



அரண்

பன்னாட்டுத் தமிழாய்வு மின்கனிதழ்

(Peer Reviewed - Journal Multidisiplinary)

ISSN: 2582-399X

காலாண்டு இதழ்
(ஜனவரி, ஏப்ரல், ஜூலை, அக்டோபர்)
ஆகிய மாதங்களில் வெளிவரும்

EDITORIAL BOARD

Founder / Editor in Chief

Dr PRIYAKRISHNAN

Publisher

MR P. JAYAKRISHNAN

Editorial Board Members

Dr V SELVAKUMAR

Professor And Head of The Department of Maritime History and Marine Archaeology Tamil University, Thanjavur, TamilNadu, India
selvakumar.v@tamiluniversity.ac.in

Dr. S. KAVITHA

School of Indian Languages and Comparative Literature, Tamil University, Thanjavur. TamilNadu, India

Dr.K.DAYANIDHI

Assistant Professor & Head i/c , Department of Vaishnavism , University of Madras, TamilNadu, India. dayanidhi@unom.ac.in

Dr O.MUTHIAH

Professor of Tamil, The Gandhigram Rural Institute (Deemed to be University) Gandhigram - 624 302 Dindigul District, TAMIL NADU

DR UMADEVI

Professor In Tamil, Department of Modern Indian Languages And Literary Studies University of Delhi, Delhi . dumadevi@mil.du.ac.in

DR JAGADEESAN.T.

Assistant Professor of Tamil, Department of Indian Languages, Faculty of Arts, Banaras Hindu University, Varanasi- 221005, Uttar Pradesh, India.

EDITORIAL BOARD

DR SENTHIL PRAKASH.S

Teacher – in- charge/Assistant professor (SG),Department of
Tamil, Institute of Languages, Literature& culture,
Visva – Bharathi University,Santiniketan, West
Bengal, India -731235

DR R TAMILSELVAN

Assistant professor, Aligarh Muslim University, Uttar Pradesh,India-202002

Dr SWARNAVEL ESWARAN

Associate Professor Departments of English, and Media and Information
Michigan State University. USA. eswaran@msu.edu

Dr SILLALEE A/L S.KANDASAMY

Assistant Professor University Tunku Abdul Rahman (UTAR), Sungai Long,
Cheras, Selangor, Malaysia. sillalee@utar.edu.my

Dr (Ms.) NILANKA LIYANAGE

Senior Lecturer in Dance ,Department of Dance,Drame&Theatre Arts,
Swamy Vipulananda Institute of Aesthetic Stidies,Eastern University Srilanka

Mrs THULSIVANTHANA UDAYASHANKAR

Senior lecturer Gr II in English, Swamy Vipulananda Institute of
Aesthetic Stidies ,Eastern University, Srilanka

Dr KANDASAMY

Asst Professor Department of History, Rajus college
Rajapaalayam Madurai Tamil nadu herostone78@rrc.edu.in

Dr S. KARUMPAAYIRAM

Junior Research officer,Central Institute of Classical Tamil,
Chennai-600100

அரண்

Aran

பன்னாட்டுத் தமிழாய்வு மின்னிதழ்

International e Journal of Tamil Research

EDITORIAL BOARD

Dr B. DHANANJAYAN

Associate Professor, Sir Theagaraya College, Old Washermenpet,
Chennai - 600 021.

Dr P.SEKAR

Assistant Professor, Department of Education, Govt. Institute of Advanced Study
in Education, Saidapet, Chennai-600015. sekar@iasetamilnadu.ac.in

நிறுவனர்/பதிப்பாளர்/நிர்வாக ஆசிரியர்

இதழாக்கம்

தீரு ம. ஜெயகிருஷ்ணன்

முதன்மை ஆசிரியர்

முனைவர் பிரியாகிருஷ்ணன்

+917299587879

www.aranejournal.com

aranjournal@gmail.com

அரண் பன்னாட்டுத் தமிழாய்வு மின்னிதழில் வெளிவரும் ஆய்வுக்கட்டுரைகள் அனைத்தும்
(Peer Review)பீர் ரிவியூ செய்யப்பட்டு பதிவு செய்யப்படுகிறது என்பதைத்
தெரிவித்துக் கொள்கிறோம்.



