

## CHAPTER IV

### DATA ANALYSIS AND INTERPRETATION

This chapter deals with data analysis and interpretation. Data analysis is presented objective wise. The objectives of the study are as follows- First, to develop profile of the beneficiaries of RTE Act, 2009 in Vadodara City. Second, to study participation of the beneficiaries in school with respect to academic and socio-cultural aspect. Finally, to study the role of the school in developing conducive environment for the participation of the beneficiaries of RTE Act, 2009.

#### 4.1 Profile of the beneficiaries

The profile of the beneficiaries is presented under two main heads-

- Beneficiaries' details
- Socio-economic status of the beneficiaries' family

##### *Beneficiaries' details*

Details of the beneficiaries refer to age at the time of getting admission, gender, height and weight at the time of data collection, any illness, category of taking admission, initiatives taken by for the admission, distance from home to school (in Kilometres) and mode of commuting to school.

##### **Beneficiaries' age at the time of getting admission**

The data related to the age of the beneficiaries' at the time of getting admission is presented in Table 4.

**Table 4*****The beneficiaries' age at the time of admission under RTE Act, 2009***

<b>Age of beneficiaries (in Years)</b>	<b>Number of beneficiaries (Frequency)</b>	<b>Percent (%)</b>
5 to 6	62	80.52
6 to 6 and a half	15	19.48
Total	77	100

The data presented in Table 4 reveals that 80.52 % of the beneficiaries were in age group between 5 to 6 years and 19.48 % of the beneficiaries were in the group of 6 to 6 and a half years. The data presented in Table 4 shows that majority of the beneficiaries are found in between 5 to 6 years of age group and near about one- fifth of the beneficiaries were found in between age group of 6 to 6 and a half years. All the beneficiaries' age were appropriate as per the criteria of getting admissions under RTE Act, 2009.

**Gender of the beneficiaries admitted under RTE Act, 2009**

The data related to the gender of the beneficiaries admitted under RTE Act, 2009 is presented in Table 5.

**Table 5*****Gender of the beneficiaries admitted under RTE Act, 2009***

<b>Gender of the beneficiaries</b>	<b>Number of beneficiaries</b>	<b>Percent (%)</b>
Male	45	58.44
Female	32	41.56
Total	77	100

The data presented in Table 5 indicates that 58.44 % of the beneficiaries were male and 41.56 % of the beneficiaries were female. The data presented in Table 5 shows that more number of male beneficiaries took admission under RTE Act, 2009 than female beneficiaries in the initial year of its implementation that is 2013-14.

### **Height, weight (cm and kg respectively) and any illness of the beneficiaries**

The data pertaining to height, weight at the time of data collection and any illness of the beneficiaries is presented in Table 6.

**Table 6**

#### *Height, weight (cm and kg respectively) and any illness of the beneficiaries*

<b>Height (in cm)</b>	<b>Number of beneficiaries</b>	<b>Percent (%)</b>	<b>Weight (in kg)</b>	<b>Number of beneficiaries</b>	<b>Percent (%)</b>	<b>Any Illness</b>
< 130	18	23.37	< 30	21	27.27	1 Physically disabled
131-140	42	54.54	31-40	43	55.84	
> 141	17	24.28	>40	13	18.57	
Total	77	100 (Approx)	Total	77	100 (Approx)	

The data presented in Table 6 indicates that 23.37 % of the beneficiaries' height measured between 120 cm to 130 cm, 54.54 % of the beneficiaries' height is between 131cm and 140 cm and 24.28 % of beneficiaries' height is above 141 cm. The data regarding weight shows that, 55.84 % of the beneficiaries weight 31-40 (in kg), 27.27 % of the beneficiaries weigh less than 30 kg and 18.57 % of the beneficiaries weigh more than 40 kg. There was one beneficiary who was physically disabled but took

admission under SC. The data presented in Table 6 shows that more than half of the beneficiaries' height and weight falls within 131 to 140 cm and 31 to 40 kg respectively.

The data related with height and weight of the beneficiaries as per Indian Academy of Paediatrics (IAP) is presented in Table 6.1

**Table 6.1**

***Height and weight of the beneficiaries as per Indian Academy of Paediatrics (IAP)***

<b>Physical details of the beneficiaries</b>	<b>Height as per IAP</b>	<b>Percent %</b>	<b>Weight as per IAP</b>	<b>Percent %</b>
As per IAP	63	81.89	77	100
Not as per IAP	14	18.18	0	-
Total	77	100 (Approx.)	77	100

The data presented in Table 6.1 indicates that according to Indian Academy of Paediatrics (IAP), 81.89% of the beneficiaries' height were appropriate as per their age and gender whereas 18.18 % of the beneficiaries' height were not appropriate as per their age and gender. The data presented in Table 6.1 indicates that 100 % of the beneficiaries' weight was appropriate as per their age and gender. The data presented in Table 6 and 6.1 shows that out of the total number of beneficiaries, there are more beneficiaries whose height and weight were appropriate as per the criteria given by IAP.

**Categories under which beneficiaries took admission**

The data pertaining to the categories under which beneficiaries took admission is presented in Table 7.

**Table 7***Categories under which beneficiaries took admission*

<b>Categories for taking admission</b>	<b>Number of beneficiaries</b>	<b>Percentage (%)</b>
Schedule Caste (SC)	08	10.39
Schedule Tribe (ST)	14	18.18
Socially and Educationally Backward Class (SEBC)	37	48.05
Below Poverty Line (BPL)	18	23.38
Total	77	100

The data presented in Table 7 indicates that 10.39 % of the beneficiaries took admission under Schedule Caste (SC) category, 18.18 % of the beneficiaries under Schedule Tribe (ST), 48.05 % of the beneficiaries took admission under Socially and Educationally Backward Class (SEBC) and 23.38 % of the beneficiaries under the category of Below Poverty Line (BPL). The data presented in Table 7 shows that that most of the admission were taken under the category of SEBC followed by BPL and least number of admissions were taken under SC Category.

**Initiative taken for the Admission Process**

The data pertaining to who initiated for the admission process is presented in Table 8.

**Table 8***Initiative taken for the admission process*

<b>Initiative taken by for the admission process</b>	<b>Number of Admissions</b>	<b>Percentage of admission (%)</b>
Parents	76	100
Guardian	-	-
Organisation	-	-
Total	76	100

**Note:** (Number of beneficiaries=77 and Parents =76 because 1 parent has twins studying under RTE in the same class)

The data presented in Table 8 indicates that 100 % initiative for the admission has been taken by the parents and none of the admission has been taken by any guardian or any organisation. Table 8 shows that all the initiation of taking admission under RTE has been initiated by the parents.

**Distance from Home to School**

The data relating to the distance from beneficiaries' home to school is presented in Table 9.

**Table 9***Distance from home to school in kilometres*

<b>Distance from home to school (in Km)</b>	<b>Number of beneficiaries</b>	<b>Percent (%)</b>
Less than 1	41	53.24
1.01 to 2	26	33.76
2.01 to 3	09	11.69
3.01 to 4	00	-
4.01 to 5	00	-
5.01 to 6	01	1.29
Total	77	100

The data presented in Table 9 indicates that for 53.24 % of the beneficiaries distance between school and home was less than 1 km, for 33.76 % of beneficiaries the distance was in the range of 1.01 to 2 km, 11.69 % of beneficiaries come to school within range of 2.01 to 3 km, none of the beneficiary come to school within range of 3.01 to 5 km and 1.29 % of beneficiaries reside within range 5.01 to 6 km. It can be thus stated the distance between school and home for almost all the beneficiaries was within three kilometres. Only one beneficiary the distance was of more than 5 km from home to school.

#### **Mode of commuting to the schools**

The data pertaining to beneficiaries' mode of commuting to the schools is presented in Table 10.

**Table 10**

#### ***Mode of commuting to the schools***

<b>Mode of commuting to the Schools</b>		<b>Number of beneficiaries</b>	<b>Percent %</b>
1. Walking		05	06.49
2. Bicycle		10	12.98
3. Two-wheeler (Motorbike / Scooter)		15	19.48
4. Van		23	29.87
5. Auto-rickshaw		24	31.17
Own	03		
Rental	21		
6. School bus		-	-
Total		77	100

The data in Table 10 indicates that 6.49 % of the beneficiaries' mode of commuting to school is walking, 12.98 % of the beneficiaries commute to school by bicycle, 19.48 % of the beneficiaries commute to school by two-wheeler, 29.87 % the beneficiaries by

van and 31.17 % of beneficiaries by auto-rickshaw. From total of 24 beneficiaries who commute to schools by auto-rickshaw 3 beneficiaries commuted by their own auto and 21 by rented auto. None of the beneficiaries used school bus as a mode of commuting to school. The data presented in Table 10 shows that most preferred mode of commuting to the school was Van and Auto rickshaw. Beneficiaries' details are given in Appendices [Appendix F and G].

### **Conclusion of beneficiaries' details**

In the initial year of implementation of RTE Act, 2009 in Gujarat, 89 beneficiaries took admissions in 43 private unaided schools. Out of the total number of beneficiaries admitted 12 beneficiaries dropped out. All the beneficiaries admitted met the age criteria of getting admission under RTE Act, 2009. Out of all the beneficiaries admitted, more male beneficiaries took admission under the Act. As per IAP the beneficiaries have achieved minimum level of height and weight and the beneficiaries who have not achieved height as per IAP are close to achieve the appropriate height. It was found that only one beneficiary was physically disabled but took admission in the category of Schedule Caste. Most of the beneficiaries took admission under SEBC category. Nobody outside has taken initiative to take admission under RTE Act. All the admission were initiated by the Parents. All the beneficiaries come to school within the distance which is as per norms prescribed in admission criteria with most of the beneficiaries come to school within the distance of 1 km from the home. Irrespective of the distance from home to school, most preferred mode of commuting to the school was Van and Auto rickshaw.



***Socio-economic status of the beneficiaries' family***

The socio-economic status of the beneficiaries' family is presented in terms of education qualification of the parents, occupation of the family members, family income, type of family, number of siblings, number of family members, type of house and number of rooms, facilities available at home, availability of electronic gadgets, and availability of vehicles at home.

**Education qualification of the beneficiaries' parents**

The data pertaining to education qualification of beneficiaries' parents is presented in in Table 11.

**Table 11**

***Education qualification of beneficiaries' parents***

<b>Parent's Education qualification</b>	<b>Father</b>		<b>Mother</b>	
	<b>Frequency</b>	<b>Percent %</b>	<b>Frequency</b>	<b>Percent %</b>
Illiterate	NA	NA	08	10.53
Primary	27	36.00	61	80.26
Secondary	31	41.33	06	07.89
Higher secondary	13	17.33	00	00.00
Graduate	04	05.33	01	01.32
Total	75	100.00 (Approx.)	76	100 (Approx)

The data presented in Table 11 indicates that 41.33 % of the beneficiaries' fathers studied up to secondary level, 36 % studied up to primary level, 17.33 % studied up to higher secondary and 5.33 % studied up to graduation level whereas 80.26 % of the beneficiaries' mothers studied up to primary level, 10.53 % were illiterate, 7.89 % studied up to secondary level and 1.32 % studied up to graduation. The data presented in Table 11 shows that at least one parent of all the beneficiaries' have completed primary education. Majority of the beneficiaries' fathers completed their secondary level while the least number of fathers completed their graduation. Most of the beneficiaries' mothers had educational qualification up to primary level with the least number of mothers completed their graduation followed by few of the beneficiaries' mothers who have completed their secondary education. None of the beneficiaries' mothers had completed higher secondary education. Few of the beneficiaries' mothers were illiterate.

