ACADEMIC CHALLENGES FACED BY FIRST GENERATION LEARNERS IN AN
NGO-RUN SCHOOL VIS-A-VIS GOVERNMENT SCHOOL IN THE NAINITAL
DISTRICT (UTTARAKHAND) OF NORTHERN INDIA

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Abstract

This research study is aimed at analyzing the challenges faced by first generation learners in two different schooling environments and draw comparisons among the two schools in terms of the challenges faced by respective students. Two broad influencing factors with respect to students’ challenges have been identified as parental support and teacher intervention. The study makes certain common challenges faced by the entire sample size of students of both the schools as well as distinguishes certain challenges which are specific to one particular form of school. It is to see to what extent a non-government school has been able to address the concerns of first generation learners in comparison to the government school. With several similarities among the contexts and challenges faced by our respondents, through better teacher intervention and exposure to several co-curricular activities the degree of challenges faced by the students of non-government school are marginally lesser than those of the government school students.
INTRODUCTION

The term ‘first generation learners’ (FGL) here refers to the students who are the first one in their entire generation to go to school and receive an education or whose parents have attended the formal education system up till primary level of schooling. These children face a multitude of academic, psychological, socio-economic and cultural challenges. This research project investigates the academic challenges faced by first generation learners in terms of classroom challenges related to course content, method of teaching, regular attendance, assessment and participation in co-curricular activities. It also looks at how parental support affects these transactions. For this study, first generation learners are considered as those children whose parents have either no education or dropped out after 8th grade.

The geographical location of our research is in the hills of Kumaon which has its peculiar daily life challenges. The terrain demands a lot of physical effort and most of the students walk a long distance every day to reach school. Poor infrastructure facilities leave very few opportunities for employment, typically, agriculture, joining the military or manual work. Families of first generation learners largely fall into these categories. Their economic level is quite low in terms of disposable income. The research project was conducted at an NGO-run elementary school and a government school of the same locality. Average literacy rate of the surrounding three villages\(^1\) is 79\% (Census, 2011). The study investigates the academic challenges faced by elementary level school students; a period of great significance for the following educational experience of a child.

\(^1\) Peora, Satoli and Satkhol
LITERATURE REVIEW

First generation learners are ‘disadvantaged learners’ who are disadvantaged from an educational and economic point of view. They are considered to be linguistically deficient, academically unsuccessful and socially and economically backward\(^2\). Most of these learners are children of agricultural laborers, bonded laborers, and civic-sanitation workers with no educational background. These learners do not have any parental support as their parents are illiterate or have received basic education only up till 8\(^{th}\) standard. Very often parents take their children to work in agricultural field so that they can contribute towards the family’s income. As a result, many of these learners remain under-achievers, school dropouts and failures in academics which is directly related to the opportunities they get later in their lives. Due to their poor academic backgrounds, first generation learners are often labeled as ‘dull’ or ‘backward’ and this may create similar identities in such students once they accept their roles.

\(^2\) An Ethnographic Study with First Generation Learners
In literature, first generation learners are the first one in their entire generation to go to school and to receive education. Due to their nature they have been termed as ‘special need children’, who are low on academic achievement, have characteristics such as inferiority complex, lack of initiative, maladjustment and an underdeveloped personality (Ghosh, 2014). The factors identified that affect their academic behaviors are numerous and complex like working outside school in income generating activities (majorly due to their low economic status), lack of personal and family knowledge regarding education to direct or motivate them. Education is seldom seen as a ticket to economic and thus social stability as class is one of the major factors which intersects with academic behavior and choices (Snell, 2008).

Ghosh states that first generation learners may find themselves “on the margins of two cultures” and have to often renegotiate relationship at school and at home to manage the tension between the two. The teachers have both implicit and explicit beliefs on their roles with regard to FGL. Questions like- ‘Why must we have these children (who do not have any use of education in their lives as they are tend to fill into their parents shoes) in school?’ question the basic existing social norms (Jha & Dhir, 2002). Statements like this call for understanding the context within which children, their parents and communities live which are often intertwined with caste and religious identities. Prior research has substantiated that among the very poor and girl children the importance of education falls even lower as family survival goes further down (Ramachandran & Saihjee, 2002).

