employment for their children. The children should not suffer as like them. So the parents had great desire to have better employment for their children and are willing to spend for education. However the learning outcome was not good this created lack of trust in school and education. Even after year of schooling the children didn’t posses basic learning abilities such as
reading and writing. Many children were even struggling with alphabets and word formation.

- Even those who were educated didn’t employ in appropriate job. Their main livelihood was non agriculture labour.

**Allotment of work to the children**

- The parents said that the children were used for personal work of teachers. The children were made to clean the tiffin boxes of the teachers. When teacher brings their children to school the school children are used to take care of the child from feeding to all work were done by school children.

**Opinion on Girl Child education**

- The attitude towards girl child has not changed much. They feel that the girl child will go to other family. Highest priority was given for marriage than education.
- Many parents said that after attaining puberty they don’t prefer to send the girl child for education. They feel that after puberty they will fall in love so it is better to keep them at home.

**Expectation from the school**

- First major concern is safety for the children. So the watchman and compound to school was given higher priority
- Then the next is teacher timeliness. The teacher should come at right time to school and should leave only after the children were sent safely to home.
- Teaching quality has to be improved to get better results for the learning outcome of children
- Monthly once parents teacher meeting to update and discuss the progress of the child
- The parents said there should be proper monitoring system to be deployed to check its functioning such as surprise visits by the higher officials. So that the presence of teacher at school, no of hours spent for teaching, time of being present at school as well as leaving could be monitored and improved
FGD – Periyanoor MBC Village

Facilities Provided at School

- The parents took the researcher to school toilet which was not used. Just as infrastructure facility it was present. They never opened it for use and further there was no water facility.

- They said no sufficient classrooms so the children belong to two standards or classes were made to sit together. This affects the overall learning of both the standards.

- There is no playground facility in the school which the parent felt as very important for the children.

- With regard to freebies they said none was in good quality, the binding of school book was not done properly so it became parts in few weeks of use by children. Further they said that they were not more concerned about the freebies.

Teaching Quality

- Parents expressed that teaching quality was not good and the children were hardly learning anything from school. If the quality of education was good then the parents prefer to put children in the governmentschool.

- Many parents prefer private school because of discipline and better results. Though they all are not from upper class but still with their little earning many have pushed themselves with great difficulty to put the children in private school

- They said teachers were well paid in the government school and the government spends large amount of money for free education. Due to the lack of commitment and responsibility of the teachers they are forced to spend their hard earned money to the privateschools.

- Teachers were not keeping up the time while coming as well as leaving. The parent reported frequent late coming and early leaving of the teachers. The school was opened and closed at their convenience. There was never a verification or monitoring visit from higher authorities to check the school functioning.

- They said there is no difference between keeping the child at home and sending to government school. There is neither discipline not learningcomponent
• The parents said the corporal punishment to children is condemnable. Because the children may feel threatened due to punishment.

Relationship between teacher and parent

• The school never conducted parents teacher meeting

• Most of the information at school were never reached the parents. The parents were not aware of children regularity to school. The parents were not informed even when the child bunked classes. There is major gap in the communication between parents and teachers.

Opinion on education

• In the village sugarcane cultivation was the main occupation and they were able to earn good wages in that. Once after cultivation was over in their village they are migrating to other places for work and it has got good demand. Because in the block itself they have got to sugarcane industries. This is one of the major influences for dropout.

• Then the next is lack of employability of educated youth. Whatever the qualification be, most of them were engaged as wage laborers only. So this automatically reduces the demand for education in the village.

• However there were also role models in the village who were employed in government offices.

Allotment of work to the children

• The parents said the children were made to do all cleaning works at school such as fetching water, cleaning the classrooms and helps the MDM cook in spite of having sweeper and cooking assistant at school.

Opinion on Girl’s education

• Girls’ education is considered important by the parents. Approximate age to get married was 20 yrs. But if they found the girl has any love affair, they get them married early.

• But there were instances in the village that even at the age of 15 the girl children were married. This was linked to the parents education awareness and addictive habits of father.
Expectation

- Timing of the school has to be strictly followed. So that no of hours spent on teaching and learning will be improved.

