

EDUCATIONAL AND SOCIAL INCLUSION OF CHILDREN ADMITTED UNDER RTE QUOTA: A SURVEY OF PRIVATE SCHOOLS OF BHOPAL

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Status of growth and development of a society is measured by various social indices which depend on upon the equitable opportunities provided by the government in the form of access, participation, and transformation. Surveys in the last one decade, present to us glaring inequalities in social-economic and educational indicators of different socio-religious groups. Whenever policies and programmes do not benefit citizens, the government makes special provisions so that it would benefit them. The Right to Education Act (RTE) and within it 25% Economically Weaker Sections (EWS) quota was one such major intervention. The provision of 25% quota for EWS and disadvantaged children is mentioned in the RTE act section 12(1) (C). Thus, section 12(1)(C) of the RTE acts as a level-playing field for the children who were not able to afford quality education being offered in private schools. In Madhya Pradesh (MP), the RTE act came into effect from 2011. Bhopal the capital of MP had 2258 recognized schools and merely 223 have been covered under the RTE quota. Around 8162 EWS and disadvantaged students are studying in age appropriate classes. The present study was a small project work carried out in 10 schools of Bhopal (urban) covered under the RTE quota. The results indicated that though there is a social and educational inclusion of children in private schools but as per teachers' the ride is not a smooth one based on the responses of the students. Moreover, teachers still have a biased and unfavourable attitude towards these children. The gravity of the problem is not as big in the elite schools as they are not offering the EWS quota.

KEYWORDS: RTE Act, EWS Quota, Inclusion, Private Schools

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INTRODUCTION

Over the past sixty years there is a quantitative and qualitative expansion in almost all the areas of education. The most significant expansion has been in the elementary education. Presently, India has a network of almost 14,48,712 elementary schools with an enrolment of almost 198.89 million students (NUEPA State Report Cards, 2014). Though, growth across nation is not uniform. There is a vast inter and intra differences not only among states but also within states. This become further skewed when we look into the access, enrolment, participation and level of attainment when we look into the different socio-religious groups. There is a sharp division in the society between those who are having the access to education and those who are deprived of it. This growing inequality in educational access and participation has its roots in India's patriarchal and caste based stratified social structure. Irrespective of the constitutional safeguards under Articles 38, 15, 16, 17, and 21A and enabling policies, the situation has not changed in last sixty years. Opportunities and resources are not distributed evenly and the access to them is determined by the position of individuals in society based on caste, class and gender, leading to disparity in education. Despite the constitutional safeguards, these groups continue to lag behind the mainstream population in every aspect of life as social and regional disparities are intertwined problems resulting from an uneven spread of educational facilities across states (Govinda, 2006 cited by Bandhopadhyay). But with the legislation and enforcement of RTE Act 2009 the situations might improve for the children of deprived and disadvantaged sections. Huge budgetary allocations from the state as well as from union government are being channelized to achieve the goal of universalization of elementary education. Various parallel and other schemes are being run and integrated with UEE (Sarva Shiksha Abhiyan) to accomplish the targets. Area and group specific special schemes and programmes are being run to improve the educational status of marginalized and weaker sections of the society.

Presently elementary education has expanded to near universal coverage of the relevant age group, access to the levels of education that are most important for social mobility and entry into the most modern and competitive sectors of the increasingly globalized economies remain elusive for all but elites (Geetha, 2014). But, it is true government alone cannot change the situation. Various non formal agencies like non-governmental organizations, private educational institutions, and corporate sectors have to join hands to achieve the mission of SSA. Some of the significant indicators like enrolment (NER), of children is concerned, almost 88.31% of the students are enrolled in elementary schools. The other educational indicators like retention rate (80%), completion rate or transition rate (89%), educational achievement etc. are well below the global level (NUEPA, 2014). This becomes further acute in case of groups like Girls, Scheduled Castes (SC), Scheduled Tribe (ST), Muslims and children residing in

Educationally Backward Districts (EBD), Minority Concentration Districts (MCD) and backward states. It is indeed necessary while dealing with inequalities India needs multipronged approach and one of the most important is the cooperation of private educational entities which are showing their presence in terms of increase in the number of schools and the children attending these schools.

