

**PASSION FOLLOWERS: A PERSPECTIVE ON  
HOMESCHOOLERS IN KOCHI CITY**



By

**Stacy Stephan**

**Reg.No:AB16SOC068**

**DEPARTMENT OF SOCIOLOGY AND CENTRE FOR RESEARCH**

**ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM**

**FEBRUARY 2019**

# **PASSION FOLLOWERS : A PERSPECTIVE ON HOMESCHOOLERS IN KOCHI CITY**

Thesis submitted to St. Teresa's College (Autonomous), Ernakulam in *fulfillment of the requirements for the award of the degree of Bachelor of Arts in Sociology*

By

**Stacy Stephan**

**Reg. No: AB16SOC068**

*Under the Supervision of*

**Dr. Sajitha J. Kurup**

Assistant Professor

Department of Sociology  
St. Teresa's College, Ernakulam

  
Dr. Sajitha J. Kurup

Staff Supervisor

  
Dr. Sajitha J. Kurup

Head, Sociology Department

**HEAD  
DEPT. OF SOCIOLOGY  
ST. TERESA'S COLLEGE  
ERNAKULAM**

**FEBRUARY 2019**



# CERTIFICATE

I certify that the thesis entitled “**Passion Followers: A Perspective On Homeschoolers In Kochi City**” is a record of bonafide research work carried out by **Stacy Stephan** under my guidance and supervision. The thesis is worth submitting in fulfillment of the requirements for the award of the degree of Bachelor of Arts in Sociology.

  
~~Dr. Sajitha J. Kurup~~

Assistant Professor

Department of Sociology

St. Teresa's College, Ernakulam

Ernakulam

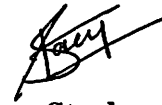
February 2018

## DECLARATION

I **Stacy Stephan** hereby declare that the thesis entitled —Passion Followers: A Perspective On Homeschoolers In Kochi City is a bonafide record of independent research work carried out by me under the supervision and guidance of Dr. Sajitha J. Kurup I further declare that this thesis has not been previously submitted for the award of any degree, diploma, associateship or other similar title.

Place : Ernakulam

Date : 07.02.2019



**Stacy Stephan**

## **ACKNOWLEDGEMENT**

In this humble endeavor I have received a great deal of support and guidance from different quarters. First and foremost I thank the God almighty, for bestowing upon me abundance of grace, wisdom and power throughout the study and making it a success.

I am extremely grateful to our Director Rev. Dr. Sr. Vinitha (CSST) and Principal Dr. Sajimol Augustine for giving me this opportunity.

I take this opportunity to express my profound sense of gratitude and indebtedness to the Head of the Department of Sociology as well as my project guide, Dr. Sajitha J. Kurup for the encouragement and guidance in accomplishing the work.

I extend my gratitude to Mr. Ambrose, Mr. Ajesh, Mr. Aravind Krishnan .R, and all the respondents for helping me in the process of data collection.

I wish to acknowledge the help provided by the librarians of St. Teresa's college. I take this opportunity to thank my classmates and friends for their support. Last but not the least I thank my family for their love and support.

Stacy Stephan

## CONTENTS

<b>SL.NO:</b>	<b>TITLE OF THE CHAPTER</b>	<b>PAGE NUMBER</b>
1	INTRODUCTION	
2	REVIEW OF LITERATURE	
3	METHODOLOGY	
4	DATA ANALYSIS AND INTERPRETATIONS	
5	FINDINGS AND CONCLUSIONS	
6	APPENDIX	
7	BIBLIOGRAPHY	

## LIST OF TABLES

SI No:	TITLE
4.1	Case # 1 Socio Economic Profile
4.2	Case # 1 Issues
4.3	Case # 1 Challenges
4.4	Case # 1 Opportunities
4.5	Case # 1 Highlight statements
4.6	Case # 2 Socio Economic Profile
4.7	Case # 2 Issues
4.8	Case # 2 Challenges
4.9	Case # 2 Opportunities
4.10	Case # 2 Highlight Statements
4.11	Case # 3 Socio Economic Profile
4.12	Case # 3 Issues
4.13	Case # 3 Challenges
4.14	Case # 3 Opportunities

4.15	Case #3 Highlight Statements
4.16	Case # 4 Socio Economic Profile
4.17	Case # 4 Issues
4.18	Case # 4 Challenges
4.19	Case # 4 Opportunities
4.20	Case # 4 Highlight Statements
4.21	Case # 5 Social Economic Profile
4.22	Case # 5 Issues
4.23	Case # 5 Challenges
4.24	Case # 5 Opportunities
4.25	Case # 5 Highlight Statements
4.26	Case # 6 Social Economic Profile
4.27	Case # 6 Issues
4.28	Case #6 Challenges
4.29	Case #6 Opportunities
4.30	Case #6 Highlight Statements



## LIST OF FIGURES

<b>SL.NO:</b>	<b>TITLE</b>
1	Emerging Themes
2	Strategies

# **CHAPTER - 1**

## **INTRODUCTION**

Heavy bags, ironed uniforms screaming monotony, strict teachers, dictating, test papers, examinations, standard grading pattern and the very code of discipline wrought by the rules of mannerism and morality dictates the arena of education, which brings along a huge amount of stress and strain as much as it promises the student a bright world of success and credibility.

In the midst of all the chaos, is anything left behind? Something from within that flares the fire of passion? What is education? What is schooling? What are the provisions that they equip us with? Is there any space in between, which comprises the merits of these systems, as well as let the student to pursue his/her passion? And the real question is that system strong enough to combat the demands and requirements of the society? Will it bridge the gap between the needs of the society and individual aspirations?

## **EDUCATION**

What is education? How is it evaluated? Is it merely the sum total of all the academic processes, of that is learned from book? Or does it contribute something else? As per Socrates Education means the bringing out of the ideas of universal validity which are latent in the mind of every man . In a nut shell bringing out of the ideas of the universal validity requires some kind of external force or influence the act upon it in a deliberate and a structural manner to see the results. That is education is process of learning where by some people consciously and favorably teach and others adopt the social role of learner in the context of modern world this substitute the learning as a part of different types of socialization. In the modern framework, education – the process of teaching takes place at schools, colleges and university premises. Mostly schools are looked upon as agencies of cultural projection and stalwarts of hidden curriculum by the educational sociologists. Intellectual development is likely to be depressed by a wide range of material, cultural and cognitive aspects.

Functionalist gives of the education in transmitting culture, maintain social control, promoting social and political integration .All these will bring modernization by stimulating social change.

The power group prevents change through means of education. In the name of maintain order and thus, of the schools stifle individualism and creativity and these changes promoted by education are relatively significant.

## **HISTORY OF EDUCATION**

With the gradual rise of more complex civilizations in the river valleys of Egypt and Babylonia, knowledge became too complicated to transmit directly from person to person and from generation to generation. To be able to function in complex societies, man needed some way of accumulating, recording, and preserving his cultural heritage. So with the rise of trade, government, and formal religion came the invention of writing, by about 3100 BC.

Of the ancient peoples of the Middle East, the Jews were the most insistent that all children--regardless of class--be educated. In the 1st century AD, the historian Flavius Josephus wrote: "We take most pains of all with the instruction of the children and esteem the observance of the laws and the piety corresponding with them the most important affair of our whole life." The Jews established elementary schools where boys from about 6 to 13 years of age probably learned rudimentary mathematics and certainly learned reading and writing. The main concern was the study of the first five books of the Old Testament--the Pentateuch--and the precepts of the oral tradition that had grown up around them. At age 13, brighter boys could continue their studies as disciples of a rabbi, the "master" or "teacher." So vital was the concept of instruction for the Jews that the synagogues existed at least as much for education as for worship.

The essence of the Renaissance, which began in Italy in the 14th century and spread to northern European countries in the 15th and 16th centuries, was a revolt against the narrowness and otherworldliness of the middle Ages. For inspiration the early Renaissance humanists turned to the ideals expressed in the literature of ancient Greece. Like the Greeks, they wanted education to develop man's intellectual, spiritual, and physical powers for the enrichment of life.

The actual content of the humanists' "liberal education" was not much different from that of medieval education. To the seven liberal arts, the humanists added history and physical games and exercises. Humanist education was primarily enlivened by the addition of Greek to the curriculum and an emphasis on the content of Greek and Roman literature. After nearly a thousand years, grammar at last was studied not as an end itself but because it gave access to the vital content of literature. In keeping with their renewed interest in and respect for nature, the humanists also gradually purged astronomy of many of the distortions of astrology.

Along with the changed attitudes toward the goals and the content of education, in a few innovative schools, came the first signs of a change in attitude toward educational methods. Rather than bitter medicine to be forced down the students' throats, education was to be exciting, pleasant, and fun.

The school that most closely embodied these early Renaissance ideals was founded in Mantua, Italy, in 1423 by Vittorino da Feltre. Even the name of his school, Casa Giocoso (Happy House), broke with the medieval tradition of cheerless institutions in which grammar--along with Holy Writ--was flogged into the learner's memory.

The school served children from age six to youths in their mid-twenties. The pupils studied history, philosophy, arithmetic, geometry, music, and astronomy, but the basis of the curriculum was the study of Greek and Roman literature. Physical development was encouraged through exercise and games.

The humanist ideal did not affect the lower classes, which remained as ignorant as they had been in the middle Ages. Its impact was appreciable, however, on the secondary education that was provided for the upper classes. This is not to say that there was a proliferation of Happy Houses. Unlike Vittorino's school, the other Latin grammar schools that introduced Greek and Roman

literature into the curriculum soon shifted the emphasis--as the Romans had done--from the study of the content of the literature to the form of the language. The physical development so The Reformation

The degeneration in practice of the early humanists' educational goals and methods continued during the 16th-century Reformation and its aftermath. The religious conflict that dominated men's thoughts also dominated the "humanistic" curriculum of the Protestant secondary schools. The Protestants' need to defend their new religion resulted in the further sacrifice of "pagan" content and more emphasis on drill in the mechanics of the Greek and Latin languages. In actual practice, then, the humanistic ideal deteriorated into the narrowness and otherworldliness that the original humanists had opposed.

The Protestants emphasized the need for universal education and established elementary vernacular schools in Germany where the children of the poor could learn reading, writing, and religion. This innovation was to have far-reaching effects on education in the Western world. important to the early humanist ideal of the well-rounded man found no place in the curriculum. Instead of the joy of learning, there was harsh, repressive discipline.

In the 19th century the spirit of nationalism grew strong in Europe and, with it, the belief in the power of education to shape the future of nations as well as individuals. Other European countries followed Prussia's example and eventually established national school systems. France had one by the 1880s, and by the 1890s the primary schools in England were free and compulsory.

At the end of the 19th century the methods of presenting information had thus been streamlined. The curriculum had been enlarged and brought closer to the concerns of everyday life. Book learning had been supplemented somewhat by direct observation. And psychological flogging in the form of grades had perhaps diminished the amount of physical flogging. In one respect, however, the schools of the late 19th century were no different from those, say, of the Middle

Ages: they were still based on what adults thought children were or should be, not what they really were.

[http://history-world.org/history\\_of\\_education.htm](http://history-world.org/history_of_education.htm))

<https://kids.britannica.com/students/article/education/274128>)

## **EDUCATION IN INDIA**

Education is one of the most powerful instruments for reducing poverty and inequality. Education is equally a key to enhance India's competitiveness in the global economy. Therefore, ensuring access to quality education for all, in particular for the poor and rural population, is central to the economic and social development of India.

Education in India is provided by public schools (controlled and funded by three levels: central, state and local) and private schools. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. The approximate ratio of public schools to private schools in India is 7:5.

India has made progress in increasing the attainment rate of primary education. In 2011, approximately 75% of the population, aged between 7 to 10 years, was literate. India's improved education system is often cited as one of the main contributors to its economic development. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. While enrollment in higher education has increased steadily over the past decade, reaching a Gross Enrollment Ratio of 24% in 2013, there still remains a significant distance to catch up with tertiary education enrollment levels of developed nations, a challenge that will be necessary to overcome in order to continue to reap a demographic dividend from India's comparatively young population.

At the primary and secondary level, India has a large private school system complementing the government run schools, with 29% of students receiving private education in the 6 to 14 age

group. Certain post-secondary technical schools are also private. The private education market in India had a revenue of US\$450 million in 2008, but is projected to be a US\$40 billion market.

As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. This is the fourth annual survey to report enrollment above 96%. Another report from 2013 stated that there were 229 million students enrolled in different accredited urban and rural schools of India, from Class I to XII, representing an increase of 23 lakh students over 2002 total enrollment, and a 19% increase in girl's enrollment. While quantitatively India is inching closer to universal education, the quality of its education has been questioned particularly in its government run school system. While more than 95 percent of children attend primary school, just 40 percent of Indian adolescents attend secondary school (Grades 9-12). Since 2000, the World Bank has committed over \$2 billion to education in India. Some of the reasons for the poor quality include absence of around 25% of teachers every day. States of India have introduced tests and education assessment system to identify and improve such schools.

Although there are private schools in India, they are highly regulated in terms of what they can teach, in what form they can operate (must be a non-profit to run any accredited educational institution) and all other aspects of operation. Hence, the differentiation of government schools and private schools can be misleading.

In January 2019, India had over 900 universities and 40,000 colleges. In India's higher education system, a significant number of seats are reserved under action policies for the historically disadvantaged Scheduled Castes and Scheduled Tribes and Other Backward Classes. In universities, colleges, and similar institutions affiliated to the federal government, there is a maximum 50% of reservations applicable to these disadvantaged groups, at the state level it can vary. Maharashtra had 73% reservation in 2014, which is the highest percentage of reservations in India. ([https://en.wikipedia.org/wiki/Education\\_in\\_India](https://en.wikipedia.org/wiki/Education_in_India))



## **TYPES OF EDUCATION**

According to the great leader Martin Luther King. The function of education is to teach one to think intensively and to think critically. Intelligence plus character, that is the goal of true education ; which might as well go beyond the four walls of a classrooms. Education includes, not only that what is gained from inside a classroom; imparted by a teacher but it also constitutes the elements outside the classroom as well. Character, values and other cognitive aspects develop with through interaction with the others in the society. There are three main types of education namely, formal, informal and Non-formal. Each of these types is briefly described below:

### **■ FORMAL EDUCATION**

This is a type of education that takes place within the premises of a school; where by the pupil learn many basic facts and skills; both academic and trade related. We see children going to kinder garden by the age of 4; but formal education begins in elementary school. An academic degree can be acquired via college or university during the level of post-secondary education (or higher education) inculcates a wide range of rules and regulations and also includes qualified teachers as well as a systematic and well organized curriculum. A code of discipline is strictly follows, where both the students and teachers are aware of the facts and engage themselves in the process of education.

### **■ INFORMAL EDUCATION**

As stated earlier, we can never restrict the process of education within the 4 walls of a classroom. The child learns many things by being a part of society, particularly through the various types of socialization. Here, no specific learning method is followed; neither does it involve any conscious efforts. Informal education ranges from, parent teaching the child how to behave with others to the child learning to adjust in the society; all by himself: later becoming a part of it altogether clearly, it doesn't follow any fixed timetable or destination and can be learned anywhere at any time.