#### **Occupation of the beneficiaries' family members**

The data pertaining to occupation of beneficiaries' family members is presented in Table 12.

**Table 12***Occupation of the beneficiaries' family members*

Parent's Occupation	Father's		Mother's					
	Frequency	Percent %	Frequency	Percent %				
Private companies	19	25.33	NA	NA				
Government Service	02	02.67	NA	NA				
Daily wage earners	16	21.33	02	02.63				
House wife (Mothers)	NA	NA	65	85.53				
Self-employed	38	50.67	09	11.84				
Tailor					2			
Auto-rickshaw					1			
Tea-stall					2			
Cobbler					1			
Barber					1			
Garages					5			
Washer man					2			
Green grocer					2			
Milk supplier					3			
Total					75	100 (Approx.)	76	100

The data presented in Table 12 reveals that 25.33 % of the beneficiaries' fathers are employed in private companies, 2.67 % of the beneficiaries' fathers are employed in government services, 21.33 % of the beneficiaries' fathers worked as daily wage earners and 50.67 % of the beneficiaries' fathers are self –employed which include tailor (12 parents), auto-rickshaw driver (10 parents), tea-stall (2 Parents), cobbler (1 parent), barber (1 parent), garages (5 parents), washer man (2 parents), green grocers (2 parents) and milk supplier (3 parents). The data presented in Table 12 indicates that 85.53 % of beneficiaries' mothers are housewives, 11.84 % are self- employed and only

2.63 % of beneficiaries' mother worked as daily wage earner. The data presented in Table 12 shows that majority of the beneficiaries' fathers are self- employed whereas least number of beneficiaries' fathers are in government service. Maximum number of mothers are house wives with least number of beneficiaries' mothers employed as daily wage earners. One of the two parents earns for the family and far away from unemployment. [Appendix – Details of Parents' occupation].

The details of self-employed occupation of the beneficiaries' parents is presented in Table 12.1.

### **Annual income of the beneficiaries' family**

The data pertaining to annual income of the beneficiaries' family is presented in Table 13.

#### ***Annual Income of the Beneficiaries' Family***

<b>Combined income of beneficiaries' mother and father per annum (In INR)</b>	<b>No. of beneficiaries' Family</b>	<b>Percentage (%)</b>
15000- 36000	59	77.63
36001-2,00,000	17	22.37
Total	76	100

The data in Table 13 indicates 77.63 % of the families reported that their annual income is less than 36,000 (INR), followed by 22.37 % of the families revealed that their annual family income was greater than 36,000 (INR) but less than 2, 00,000 /- (INR).

### **Beneficiaries' Family**

The data pertaining to the type of beneficiaries' family is presented in Table 14.

**Table 14*****Type of the Beneficiaries' Family***

<b>Type of family</b>	<b>Number of beneficiaries</b>	<b>Percentage (%)</b>
Joint	46	57.14
Nuclear	29	38.15
Single Parent	01	01.31
Total	76	100

The data presented in Table 14 indicates that 57.14 % of the beneficiaries' lived in joint family and 38.15 % of the beneficiaries lived in nuclear family and 1.31% that is one beneficiary lived in single parent family. The data presented in Table 14 shows that majority of beneficiaries lived in joint family whereas only one beneficiary lived in single parent family.

**Number of siblings, Number of siblings studying under RTE Act and total members in the family**

The data relating to number of siblings, siblings studying under RTE Act and the total members in the family is given in Table 15.

**Table 15**

***Number of Beneficiaries' siblings, Number of Siblings studying under RTE Act and total members in the family***

<b>Number of Beneficiaries' Siblings</b>	<b>Number of beneficiaries</b>	<b>Percent %</b>	<b>Number of Siblings studying</b>	<b>Percent %</b>	<b>Number of family members (including</b>	<b>Number of beneficiaries</b>	<b>Percent %</b>
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			<b>under RTE Act.</b>		<b>beneficiari y)</b>		
0	08	10.38			2	-	-
1	50	64.93	1	1.28	3	05	06.49
2	15	19.48			4	18	23.37
3	04	05.19			5	28	36.36
					6	18	23.37
					7	08	10.38
<b>Total</b>	<b>77</b>	<b>100</b>	<b>1</b>	<b>1.28</b>	<b>-</b>	<b>77</b>	<b>100 (Approx.)</b>

The data presented in Table 15 indicates that 64.93 % of the beneficiaries' have one sibling, followed by 10.38 % of beneficiaries who have no sibling, 19.48 % of beneficiaries who have two siblings and 5.19 % of beneficiaries who have three siblings. The data in Table 15 indicates that there is only one beneficiary whose one sibling is studying under RTE Act. The data from Table 21 show that 36.36 % of the beneficiaries lived in the family comprising of five members, 23.37 % of the beneficiaries lived in the family comprising of four members, 10.38 % of the beneficiaries with seven members in the family and 6.49 % lived in the family comprising of three members. The data presented in Table 15 shows that most of the beneficiaries have one sibling and that the least number of beneficiaries have three siblings.

#### ***Kind of house and number of rooms***

The data pertaining to the kind of house the beneficiaries' lived in and number of rooms in the house are presented in Table 16.

**Table 16*****Kind of house and number of rooms***

S. No.	Kind of house and no. of rooms		Number of beneficiaries	Percent %
Kind of house	OWN	Kuchcha	-	-
		Pucca	59	76.62
	RENTAL	Kuchcha	-	
		Pucca	18	23.38
Number of rooms	1		51	66.23
	2		26	33.77

The data presented in Table 16 revealed that 76.62 % of the beneficiaries lived in their own pucca house and 23.38 % of the beneficiaries lived in rental pucca house. The data presented in Table 13 indicates that 66.23 % of the beneficiaries lived in house with one room, and 33.77 % of the beneficiaries lived in house with two rooms. The data presented in Table 16 shows that all the beneficiaries are living in pucca house and out of them most of the beneficiaries lived in their own pucca house and few of the beneficiaries lived in rented pucca house. All the beneficiaries are living in Pucca house with at least one room whether rented or own house.

**Facilities available at home**

The data presented relating to facilities available to beneficiaries at home is presented in Table 17.

**Table 17*****Facilities available at home***

<b>Facilities at home</b>	<b>Number of beneficiaries</b>	<b>Percent%</b>
Electricity	77	100
Water Supply	77	100
Separate Kitchen	77	100
Separate Bathroom	77	100
Separate Toilet	77	100

The data presented in Table 17 shows the facilities of electricity, water supply, separate kitchen, separate bathroom and separate toilet was available in the house of all beneficiaries.

#### **Availability of electronic gadgets at the beneficiaries' house**

The data showing availability of electronic gadgets at the beneficiaries' home is presented in Table 18.

**Table 18**

#### *Availability of electronic gadgets at beneficiaries' house*

<b>List of Electronic gadgets</b>	<b>Number of beneficiaries</b>		<b>Percentage%</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Television	74	3	96.10	3.89
Refrigerator	5	72	6.49	93.51



Air Conditioner	0	77	0	100
Cooler	17	60	22.08	77.92
Landline phone	0	77	0	100
Mobile	77	0	100	0
Computer	3	74	3.89	96.10
Internet in mobile	77	0	100	0

The data in Table 18 indicates that 96.10 % of beneficiaries have televisions at their house, 6.49 % have refrigerator, 22.08 % have cooler, 100 % have mobile, 3.89 % have computer and 100 % have internet facilities in mobile. The data presented in Table 18 shows that all the beneficiaries have mobile phone with internet access. Most of the beneficiaries have television at their home, very few beneficiaries have refrigerator and computer at their home and none have air conditioner and landline phone at their home.

#### **Availability of vehicles at the beneficiaries' home**

The data pertaining to availability of vehicles at the beneficiaries' home is displayed in Table 19.

**Table 19***Availability of vehicles at the beneficiaries' home*

Availability of vehicles at home		Number of beneficiaries	Percentage (%)
Bicycle		66	85.71
Scooter		46	59.74
Auto-rickshaw	Own	08	10.39
	03		
	Rental		
	05		
Four wheeler		01	1.30

The data given in Table 19 reveals that 85.71 % of the beneficiaries have bicycles at their home, 59.74 % of the beneficiaries have scooter at their home, 10.39 % of the beneficiaries have auto-rickshaw out of which 3.89 % of the beneficiaries' families have their own auto-rickshaw and 6.49 % of the families have taken it on rent and only 1.30 % have four wheeler at their home. The data presented in Table 19 shows that most of the beneficiaries have bicycle at their home and only one beneficiary has four wheeler at their home. [ Details of socio-economic profile are given Appendix F]

**Conclusion for socio-economic status of beneficiaries' family**

All the beneficiaries' fathers were educated with the majority of them with secondary and primary education but most of them are still far away from higher education that is graduation. A compared to fathers' education, mothers level of education is low as few of the beneficiaries' mothers are illiterate. But most of the beneficiary mothers reached up to the level of primary education with one mother having studied up to the graduation level. Most of the earning fathers who have

completed their secondary level of education are employed as self – employed, primary level of education are daily wage earner, earning mothers are daily wage earner. A large number of parents are self-employed. They are engaged in self-employment such as tailor (12 parents), auto-rickshaw driver (10 parents), tea-stall (2 Parents), cobbler (1 parent), barber (1 parent), garages (5 parents), washer man (2 parents), green grocer (2 parents) and milk supplier (3 parents). Irrespective of the type occupation parents were involved in and the annual income of the family members all the beneficiaries live in pucca house out of which majority number of beneficiaries lived in their own house and very few in rental house. Irrespective of the type of house most of the beneficiaries have all the basic amenities. At the same time with very few had computer, none had landline phones and Air Conditioner (AC) at their home.

#### **4.2. Beneficiaries’ participation in terms of academic and socio-cultural aspect**

Participation of beneficiaries is presented covering two aspects: academic and socio-cultural. Each aspect is described separately.

##### **4.2.1. Academic participation of the beneficiaries**

Academic participation of the beneficiaries is presented under the following three categories-

1. Attendance and academic performance of the beneficiaries in the first five academic year, that is, 2013-14 to 2017-18. (From Class 1 to V),
2. Participation in co-curricular activities and,
3. Engagement in teaching learning process.

**Attendance record of the beneficiaries showing their regularity in the school**

The data pertaining to the attendance record of the beneficiaries showing their regularity in school is shown in Table 20.