RIGHT TO EDUCATION ACT AND ROLE OF PRIVATE EDUCATIONAL INSTITUTIONS

The struggle for providing elementary education to children started before independence in the year 1882 but unfortunately, that dream was never realized before Independence. After Independence the national leaders realized the importance of elementary education and thus shown their commitment towards Universalization of Elementary Education and inserted article 45 in the constitution. But the need of making a progressive nation at that point of time within small span of time, forced our national leaders to make concerted efforts more towards higher and technical education. As a result, base of education i.e. primary education remains neglected for a large period of time. This resulted into non-access of primary education to majority of our population. The impetus towards primary education was received after the National Policy of Education (1986) and thereafter. Several national and international centrally and state sponsored programmes were launched resulting into massive expansion of elementary education. The sustained effort of central government to provide elementary education to all children of 6-14 years resulted into enactment of Right to Education Act 2009. Thus, by making RTE Act, India became the 135 country in the world who upheld that it is the birth right of child to receive free and compulsory education and thus made elementary education available to all those children who were denied basic education on any pretext.

The RTE Act 2009 brought a new lease of life for children who are left behind. The provisions made in the RTE Act is comprehensive wherein it not only binds the central and state government to make provisions but also made the local bodies, panchayats and even parents responsible to make special effort to provide education to the children. The present RTE Act has brought within itself plethora of controversies and problems. One of the problems which have been a serious concern is regarding the admission of the children of EWS or BPL quota in the unaided schools or private schools. The RTE Act 2009, section 12(1)© specifically states that 'For the purposes of this Act, a school specified in sub clauses (iii) and (iv) 2 of clause (n) of Section 2 shall admit in Class 1, to the extent of at least 25 per cent of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory education till its completion'. The rules notified by central, state governments stipulate the duty of the local authority

to ensure that the children admitted under this provision are not discriminated against in any manner. This clause has been among the most contentious in RTE Act and was primarily formulated to foster inclusion of marginalised children. By bringing in private schools of various kinds under the umbrella of duty bearers, the RTE Act has become a unique piece of legislation. But private school challenged the provision in Supreme Court as they in their argument stated it is the violation of article 19(1)(g) and article 30(1). But Supreme Court in his judgement upheld the Section 12(1)(c) for schools which are unaided and have minority status. Private schools, unaided and non-minority became duty bound to implement this provision.

The RTE Act has opened a new chapter in the 'State-Private' equation in the field of school education. On the one hand it is the legal duty imposed on private schools to admit the disadvantaged and the poor children, and on the other hand it expanded the regulatory system through norms on recognition, infrastructure, curriculum, pedagogy and teachers as prescribed by RTE Act. The Supreme Court judgement has resulted into shift of students from public schools to private ones, which has been reflected especially in the ASER (2014) report wherein it has been reported that 35% students primary school children in India were enrolled in private schools in 2012, but by 2014 this figure raised by 41% and by 2019 the government school system would be relegated to a secondary status in providing primary education. The dismal state of public schools especially in respect to the quality of education it offers has been seen as the answer or a more efficient alternative for realising the goals of RTE Act (Jain and Dholakia, 2009). The dominant explanation for the phenomena has been that it is reflective of growing aspirations among the poor, not only for education but good quality of education, to which the private schools have responded while the government schools have failed to do so (Tooley & Dixon, 2007, 2003). Thus RTE Act compels private run institutions to go for social inclusion of marginalized sections of society.

The RTE Act which acts as policy intervention for social inclusion mainly echoed what National Curriculum Framework (NCF, 2005) or common school system says that a heterogeneous school population provides an enriched learning environment, apart from promoting social cohesion. The currently used term 'inclusive' education implies, as did earlier terms like 'common' and 'neighbourhood' schools, that children from different backgrounds and with varying interests and ability will achieve their highest potential if they study in a shared classroom environment. Therefore, it is crucial to understand how the private schools cope with and negotiate the demands of RTE Act and their obligation to foster inclusion. Moreover, the students who are enrolled in the private schools through EWS quota have tough time not only from himself or herself but also from his peer group and teachers. But the question here arises are the students educationally benefitted or there has been rise in the hosts of problems related to education. Are they able to cope up with the educational

environment? Do the children from economically weaker sections experience social dissonance when their integrity and adequacy are threatened by real or perceived differences between home/self and what is valued within the school context? Do they constantly face a “conflict□ situation when their value systems, beliefs, morals differ from what exists in the “middle class□ and “upper class”?”