அகத்தினுள்

தொல்காப்பியச் சொல்லதிகார உரையாசிரியரான தெய்வச்சிலையாரின்
பிற உரை நுட்பங்கள்
முனைவர்.வி.சேகர்

தொல்காப்பியப் புறத்திணையியல் வெட்சித் திணையில் பாட வேறுபாடுகள்
கு.செந்தமிழ்செல்வி

எட்டுத்தொகை - 'குறுந்தொகை'யில் செலவழாங்கல்
ஆ.கவிதா

சங்க இலக்கிய அகநூல்களில் உடன்போக்கு
மா.மகேஸ்வரி

சங்ககால அலைகுழிகளானப் பாணர்-கூத்தர் ஒப்பீடு
ப. நந்தினி

களவுத்துறைத் தலைவன் கூற்றுகளில் தொல்காப்பியரும் திருவள்ளுவரும்
திருமதி.கோ.சரண்யா

புறநானூற்றில் வல்லாண்முல்லைத் துறை உணர் த்தும் போர்
ப.சிவாஜி

பதினெண்கீழ்க்கணக்கு 'திரிகடுகத்தில் கல்விச் சிந்தனைகள்
இரா.தீபலெட்சுமி

பதினெண்கீழ்க்கணக்கு அறநூல்களில் 'திரிகடுகம்' வலியுறுத்தும் புனை நெறி
இரா.ஹேமலதா

சிலம்பில் அரசியல்
மு.உமாமகேஸ்வரி

அகத்தினுள்

திருநாவுக்கரசரின் இறைநெறிக் கொள்கைகள்
முனைவர் ச.வைத்தீஸ்வரன்

திருமூல நாயனாரின் இல்லற அறங்கள்
முனைவர் ஹ.விஜயலட்சுமி

பெரியபுராணம்: நாயன்மார்களின் அறச் சிந்தனைகள்
ப.பிரபு

திருமாலின் அவதாரங்களும் குறியீடுகளும்
சா.ஜனார்த்தனன்

சிற்றிலக்கியங்களில் வைகுந்த வழியாட்டு முறைகள்
திருமதி நா.நித்யா

நடன குஞ்சிதபாதம் எழுதிய மதுரைக் கதம்பத்தில் காணலாகும் உத்திகள்
கி. ராஜ்குமார்

தர்காவும் விளிம்புநிலை மக்களும்
முனைவர் மெள.அஸ்கர் அலி

இந்தியத் தத்துவத்தின்வழி இலக்கியத்தில் இருத்தலியல்
முனைவர் நா. ஜிதேந்திரன்

சங்கதி புதினத்தில் பெண் பாத்திரப்படைப்புகள் ஓர் ஆய்வு
ரா.சந்தியா

ஜெயமோகனின் வெண்முரசு நாவலில் 'மணவிழவுச் சடங்குகள்'
ரா.ஹேமா சிவகா

கவிமதி சோலச்சி கவிதைகளில் சமூகச்சிக்கல்கள்
இரா.கலாவதி

அட்டைப்படி உதவி

இணையம்

நன்றி



இலக்கியங்களில் தகவல் தொடர்மியல்
ந.மஞ்சளா

மகாபரதச்சூடாமணியில் கைச் செயற்பாடுகள்
பத்மினி. S

EASY LEARNING TECHNIQUES

PROF. Dr. Er. S. HARI PRASAD

**Exploring the Lesson planning process of Teachers Teaching
Mathematics in Grade 9 In Batticaloa District Schools**
Kanapathipillai Gnanaretnam

**A Comparative Study Of Formal And Non-formal
Education Systems**
Shiyani Thevaruban

நடுநிலைப்பள்ளி மாணவர்களின் விளையாட்டு அடிப்படையிலான தமிழ்
கற்றலின் மனப்போக்கு குறித்து ஓர் ஆய்வு
முனைவர் வி. ஜெயபூர் பிரியதர்ஷினி1, எல். பஷீரா பேகம்2

நடுநிலைப்பள்ளி மாணவர்களின் விளையாட்டு அடிப்படையிலான தமிழ்
கற்றலின் மனப்போக்கு குறித்து ஓர் ஆய்வு

**The Architecture of Thirunallūr Kalyānasundharēswarar Attic
(Māda) Temple in Thiruvarur District, Tamil Nadu**
P.PRAVEENKUMAR