**Table 20**

*Attendance record of the beneficiaries showing their regularity in school*

<b>Attendance rate (In Percent)</b>	<b>Number of beneficiaries</b>	<b>Percent %</b>
75 to 100	63	91.30
60 to 74	06	08.70
< 60	NA	NA
Total	69	100

The data presented in Table 20 shows that 91.30 % of the beneficiaries' attendance rate is between 75 to 100 % and 8.70 % of the beneficiaries' attendance rate is between 60 to 74 %. The data presented in Table 20.1 shows that most of the beneficiaries had more than 75 % of attendance and none had less than 60%.

**Academic performance of the beneficiaries in the first five academic year, that is, 2013-14 to 2017-18. (From Class 1 to V)**

The data related to the academic achievement of the beneficiaries first five academic years are presented in Table 20.1.

**Table 20.1***Academic performance of the beneficiaries denoted by Grades in letter*

<b>GRADE</b>	<b>MARKS RANGE</b>	<b>2013-14 CLASS I (No. of beneficiaries and percent (%))</b>	<b>2014-15 CLASS II (No. of beneficiaries (%))</b>	<b>2015-16 CLASS III (No. of beneficiaries (%))</b>	<b>2016-17 CLASS IV (No. of beneficiaries (%))</b>	<b>2017-18 CLASS V (No. of beneficiaries (%))</b>
A1	91-100	08 (11.59%)	10 (14.49%)	09 (13.04%)	07 (10.14%)	06 (8.69%)
A2	81-90	09 (13.04%)	07 (10.14%)	12 (17.39%)	15 (21.73%)	10 (14.49%)
B1	71-80	15 (21.73%)	16 (23.18%)	10 (14.49%)	10 (14.49%)	08 (11.59%)
B2	61-70	08 (11.59%)	10 (14.49%)	13 (18.84%)	10 (14.49%)	13 (18.84%)
C1	51-60	12 (17.39%)	15 (21.73%)	12 (17.39%)	18 (26.08%)	20 (28.98%)
C2	41-50	08 (11.59%)	04 (5.79%)	09 (13.04%)	02 (2.89%)	04 (5.79%)
D	33-40	09 (13.04%)	07 (10.14%)	05 (7.24%)	08 (11.59%)	09 (13.04%)
E	21-32	-	01 (1.44 %)	-	-	-
Total		69 (100%)	69 (100%)	69 (100%)	69 (100%)	69 (100%)

The data presented in Table 20.1 indicate that the percentage of beneficiaries who scored A1 Grade during Class I to Class V were 11.59 % Class I (2013-14), 14.49 % in Class II (2014-15), 13.04 % in Class III (2015-16), 10.14 % in Class IV (2016-17) and 8.69 % in Class V (2017-18). Percentage of beneficiaries who scored Grade A2 were- 13.04 % in Class I (2013-14), 10.14 % in Class II (2014-15), 17.39% in Class III (2015-16), 21.73 % in Class IV, 14.49 % in Class V. Percentage of beneficiaries who scored A2 Grade were- 13.04 % in Class I (2013-14), 10.14 % in Class II (2014-15), 17.39% in Class III (2015-16), 21.73 % in Class IV, 14.49 % in Class V. Percentage of beneficiaries who scored Grade B1 were- 21.73 % in Class I (2013-14), 23.18 % in

Class II (2014-15), 14.49 % in Class III (2015-16), 14.49 % in Class IV and 11.59 % in Class V (2017-18). Percentage of beneficiaries who scored Grade B2 were- 11.59 % in Class 1 (2013-14), 14.49 % in Class II (2014-15), 18.84% in Class III (2015-16), 14.49 % in Class IV (2016-17) and 18.84 % in Class V (2017-18). Percentage of beneficiaries who scored Grade C1 were- 17.39 % in Class 1 (2013-14), 21.73 % in Class II (2014-15), 17.39% in Class III (2015-16), 26.08 % in Class IV (2016-17) and 28.98 % in Class V (2017-18). Percentage of beneficiaries who scored Grade C2 were- 11.59 % in Class 1 (2013-14), 5.79 % in Class II (2014-15), 13.04 % in Class III (2015-16), 2.89 % in Class IV (2016-17), 5.79 % in Class V (2017-18). Percentage of beneficiaries who scored Grade D were- 13.04 % in Class 1 (2013-14), 10.14 % in Class II (2014-15), 7.24 % in Class III (2015-16), 11.59 % in Class IV (2016-17), 13.04 % in Class V (2017-18). Percentage of beneficiaries who scored Grade E were- 1.44 % in Class II (2014-15).

It can be seen from the above data that the percentage of the beneficiaries who obtained A1 grade showed slight increase in grades in Class II and steady decline as the beneficiaries moved to higher classes, from Class II to Class V. This trend of slight increase and then decrease is shown in A2 and B1 Grade as well. During Class I to Class V, a greater number beneficiaries' grade dropped and stagnated in B2 and C. Overall, there was a decline in the academic performance of the beneficiaries, because the percentage of beneficiaries who scored Grade A1, A2, B1 steady decreased during transition from class 2 to 5. Overall, the data presented in Table 20 shows that there is a fall in the academic performance of most beneficiaries. During the first five academic years, in academic achievement of most of the beneficiaries dropped and stagnated in B2 and C1. The number of beneficiaries who obtained a D grade remained constant, with a slight increase and decrease during the 2013-14 to 2017-18 school year. It was

found that the number of beneficiaries who obtained an E grade decreased during the 2014-15 to 2017-18 school year. Most of the beneficiaries scored C1 grade throughout five years. Least number of beneficiaries scored C2. Few beneficiaries had consistently obtained A Grade.

Details of beneficiaries' attendance, academic achievement denoted by graded are given in Appendix H.

### **Beneficiaries' participation in co-curricular activities**

The data related to the beneficiaries' participation in school's co-curricular activities is presented in Table 21.

**Table 21**

#### *Beneficiaries' Participation in School's Co-curricular activities*

<b>Participation in Co-curricular Activities</b>					
<b>Indoor</b>	<b>Number of beneficiaries</b>	<b>Percentage</b>	<b>Outdoor</b>	<b>Number of beneficiaries</b>	<b>Percentage</b>
Yoga	02	2.89	Cricket	15	21.73
Chess	01	1.44	Skating	02	2.89
Cooking	09	13.04	Kabaddi	03	4.34
Playing Musical instrument	05	7.24	Basketball	06	8.69
Singing	12	17.39	Badminton	04	5.79
Dance	28	40.57	Hockey	02	2.89
Drama	15	21.73	Gardening	03	4.34
Clay modelling	01	1.44	Football	09	13.04
Rangoli	03	4.34			
Decoration	04	5.79			
Knitting	02	2.89			

Note: n=69

The data presented in Table 21 indicates that 2.89 % of the beneficiaries participated in yoga, 1.44 % in chess, 13.04 % in cooking, 7.24 % in playing musical instrument, 17.39 % in singing, 40.57 % in dance, 21.73 % in drama, 1.44 % in clay modelling, 4.34 % in rangoli, 5.79 % in decoration and 2.89 % in knitting. In outdoor co-curricular activities, 21.73 % participated in cricket, 2.89 % participated in skating, 4.34 % in kabaddi, 8.69 % in basketball, 5.79 % in badminton, 2.89 % in hockey, 4.34 % in gardening and 13.04 % in football. It can be interpreted that highest number of beneficiaries participated in dance and lowest number of beneficiaries participated in Chess and clay modelling. All the beneficiaries showed hundred percent participation in the co-curricular activities.

Details of beneficiaries' participation in given in Appendix I.

#### **Beneficiaries' participation in a number of co-curricular activities**

The data related to the beneficiaries' participation in number of co-curricular activities is presented in Table 22.\*

**Table 22**

#### ***Beneficiaries' participation in a number of co-curricular activities***

<b>Number of co-curricular activities</b>	<b>Number of participation of beneficiaries (Frequency)</b>	<b>Percentage %</b>
One Activity	69	100
Two Activities	01	01.44
Three Activities	09	13.04
Four Activities	05	07.24
Five Activities	12	17.39

Note: n=69



The data presented in Table 22 indicates that 100 % of the beneficiaries participated in the one co-curricular activity. It had been reported by the beneficiaries that 1.44 % participated in two activities, 13.04 % participated in three activities, 7.24 % participated in four activities and 17.39 % of the beneficiaries participated in 5 activities. The data presented in Table 22 shows hundred percent participation of all the beneficiaries is observed as all participated in at least one of the co-curricular activities.

### ***Beneficiaries' engagement in teaching-learning process***

The beneficiaries' engagement in teaching-learning process is presented below under the following six heads:

- Manifestation of non-verbal behaviour during teaching learning process
- Expression of views/ ideas in the class
- Participation in the class activities
- Readiness/ preparedness in bringing needed material to the class
- Completion of the assigned work
- Following the rules and regulation of the school

### **Manifestation of non-verbal behaviour of the beneficiaries during teaching-learning process**

The data related to the manifestation of non-verbal behaviour during teaching-learning process in the class is presented in Table 23.

**Table 23***Manifestation of non-verbal behaviour of the beneficiaries*

<b>Manifestation of non-verbal behaviour of the beneficiaries</b>	<b>No. of beneficiaries</b>	<b>In Percentage (%)</b>
<i>Facial expression in the class</i>		
• Cheerful look	13	18.84
• Puzzled look	20	28.99
• Lack of expression	36	52.17
<i>Sitting position in the class</i>		
• Sitting Straight	24	34.78
• Sprawling on the bench	16	23.18
• Sometime sitting straight sometime sprawl	29	42.03
• Sitting at their places	45	65.22
<i>Follows teacher's direction and instruction during teaching learning process</i>		
Followed teachers when		
• Teachers read from textbook	53	76.81
• Teachers explained content taught	48	69.56
• Teachers wrote on the chalk board	59	85.50

(Note n-69)

The data presented in Table 23 reveals that 18.84 % of the beneficiaries looked cheerful, 28.99 % of the beneficiaries looked puzzled and 52.17 % of the beneficiaries had lack of expression on their faces in the classroom during teaching learning process. In terms of beneficiaries' sitting position in the class, 34.78 % of the beneficiaries sat straight in the class and 23.18 % of the beneficiaries sprawled on the bench, 65.22 % of the beneficiaries sat at their places and rest of the beneficiaries comprising of 42.03 % of the beneficiaries were found to be sometimes sprawling on the bench, sometimes sitting straight with arms rested on the bench. It is also observed that 76.81 % of the

beneficiaries followed the teachers while teachers read from the textbook, 69.56 % of the beneficiaries when the teachers explained the content, and 85.50 % of the beneficiaries followed teachers when the teachers wrote on the chalk board. The data presented in Table 23 shows that more than half of the beneficiaries had lack of expression on their face, least number of beneficiaries looked cheerful in the classroom and more than one-quarter of the beneficiaries looked puzzled during teaching-learning process in the classroom. In terms of the sitting position in the class, most of the beneficiaries were found to be sitting at their place, followed by near quarter of the beneficiaries sprawling on the bench, more than quarter of the beneficiaries were sitting straight in the class and near about half of the beneficiaries were sometime sitting straight sometime sprawl on the bench. In terms of the beneficiaries following teacher's direction and instruction during teaching learning process, most of the beneficiaries followed teachers when teachers wrote on the chalk board, more than half of the beneficiaries followed teachers when they explained the content taught in the class.

