CASE STUDY

The following are the information about the Case Studies of Five “Out of School Children”.

CASE STUDY – 1

*Health Problem has made me deprived of my right to education*

– Gunaseeli, 11 years old

Gunaseeli is an 11 year old girl. She is located in Marungapuri Panchayat Union. Her family marginalized and belongs to the Scheduled Caste (SC) and Hindu community. Gunaseeli has 3 siblings and including her there were 4 children for her parents. She belongs to a nuclear family that had led to lack of attention by the parents on her schooling. Her parents were working for daily wages in the agricultural sector. She was admitted in Government School for basic education. Her school is 2 km away and transport facility is inadequate to attend school from her home. So, she avoided schooling due to long school hours and also long time taken to travel since her home was not close by. Caste system and cultural issues (as she attained puberty) had prevented her from attending school but she managed to go to school for few days. Suddenly one fine morning she was severely affected by stomach ache and because of which she was long absent in the school. Finally, her poor health condition was a barrier to continue her schooling.

As an implication, she was not covered in school welfare programmes since she was out of school. This has made her family to fully depend on government assistance during the health crisis situation. She faced the difficulty to read, write and concentrate, as her touch with the school was permanently cut. Of late, she felt lonely at home and used to fight with her parents frequently to get the attention of the parents towards her needs. Hence, she became dropped out from school during her 5th Standard education. After that she started to involve in goat rearing work.
continuously, as motivated by her parents. Few days later she established the small livestock activity and started to engage her on full time basis.

Now, she feels that the parents and local community leaders did not help her to find solution to her cultural as well as health issues. She also felt that she is deprived of education. She realized that she has lost her education due to poor health and lack of adult guidance to sustain her school education by resolving her health problem. She suggests that many poor children like her need to have free breakfast in the schools since they were unhealthy and often remained without any food in the morning.

CASE STUDY – 2

_Sibling Care and Lack of Parental Support denied the right to education_  
– Kasimbegam, 14 year old girl.

Kasimbegam was a 14 year old girl. She hails from a broken family and located in Jeeva nagar, (Tiruchirappalli Corporation). She belongs to Muslim community and now living along with her guardian. She has 3 (other) siblings younger than her. She was attending the school for 3 days in a week and for the next three days she was taking care of the siblings in the absence of her parents. Meanwhile, the sudden death of her mother had made her to be fretted of life. When she was 13 years old, she was doing her 8th Standard education in the Government aided middle school, with the help of stipend amount received from the Government. After that she had to discontinue her studies the next year, as she had not received stipend amount. Kasimbegam dropped out from school after completing her 8th standard education.

The sudden demise of Kasimbegam’s mother forced her to take care of her younger siblings. On seeing the death of the mother, her father left the children and had quit the family. Then, she was engaged in household work and sibling care on full time basis under the custody of her aunty, as a guardian, who was her father’s elder sister. Her guardian was not concerned about her education and also did not
even give good food or purchase study material for her. Thus, the reason for being drop out from school was owing to the death of her mother. She stopped schooling at the age of 13 years in order to take care of her siblings, as she was the first born female child. Her household work at a very younger stage in life made her tired and she could not continue her education. She also never finds time for any childhood entertainments. She reported that her guardian used to beat her to do the household work properly on full time basis without any leisure time.

Kasimbegam also added that there was no one to provide support for her to continue her education. She said that there were few of her friends, who were not going to school like her due to their own parents’ discouragement to continue their study. She says that the Head Master and Teacher need to advise their poor illiterate parents and guardian for retaining her and also her friends in school to play and study in school. Though the school environment was not conducive to study, she used to play with her friends and sometimes the teacher used to tell stories or sing songs, which was interesting for her to attend school. Despite the fact that Kasimbegam was wishing for continuing her education, she was deprived of basic right to education owing to sibling care and absence of parental supervision. She feels that she has lost her childhood play, fun and also education due to sibling care and lack of parental support. Her few suggestions were that the school going poor children (like her) need two good quality uniforms per year (to be supplied by government), as the present supply of one set uniform was not in good quality and insufficient for daily wear. She also added that the stipend can be given to all the poor children equally till the completion of 12th standard.

CASE STUDY – 3

Migration in search for employment denied the right to education
– Anchalai, 11 year old girl.

Anchalai was an 11 year old girl. She hails from a marginalized family and lives below the poverty line. She belongs to Most Backward Caste (MBC) community and now living along with her mother in Anthanalloor Panchayat Union.
Anchalai has 2 siblings younger than her. Anchalai was dropped out from school while she was studying 5th standard. The reason for being dropped out from school was owing to the increased frequency of migration in search for livelihood. She also felt insecure and was scared to be alone in the absence of parents during migration.

Three years back, Anchalai migrated along with her mother from Kerala State. During that time, she found difficulty in getting admission in regular school due to non availability of migration certificate, ration identity card, etc. Even the mother was unable to get welfare assistance from government without ration identity card and without her father, who had left the family due to extra marital relationship. When she went to school, she was a slow learner and secured very low grade in the examination. She revealed that the other students used to tease her by comparing with other personalities, which led her to avoid schooling. She also felt that the teacher was partial towards the children, who were performing well. She got offended, when the teacher compared her performance with their other fellow class mates. Later, she developed fear for her teachers and also feared of examinations in school, which forced her to remain out of school.