## ■ **NON-FORMAL EDUCATION**

Imparted consciously and deliberately, this type of education takes in various forms by the likes in various forms by the likes of home education, individualized instruction, distance learning as well as computer assisted instruction whereby literacy , basic skills, Job skills or many such things can be learned. Basically, non-formal education is programmed to serve the needs of the identified groups and is usually organized for a homogeneous group. This comprises of adult basic education, adult literacy education or other correspondence course equitant to that of schooling.

## **CURRENT STATUS OF EDUCATION IN INDIA**

The control and funding from Central, state, and local level is what that drives education in India via public and private sector. According to Article 21-A' of the Indian constitution, providing free and compulsory education for the children between the ages of 6-14 has been devised as a fundamental right. 7:5 is the ratio of public schools to private schools in India.

Much has been done in terms of increasing the primary education attendance rate and expanding literacy to approximately 3 quarters of the population among 7-10 age groups by the year 2011, in India. In the sphere of economic development the improved education standard of India plays an essential role. The progress in higher education and scientific research has been credited in the accounts of various public institutions. Even though the gross enrolment ratio of higher education was 24% in the year 2013, yet much distance has to be filled to catch up with the tertiary education enrolment level of developed nation.

29% of the students among 6-14<sup>th</sup> age category receive private education. The government schools in India are complemented by a very large private school system at the primary and secondary level. Certain post secondary technical schools are also privatized. Indian's private education market revenue was U.S \$ 450 million in 2008 but was projected as U.S \$ 40 billion market.

According to the report of 2013 there were 22.9 core students enrolled in different, rural and urban accredited schools in India from class 1 to 12. This represents an increase of 23 lakh students over 2002 total enrollment, and a 19% increase in girl's enrollment. In its government run school system India's educational quality has been particularly questioned even though India is inching closer to universal education. According to the statistics more than 95% of children attend primary school, 40% of Indian adolescents attend secondary school. In 2000, the World Bank has committed 2 billion over education.

As per the schools select regulation in terms of teaching operations etc is what that designate private schools in India. There is law for only a nonprofit accredited educational institution hence, differentiation of government schools and private schools are misleading.

Positive discrimination for aiding SC/ST and OBC in the realm of education reserves a significant number of seats for these marginalized sectors. To state the exact percentage a maximum of 50% of reservation is applicable to those disadvantaged groups in terms of the universities, college and other institution allotment process. The number may vary. In Maharashtra, the reservation was 73% in 2014, which was the highest % of reservations in India.

## **EDUCATION IN KERALA**

The important tagged by the state of Kerala to education can be perceived by the ranks attained by the state in terms of literacy; which showcases the significant contributions made for the progress of education.

Earlier, Vedic Knowledge were taught in places called Sabha Mathams . Similarly, martial arts were taught in kalaries. The arrival of Christian missionaries marked the spread of western education in Kerala. It is these institutions that have shaped the course of education in our state.

Kerala has become a model to other states by acquiring a human development index that is quite high compared to the other developed countries. Kerala has made significant achievement in the field of social development and standard of life. Education and literacy were among the primary priorities of Kerala; always. Schools are considered as the nucleus of social development here.

## **EDUCATION IN KOCHI**

Kochi, the metropolitan city is ranked number one in the whole state in terms of outstanding literacy. The schools in Kochi are affiliated to Kerala state education board, Indian certificates of secondary education or central board of secondary education.

The students in Kochi are offered plenty of options for their higher studies. A large number of Colleges are present in Kochi, that are affiliated to Cochin University or Mahatma Gandhi University.

Kochi's leading colleges provide for technical as well as non technical educational courses. Due to the Central governments special emphasizes on uplifting the education in Kochi. Major education has been put up in Kochi making it a major educational hub.

## **TYPES OF EDUCATIONAL INSTITUTIONS**

### **■ SCHOOL**

School is an institution that gives learning opportunities and learning experiences under the guidance of a professional tutor, where it follows a specific line period with a proper curriculum that gives the students the opportunity for a transition, and platform for the socialization process which will enhance their life values. Formal education is considered as in all the countries; the names for the schooling system varies according to the country , but generally it is classified as

primary schooling for the young children, secondary for the teenagers which is followed by the University level of education where specialized knowledge is imparted.

Private school which is considered as nongovernmental is needed when government is unable to provide necessities for a special education .Schools also includes Military and training business schools Homeschooling and online schooling out of traditional schooling system.

## ■ COLLEGE

A college is an educational institution or a constituent part of one. A college may be a degree-awarding tertiary educational institution, a part of a collegiate or federal university, an institution offering vocational education or a secondary school.

In the United States, "college" may refer to a constituent part of a university or to a degree-awarding tertiary educational institution, but generally "college" and "university" are used interchangeably, whereas in the United Kingdom, Oceania, South Asia, Southern Africa and Canada, "college" may refer to a secondary or high school, a college of further education, a training institution that awards trade qualifications, a higher education provider that does not have university status (often without its own degree-awarding powers), or a constituent part of a university .(<https://en.wikipedia.org/wiki/College>)

## ■ UNIVERSITY

A university is an institution of higher (or tertiary) education and research which awards academic degrees in various academic disciplines. Universities typically provide undergraduate education and postgraduate education.

The word *university* is derived from the Latin *universitas magistrorum et scholarium*, which roughly means "community of teachers and scholars". While antecedents had existed in Asia and Africa, the modern university system has roots in the European medieval university, which was created in Italy and evolved from Catholic Cathedral schools for the clergy during the High Middle Ages.

(<https://en.wikipedia.org/wiki/University>)

## **WHAT IS HOMESCHOOLING?**

Homeschooling is a progressive movement around the country and the world, in which parents choose to educate their children at home instead of sending them to a traditional public or private school. Families choose to homeschool for a variety of reasons, including dissatisfaction with the educational options available, different religious beliefs or educational philosophies, and the belief that children are not progressing within the traditional school structure.

The homeschooling movement began growing in the 1970s, when some popular authors and researchers, such as John Holt and Dorothy and Raymond Moore, started writing about educational reform. They suggested homeschooling as an alternative educational option. According to the National Home Education Research Institute, there are now more than two million children being homeschooled in the U.S., with the percentage rapidly increasing by 7 percent to 15 percent each year. Homeschooling is legal in all 50 states and in many foreign countries. Government-funded programs vary widely from state to state, but the majority of homeschooling families fund their children's studies themselves. In certain areas, enrollment in a state-based program is optional. In that case, the state pays for specific resources in exchange for the home school meeting certain requirements to remain in the program.

Homeschoolers in most states and regions have access to an array of resources and social networks. In addition to forming co-ops, in which families group together to have classes, there are social events such as lectures, field trips, art classes, music instruction, sports, and play dates. Families that home school often combine certain subjects that are not necessarily grade- or age-specific, such as history, literature, and the arts. For example, children of various ages might study the same historical time period together, and then be given assignments that reflect specific age and ability. For studies in other subjects, such as math and reading, a homeschooling parent might tutor each child one-on-one to meet the student's individual needs. Meanwhile, depending on each child's age, the other students may be working on solo assignments or playing in another room.

The educational philosophy a homeschooling family chooses will significantly influence the structure of their days. Most of us are familiar with only one style of education -- the traditional system of textbooks, desks in rows, and standardized testing -- but a wide array of educational philosophies exists. These methods include Waldorf, Montessori, Charlotte Mason, classical, leadership education, interest-led learning, unit study, and more. Homeschoolers have the freedom to blend ideas that best meet their children's needs. Homeschooling can continue until a student graduates and enters college. Families may choose to home school throughout their children's education, or they may do so for only a few years before transferring their kids back into a mainstream school system. Most colleges are beginning to take note of home schooling's popularity. ( <https://www.parents.com/kids/education/home-schooling/homeschooling-101-what-is-homeschooling/>)

## **HISTORY OF HOMESCHOOLING**

Focusing on institutionalized education, America, during the year 1918 enacted compulsory schooling laws in all states. This continued all throughout the 20<sup>th</sup> century until Americans became more aware of the concept of homeschooling. Homeschooling has been around since the colonial era. Several works published during 1960s, criticizing the American public education sparked interest among the citizens regarding the concept of home education. Some of the books titled *How children fail* (1964) and *How children learn* (1967), written by John Caldwell Holt, the founder of the process of unschooling, a radical type of homeschooling, urges the parents to reconsider their decision of embarking their children's education through the lane of conventional educational system that they were aware off. He offered parents the basic dysfunctions of American education where the child is kept on toes due to the fear of test, strict curriculum and standardized grading patterns that thwarts their natural desire for self-discovery .

Ivan Illich's book *Deschooling society* (1971) drew additional attention to the pitfalls of mass public compulsory schooling in the US. Illich a philosopher decided all formal institutions in American Society and in the process, called for its dismantling.

Belonging to an old order Amish family the Yoders turned to the court of justice to ensure the right to homeschool their children. The Yoders belonged to a unique community whose lifestyle is often consumed by tourists and labeled as backward. During the 1970 Americans viewed homeschooling as backward and strange. The concerns of safeguarding the distinct religious practices and sentiments and the concerns about the academic quality of a public school education topped the reasons for many families to adopt homeschooling throughout 1970s and 1980s. Some extreme groups as quoted by the educational researchers. Gretehen Wilhelm and Michael Fremin also opted for homeschooling. As per the studies conducted by William and Ferimin, the families who opted for homeschooling during early 1960s had a leftist political affiliation. But, now a day they are having right spectrum in terms of their political orientation. Ideologies and pedagogies were two extreme groups of families who homeschooled their children. The ideologies were religious conservatives. The pedagogies are more concerned with controlling the academic and social environment of their children. Many stereotypes existed during the early days that stated homeschooler as being extremely sheltered and narrowly educated. Breaking the bounds of social such stereotypes, homeschooling grew dramatically as a form of educational institutions since 1970. And now about 1.5 million students are homeschooled in the contemporary society of the USA. Certain sources claim that about 2 million students are homeschooled. This discrepancy can be attached to the improper reporting of statistics, whereby the numbers are often estimated. Predominantly, homeschooling is the fastest growing form of American education which is expected to raise its standards in the near future.

Even though the stereotypes about homeschooling still exist, it has become 'normalized' and accepted practice over time.

## **HOMESCHOOLERS**

Homeschoolers are indeed passion followers. Homeschoolers have complete freedom over the structure of their school year. Many follow the traditional school calendar, some school year-round, and others take off during specific weeks when they need breaks. Their flexibility in curriculum which they choose is what it makes them different from normal school students.



Homeschooled children, especially as they grow older, often attend more traditional classes, giving them experience in completing more typical homework assignments. Some public schools allow homeschoolers to attend certain classes that they choose. As they get older, homeschooled kids may enroll in community college classes and begin their college studies early.

Although grades in certain subjects are not always needed, many families do administer graded tests, some through computer programs. The homeschooling environment allows children to progress at their own pace until they have mastered the necessary materials. (<https://www.parents.com/kids/education/home-schooling/homeschooling-101-what-is-homeschooling/>)

## **HOMESCHOOLING STYLES**

### **■ CLASSICAL HOMESCHOOLING**

The first stage, namely the grammar stage comprises of learning facts, knowledge gathering and memorization. In the second stage logic and reasoning is applied knowledge. In the third stage, namely the rhetoric stage.

### **■ UNIT STUDIES**

Unit studies are a popular homeschooling method because they can be hands-on, literature-based, or even geared towards the Charlotte Mason method. Unit Studies typically encompass all of the scholastic subjects through the study of one topic (Weaver units or KONOS character units, for example), although they can be specific to a specific subject (like Evan-Moor science units or Teacher Created Materials units). Since it is easier to teach different ages the same topics with multi-level unit studies, they are popular among homeschoolers wanting to keep all of their children on similar topics at the same time (<https://www.thehomeschoolmom.com/homeschool-lesson-plans/unit-studies/>)

- **CHARLOTTE MASON METHOD**

The souls of all children are waiting for the call of knowledge to awaken them to delightful living . Thus said the 19<sup>th</sup> and century education Charlotte Mason education includes the use of living books, keeping a nature's journal, introducing music, art, poetry and great literature.

- **UNSCHOOLING**

A subject of homeschooling, unschooling can be considered as an extreme form of educational philosophy, that use no formal curricula, instead makes liberal use of the learning opportunities provided by the pupil in their daily life. Proponents of unschooling John Holt including the educator cum father of unschooling challenges the usefulness of a standard curricula, conventional grading standard as well as other themes and perspectives of traditional schooling and learning. It is largely against the concept of forced learning and promotes self directed learning in a natural setting. The strata range from radical unschoolers to those who prefer child-led learning, but might also be called eclectic.

- **MOORE FORMULA**

Raymond and Dorothy Moore, widely known as the grandparents of the homeschool movement are best known for their there where they suggest that is better to get started with formal schooling late than being early and precisely suggests no' to formal schooling before the age of 8. This formula advocates a balanced approach towards education comprising of study, work and service based on unit study approach, they utilize the student's interests as a focal point to stimulate learning. Moore formula highlights the chores within home and volunteering with parents outside of home.

- **WALDORF HOMESCHOOLING**

Popularized by Rudolf Steiner in Europe in the last 19<sup>th</sup> and the early 20<sup>th</sup> centuries, this is a holistic liberal arts education whereby the subjects are not separated from one another. Education here covers body, mind and spirit. The code of morality is emphasized subtly through life. The uses of text books are limited and frequent. In the lively side, education here is centered on activities and experiences rather than head learning.

- **COMPUTER-BASED HOMESCHOOLING**

Generally considered to be an offshoot of the textbook method, in this method, the child learns the textbook method, In this method, the child learns the curriculum either through an online company or a purchased home-based programme, instead of paper books.

- **ECLECTIC HOMESCHOOLING**

This method is said to be the combination of several other homeschooling methods. Eclectic makes use of multiple styles of homeschooling in order to reach a conclusion regarding which method suits them the most and leaves the rest that doesn't fit them. Unlike other methods of homeschooling, eclectic method is not a combination of styles that works for an individual family.

- **TEXT BOOKS**

Text books forms an integral part of learning process. Many students find learning much organized and systematic through the use of text book as it also provide the student the student with a certain level of confidence. Predominantly, its seen that the homeschoolers may use textbooks during the first two years of homeschooling. Going ahead, some may continue using the text books for certain subject and may switch into unit studies and relaxed learning for other subjects. We cant deny the fact that, the use of textbooks also helps parents in building their confidence regarding their choice of opting homeschooling for their children.

## **HOMESCHOOLING IN INDIA**

Sophisticated high-end private schools, government schools etc that follows the model of conventional classroom teaching is the image that blooms in everybody's mind, when asked about school education or at least we can say that, it is indeed the most popularized concept of Indian School education.

Breaking the ties of the typical conventional educational model, some parents and guardians are following unconventional elementary education models. Such methods predominantly try to overcome the short comings of the extremely tedious procedure of rote learning that stifles creativity in favor of conformity.