### **Reasons for facial expression of the beneficiaries in the class**

The data pertaining to the reasons for facial expression of the beneficiaries in the class is presented in Table 23.1

**Table 23.1***Reasons for facial expression of beneficiaries in the class*

<b>Sr. no.</b>	<b>Facial expression</b>	<b>Reasons</b>	<b>Number of beneficiaries</b>	<b>Percent</b>
1.	Cheerful expression (13 beneficiaries)	Teacher's friendly approach, not scolding nature, happy and cooperative nature	4	30.76
		Teaching aids used in the classroom	5	38.46
		The classroom atmosphere	2	15.38
		Beneficiaries' cheerful nature	2	15.38
2.	Puzzled look (20 beneficiaries)	Not being able to understand the syllabus	7	35
		Higher difficult level of the syllabus	5	25
		Lack of support from the parents	8	40
		Not being able to cope up with the pace of teaching	9	45
		Inability to understand the medium of instruction	12	60
3.	Lack of expression (36)	Lack of understanding of subject taught in the class	11	30.56
		Lack of ease with the language (English or Hindi) used by the teachers	12	33.33
		Strict behaviour of the teachers	15	41.67
		Busy in doing pending work	05	13.89
		Forget to bring the classwork notebook or textbook	9	25
		Inability to understand teacher's handwriting	03	8.33
		Not knowing the answer of the question posed by the teachers	14	38.89
		Not feeling well	05	13.89

		Feeling sleepy	03	8.33
		Physical appearance of the beneficiaries which made them look eldest in the class	03	8.33

**N=69 beneficiaries**

The data presented in Table 23.1 reveals that out of the beneficiaries who looked cheerful in the class, 30.76 % of the beneficiaries looked cheerful because of teacher's friendly approach, not scolding, happy and cooperative nature; 38.46 % of the beneficiaries looked cheerful because of the teaching aids used in the classroom; 15.38 % of the beneficiaries did so because of classroom atmosphere and their cheerful nature. The data presented in Table 23.1 reveals that out of the total beneficiaries who looked puzzled in the class, 35 % of the beneficiaries looked puzzled due to not being able to understand the syllabus, 25 % of the beneficiaries looked puzzled because of higher difficult level of syllabus, 40 % of the beneficiaries did so because of lack of support from the parents, 45 % of the beneficiaries did so because of not being able to cope up with the pace of teaching, being too fast to grasp and 60 % of the beneficiaries due to inability to understand the medium of instruction resulted lack of confidence which in turns lowers their participation in class. The data presented in Table 23.1 shows that out of the total beneficiaries who had lack of expression on their face in the class, 30.56 % of the beneficiaries had lack of expression because of lack of understanding of subject taught in the class, 33.33 % beneficiaries had lack of expression on their face because of the lack of ease with the language (English or Hindi) used by the teachers, 41.67 % of the beneficiaries had lack of expression due to strict behaviour of the teachers, 13.89 % of the beneficiaries did so because of busy in doing pending work, 25 % of the beneficiaries had lack of expression because of they forget to bring the classwork notebook or textbook, 8.33 % of the beneficiaries did so because of their inability to understand teacher's handwriting, and 38.89 % of the beneficiaries did so

because of not knowing the answer of the question posed by the teachers, 13.89 % of the beneficiaries due to not feeling well and 8.33 % of the beneficiaries did so because of their physical appearance of the beneficiaries which made them look eldest in the class. The data presented in Table 23.1 shows out of the total number of beneficiaries who had cheerful expression, more than quarter of the beneficiaries looked cheerful because of the teaching aids used in the classroom and teacher's friendly approach, not scolding nature, happy and cooperative nature. And some beneficiaries had cheerful expression because of their own nature and classroom atmosphere. Out of total number of beneficiaries who had puzzled look, most of the beneficiaries looked puzzled because of their inability to understand the medium of instruction and least number of beneficiaries looked puzzled because of higher difficult level of syllabus. And some beneficiaries had puzzled look because of not being able to understand the syllabus, failed to cope up with the pace of teaching and lack of support from the parents. Out of the total number of beneficiaries who had lack of expression, most of the beneficiaries had lack of expression because of the strict behaviour of the teachers and not knowing the answer of the questions posed by the teachers with very few beneficiaries who had lack of expression on their face because of the physical appearance of the beneficiaries which made them look eldest in the class.

Table 23.2

*Reasons for the sitting position of the beneficiaries in the class*

Sr. No.	Sitting position in the class	Reasons	Number of beneficiaries	Percent
1.	Sitting Straight (24)	Sit as per convenience and relaxation	12	50
		Followed teachers instruction	24	100
		Teaching methodology adopted by the teachers interested them	13	54.17
2.	Sprawling on the bench (16)	Ill health	02	12.5
		Getting bored during teaching learning process	13	81.25
		Feeling sleepy and tired	04	25
3.	Sometimes sitting straight sometime sprawl (29)	<b>Sometime sitting straight-</b> Listens or follows teachers instruction	18	62.07
		<b>Sometime sprawl-</b> Getting bored by sitting in one position	13	44.83
4.	Sitting at their place (45)	Fear of getting punishment from the teachers and monitors	15	33.33
		<b>Reasons for getting out of their seats-</b> Poor visibility of notes written on the chalk board	07	15.56
		To peep in friends note book and	15	33.33
		To talk or show something to the friends sitting far away from them	03	6.67

The data presented in Table 23.2 reveals that out of the total beneficiaries who were sitting straight in the class, 50 % of beneficiaries sit as per convenience and

relaxation, 100 % of the beneficiaries followed teachers instruction and 54.17 % of the beneficiaries did so because of teaching methodology adopted by the teachers. Out of the total number of the beneficiaries who were found to be sometime sitting straight sometime sprawl, 62.07 % of the beneficiaries listen or follow teachers' instruction and 44.83 % of the beneficiaries were getting bored by sitting at one place. Out of the total number of the beneficiaries who were found to be sitting at their place, 33.33 % of the beneficiaries did so because of fear of getting punishment from the teachers and monitors, 15.56 % of the beneficiaries did so because of the poor visibility of notes written on the chalk 'board, 33.33 % of the beneficiaries did so to peep in friend's note book and 6.67 % of the beneficiaries to talk or show something to the friends sitting far away from them. The data presented in Table 23.2 shows that out of the total number of the beneficiaries who were sitting straight in the class, all the beneficiaries followed teachers' instruction, some of the beneficiaries sat straight because of the teaching methodology adopted by the teachers and the least number of beneficiaries sit as per convenience and relaxation. Out of the total number of the beneficiaries sprawling on the bench, most of the beneficiaries were getting bored during teaching-learning process, some of the beneficiaries were feeling sleepy and tired and least number of beneficiaries sprawled on the bench because of their ill health. Out of the total number of the beneficiaries who were found to be sometimes sitting and sometimes sprawling, most of the beneficiaries listen or follow teachers' instruction followed by some of the beneficiaries who were getting bored by sitting in one position. Out of the total number of the beneficiaries who were sitting at their place, most of the beneficiaries did so out of fear of getting punishment from the teachers and monitors. Most of the beneficiaries were getting out of their seats to peep in friends notebook, some of the beneficiaries were getting out of their seats because of poor visibility of notes written on the chalk



board and least number of beneficiaries to talk or show something to the friends sitting far away from them.

**Table 23.3**

**Reasons for following teacher's direction and instruction by the beneficiaries in the class**

Sr. no.	Follows teacher's direction and instruction during teaching learning process	Reasons	Number of beneficiaries	Percent %
1.	Followed teachers when they read from the textbook (53)	Fear of getting punishment from the teachers	23	43.39
		Fear of failing in the exam	13	24.53
		<b>Not following teachers direction and instruction-</b> Looking around, Chatting with friends,	13 08	24.53 15.09
		Doing some other work,	05	9.43
		Lack of required textbook or notebook.	07	13.20
2.	Followed teachers when they explained content taught (48)	Followed teacher's when they explained the content because of the methodology adopted	35	72.91
		Reasons of not paying attention- Looking around for no reason,	08	16.67
		Doing some other work	11	22.92
3.	Followed teachers when they wrote on the chalk board (59)	Showed their attentiveness	13	22.03
		Followed teacher's instruction when they wrote on the chalk board	48	81.36

**N=69**

The data presented in Table 23.3 indicates that out of the total beneficiaries who followed teachers when they read from textbook, 43.39 % of the beneficiaries followed teachers because of the fear of getting punishment from the teachers, 24.53 % of the beneficiaries followed because of the fear of failing in the exam. At the same time 24.53 % of the beneficiaries were looking around, 15.09 % of the beneficiaries were chatting with friends, 9.43 % of the beneficiaries were busy in doing some other work and 13.20 % of the beneficiaries had lack of required textbook or notebook. The data presented in Table 25.3 shows that 72.91 % of the beneficiaries followed teacher's direction because of the methodology adopted by the teachers in the class, 16.67 % of the beneficiaries were not paying attention and looking around and 22.92% of the beneficiaries were engaged in doing some other work. The data presented in Table 25.3 shows the beneficiaries followed teachers when the teachers wrote on the chalk board, 22.03 % of the beneficiaries showed their attentiveness in the class and 81.36 % of the beneficiaries followed teachers' instruction when he/ she wrote on the chalk board. Out of the total beneficiaries who followed teachers when the teachers read from the textbook, most of the beneficiaries followed teachers because of fear of getting punishment from the teachers and some of the beneficiaries did so because of fear of getting fail in the exam. Few of the beneficiaries were not following teachers in the class as they were looking around, chatting with friends, doing some other work, and lack of required textbook or notebook. Out of total beneficiaries who followed teachers when they explained the content taught, most of the beneficiaries followed teachers because of the methodology adopted by the teachers in the class , few of the beneficiaries were not paying attention because they were looking around and doing some other work. Out of the total number of beneficiaries who followed teachers when they wrote on the chalk board, most of the

beneficiaries were following teachers' instruction and few of the beneficiaries did so because of their attentiveness.

### **Beneficiaries' expression of views/ ideas in the class**

The data related to the beneficiaries' expressing views and ideas in the class is presented in Table 24

**Table 24**

*Beneficiaries' expressing views/ ideas in the class -*

<b>Beneficiaries' expression of views/ ideas in the class</b>	<b>Beneficiaries expressing views and ideas in the class (in number)</b>	<b>Percent %</b>	<b>Beneficiaries not expressing views and ideas in the class (in number)</b>	<b>Percent %</b>
On content taught in the class	7	10.14	62	89.86 %
Personal experiences/ Personal problem	3	4.34	66	95.65 %

N=69

The data presented in Table 24 reveals that 10.14% of the beneficiaries share their views and ideas on the content taught, whereas 89.86 % of the beneficiaries were not expressing their views and ideas on the content taught in the class. The data presented in Table 29 shows that 4.34 % of the beneficiaries' share their personal experiences whereas 95.65 % of the beneficiaries were nor sharing their personal experiences/ personal problem with the teachers. The data presented in Table 24 shows that very large number of beneficiaries were not expressing their views and ideas in the class on content taught and personal experiences/ problems.