Based on the available studies conducted around the challenge faced by the first generation learners in India, these challenges can be categorized in four major parts:

i. Socio-economic and cultural,

ii. Educational environment at home,

iii. Academic challenges inside classroom and

iv. Psychological or non-academic challenges.
Apart from these major categories, some other set of challenges like parental challenges in terms of dealing with the school as an institution are quite important as there is greater commitment towards education among parents who see the linkage of education with power all around them. Findings suggest that it is parental commitment to schooling which keeps children in the classroom, even at the cost of additional debts and hardships (Jha & Dhir, 2002). Parents of first generation learners often find the school environment completely alien to them and this poses a big hurdle for them to interact with the school on a regular basis. The attitude of the school towards these parents can further make it difficult for them to approach school. Parents’ commitment thus, emerges largely as a cultural force influenced sometimes by political movements or by long term visions, or by hopes of future employment (Madan, 2005).

**OBJECTIVES**

- To study the nature of interaction between teachers, peers, parents and first generation learners

- To compare and analyse in-classroom academic challenges faced by the first generation learners in an NGO-run school vis-à-vis in a government school

**RESEARCH QUESTIONS**

To understand the nature of academic challenges faced by first generation learners in an NGO-run school as different from those who are in a government school. The study also aims to investigate how successfully the NGO has been able to address these challenges (if at all) in comparison with government school.
RESEARCH METHODOLOGY

The methodology has been precisely mixed. The study uses a positivist, objectivist and deductive approach. While descriptive statistics have been used for quantitative analysis; open coding is used to analyse qualitative data. The primary method for data collection was through oral interviews. Interviews were conducted with first generation learners and teachers of both the schools to understand the classroom level challenges faced by the students. Parents of the same first generation learner students were interviewed to study the nature of their support and motivation towards their child’s education.

Fifteen students were selected and interviewed through Purposive typical case sampling method from each educational setup and parents of the selected participants were also interviewed. Sample group was selected on the basis of parents’ formal educational experience, that is, those who have no educational experience were preferred. Also, theoretical sampling was used as the earlier decided target group of primary students were reconsidered as older children were able to give concrete responses which provided us with clearer insights. Though the government school has been treated as a single entity, the sample size was taken from two government schools to present an overall view of the public school system in the locality and the comparison between govt. schools and an NGO run school becomes more insightful.

Target Group for our research comprises first generation learners from primary to middle school students, school teachers and parents of first generation learners.
SIGNIFICANCE OF THIS RESEARCH

The context of this research has significance for illiterate parents and their children who, as the literature suggests, suffer from various forms of academic and non-academic challenges. Intention is to help school prepare itself to address these challenges effectively in order to support first generation learners continue their education. Our study attempts to find the academic challenges specific to classroom which the school may incorporate to accommodate first generation learners in its daily classroom transactions. We believe such findings would be useful to school and also to first generation learners and their parents in feeling more inclusive.

LIMITATIONS OF THIS RESEARCH

This research was carried out in a specific context and the findings thus cannot be generalized. The definition of FGL’s itself has been modified for conducting this research. Due to time constraints, this study has not taken into account any impacts that might have been causal results of sociological factors like caste, class and gender. The study does not compare any educational outcomes of the first generation learners of both the schools.

ETHICAL CONSIDERATIONS

- Projecting an ethos that will encourage trust with research participants.
- Guarding against biases in collecting and reporting evidence.
- Avoiding plagiarism.
- Ensuring informed consent and confidentiality of participants.
- Sensitivity in interactions with children and on issues that can have consequences on the lives of research participants.
- To publish and promote the results of research including making data available for the use of researchers in the future.
FINDINGS AND ANALYSIS

Findings and analysis of the data collected for this study are categorized into three major parts;

i. Parental support,
ii. Teacher intervention,
iii. Challenges faced by first generation learners

PARENTAL SUPPORT

Parents’ social background in both the school setups is homogenous in nature as they reside in the same community and are employed in similar occupations. However, their economic background may vary slightly as families whose children are admitted into the NGO-run school have to pay fees (it offers scholarships to students belonging to low income groups and most of the FGLs are included in this category) while those whose children are admitted in government school get free education. For most of the families sending their children to government school, there is an acknowledgement that without financial support, education is inaccessible. Raman (name changed), a parent responded that ‘the help by the government like providing free books, school dress etc. has enabled them to send their child to school which earlier was unaffordable.’ In case of NGO-run school, there are two FGL families in the given sample size whose scholarships have been revoked and now plan to move their children to government school the coming academic year, one of them said that ‘going to school is important even if they don’t study anything as sitting at home and doing nothing is worse.’ It can be safely concluded that majorly FGLs come from a low economic background and are dependent on outside sources to gain access to education.