Homeschooling is at a very nascent stage. Those opting for homeschooling all around the country are limited to somewhere around 15000. On the contrary, the alternate education movement has existed for several decades in our country since pre-independence era

## **SIGNIFICANCE OF THE STUDY**

What makes this study significant is that, this area is not a highly explored one. The studies so far have been focusing on the homeschoolers abroad. But, in this study, the researcher is focusing more on the life of homeschoolers in Kochi city. Even though the group is existing, the visibility is very less. And people are not aware of homeschooling and homeschoolers, their issues, challenges, the opportunities that it provides and so on.

In this study, the researcher is focusing more on the socio economic and other factors that a student takes into consideration while opting for homeschooling, opposite to conventional schooling.

## **CHAPTER - 2**

## REVIEW OF LITERATURE

Education is a process in which and by which the knowledge, characters and behavior of the human being are shaped and molded. Education leads to the enlightenment of mankind. Imam Ghazali said that education is a process which enables an individual to distinguish between the true and false, the good and bad, the right conduct and the evil doing . Aristotle said that, education is the process of creation of sound mind in a sound body . Pestalozzi said education is a natural, progressive and systematic development of all the forces . It distinguishes human being from other creations. The process of education is not only self- realization of the individual but, it is also to bring into action, the potential in man. ([www.studylecture.com](http://www.studylecture.com))

According to Cynthia K Drenovsky and ISA in their study The Impact of Homeschooling on the Adjustment of College Students , Homeschooling is an option for education that has increased considerably since the 1970s. Stereotypes of homeschooled children often include labels such as "backward" or "on the fringe" of society. In this book they also talk about the advantages and disadvantages of homeschooling.

According to Raymond and Dorothy Moore in the book Better than early13 they suggests that children should not begin formal schooling until they reach the age of eight. They also advocate the use of home chores and community service as learning experiences. The Moore's homeschooled their own children and many parents today turn to their works to guide them through home education.

The wealth of knowledge acquired by an individual after studying particular subject matter or experiencing life lessons that provide an understanding of something, requires instruction of some sort from an individual or composed literature. The most common forms of education result from years of schooling that incorporates studies of a variety of subjects. ([www.businessdictionary.com](http://www.businessdictionary.com))

According to Mahatma Gandhi in the book Education for the Third Millennium , he says that Education in the 21<sup>st</sup> century would have to attend to three principle requirements . The first is the traditional requirement of all round development of the individual. The second would be to instill in students a sense of values, especially moral values, which have witnessed steady erosion

down the years. The third purpose of education would be to help in the balanced growth of the countries of the world by which is meant maintaining a balance between economic growth and the ecosystem.

The author of the article Education in the 21<sup>st</sup> century Dennis D'souza points out the 3 principal requirements of the education in the 21<sup>st</sup> century for the all round development of the individual (traditional requirements), instilling sense of values and morals in the students and to help in the balanced growth of the countries of the world.

In the context of the narrowing boundaries of the society the author points the need for building up a world culture and a world economy to be the primary concern of education.

D'souza criticizes the misuse of funds, lack of control over the teachers and other employees to be the major obstacle in the path of education. He further states that the state run institution in India lacks teaching, where in the administrative setup and other staff make an appearance only for a show.

Giving special reference to India and her educational needs in the 21<sup>st</sup> century, D'souza cites the requirement of education at the primary stage. He also says about the delay in achieving the universal education up to the age of 14. He also mentions the pathetic condition of most of the government primary schools and increasing dropout rate in the secondary education. Only few institutions have risen themselves to what may be called international standards.

He wishes the education system to get a tremendous change, which is the need of the hour filled with accountability; achievement; cooperation; creativity; communal harmony; efficiency; diligence; equality; evaluation; optimism; relaxation; research; sex knowledge; team spirit etc for a just, peaceful, happy and prosperous society; a strong nation.(D'souza, Dennis.2000)

Education is not putting in' information; it is drawing out' the hidden potential for good in each human being. It is not concern only with the intellect, but equally with the body and spirit. Literacy is just a tool, a means to the end. The real medium of instruction' in basic education is work, language. The mother tongue is a medium of communication, not of instruction. (Jajoo, U.N. 2000)

Education is central to all human activity. But, so far, education has been shaped by the demands of society and not the other way. Materialism has become more important than the human being who creates and remolds material. Consequently, matter has more importance than the spirit.

Education has been taken over by the needs and demands of a consumerist culture. (Shah, Jayesh 2000)

The Kothari Commission (July 1964) was the earliest, which examined in great detail the situation of primary education then prevailing in India, and suggested several reforms. In the words of the commission, "The real need is action. The urgency of the situation and the grim times we are facing underscore this simple but vital fact." The commission stressed four basic issues: (1) literacy (2) numeracy (3) experience (4) social service. They touched upon the entire range of quality of schools; status of the teacher; the educational structure; enrollment policies and the expansion of secondary education; school curriculum; teaching methods and the school education at the state and district levels. (Dr. Kulkarni, Manu. 2000.)

The largest provider of elementary education in the country is the government, and the primary consumers of the government elementary education system are the poor. The overall status of elementary education in India is closely entwined with the conditions governing the state of such education in India in the foreseeable future. In most cases, given the high opportunity cost and the hidden barriers in the delivery system (e.g. caste and gender discrimination in the school system), the demand from these sections for elementary education, it is hard to visualize a political leader/ party winning an election on this plank. Not much is likely to happen through the mainstream of political process. The recently resuscitated Panchayati Raj system is likely to provide some viable answers, although there are obstacles, like the rigidly fragmented social structure, that exists in rural areas. (Paul, Victor. 2000)

Homeschooling--that is, parent-led home-based education--is an age-old traditional educational practice that a decade ago appeared to be cutting-edge and "alternative" but is now bordering on "mainstream" in the United States. It may be the fastest-growing form of education in the United States. This article describes the following findings regarding home education: (1) General facts and trends regarding homeschooling; (2) Reasons for home educating; (3) Academic



performance comparisons between institutionally-schooled and home-educated students; (4) Social, emotional, and psychological development; (5) Gender differences in children who are home educated; and (6) Success in the "Real World" of adulthood. Research designs to date do not conclusively "prove" that homeschooling causes these statistical findings. At the same time, there is no empirical evidence that homeschooling causes negative results compared to institutional schooling. (<https://eric.ed.gov/?id=ED556234>)

Bielick, Stacey; Chandler, Kathryn; Broughman, Stephen P.

The National Household Education Surveys Program (NHES), 1999, is a telephone survey data collection program conducted by the National Center for Education Statistics (NCES). Based on NCES data, this report provides an estimate of the number of home-schooled students in the United States, characteristics of home-schooled children and their families, parents' reasons for home-schooling, and public school support for home-schoolers. The findings are based on surveys conducted with parents/guardians of children ages 5 to 17 with a grade equivalent of kindergarten to grade 12. For the analyses reported in this document, data were obtained from 275 home-schooled students and 16,833 non home-schooled students. Among the major findings of this Parent-NHES are that an estimated 850,000 students nationwide were being schooled at home, 1.7 percent of U.S. students. A greater percentage of home-schoolers compared to non home-schoolers were white, non-Hispanic (75 percent compared to 65 percent). The household income of home-schoolers in 1999 was no different from that of non home-schoolers. Parents of home-schoolers had higher levels of educational attainment than parents of non home-schoolers. Parents gave a wide variety of reasons for home-schooling their children, including being able to give their child a better education at home, religious reasons, and a poor learning environment in school. Twenty-eight percent of home-schoolers' parents reported that public schools/districts offered them extracurricular activities, 21 percent reported receiving curriculum support, and 23 percent reported receiving books and materials. The report concludes with future research plans and information on the study's methodology and technical notes. (<https://eric.ed.gov/?id=ED455926>)

The Ins and Outs of Homeschooling: The Determinants of Parental Motivations and Student Achievement - This research investigates two major aspects of homeschooling. Factors determining parental motivations to home school and the determinants of the student achievement of home-educated children are identified. Original survey data from an organized group of homeschoolers is analyzed. Regression models are employed to predict parents' motivations and their students' standardized test achievement. Four sets of homeschooling motivations are identified. Academic and pedagogical concerns are most important, and it appears that the religious base of the movement is subsiding. Several major demographic variables have no impact upon parental motivations, indicating that this is a diverse group. Parents' educational attainment and political identification are consistent predictors of their students' achievement. Race and class—the two major divides in public education—are not significant determinants of standardized test achievement, suggesting that homeschooling is efficacious. It is concluded that homeschoolers are a heterogeneous population with varying and overlapping motivations. (<https://journals.sagepub.com/doi/abs/10.1177/0013124504274190>)

There is little literature which provides any analysis regarding the relationship between cultural order and home education. Research reported here found that home education has grown steadily in recent decades and that parents' motivation for home education was closely associated with cultural order. It was noticeable that Christian and Confucian values seemed to provide philosophical support for Chinese middle-class families who have chosen to educate their children at home. The parents reported that they preferred to cultivate in their children their favorite culture and beliefs, rather than to merely facilitate their achievement of excellent academic outcomes. (<https://www.tandfonline.com/doi/full/10.1080/14681366.2019.1574878>)

Exploring Black Women's Homeschooling Experiences at the Intersections of Race, Gender, and Class - Current data suggest that the homeschooling community is a diverse and growing social movement, varying demographically in terms of race, religion, socioeconomic status, and political beliefs. However, with over 68% of the homeschooling population being non-Hispanic White – a group not accustomed to systemic oppression and racial marginalization

– the homeschooling narrative reflected in research is often skewed by the socioeconomic status, political power, and cultural interests of White, two-parent, middle-class homeschooling households. Amidst increasingly amiable responses toward homeschooling, Black families of varying socioeconomic backgrounds have shown interest in becoming home educators. Included in this chapter are their lesser-told accounts – narratives from the primary homeschooling parent – Black mothers. Relying on 20 in-depth interviews, this study utilizes the theoretical frames of systemic gendered racism, intersectionality, and the coding procedures of grounded theory methods to analyze the narratives of Black homeschooling mothers. Overlooking the experiences and concerns of marginally represented homeschooling families such as Black homeschoolers can haphazardly reproduce social inequalities and/or fracture the homeschooling movement along stratified categories. Findings underscore homeschooling as a classed and gendered process and draw attention to the specific radicalized boundaries and indignities that obstruct Black mothers' educational and parenting goals. The author explains how Black women navigate systemic marginalization while homeschooling. (<https://www.emeraldinsight.com/doi/abs/10.1108/S1529-212620180000025013>)

Criticism and education: dissatisfaction of parents who homeschool and those who send their children to school with the education system - Homeschooling is a practice in which children of all ages do not attend school, usually by choice of their parents. Research has found diverse reasons for choosing homeschooling, including, reason related to family, personal safety, and others. However, the main reason cited repeatedly for homeschooling is dissatisfaction of parents with the quality of education that children receive at school. The present research used qualitative instruments to examine the criticism of the education system voiced by parents who homeschooled, in comparison with that heard from parents who sent their children to conventional schools. The findings indicate significant differences between the two groups in the nature of their criticism of the education system. The results of the comparison suggest different perceptions of the system and of the purpose of learning. This may enlighten our understanding of the differences among parents who choose different styles of education for their children. (<https://www.tandfonline.com/doi/full/10.1080/03055698.2018.1509786>)

# **CHAPTER - 3**

# **METHODOLOGY**

## **PURPOSE OF THE STUDY**

Homeschoolers are the ones who follow their own curriculum for achieving a goal which they develop at a very young age. Homeschooling is now becoming a trend in the society. Homeschooling is type of education, which standouts than the regular education system followed by the normal curriculum.

Through our research we are trying to spread some valid knowledge about the homeschoolers and their way of studying and the methods used by them.

## **OBJECTIVES**

- To analyze the socio-economic profile of the homeschoolers.
- To know about the problems faced by homeschoolers.
- To find out the level of satisfaction of homeschoolers.
- To know about the curriculum followed by the homeschoolers

## **CLARIFICATION OF CONCEPTS**

### **THEORETICAL DEFINITION**

Homeschooling is a progressive movement around the country and the world, in which parents choose to educate their children at home instead of sending them to a traditional public or private school.

Homeschooler is a child who is taught at home instead of in a school.

## **OPERATIONAL DEFINITION**

In our study, the homeschoolers are those students who study from home. The age limit of the homeschoolers in our study range from 12-20 years, both girls and boys.

## **RESEARCH DESIGN**

The designs employed in this study are qualitative in nature.

In the research, a qualitative study is done so as to get an in-depth knowledge of the homeschoolers. We need to know about the curriculum followed by the homeschoolers and find out the level of satisfaction of homeschoolers. We need to know about their level of socialization, about their life and education etc. We came to know about the homeschoolers through magazines, articles, books etc.

## **UNIVERSE OF THE STUDY**

The universe of the study is the homeschoolers in Kochi City.

The unit of the study consists of 6 Homeschoolers.

## **SAMPLING METHOD**

Case study using purposive sampling

The sampling method that we are following is case study by making use of purposive sampling. 6 cases will be portrayed, which will be based on Kochi city.

## **VARIABLES**

- AGE
- INCOME
- RELIGION
- EDUCATION LEVEL OF THE PARENTS
- FAMILY BACKGROUND
- NUMBER OF SIBLINGS

## **TOOLS FOR DATA COLLECTION**

### **TOOL**

The tool that is used is an unstructured interview guide with open ended and close ended questions.

# **CHAPTER - 4**



## DATA ANALYSIS AND INTERPRETATIONS

### Case 1

Table 4.1 Case#1 SOCIO ECONOMIC PROFILE

Construct definition	Empirical referent.
Age	The case 1 is 14 years old.
Sex	The respondent is a female.
Religion	The respondent belongs to a Hindu family, but explicitly stated that she doesn't follow or believe in any religion, neither does her family.
Family	The respondent belongs to a nuclear family which includes father, mother and an elder brother. The elder brother is also a homeschooler. He is currently doing badminton course in Regional Sports Academy.
Economic	The respondent is from a high income group. Her father owned a

background	business firm and mother worked there. Both were IT professionals based on abroad. Currently they are retired.
Education	The respondent has completed her classes till 6 <sup>th</sup> grade in a normal/regular school and is currently pursuing 9 <sup>th</sup> standard via home schooling. The respondent studied in a school in Dubai till 6 <sup>th</sup> , where they pursued CBSEI syllabus, which had less exams and more practical works. When the respondent came back to India, she found it difficult to follow the stressful pattern of normal schooling due to which her parents looked for an alternative syllabus option and suggested homeschooling to her and her elder brother . They have registered for the board exams in NIOS.
Hobbies	Film making, reading, painting, playing violin, guitar, and keyboard. The respondent has attended classes for violin and painting earlier. She learned keyboard and guitar by herself while she was pursuing Homeschooling.

■ **Table 4.2 Case#1 ISSUES**

Construct definition	Empirical referent
Family crux.	The respondent has not faced any issues from family for pursuing homeschooling.