### **Reasons for expression of views and ideas by the beneficiaries in the class**

The data showing the reasons for expressing views and ideas in the class is presented in Table 24.1

Table 24.1

*Reasons for expressing views and ideas in the class*

<b>Sr. No.</b>	<b>Following rules and regulations of the school</b>	<b>Reasons</b>	<b>Number of beneficiaries</b>	<b>Percent</b>
1.	Beneficiaries expressing views in the class on the content taught in the class (7)	Teachers were friendly	05	71.42
		Because of beneficiaries confidence/ nature	04	57.14
	Beneficiaries not expressing views in the class on the content taught in the class (62)	Reasons for not expressing views Fear of being laughed at	12	19.35
		Teacher may scold them	23	37.09
		Engaged in chatting and missed to understand the content taught	06	8.69
		Difficulty in English language	17	27.42
		Difficult syllabus	23	37.10
Personal experiences	Beneficiaries not sharing personal experiences Shy in nature	12	18.18	
	Fear of being laughed at	13	19.70	
	Teachers may scold them,	22	33.33	
	Difficulty in English language	17	25.76	
	Lack of support from the family	19	28.79	
	Lack of money	04	6.06	

N=69 beneficiaries

The data presented in Table 24.1 shows that out of the total number of beneficiaries who were expressing their views and ideas on content taught in the class, 71.42 % of the beneficiaries were expressing views because the teachers were not strict and 57.14 % of the beneficiaries did so because of their own confidence. The data presented in Table 24.1 shows that out of the total number of beneficiaries who were not expressing their views and ideas on content taught in the class, 19.35 % of the beneficiaries were not expressing their views because of the fear of being laughed at, 37.09 % of the beneficiaries did so because the teachers may scold them, 8.69 % of the beneficiaries did so because they were engaged in chatting and missed to understand the content taught, 27.42 % of the beneficiaries did so because of the difficulty in English language and 37.10 % of the beneficiaries did so because of the tough syllabus. With respect to beneficiaries expressing views and ideas on personal experiences the data presented in Table 24.1 indicates that 18.18 % of the beneficiaries were shy in nature, 19.70 % of the beneficiaries did so because of the fear of being laughed at, 33.33 % of the beneficiaries did so because of teachers fear, 25.76 % of the beneficiaries did so because of difficulty in English language, 28.79 % of the beneficiaries did so because of the lack of support from the family and 6.06 % of the beneficiaries did so because of the lack of money. Out of the total number of beneficiaries expressing views in the class on the content taught in the class, few of the beneficiaries express views because teachers were friendly and beneficiaries' own confidence and nature. Out of the total number of beneficiaries not expressing views in the class on the content taught in the class, most of the beneficiaries were not expressing views because of the fear of the teacher and tough syllabus, few of the of the beneficiaries were not expressing views because they were engaged in chatting and missed to understand the content taught. Some of the beneficiaries not expressing views because of the difficulty in English

language and fear of being laughed at. Out of the total number of beneficiaries were not expressing personal experiences, most of the beneficiaries were not expressing views because of the fear of teacher , lack of support from beneficiaries' family and fear of being laughed at by others. Out of the total number of beneficiaries' not expressing personal experiences least number of the beneficiaries were not expressing views because of their shy nature.

### **Beneficiaries' participation in the class activities**

The data related to the beneficiaries' participation in the class activities is presented in Table 25.

**Table 25**

#### *Beneficiaries' participation in the class activities*

<b>Beneficiaries' participation in the class activities</b>	<b>Number of beneficiaries</b>	<b>Percentage</b>
Involvement in group	43	61.43
Individual participation	12	17.39
Participation both in group and individually	14	20.28

N=69

The data presented in Table 25 indicates 61.43 % of the beneficiaries enjoyed participation in group class activities, 17.39 % of the beneficiaries enjoyed individual participation and 20.28 % of the beneficiaries enjoyed participation in both group and individual. The data in Table 25 shows that most of the beneficiaries like to work in group as compared to lesser number of beneficiaries who enjoyed individual participation.

### Reasons for beneficiaries' participation in the class activities

The data relating to the reasons for beneficiaries' participation in the class activities is presented in Table 25.1

**Table 25.1**

#### *Reasons for beneficiaries' participation in the class activities*

Sr. No.	Beneficiaries' participation in the class activities	Reasons	Number of beneficiaries	Percent
1.	Involvement in group (43)	Likes to work in group	21	48.84
		Can Show their excellence	05	11.62
		Make the work easier because of division of responsibilities	19	44.13
		Improves confidence level	04	9.30
2.	Individual Participation in Class activities (12)	Not overburdened with the group responsibility	10	83.33
		Work as per their convenience	08	66.67
3.	Participation in both in group and individual (14)	Enjoys working on project, no matter working in group or individually	14	100

The data presented in Table 25.1 indicates that out of the total number of beneficiaries who enjoyed working in group, 48.84 % of the beneficiaries like to work in group, 11.62 % of the beneficiaries can show their excellence, 44.13 % of the beneficiaries did so because of division of responsibilities which make work easier, 9.30 % of the beneficiaries' confidence level improves. Table 25.1 reveals that from the beneficiaries who like to participate individually in class activities, 83.33 % of the beneficiaries didn't want to be overburdened with the group responsibility and 66.67 %

of the beneficiaries work as per their convenience. Out of the total beneficiaries working in group, most of the beneficiaries like to work in group, some of the beneficiaries like to work in group because it make the work easier and few of the beneficiaries did so because they can show their excellence and also it improves their confidence. Out of the total number of beneficiaries working individually in class activities, most of the beneficiaries were not overburdened with the group responsibility and some work as per their convenience. Out of the total number of beneficiaries working in both group and individual, all the beneficiaries simply enjoy working on project.

**Beneficiaries' readiness/ preparedness in bringing needed material to the class**

The data related to the beneficiaries' readiness/ preparedness in bringing needed material to the class is presented in Table 26.

**Table 26**

***Beneficiaries' readiness/ preparedness in bringing needed material to the class***

<b>Beneficiaries' readiness/ preparedness in bringing needed material to the class</b>	<b>Number of beneficiaries</b>	<b>Percentage</b>
Stationery used daily in the class	65	94.20
Project related material	24	34.78
Other material like <ul style="list-style-type: none"> <li>• water bottle,</li> <li>• sanitizer</li> </ul>	49 03	71.01 4.34

N=69

The data presented in Table 26 indicated that 94.20 % of the beneficiaries brought stationery used daily in the class, 34.78 % of the beneficiaries brought project related



material, 71.01% of the beneficiaries brought water bottle and 4.34% of the beneficiaries' brought sanitizer to school. The data presented in Table 26 shows that most of the beneficiaries brought daily stationery used daily in the class and least number of beneficiaries brought sanitizer. More than half of the beneficiaries brought water bottle and very few of the beneficiaries brought sanitizer.

**Reasons for beneficiaries' readiness/ preparedness in bringing needed material to the class**

The data pertaining to the reasons for beneficiaries' preparedness in bringing needed material to the class is presented in Table 26.1.

Table 26.1

***Reasons for beneficiaries' preparedness in bringing daily used stationery in the class***

<b>Sr. No.</b>	<b>Beneficiaries' preparedness in bringing needed material</b>	<b>Reasons</b>	<b>Number of beneficiaries</b>	<b>Percent</b>
1.	Stationery daily used in the class (65)	Parents concern	47	72.31
		Beneficiaries' concern	52	80.00
		Fear of getting punishment	12	18.47
2.	Project related material in the class (24)	Beneficiaries' brought project related material to the class-		
		The fear of getting less marks	13	54.17
		Teachers may scold them	11	45.83

		Beneficiaries' failed to brought project related material to the class	08	33.33
		Parents negligence	05	20.83
3.	Other material like <ul style="list-style-type: none"> <li>• water bottle (49)</li> <li>• sanitizer (3)</li> </ul>	Lack of purified water in the school,	07	14.29
		Lack of water cooler in the school	43	87.76
		Compulsion in the school to bring water bottle	23	46.94
		Beneficiaries brought Sanitizer  Teacher's instruction to clean hand with the sanitizer	03	100

The data presented in Table 26.1 revealed that 72.31 % of the beneficiaries brought stationery daily used in the class because of parents concern, 80 % of the beneficiaries did so because of their own concern and 18.47 % of the beneficiaries did so because of fear of getting punishment. The data presented in Table 28.1 indicates that 54.17 % of the beneficiaries brought project related material in the class because of fear of getting less marks, 45.83 % of the beneficiaries did so because of the fear that teachers will sold them, 33.33 % of the beneficiaries failed to brought project related material to the class and 20.83 % of the beneficiaries did so because of parents negligence. The data presented in Table 28.1 indicates that 14.29 % of the beneficiaries bring water bottle because of lack of purified water in the school, 87.76 % of the beneficiaries did so because of lack of water cooler in the school and 46.94 % of the beneficiaries did so because of the compulsion in the school to bring water bottle. Beneficiaries brought sanitizer as teacher's instructed students to clean hand with the sanitizer.

### **Beneficiaries' completion of the assigned task**

The data related to the beneficiaries' completion of the assigned task is presented in Table 29

**Table 27**

#### *Beneficiaries' completion of the assigned task*

<b>Beneficiaries' completion of the assigned task</b>	<b>Frequency</b>	<b>Percentage</b>
• Classwork completion	43	62.31
• Homework completion	34	49.27

N=69

Data presented in Table 27 indicates beneficiaries covering 62.31 % completed their class work on time and 49.27 % of the beneficiaries completed their homework on time.

The data presented in Table 29 shows that more than half of the beneficiaries completed their work on time and nearly half of the beneficiaries completed their homework on time.

### Reasons for the completion of the assigned task by the beneficiaries

The data pertaining to the reasons for the completion of the assigned task by the beneficiaries is presented in Table 27.1.

