

## CHAPTER 5

### FINDINGS AND DISCUSSION OF THE STUDY

#### 5.1 Overview of the previous chapters

The preceding chapters have presented thematic framework, review of related literature, methodology, data analysis and interpretation. The broader framework of the study was on rights based approach to education and how the beneficiaries participate in it. The rights based approach considered education as a part of human rights. The rights approach in India was adopted with the declaration of education as a fundamental right through, “The Right of Children to Free and Compulsory Education Act” or Right to Education Act (RTE) Act, 2009. It is pertinent to study the extent of success of the rights approach.

The rights approach to education in India, adopted through the RTE necessitates a discussion of the contemporary scenario in primary education: mainly the thrust on the public private partnership. With liberalization and with the declining funds with State, public private partnership is often the best way for the State to discharge its responsibilities. In case of RTE, government has transferred its responsibility of providing and adequate number of schools and the accompanying infrastructure to the private schools. Thus, the private schools become the site of implementation of RTE.

The first step of access of free education to the beneficiaries belonging to weaker and disadvantaged group in private unaided is achieved. The next step is to see how the beneficiaries participated. This is important as the socio-economically less privileged learners study with privileged learners. Therefore, the following research questions were raised-

1. Who are responding to the RTE Act, 2009?
2. How has been the participation of beneficiaries of RTE Act, 2009 in schools?
3. What has been the role of school in responding to the beneficiaries?

The title of the study was stated as

**“Understanding beneficiaries and their participation in schools under RTE Act, 2009 in Vadodara city”**

The objectives formulated for the study were-

- To develop profile of beneficiaries of RTE Act, 2009 in Vadodara City
- To study participation of beneficiaries in school with respect to academic and socio-cultural aspect
- To study the role of the school in developing conducive environment for participation of beneficiaries of RTE Act, 2009

A descriptive survey was chosen to gain an understanding of the status of the participation of beneficiaries of RTE Act. The target population of the study comprised all the 89 beneficiaries admitted in 43 schools under Section 12 (1) (c) of the RTE Act, 2009 in in the year 2013-14 in Vadodara city, all the teachers teaching English, Hindi, Math, Science and Gujarati to the beneficiaries, all the non-RTE students of the class in which the beneficiaries were studying, all the Principals of 43 schools in which beneficiaries were studying and all the parents of 89 beneficiaries. The target population was the sample for the study. Thus the sample comprised of 89 beneficiaries studying in 43 schools were selected as sample. The sample was reduced to 77 beneficiaries studying in 37 schools because of 12 drop outs from six schools. Out of which four schools having eight beneficiaries did not permit to conduct research. Therefore, the

sample was comprised of 69 beneficiaries studying in 33 schools in 39 sections. At the time of data collection these beneficiaries were in class VI. They passed a period of five years with non-RTE students. Period of five years was quiet enough to see their progress in academic and non-academic matters. Even they were capable enough to share their experiences.

Data needed for the study were pertaining to beneficiaries' socio-economic background, their general details, academic achievement, attendance of the beneficiaries, participation in co-curricular activities, participation in classroom teaching learning process, their relationship with the teachers and non-RTE students and the type of conducive environment provided by the school for the effective participation of the beneficiaries with respect to teachers role, parents role, non-RTE students role and administrative changes and facilities.

Therefore, the tools used for the present study were: the Proforma for beneficiaries in terms of their general details and socio-economic background, non-participant observation of beneficiaries in and out of classroom and semi-structured interview with beneficiaries, teachers, non-RTE students, Principals and beneficiaries' parents.

## **5.2. Findings of the study**

## **The findings of the study are presented objective wise-**

### **5.2.1. Profile of the beneficiaries**

During the first year of implementation of RTE Act, 2009 in Vadodara, Gujarat all the admissions were taken as per the mandatory requirements of the Act.

- Most of the beneficiaries belonged to Socially and Educationally Backward Class (SEBC) and were male.
- Majority of the beneficiaries were of age group between 5 to 6 years and age appropriate admission were given to them.
- All the initiation of taking admission under RTE has been initiated by the parents.
- Height and weight of most beneficiaries was appropriate as per their age.
- Most of the beneficiaries were living within distance of one km from the school and the most preferred mode of commuting to the school was auto rickshaw. All the beneficiaries come to school within the distance which is as per norms prescribed in admission criteria of RTE Act, 2009.
- Majority of beneficiaries lived in joint family, with five members and having one sibling inclusive of one RTE sibling
- Socio-economic background of the beneficiaries, in terms of their parents' education qualification, exhibited that by and large either of the parent completed their primary education. But most of the parents were still far away graduation. None of the beneficiaries' father was illiterate but few mothers were illiterate.
- Most of the beneficiaries' fathers were self- employed and mothers were house wives and their earning was less than 36,000/- (INR) family annual income.