<p>School/college relationships</p>	<p>The respondent did felt that she lacked friends here in Kerala as she is not pursuing regular schooling.</p>
<p>Perception of society.</p>	<p>The respondent has faced criticism, but mostly it is handled by her parents.</p>
<p>Opinion towards peer group</p>	<p>The respondent is of the opinion that while in regular school she had a lot of friends. But when she came back and opted for homeschooling, one of the major drawbacks of homeschooling that she felt was the absence of friends. The respondent says that she is 'ok' with this, but she also adds that she misses her friends.</p>
<p>Conception regarding media.</p>	<p>The respondent says that she doesn't read newspaper as she feels that the media is a negative influence and will affect the way in which you perceive the society and other things. The respondent is highly ignorant about what is happening in the society and lacks general knowledge to a great extend.</p>
<p>Notion towards regular schooling</p>	<p>The respondent says that the methods followed by regular schools are very rigid. It is more of theories and less practical work, which is very tedious. The pattern of exam is also very tiring.</p>

**Table 4.3 Case # 1 CHALLENGES**

Construct definition	Empirical Referent
Approach of the relatives	Some of the relatives are very critical towards the respondent for opting homeschooling. They are of the opinion that the respondent is ruining her life by following such unconventional method of schooling; without any proper syllabus or teachers.
Conduct of the teachers	The respondent doesn't have any teacher or tutor.
Perspective with regard to society.	The respondent mentioned that she doesn't read newspaper and isn't aware of the things happening in the society. The respondent seemed to be highly ignorant of the happenings of the society.

Subject distress.	As the respondent doesn't have any proper teachers. She approaches her parents or use online sources to clear doubts regarding the concepts that she find difficult to understand.
Lack of infrastructure facilities and scholarship.	<p>As 3 of the subjects that the respondent has chosen are Chemistry, Physics, and Biology, she finds it difficult as she doesn't have a proper lab facility to learn the practical aspects and experiments of the subjects. She adds that, she had to be contended with YouTube videos of the experiment.</p> <p>The respondent says that she is not aware of any kind of scholarship provided for homeschoolers.</p>

**Table 4.4 case # 1 opportunities**

Construct definition	Empirical referent
Self concept	The respondent is very much cool and confident and knows what she is doing.

Goals	<p>The respondent aims to be a film maker. The respondent also added that she will soon join the film school. The respondent said that the film institute that she is going to join doesn't make it mandatory that she needs to pass the 10<sup>th</sup> examination.</p>
Utilization of online sources	<p>The respondent has a YouTube channel where she uploads short films and trailers that she makes. The respondent also has a blog. She uses YouTube for studying.</p> <p>The respondent is studying JAVA online. She is active in hangouts.</p>
Subject familiarization.	<p>The respondent says that she has pursued regular schooling till 6<sup>th</sup> grade. Her foundation for the subjects that she is currently pursuing is much strong, due to which she finds studying easy. The respondent doesn't study regularly.</p>
Familial affiliation.	<p>The respondent keeps a very positive attitude regarding her parents. She is more attached to her father.</p> <p>While pursuing homeschooling the respondent and her brother got a lot of free time and hence, they bonded well over time, deeper than before, as she spends most of her time with her brother.</p>
Proclivity towards homeschooling	<p>The respondent is happy contented and satisfied being a homeschooler. It gives her time for self-reflection and she doesn't face that much strain in terms of the exams. Given a chance the respondent would like to pursue homeschooling till plus two.</p>

<p>Participation in clubs / associations</p>	<p>The respondent is a part of the national homeschooler community.</p>
<p>Partaking in camps / tours.</p>	<p>The respondent has attended camps organized for homeschoolers. (The last one at Himachal for two months).The respondent also attends meetings and orientations organized by the homeschoolers community whereby she could interact with other homeschoolers.</p>
<p>Time management strategies</p>	<p>The respondent is free throughout and does works as per her wish. She practices film editing via software's available, tries to learn how to use new applications, watches movies, learns, paints etc.</p> <p>The respondent doesn't follow any specific timing or method for studying.</p>
<p>Syllabus and exam canon.</p>	<p>The respondent has registered under NIOS for her board exams. The syllabus format is CBSE and she has 5 subjects to learn. She is relaxed as she doesn't have to attend any other exams in between. The respondent also added that, once registered we have five years to clear the papers. We can even write one Paper per year. She is slightly doubtful regarding writing the board exams; as the authorities of the film school said that they can provide admission to her even if she doesn't attend the board exams.</p>

Choice of subjects	The respondent has opted for Science (Chemistry, Physics and Biology), Math and English.
Suggesting homeschooling.	The respondent finds homeschooling to be stress free and will suggest it to others. On the other side the respondent also adds that, as we are provided with the lot of free time, we must use it wisely or else there are chances that we may get bored.

**Table 4.5 Case 1 # Highlight Statements**

Constructs	Highlight statements
Vision towards future	I want to be a film maker
Disposition regarding Homeschooling	I feel free. I am not pressurized in anyway .



## **CASE 2**

**Table 4.6 case # 2 Socio Economic Profile**

Construct definition	Empirical referent
Age	The Case 3 is 15 years old.
Sex	The respondent is a female.
Family	The respondent belongs to an extended family consisting of father, mother, and 5 siblings. The respondent is very much supported by her family, which helps her to maintain a positive attitude towards life and relationships.
Economic background	The respondent belongs to a high income group. Her father is a business man with units in both in Ernakulum and Bangalore. Mother is a homemaker.
Education	The respondent has attended regular classes till 5 <sup>th</sup> standard. She studied in Rajagiri Public school. The respondent is pursuing homeschooling from the last 4 years and is currently preparing for her board exams. (10 <sup>th</sup> standard). She along with three other families is pursuing homeschooling in Divine Mercy Centre. She attend classes twice a week there

	<p>(Tuesday and Thursday)</p> <p>The respondent started pursuing homeschooling after she has completed her 5<sup>th</sup> standard in Rajagiri Public School. The respondent is of the opinion that regular schooling holds a lot of pressure, strain and stress both emotionally and physically during exams. The respondent is also of the opinion that in a class of 40 students, the students aren't recognized on the basis of their talent. In fact they are discriminated and is not considered special. Therefore, the respondent agreed for homeschooling when her parents proposed it to her. And also, the respondent is not very keen in learning and prefers to use a calculator for basic math.</p>
Hobbies	Reading, cycling, cooking and playing piano

**Table 4.7 Case # 2 Issue**

Construct definition	Empirical referent
Family crux	The respondent has not faced any kind of issues from her immediate family.
School/ College relation	The respondent has not faced any problem in school other than the fact that students are discriminated on the basis of their talents and are not considered unique .

Opinion towards peer group	The respondent says that she have no friends to accompany her in her studies as earlier. The respondent has some friends of the same age in her Sunday class. But she misses those with whom she used to study while pursuing regular schooling.
Perception of the society	The respondent has not faced any criticism regarding her being a homeschooler. Most problems are tackled by her parents. The respondent is of the opinion that even if people criticize her, she takes it in a positive stride.
Conception regarding media	The respondent reads newspapers and keeps herself updated. She stays away from the negative news feed (rape, murder, theft etc) .She is updated about the things that happen in the society and seemed to be a socially committed student. She also poses a sufficient amount of knowledge in general.
Notion towards regular schooling	The respondent feels that the regular schooling drains the students both mentally and physically. This is at the peak during the time of exams. Also due to large number of students in a single classroom, the respondent feels that all are not equally recognized for their talents. Teachers discriminate the students who present their talents willingly from those who shy away, but possess a lot of potential. The respondent doesn't like a system where they are not treated as 'unique' and criticizes the process of discrimination that happens there.

**Table 4.8 Case # 2 Challenges**

Construct definition	Empirical referent
Approach of the relatives	Some of the relatives of the respondent are critical towards her pursuing homeschooling instead of attending normal school.
Conduct of teachers.	The respondent has not faced any issue with that of the teacher. But she keeps the opinion that the teachers discriminate the students based on their talents in schools.
Perspective with regard to society.	The respondent keeps herself updated about the happenings in the society. She feels that the society is more on the negative side these days with the increasing rate of crime happening in the country. The respondent seems to be a socially committed student.
Subject distress	The respondent finds math tough and is not very keen in learning languages. As the respondent opted for science. She finds the lack of lab facilities as an obstacle.
Lack of infrastructural	The syllabus chosen by the respondent is very tough,

facilities and scholarships.	<p>hence the practicals of the science subjects are of advanced type. She lacks a proper laboratory facility in homeschooling.</p> <p>The respondent says that she hasn't heard of any scholarship provided to homeschoolers.</p>
------------------------------	---

**Table 4.9 case # 2 opportunities**

Construct definition	Empirical referent
Self concept	<p>The respondent believed that the being a homeschooler has helped her to be more advanced than the regular school going students and helped her to be more confident and strengthened her belief in herself.</p>
Goals	<p>The respondent aim to be a doctor, specially a cardiac surgeon. That is why she has specifically chosen science for homeschooling. She wants to study abroad.</p>
Utilization of online sources	<p>The respondent says that the online sources of study (YouTube) are very useful as it contains detailed explanations regarding each subject which helps in self study. She specifically prefers the online source (KHAN ACADEMY).</p>

<p>Subject familiarization.</p>	<p>The respondent finds science interesting and is not very keen in studying languages. She is happy with the fact that she doesn't have to learn language in her 11<sup>th</sup> grade. The respondent also prefers to use a calculator for doing basic math. The respondent is fully dependent on calculator for doing any kind of math problem.</p>
<p>Familial affiliation.</p>	<p>The respondent feels that homeschooling has helped her to spend more time with her siblings and hence deepened the strength of their relationship. The respondent is also very caring and teaches her younger siblings too.</p> <p>The respondent keeps a very positive attitude regarding her parents. She is very affectionate of them.</p>
<p>Proclivity towards homeschooling</p>	<p>The respondent is very happy being a homeschooler. She feels free and finds studying enjoyable. She is also of the opinion that homeschooling has helped her to be more advanced than the regular school going students.</p>
<p>Participation in clubs/association</p>	<p>The respondent is a part of a prayer group. The respondent is not a part of any homeschooler community.</p>

Partaking in camps/ tours	The respondent has attended a one day camp for homeschoolers whereby they could interact with other homeschoolers. The respondent hasn't attended any study tours.
Time management strategies.	The respondent is currently pursuing her 10 <sup>th</sup> grade which requires her to study more. She follows a specific timetable to study. Also has frequent exams now (test papers) as she is a class 10 student.
Syllabus and exam canon	<p>The respondent follows the IGCSE syllabus, followed by Cambridge university. She followed Mother CEAT syllabus till 8<sup>th</sup> standard. As the respondent is currently pursuing her 10<sup>th</sup> grade, it requires her to study more and attend exams too.</p> <p>The respondent said that the exam fee is approximately 40,000 and her centre is Global Public School.</p>
Choice of subjects.	The respondent aspires to be a doctor and due to that she focuses more on science subjects (Chemistry, Physics, and Biology). Math and English are compulsory.
Suggesting homeschooling	The respondent finds homeschooling to be interesting. She also adds that, it has many advantages. It gives the respondent free time too. And he is not facing any stress.

**Table 4.10 Case # 2 Highlight Statements**

<b>Constructs</b>	<b>Highlight Statements</b>
Managing criticism	I take criticism positively
Subject orientation	Science is beautiful
Self concept	I feel that I am more advanced than the regular school going students.

### **CASE 3**

**Table 4.11 case # 3 Socio Economic Profile**

Construct definition	Empirical referent
Age	The case 3 is 20 years old.



Sex	The respondent is a male.
Religion	The respondent belongs to a Christian Jacobite family. The respondent is also a religious person.
Family	The respondent belongs to a nuclear family consisting of father, mother and a younger brother. The family is very supportive.
Economic background	The respondent belongs to a high income family .His father owns a supermarket and his mother is a supervisor in CIAL.
Education	<p>The respondent has attended regular classes till 11<sup>th</sup> standard. He pursued homeschooling for one year while he was in 12th.</p> <p>The respondent was not able to cope up with his higher secondary school background (management) despite getting a score of 94% in the 10<sup>th</sup> board exams. He started to miss out his classes and gradually started losing his attendance. His father was called to the school. He was ridiculed in front of his father saying that the school will lose its pass percentage if he continues to be there. This deeply affected the respondent.</p> <p>Also, the respondent believes that the teachers were very much biased towards him owing to the prejudice of him being a student</p>

	<p>from the management quota. The teachers targeted him and detained him unnecessarily on the pretext of making him bolder. He stopped going to school during plus two and was taken to different counselors who even came to the conclusion that he was possessed. He remained quiet and refused to let others know about his problem. The respondent was drained, both mentally and emotionally.</p> <p>The respondent didn't want to go to class and came to know about homeschooling via a principle from some college. With his consent his parents enrolled him in NIOS and he started homeschooling.</p>
Hobbies	He enjoys travelling,

**Table 4.12 case # 3 Issues**

Construct definition	Empirical referent
Family crux	The respondent's family is very overprotective and doesn't let him face things alone. His brother is now in 12 <sup>th</sup> , he is very protective of him.

<p>School/College/ Life relationships</p>	<p>The respondent was a very reserved child. He didn't have any close friends and used to keep his distance from girls while in school. He used to get sweaty when girls came near him. The respondent believed that none of the students in his class were aware of his presence. Putting it in his own words, the respondent was too honest and didn't know how to lie. He was a shy male; an introvert, who maintained distance from both males and females. He had a crush on a girl and pursued her. But she rejected him.</p>
<p>Opinion towards peer group</p>	<p>The respondent was a very reserved student who maintained his distance, both from girls and boys of his class. Hence, he didn't have much friends over there. But the respondent has a group of friends in his neighborhood with whom he is comfortable and likes to hangout with. The respondent doesn't miss his colleagues from school</p>
<p>Perception of society.</p>	<p>Even though not many knew of him being a homeschooler, the respondent maintained his distance from all kinds of social gathering. His relatives were highly critical of him being a homeschooler. Usually his parents and sibling used to speak on his behalf as the respondent was very much reserved and too honest and also because he was very much sensitive owing to multiple counseling sessions.</p>

<p>Conception regarding media</p>	<p>The respondent keeps himself active by watching news. He only prefers to read the sports news in the newspapers. The respondent who is a BSW student now, is very sad about the things happening in the society. He is a very socially committed youth and also an active NSS volunteer.</p>
<p>Notion towards regular schooling</p>	<p>The respondent says that, schooling system demands compulsory attendance or else the student might be dismissed. He also says that schooling comes with the mandatory submission of assignments, Presentations, Projects, examinations etc. The entire situation is very strain full and drains a student both physically and emotionally. Also it's not necessary that we may get good teachers to guide us.</p>

**Table 4.13 Case # 3 Challenges**

<p>Construct definition</p>	<p>Empirical referent</p>
<p>Approach of the relatives.</p>	<p>The relatives of the respondent were critical towards him being a homeschooler. The respondent being a boy, they didn't approve him staying back home. They were of the opinion that the respondent was wasting his life.</p>

<p>Conduct of teachers</p>	<p>The teachers who taught him in 11<sup>th</sup> standard was very much partial and biased towards the respondent they discriminated him in the account of him being a management quota student. They detained him and scolded him unnecessarily The respondent has not faced any problem from the tutor who taught him math while homeschooling.</p>
<p>Perspective with regard to society.</p>	<p>The respondent is a highly committed and active member of the society. He is really saddened by the increasing negative stories circulating in the society. He dreams of starting an NGO to protect and safe guard the marginalized sections of the society.</p>
<p>Subject distress</p>	<p>The respondent found the subject math very difficult while being a homeschooler, therefore he sought tuition for the same. The respondent also believes that he was week in math while studying in normal school.</p>
<p>Lack of infrastructural facilities and scholarships</p>	<p>The respondent was a science student and more over he was in plus two while pursuing homeschooling. This required him to do mandatory practicals. The facilities were not available at home. He had to go to other schools and use their labs as per the instructions of NIOS.(This was during Saturdays). The respondent did had access to laboratory of other schools and hence found it easy to deal with the subjects which had practical's. The respondent is not aware of any scholarships provided for homeschoolers</p>

**Table 4.14 Case # 3 opportunities**

Construct definition	Empirical referent
Self concept	The respondent believes that being a homeschooler helped him to be more confident. He got pretty much time for self reflection too, which he used positively to work on himself. He can speak well with others now.
Goals	<p>The respondent didn't had any specific goal during the tenure of homeschooling other than the wish to avenge all those who ridiculed him. He wanted to pass in all subjects and come out along with his regular school mates.</p> <p>As he is pursuing BSW now he aspires to open an NGO for the marginalized sections of the society. The respondent is a socially committed person.</p>
Utilization of online sources	The respondent haven't used any kind of online resources to do with his homeschooling
Subject familiarization.	The respondent says that he has taught all the subjects that were taught in school via homeschooling. And also added that the exam and the certificate issued were same as that of the regular school.