JUSTIFICATION OF THE STUDY

More than four years have passed since RTE Act came into existence, bearing an impression that elementary education has become the legal right of every child. The current report of Government of India as well as other non-governmental and international educational organizations has documented in their reports that there is a substantial increase in the Gross Enrolment Rate (GER), Net Enrolment Rate (NER), Retention Rate, Transition Rate, Gender Parity Index (GPI) along with infrastructural developments in school education (See Statistics of School Education, 2014). This universal increase is more prominent among the most marginalised groups. This indeed is the matter of great joy and pride for country like India wherein fruits of social engineering have now trickled down to the most marginalized groups and they are able to reap the benefits of this effect. Yet, we have several pockets within state which shows a wide gap between which have access to this social benefits and others which have not. There is a need to plug this gap. This can happen only when social responsibility of providing school education to the most disadvantaged sections of the society will be shared. Article 12(1) (C) in the RTE Act talks about that responsibility for private players providing school education. Till now it has been invariably seen that unaided schools (private) are meant for those who have the capacity to purchase education. This purchasing power increasingly plays the equilibrating role between severe mismatch between aspirations for and availability of quality education. Majumdar and Mooij (2012) aptly describe the unfolding phenomena as “segregation (taking) place along with massification”.

Recently Supreme Court Judgement which upheld 25% reservation or quota for marginalized group is a welcome step in this direction. But the recent reports in the newspaper show that private school system shows its strong resentment to enrol EWS children under RTE Act. In a recently conducted research by Human Rights Watch (HRW) (2014) in the four cities indicated that children enrolled under EWS quota faced severe discrimination in classrooms, resulting in denial of education and steep drop-out rates. The report pointed out that without an effective grievance redress system, children and parents from minority or marginalised communities have no recourse. Instead of becoming inclusive and equitable institutions, as envisioned under the Right to Education Act, schools end up alienating these children.

In a research conducted by Mallica (2005) entitled "Poor children in Rich Schools" has revealed that tremendous sense of resentment against the order of the Delhi government and reluctance on the part of the private schools to admit children from the economically marginalized sections of society. More importantly there is a hidden bias against children of the poor. The study also recognized the constraints and problems faced by schools in streamlining students. It also raises the issue of problems that teachers might face in actual classroom situations while handling children from diverse, socio-economic and educational backgrounds and the need for capacity-building, counselling and training programmes for them. Geetha (2014) in her research has cited the stereotype and prejudice prevailed among the private schools' management regarding EWS children and community. She echoed what was reported in study done by Mallica (2005) that schools believed that their home and environment were responsible for the "weakness in studies" and it would be "unfair" to admit them in private schools as the quality of education of these schools is "high" and "Beyond" their level of understanding. Their inability to do well in school is an "inherited trait" that children receive from their parents. Another study conducted by Ankur and Swati (2013) on Quotas under RTE: Leading towards an egalitarian education system? reported that quota system provision in RTE Act for unaided school for EWS category community would not lead to social inclusion of this group. The essential arguments of the resistance are based in the logic of markets that leadership in private schools inhabit. The logic not only leads them to resist the idea of integration, but also leads to them devalue the efforts and costs being borne by those who bear the greatest risks in this experiment, the children and parents from the weaker sections. Therefore, it is necessary to look into whether quota for weaker sections (henceforth referred as EWS) under RTE and the Act itself seeks to set contours of this landscape or in more critical interpretations, "masquerade as measures of equality and social justice" (Velaskar, 2010).

Most of the studies are confined to policy of EWS, how school managements have taken it and how it effects the private school managements, beliefs of management, principals, teachers towards EWS policy, difficulties faced by the school, teachers and principals and the resistance of the private schools towards EWS policy.

Children, who are the beneficiary and are away from the social-political implications of this act, are looking it as an opportunity to have quality education. But children coming from economically weaker section have socio-cultural differences especially in terms of value system, beliefs, morals and thus they might be experiencing social dissonance between home/self and what is valued within the school context. They might be facing a "conflict" situation and there is an urged to "change/alter" themselves to "fit" into the existing group and be accepted and valued as a member of the society. It is the threat to self-posed by perceived cultural differences and discrepancies. This

leads to low self-esteem, aggression, engagement in more self-criticism or in extreme cases- depression (Geetha, 2014). The concept of “School” which have been etched in their mind is altogether different not only in terms of infrastructure but also in terms of facilities, co-curricular programmes and other student supportive measures. Thus, children studying in these private unaided schools suffer from multitude of problems.