Table 27.1

#### *Beneficiaries' completion of the assigned task*

Sr. No.	Beneficiaries' time-management skill in completing the assigned work	Reasons	Number of beneficiaries	Percent
1.	Classwork completion (43)	<b>Reasons for completing work of time</b>		
		Attentive in the class	16	37.21
		Fear of getting remark from the teachers	12	27.91
		Fear of getting punishment from the teachers	15	34.88
		<b>Reasons for incomplete work</b>		30.23
		Slow writing	13	
		Lack of visibility	03	06.97
		Forgot to bring notebook as per timetable	07	16.28
2.	Homework completion (34)	<b>Reasons for completing homework of time</b>		
		Teachers were strict and punish them	09	26.47
		Parents were concerned	05	14.07
		<b>Reasons for incomplete home work</b>		
		Lack of time because of completion of other subjects work	05	14.70
		Lack of electricity	01	2.94
		Forgot to do work	07	20.58

		Not knowing the answer as teacher's instruction was not clear to them	03	08.82
		Had guest at home	02	05.88
		No help from the parent	07	20.58
		Attachment with Television	03	08.82
		Lack of understanding about the content taught in the class	20	58.82

The data presented in Table 27.1 indicates that 37.21 % of the beneficiaries completed their classwork because they were attentive in the class, 27.91 % of the beneficiaries did so because of the fear of getting remark from the teachers, 34.88 % of the beneficiaries completed because of fear of getting punishment from the teachers, 30.23 % of the beneficiaries could not complete their work because of slow writing, 6.97 % of the beneficiaries did so because of lack of visibility, and 16.28 % of the beneficiaries could not bring notebook as per timetable. The data regarding completion of homework indicates that 26.47 % of the beneficiaries completed their homework because teachers were strict, 14.07 % of the beneficiaries did so because parents were concerned and 58.82 % of the beneficiaries did so because the beneficiaries were attentive. 14.70 % of the beneficiaries couldn't complete their homework because of lack of time because of completion of other subjects work, 2.94 % of the beneficiaries did so because of lack of electricity, 20.58 % of the beneficiaries forgot to do work, 8.82 % of the beneficiaries not knowing the answer as teachers instruction was not clear to them, 5.88 % of the beneficiaries did so because they had guest at home, 20.58 % of the beneficiaries did so because of no help from the parents, 8.82 % of the beneficiaries had attachment with the TV and 20.58 % of the beneficiaries did so because of lack of understanding about the content taught. The data presented in Table 29.1 shows that

most of the beneficiaries completes their classwork because of their own attentiveness in the class, some of the beneficiaries did so because of fear of getting punishment from the teachers and more than quarter of the beneficiaries did so because of fear of getting remark from the teachers. Most of the beneficiaries could not complete their class work because of slow writing, some of the beneficiaries did so because they forgot to bring the notebook and few of the beneficiaries did so because of poor visibility of the written work on the chalk board. Most of the beneficiaries completed their homework because they were attentive in the class, had fear of getting remark and punishment from the teachers. Followed by few of the beneficiaries who were unable to complete their class work because of slow writing, forgot to bring notebook as per timetable and lack of visibility. Few of the beneficiaries completes their homework because of teachers and parents concern. Major reasons cited for incomplete work were lack of time because of completion of other subjects work, lack of electricity, forgot to do work, not knowing the answer as teachers instruction was not clear, had guest at home, lack of help from parents, attachment with television and lack of understanding about the content taught in the class.

### **Beneficiaries' following the rules and regulations of the school**

The data related to the beneficiaries' following the rules and regulations of the school is presented in Table 28.

**Table 28**

*Beneficiaries' following the rules and regulations of the school*

<b>Beneficiaries' following the rules and regulations of the school</b>	<b>Number of beneficiaries</b>	<b>Percentage %</b>
Reaching time to school <ul style="list-style-type: none"> <li>• Late</li> <li>• On time</li> </ul>	08 61	11.54 88.40
Maintain silence In and out of the class	52	75.36
Maintain diary	41	59.42
Not Taking care of the school property	05	7.24
Keeping record of all the documents received from the school -Filing all the worksheets and circulars given in the school	22	31.88
Beneficiaries Uniform -Neatly dressed / Uniform	18	26.08

n=69

The data presented in Table 30 indicates that 11.54 % of the beneficiaries were late to school whereas 88.40 % of the beneficiaries were on time, 75.36 % of the beneficiaries maintained silence in and out of the class, 59.42 % of the beneficiaries' maintained diary, 7.24 % of the beneficiaries were not taking care of school property, 31.88 % of the beneficiaries were keeping record of all the documents received from school and 26.08% of the beneficiaries were neatly dressed. It can be stated that most of the beneficiaries were never late to school, that is, adhere to school timings and maintain silence in and out of class.

**Table 30.1***Reasons for the beneficiaries following rules and regulations of the school*

<b>Sr. No.</b>	<b>Beneficiaries following rules and regulations of the school</b>	<b>Reasons</b>	<b>Number of beneficiaries</b>	<b>Percent</b>
1.	Reaching school on time (61)	Fear of getting punishment from the teachers	49	80.33
		Parents concern	15	24.59
2.	Reaching time to school Late coming (8)	Parents' negligence as they were busy with their work	03	37.5
		Looking after siblings when parents were not at home	01	12.5
		Deteriorate condition of mode of commuting to school	03	37.5
		Health issues	01	12.5
3.	Maintain diary	Diary maintained by the beneficiaries did so because of - Fear of getting punishment	09	13.04
		Beneficiaries' own concern	32	46.38
		School diaries not properly maintained by the beneficiaries -		
		Bad condition with worn pages, oil spots, front cover is missing	07	10.14
		First page of family details was blank	09	13.04
		Incomplete messages in the diary	15	21.73
5.	Beneficiaries' Uniform	Dressed in neat and clean uniform because of- Parents concern	11	15.94



		Fear of getting remark in school diary/ scolding from the teachers	18	26.07
		Beneficiaries not dressed in neat and clean uniform Lack of parents concern	25	36.23
		Financial problem in buying two uniform	15	21.74

The data presented in Table 30.1 indicates that 49 % of the beneficiaries were reaching on time because of fear of getting punishment from the teachers, 24.59 % of the beneficiaries did so because parents were concerned. Out of the total number of beneficiaries who were reaching late to the school, 37.5 % of the beneficiaries were late because of the parents' negligence as they were busy with their work, 12.5 % of the beneficiaries did so because they were looking after siblings when parents were not at home, 37.5 % of the beneficiaries were late because of the deteriorated condition of mode of commuting to school and 12.5 % of the beneficiaries did so because of the health issues. 13.04 % of the beneficiaries properly maintained diary by the beneficiaries did so because of fear of getting punishment, 46.38 % of the beneficiaries did so because of their own concern, 10.14 % of the beneficiaries' diaries were in bad condition with worn pages, oil spots, front cover is missing, 13.04 % of the beneficiaries' diaries first page of family details was blank and 21.73 % of the beneficiaries' diaries were found with incomplete messages. The data presented in Table 33.1 reveals that 15.94 % of the beneficiaries were dressed in neat and clean uniform because of the parents concern, 26.07 % of the beneficiaries due to fear getting remark, 36.23 % of the beneficiaries did so because of lack of parents' concern, 21.74 of the beneficiaries did so because of the financial problem in buying two uniform. The

data presented in Table 30.1 shows that most of the beneficiaries were reaching school on time, and the reason was fear of getting punishment from the teachers followed by parents concern. Few beneficiaries were late to school because of parents' negligence as they were busy with their work, looking after siblings when parents were not at home, deteriorate condition of mode of commuting to school and health issues. With respect to maintain diary, most of the beneficiaries maintained it properly because of their own concern and few of the beneficiaries maintained it because of fear of getting punishment. Few of the beneficiaries' diaries were in bad condition with worn pages, oil spots, front cover is missing, and first page of family details was blank and incomplete messages in the diary. The data presented in Table 33.1 shows that most of the beneficiaries' uniform were not neat and clean because of lack of parents concern and financial problem. Some of the beneficiaries were neatly dressed because of fear of getting remark in school diary/ scolding from the teachers and parents concern.

The preceding paragraphs under 4.2.1 have depicted data analysis regarding participation of beneficiaries with respect to academic aspect. This has been done in three categories –

1. Attendance and academic performance of the beneficiaries in the first five academic year, that is, 2013-14 to 2017-18. (From Class 1 to V),
2. Participation in co-curricular activities and,
3. Engagement in teaching learning process.

Data analysis regarding socio-cultural aspect of participation is presented below.

#### 4.2.2. Social cultural aspect of beneficiaries' participation

Social-participation of the beneficiaries is presented under the following two categories-

1. Relationship with the teachers
2. Relationship with the non-RTE students

##### **Beneficiaries' relationship with the teachers**

The data related to the beneficiaries' relationship with the teachers is presented in Table 31.

**Table 31**

##### *Beneficiaries' relationship with the teachers*

<b>Beneficiaries relationship with the teachers</b>	<b>No. of beneficiaries</b>	<b>In Percentage (%)</b>
<i>Approach teachers in and out of class</i>		
• Often	06	08.69
• Rarely	63	91.30
<i>Behaviour toward the teachers</i>		
• Polite	49	71.10
• Sense of trust	19	27.54
<i>Like to be in the class</i>	17	24.64
<i>Helping and sharing</i>	15	21.74

The data presented in Table 31 indicates that 8.69 % of the beneficiaries often approached teachers in and out of the class and 91.30 % of the beneficiaries rarely approached teachers. With respect to beneficiaries' behaviour toward teachers, 71.10 % of the beneficiaries were polite and respectful with the teachers, 27.54 % of the beneficiaries had sense of trust for the teachers, 24.64 % of the beneficiaries liked to be

in the class and 21.74 % of the beneficiaries were of helping and sharing toward their teachers. The data presented in Table 31 shows that more than three fourth of the beneficiaries rarely approached teachers. It had been observed that more than half of the beneficiaries were polite and respectful to the teachers.

**Table 31.1**

*Reasons for beneficiaries' relationship with the teachers*

Sr. No.	Beneficiaries relationship with the teachers	Reasons	Number of beneficiaries	Percent
1.	<i>Approach teachers in and out of class</i> • Often (6) • Rarely (63)	<b>Often approach teachers</b> Teacher's behaviour toward the beneficiaries – loving and caring	<b>02</b>	<b>2.90</b>
		Beneficiaries own nature	04	5.80
		<b>Rarely approach teachers</b> Fear of teacher	12	<b>17.39</b>
		Negligence from the teachers	13	18.84
		Language as a barrier	27	39.13
		Discrimination by teachers between top ranked and low ranked.	12	17.39
		Being laughed at	15	21.74
2.	<i>Behaviour toward teachers</i> • Polite (50)  • Sense of trust (19)	<b>Polite with teachers –</b> Beneficiaries were polite with all	<b>23</b>	<b>33.33</b>
		Fear of teachers or monitors	38	57.07
		<b>Sense of trust -</b> Beneficiaries shares their personal problem – Teachers were friendly to them	09	13.04
		Teachers won't reveal it to others	14	20.29
3.	<i>Like to be in the class</i> (17)	Beneficiaries' like to be in the class-	11	15.94

		Teaching methodology adopted by the teachers interested them		
		Teachers behaviour in the class	15	21.74
4.	<i>Helping and sharing (15)</i> <ul style="list-style-type: none"> <li>• Help teachers in the class</li> <li>• Shares thing with the teachers</li> </ul>	<b>Help teachers in the class-</b> By rubbing the chalk-board	<b>01</b>	<b>1.44</b>
		By holding the chart paper during teaching learning process	01	<b>1.44</b>
		By carrying notebook bundle in the staffroom	01	<b>1.44</b>
		By distributing notebook/ exam paper/answer sheet in the class	2	2.90
		By writing on the blackboard	01	<b>1.44</b>
		<b>Shares things with the teachers-</b> By giving textbook	<b>01</b>	<b>1.44</b>
		Share Pen/pencil/eraser	01	<b>1.44</b>
		By sharing snacks during recess	01	<b>1.44</b>
		By sharing their personal problem	06	8.70