Another indicator suggesting the same is the availability of ‘pocket-money’ with children to spend on either stationery or food items. 93% of the students from the NGO-run school agreed to have access to pocket money as compared to 47% from the government school. Such economic factor may help students in supporting their education and also act as an incentive which might motivate them to attend school. Further, 73% of the NGO-run school respondents have access to books other than course related, suggesting that families with better economic condition facilitate their children’s education through investing in such resources. Interestingly, the same percentage of respondents (73%) from government school
does not have access to such resources at home. This may be due to the use of these materials in NGO-run school and the emphasis on co-curricular activities that has transcended itself into the home environment of the child and vice-versa can be applied to the government school. However, this does not seem to have an impact on students’ educational aspirations, as 40% government school children aspired to complete college in contrast with 33.34% from the NGO-run school.

Academic support from parents is limited due to their own lack of education or lack of time to spend with their children. With the exception of one family, it is the father who has received more education than the mother, however mothers interact more with the school system (60%). The general understanding is that the father goes off to work and so the mother is the only one available. Even when it comes to encouraging the child to study, it is the mother who makes the child sit in her presence to make sure the child studies uninterrupted for some time. Even though they cannot provide any academic help, this act in itself implies that education is considered important and as something valuable which may motivate the child to study. Parents who had received some education expressed that their knowledge has become outdated now, referring to the new body of knowledge or textbooks that are available to children at present. Ramah (name changed) said that ‘the earlier Math is of no use for these kids (like learning tables of 1/2 and 1/4).’ He is therefore unable to follow-up with their education. Also, as the child moves towards higher grades, parents find it difficult to provide support for them academically and financially as compared to primary level. Manahan (name changed), who sends his children to government school stated that ‘the scholarship received for his younger daughter’s education is spent on the elder one (who has none) as the school provides everything till 8th class and so that extra money can be used on higher education (above 8th class)’. English stands out as an alien subject for all parents interviewed in this study, which combined with poor teaching resources reflects in students’ performance as well. 80% of all the students interviewed find English as the most difficult subject.

Level of parental support is to a large extent similar in both the school set-ups. (refer figure 2) Parental support is a combination of variables like monetary support, frequency of school visits, motivating the child to study, following up on school work and providing support in homework. With regard to reacting on their child’s poor performance, 53% of NGO School parents resort to scolding while government school parents are divided on the matter- 33% motivate the child to work harder while the other 33% are indifferent towards their child’s
performance (refer figure 5). Parental motivation to work harder in next exams was observed to be for 13% of the first generation learners in NGO-run school which is quite lesser than that of government school students (33%) (refer figure 3). The motivating response by the parents of the government school could be to facilitate the gap generated by the indifferent response of government school teachers towards student’s poor performance.

Figure 2: Parental Support in ABS and Government school

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<thead>
<tr>
<th>Parental Support</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
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<tbody>
<tr>
<td>NGO</td>
<td>4</td>
<td>6</td>
<td>5</td>
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<tr>
<td>Govt.</td>
<td>5</td>
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The present literature suggested that FGLs have high dropout rates as the parents see no use of education and put them to work at an early age so as to contribute towards the family’s income. But findings of this research suggest the complete opposite. Education is seen by parents as a means to bettering their present living conditions and a way out of poverty. Ramadi, mother of a student in ABS explains that ‘the child is encouraged to study to better her own living conditions in the future.’ The parents are ensuring their children’s education as they themselves could not get educated. 42.1% of parents explicitly stated that they saw education as a ‘way out of poverty’. As a form of encouragement, parents tell their children that they work hard to support their education, and so children should consider and work hard in their studies for various reasons like better standard of living, moving to the city etc. All parents showed willingness to continue their children’s education as per their wishes and their academic performance but felt that they could not force children to study.

Some are also filled with this ‘dedication’ to support their children’s education as they themselves could not study. Parents also try to provide as much non-academic support as they can to their children so that they can study uninterruptedly. Parents also support their child’s education by sending their children regularly to school and even avoid social commitments if need be. Kamala encourages her child to study by sending her to school regularly, even during festivals - ‘If we have to go somewhere we postpone our plans for the weekend.’ There is therefore emphasis on studying regularly. A few of them also said that they keep their children out of the household chores so that they can study. Parents persist to provide non-academic support as much as they can. In terms of active engagement with school, the results show differences in parental visit to school between both the school setups. 80% of the NGO
school students indicated that their parents visit school twice or more than twice a year while 46.67% indicated the same frequency in govt. schools.