- Parents’ teacher meeting is important to know about the academic status of the children.

- Proper verification and monitoring by the concern high authorities will improve overall delivery of functions at school.

- Demand for higher education was less. Hence awareness about employment opportunities for the educated youth needs to be given.

- Children should never be used for any menial tasks at school.

FGD – Vadamaruthur Colony

Facilities Provided at School

- They said the infrastructure facilities were good at school.

- Further they said that the mid day meal was not good, many times the food was either over cooked or less cooked. So children didn’t prefer to eat mid day meal for lunch, they get food from home and get egg from school, mostly the meals given at school were thrown tobin.

- They said all the freebies given by the government were good. But the awareness about the scholarship was not given because of that they couldn’t approach schools for the same

Teaching Quality

- Parents said that English subject was never taught at school. The children were even struggling to identify the alphabets. English language skill was seen as a pride in the community.

- The parents felt corporal punishment was necessary to bring discipline to children
especially for boychildren.

**Relationship between Teachers and Parents**

- The parents said that the Parents – Teacher meeting was conducted regularly at school.

**Opinion on education**

- More than employability, education was seen as respect in the community.

**Opinion on Girl Child Education**

- Due to distance of school, the girls were dropped out of school. The school up to secondary level was located within 3 kms and for higher secondary they have to travel more than 7 km. hence the parents preferred to send girl children only till secondary level.
- For girl children the education was not seen as a purpose of employability. The overall expectation from education was to make them able to read and write. So that they don’t have to depend on others for day to day work.
- In every house they had cattle and girls were given the responsibility of taking care of those cattle. So during migration period of parents many girl children were either taken long leave or discontinued education to take care of those cattle.
- The community plays a major role in deciding the education level of the girl children. It was said during discussion that when few parents sent the girl children for higher education, they were brainwashed by others saying that they need to pay more dowry for educated groom and it will become a greater economic burden to the family.
- Overall from discussion it was observed that there was high male child preference and the parents are highly demotivated to educate girl children.

**Expectation**

- They expressed need for moral education and period to impart values to the children to make them better person in the future.
- English language skill was seen as a pride in the community. Hence they wanted proper English coaching at school.

**FGD – Vadamaruthur MBC Village**

**Facilities provided at school**
The school has got enough no of bathrooms and separate bathrooms for girls.

Proper and adequate drinking water facilities at the school premises were present.

The parents were satisfied with the infrastructure facilities as well as cleanliness at school.

They complained about the foot wear given at school. It was of no use to children they are using that while they go to fields only. The footwear was heavy and didn’t fit size of the children. They said atleast hawaichappal would have been good for children to wear.

**Teaching Quality**

The parents have good opinion about the management of the school. The parents were invited for the school functions such as annual day and they said it was organized well.

With regard to teachers punishing behavior the parents said that the children were given corporal punishment only when there was a real issue and as correctional tool corporal punishment was welcomed by the parents.

On the whole the parents were having positive attitude about the teaching quality of the school.

The parents said that the new HM who came recently to school made phenomenal change in the overall administration of the school. Due to the initiation of new HM all the teachers were also maintaining the time properly; further overall discipline of the school was improved.

For secondary and higher secondary students special classes were taken after school hours.

**Relationship between Parents and Teachers**

Parents said that the parents’ teacher meeting was organized regularly.

Teacher collected contact numbers of the parents, whenever there was any issue the parents were intimated immediately.

Due to all these initiatives the rapport between the parents and teachers were improved. The parents said they also took initiatives to know about the progress of the children.
Opinion on Education

- Employment opportunity for educated youth was highly limited in the villages. Even in district level there was no establishment which could employ these educated youth. Most of the educated youth were either under employed or unemployed.

- Another issue mentioned by the parents was lack of English skills. One parent said she is a domestic worker in Bangalore with the reference of her employer she took her boy who has completed higher secondary level education. Since he couldn’t communicate and manage English, the opportunity was denied.

- So overall it was expected that the children need to be imparted with relevant employable skills with good English at school to improve the employment of educated youth.

Opinion on Girl Child Education

- Girl’s education was not given higher priority. Till secondary level the girl children were encouraged to continue their education.