<p>Familial affiliation</p>	<p>The respondent believes that his parents are the best and they have always protected him, The respondent also adds that he is indeed lucky to have his mother; the respondent is very attached to his mother.</p> <p>The respondent thinks highly of his brother and also said that his brother has protected him during many issues.</p> <p>The respondent also says that as his parents were concerned for him. They had neglected his younger sibling during his 10<sup>th</sup> board exams.</p>
<p>Proclivity towards homeschooling</p>	<p>The respondent is ok with the concept of homeschooling, as it provided an escape from the depressive school background that he faced during 11<sup>th</sup> standard. The respondent also argued that being a homeschooler was the turning point in his life. It also helped him to change his attitude toward the humanitarian disciplines.</p>
<p>Participation in clubs / associations</p>	<p>The respondent is not a part of any clubs or associations.</p>
<p>Partaking in camps /tours.</p>	<p>The respondent has not attended any camp/tour during the tenure of homeschooling.</p>
<p>Time management strategies.</p>	<p>The respondent doesn't follow any regular routine. He wakes up, spend time watching television, goes to play and study at times.</p> <p>The respondent doesn't follow any specific method/ time to study. The respondent doesn't study regularly.</p>

Syllabus and exam canon	The respondent has registered the 12 <sup>th</sup> grade under NIOS. He says that they provide text books. The certificate provided is same as that of the regular schooling. He founded it difficult for doing practical in a laboratory due to lack of facilities. The respondent was stress free in terms of exams and just attended the 12 <sup>th</sup> grade exams only.
Choice of subjects	Chemistry, Physics, Biology, Math, English
Suggesting homeschooling to others	The respondent is very much positive about the concept of homeschooling. He adds that it is good for those people who take studies seriously and bad for those who is into this, just for the sake of it. A lot of free time is available and hence time should be invested properly for productive activities.

**Table 4.15 Case # 3 Highlight statements**

Constructs	Highlight statements
Attitude towards mother	I'm lucky to have my mother



Self concept	Homeschooling helped me to be more confident and break out of my reserved self .
Attitude towards homeschooling	It was a turning point in my life.
Future mind set	I'm ready to face my future

## CASE 4

**Table 4.16 Case # 4 Socio Economic Profile**

Construct definition	Empirical referent
Age	The case 4 is 15 years old.
Sex	The respondent is a male.
Religion	<p>The respondent belongs to a Christian family, but he stated that he doesn't follow any religion or any religious practices.</p> <p>The respondent's father stated that he is not compelling his son to follow any religion and also added that, they did all kind of religious ceremonies right after the birth of their children for the sake of society's so called</p>

	<p>concept of being a Christian.</p>
Family	<p>The respondent belongs to a nuclear family which includes father, mother and a younger brother, who too is a homeschooler; he is studying sculpturing.</p>
Economic background	<p>The respondent is from a high income group. They are running an organic farm</p>
Education	<p>The respondent never attended a regular school except the kinder garden. There he found difficulty coping up with the mandatory demands put forward by the teachers. Later on, his father looked for an alternative option and suggested homeschooling and registered for the board exam (NIOS). He also stated that he is writing the exams just for the sake of certificates.</p>
Hobbies	<p>Graphic designing, doodling, painting, photography, travelling.</p> <p>The respondent is currently attending a graphic designing course.</p>

**Table 4.17 Case # 4 Issues**

Construct definition	Empirical referent
Family crux	The respondent has not faced any issues from family in pursuing homeschooling.
School/College relation	The respondent never attended a regular school.
Opinion towards peer group	The respondent is an introvert and doesn't have any friends. He doesn't find them to be a necessary part of his life.
Perception of the society	The respondent has faced criticism, but it is mostly handled by his father.
Conception regarding media	The respondent doesn't read newspaper as he feels that it doesn't make any sense and also added that newspaper is a way to create negativity in his life.

<p>Notion towards regular schooling</p>	<p>The respondent hasn't attended a regular school other than kinder garden, which he hardly recalls. He found it difficult to cope with the teacher's demand.</p> <p>He considers regular schooling to be quite demanding and uncomfortable. In short, he keeps a negative attitude about conventional schooling method.</p>
---	---

**Table 4.18 Case # 4 Challenges**

Construct definition	Empirical referent
<p>Approach of the relatives</p>	<p>Some of the relatives are very critical towards the respondent for opting homeschooling. They are of the opinion that the respondent is ruining his life following homeschooling, which follows an unstructured manner that is merely illogical. The respondents' father stated that, they are facing several criticisms but they never took it in to consideration, and also added that his wife is the one who come across many questions.</p> <p>The relatives of the respondents consider his father as an 'extreme person' for opting this method of schooling for his son.</p>

Conduct of the teachers	The respondent has a tutor for the short term purpose of completing the examination. He maintains a formal relation with the respondent.
Perspective with regard to society	The respondent stated that he is less bothered about the societal commitments. For him, the society is filled with negativity due to which he prefers to stay away from current affairs, newspaper and social media.
Subject distress	As the respondent doesn't have any kind of regular school experience, he is unaware about the curriculum that exists. He feels difficulty in all the subjects as it was chosen by his instructor.
Lack of infrastructural facilities and scholarship	As the respondent is not aware about the infrastructural facilities available in a school he says that, he is satisfied with the facilities that he has now.

**Table 4.19 Case # 4 Opportunities**

Construct definition	Empirical referent
Self concept	The respondent is very easy going where he feels satisfied in what he does.
Goals	The respondent aims to be a professional graphic designer. The respondent said that he has an urge to travel and he also added that he is more comfortable being a solo traveler .
Utilization of online sources	The respondents rarely depend on the online sources.
Subject familiarization	As the respondent doesn't have attended regular school. He lacks knowledge about the subjects. The respondent feels unsatisfied with the academics.

<p>Familial affiliation</p>	<p>The respondent keeps a very positive attitude regarding his parents.</p> <p>The respondent and his brother has a strong bond and the respondent also said that as his brother is a hostalite. They lack regular contact.</p>
<p>Proclivity towards homeschooling</p>	<p>The respondent is contended and satisfied being a homeschooler and also stated that, he never felt that he is enclosed within the so called boundaries of societal concept of homeschooling.</p>
<p>Participation in clubs/ associations</p>	<p>The respondent is not a part of any clubs or associations. He also added that he is not at all interested.</p>
<p>Partaking in camps/ tours</p>	<p>The respondent never attended any camps or tours.</p>
<p>Time management strategies.</p>	<p>The respondent is free throughout and does doodling as per her wishes.</p> <p>The respondent never follows any specific time or method to study. He doesn't study regularly.</p>

Syllabus and exam canon	The respondent has registered under NIOS for his SSLC exam and has five subjects to learn. The respondent said that he feels much relaxed. He also stated that he is writing examination only for the sake of certificates.
Choice of subjects.	Information technology, English, Economics, Painting, Business management.
Suggesting homeschooling	The respondent suggests homeschooling to others.

**Table 4.20 Case # 4 Highlight Statements**

<b>Constructs</b>	<b>Highlight statements</b>
Mind set towards exams	I am writing exams just for the sake of the certificates and for getting a driving license .



## CASE 5

**Table 4.21 Case # 5 Socioeconomic Profile**

Construct definition	Empirical referent
Age	The case 5 is 13 years old.
Sex	The respondent is a female
Family	<p>The respondent belongs to an extended family, consisting of father, mother and six siblings. Her father is an evangelist, mother is a homemaker. The eldest sister is pursuing her bachelor's degree in chemistry. The next one is a brother, who is in plus two (science). The one younger to the respondent is a brother is in 5<sup>th</sup> standard and the other a brother and a younger sister is in 2<sup>nd</sup> standard and LKG respectively. The respondent, who is the 3<sup>rd</sup> child, is currently in 8<sup>th</sup> standard. The family is very much supportive and caring. All of them are connected to each other in a very strong bond.</p>

Economic background	The respondent belongs to a high income group. Her father is an Evangelist. Mother is a housewife. The family also has other sources of income, which the respondent refused to speak off. The entire family is a part of a band and they perform in various occasions, mostly religious.
Education	The respondent has attended regular classes till 5 <sup>th</sup> standard. She studied in Assissi Vidhyanikethhan public school. The respondent is pursuing homeschooling for the last three years and is currently in her 8 <sup>th</sup> standard.  She along with three other families is pursuing homeschooling in Divine Mercy Centre. She attend classes twice a week there (Tuesday and Thursday)
Hobbies	Singing plays guitar, reading.

**Table 4.22 Case # 5 Issues**

Construct definition	Empirical referent
Family crux	The respondent has not faced any kind of issues from the family.
School college relation	The respondent has not faced any issues in school. She added that she had a lot of friends while studying in Assisi. She lacks friends here

	<p>(home school) as most of her colleagues are pursuing the board exams and there is no one of her age there ,which she finds pretty much disappointing.</p>
Opinion towards peer group	<p>The respondent who is currently pursuing her 8<sup>th</sup> standard via homeschooling misses her friends in school. She adds that she has no one at the place where she studies, to talk to or share her queries. She likes being with her friends in school.</p>
Perception of society	<p>Most of the people in the society are unaware of the concept of home schooling and they mostly ask what homeschooling is?</p> <p>In terms of criticism, the respondent has not faced any criticism. So far , it is mostly handled by her parents.</p>
Conception regarding media	<p>The respondent doesn't need newspaper and is highly unaware of the things happening in the society. She, in a way seems to think that she is way too small for developing any kind of social commitment.</p>
Notion towards regular schooling	<p>The respondent says that many things in regular schools are mandatory and they are forced to do some things against their wishes (like learning a subject that she doesn't want to learn). The respondent also adds that, the regular school lacks an environment of freedom. And the pattern of exams is very tough.</p>

**Table 4.23 Case # 5 Challenges**

Construct definition	Empirical referent
Approach of the relatives	Some of the relatives of the respondent is not very pleased with her and her siblings pursuing homeschooling. The respondent adds that ,it is mostly because they aren't aware about the concept of homeschooling.
Conduct of teachers	The respondent has not faced any issue from the teachers who taught her.
Perspective with regard to society	The respondent is highly unaware of the happenings in the society. And seems to be lacking the explicit aspect of social commitment.
Subject distress	The respondent doesn't like studying languages and doesn't allot much time for studying the same. The respondent loves science and is very much attached to Chemistry and hence studies it more. She doesn't have any problem/difficulty in studying other subjects.

<p>Lack of infrastructure facilities and scholarships.</p>	<p>The respondent says that she will have to use lab for her further studies and she may find the lack of that facility a serious drawback in the system of homeschooling in the near future.</p> <p>The respondent is not aware of any scholarship provided for the homeschoolers</p>
--	--

**Table 4.24 Case # 5 opportunities**

Construct definition	Empirical referent
Self concept	The respondent believes that being a homeschooler has helped her to be more relaxed and comfortable.
Goals	The respondent aims to be a doctor. But she also added that. as she is in her 8 <sup>th</sup> grade currently, she has not envisioned much of her future. She said that she has plenty of time to decide and set her goals.
Utilization of online sources	She uses various online sources to study her subjects and clarify the doubts ,if any. The respondent mostly uses Google and you tube.

<p>Subject familiarization.</p>	<p>The respondent loves to study Chemistry and science subjects. She is not very keen in studying languages.</p> <p>The respondent is more oriented towards science subjects.</p>
<p>Familial affiliation</p>	<p>The respondent is mostly tutored by her parents itself (who clarify her doubts regarding the studies). She is spending much time with her parents, she is very much attached to them.</p> <p>As she is pursuing homeschooling, she gets to spend more time with her siblings. She is more attached to her younger siblings and is very much affectionate of them.</p>
<p>Proclivity towards homeschooling</p>	<p>The respondent finds homeschooling to be a good choice as it provides the student with the freedom to choose their own subjects. She finds herself to be free from all kinds of pressures and finds studying as an enjoyable process. She says that others should also try and follow this method as it is too good.</p> <p>Her younger siblings too will be pursuing homeschooling.</p>
<p>Participation in Clubs/ Associations</p>	<p>The respondent is a part of the prayer group and is also a band group member. The respondent is not a part of any homeschoolers community.</p>

Partaking in Camp/Tour	The respondent has not attended any camps and tours.
Time managing strategies.	<p>The respondent studies regularly. But doesn't follow any time table.</p> <p>The respondent mostly prefers to study by writing. Other than that, she doesn't follow any specific method or time to study.</p>
Syllabus and exam canon.	The respondent follows the Mother CEAT syllabus. As per her opinion, She finds herself to be more advanced than the regular school going students. The respondent has not faced any kind of exams in home school and is not much aware of how it works.
Choice of subjects.	Math, Chemistry, English, , Biology and physics.
Suggesting homeschooling	The respondent finds homeschooling to be very comfortable and would suggest it for others too as this involves no stress or strain.

**Table 4.25 Case # 5 Highlight Statements**

Constructs	Highlight statement
Favorite subject	I love Chemistry
Inclination towards home schooling	Home schooling is a good option . I would suggest homeschooling for my siblings and others too .

## **CASE 6**

**Table 4.26 Case # 6 Socioeconomic Profile**

Construct definition	Empirical referent
Age	The case 6 is 15 years old.
Sex	The respondent is a female.