**Educational and Intervention, Impact a case study on Nilgiris
and Chennai Slums**
Dr. S.Udhaya Kumar.

தொல்காப்பியம் புறத்திணையியல் மானுடவியல் விழுமியங்கள்
முனைவர் செ. சாந்தி

அட்டைப்படி உதவி
இணையம்
நன்றி



மாண்டவியல்

*Educational and Intervention, Impact a case study on
Nilgiris and Chennai Slums.*

Dr. S.Udhaya Kumar

*Director, i/c, and Senior Lecturer in Cultural Anthropologist,
Tribal Research Centre, M.Palada, Udgamandalam,
The Nilgiris, Tamil Nadu, — 643004, India,*

Abstract:

This study examined the inclusive properties of school interactional milieu shape social identity and school participation of tribal children. Education is one of the essential requirements for Man making nation building. Education imports knowledge, skill, and character. Recognizing that education provides opportunities for permant change in the Soico- Economic status of the tribal people. The tribal population in India 8.1 % of whole population second largest tribal group after Africa. Tamil Nadu has 7.21 lakh tribal populations as per 2011 census which constitutes 1.10% of the total population. The Literacy level of Scheduled Tribe is very low compared to the general Literacy rate. In present focus on Nilgiri tribal people viz Kattunaickan, Paniyas. The Nilgiris is one of the smallest district of Tamil Nadu. According to 2011 census Nilgiri tribal population is 32,813 in six tribal groups name like a Todas, Kotas, Irulas, Kurumbas, Kattunickan, and Paniyas, they called PVTGs groups Particularly Vulnerable Tribal Group. The present paper made on attempt to analyze the problem in the field of tribal children education and suggest measure for the development of education among the tribal in Nilgiri district of Tamil Nadu state in India. Using ethnographic approach, the data were collected using in-Participant observation, depth interviews, in a purposively selected 400 samples from Nilgiri district 200 and Chennai Slum 200 sample in Tamil Nadu.

Key Words: *Educational Anthropology, Out of School Children, Comparative study, Case study ST, and SC, reduce the drop out.*

Introduction:

Education has long been regarded as an invaluable instrument bringing about social and economic changes and stimulating development. It raises consciousness and helps propagate knowledge, ideas and beliefs of a universal nature among people. It empowers people and strengthens nations. It is a powerful equalizer, opening doors for all to be lifted out of poverty. It is critical to the world's attainment of the Millennium Development Goals (The World Bank, 2011).

The EFA Global Monitoring Report 2013/42 provides new evidence of the positive role of education in changing lives, and points in particular to the unmatched transformative power of educating girls and women. It demonstrates, once more, the key role of education in poverty eradication: education helps people access decent work and raises their incomes and, more generally, generates productivity gains that fuel economic growth. Education is also one of the most powerful ways of improving people's health and of making sure these benefits are passed on to future generations.

The aim of education is to promote personal development, strengthen respect for human rights and freedom, enable individuals to participate effectively in a free society, and promote understanding, friendship and tolerance. The right to education has long been recognized as encompassing not only access to educational provisions, but also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve the quality of life. In addition, education is necessary for the fulfillment of other civil, political, economic or social rights.

Comparative Perspective of Scheduled Tribes and Scheduled Castes

Some studies reviewed have also revealed some problems in a comparative perspective both of scheduled tribes and scheduled castes. The following studies have been reviewed here. They are by Desai and Pandor (1974), Rajagopalan (1974), Sachchidananda (1967), Singh et al. (1982), Singh (1976) and Joshi (1980). It can be observed here the most of the studies (Desai and Pandor (1974), Rajagopalan (1974), Sachchidananda (1967), Singh et al., (1982) are large scale survey type researches done on high school students. Singh's study evaluates the extent to which legislation as a weapon of modernization were successful in eradicating sources of inequality and in generating a process of

healthy growth of Indian society. With regard to sampling procedure, it is done through stratified random selection technique as predominant in almost all the studies. The samples were drawn from a number of districts of a specified state. But the only exception is the study of Joshi (1980) who has drawn the sample from a particular district alone. Similarly, as regards data collection and data interpretation, questionnaire and interview schedule have been used, and mostly the reporting has been done quantitatively. A brief discussion of the findings of the studies is presented below.

Review of Literature:

Educational anthropology, or anthropology of education, is a sub-field of anthropology and is widely associated with the pioneering work of Margaret Mead and later, George Spindler, Solon Kimball, and Dell Hymes Jean Lave. It gained attraction as a field of study during the 1970s, particularly due to professors at Teachers College, Columbia University. As the name would suggest, the focus of educational anthropology is on education, although an anthropological approach to education tends to focus on the cultural aspects of education, including informal as well as formal education. Educational Anthropologists try to focus on education and multiculturalism, educational pluralism, culturally relevant pedagogy and native methods of learning and socializing. Educational anthropologists are also interested in the education of marginal and peripheral communities within large nation states.