The data presented in Table 31.1 reveals that 2.90 % of the beneficiaries often approached teachers due to teacher's behaviour toward the beneficiaries – loving and caring, 5.80 % of the beneficiaries did so because of their own nature, 17.39 % of the beneficiaries rarely approached teachers because of fear of teachers followed by 18.84 % of the beneficiaries did so because of the negligence from the teachers, 39.13% of the beneficiaries did so because of the language as a barrier, 17.39 % of the beneficiaries did so because of discrimination by teachers between top ranked and low ranked and 21.74 % of the beneficiaries did so because of being laughed at by others. With respect to the behaviour toward the teachers, 33.33 % of the beneficiaries were polite with all, 57.07 % of the beneficiaries did so because of fear of teachers or monitors, 13.04 % of the beneficiaries shares their personal problem – teachers were friendly to them and

20.29 % of the beneficiaries had a sense of trust for the teachers they won't reveal it to others. In terms of whether beneficiaries liked to be in the class, the data presented in Table indicates that 15.94 % of the beneficiaries enjoyed the teaching methodology adopted by the teachers and 21.74 % of the beneficiaries did so because of the teachers' behaviour toward them in the class interested them. 1.44 % of the beneficiaries helped teachers in cleaning the chalk-board, holding the chart paper during teaching learning process, carrying notebook bundle in the staffroom and writing on the blackboard. 2.90 % of the beneficiaries helped teachers by distributing notebook/ exam paper/answer sheet in the class. 1.44 % of the beneficiaries' shared textbook, pen/pencil/eraser, share snacks during recess and 8.70 % of the beneficiaries shared their personal problem. The data presented in Table shows that quarter of the beneficiaries rarely approached teachers because of the language as a barrier. More than half of the beneficiaries were polite in the class because of fear of teachers and monitors. Most of the beneficiaries were like to be in the class because of the teachers' behaviour in the class.

### **Beneficiaries' relationship with the non-RTE students**

The data pertaining to the beneficiaries' relationship with the non-RTE students in the class is presented in Table 32.

**Table 32**

#### ***Beneficiaries' relationship with the non-RTE students***

<b>Beneficiaries relationship with the non-RTE students</b>	<b>No. of beneficiaries</b>	<b>In Percentage (%)</b>
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<i>Attitude and behaviour toward non-RTE students</i>		
Friendly		
Unfriendly toward non-RTE students	49	71.10
• because of their own quarrelsome behaviour (03)	20	27.54
• Unacceptance from-RTE students (17) quarrelsome		
<i>Supportive / Helping</i>	39	56.52
<i>Loving and caring</i>	28	40.57
<i>Sharing</i>	15	21.74
<i>Sense of trust</i>	13	18.84

The data presented in Table 32 indicates that 71.10 % of the beneficiaries had friendly attitude and behaviour toward non-RTE students, 27.54 % were unfriendly attitude toward the non-RTE students, 56.52 % of the beneficiaries were supportive, 40.57 % of the beneficiaries had loving and caring relationship with the non-RTE students, 21.74 % of the beneficiaries were helping and sharing, 18.84 % had trustworthy relationship and were sharing and 18.84 % of the beneficiaries had trustworthy relation with the non-RTE students.

More than half of the beneficiaries had friendly attitude and behaviour, supportive/helping toward the non-RTE students. It had been observed that more than quarter of the beneficiaries had loving and caring relationship with the non-RTE students.

### **Conclusion of the academic and socio-cultural participation of beneficiaries**

Most of the beneficiaries were regular in school. Irrespective of beneficiaries' regularity in the school, there was a decline in the academic performance of the most of the beneficiaries. There were only few beneficiaries who had consistently obtained A Grade and showed exemplary performance in academics. All the beneficiaries showed hundred percent participation in at least one co-curricular activity.

Manifestation of beneficiaries' non-verbal behaviour during teaching learning process shows that more number of beneficiaries had lack of expression on their face in the class during teaching learning process because of fear of teachers, lack of understanding of subject taught in the class, lack of ease with the language (English or Hindi) used by the teachers, not knowing the answer of the question posed by the teachers, busy in doing pending work and inability to understand teacher's handwriting. More of the beneficiaries were sitting at their places. And more than half of the beneficiaries followed teacher's direction and instruction during teaching learning process. Very large number of beneficiaries showed less participation in terms of expressing their views. Most of the beneficiaries like to work in group as compared to lesser number of beneficiaries who enjoyed individual participation. Most of the beneficiaries brought daily stationery daily used in the class. More than half of the beneficiaries completed their work on time and near half of the beneficiaries completed their homework on time. Most of the beneficiaries' uniform were not neat and clean because of lack of parents concern and financial problem. Some of the beneficiaries were neatly dressed because of fear of getting remark in school diary/ scolding from the teachers and parents concern. More than three fourth of the beneficiaries rarely approached teachers. It had been observed that more than half of the beneficiaries were polite and respectful to the teachers. More than half of the beneficiaries had friendly attitude and behaviour, supportive/ helping toward the non-RTE students. It had been observed that more than quarter of the beneficiaries had loving and caring relationship with the non-RTE students.

The preceding paragraphs under Table 4.1 and 4.2 have depicted data analysis regarding academic and social participation of beneficiaries respectively. Data analysis



regarding the conducive learning environment provided by the school have been presented in the following.

### **4.3. School's role in developing conducive environment for participation of beneficiaries of RTE Act, 2009**

Schools role in developing conducive environment for the beneficiaries' participation is presented under four categories-

1. Administrative changes and facilities provided to the beneficiaries for their participation
2. Teacher's role
3. Non-RTE Student's role
4. Parent's role

#### **4.3.1. Administrative changes and facilities provided to the beneficiaries for their participation**

The data related to the administrative changes and facilities provided to the beneficiaries for their participation is presented in Table 33.

	<b>School's role</b>	<b>Frequency (Number of schools )</b>	<b>Percent %</b>
<b>1. Training or orientation programme for the teachers</b>	Related to teaching learning of all the students in general [methodology adopted in the class during teaching learning process, use of IT, quality education]	19	57.58
	Awareness of RTE Act, 2009	05	15.15
<b>2. Workshop for the parents</b>	For the all parents to provide / create learning atmosphere at home	06	18.18
	For RTE student's Parents only [ RTE Act awareness]	01	3.03

<b>3. Workshop or orientation Programme for the students</b>	For students' participation in the teaching learning process	04	12.12
<b>4. Solve conflicts between parents and school, if any</b>	Of all the students in solving conflict, if any	33	100
	Beneficiaries' parents in getting financial aid from the government	33	100
<b>5. Holding Parents Teachers Meeting</b>	For all the students (Inclusive of the beneficiaries )	33	100
<b>6. Counselling Session</b>	For all the students (Inclusive of the beneficiaries )	12	36.36
<b>7. Develop consciousness for preserving resources among students</b>	For all the students (Inclusive of the beneficiaries )	27	81.82
<b>8. Organize various competitions for the students</b>	For all the students (Inclusive of the beneficiaries )	33	100
<b>9. Remedial classes</b>	For all the students (Inclusive of the beneficiaries )	05	15.15
<b>10. Infrastructure Facilities</b>	For all the students (Inclusive of the beneficiaries)		
	Library	33	100
	Computer room	33	100
	Science Laboratory	24	72.73
	Sick room	07	21.21
	Dining hall	19	57.58
	Playground	29	87.88
	Audio Visual Room	07	21.21
	Auditorium	06	18.18
	Ramp facility	04	12.12
	Separate toilets	28	84.85
	Drinking water facility	30	90.91
Assembly hall	30	90.91	

	Activity center	19	57.58
	Spacious and Ventilated classroom	23	69.70

N=33

The data presented in Table 33 indicates that 57.58 % of the schools organised training session or orientation programmes for the teachers on teaching learning process and, 15.15 % of the schools in creating or enhancing awareness among teachers about the RTE Act. The data presented in Table 33 indicates that 18.18 % of the schools organised workshop for the parents of all the students including beneficiaries of RTE Act and 3.03 % of the schools organised workshop for the beneficiaries' parents. The data presented in Table 33 indicates that 12.12 % of the schools organised workshop for the students in general. The data presented in Table 33 indicates that 100 % of the schools helped parents in solving the conflicts if any, 100 % of the schools help beneficiaries' parents in getting the financial aid from the school, 100 % of the schools organise Parent Teacher's Meeting (PTM) for all the students, 36.36 % schools organise counselling session for all the students, 81.82 % of the schools develop consciousness for preserving resources among the students in general, 100 % of the schools organise competition for the students, 15.15 % of the schools conducted remedial classes for all the students with low academic achievement. The data presented in the Table 33 revealed 100 % of the schools had libraries and computer rooms, 72.73% of the schools had science laboratory, 21.21 % of the schools had sick rooms , 57.58 % of the schools had dining halls, 87.88 % of the schools had playgrounds, 21.21 % of the schools had audio visual rooms, 18.18 % of the schools had auditorium, 12.12 % of the schools had ramp facility, 84.85 % of the schools had separate toilets, 90.91 % of the schools had drinking water facilitates and assembly hall, 57.58 % of the schools had activity center and 69.70 % of the schools had spacious and ventilated classrooms. The data presented

in the above Table 33 indicates that very few schools had ramp facilities. Very few schools had all the infrastructure facilities available.

#### **4.3.2. Teacher's role in providing conducive environment for learning to the beneficiaries in the class**

The data related to the teacher's role in providing conducive environment for learning to the beneficiaries in the class is presented in Table 34.

**Table 34**

*Teacher's role in providing conducive environment to the beneficiaries in the class*

<b>Teacher's role</b>		<b>Frequency (Number of Teachers )</b>	<b>Percent</b>
Attitude / behaviour/ Gesture	Friendly atmosphere in the classroom- Facial expression – smiling face while teaching, cracking jokes in between the classroom teaching learning process	37	22.42
	Strict in the classroom	43	26.06
	Sometime happy sometime angry	85	51.51
Motivating beneficiaries	Praising beneficiaries for their work like giving answer, expressing views, participating in discussion etc.	67	41.10
	By giving chance to participate in the program like dance, drama, singing etc.	03	01.82

	Encouraging beneficiaries to participate in classroom discussion	04	02.42
Communication with the parents	Keeping in constant touch with the beneficiaries' parents through		
	• Diary,	64	38.79
	• Meeting	150	90.91
	• Phone	06	3.64
Problem Solver	Solve problems of the beneficiaries related to content taught-		
	Extra classes in schools	03	1.82
	Give them extra worksheet	24	14.55
	In remedial classes	04	2.42
Provide Safe learning environment	Teachers provide environment where beneficiaries feel safe-		
	They feel free to share their views and problem	09	5.45
	Approach teachers in case of any academic problem	05	3.03
Behaviour toward the beneficiaries	Exhibit behaviour that indicate-		
	• Care and concern about beneficiaries	19	11.52
	• Trust	11	06.67
	• Love	21	12.73
	• Respect	16	9.70
	• Supportive and helping	12	7.27
Discrimination in the class	Discrimination in the class		
	• Between top ranked students and low ranked students	13	7.89
	• On the basis of status of living	00	
	• On the basis of language problem	17	10.30
	• On the basis of their outfit	03	1.82