Anchalai persistently reported that her teacher often punished her through beatings and scolding in front of all other children. She felt herself humiliated before other students. She has developed fear about school and did not have any intention of continuing. Her mother often goes out to other villages and towns in search of work like daily labour in construction of building, roads, etc. Consequently, Anchalai stayed out of school and denied of right to education due to migration of parents and irresponsibility of her teachers. She feels that she has lost her education like other children due to migration and lack of skills possessed by the teacher to guide her in a child friendly manner. As there was lack of child friendly attitude among the teachers as well as the local community, she concluded with few suggestions stressing that all the teachers need to understand the poor condition of the child and they should be friendly in teaching the lessons.
CASE STUDY – 4

Child Labour in Quarry
– Muthusamy, 12 year old boy.

Muthusamy is a 12 year old male child dropped out of school while studying 6\textsuperscript{th} standard in Government School. He hails from a marginalized family and lives below the poverty line in Thiruvarambur Panchayat Union. Poor income generated by the family is insufficient to meet the commitments of the family. He belongs to the Most Backward Caste (MBC) community and now lives along with his parents. He has 6 (other) siblings among which 5 were elders and 1 was younger. Out of the five elder siblings, 4 were married and settled separately and another one (along with one younger sibling) was at home with the parents. His parents have crossed their middle age with some health problem, which have prevented them to go for daily work. As he was not interested in studies, he used to cut the class frequently and he was engaged in playing with his friends, watching movie, etc. Though there was a play area in the school, he was not allowed to play, since the school was on the road side and sports materials were not available. Further, he expressed that many of his school going friends, who pursued their studies in various schools had the opportunity to play daily in their schools. But in the school, where he was studying, there was no chance for the children to play, who have least interest in studies like him. Thus, in their area the role of local government and local leader to fulfill the expectation of the children is a must to make the child attend school. As a result, he plays with friends, who were elder than him and have discontinued school earlier. This results in adapting negative behaviour towards education and he regularly left the school. Parents and teachers when asked him to attend school, he had threatened that he will attempt suicide if any one forces him to go to school.

Finally, Muthusamy’s life was engrossed in child labour practices once he was out of school. Extreme poverty situation forced him to become a child labourer taking up traditional occupation in hazardous quarry industry. There he was experiencing adult behavior by constantly mingling with adults in the work spot. Influence of adults resulted in developing unhealthy and immature habits of adults and this led him to develop no high expectations in life.
Quarry being the hazardous and unorganized sector Muthusamy encounters accident often and gets hurt frequently. Thus, as he had practiced this unskilled labour in the young age, he met with an accident and got injured in a finger while working. Health hazardous was perceived more in the life of Muthusamy. He had become anaemic, since there is no nutritious food available regularly at home like that of the food provided in school and also he was taken to hospital by his parents to improve his health condition. Thus, the implication of exclusion in school health programmes, since he was out of school, has made his family to fully depend on government assistance. Muthusamy was deprived of childhood formation due to poverty that led him to become a cheap child labourer. He expressed that though he was responsible for his life, which was ruined because of child labour as well as poverty, he wanted his parents to be economically balanced with the support of government in order to look after his younger sibling.

CASE STUDY – 5

*Forced Begging affected my quality of life*

– *Selvamani, 9 year old boy.*

Selvamani is a 9 year old boy. He hails from a deprived family, which is below the poverty line. He was living with his parents, who were fortune tellers and earned a very little income that they were unable to meet the demands of the family. He was residing in Thathaingarpet (T. Pet) Panchayat Union. His parents were illiterate, leading an ignorant life and belong to Scheduled Caste (SC) community. His parents have 6 children including him. Among his 5 siblings, 3 were elder and 2 were younger than him.

Selvamani was never enrolled for education in any school and resided in rural area for many years. The root cause for not enrolling in school was the extreme poverty encountered by the family and the ignorant status of his parents. As he was leading life in the out of school environment from the beginning itself, the begging practices were easily motivated in him by the parents, who are traditional beggars.
On the other hand, as his parents had availed loan (to run the family for feeding, paying rent, etc.) he was engaged in begging for meager earnings in turn to pay back the loan availed. Further, this kind of indirect idleness of his parents resulted in him shouldering the family responsibilities.

Family circumstance has driven him to practice unhealthy activities in the young age. Parents want him to earn a living and they found to be inefficient to mend him and sort out his difficulties. At the same time, his lackadaisical attitude also was a hurdle to join school as well the parent not capable to deal with him. Thus, the child (Selavamai) felt that in their area some other poor parents have received help from government for their family well being but for his family there is inadequate support from government schemes and in turn his parents’ poor care and support had made him to be never enrolled in school. Selvamani was forced in begging by his parents and by which he earned a minimum income at the end of each day. He is deprived of love and care and also the basic right to education because of extreme poverty. While begging, as he used to see rich and upper class people, he seems to be worried that he had no life like other healthy children, who were living in sophisticated family.