It is more of an applied field as the focus of educational anthropology is on improving teaching learning process in a culturally plural context. Educational Anthropology becomes more relevant with the advent of globalization; we now have classrooms which are melting pots of different cultures. As education involves understandings of who we are, it is not surprising that the single most recognized dictum of educational anthropology is that the field is centrally concerned with cultural transmission. Cultural transmission involves the transfer of a sense of identity between generations, sometimes known as enculturation and also transfer of identity between cultures, sometimes known as acculturation. Accordingly, it is also not surprising that educational anthropology has become increasingly focused on ethnic identity and ethnic change

A better understanding of education and development, as well as and intervention and changes among slum dwellers in Chennai city in terms of an anthropological approach to the education system, can be arrived at when our efforts are guided by some form of theory, or a conceptual framework . This chapter describes the profile of school dropouts among Chennai's slum dwellers at the international, national, state, and district levels. The term "dropout", when applied to education, has an unfamiliar ring to it and educationists may object to it as depersonalizing what is, essentially, an individual growth process. School drop-out is worldwide problem. The realization that a basic education is both a necessity and a fundamental human right has long been recognized by the international community. The problem of dropouts is pervasive in the Indian education system. Many children who enter school are unable to complete their secondary education, and multiple factors are responsible for children dropping out of school. Risk factors - including grinding poverty, low educational levels of parents, a weak family structure, the pattern of schooling set by siblings, and lack of pre-school experiences - begin to add up even before students enroll in school. Family background and domestic problems create an environment which negatively affects the value of education. Further, students could drop out as a result of a multitude of factors at school such as an uncongenial atmosphere, poor comprehension, absenteeism, the attitude and behavior of teachers, failure or repetition in the same class, and the influence of peer group pressure. When students experience failure at school, they become frustrated with their lack of achievement, end up feeling alienated and excluded, culminating in their eventually dropping out of school. It is vital to carefully design preventive measures and intervention strategies that could be adopted to help all adolescent dropouts. Certain preventive measures can be implemented throughout the target population, while others must take into account the diversity of dropout profiles (Sunita Chugh, 2011).

Objectives of the Study:

- *To determine the socio-demographic characteristics of slum-dwelling, and Tribal children who drop out of school, and their families.*
- *To identify the reasons for drop out of the slum-dwelling and Tribal school children to continue to stay drop out of it.*

- To analyse the status of employment of the slum-dwelling and Tribal school children.
- To understand the children who are out of school and their perception towards school.

Methodology:

Research methods have been defined as tools to be used to answer specific questions and resolve different scientific or practical problems (Enderud, 1984). Today, practitioners from a range of disciplines -anthropology, geography, economics, and sociology - are involved in development studies, yet the influence of ethnography is evident. This is hardly surprising, as ethnography literally means a description of peoples or cultures; and ethnography generally prefers a holistic approach which stresses processes, relationships, connections, and inter-dependency among the component parts Methodology therefore explains why we're using certain methods or tools in our research; it encompasses concepts such as quantitative or qualitative techniques.

The participants of the study have located in the schools of two identified zones. This study will follow the Survey method using a structured questionnaire to collect data from teachers and students. Additional information was collected through interviews with teachers, students, parents and school authorities. The sample selection was done through Random Sample method.