<p>Religion</p>	<p>The respondent belongs to a Christian family (Roman catholic). The respondent is a religious person.</p>
<p>Family</p>	<p>The respondent belongs to an extended family consisting of 8 members. Father, Mother and herself and 5 siblings. The family is very much supportive and affectionate as well as encouraging.</p>
<p>Economic background</p>	<p>The respondent belongs to a high income group. Her father is an Evangelist, mother is a staff in the Divine Mercy Centre homeschoolers from the three families meet, she teaches there.</p>
<p>Education</p>	<p>The respondent attended regular classes till 4<sup>th</sup> standard in Don Bosco Public school. The respondent started homeschooling from 5<sup>th</sup> standard. Currently she is preparing for the board exams (10<sup>th</sup> standard).</p> <p>She along with three other families is pursuing homeschooling in Divine Mercy Centre. She attend classes twice a week there (Tuesday and Thursday).</p>
<p>Hobbies</p>	<p>Swimming, singing, baking etc. The respondent also plays instruments.</p>

**Table 4.27 Case #6 Issues**

Construct definition	Empirical referent
Family crux	The respondent has not faced any kind of issues from her family.
School/ College relationships	<p>The respondent didn't had any issues in the school. But she did stress on the point that the bad qualities of others may influence her.</p> <p>She also added that she finds the students who use social media to be wasting their time in useless thing, instead of using it productively.</p>
Opinion towards peer group	<p>The respondent doesn't miss her friends from school and is fully focused on her studies to care about anything else</p> <p>She feels that their bad habits may influence her.</p>
Perception of society	Most of the people ask the respondent, Why she is doing this? They are not aware about the concept of homeschooling and finds that the respondent is wasting her time sitting home.

Conception regarding media	The respondent keeps herself updated about the latest happenings in the society, by reading newspapers and watching news in T.V. She prefers to stay away from the negativity in the society.
Notion towards regular schooling	The respondent finds the demand of the teachers of regular school to be the ones that are hard to cope with. She can't take the stress that comes with exams. She feels that they are forced to study many subjects unnecessarily (Geography).

**Table 4.28 case # 6 Challenges**

Construct definition	Empirical referent
Approach of the relatives	Mostly, the respondent or her parents need to explain what the concept of homeschooling to there relatives. They don't appreciate her for opting such a method of schooling which requires her to stay home, breaking the contact with the other conventional methods.
Conduct of teachers	The respondent is not much attached to the teachers who tutors her in home school .They maintain a professional relationship with her.

<p>Perspective with regard to society.</p>	<p>The respondent seems to take a negative view point with regard to the increasing crime rates in the society. The respondent seems to be a partially committed student of the society; As she prefers to focus much of her energy in her studies and future plans.</p>
<p>Subject distress</p>	<p>The respondent finds studying languages to be very tough. She likes the other subjects .But finds difficulty in science subjects due to the lack of laboratory facilities.</p>
<p>Lack of infrastructural facilities and scholarships.</p>	<p>The respondent is a science student and needs to follow the practicals demanded by the subject like Chemistry, Physics and Biology. She finds the absence of a laboratory facility to be a serious drawback in this system.</p> <p>The respondent is not aware of any kind of scholarship provided for homeschoolers.</p>

**Table 4.29 Case # 6 opportunities**

Construct definition	Empirical referent
Self concept	The respondent believes that the homeschooling had made her more confident and calm. She thinks a lot before talking and takes time for self reflection.
Goals	The respondent aims to be a doctor.
Utilization of online sources	The respondent uses the social media (face book). She makes use of various online sources for studying like Bijus App, Khan Academy; You tube etc. and find it very useful.
Subject familiarization	The respondent finds math and science interesting and easy to study. At the same time she is not very keen in studying languages.
Familial affiliation	<p>The respondent loves her parents very much. She mostly follows her father's words.</p> <p>The respondent is very much attached to her siblings. She is very affectionate of them and takes charge of their studies at times by helping them to study.</p>

<p>Proclivity towards homeschooling</p>	<p>The respondent says that it was her father who suggested home schooling. She says that as in regular school she need not have to study the subjects that she doesn't want to study. She need to study only the subjects that she focuses on. She is no more a 'machine' and finds studying enjoyable. She feels free.</p>
<p>Participation in clubs/ associations</p>	<p>The respondent is not a part of any clubs/ associations</p>
<p>Partaking in Camp/ tour</p>	<p>The respondent has not attended any camp/tour.</p>
<p>Time management strategies.</p>	<p>The respondent wakes up at 4;30 and studies for two hours. She attends the holy mass, helps her mother and studies till evening.</p> <p>The respondent studies ever day as she is in 10<sup>th</sup> standard. She studies for 2 hours to hours to the minimum.</p>
<p>Syllabus and exam canon</p>	<p>The respondent has registered under NIOS and follows a state cum CBSE syllabus. The respondent has attended exams till 9<sup>th</sup> and finds it comfortable to deal with exam. She</p>

	<p>adds that she doesn't feel compelled to write exams neither does she undergo any kind of pressure or stress.</p>
<p>Choice of subjects</p>	<p>The respondent has opted for physics, math, biology, Chemistry and English.</p>
<p>Suggesting homeschooling</p>	<p>The respondent says that everyone should go for homeschooling as it gives us the freedom to choose what we want to study.</p>

**Table 4.30 Case # 6 Highlight Statements**

Constructs	Highlight statements
View point about homeschooling	I think everyone should opt for homeschooling as it provides us with more opportunities.
Experience of regular schooling	I used to feel like a machine while I was a regular school going student
Favorite subject	I love math



## EMERGING THEMES

From the data interpreted above here we comes to some concepts or themes which are identified from the analysis. Here we are classifying the related areas of focus under each theme so as to make the study easier.

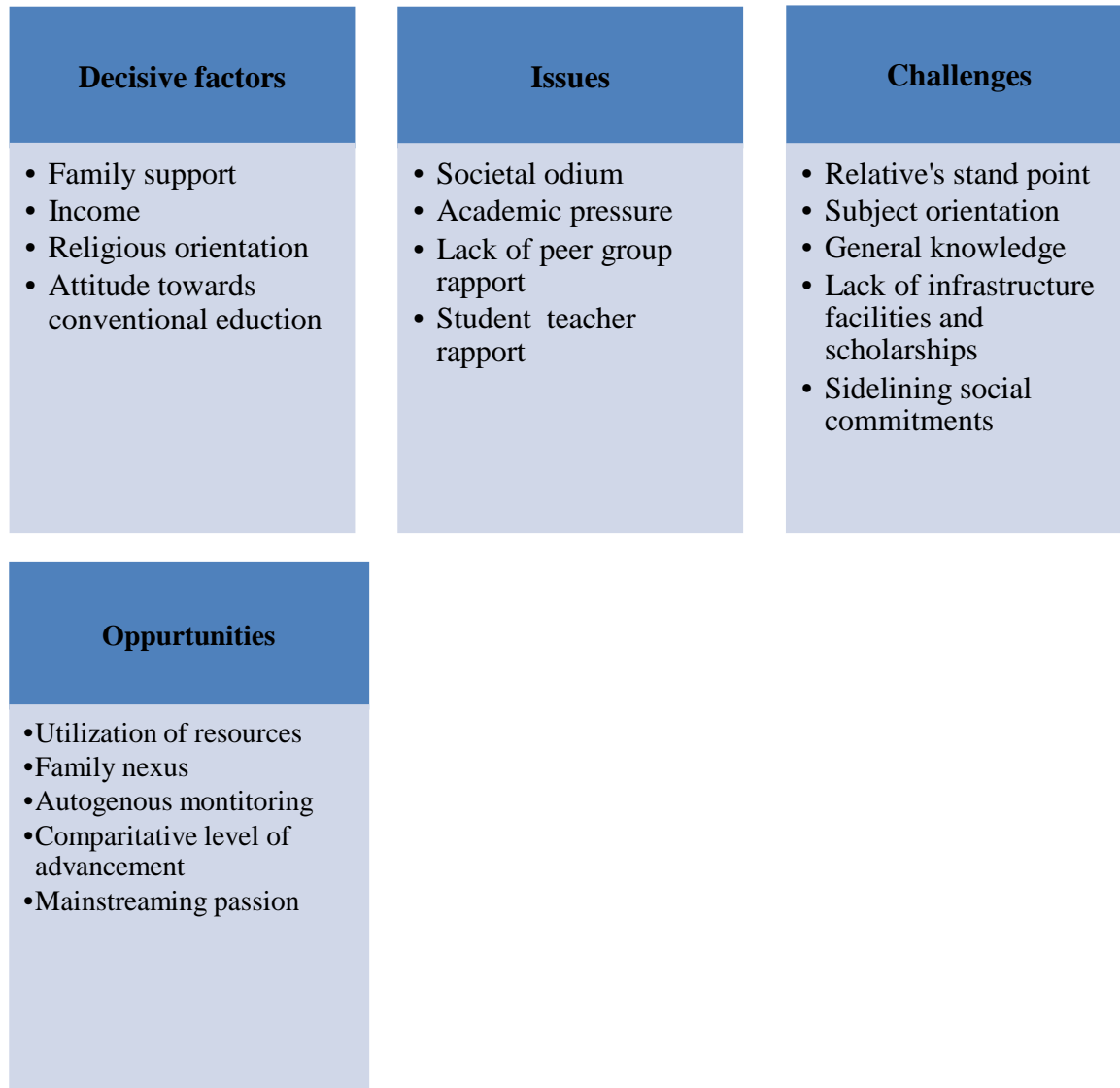


Fig.1 Emerging Themes

## CROSS CASE ANALYSIS

### Decisive factors

- **Family support**

In the above cases mentioned 3 respondents belongs to nuclear family and the 3 respondents belongs to the extended family. Case 1,3,4 belongs to nuclear family and case 2, 5 and 6 belongs to extended family. The families of the respondent are very much cooperative, affective and open minded. Case 3 parents and siblings is extremely protective of the respondent as the respondent has underwent some kind of psychological issues. Case 4 father is a bit controlling and takes all decisions on the behalf of the family compared to all other cases, case 1 parents are more liberal. Siblings of all the respondent are cooperative therefore, we can say that the support of the family plays an important role for the respondent pursuing homeschooling against the more common kind of schooling.

From the cross case analysis with regard to family support it is found that majority of the cases receive higher level of family support, cooperation and affection.

- **Income**

All the cases mentioned in the study belong to high income group. Case 1 parents own a software company abroad. Case 2 parent is a business man. Case 3 parent owns a supermarket and mother is a supervisor at CIAL. Case 4 parents run a huge organic farm. The parents of case 5 and 6 are evangelist. Hence, we can say that belonging to a high income family equips them to look into the finances of homeschooling. Majority of the cases belong to high income group.

By analyzing the cases in terms of the variable income, it is found that belonging to the high income group equips the family to opt homeschooling for their children, as they can manage the finances well.

- **Religious orientation**

Out of the 6 cases mentioned in the study majority of the respondents belongs to Christian family that is case 2, 3, 4, 5 and 6 belongs to Christian families. Case 1 belongs to a Hindu family, but doesn't follow any type of religious rituals or practices. Case 2 and 6 belongs to Roman Catholic under Christianity. Case 5 and 4 belong to Latin catholic sections. Case 3 belongs to Jacobite. Case 4 despite being a Christian doesn't follow any

kind of religious rituals or practices. Case 4 father also stated that they did all the religious ceremonies of their children right after their birth only to keep up the societies concern of fulfilling the commitment of being a so called Christian. All the other respondents and their family members are very religious.

The inference with regard to the cross case analysis of religious orientation is that, Christian families opt the method of homeschooling to educate their children.

#### ■ **Attitude towards conventional education**

Majority of the respondents except case 4 has attended regular schooling until 4<sup>th</sup> standard, at the least. Case 4 has attended only kinder garden and pursued homeschooling from 1 to 10<sup>th</sup> standard. Case 4 father keeps a very critical view regarding the conventional educational system. He says that the system of education takes values and education is directed to impart a strong value system in the students. It plays an important role in the socialization, attitudinal and behavioral formation of the child. Who strongly criticize the teachers and says that teachers today lack values. They are addicted to the shimmering glory of worldly and materialistic pleasures which, which is strongly manifested in the dressing style, jewelry, their attitude towards women etc. He says that all of the teachers come from different background which influences their personality formulation. He added that he doesn't want to send his child to a system where by his child gets drained by 8 teachers having 8 kind of personality, attitude etc as it may wrongly influence him. Case 1 has pursued regular schooling still 6<sup>th</sup> standard (abroad). Case 2 and 5 has attended regular schooling till 5<sup>th</sup> standard. Case 6 has attended regular schooling till 4<sup>th</sup> standard. Case 3 has attended regular schooling till 11<sup>th</sup> standard. Majority of the respondents finds the conventional schooling pattern to be filled with strain and stress accompanied by strict examination, grading pattern and code of discipline. They find homeschooling to be more comfortable and free. In case of the 4<sup>th</sup> respondent, comparison with conventional method is not possible as the respondent has attended only kinder garden session he hardly recalls.

Highlighting the aspect of the perception towards the conventional schooling, it can be seen that majority of the cases finds the regular pattern to be stressful, accompanied by examination and standardized grading system. This aspect of the regular schooling is a major point that pushes the students to choose homeschooling which offers more freedom.

## Issues

### ■ Societal odium

Majority of the respondents has faced criticisms from the society but mostly it is handled by their parents. Most of the people are not aware about the concept of homeschooling and hence, they believe that the respondents are wasting their lives following the so called homeschooling. The criticism is extreme for case 3 and case 4 as they are males. Case 4 father said that people in the society view him as an extreme person for choosing the option of homeschooling to educate his children. Case 1 and 2 says that they will take criticism positively.

Going through the aspect of societal odium in the cross case analysis it is found that all the cases face criticism as the people are not aware about the method of homeschooling.

### ■ Academic pressure

The case study of 6 homeschoolers says that, majority of them are against the system of regular schooling and prefer homeschooling over that as the former consist of extremely draining syllabus, activities, exams etc which brings in stress and strain, both emotionally and physically. The case number 6 even says that she used to feel like a machine and was forced to do and learn many things that she didn't wish to learn. They also say that conventional schooling syllabus clutters all the unnecessary subjects instead of screening them properly on the basis of students' talents and career orientation. The case 3 is different as he opted for homeschooling under the registration of NIOS due to continuous torture of the teachers who taught him in 11<sup>th</sup> standard. Majority of the cases in home schooling chooses the subjects that they learn by themselves, except case 4, whose tutor choose the subjects for him. Case 4 has not felt much academic pressure either, as he has not attended regular school, other than kinder garden, which he recalls.

The cross case analysis regard to Academic pressure states that majority of the homeschoolers consider conventional schooling to be tedious due to which they opt homeschooling which offers more comfort and freedom.

### ■ Lack of peer group rapport

The students who opt for homeschooling lack a sufficient peer group, which is one of the major issues that they face. The lack of peer group affects the socialization of the students. Certain things and needs during certain age are best provided by the peers and homeschoolers lacks this, the case number 1 and 5 are extremely disappointed about this.

Case 3 and 4 are very introverted and reserved. Case 4 says that he carries relationship only for a temporal period. And is comfortable the way he is.

Having lack of peer group rapport in the cross case analysis, it is found that majority of the respondents are missing on important aspects of peer group socialization as they pursuing homeschooling.

#### ■ **Student teacher rapport**

The student teacher rapport is an important element in education system. Teacher is an important agent of socialization and a student learns a lot of formal as well as informal things from a teacher. The students who opt for home school don't have a teacher to guide them. This can be viewed as a serious drawback of the system. Most of them opt for having tutors to teach them, or clear the doubts for them regarding the subjects that they find tough to study. Case 1 doesn't even have a tutor as their role is played by her parents who clear the doubts that she has regarding her subjects. Majority of the cases have at least 1 tutor to assist them.