Most of the studies which have been carried out from policy perspective and its implementation. Media reports had highlighted issues and challenges that private schools, government and parents/children were facing, but none of these reports were comprehensive and balanced. There was little research presenting an analytical picture regarding problems faced by the children and families who were the direct beneficiaries. Children belonging to disadvantaged groups, e.g. SC/ST/BPL, have specific economic, educational, and social problems and special focus is needed to ensure RTE to the children of these categories. The study explores the educational, social emotional and economic problems being faced by the students and their parents and how the school, teachers, parents and they themselves cope up with existing situation.

MAJOR RESEARCH QUESTIONS

Some of the major research questions of the study are:

1. What are the different educational and social problems faced by the children studying in the private schools?
2. How are they coping with the educational and social problems?
3. Is there any evidence of prevalence of “social dissonance” or “social inclusion” in the school for EWS children studying in private schools?

OBJECTIVES OF STUDY

Following are the objectives of the study:

1. To examine the educational problems faced by the children enrolled under quota.
2. To study the problems faced by the children in educational process.
3. To study the perspective of teachers regarding the problems faced by the children in educational process
4. To study the social problems, and its effect on social development of children.
5. To study the prevalence of the “social dissonance” in the classroom for EWS children studying in private schools.

SAMPLE OF THE STUDY

The present study will be conducted in Madhya Pradesh state. Madhya Pradesh state came into existence in 1956. Before carving out Chhattisgarh state in 2002, it was the largest state in terms of area. Presently, it is the second largest state in the country. Most of the social indicators like education, health, decadal growth of population, birth and death rate, sex ratio, Infant Mortality Rate(IMR) etc. have been matter of concern for the state. The greatest cause of concern is the low level of literacy level especially among girl child, though significant strides have been made by the state in last one decade. According to the Census Report (2011), Madhya Pradesh state has slipped from number 24th to 28th position in terms of literacy. The Educational Development Index (EDI) (2012-13) of Madhya Pradesh has been slipped from 26th to 28th position. Among the Empowered Action Group (EAG) it ranked 4th out of eight states. Purposive sampling technique was used in selection of state as investigator is presently working in Madhya Pradesh. The study was conducted in 10 schools of Bhopal (Urban) locked under RTE. From each of the schools five teachers and five students were selected through random sampling. Around 25% of sample teachers and students were interviewed for getting in-depth information on social inclusion. Same percentage of students who had taken admission not under any quota were also interviewed. The students were mostly of standard IV and V.

TOOLS USED

In the present research following tools were used for collecting information:

S.No.	Tool Name	Tool Description
1.	School Profile	Structured Questionnaire: Basic facts about the school and details pertaining to enrolment under 25% provision based on current and previous year enrolment.
2.	Questionnaire for Students	It is a structured questionnaire. The first part contains basic information related to their family and its social background. The second part of the questionnaire contains questions on educational activities. The third part of the questionnaire contains questions related to teachers' attitude towards EWS children related to educational process. Lastly part of the questionnaire contains questions contain on students' behaviour towards EWS students.
3.	Questionnaire for Teachers	Questionnaire based on the problems being faced by teachers related to social, educational, emotional (behavioural) as well as on economic aspects related to school.
4.	Interview Schedule- Teachers	In-depth interview with teachers to get detail on experience, and responses of stakeholders to 25% provision.
5.	Focussed Group Discussion of Students	Informal talk with a group of students to know their perception. (This group will comprise those students who are other than the sample.

RESULTS OF THE STUDY

A. Analysis of the School Profile:

- All the schools which were selected are urban based.
- The total strength of students in these schools' ranges from 500-1500.
- The salary of teachers ranges from 3000-5000 per month.
- The average number of teachers in the schools especially in the primary wings were 7-8.
- The average tuition fess reimbursed by the government per annum is Rs. 13000 which indicates the monthly fees is approximately rupees 500-1000 per month.
- The average number of EWS students studying in each class is 10 in number.