- The parents said that the groom families were not interested to marry girls with higher education. Misconception with regard to educated girls was prevailing in the community, it was informed that the groom family feels that educated girls will not engage in household chores and will not respect the elders. Hence girls with minimal education only preferred by the grooms family. This also affected the higher education among the girls.

Expectation

- Expressed the need for relevant education, employable skills and fluency in English for better future of the educated youth.

- As many of them were illiterate expressed the need for supportive education to the children to enhance their academic performance.
They also expressed the need of library in the village so that the leisure time of the children could be spent meaningfully.

**FGD – Vengur: SC Colony**

**Facilities provided a school**

- Another issue reported was lack of bathroom and drinking water facility in the schools.
- They expressed their dissatisfaction with regard to mid day meal programme. It was informed that during lunch time the food was distributed only once, the second round of distribution was never entertained at school. Further only half egg was distributed to all class regularly and often the egg was spoiled.

**Teaching Quality**

- They reported lack of teacher at the primary school. For class, there was only one teacher and one HM for class I to V. If anyone takes leave then it was handled by single teacher. During such times the elder class students were made to manage the lower classes. They said this badly affects the learning quality of the children.
- In spite of having good new built class rooms, due to lack of adequate teachers, the children of all classes were made to sit in one room. The privacy and learning of each class was not maintained in school.
- As the FGD was conducted in the school premises it was observed that many of the ABL materials were not used at school. This could be due to lack of teachers or due to over burden lack of initiative and pro activeness among the teachers.
- The parents overall not satisfied with the primary school teaching quality and class appropriate learning achievement of the children.
- They further said this lack of appropriate leaning achievement at primary school was reflected in the academic performance in the upper primary school.
- Further they said the awareness about the scholarship among the parents was lacking and many said due to which they couldn’t approach the school or concern authority to avail the same.
- They expressed their difficulty of providing academic help to the children. They said that many of them were not educated so lending academic help to children was not
possible to them so they wanted extra support at school for better education of children.

- Due to transportation issue the teachers couldn’t maintain timing, but the parents said it is a common issue of the village and didn’t blame teacher for not maintaining time. They said overall transportation needs to be improved to ensure both teachers timing as well as for the children who travel outside village for higher level of education.

- With regard to corporal punishment, they said that it has to be a correctional measure but shouldn’t instill fear for teachers. Because when the children subjected to high punishment they refuse to go to school. This can eventually lead to dropout.

**Relationship between Teacher and Parents**

- The parents said there was no communication between teachers and parents regarding the children performance. The school never conducted parents teacher meeting. Yearly once one meeting will be held that too will be in upper caste village only one representative from the colony parents will be called for.

**Opinion of education**

- The Parents said that the children neither possess appropriate level of learning for their class and age not employable. Therefore they felt that educating children was not useful.

- One parent told that their child who studies in 3rd std doesn’t know to read Tamil. Struggling to identify the letters. The parents said the children were not able to attain appropriate levels even in the vernacular language.

- Parents told that they spent a lot for education of the children to fulfill the wishes of the children but the expected outcome was not achieved out of education.

**Opinion on Girl Child Education**

- The parents who are young adults shown a positive trend of acknowledging the importance of education to the girl children and they said that they will treat both boy and girl in par. Whereas those who are in their late forty’s didn’t wish for higher education of girl child. This could be due to generation gap.

- One important factor expressed by the women were, it is mostly the man who takes the crucial decision. Even if the women wish for higher education their husbands were not interested to send girls for higher levels of education.
Women said that though they wish to send their girl children to school, their husbands are not interested to send them to school. This clearly shows the patriarchal power structure at home.

One male participant reported that “girls are more educated than boys in the current scenario”, the boys were not concentrating on education and getting dropout early.

The parents expressed the distance as one of the major constraint for girl education. They said the bus service was irregular and rate, so they cannot rely on buses for transportation.

After 10th std, many parents expressed fear to send the girl children out of home due to fear of teasing by boys and love affair.

The parents said as a common trend, mostly after secondary level education the girl children were dropped out and sent to job. The earned amount was accumulated for their marriage and with two to three years they get the girl children married.