	<ul style="list-style-type: none"> <li>• On the basis of their physical appearance</li> </ul>	05	3.03
Teaching aids	<ul style="list-style-type: none"> <li>• Use hand-outs, charts</li> <li>• Use of IT [Information Technology] in teaching learning process</li> </ul>	57 19	34.54 11.52
33 Schools * 5= 165 Teachers			

The data presented in Table 34 indicates that 22.42 % of the teachers created friendly atmosphere in the classroom through smiling face while teaching, cracking jokes in between the classroom teaching learning process, 26.06 % of the teachers looked strict while in the classroom, and 51.51 % of the teachers sometimes looked happy, sometimes looked strict. The data presented in Table 34 indicates that 41.10 % of the teachers were praising beneficiaries for their work, 1.82 % of the teachers gave them chance to participate in the program like dance, drama, singing etc., and 2.42 % of the teachers encourage beneficiaries to participate in the classroom discussion. The data presented in Table 34 Indicates that 38.79 % of the teachers were in communication with the teachers through diary entry, 90.91 % of the teachers communicate beneficiaries' parents through PTM, and 3.64 % of the teachers communicate beneficiaries' parents through phone. The data presented in Table 34 indicates teachers role as a problem solver which include 1.82 % of the teachers solve problems of the beneficiaries related to content taught by giving extra classes in the schools, 14.55 % of the teachers by giving extra worksheet, and 2.42 % of the teachers in remedial classes. 5.45 % of the teachers provide environment where beneficiaries feel safe and freely share their views, 3.03 % of the teachers provide environment where beneficiaries approach their teachers in case of any academic problem. 11.52 % of the

teacher's exhibit behaviour that indicates care and concern about the beneficiaries, 6.67 % of the teachers had trust 12.73 % of the teachers had loving behaviour toward the beneficiaries, 9.70 % of the teachers had respectful behaviour toward the beneficiaries, and 7.27 % of the teachers were supportive and of helping nature. The data presented in Table 34 indicates that 7.89 % of the teachers discriminated students between top ranked and low ranked, none of the teachers discriminated students on the basis of their status of living, 10.30 % of the teachers discriminated beneficiaries on the basis of their outfit, and 3.03 % of the teachers on the basis of their physical appearance. 34.54 % of the teachers used teaching aids like hand-outs, charts, model, and 11.52 % of the teachers used IT as a teaching aid. The data presented in Table shows that very few cases teachers were aware of presence of RTE students in the class. Teachers conducted regular activities in class for their respective subjects in general. The teachers were treating beneficiaries at par with other students in most cases, except in few cases where beneficiaries were discriminated on the basis of their low rank, status of living, lack of command on English language, and on the basis of their physical appearance. All the teachers performed their regular responsibilities and duties for all the students in general.

#### **4.3.3. Non- RTE students' role in providing conducive leaning atmosphere to the beneficiaries**

The data related to non- RTE student's role in providing conducive environment to the beneficiaries is presented in Table 35

<b>Non-RTE student's role</b>		<b>Frequency</b>	<b>Percent</b>
Attitude and behavior toward beneficiaries	Positive attitude and behavior toward beneficiaries. <ul style="list-style-type: none"> <li>• No criticism on dress, language</li> </ul>	84	21.53

	<ul style="list-style-type: none"> <li>• Inviting them to play with them in the recess,</li> <li>• Sitting with them</li> <li>• Never quarrel</li> </ul>		
Supporting and helping	Provide support to beneficiaries- <ul style="list-style-type: none"> <li>• In case of incomplete work</li> <li>• In case of feeling sick</li> <li>• Giving answer in the class</li> <li>• Doing classwork</li> <li>• Drawing</li> <li>• In Project</li> <li>• Bringing images related to content taught</li> <li>• Through mobile about work done in the class – in case of absenteeism</li> <li>• Convey his/her message to the teacher</li> <li>• Settling dispute between peer and beneficiary</li> <li>• Do not hesitate to seek help</li> </ul>	164	42.02
Sharing nature toward beneficiaries	Sharing nature toward beneficiaries in need without discrimination- <ul style="list-style-type: none"> <li>• Notebook</li> <li>• Textbook</li> <li>• Colors</li> <li>• Stationery</li> <li>• Water</li> <li>• Tiffin</li> <li>• Seat</li> <li>• Needed material</li> </ul>	73	18.71
Acceptance of beneficiaries by non- RTE students	Accepted by the other students- <ul style="list-style-type: none"> <li>• Invitation to birthday party</li> <li>• Visit home</li> <li>• Playing with them</li> </ul>	243	62.31
Sense of trust for the beneficiaries	Trust beneficiaries on <ul style="list-style-type: none"> <li>• Any excuse</li> <li>• Reasons for not coming to school</li> <li>• Promise</li> <li>• Giving notebook</li> <li>• Giving textbook</li> <li>• Any help given – like answer of any question</li> </ul>	45	11.59



Loving and caring relationship with the beneficiaries	Showed love and care for the beneficiaries	51	13.07
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n=390

The data presented in Table 35 reveals that 21.53 % of the non- RTE students had positive attitude and behaviour toward the beneficiaries, 42.02 % of the non- RTE students were provide support and help to the beneficiaries, 18.71 % of the non- RTE students were of sharing nature toward beneficiaries, 62.31 % of the non- RTE students showed sense of acceptance toward beneficiaries, 11.59 % of the non- RTE students had trustworthy relationship with the beneficiaries and 13.07 % of the non- RTE students had loving and caring relationship with the beneficiaries. The data presented in Table 35 shows that most of the had a sense of acceptance for the beneficiaries like invitation to beneficiaries for birthday party, visit home and playing with them followed by least number of had sense of trust for the beneficiaries.

#### **4.3.4. Parent's role in providing conducive environment to the beneficiaries**

The data related to the beneficiaries' parent's role in providing conducive environment to the beneficiaries were presented in Table 36.

**Table 36**

*Beneficiaries' parent's role in providing conducive environment to the beneficiaries*

	<b>Parent's role</b>	<b>Frequency</b>	<b>Percent</b>
Communication with the teachers	Through diary, meeting or phone To discuss academic performance of the beneficiary in the school, difficulties faced by the beneficiaries in the school, not giving chance to perform in any drama, music, dance, debate etc., teased by the peer group, scolded	37	54.41

	by the teacher, problems related to content taught, to know reasons why their ward doesn't want to come to school		
Participation in school activities	Involvement at school includes Parents - <ul style="list-style-type: none"> <li>- attending plays,</li> <li>- attending seminars organized for them</li> <li>- fun fair</li> <li>- annual day celebration</li> <li>- sports and other events organize by school</li> <li>- parent-teacher meeting</li> </ul>	49	72.06
Provide learning atmosphere to their ward	Not involving them in household work  Provide them adequate facilities at home	43	63.23
Helping their ward in teaching at home	Helping in reading chapter Helping in doing project Learning tables from 2 to 20	09	13.25
Communication with Parents of	Either personally or through what Sapp or mobile To know school messages To know about the incomplete work To know about the work done in the class if the child is absent	07	10.29
Teach values to their ward	<ul style="list-style-type: none"> <li>- Joy in Giving and sharing one's belongings.</li> <li>- Caring for sick, needy and other less fortunate people.</li> <li>- Never copy anyone</li> <li>- Sing prayer</li> <li>- Respect your elders</li> <li>- Never hurt anyone</li> <li>- Never use bad language</li> </ul>	19	27.94

Follow rules and regulations	Schools and	Follow rules and regulations <ul style="list-style-type: none"> <li>- Like wait for their turn in PTM</li> <li>- Follow directions given by the teacher</li> <li>- Respect all the teachers</li> <li>- Maintains silence</li> <li>- Not creating chaos in the school premises</li> </ul>	53	77.94
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N=33

The data pertaining to the parents' role presented in Table 36 shows that 54.41 % of the beneficiaries' parents communicate with the teachers, 72.06 % of the beneficiaries' parents participate in school activities, 63.23 % of the beneficiaries' parents provide learning atmosphere to their ward, 13.25 % of the beneficiaries' parents help their ward in teaching at home, 10.29 % of the beneficiaries' parents communicate with parents of , 27.94 % of the beneficiaries' parents teach values to ward, 77.94 % of the beneficiaries' parents follows rules and regulations of the school, 57.35 % of the beneficiaries' parents approach teachers/ school. The data presented in Table shows that near around three-fourth of the total parents showed participation in the school activities like attending plays, attending seminars organized for them, fun fair, annual day celebration, sports and other events organize by school, parent-teacher meeting etc., half of the total beneficiaries' parents provide learning atmosphere to their ward by not involving them in other household work and provide them with all the adequate facilities and communicate the schools to discuss academic performance of the beneficiary in the school, difficulties faced by the beneficiaries in the school, not giving chance to perform in any drama, music, dance, debate etc., teased by the peer group, scolded by the teacher, problems related to content taught, to know reasons why their ward doesn't want to come to school. Only few of the beneficiaries' parent help their ward in teaching at home like help in reading chapter, in doing project, in learning

tables from 2 to 20. Around quarter of the beneficiaries' parent teach values to their ward. The data presented in Table shows that more than three-fourth of the beneficiaries' parent follow schools rules and regulations like waiting for their turn in PTM, follow directions given by the teacher, respect all the teachers, maintains silence and not creating chaos in the school premises.

### **Conclusion**

Approximately half of the total schools organize training or workshop program for teachers related to teaching learning of all the students in general and but very few schools organized workshop on the awareness of the RTE Act, 2009. As far as workshop for the parents of RTE beneficiaries, only one school organized workshop. Few schools organize workshop for the students in general and none of the school organized workshop for RTE students. All the schools help parents, hold PTM and organize competitions for the students. Few schools had counselling session for the students. Most of the schools develop consciousness for preserving resources among students. All the schools had extra co-curricular activities for the students during school hours and organized program for free health check-up for all the students which include eye check-up, dental check-up or vaccination, educational field trips, acquainting them with the recent technology- updating all the available software as per the latest version. All the schools provide library and computer room. Least number of the school had ramp facility.

Approximately three-fourth of the total parents showed participation in the school activities like attending plays, attending seminars organized for them, fun fair, annual day celebration, sports and other events organize by school, parent-teacher meeting etc., half of the beneficiaries' parents provide learning atmosphere to their ward by not involving them in other household work and provide them with all the adequate

facilities and communicate the schools to discuss academic performance of the beneficiary in the school, difficulties faced by the beneficiaries in the school, not giving chance to perform in any drama, music, dance, debate etc., teased by the peer group, scolded by the teacher, problems related to content taught, to know reasons why their ward doesn't want to come to school. Only few of the beneficiaries' parent help their ward in teaching at home like help in reading chapter, in doing project, in learning tables from 2 to 20. Around quarter of the beneficiaries' parent teach values to their ward. The data presented in Table shows that more than three-fourth total of the beneficiaries' parent follow schools rules and regulations like waiting for their turn in PTM, follow directions given by the teacher, respect all the teachers, maintains silence and not creating chaos in the school premises.

This chapter has presented data analysis and interpretation in detail. The next chapter presents findings of the study and discussion.