More than half of the beneficiaries' parents' annual income falls within the limit prescribed by the State government for BPL which is also one of the criteria to take admission under RTE Act, 2009.

- All the beneficiaries lived in Pucca house with at least one room.
- All the beneficiaries lived with most basic facilities like electricity, water with separate kitchen, toilet and bathroom.
- Almost all the beneficiaries had internet in mobile, TV and very few had refrigerator and computer at their home.
- Most of the beneficiaries had bicycle at their home, some had scooter, very few had auto-rickshaw and one had four wheeler, Irrespective of availability of vehicles at home the most preferred mode of commuting to school was auto rickshaw.

### **5.2.2. Participation of the beneficiaries –Academic and Social**

#### *Academic participation of the beneficiaries*

- Most of the beneficiaries were regular in attendance in school.
- The performance of the beneficiaries in academic achievement was average and as they moved to higher classes it declined. Major reasons cited for this were difficult syllabus, lack of help from the parents and teachers, difficulty with English language and lack of availability of resources at home. However, very few beneficiaries showed high academic performance consistently. All the beneficiaries participated in schools' co-curricular activities.
- In terms of classroom participation during teaching learning process, most of the beneficiaries had lack of expression on their face and the major reasons cited were the fear of teachers and inability to cope up with the difficult

syllabus. Yet these beneficiaries completed the assigned task on time, followed the rules and regulation of the school, brought needed material to the class and enjoyed task assigned in group. Only few beneficiaries showed participation in terms of expressing views/ shares ideas in the class. These few beneficiaries easily approached the teachers in case of any personal problem or problem related to the content taught. On the contrary, most of the beneficiaries were unable to express their views or ideas in the class and the reasons cited were fear of teachers, fear of being laughed at, lack of understanding about content taught and difficulty with English language.

### *Social Participation of the beneficiaries*

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

Most of the beneficiaries had polite behaviour with the teachers but rarely approached them because of various reasons like English language as a barrier, fear of being laughed at by others, negligence from the teachers, fear of teacher and discrimination by few teachers between top ranked and low ranked students. Only few beneficiaries often approached teachers, had sense of trust toward the teachers, had helping and sharing attitude toward the teachers and liked to be in the class.

#### **Beneficiaries' relationship with the peers**

Overall, the beneficiaries had supportive/helping, loving and caring, friendly attitude and behaviour with the peers but few could not be friend with the peers as sometimes peers did not accept them and in few cases because of their own quarrelsome behaviour. Only few beneficiaries had sense of trust for the peers and shared their personal problem with them.

### **5.2.3. School's Role in developing conducive environment for participation of beneficiaries**

#### ***Administrative changes and facilities for the participation of the beneficiaries***

All the schools conducted their own regular activities, programs, and workshops for teachers, students and parents in general. But only one school took initiative in terms of organizing workshop especially for RTE parents. All the infrastructure facilities available in the school were accessible to the beneficiaries.

#### ***Teacher's Role in developing conducive environment for participation of beneficiaries***

Very few 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 treated 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 other activities were performed in a way common to all students in general. There was nothing specific with respect to RTE students.

#### ***Non – RTE students' role in developing conducive environment for participation of beneficiaries***

Non RTE students were unaware about the RTE student's special category admission. In most cases peers of beneficiaries treated beneficiaries equally in terms of their attitude, giving help, sharing, having sense of trust, love and care

like any other students of the class. The peers who did not show equal treatment for beneficiaries were neutral and did not show any unequal treatment toward beneficiaries.

***Beneficiaries' Parent's role in developing conducive environment for participation of beneficiaries***

Parents of the beneficiaries participated in almost all the activities organized by the schools which led them to communicate with the teachers about their child performance and also any other problems like 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. Most of the beneficiaries' parent couldn't help their ward in teaching at home. That was because of their inability to cope up with the syllabus. Most of the beneficiaries' parents follow school's 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.

Though the parents of the beneficiaries were unable to help their child directly in teaching learning, they used the available resources at home to bring necessary information which helped beneficiaries in teaching learning. Also they put their best efforts to make their child perform better by communicating with Principal, teachers and parents of non-RTE students.