Figure 3: Reaction on Students’ poor performance (in %)

TEACHER INTERVENTION

Teachers of both the schools agreed to have felt a difference between first generation learners and non-first generation learners as ‘they are not so open as compared with other kids’. Their homework mostly remains incomplete. A teacher expressed that as these children move to higher classes their participation in co-curricular activities decreases. Moreover, (by now) ‘they have accepted they cannot study’. They also learnt reading very late (when they reach class 4). Teachers also felt a need to pay more attention and spend more time on these students. Implementation of the same, however, was observed to be different in NGO-run school and the government school. Teachers of NGO-run school are able to provide extra support to the first generation learners through remedial classes as well as in-class assistance.

According to the teachers, due to lack of parental support at home, FGLs have troubles in completing their homework. Government school teachers blamed the ‘no-detention’ policy for the poor performance of FGLs as now the children have no fear of lagging behind and therefore do not take studies seriously. Interaction with peers and teachers is inclusive in nature unlike what the literature review suggested that there is an exclusion of FGLs and school is an alien entity but apart from academics FGLs don’t seem to face any problems.
“A student has to study on his/her own. It doesn’t matter to be a first generation learner if one is motivated and works hard. The eldest sibling has more responsibility in such situation and one has to support his/her younger siblings in their education as well.”

— A first generation learner turned teacher.

Teacher interaction with parents of first generation learners was found to be satisfactory by parents of both the schools. The purpose behind these visits in the NGO-run school is Parent-Teacher Meetings (held twice a year to hand over the term results). While in Government schools the majority (55.5%) visit the school for PTMs, a sizeable number (44.4%) visit the school only to receive books, uniform etc. While the frequency of visits is not high, some parents share a healthy relationship with the teachers as they are from the same community; the familiarity helps them talk to the teacher outside the formal school setting. A parent from the NGO School responded ‘interaction is helpful and friendly as they are part of the community and share a deep understanding’. Even in the government school, one teacher was termed as ‘gaon ki beti’ (daughter of the village) as she used to live in their village before getting married. Parents perceived teachers to be making best of their efforts and none expressed any feeling of exclusion by the teachers towards them or their children. Raja (name changed) whose child studies in the NGO school and has difficulty in English and Math feels that his children are 'buddhu' (a fool), so there is no point in making them sit and study. Here the child is labeled by the parent rather than teachers or peers as (Ghosh, 2014) had suggested in his study. Even the government school parents hold the same view and feel that the teachers are doing the best they can as they have other administrative duties and giving individual attention to every child is not possible. This offers a contradiction with the literature reviewed which suggested teachers forming exclusive behavior towards first generation learners and their families.

Teacher intervention falls in the medium category for the NGO-run school (refer figure 4); while in the government school the numbers are close in medium and low range. Teacher intervention is a combination of variables like teacher making a student sit in the first row so as to pay attention to her, level of teacher interaction within the classroom, and level of teacher concern regarding the child’s performance.
The reaction on students’ poor performance is worrisome in the government school as 67% of the FGLs responded that teachers show indifference towards the matter while 47% of NGO FGLs responded that their school teachers resort to scolding (refer figure 3). The student-teacher interaction is high in the NGO school- 53% as compared to government school- 40%. NGO school teachers show frequent concern towards FGLs learning levels (67%), than government school teachers (53%). As a result of which students feel more confident in asking questions in the NGO School (53%) than government school students (40%) (Refer figure 5).

**Figure 4: Teacher intervention in the NGO and Government school**

<table>
<thead>
<tr>
<th>Teacher Intervention</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
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<tbody>
<tr>
<td>NGO</td>
<td>2</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Govt.</td>
<td>3</td>
<td>7</td>
<td>5</td>
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</table>

**Figure 5: Student – Teacher Interaction**
CHALLENGES FACED BY FIRST GENERATION LEARNERS

The challenges faced by the respondents have been operationalised in terms of student confidence. Other factors attributing towards the challenges faced by first generation learners are related to the distance to the school, any form of exclusion by peers or teachers, course content, method of teaching, assessment and participation in co-curricular activities.

All the 30 respondents admitted to be engaged in some form of household chores such as fetching water, cleaning, washing and taking care of younger siblings. It may not be counted as challenge itself but may take away possible study time.