B. Analysis of Information from Family Background:

- **Size of the Family:** 40% of the children reported that their average family size was six or greater than 6 whereas 36.6% reported that their family size was five. 16.6% reported that they had a family size of four whereas 6.6% they had family size of three in numbers.
- **Number of School Going Age Children:** On being asked how many children were going to schools, 36.6% children reported that three children were going to schools whereas 23.3% children reported that only one child was going to school. 20% of the children reported that two children were going to schools whereas 10% each reported that either four or more than four children were going to school.
- **Educational Level of Parents:** Regarding the educational level of mother, 43.3% were having senior secondary, 20% were having primary, 10% were secondary, 6.6% were graduate and above and 10% were illiterate. In case of father, 30% of fathers were illiterate, 20% each in case of primary, secondary and senior secondary whereas 10% having educational level of graduation and above.
- **Nature of Employment of Parents:** As regarding to the nature of employment, 43.3% of parents were employed in daily wages, 33.3% were employed as small businessman, 16.6% as labourers and only 3.3% of in both the cases parents were employed as farmers and government employees.
- **Family Income:** Almost 40% of the family had an average monthly income in the range of four to five thousand, 33.3% had an income of five to six thousand, 23.3% had an income of three to four thousand and only 3.3% of

family has an income of greater than six thousand.

C. Analysis of Students' Questionnaire on Educational and Social Inclusion:

• Responses of Students on Educational Inclusion

1. 46.6% children reported that sometimes they were able to do class work in time, whereas 36.6% children reported that they always did the class work in time, 13.3% children reported that they were rarely able to do class work in time. Only 3.3% total sample of children reported that they never able to do class work in time. So, result gives an indication that children of EWS were not able to complete the home work in time.
2. Almost half of the sample students (50%) reported that 'sometimes' they faced difficulty in doing the class work whereas 23.3% children rarely faced difficulty in doing the class work and 16.6% children never faced difficulty in doing the class work. Only 6.6% children 'always' faced difficulty in doing the class work. It means that a small percentage of EWS children are facing difficulty in doing the class work assigned to them.
3. It was further revealed that 60% of the sampled children took their classmates help 'sometimes' in completing the class work. The percentage of children coming in 'rarely' category were 26.6% who took help in completing the class work, whereas 10% children never took help of their classmates in completing the class work. Only 3.3% sampled children reported that they always took help of the classmates in completing the class work.
4. Around 66.6% children reported that they sometimes did commit errors in doing the class work, 30% children reported that they rarely did errors in doing the class work. Merely 3.3% of sampled children reported they never commit errors in doing the class work.
5. A very high percentage (83.3%) of children reported they always participate in classroom activities, whereas 13.3% reported that they 'sometimes' participate in the classroom activities. Only 3.3% of sampled children rarely participate in the classroom activities.
6. It was revealed that less than half (46.6%) of the sampled children sometimes participated in teaching-learning process, whereas 30% children always participated in teaching-learning process, 16.6% children rarely participated in teaching-learning process only 6.6% children never participated in teaching-learning process
7. The result showed that high percentage of children (66.6%) children sometimes gave answers to the questions asked in the classroom, whereas 20% children rarely gave answers to the questions and only

13.3% children always gave answers to the questions asked in the classroom.

8. Less than half of the sampled (43.3%) children always took help of their teachers in solving educational problems. Similar percentage of children reported that they took the help of their teacher sometimes in solving educational problems. Only 13.3% children reported that rarely took the help of their teacher in solving educational problems.
9. Less than half (46.6%) of the sampled children always understood the subject matter taught by their teacher, whereas 43.3% children understood the subject matter 'sometimes' taught by their teacher and only 10% children rarely understood the subject matter taught by their teacher.
10. 43.3% children reported that their teacher always helped them in doing the class work. Similar percentage of children reported that their teacher sometimes helps them in doing the class work. Only 13.3% children said that teacher rarely helps them in doing the class work.
11. When children were asked whether they told their teachers to repeat the content for better understanding of the content, 63.3% children reported sometimes they did, 30.0% children rarely said it whereas the percentage for the option always and never was 3.3% each.
12. Result showed that half of the sampled children (50%) reported that teacher gives punishment sometimes unlike other children when they commit error, whereas 33.3% children had responded for rarely. 10% children reported for always option and only 6.6% children reported that their teacher never gives punishment unlike other children when they committed error.
13. On asking the question whether teacher ignores your educational problems, 40% children reported for sometimes, 33.3% children reported never, 20% children reported rarely and only 6.6% children reported for always option.
14. 70.0% children believed that sometimes their teacher gave them difficult task to complete, whereas this percentage was 23.3% for never and only 6.6% children believed that their teacher rarely gave them difficult task to complete.
15. Result showed that 73.3% children reported that their teacher sometimes gave them punishment if they were unable to complete the task, whereas 16.6% children had reported rarely and 6.6% children reported for always option. Only 3.3% children reported that their teacher never gave them punishment if they are unable to complete the task.