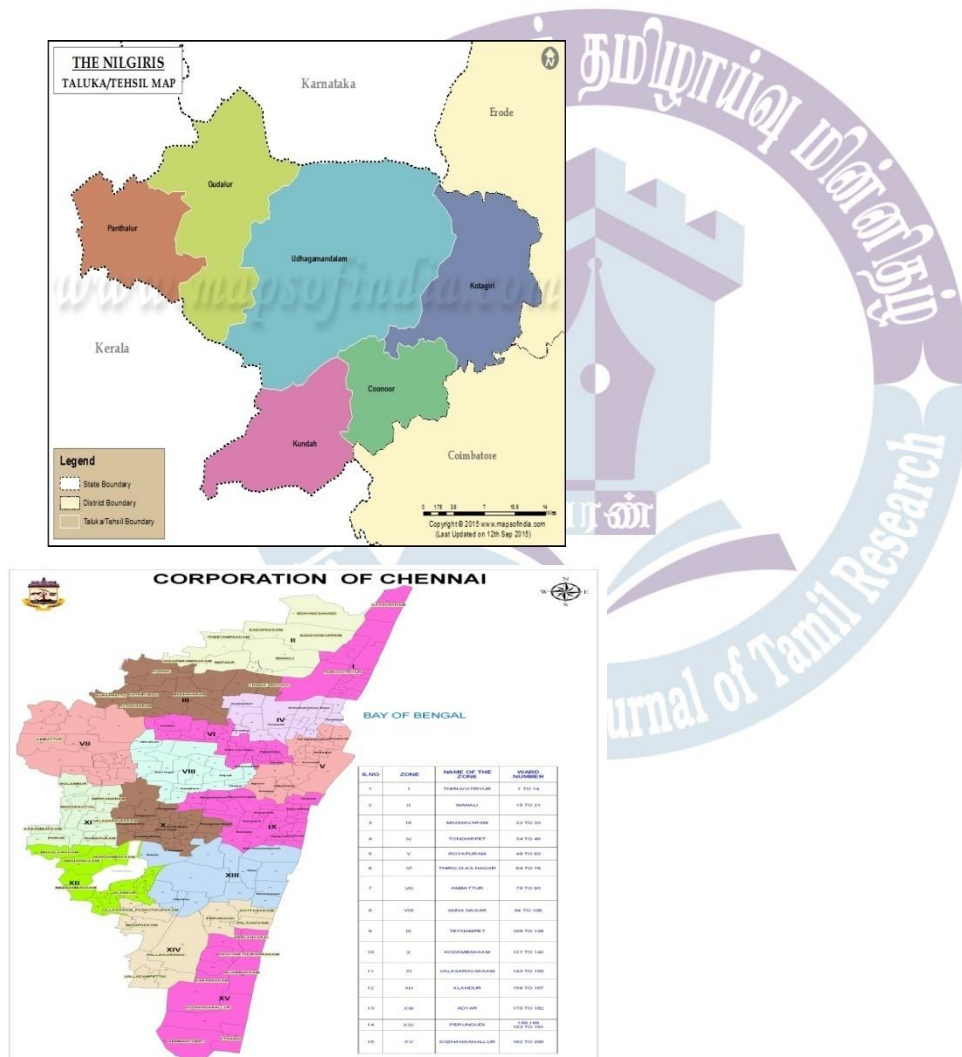
Using the simple random sampling method, a total of 400 children, were chosen as respondents of the study. The following process was employed to identify the sample: initially, a complete list of zones and wards of the Corporation of Chennai was sourced, along with the number and details of school dropouts in each of these areas. And we selected two areas of Nilgiri district Paniyan, Kattunaickan. Based on the opinion of experts (working in governmental and non-governmental organizations),

Secondary data was collected from following sources: Research Journals and articles, Ph.D. and M.Phil, dissertations, various central and state governments' publications, Public records and statistics, Books, magazines, newspapers and periodicals. NGO's publications. Other relevant websites, Interaction with Scheduled Caste and Scheduled

Tribes were also included as secondary data. Based on the variables of the study, a detailed interview schedule was constructed as a tool to be used for the collection of data. Participant observation and case study methods was adapted the fowling study. The data collected has been processed using the Statistical Package for Social Sciences (SPSS) platform for the analysis.

Study Area:

The Nilgiris is the one of the smallest district of Tamil Nadu. For administrative purpose the distract divided into six taluks viz Udagamandalam, Gudalur, Pandalur, Coonor, Kotagiri, and Kundah.



District Administrative Map

Analysis and Data Interpretation:

The questionnaire that follows aimed to understand the underlying cause/s for children dropping out of school. The responses were collected from 400 samples (school dropouts) from various slums in the city and tribes from Nilgiris. Basic information about the slum — such as the name, location, area, age, surroundings, physical location, district and taluk - were collected from the respondents, since samples were taken from different slums. This is very important parameter to analyze

Socio-economic status of the respondents' out-of-school members of the family (the men/the fathers)

A profile of every respondent's family was measured using variables such as age, gender, education status, occupation and income. In each case, the respondent's father was approached for the purpose, and the information obtained as follows.