Accrediting importance to student teacher rapport in the cross case analysis, it is understood that majority of the cases maintain a formal relationship with their tutor and is very much comfortable with this system of not having a regular guide/teacher to direct their academic path.

### **Challenges**

#### ■ **Relative's standpoint**

Majority of the cases has faced criticism from the immediate as well as the distant relatives. Those being not aware of the idea of homeschooling tend to formulate a conclusion that the respondents are wasting their life by pursuing such a method for education. The relatives of case 4 thinks that he is following an unstructured method that is illogical and the relatives of case 4 consider his parents especially his father as an extreme person for opting homeschooling for his children instead of regular schooling method. Case 1's relatives are of the opinion that the parents are ruining her life by making her pursue such a method. Generally, no one's relatives supports the idea of homeschooling their children and keeps negative attitude towards it.

Therefore we can associate the negative feedback from the relatives, who aren't aware of the concepts of homeschooling to be a real challenge that they face with regard to the relatives standpoint in the cross case analysis.

- **Subject orientation**

Of the entire cases mentioned in the study, majority of them pursue science subjects. Case 2, 5 and 6 finds science subjects to be easygoing and fun, whereas they find the languages to be tough. Case 2 even says that she is very happy as she doesn't have to study language in 11<sup>th</sup> standard. Case 1 says that, all her subjects are manageable, as she has a strong base; which she got from normal schooling. Case 3 finds math tough and seeks the help of a tutor. Majority of the respondents are disoriented towards language and arts subjects. They prefer studying science subjects. Case 4 is an exception, because he pursues different subjects that were chosen by his tutor. Majority of the respondents expressed disappointment over the lack of laboratory facilities for doing the practical's.

- **General knowledge**

Majority of the respondent doesn't read newspapers or watch news. They lack the knowledge about what is happening in the society and seems to be less bothered about the fact that they aren't updated about various issues that takes place in the society. This draws them a step back in terms of general knowledge. The respondent number 2,3,6 keeps themselves updated about the happening of the society by reading newspapers and watching news. The respondent number 2 and 6 prefers to stay away from newsfeeds filled with negativity.

Case number 1, 4 and 5 doesn't read newspaper and lags behind the other respondents in term of general knowledge. They are very much relaxed and easy going about the fact that they aren't keeping themselves updated about the events happening in the society.

- **Lack of infrastructural facilities and scholarship**

Laboratory, library etc are the most important facilities to which the student gets free access. Much can be learned through practicals. The books read by the child plays an important role in the formation of his or her personality, attitude etc.

Majority of the respondents belongs to science groups. They complain about the lack of laboratory facility in the home school setup. The respondent number 5 is an exception, as she is 8<sup>th</sup> grade and her syllabus doesn't involve the practical's that demand chemicals and other facilities for the experiment. But she sure is concerned about his regarding her future classes.

Case 4 is also an exception as he says that he is satisfied with the facilities provided. This is because that respondent is not aware of the academic facilities and infrastructure that exists within it. Regarding case 3 he goes to other schools and uses the laboratory facilities there, as per the instructions of NIOS.

Majority of the respondents aren't aware whether homeschooler are provided any scholarship or not. And they are not bothered too. Which the researchers pursue it to be them belonging to the high income groups.

With regard to the area of lack of infrastructure facilities and scholarship in the cross case analysis, it can be found that majority are concerned about the lack of laboratory service and is not aware of the scholarship provided for homeschoolers.

- **Sidelining social commitment**

Majority of the respondents lacks sincere social commitment. They are too focused in their studies is not bothered about what happens in the society. This may be mainly because they don't keep themselves updated about the happenings of the society. Case 3 is an exception. He is a highly committed members of a society and dreams to do something for the up liftmen of the marginalized sections of the society. Case 3 is now a BSW student. Case 4 says that he is not the part of the so called circle of society and hence he prefers to stay away from everything. Case 5 says that she is a too small for developing a social concern. The other respondents focus on their studies.

With regard to the area of lack of infrastructure facilities and scholarship in the cross case analysis, it can be found that majority are concerned about the lack of laboratory service and is not aware of the scholarship provided for homeschoolers.

## **Opportunities**

- **Utilization of resources**

Of the 6 cases, case1, 2, 5 and 6 makes use of online resources for studying. They use YouTube and other sites like khan academy, Byjus Learning App etc to study. The respondent number 3 has not used any kind of online resources .he was fully dependent upon the textbooks provided by NIOS.Case 4 is also less likely to use online resources as he is not much aware of them and it often doesn't make any sense to him. Therefore, we can say that, the majority of the respondents makes use of online sources to study.

The major tenant of utilization of resources in the cross case analysis is that majority of the homeschoolers uses online sources to study as it aids them in self study.

- **Family nexus**

All the cases keep a positive attitude about their parents and are very much affectionate towards their siblings. Case 3 is an exception, as he is much attached to his mother and finds himself lucky for being her son. He keeps high regard for his father and younger brother, as they are very protective of him. All the respondents feel that opting homeschooling provided them with time due to which they could spend quality time with their family and bond well with them.

Pointing out 'Family nexus' via cross case analysis, it can be understood that most of the cases are attached to their family and they invest the free time that the homeschooling provides them with to their family time, resulting in the strengthening of their bonds, further.

- **Autogenous monitoring**

The concept of homeschooling provides the respondent with free time. Mostly they get to analyze themselves, resulting in understanding their strengths and weakness, further leading to the belief in themselves and their values. All the respondents believe that homeschooling has made them confident. In case of the 1<sup>st</sup> respondent, the free time helped her to be sure of what she is doing. For case 3, the respondent was able to break out of his reserved self and was able to communicate with others without any hindrance and with confidence. In terms of case 4, he is satisfied with being what he is. Generally speaking, this free time helped to garner confidence in most of the respondents.

Cross case analysis that denotes Autogenous monitoring says that most of the homeschoolers have evolved to be more calm, confident or patient via this method of schooling.

- **Comparative level of advancement**

Majority of the respondents –case 1, 2, 5 and 6 feel that they are much more advanced than the regular school going students. In terms of 2<sup>nd</sup>, 5<sup>th</sup> and 6<sup>th</sup> cases, their syllabus is very much advanced compared to normal schools as they follow Cambridge university syllabus. A comparison is not possible in the case of respondent number 4, because he hadn't attended a regular school so far to compare himself with that of the standards presented in regular school. Case 3 finds both the systems same in terms of syllabus, exams and certificate provided.

Attributing importance to comparative level of advancement in cross case analysis, it is found that majority of the cases consider themselves to be more advanced than the regular school going students.



- **Mainstreaming passion**

Passion is what that lights the fire within. Homeschooling aids to safeguard that fire of passion. Most of the respondents in this study are following their passion. For case 1 homeschooling helped her to discover her talents for film editing and the aim to follow, the same for case 2, 5 and 6 homeschooling aids her dream to be a doctor. For case 4 it kindled his aim to be graphic designer. And for case 3, it helped to revitalize the social commitment of the respondent and also helped to change his perspective regarding humanitarian disciplines. Homeschooling, as stated earlier provides a lot of free time for the respondent, which they are supposed to use productively. The respondent in this study use this time to invest in the hobbies like reading, writing, singing, painting, doodling, travelling etc.

Majority of the case with respect to 'Mainstreaming Passion' in the cross case analysis gives importance in pursuing their passion in their life.

## **SUMMARY OF CROSS CASE ANALYSIS**

The study consists of an in depth case study of 6 homeschoolers in Kochi city. Throughout the analysis, we will narrow down the commonness, differences as well as the varieties, so as to reach a conclusion and to establish the findings.

In this study, 3 cases belong to the nuclear family (case 1, 3, 4) and the other 3 belongs to extended family (case 2, 5, 6). The families of all the cases are very much cooperative and affectionate. The only highlight is the parents and siblings of case 3 are extremely protective of him as he underwent some psychological issues. The issues he underwent were grave to the extent that people thought that he was possessed.

All the respondents belong to high income group; that is, the majority of students who pursue homeschooling should have a sound financial background so as to support the increased expenses. The exam registration fee of case 2 alone accounts to Rs 40,000.

Majority of the cases, other than case 1, belongs to Christian family and is very religious too. Case 1 despite being a Hindu, Doesn't follow any kind of religion or rituals. The same goes with case 4, despite being a Christian, the respondent doesn't follow any specific religion/religious practices. His father stated that he did all the Christian ceremonies and rituals immediately following the birth of his children only due to the concern and demands of the so called society .

Majority of the cases are dissatisfied and disappointed with the conventional method of education and choose to pursue homeschooling. Except case 4, the others has studied in the regular school and have experienced the stress and strain of the tedious schooling system that demands much of the mental as well as physical energy of the students; The case 4 has attended regular school only in kinder garden, which he hardly recalls. Case 4 father keeps a very critical view regarding the conventional educational system. He says that this system of education lacks values and education is directed to impart a strong value system in the students. It plays an important role in the socialization, attitudinal and behavioral formation of the child. He strongly criticizes the teachers, and says that teachers today lack values. They are addicted to the shimmering glory of worldly and materialistic pleasures, which is strongly manifested in the dressing style, jewelry, their attitude towards women etc. He says that all of the teachers come from different background which influences their personality formulation. He added that he doesn't want to send his child to a system whereby his child to a system whereby his child gets trained by 8 teachers having 8 kind of personality, attitude etc as it may influence him.

Majority of the cases has undergone the criticism of the society. This mostly happen because, most of them are not aware of what the concept of homeschooling actually is. The case 4's relatives consider his father as an extreme person as he opted to educate his children through homeschooling.

The method isn't comprised of a huge amount of academic pressure for majority of the respondents. The respondents feel free and pleasant while studying which makes learning a pleasurable experience for them. A serious drawback of the system of homeschooling is that the respondents lack peer group socialization. Case 1 and 5 explicitly states that they miss their school friends.

Majority of the respondents, except case 3 and 4 makes use of the online sources to study. They do not read newspapers either.

Homeschooling credits a lot of free time in the account of the student. Majority of the respondents invest that time in family time ,further strengthening the bonds between parents and siblings.

Homeschooling has lead to the development of the personalities, thus converting the respondents into confident young individuals.

Majority of the cases finds themselves to be much advanced than the regular school going students. This is especially true for case 2 and 5 who pursues a different curriculum altogether. Case 5 follow the Mother CEAT Syllabus case 2 follows the IGCSE syllabus as per the Cambridge curriculum pattern and the rest of the cases have registered under NIOS, under CBSE syllabus.

Much of the cases give importance to their passion and focus the path of education with regard to their destination. The case 1 aspires to be film maker. Case 2, 5and 6 wants to be doctor case 3 wants to be a social worker and case 4 wants to be a professional graphic designer.

Homeschooling lacks a proper teacher to guide the students through their academics. They seek to appoint tutors to help them clear the doubts regarding certain subjects and maintain extremely formal relationships with them. Teachers are an important agent of socialization and the students tends to learn a lot through the interaction with a teacher. Homeschooling puts this aspect at bay. The cases 2,3,4,5 and 6 seeks the support of tutor, were as case 1 doesn't even have a tutor to help her. She clarifies her doubts by consulting with her parents. That is majority seeks a tutor guidance.

As majority of them doesn't read a newspaper they remain vulnerable in the aspect of general knowledge. This also has serious consequences in their social commitment too. Them being unaware of the happenings of the society, they aren't bothered about it at all. This will affect the making of tomorrow's citizen's commitment towards the society.

Case 3 is an exception here, as he dreams to do something for the upliftment of the marginalized section in the society.

All the respondents are very much satisfied with the concept of homeschooling and would like to suggest it for others. Given a chance case 1 and case 2 would like to pursue homeschooling for the further education also.

Ivan Illich in his book 'Deschooling Society' (1971) says that education should be a liberating experience whereby, the individual explore, creates, uses his initiative of judgment and freely develops his facilities and talents to the full. But Illich adds that schools are not particularly effective in teaching skills and in practice, is dramatically opposed to the educational ideals in which he believes going further. Illich regards schools as repressive institutions which indoctrinate pupils, smother creativity and imagination, induce conformity and stupefy students into accepting the interests of the powerful. The students have little or no control over what he learns it. He is simply instructed by an authoritarian teaching regime and, to be successful, must conform to its rules. Real learning, however, is not the result of institution, but to direct and free involvement by the individual in every part of leaning process. In sum, 'most learning requires no teaching'. Illich believes that Pupil is schooled to confuse teaching with learning, grade advancement with education, a diploma with competition (Haralambos, M. 1980).

What they produces in the name of schooling is nothing but a bunch of future citizen who conforms to the order of the modern individual society – a set of obedient consumers who blindly believes in the system and the matters propagated by them.

The researcher found a lot of similarity with the concept of 'Deschooling' and the study that is being conducted.

All the cases found the conventional schooling method to be demanding, with strain full patterns, mandatory activities and subjects that they were focused to study, as though forcing a pill down their throat. They are not free under the system of education and is coerced to conform to the so-called rules and regulations.

Case number 6 explicitly starts that she fell like a machine and she was forced to study the subjects that she didn't like.

As per Illich, the conventional schooling produces 'machines' apt for the consumerist society. They don't get time to cater to their skills in any way. But in homeschooling, what they do is to

develop and nurture their skills, which they are passionate about. This is the major tenant of differentiation between homeschoolers and regular schoolers.

Under homeschooling they find themselves free from this authoritarian regime. Where they could explore themselves and feed their creativity and imagination. This is exactly what Illich says what education should be. The students who pursue homeschooling are fully involved in what they are doing. Be it learning or following and developing their passion and skills. They invest and immerse each and every part of them into this. This is done through 'self study' process. Though most of the cases have tutors to guide them, most of the studies are done by themselves with the aid of online and other resources. The tutors are there only to clear their doubts regarding certain subjects.

Throughout the process of homeschooling, the pupil is free from any kind of conformity to any authoritarian regime, be it an institution or a teacher. But the fact stands still that they too later choose to become a part of the society which is controlled by modern industries and its popular consumerist culture.

Will they be a part of the system or will they dare to break the cords? Only time will tell!