Interaction with peers and teachers is normal unlike what the literature review suggested that there is an exclusion of FGLs and school is an alien entity but apart from academics FGLs don’t seem to face any problems. In fact the NGO school teachers take remedial classes for these children, specifically English. The teachers pointed out that these students’ homework mostly remains incomplete suggesting the possible challenges one might face to do so.

Government school is more accessible in terms of distance as the average time taken is 28mins as compared to 41mins for the NGO school. Government school being present in every village is closer to students’ homes. As mentioned earlier under parental support, availability of stationery and money to spend varied for first generation learners in both the contexts. Interestingly, such motivation does not seem to have any impact on their educational aspirations. 10 out of 15 respondents (66.67%) from the NGO school showed desire to study till graduation while 12 out of 15 (80%) from government school indicated the same aspiration, in a situation which does not seem to provide them motivational factors like books and money to spend.

No student from our study has access to tuitions which makes both the schools sole responsible for imparting education. English as a subject is a major challenge for first generation learners and 70% of all the respondents find comprehension and reading as the difficult areas. Lack of parental support as well as schools’ own limitation in teaching English would further contribute to the difficulty of the subject itself. Notion of exams were observed to be fearsome among many first generation learners. In present times, when students cannot be detained in the same grade, exams are still seen important in order to move to next grade by 47% of the respondents representing both the schools. 27% of the
students from NGO-run school feel scared of exams while 47% from government said they feel the same. A possible reason for the same could be that parents see marks as a key indicator of their child’s academic performance in school. For some students, further education is directly connected to their grades forming an anxiety towards examinations. Figure 3 represents students’ responses when asked about how their parents and teachers react towards their poor performance in school exams:

Parents of the government school going students are motivating their children to work harder next time, probably, as to facilitate the gap generated by indifference of government teachers.

In figure 6, level of student confidence is calculated (Appendix 3) to indicate to what extent schools have been able to create an environment which provides first generation learners space and opportunities. Again largely, these findings show similar responses in both the schools suggesting a narrow difference between NGO and government run schools. However, the NGO-run school provides many opportunities to engage and participate in various co-curricular activities compared to the government school.

**Figure 6: Student confidence in NGO and Government school**

<table>
<thead>
<tr>
<th>Student Confidence</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
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<tbody>
<tr>
<td>NGO</td>
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<td>4</td>
</tr>
<tr>
<td>Govt.</td>
<td>0</td>
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**CONCLUSION**

The challenges faced by first generation learners in both the contexts are to an extent similar which can be attributed to their similar socio-cultural backgrounds. As an educational institution the NGO-run school seems to have marginally higher teacher intervention to address the concerns of such students. Numerous co-curricular activities are introduced to the NGO school children, thereby providing them more exploration opportunities for all-round development. This is lacking in government schools which concentrate only on academics and exposure to co-curricular activities is minimal (one sports event in the entire academic year).
Combining the impact of factors like teacher intervention and parental support on student confidence in terms of the challenges faced by them, it is observed that the challenges faced by first generation learners at the NGO-run school have somewhat lesser degree of impact than the challenges faced by their counterparts at the government school.

This creates an imbalance which could be attributed by lack of parental support. This may be due to parental motivation and student aspirations which are higher for government school children. In both the cases the microsystem of the child is not in sync which in turn affects her development and learning levels.

It emerged during the study that elder siblings play a crucial role in supporting education of younger ones. In many cases, elder siblings are observed to help the respondents in their studies. In our sample size all the FGLs who have elder siblings responded that they receive help from them in homework and their notebooks are checked by them. Also, the responsibility of household work lies solely on their shoulders and the younger siblings are relieved from them. These dynamics could be explored through further research in future and study how lack of parental support in academics can be overcome by educating the eldest child in the family. None of the literature reviewed for this study had highlighted this factor.

Exam marks being the only form of indicator for parents to follow up on their child’s performance and thus in deciding a child’s further education, it becomes important that results are actually reflecting child’s knowledge. A comprehensive and continuous evaluation (CCE) approach to assess students could work towards it and also help in reducing child’s anxiety towards examinations. This contributes as a major factor in deciding a child’s further education. Amaya (name changed), who sends her children to government school explain- ‘the elder child entered schooling at a later age and is unable to cope-up with the studies... the age of learning has went by and so she will only study till 8th class as education is of no use to her. However she (pointing towards the younger child) can study as much as she wants.’ Many parents expressed this view that as far as their child is doing well in studies they will continue their education. Therefore, it is important for the child to perform well in school so as to reduce the dropout rates.