Father's educational qualifications:

Response	Count (n=400)	Percentage (%)
Illiterate	37	18.5
Primary	38	19.0
Secondary	78	39.0
Higher secondary	17	8.5
College	30	15.0

From, we infer that only 18.5% of the respondents' fathers were illiterate, while the rest had had at least a primary school education (19%). 39% of the respondents' fathers had completed secondary school, and 8.5% higher secondary. 15% of the respondents' fathers also had a university degree.

Father's occupation:

<i>Response</i>	<i>Count (n=400)</i>	<i>Percentage (%)</i>
<i>Daily wages</i>	103	51.5
<i>Private</i>	53	26.5
<i>Public</i>	5	2.5
<i>Unemployed</i>	39	19.5

The majority of the respondents' fathers worked on a daily-wage basis, accounting for 51%. The reason behind this could be a lack of education. Only 2.5% of the fathers worked in the public sector and around 19% were unemployed, 26.5% worked in the private sector.

Education status of the respondents:**Enrolled in school:**

<i>Response</i>	<i>Count (n=400)</i>	<i>Percentage (%)</i>
<i>Yes</i>	277	69.2
<i>No</i>	123	30.8

We infer that out of 400 respondents, 277 had enrolled in school (69.2%). Whereas, 123 respondents constituting (30.8%), had dropped out from the school.

State the reasons for dropping out:

<i>Response</i>	<i>Count (n=400)</i>	<i>Percentage (%)*</i>
<i>Corporal punishment</i>	17	4.25
<i>Problems with reading and writing</i>	94	23.5
<i>Not interested in studying further</i>	241	60.25
<i>Parents decision</i>	34	8.5
<i>Family encouraged my looking for work</i>	12	3.0
<i>Did not like a particular teacher</i>	2	.5

**multiple response question*

The respondents were asked the reasons for their dropping out of school, and the results were as follows: 17 out of 400 respondents cited corporal punishment and 241 (60.25%) considered their lack of interest in studying further sufficient reason to quit. 23.5% had problems with reading and writing, while 3% disclosed that their families encouraged them to quit school, actively look for work and support their respective families financially. A substantiate percent (0.5%) of respondents reported that they did not like a particular teacher.

Respondents' perception of school:

<i>S.no</i>	<i>Statement</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
1	<i>Do you think that school plays a vital</i>	18 (9)	143 (71)	38 (19)	1 (.5)	-

	<i>role in eradicating illiteracy?</i>					
2	<i>Schools are next to one's parents in shaping an individual's personality.</i>	10 (5)	155 (77.5)	33 (16.5)	2 (1)	-
3	<i>Children learn good habits only from school.</i>	98 (49)	69 (34.5)	30 (15)	3 (1.5)	-
4	<i>Teachers in school share a good relationship with students.</i>	11 (5.5)	152 (76)	29 (14.5)	5 (2.5)	3 (1.5)
5	<i>Schools with a good environment produce better students.</i>	9 (4.5)	157 (78.5)	32 (16)	2 (1)	-
6	<i>Schools with good infrastructure facilitate students to do well.</i>	36 (18)	152 (76)	10 (5)	-	2 (1)
7	<i>Teachers who behave badly create psychological problems for students.</i>	42 (21)	74 (37)	12 (6)	72 (36)	
8	<i>Extracurricular activities like sports and music are only</i>	8 (4)	124 (62)	45 (22.5)	21 (10.5)	2 (1)

	<i>taught in school.</i>					
9	<i>Schools that offer value education/moral science help students imbibe good values.</i>	6 (3)	174 (87)	19 (9.5)	1 (.5)	-
10	<i>Children learn aggressive behavior from school.</i>	5 (2.5)	167 (83.5)	25 (12.5)	2 (1)	-
11	<i>Children learn bad habits from their friends in school.</i>	10 (5)	83 (41.5)	22 (11)	85 (42.5)	-
12	<i>A deficit of teachers in school results in more children dropping out.</i>	28 (14)	142 (71)	24 (12)	6 (3)	-
13	<i>Teachers with minimal qualifications cause students to lose interest in studies.</i>	46 (23)	114 (57)	5 (2.5)	35 (17.5)	-
14	<i>Excessive punishment inflicted in school leads to a loss of interest in studies.</i>	40 (20)	153 (76.5)	6 (3)	1 (.5)	-
15	<i>Excessive homework assigned by teachers causes students to lose</i>	37 (18.5)	150 (75)	7 (3.5)	3 (1.5)	3 (1.5)