### **5.3. Discussion for the study**

The findings of the study that addressed the first research question that who is responding to RTE, Act indicates very few beneficiaries have responded to RTE, Act.



Mainly beneficiaries belonged to “Socially and Educationally Backward Class” (SEBC) and were male. All the initiation of taking admission under as been initiated by the parents.

The finding of the study revealed that the number of beneficiaries responding is very less. Only 89 applications out of total 800 seats as sanctioned by the State Government were received by the DEO, Vadodara. One of the prime reason was lack of awareness among the parents about the existence the Act as stated by DEO, Maheta, N. (2014). Lack of awareness among the parents is one of the biggest impediment in the implementation of the RTE Act, 2009. This impediment was substantiated with the studies of Lalit, K. (2019), Belur, R. (2018), Raman S. & Kritika, B.S. (2017), George, T. (2014), Soni, R.B.L. (2013). Gujarat has managed to fill only 6.98% of the total reserved seats (Dixit, A., 2020). The need is for the State government to take a more active role making people aware of the right to education. Right to education awareness means having the awareness about education as a right among the people of India as revealed by Ghumaan G. (2011), S. (2011), NGO Indus Action (2014). Even after the declaration of education as a fundamental right there are millions of Indian children who are deprived from their right. The “Project Eklavya” an initiative aimed at installing an effective, sustainable model to enable increased access to Right to Education. Such project was not there in the initial year of implementation of RTE Act, 2009 in Vadodara. Not many people participated but the people who did it were fully familiar with the Act. It is pertinent to note that most of the admissions were initiated and completed by parents. They were aware of the RTE admission from the advertisement given in Gujarati newspaper like Gujarat Samachar, Dainik Bhaskar and Sandesh as informed by them which they accessed from their workplace. However,

since the number of RTE admission were less, the efforts for creating awareness need to be strengthen.

It had been found in the study that more number of male beneficiaries took advantage of the Act. Even after the enactment of the RTE Act which guarantee free and compulsory education to all children irrespective of their gender, it can be observed that girls are in the disadvantaged position when it comes to free elementary schooling. As per RTE Act, for each girl child school will be in the neighborhood area so that the parent can send their daughters to the school without any hesitation and fear. Both the state and the central governments are providing facilities to empower the girls and improve their status in the society. This situation is supported by the observation, “The chance of a girl child being in school depends on the decision of her parents and their financial capacities. It is also seen that the son is usually given precedence than the daughter in the choice of schooling. Even after the passage of RTE, girls remain more likely to be excluded than the boys, whatsoever their social origin or economic status.” [Mobar, S. (2015)]. There are many schemes run at state and centre levels like ‘Dhanlakshmi scheme’, ‘Bhagyalakshmi scheme’, ‘tadli scheme’, ‘Rajlakshmi scheme’ and ‘Rakshak scheme’ for the promotion of girls education. . But the primary role of girls education is considered as responsibility of household. As remarked by one of the parent whose daughter and son were admitted under Act, “*Hamari beti to bahot samajhdar hai aur ghar ka sara kaam kar leti hai.*” [Our daughter is very intelligent and does all the household work]. It perceives a girl as somebody who has to do duties of cooking and housekeeping as substantiated with the studies of Kushwaha, V. and Singh, S. (2017). It is significant to note and study if the girl beneficiaries will continue schooling what can be done to help girl beneficiaries to continue schooling under RTE Act.

The findings of the study revealed that most of the beneficiaries were from SEBC category. Other categories like SC's and ST's had been less. One of the reason might be poverty. As reported by Rural Development Statistics (2014-15) poverty levels among STs have gone up in Gujarat, Kerala and Maharashtra during the period 1993-94 to 2011-12 while there is a decline in the incidence of poverty among SCs in all States. Admission of learners belonging to SC and ST category has been found to be less and the statement is supported by the study of Gouda & Sekher (2014). Poverty has been a major obstacle in educational development of SCs. They are so poor and so much preoccupied with their struggle for the basic necessities of physical life that, they fail to accept education as a basic need of human life (Aikara, 1996). The incidence of poverty amongst SCs still continues to be very high. This is primarily due to the fact that a large number of SCs who are living below the poverty line are landless with no productive assets and with no access to sustainable employment and minimum wages (GOI, 2002). A large section of SC families, especially in rural areas, depend upon agriculture and other wage labour as major household occupation (Nambissan and Sedwal; 2002). Muralidharan (1997) found inability of parents to meet educational needs of their children in terms of books, notebooks, stationaries and so on is an important reason for discontinuation of children from schools. Opportunities to help SC families to increase their income and bringing greater stability is important for increasing participation of their children in schooling. The Constitution of India (Article 17) states that, "Untouchability is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of untouchability shall be an offence punishable in accordance with law". Still untouchability is practiced in subtle forms, especially in rural areas. The scheduled castes children are reported to be still feeling discriminated against others within the classroom situation. This gets expression mainly