**Allotment of Work to the Children**

The parents didn’t have any complaints related to allotment of cleaning and other task at school. They felt it was their school and if the teacher wanted any contribution from children it was natural. Further they said already there was lack of staff structure in the school so if any need arises then the children only has to help them out.

**Expectation**

In the village level they have got primary school, for upper primary the children have to travel in bus. Transportation was mentioned as one of the main hindrance for continuing education. They said there was no proper bus facility at the village level to go to school. The frequency was highly limited they get only one bus on school timing, if they couldn’t catch that bus the children had to take leave to the school.

Usually the buses were overcrowded in the morning, many times the buses didn’t stop at the bus stop. Due to this the children had to skip the school frequently. So their important need to continue education was expressed as proper transportation facilities to the village.
The parents envisage education for knowledge, future, better employment, to be independent and respected by all.

Parents said that only very few get knowledge out of education. They were spending money to get jobs for the educated youths.

Due to lack of employment of educated youth both educated and less educated were getting same respect, it is even low for the educated persons.

They said the uneducated are getting better wages than educated persons.

**FGD – Venmar Colony**

**Facilities provided at school**

The parents said comparatively the government school infrastructure facilities were better than the private schools. The school building was protected with well built compound walls.

There was no toilet facility for children in the school parents emphasized for the toilet facility at school mainly for safety concern, because the fear for reptiles was high.

Parents said that recreation facilities at school was not present, they said that these kinds of recreational activities may help to create attraction towards school.

Further they said the dresses given by the school were mostly unfit for the children and the quality was also bad. Within four to five washes the dresses got shrink. The colour pencil box was not at all useful. Overall the quality of the bag, dress, footwear and box were neither good nor useful. Hence the parents had to purchase all these things again which increased the opportunity cost of schooling of the children.

Midday meals were served only one time, second serve was never encouraged at school. The parents said sometimes food was taken for their cows. Mostly the eggs were insufficient for the children. So the children didn’t get egg everyday.

**Teaching Quality**

Parents said that children were struggling mostly in English and Mathematics subjects. So for these two subjects extra coaching from school was requested.

Further parents said that lack of English skill was mentioned as one of the key reason
for unemployment of educated youth in the urban city. Though the children study at
village the employment opportunities were not located here, mostly the employment
opportunities for the educated youth were located in urban area. To get employed in the
urban area English skill was a prerequisite. Since the children were studied at Tamil
medium with less scope of English language found difficult to get employment at urban
area.

- Therefore extra coaching for English was needed at school level to improve the
  employability of educated children.

- Parents said there was no discrimination at school, only the peers were engaged in
discriminative behavior. But the teachers never permitted such behaviors at school,
whenever such behavior was reported the teacher took immediate action to control the
recurrence of such instances.

- Parents said corporal punishment was needed at school to control the disobedient
  children and also to maintain discipline at school.

**Allotment of Work to the Children**

- The lower class children were made to work even for personal things of teacher like
getting greens from village and cleaning the tiffin box etc.

- Sometimes, male teachers used the higher class children to buy things from shops such
  as lunch, snacks and even cigarettes

**Opinion on Girl Child Education**

- Girls education was not given priority by the parents. The parents said as the girl
  children don’t belong to the maternal family, so even if they were educated they will
  not contribute the income to parents.

- Further if the girl was highly educated then they have to spend high dowry to match
  with the groom. For that reason also then parents didn’t prefer higher education for
  girls.

- Another prevalent reason mentioned by all the parents was fear of affair. Parents
  expressed more concern about losing respect in the community.

**Expectation**

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The parents said though the children possessed good knowledge, employment opportunity was not adequate. Many of the educated youth were under employed and get very low salary. So expressed need for improving the appropriate employability of educated youth.

For girls, skill development classes such as tailoring, weaving etc was requested to engage them after secondary school.

FGD – Radhapuram – MBC Village

Facilities Provided at School

- All the functions that are being conducted in school were done with good management.
- Parents shared that cleanliness and good drinking water facilities were maintained at school. There were enough bathrooms and classrooms for the children in the school.
- Headmaster and Physical education teacher inspects the mid day meals distribution, proper queue system was followed during mid day meals. Since headmaster was involved in checking the mid day meals food quality was good.