16. 73.3% children reported that teacher sometimes solved their problems related to homework, 20% children reported teacher always solved their problems related to homework and only 6.6% children reported that teacher rarely solved their problems related to homework.
17. It has been revealed from the results that, 100% children reported that nature of homework given by their teacher was always identical irrespective of the background of the students.
18. A very high percentage of children (86.6%) stated that their teacher always gave them proper direction for doing the homework and only 13.3% children reported for sometimes option.
19. 46.6% children reported their teacher always asked questions to them on subject matter, whereas 40.0% children reported for sometimes. 13.3% children reported they rarely asked their teacher questions on subject matter.
20. 30% children reported that their teacher always uses different teaching methods to teach them, 20% children reported for sometimes, 26.6% children reported for rarely whereas 23.3% children reported their teacher never uses different teaching methods to teach them.
21. 53.3% children hesitate sometimes to take help from their teachers for their educational problems. The percentage for always and rarely was 23.3% and 20.0%. Only 3.3% children never hesitate to take help from teachers for their educational problems.
22. Result showed that 36.6% children said that their teachers never provide remedial classes for improvement of their performance. 33.3% children said for rarely and 20% for sometimes in regard to provide remedial classes for the improvement of their performance. 10.0% children said that their teachers always provide remedial classes for the improvement of their performance.
23. 40% of sampled children said that their teachers always solved their educational doubts. This figure for sometimes was 40% and for rarely it was 20% children.
24. Result showed that 73.3% children had friendship with their all classmates, 23.3% children had friendship with some classmates and only 3.3% children had friendship with few of their classmates.
25. 60% children reported that their classmates always abused them, 33.3% children reported that their classmates rarely abuse them whereas 6.6% children reported that their classmates never abuse them.
26. Result showed that 76.6% children reported that they were never made to sit separately in the classroom. But, 13.3% reported they were rarely

made to sit separately in the classroom. Only 10.0% children reported they were always made to sit separately in the classroom.

27. 66.6% children reported that their classmates always eat food with them, whereas 16.6% children reported that sometimes their classmates eat food with them. 13.3% sampled children reported that their classmates eat food with them rarely. 3.3% children reported that their classmates never eat food with them.
28. High percentage (73.3%) of children reported their classmates always likes to talk with them. 13.3% and 10% children said that their classmates sometimes talk with them sometimes and rarely respectively. 3.3% reported their classmates never like to talk with them.
29. High percentage (70%) of children reported that their classmates always involve them in sports activities. 16.6% and 13.3% children reported that their classmates rarely and sometimes involve them in sports activities respectively.
30. Significantly high percentage (90%) children reported that their teacher always behaves with them in a similar manner unlike other children. His figure is 6.6% and 3.3% for rarely and sometimes.

D. Analysis of Teachers' Questionnaire on Educational and Social Inclusion:

The teacher questionnaire was divided into three sections one, related to attitude of teachers and other related to educational process, and third social inclusion among the classroom.

1. Analysis of Questions Based on Teacher's Attitude Towards RTE Quota:

- Results indicate that 60% of the teachers agreed that admission under EWS quota should be given in private schools whereas 40% disagreed with the quota system.
- 100% percent teachers strongly agreed that merit should be the means of admission in the private school.
- With regard to the classroom environment, the opinion among the teachers was divided. Though as high as 60% of teachers were in agreement that it influences (negatively) the classroom environment but 20% of teachers disagreed with it. 20% of the teachers were neutral.
- When asked whether students develop inferiority complex while studying in private schools, 20% of teachers were agreeing with it but majority of the teachers either disagreed (40%) or strongly disagreed (40%) with it.

- It has been found that 60% of teachers reported that a qualitative change in their performance has been observed and 40% teachers denied it.