through indifferent negative attitudes by teachers and hostile peer group behaviour. Jha and Jhingran (2005) in their study found that, “At some places dalit children are unnecessarily beaten, abused and harassed by upper caste teachers. In some villages, the teacher asks lower caste children to do a number of personal tasks such as fetching firewood and if children do not oblige, physical punishment is meted out to them. Sheer neglect of dalit children by teachers by making them sit in the last row and excluding them from all activities is also common. Dalit children also face hostile behaviour as children belonging to upper castes generally bully and don’t allow to mix as equals” (p. 129). The availability of a school within a scheduled castes habitation (in rural area) appears to be one of the most important conditions for ensuring the enrolment of SC children.

The finding of the study revealed that height and weight of the most of the beneficiaries was appropriate as per the Indian Academy of Pediatrics (IAP). SEBC status is not associated with the physical health of the beneficiaries. Though the financial position of the beneficiaries’ parents was not so good, physical health of the most beneficiaries, in terms of height and weight, was appropriate. Parental socioeconomic factors are not associated with the health of children is substantiated with the study conducted by [Siponen S. 2011] which suggested that parental socioeconomic status is a more important determinant of health in adolescence than in childhood, and the risk of poverty indeed negatively affected a child’s growth [Rossem, R. 2019]. The findings of the present study disproves the statement that lower levels of expenditure are strongly associated with poorer growth and health, independent of factors such as birth weight, mother’s height, or risk score [Nelson, M. (2000)], poverty is endemic and under nutrition is widespread amongst children living in families on low income and health is correlated to people’s socioeconomic status (SES) and lifestyle

(Wang J. 2019). Under present study, parental care at home and schools effort in providing nutritious food, organizing regular medical check-up camps and awareness program for healthy diet were the factors that may have directly or indirectly affect the health of beneficiaries.

In terms of the distance from beneficiaries' home to school, it was found that most of the beneficiaries were living within distance of 1 km from the school and even though the most preferred mode of commuting to the school is auto rickshaw. This is important from the point of view of the safety of a girl child also. Yet the number of girl learners was negligible. The active transportation depends on the distance from one's place of origin to the destination but in the present study most of the beneficiaries preferred auto-rickshaw. Their social status does not come in the way of choosing mode of communication may be because of their low fare. That too because the parents desired to send their child safely to school especially in case of girls.

The involvement and attention of the parents are the significant factor that affect the academic performance of the beneficiaries. The relationship between parent's education and the academic performance is an important aspect while considering RTE as learners are studying in private schools. The other learners are likely to have academic support from the parents. This thought, is to a large extent, supported by the academic performance of the beneficiaries. Socio-economic status of the beneficiaries is a combination of family education, occupation and social background. In the present study, most of the parents had formal education where they acquire literacy but still far away from higher education that is Graduation and Post-Graduation. It had been found that academic achievement of the most beneficiaries was declining as they move in higher classes and one of the reason might be education qualification of the parents. As substantiated by studies of Onderi, (2014), Alokani, (2013), Makewa, et al (2012) and

Muruwei, (2011) which found that parental level of education contributed to students' academic. Empirical research on family background and children's achievement has found that the family social economic status may affect children's academic achievements more than the impact of schools (Coleman et al. 1966; White 1980; Sirin 2005; Cheadle 2008). Fang and Feng (2008) found that the family's social economic status affects children's academic scores significantly, Sun et al. (2009) found a significant positive effect of the parent's income and educational levels on the academic achievement of primary school students. In the view of Ajila and Olutola, (2000) the state of the home affects the individual since the parents are the first socializing agents in an individual's life. In the present study, though parents were not so qualified to help the children in their studies, but they helped them in other ways also like checked their diary, classwork done, discuss what did they do whole day in school, to talked about their friends, teachers or anything they wanted to share and more important supplied them with all the needed material. The finding of the present study revealed that parental behavioral support for the education of their children promoted the formation of good study habits in beneficiaries and influence their academic performance in the school which is similar with the findings of the studies conducted by Steinberg et al. 1992; Fan and Chen 2001; Zhao and Hong 2012. Musarat (2013), in his research discovered that there is a relationship between parents' education and students. For him, these students from educated parents have a better academic achievement than those of uneducated parents. He also pointed out that the education of mothers has a significant influence on pupils. Students whose mothers are highly educated obtained high scores. This statement was contradicted with the findings of the present study where there were few beneficiaries whose mothers were illiterate but they were consistently getting good marks. In the present study, parents play crucial role in