	<i>interest in studies.</i>					
16	<i>Cultural programs conducted at school are very useful.</i>	14 (7)	147 (73.5)	21 (10.5)	13 (6.5)	4 (2)
17	<i>Schools with very strict rules may culminate in students hating school.</i>	41 (20.5)	147 (73.5)	9 (4.5)	1 (.5)	2 (1)
18	<i>Regular absenteeism on the part of teachers results in students losing interest in studies.</i>	20 (10)	144 (72)	17 (8.5)	12 (6)	7 (3.5)
19	<i>Schools offer plenty of opportunities to students to showcase their talents.</i>	8 (4)	163 (81.5)	18 (9)	-	11 (5.5)

With reference to Table 4.56, assorted statements (19) were given to the respondents and they were asked to answer each by selecting an option from the following five choices - strongly agree, agree, neutral, disagree, and strongly disagree. Throughout the process, the count $n=200$ remained the same.

With regard to the first statement, around 70% of the respondents agreed, and 9% strongly agreed, that school plays a major role in eradicating illiteracy, and none disagreed or strongly disagreed with the statement. A majority agreed (77.5%) that school plays a major role in shaping an individual's character and, in addition, considered schools next to parents in terms of influence. 49% strongly agreed with and 34% agreed with the statement that children imbibe good habits and manners from school and only 1.5% disagreed. Concerning the statement that teachers share a good

rapport with their students, 76% of the respondents agreed, 5.5% strongly agreed and only very few disagreed.

Given that the environment plays a major role in molding the character of an individual, statement 5 to the effect that a conducive environment at school helps produce competent students was agreed to by 78.5% of the respondents, with almost none or very few in disagreement. The statement that schools with a friendly ambience - alongside good infrastructure and state-of-the-art lab facilities - help students do well and grow in knowledge was strongly agreed to by 18% and agreed to by 76%, while a few opted to remain neutral. With reference to statement 7 that teachers' bad behavior creates psychological problems for students, it was strongly agreed with, and agreed with, by 21 % and 37% respectively, and disputed by 36% of the respondents. Statement 8, stipulating that extra-curricular activities are taught only in school was agreed to by 62% and dismissed by 10% of the respondents. 87% of the respondents agreed, and none disagreed, with statement 10 that value education/moral science can inculcate good values in children. A majority of 83.5% agreed that children learn aggressive behavior from their peers in school, with very few disagreeing or opting to remain neutral. Statement 12, which declares that more children tend to drop out of school when teachers have problems dealing/interacting with them, was agreed to by 71% of the respondents while 12% remained neutral.

Any subject can be made interesting, provided the teacher makes it so and, conversely; a lack of qualified teachers can cause students to lose interest in it. 57% of the respondents agreed with this statement and 23% were in strong agreement. 20% strongly agreed with, and 76% agreed with the statement that inflicting excessive punishment on students results in a loss of interest in studies similarly, the finding that an excess of homework assigned by teachers also leads to a loss of interest in studies was agreed to by 75% and strongly agreed to by 18%. 73% fully agreed with, and 2% strongly disagreed with statement 16 that says cultural events conducted at school help students shine, especially in terms of going beyond the confines of the textbook and the classroom Statement 17 that rigid school rules may result in students losing interest in studies and dropping out of school altogether was strongly agreed to by 20%, and agreed to by 73%, while a few disagreed. Teachers taking leave often may result in students losing interest in studies, a statement agreed to by 72% and strongly agreed to by

10%. 81.5% agreed with, 4% strongly agreed with, and a negligible number of respondents disagreed with statement 19 that schools provide students plenty of opportunities, as well as a platform, to showcase their talents.

Conclusion:

The following conclusions are drawn based on the outcome of the present research: The findings show that there is a significant relationship between the two areas in the enrolment of children in school and the type of school respondents enrolled in. There is a significant difference between the two zones with respect to the opportunities that are given to respondents to continue their studies. It can be concluded that the parents of respondents are aware of the benefits of a good education and that education is a necessity for their children's future. Despite the poor infrastructure and other facilities at school, these parents prevent their children from dropping out of school. Now Tamilnadu government consider and provide good infrastructure and try to reduce dropout in both study area and give a more awareness camp and skill training, Seminar, workshop etc. The availability of proper infrastructure and other physical facilities at school has a direct impact on parents' reaction to keeping their children in school as observed in the two zones. With respect to the parents' reaction towards drop-outs, a majority of respondents in Zone 2 stayed in school for fear of making their parents angry. On the other hand due to the lack of parental concern, a majority of respondents from Zone 1 dropped out of school or stayed out-of-school with no fear of making their parents angry as their parents did not react adversely to them staying out of school. The study reveals several reasons for children to have dropped out of school. A significant number of respondents are not interested in studying; while 11.0 per cent of respondents dropped out of school for problems with reading and writing; and 4.5 per cent of respondents dropped out-of-school because they found Corporal punishment is being given in the school. These respondents feel a sense of happiness to be out-of-school. Another major reason for children to drop-out of school as found in both zones is that a majority (71.0 per cent) of respondents did not like a particular teacher.