Teaching Quality

- There were instances where the teachers quarrelled in front of students at school. These kinds of incidences create bad impression about the teachers among the children. Further this will reflect on the discipline of the children.

- There were no inspection, verification and auditing being done at schools.

- Corporal punishment was given only when the children misbehaved and did mistakes. Some said that corporal punishment had created displeasure on schooling which lead to dropout.

- It was shared that the quality of teaching was not good, children didn’t exhibit any progress in learning.

- Parents feel that rather than government schools private schools have better discipline and produce good results.

Relationship between Parents and Teachers

- There was no parent teachers meeting being conducted and the parents didn’t know about the progress of their children in schools. They said there was no communication between school and parents and no information reaches them from school. Both the
school and parents doesn’t even know when the students bunk classes. So, parents prefer private schools rather than government schools to have better discipline and good results.

**Opinion on Education**

- The teaching in schools should be good and the schools should impart discipline to the children.

- The kind of education that was being provided doesn’t ensure employment in future. English knowledge was lagging among children hence more attention was required.

**Opinion on Girl Child education**

- The opinion on the girl education seems to be almost same across all the parents in rural areas. Hardly the parents support for higher education of girl children. The main reason stated was the girl children income will be enjoyed by in laws house so the investment was not fruitful to the parents. Higher the education higher the dowry amount expected which will increase the economic burden of the family. Most importantly respect in the community will be lost if they involved in any love affairs. So the maximum limit preferred was secondary level.

**Expectation from the school**

- Parents were not educated at a higher level, they were not able to provide necessary academic help at home. Hence they expressed there should be extra care given for the low performing children at school.

- Parents express the need of extra coaching for mathematics and English subjects

**FGD – Tharadapattu SC colony**

**Facilities Provided at School**

- The school has got adequate infrastructure facilities. But maintenance was not good.

- The school was located in the SC colony and the majority of the school strength was comprised of SC children and Muslim children.

- The parents said teachers were not taking initiatives to improve the maintenance of water facility and cleanliness at school.

**Teaching Quality**
• High corporal punishment was given to students which was one of the main reasons to dropout.

• Overall the teacher had bad impression about the children behaviour so instead of disciplining them they don’t pay attention to children from disadvantaged sections of the society.

• The teachers didn’t show concern for the children mostly they were accused and being cornered at school. Instead of inculcating good behaviours to the students, the kind of discrimination shown to children made them to get affected with bad peer influence.

• Though the school was located very near to the residential area high school dropout was witnessed in the village among both SC children and Muslim children.

• Parents reported prevalence of discrimination among the teacher at school. This was shown in seating arrangement, the children from colonies were seated at back benches. And even the class was separated based on the academic performance in the secondary level. Most of the SC children were segregated into one section. This restricts the opportunity of mingling with better performing peers and getting help from them.

• Further they said the teaching given to the section was also not same, the low performing children sections were given less preference

Relationship between Parents and Teachers

• There was no communication between parents and teachers.

• The parents explained one instance, when the children were suspended and said not to come to school for their mistake, the parents went and waited for whole day but the teacher didn’t even took time to explain why the punishment was given and never listened to the parents concern. The parents said the teacher have shown very less respect to them.

• Opinion on Education

• Education should be something through which people should get disciplined, knowledgeable and never get indulged in social evils. But this was not ensured in the school.

Allotment of work to the children
• Discrimination was highly prevalent in the school. The children were made to do all kinds of cleaning work at school. Sometimes the girl children were used as baby sitter for teacher children.

Opinion on Girl Child Education

• Overall the economic conditions of the family were low in the village. The girl children were dropped mostly at upper primary level and sent as domestic labour to Chennai and Bangalore cities.

• The parents don’t feel any importance of education for both girl and boy child, the overall opinion about the schooling was not good among the parents.

Expectation from the school

• The major expectation from school was equal treatment of all in the school.

• The low performing children should be treated on par with all children and should provide extra support to these children to encourage education among the children.

• The school should ensure discipline of children, knowledge attainment and should help children morally to not to get indulged in social evil activities.