their wards academic and social participation in the school by creating enabling learning atmosphere at home. The learning atmosphere at home may be affected by factors like type of family, number of members in the family, kind of house and facilities available. In the present study, most of the beneficiaries were living in joint family with 5 members. There may be significant effect of family type and family size on the academic achievement of the beneficiaries. The studies conducted by Suleman Q., Hussain, I., Akhtar Z. and Khan, W. (2012) and Ella, R.E. (2015) indicate that there is significant effect of family type on the academic achievement of the students. Students belong to nuclear family showed better performance as compared to the students of joint family. There is significant effect of family size on the academic achievement of the students. Students whose family members are more showed poor academic achievement. On the other hand, students of small family members showed excellent academic achievement. On the contrary, findings of the Bilaa et al (2014) revealed that both nuclear and joint family system, effects on the academic achievement of the students but in both the system role of parent is more influential than any other member of the family. The students get encouraged and confident through the involvement of their parents.

The findings of the second research question how has been the participation of beneficiaries of RTE in schools indicates beneficiaries' regularity in terms of their attendance, the academic performance showed decline, participation in co-curricular activities and the socio-cultural participation is a challenge which needs to be addressed sensitively. The second question helps to find out how chances of success of inclusive education once the access is created by the law.

Beneficiaries' participation in co-curricular activities can be important in their engagement in schools but may not be positively related with the higher academic

achievement. Some research indicates that physical activity not only improves academic performance, but has an actual physical benefit for the mind. Ponter (1999 ) revealed a strong positive relationship between participation in music and academic performance. Girch, Shawn M. (2015) data indicated that students who participated in extracurricular activities exhibited higher levels of academic performance and lower absenteeism than those who did not do so. Under present study participation in co-curricular activities does not show any direct connection with the academic achievement of the beneficiaries but improved their liking for coming to school (as stated by some of the beneficiaries and parents), enjoyed the activities with the friends and teachers. In the present study most of the beneficiaries were regular to school but even though they showed decline in their academic achievement. Regularity in the school is not correlated with the academic achievement of the students.

Furthermore, beneficiaries' engagement in teaching learning process in the classroom could have direct or indirect impact on the academic performance. Engagement in teaching learning process was seen through manifestation of non-verbal behaviour like facial expression, sitting position in the class during teaching learning process and following teachers instruction and direction in the class, 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 and following the rules and regulation of the school.

“Although academic engagement has multiple dimensions, including cognitive and relationship engagement, the most commonly studied is behavioural engagement.”(Lawson and Lawson 2013). Present study, in context to behavioural engagement, revealed that most of the beneficiaries, irrespective of their academic achievement, showed participation in terms of completing assigned task on time,



followed rules and regulations of the school, brought needed material to the class and followed teachers direction and instruction given during the teaching learning process. Behavioural engagement is the observable act of students participating in learning; it refers to students' participation in academic activities and efforts to complete academic tasks (Fredricks et al. 2004; Suarez-Orozco et al. 2009). Behavioural engagement in terms of facial expression revealed that most of the beneficiaries had lack of expression on their face and were reluctant in approaching the teachers in case of any problem whether personal or academic.

The third research question raised was about the role of school in providing conducive learning environment, the findings very clearly indicates that a focussed attention for this is not observed.

Teachers were the most influential person in encouraging participation among students. The classroom instructor plays important role in shaping classroom interaction. Traits mentioned in the study like being encouraging, understanding, approachable are consistent with several studies which also found that students participate more when instructors engage in behaviours that are confirming, encouraging, and supportive (Dallimore, Hertenstein, & Platt, 2004; Fassinger, 1995, 2000).

The findings of the study revealed that teachers who are friendly toward beneficiaries' motivated beneficiaries to participate. This positive trait encourages participation and negative traits like scolding nature, discrimination between top and low ranked students, lack of help in solving problem related to the content taught being unapproachable discourage beneficiaries' participation. Signs of impatience and scolding nature by teachers hinders beneficiaries' way of expressing views in the class.

