

ABSTRACT

The study examined the socio-economic background of RTE beneficiaries' and their academic and social participation in school and school's role in providing conducive environment to these beneficiaries. The researcher employed the descriptive survey research design. The hypothesis formulated for the study was nature of participation of beneficiaries of RTE at school is dependent upon beneficiaries' socio-economic background and school environment. The population of the study comprises of all the beneficiaries admitted in the academic year 2013-14, their teachers, principals, peers and parents. The entire population was the sample. The tools used for data collection were- Proforma, document analysis of school record, non-participant observation in and out of the classroom and semi-structured interviews with the beneficiaries, peers, teachers, Principal and the parents of the beneficiaries. The collected data was analyzed using the content and frequency analysis. The study revealed beneficiaries' nature of participation in school depends on their socio-economic background and school environment. The findings of this study encourage the researcher to come up with new strategies that can be used to uplift the performance of beneficiaries in school.

Key words: Beneficiaries, Participation, RTE Act, Schools