

ANNEXURE III:
SKELETAL GUIDELINE FOR FOCUSED GROUP DISCUSSION
WITH STUDENTS, PARENTS' MEETING.
AND TEACHERS' INTERVIEW.

Note: The guideline is used consistently with all the three classified groups for a comparative perspective. Only a few words have been modified to suit the classified groups that are students, parents, and teacher.

- I. About Education System Examination System
 1. Academic performance and its utility
 2. Means utilized to attain high performance
 3. Association of achievement with academic qualification
 4. Admission to institution for higher education and capitation fee
 5. Scope and trend of study abroad.
 6. Preference for specific stream or career.
 7. Cut throat competition and corruption
 8. Association of education with values
 9. Job prospects and applied utility of education
 10. Concept of separate school for girls, its need and role
 11. issues of reservation
 12. Issues of ethnic social support, its scope and limitation
 13. Scope for all round development and education, its limitation and feasibility
 14. Social stigma associated ancestral or traditional business, profession or livelihood.

II. School its infrastructure, syllabus and class room strength

1. Availability of quality exposure through library, laboratory
2. Availability of modern teaching aids like internet facility and its extent.
3. Availability of required facilities and coaching for promotion of extra curricular activities and its utility.
4. Innovative methods of teaching learning implemented by teachers and mentorship.
5. Content of syllabus, subjects offered and its relevance
6. Special facility provided for girl child education.
7. Proximity of school, commuting means and conveyance facility and safety.
8. Assess to basic facility like pure drinking water, toilet facility, adequate lighting and protection from weather.
9. Esthetic environment provided class room strength and issues related.

III. About Teachers

1. Qualification and experience of teachers, knowledge up gradation.
2. Effectiveness and efficiency of teacher's teaching.
3. Attitude of teachers, favoritism and vengeance
4. sensitivity of teachers in understanding individual student
5. Priority factors placed by teachers as prime responsibility / duty
6. Workload of teachers staff strength and incentives
7. involvement of students family by teachers
8. Mode of disciplining and reward / punishment adopted by teachers

9. Role model provided by teachers

IV. About family / parents

1. Push factor and pull factor
2. Choice provided for decision making with respect to major life events.
3. Parenting style disciplining style, and parental involvement.
4. Contradictory ethics and values, discrepancy between ideology and execution, role model provided.
5. Mode of providing critical appraisal by parents / guardian
6. Sensitivity in understanding individual child.
7. Priority of parents / family
8. Cohesiveness and warmth provided to child.
9. Ascribed / assumed responsibility on the child's shoulder.
10. Freedom given to individual responsibility shard within the family, role played by father.
11. Financial problems and crisis mode of planning budget, involvement of family member.
12. Quarrels and conflict between parents.

V. Challenges and Stressors for students / parents / teachers

1. Push factor (from parent / family / peers / school / society / community.
2. Examination system and emphasis on high percentage
3. Dearth of quality school and teachers
4. Exhaustive syllabus and burden of too many subjects
5. Selection of specific stream or bright career.
6. Cut throat competition for bright career
7. Cut institutes of higher education and competition

8. Adjustment at school
9. Community demand
10. Ethnic discrimination
11. social value system cultural contradiction
12. Social Value system cultural contradiction and transition
13. Influence of NRI culture and life style
14. Craze for study abroad
15. Sibling adjustment and ordinal position dynamics.
16. Parental dearth of awareness and information possessed
17. Parenting style and family environment
18. Family conflict
19. Father role in child rearing
20. Ascribed / assumed liability in
21. Family Gender Discrimination
22. Financial condition, limitation and crisis
23. Migration, change of school and
24. Residence physical disability / illness chronic

VI. Stress wise / coping suggested mechanism

1. Faith and spirituality
2. Self confidence, tenacity and determination
3. Family support
4. Decision making and prioritizing skill development
5. Awareness about environmental facilities and limitation
6. Awareness about self
7. Developing planning skills and self discipline
8. Resourcefulness promotion skills

9. Relaxation measures
10. Diet
11. Financial stability and budgeting skills
12. Developing communication skills