Studies carried out by Fassinger (1995) and Gomez, Arai & Lowe (1995) found similar traits; lack of confidence, lack of preparation, fear of appearing unintelligent to their classmates or instructors, and feeling intimidated make students become less inclined to participate. As in present study beneficiaries were reluctant to participate in classroom discussion because of fear of teachers, difficulty with English language, fear of being laughed at by peers or teachers.

Findings have shown that peers traits are highly influential in encouraging or discouraging beneficiaries liking for coming to school and also in classroom participation. Within the contexts of social participation of the beneficiaries discusses the effects that peers can have on learning outcomes of the beneficiaries. Schools are places where students gather in self-selected or naturally occurring groups or associations that provide contexts for learning. These groupings both reflect and influence the behaviours, interactions, values, attitudes, and beliefs of beneficiaries. Motivation and academic performance at school are affected by friendships among peers (see Bukowski, Newcomb, & Hartup, 1998) as are school engagement, attitudes to school, and dropout potential (Wentzel & Caldwell, 1998). Children who have friends perform better at school than those who do not have friends (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996; Dishon, 1990; Frenzel, Cresham, & Elliotts, 1991; Krappman, 1985; Wentzel & Asher, 1995). Although many of these research findings are based on cross-sectional evidence, there is also longitudinal evidence that poor early friendship relations predict decreases in academic achievement, whereas making new friends in the classroom is linked to gains in school performance (Ladd, 1990). The above listed activities were not substantiated with the findings of the present study. In the present study, irrespective of the declined academic achievement of the most of the beneficiaries had positive attitude and behaviour, supportive toward them,

sharing and trustworthy relationship with the peers and vice a versa most of the beneficiaries' experienced same attitude behaviour from their peers. Majority of the non-RTE students had a sense of acceptance for the beneficiaries. These non-RTE students were not knowing anything about RTE admission. They were in their own innocent mood without any sort of discrimination.

Examining the role played by the schools it had been found that all the schools conducted their own regular activities, programs, and workshops for teachers, students and parents in general. But only one school took initiative in terms of organizing workshop especially for RTE parents. Very few schools conduct remedial classes for the weaker children but none of the RTE beneficiaries took advantage of the remedial class. Beneficiaries' academic achievement showed decline as they moved to higher classes. Without adequate and timely support to address their learning needs they continue to perform poorly in their academics. The default strategies in low income countries have been grade repetition, private tutoring, and automatic promotion. [Schwartz, A. (2012). Learning one more time the same content may be boring. Private tutoring has also been widely used as remedial strategy (Bray, 2009), it is only available to students whose families can afford it, leaving the poor further excluded as substantiated by the finding of the present study that most of the beneficiaries' parent couldn't afford to pay for private tuitions. Automatic promotion is prevalent in many countries, like in India "No Detention Policy". Under this, no child will be detained till the completion of elementary education in class 8. The policy was designed to reduce school dropout rates and create stress free environment, for all students in general, by removing the fear of being detained. Beneficiaries will face tough challenges when they reach class IX as remarked by few teachers in present study. Because safety net of no detention policy is till class VIII.

Overall the findings of the present study thus indicates that the first step of access to education is achieved by RTE Act. The finding of the study focused on the next stage that how the access is being used in the form of participation. And it had been found that beneficiaries' participation in school is affected by their socio-economic background and school environment. So there is a need to address the factors that affect the beneficiaries' participation. It can be done collectively by government and school. The very first and primary challenge is provide environment where they feel safe with the teachers, peers and working staff. And teachers were the most influential person in encouraging participation among beneficiaries. There is a need that school should take special initiative for organizing programs/ training sessions for teachers, peers, beneficiaries and parents so that they change or adapt the change to meet the goal of a rights-based approach to education, that is, to ensure every child a quality education that respects and promotes her or his right to dignity and optimum development.

#### **5.4. Suggestions for further research**

In view of the findings of the study and the discussion of the findings, suggestions for further research are mentioned below.

- Develop Professional Development programs for teachers to teach RTE students
- Comparative study of engagement between Non RTE students and RTE students in primary classes and secondary classes
- Interventions to enhance academic performance of RTE beneficiaries
- Orientation and support programs for parents of RTE beneficiaries
- Longitudinal study of RTE beneficiaries to find out the beneficiaries' participation in schools
- Case Study of RTE students with high academic achievement

- Assessment of awareness about RTE in the target set of beneficiaries.
- Interventions to promote girls to benefit from RTE