The findings show that that a majority(43.8%) of the respondents are engaged in daily wage labourers followed by that 19 per cent of them engaged in self-employed, 36.2 per cent are working in private companies. An overwhelming number of respondents

are unaware of any Government schemes and only 5 per cent of respondents are well informed about Government schemes and benefits such as free laptops, bicycles, uniforms and Smart class equipment.

REFERENCES:

Acquilano, N. (2009). *An Article on Dropping Out of School Affects Entire Community.* [http://www.suite101.com/content/dropping-out-of-school-](http://www.suite101.com/content/dropping-out-of-school-affects-entire-community)

[affects-entire-community](http://www.suite101.com/content/dropping-out-of-school-affects-entire-community) - accessed on 14.8.11

Ashok Basu (2002), 'Primary education, human development and India's disadvantaged groups', in *Human Development and Economic Development*, edited by RuddarDatt, Deep and Deep Publications, New Delhi: 355-357.

Bhattacharya, S. (2002). *Education and the disprivileged.* Pondicherry: Longmam Orient Pondicherry Private Limited.

Bhattacharya, S. (2006). *Slum Dwellers and Community Development.* *Journal of the Indian Academy of Applied Psychology*, 32: 213–219.

Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods and Practices.* USA: University of South Florida.

Belshaw, C. S. (2009). *Anthropology, Development and Education.* British Columbia: University of British Columbia.

Chatterji, S. (1998). *Efforts of the Non-Government Organization for Primary Education of the poor in the Mega City of Calcutta, Paper presented at the Workshop on "Indian Mega Cities and Primary Education of the Poor".* The National Institute of Educational Planning and Administration (NIEPA), New Delhi.

Cheong, C. Y. (2000). *Cultural Factors in Educational Effectiveness: A Framework for Comparative Research. School Leadership & Management*, 20(2): 207–225.

Chugh, S. (2011). *Dropouts in Secondary Education: A Study of Children Living in Slums of Delhi*, National University of Educational Planning, New Delhi.

Das, R. C. (1974). *Impact of School Conditions of Primary Education*. Assam State Institute of Education, Assam. pp.37.

Desforges, C.&Abouchaar, A. (2003). *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment*. Canada: Queen's Printer.

Eddy, E. M. (1985). *Theory, Research and Application in Educational Anthropology*. *Anthropology & Education Quarterly*, 16(2), 83–104.

SarvaShikshaAbhiyan. Programme Evaluation Organization. *Planning Commission, Government of India*. New Delhi.

Rajgopalan, C. (1974). *Educational Progress and Problems of Scheduled Castes and Scheduled Tribes in Karnataka (High Schools)*. Department of Sociology, Banaras University.

Sachchidananda (1967). "Socio-Economic Aspects of Tribal Education" in *Tribal Education in India, Report of the National Seminar of Tribal Education in India*, New Delhi: N.C.E.R.T.



அரண்

பன்னாட்டுத் தமிழாய்வு மின்னஞ்சல்

அறிவிப்பு / Announcement

அன்பான தமிழ்ச் சொந்தங்களே

வணக்கம்.

வரும் 2025, ஜூலை மாதம் வெளிவரும் அரண் பன்னாட்டுத் தமிழாய்வு மின்னஞ்சல்கான ஆய்வுக் கட்டுரைகள் ஆய்வாளர்களிடமிருந்து வரவேற்கப்படுகின்றன.

கட்டுரை வந்து சேர வேண்டிய கடைசி நாள்- ஜூலை 10. அதற்கு பின் வரும் கட்டுரைகள் ஜூலை இதழில் இடம்பெறாது என்பதை தெரிவித்துக் கொள்கிறோம்.

www.aranejournal.com