# STRATEGIES

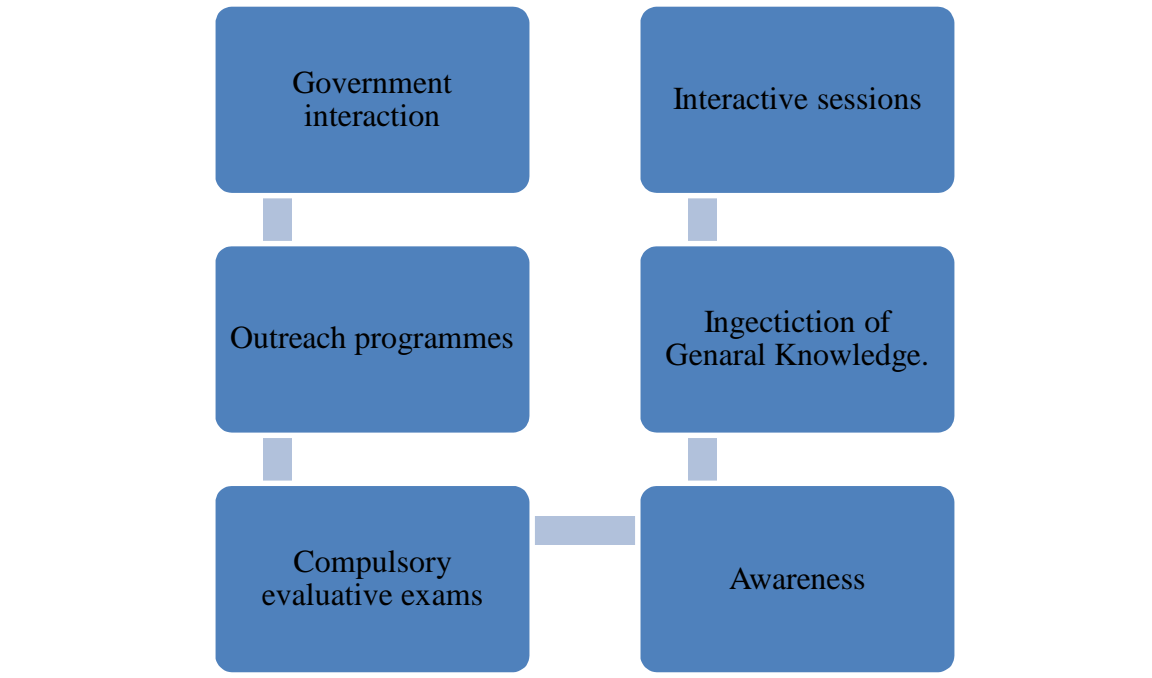


Fig. 2 Strategies

## ■ Government intervention

Not much people in our society is aware of the idea of homeschooling and as per the study conducted, number of scholarships are available for homeschoolers to pursue further studies. Government must take measures to provide scholarship and other financial aids to the

homeschooler to pursue further studies. This will also be helpful in spreading the concept of homeschooling as well as encouraging the other students to take up this model. The government can even provide for educational associations, clubs, loans for higher studies.

Mandatory membership in associations and clubs must be ensured for the homeschoolers. This will help them to mingle with other students of a homeschoolers into a common platform whereby they can formulate new syllabus, activities and other necessary things for the development of homeschoolers and homeschooling in general.

- **Outreach programmes**

It is necessary that students should have social commitment, be it a regular school going student or a homeschooler. Hence, it should be made mandatory for the homeschoolers to participate in outreach programme which will help to improve and increase their connections with the outer world. This will also boost up their social skills and credit them with some practical knowledge regarding the structure and functions of the society.

- **Compulsory evaluative exams**

Homeschooling lacks the pattern of conducting exams. Even though students don't go well with the concept of exams, exams are a means of checking the progress of a student regarding how much he / she has learnt and what is left out . Hence, it will be good if the homeschoolers are made to create at least mandatory evaluative exam in every class. This will also help them to remain prepared in case of what to expect when they appears for board exams.

## ■ **Interactive sessions**

The society considers the conventional mode of education as the best one and criticizes the emerging concept of homeschooling, without knowing much about it. Hence paving way for an interaction between the homeschoolers and regular school going students will help the homeschoolers to fill in any kind of gap that they experience in the system that they follows. This will also be helpful for the regular school going students as they can take in certain merits possessed by hr homeschooling method.

## ■ **Injection of General Knowledge**

Most of the homeschoolers lack knowledge about what is happening in the society as majority of them prefers not to read newspapers due to the perception that reading newspapers will felt them with the negativity that is occurring in the society and this may in turn affect their outlook toward the society. Limiting ones knowledge to certain spheres will do no good. For the complete intellectual development multiples spheres of knowledge should be stimulated. Hence, general knowledge and current affairs should be incorporated into the curriculum of the homeschoolers.

## ■ **Awareness**

Much of the population is not aware of the concept of homeschooling. Those who know, doesn't know them fully either. Hence, steps should be taken to make people aware about homeschooling and the benefits of homeschooling. This can be done by giving awareness class to parents and students, making experienced homeschoolers interact with other school going children etc.



## **WEB OF HYPOTHESIS**

1. Most of the homeschoolers tend to choose home schooling because of the parental interest, than their personal interest.
2. Generally homeschooler clutch on to parental form of behavioral construction.
3. If the number of the siblings increases, then the chance for being homeschooler also increases.
4. Homeschoolers generally seem to be less interested in creating wider network of relationship within their academic career.
5. The higher the income higher the chance of being a homeschooler.
6. More support from the family creates more options for choosing homeschooling.

# **CHAPTER - 5**

## **FINDINGS AND CONCLUSION**

Through the study Passion followers: A perspective on Homeschoolers in Kochi City, the researchers came across 6 homeschoolers and conducted an in depth case study about the 6 of their lives being a homeschooler and what it was before opting for homeschooling, why they opted for homeschooling etc.

Homeschooling has spread as a major educational movement across the European Countries and other western countries. In oriental's country like India, it is slowly spreading its wing. Much studying has been conducted to know about the conventional form of education but studies about homeschooling are very less, we can say rare as compared to the former one. This is mainly due to the prejudice that exists in the society which views the conventional form of education as the best and sees all other alternative models of education as subsidiary to it. Homeschoolers are looks down as less intelligent or people who waste their time pursuing a ridiculous unstructured method for education ethic they presume to be illogical. Most of the people are not aware of the concept of homeschooling and without proper knowledge they try to put down homeschooling and gives importance to regular schooling.

From the analysis of the cases we can assume that familial support, family income (high income) religious orientation etc plays a very important role on the students who opt for homeschooling. The strain, stress and academic pressure borne by frequent exams, mandatory activities, projects assignments etc drain the students both mentally and physically. The standardized grading patterns are a nightmare for the students.

Lack of peer group is one of the major problems faced by the homeschoolers due to which they undergo poor peer group socialization. Homeschooling equips the students for self study. They do not have any specific teachers other than the tutors appointed in the case were they finds the subject difficult to manage as in case 2, 3, 4 and 5. Mostly they rely on online sources to study and clarify the doubts, if any.

The homeschoolers get a lot of free time which they are supposed to use productively. The time is mostly seen as being invested in to the family resulting in stronger bonds in between the family members. Time is also spend in self evaluation and hence we can say that personality is

developing as they start to analyze their weakness and strength resulting in most of them being confident about themselves and what they are doing.

Except for case 3 and 4 all others feel that they are comparatively advanced than the regular school going students. None of the respondents in the study have opted for arts field majority focus on science while pursuing homeschooling. All the respondents feel free and are satisfied with the curriculum except case 4 whose is not much aware of the subject and he is dissatisfied with his academics. Most of them doesn't read newspaper as they feel that it will affect the way in which they perceive the society. They don't keep themselves updated with the current affairs and hence, it is reflected in their societal commitments too.

Most of the home schools lack infrastructural facilities like laboratory due to which they find doing practical's difficult. They are not aware of any scholarship provided for homeschoolers.

Majority of the homeschooler would suggest homeschooling to other school going students because it gives them the freedom to be what they are, without any pressure strain or stress. They can follow their passion and dedicate their focus solely into it. As per the statement of case 6 she does not feel like a machine anymore and finds studying to be an enjoyable procedure. Majority also says that free time should be utilized productively or chances are there that one may get bored. They focus on their passion and is completely oriented towards their goal.

Other than case 2 and 5 all others, that is, the majority are registered under NIOS. Case 2 and 5 follows the IGCSE syllabus and Mother CEAT syllabus of the Cambridge University which is highly advanced.

As stated earlier many of the people in the society are not aware of the method of homeschooling. Awareness classes should be conducted to get in to the common platform. Much has to be done to improve the pattern of education in homeschooling- strategies such as mandatory membership in homeschooling community, memberships in association and clubs participation in outreach programme, injecting general knowledge and current affairs in to the curriculum, interaction between homeschooler and regular school going students might be helpful in this regard.

# BIBLIOGRAPHY

## BOOKS

Haralambos, M and Heald, R.M (1980) Sociology Themes and Perspectives. *Ivan Illich – Deschooling society*; Delhi oxford University Press, 223- 224.

Shah, Jayesh (2000) A Response to Dr. T.K. Johns Presentation Varghese Alengaden (Ed.) *Education For The Third Millennium*. pp.58. Indoor, Dharma Bharathi.

Jajoo, U.N (2000) The Soul of 'Nai Talim'. Varghese Alengaden (Ed.) *Education For The Third Millennium*. pp.31. Indoor, Dharma Bharathi.

Kulkarni, Manu (2000) Universalizing Elementary Education in India. Varghese Alengaden (Ed.) *Education For The Third Millennium*. pp.80. Indoor, Dharma Bharathi.

Paul, Victor (2000) Community Participation in Elementary Education. Varghese Alengaden (Ed.) *Education For The Third Millennium*. pp.96. Indoor, Dharma Bharathi.

## ONLINE SOURCES

<http://www.yourarticlelibrary.com/essay/education-essay-useful-essay-on-education/31375>

[http://history-world.org/history\\_of\\_education.htm](http://history-world.org/history_of_education.htm)

<https://kids.britannica.com/students/article/education/274128>

<https://www.scribd.com/document/76915932/The-History-of-Education-Guisepe>

<https://www.scribd.com/document/100988750/History-of-Education>

<https://www.scribd.com/document/58636439/The-History-of-Education>

<https://www.coursehero.com/file/12340591/The-History-of-Education/>

<http://studyslide.com/doc/72874/the-school> <https://StudFiles.net/preview/2062021/page:10/>

[https://en.wikipedia.org/wiki/History\\_of\\_education](https://en.wikipedia.org/wiki/History_of_education)

[https://en.wikipediat.org/wiki/History\\_of\\_education](https://en.wikipediat.org/wiki/History_of_education)

<https://www.scribd.com/document/85047201/Education-of-the-Ancient-People-From-Wikipedia>

<https://studopedia.org/1-87459.html>

[http://www.wikiwand.com/en/History\\_of\\_education](http://www.wikiwand.com/en/History_of_education)

<https://www.scribd.com/document/331269069/126ghj-docx>

<https://www.bartleby.com/essay/History-Of-Education-Timeline-P3DTPV36Y3W>

[https://en.wikiyy.com/wiki/History\\_of\\_education](https://en.wikiyy.com/wiki/History_of_education)

[https://en.wikipedia.org/wiki/Education\\_in\\_India](https://en.wikipedia.org/wiki/Education_in_India)

[http://wikipedia.moesalih.com/Education\\_in\\_India](http://wikipedia.moesalih.com/Education_in_India)

[https://en.wikiludia.com/wiki/Education\\_in\\_India](https://en.wikiludia.com/wiki/Education_in_India)

[http://en.wikibedia.ru/wiki/Education\\_in\\_india](http://en.wikibedia.ru/wiki/Education_in_india)

[https://en.wikiyy.com/wiki/Education\\_in\\_India](https://en.wikiyy.com/wiki/Education_in_India)

[https://howlingpixel.com/i-en/Education\\_in\\_India](https://howlingpixel.com/i-en/Education_in_India)

[http://wikipedia.moesalih.com/Education\\_in\\_India](http://wikipedia.moesalih.com/Education_in_India)

<https://www.youtube.com/watch?v=t1M8GrI110c>

[https://www.youtube.com/watch?v=e9tZhPEdV\\_U](https://www.youtube.com/watch?v=e9tZhPEdV_U)

<https://www.parents.com/kids/education/home-schooling/homeschooling-101-what-is-homeschooling/>

<http://sjgss.academia.edu.bd/>

<https://audioboom.com/posts/2745009-homeschooling>

<https://www.schoolandcollegelistings.com/NG/Lagos/363058273763128/Home-Schooling-in-Nigeria>

<https://www.thehomeschoolmom.com/homeschooling-styles/>

[http://www.markdini.com/s\\_unit+studies+homeschooling/](http://www.markdini.com/s_unit+studies+homeschooling/)

<https://www.thehomeschoolmom.com/local-support/homeschool-organizations-and-support-groups/>

<https://www.thehomeschoolmom.com/contact/>

<https://www.thehomeschoolmom.com/homeschool-help/getting-started-homeschooling/>

<https://www.thehomeschoolmom.com/homeschooling-styles/waldorf-homeschooling/>

<https://www.thehomeschoolmom.com/homeschooling-styles/>

<https://www.thequint.com/voices/blogs/homeschooling-in-india-enabling-a-right-to-education-of-choice-delhi-high-court>

<https://www.quora.com/How-does-homeschooling-work-in-India-What-are-the-pros-and-cons>

<https://www.quora.com/What-are-the-advantages-disadvantages-of-home-schooling-children.>

# APPENDIX

SL.NO:

## **PASSION FOLLOWERS: A PERSPECTIVE ON HOMESCHOOLERS IN KOCHI CITY INTERVIEW GUIDE**

1. Name:

2. Age:

3. Sex: Male/Female

4. Educational Qualification:

5. Address:

6. Area:

- Village
- Corporation
- Municipality

7. Nationality:

8. Religion:

9. Caste :

10. Marital status

11. Occupation of parents

- Father:
- Mother:

12. Number of members in the family:



13. Number of siblings:

14. Annual income:

15. Hobbies:

16. Type of family – Nuclear, Joint, Extended:

17. Year in which you started homeschooling:

18. Mention the major obstacles that you faced being a homeschooler

19. Have you faced any form of criticism? Mention if any. Did this affect your academic performance in any way?

20. Do you have any scholarship? YES OR NO

- If yes mention the scholarship

21. Comment on your parents support.

22. You are not attending a regular school. Are you able to complete your academic year within a specific tenure?

23. Do you have specific teachers for specific subjects? YES or NO.

- If not, what are the difficulties that you face in terms of this problem?
- Do the teachers come daily, weekly or monthly; does this affect your rapport or communication with the teacher?

24. How does the concept of homeschooling affect you relationship with

- Parents
- Siblings
- Friends
- Distant relatives

25. Reason(s) for choosing homeschooling.

26. Do you and your teacher share a positive student teacher rapport? YES or NO

- If yes, explain why and how?
- If no, explain why and how?

27. Are you satisfied with the level of information that you gain from the curriculum? Yes or No.  
Explain

28. Have the response from the family/ Peer group ever made you question the option?

29. What is the attitude of the people of you being a homeschooler?

30. Have you ever compared yourself with regular school going children? Yes or No.Explain.

31. Are you able to catch up with the current affairs?

32. Do you have a proper syllabus? Yes or No

33. Does that syllabus cover the major topics of all subjects?

34. Do you have any exam till you reach 10th? Yes or No. Explain.

35. Do you generate your interest in extracurricular activities without any support of a teacher?

36. Do you use any online sources to study? Yes or No

37. To what extend does the online source of study materials helps you?

38. Are you part of any clubs or associations?

39. Do you have any time limit for the completion of the academic curriculum?

40. Do you engage yourself in any kind of outdoor activities or any programme?

41. Does your curriculum involve any specific goal that you have to achieve?

42. What is your ambition?

43. What are the other activities that you get engaged in rather than studies?

44. Do you pursue any specific method of studying? Yes or No. Explain.