To conclude, “Those who are first generation learners today should be facilitated with proper educational opportunity. But as and when they get education and employment, their next generation no longer remains first generation learners”.

- Shovan Ghosh
References


APPENDIX

Calculation of the figures

Figure – 1

Parental Support is a combination of factors like frequency of parental visit to school, motivating children to study at home, following up on child’s performance and supporting child in home-work. Respondents who answered ‘yes’ for all the factors were attributed with high parental support and so on.

Figure – 2

Teacher Intervention is a combination of variables like making a first generation learner sit in the front row in classroom, often interacting with first generation learners and often showing concern in first generation learners’ studies. Respondents who answered ‘yes’ for all the factors were attributed with high teacher intervention and so on.

Figure – 3

Student confidence is a combination of first generation learner often asking questions to teachers, participating in co-curricular activities on one’s own and not finding exams fearsome. Respondents who answered ‘yes’ for all the factors were attributed with high student confidence and so on.

Questionnaire for First Generation Learners

• Socio-economic background

  i. How much time does it take you to reach school from your home? ____ Minutes.
ii. Do you work at home? Yes/no

iii. What kind of work do you usually do at home? Farm, cleaning, cooking, cattle, taking care of siblings

iv. Do you take tuition? Yes/no

v. Till what level would you like to study? 8/10/12/college.

vi. Do you have books at home? How many?

vii. Do you get any money to spend at school?

- **Academic Challenges**

  i. Where do you usually sit in the classroom? Front/Centre/Back

  ii. Do you sit with your friends or does the teacher decide where you sit?

  iii. How do teachers talk to you in classroom? How often? Once in a period, 2-3 times, never

  iv. Do teachers come and ask you if you are finding any difficulties? Frequently, sometimes, hardly

  v. Do teachers check your classwork?

  vi. Do you ask questions to teachers in the classroom? Often, sometimes, hardly

  vii. Rate the subjects according to the difficulty level (English, Math, Hindi, and EVS)

  viii. What do you find difficult about ____?
ix. Are you able to understand whatever teachers teach you in classroom?

x. What do you think of exams?

xi. How much important exams are?

xii. What happens if you fail/get lesser marks in exams? Reactions by parents, teachers, peers


xiv. Do you participate in the school activities? Yes/no, Which? (sports, dance, singing, art)

xv. How often do you participate? Every time, most of the times, sometime, hardly ever, never

xvi. Do your teachers or friends encourage you to participate in these activities? Yes/no

xvii. Do all your classmates let you play with them? Yes, not all, a few, none.

xviii. Do you meet your classmates apart from school hours?

- Parental Support

i. How often does your parents visit school? Do they talk to your teachers? Once a week, once a month, twice a month, Half-yearly …

ii. Who comes more often to meet the school teachers? Mother/Father

iii. Do your parents encourage/motivate you to study?
iv. Do your parents check your notebooks, diary, and results? How often? Every day, most of the days, some days, hardly ever, never

v. Do they help you in your homework?

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**Semi-structured Interview for Parents**

i. Level of your education – Grade ____

ii. How often do you visit school teachers? Once a week, Once a month, Twice a month, Half-yearly …

iii. For what purpose? Paying fees, PTM, teacher calls, approach on your own

iv. Who goes more often to meet the school teachers? Mother/Father

v. Do you help your child in homework?

vi. Do you check your child’s notebooks, diary, and results? How often?

vii. How do you follow your child’s performance in school?

viii. How do teachers interact with you?

ix. How much do you spend on your child’s education? Do you buy stationery, story books, tiffin box etc.?
x. Do you give money to your child to spend at school?

xi. How do you encourage your child to study?

Semi-structured Interview for Teachers

i. Do you find any difference in teaching FGL and SGL?

ii. What kind of difficulties do you find in teaching them?

iii. Any specific subject you find difficult to teach?

iv. How much parental support do FGL get?

v. How frequently do they visit you and for what purpose? Paying fees, PTM, when you call them, approach on your own

vi. Do you feel such students need get more attention?

vii. Do these students come regularly?

viii. Do these students come with their homework done regularly?

ix. Where do you find such students sitting in the classroom?

x. How do they interact/participate inside classroom with you and peers?

xi. How are their peer groups formed? Size

xii. How do FGL perform in co-curricular activities?

xiii. How do FGL perform in exams compared to SGL?
-End of Report-