2. Analysis of Questions Based on Class Work and Class Room Activities:

- When asked the teachers whether the classroom environment motivate EWS children, 60% of teachers said it always does whereas 20% teachers said sometimes and other 20% teachers said rarely.
- Regarding the language, the teacher used to speak in the classroom while teaching, 60% of teachers said that sometimes their language is not understood, whereas 20% of teacher said it is not understood by the EWS students. Similar percentage (20%) of teachers said EWS students rarely understood their language.
- It had been reported by 20% of the teachers that EWS students find always difficulty in completing the class work whereas 60% of teachers reported that children sometimes find it difficult to do the class work whereas this percentage was 20% for never category.
- Eighty percent of teachers reported that EWS category students do commit errors frequently in their class work. Twenty percent of teachers reported that they always did.
- Students admitted under EWS quota always found the classroom activities interesting as reported by 80% of teachers whereas 20% of teachers reported for rarely category.
- It has been reported by 80% of teachers that EWS students always participate in teaching-learning process whereas 20% teachers said they do it rarely.
- 60% of teachers reported that EWS students always answer the questions asked by them. The percentage of teachers opted for sometimes category was 20% whereas it was 20% for rarely category.
- 100% percent teachers reported that they always help EWS students in doing the class work.
- Regarding the negative response given by the teachers for the errors committed by the EWS category students, teachers are divided over it. 20% of teachers never gave negative response to the students. But unfortunately, 20% teachers always gave it. So was with sometimes category (20%). 40% of the teachers rarely used negative response for EWS category students for committing errors in the class work.
- Students admitted under RTE quota always and sometimes take help of

the classmates in doing the class work.

3. Social Interactions between EWS Students and Other Students:

- 60% of teachers have indicated that students admitted under RTE quota had friendship with other students whereas 40% of teachers reported that they did not have friendship with other students.
- It has been reported by 60% of teachers that EWS students were abused by their classmates, whereas 40% of teacher denied it.
- Regarding the sitting arrangement in the classroom, 100% percent teachers agreed that EWS students were made to sit with other class students
- It has been reported by the 80% of teachers that non-EWS category students liked to talk with the EWS students but 20% of teachers also reported that their peer groups never like to talk to them.
- Eighty percent of teachers reported that non-EWS students always eat food with EWS students whereas 20% of teacher denies to it.
- 100% teachers reported that non-EWS classmates always involve students admitted under RTE quota in sports activities.

4. Analysis of Responses on Educational Process:

- It has been reported by the teacher that 60% of students admitted under RTE quota always understand the subject matter taught by them whereas 40% rarely understand the subject matter taught by them.
- When asked the teacher regarding suitability of method of instruction for EWS students for understanding of the subject matter, 40% sampled teachers reported that EWS students sometimes understood the subject matter through which teachers taught. Similar percentage of teachers reported for rarely category. Twenty percent teachers reported that EWS students easily understood the subject matter with the method of instruction they used.
- 60% of EWS students admitted under RTE quota sometimes hesitate to take teacher's help to solve their educational problems whereas this percentage for rarely category was 40%.
- It has been reported by 80% of teachers' that students admitted under RTE quota always ask questions to teachers to solve their educational doubts.
- 100% teachers admitted that they always treat EWS students unlike

other children.

- Almost 80% of teachers' reported that they never ignore educational problems of EWS students.
- It has been reported by 80% of teachers that they always ask questions to EWS students related to subject matter whereas 20% of teachers reported for sometimes category.
- It has been said by the teachers that they always took remedial classes for EWS students to improve their performance and bring at par with other students.
- 100% teachers reported that they always solve educational doubts of students admitted under RTE quota.

CONCLUSIONS

The present research revealed that students admitted under EWS quota in private schools are being mainstreamed and socially included into the private schools but the process of social and educational inclusion is not smooth. Though, the schools which were selected for the above research study were mainly ones which are not economically belonging to the elite bracket as indicated by the salary given to the teacher as well as the fee charged by the institution from the students. As the children from non-EWS category belong to the same socio-economic background therefore transition from home to school environment was not a big issue. Yet in many of the responses given by the teachers as well as students indicated that there is a problem with EWS category students especially among the children of EWS and non-EWS category. Some teachers too have their resentment against the reservation as they believed reservation in private schools will not solve the problems of the EWS students. The problem is deeper and more sociological and psychological rather than merely academic.

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