

Patrachar Scheme: A Ray of Hope

Ms. Deepika

Research Scholar at JIMS schools of Education
Assistant Professor, Department of Education, Jagannath University, Bahadurgrah
[MA Psychology, M.Ed, UGC-NET(Education), B.El.Ed.]

1. INTRODUCTION

School is a crucial environment that has a significant influence on student well-being and development. Children and adolescents spend a considerable amount of time in school each day, and are likely to have more interactions with classmates and teachers than with their own parents. Hence school plays an important role in shaping youngsters' beliefs and behaviours profoundly, which further affects their lifespan trajectories and career prospectus. To meet this need of child article 14 of our constitution provides compulsory education to each and every child in nearby school. But it was evident in previous years that many students were not able to clear the examination of grade 9 and dropouts from the school. Just providing education which is below standards is equal to providing no education at all or providing negative school environment. Keeping this in mind the state government of Delhi has launched the "Chunauti scheme 2018" which aims at improvising the education standard and scenario in the government schools of Delhi where the condition seems to be really bad. The motive of this education reform plan to help is to curb dropout rate of students and to improve quality of education with special focus on students weaker in studies. This scheme is implemented in Delhi government schools only. Students from class 6 to 9 come under this scheme. . The students will be mapped and the weakest student will be provided with 'special focus' to enhance learning levels. Under this scheme the Delhi government will try and impart special classes for the 'weakest students' of class 9 so that they successfully clear class 10 by the year 2018, a move aimed at "leaving no child behind" in its schools.

One of the important recommendations of "Chunauti 2018" is "Patrachar scheme" under which students who failed in 9th class for two or more times allowed to appear for 10th class. Under this arrangement, these students do not require the pass certificate of class 9th to appear for class 10th examination in 2017 through Patrachar vidyalaya. It is an important step in bringing back those students to school who dropouts due to continuous failure in class 9.

There are various reasons for this scheme came into light. One of the main reasons which various stake holders reported is "no detention policy" as only this policy is not the entire solution to improve quality education. Due to this policy students easily pass till class 8th but when they come to class 9th most of them will not be able to pass the exams. Passing percentage of class 9th is decreasing every year, in 2013-14 only 44% of students failed to pass while 48.26% of students did not succeed during 2014-15. In 2015-16 only 49.22% of students of class 9 failed to pass the examination. The first focus under 'Chunauti 2018' is to improve the quality of education.

Other reason reported by stake holders is that pressure on the teacher to complete the syllabi leading to inability to bring weaker children to the desire level, huge variance in basic skills like reading/writing within a single classroom. There are students within the classroom who are intelligent but there are also who are weak in writing, reading and others. Under "Chunauti 2018" these students will be mapped and will be divided then into different groups. By this way government will work on improving their skills.

Re-grouping of children will be done on the basis of the basic learning skills which they acquired so far. The motive of re-grouping of children is to make teacher's task easier so far teacher was tackling huge variance in learning levels of students in the same class. Students will also benefited by re-grouping as teachers will be able to focus more and directly on those students whose learning levels need to be upgraded most, thus reducing the accumulated learning deficit. This is the one of the reason by which 'chunauti 2018' came into light.

Regrouping of class 6th students will be done on the bases of assessment (using a standardized test provided by CBSE) which will be conducted by school to ensure the learning levels they acquire so far. Assessment of students of class 7th, 8th and 9th shall also be conducted simultaneously with class 6th. The combination scores of summative assessment-1 and summative assessment-2 will be the criteria for regrouping children for target learning interventions. Students of classes 7th and 8th will be divided basically into two categories:

- a) Those who scored less than 33% marks in SA-I& SA-II exams during the previous sessions.
- b) Those who secured more than 33% in the SA-I & SA-II exams during the previous sessions.

So that target efforts can be made to improve the reading, writing and basic mathematical skills of these children. Students of class 9th will be divided into three categories:

- a) The students who could not clear standard 9th examination twice or more than that in the past years and those who dropout from school due to continues failure will be called 'VISHWAS'.
- b) The students who appeared for standard 9th examination for the first time in 2015-16 and could not be promoted to std. 10. It include those students also who have been promoted from class 8th to class 9th under 'no detention policy' despite not being able to score 33% passing marks in SA. This section will be called 'NISHTHA'.
- c) The students who have managed to clear class 8th exams by virtue of their combined sa-1 and sa-2 scores and upgraded to class 9th. This section will be called 'PRATIBHA'.

1.1 Patrachar Vidhalaya

Patrachar school is started in year 1968 and is very popular name amongst the students of CBSE Patrachar, CBSE private, CBSE open or CBSE correspondence. Its sole aim is to help the students who are not in regular touch of studies & do not have proper source of guidance/information. The motive of this Patrachar School is education for all & to reach the unreached. It has opened new vistas of education for fail / dropouts or students having gap in their studies. Students can get their studies completed through CBSE patrachar or CBSE private without going to school regularly. They get same CBSE certificate as is given by regular schools of CBSE board. Regular classes are held for patrachar, private & open students. Moreover those who are working & can't join regular classes can attend weekend classes also. Patrachar School has helped & guided thousands of students in completing their education.

1.2 Patrachar Under The Chunauti Scheme

Students of group "VISHWASH" were enrolled through Patrachar vidhyalya. These students are students of Patrachar and give exams conducted by Patrachar only but they are allowed to attend regular school with other students. Regular teachers get the instruction to provide special instruction according to need of student. They'll write the class x modified Patrachar scheme examination (MPSE) without writing the class 9th exam. Over 56,000 children are eligible for getting education under Patrachar scheme.

It is also recommended that government will hire guest teachers for these schools. Principal will get a 'free-hand' to hire teachers in accordance with the school's requirement. It is also said that under "chunauti 2018" the group of teachers and principals has prepared extra study material with the aim of enhancing skills of the weakest wards. The assessment tools to be used for each class of students will be issued by the examination branch. As incentives the teachers will be rewarded according to the performance of their students.

2. OBJECTIVES OF THE STUDY

- To analyze the Chunauti scheme 2018
- To examine the impact of Patrachar scheme on students
- To examine the impact of Patrachar scheme on teachers

3. METHODOLOGY

A qualitative approach was followed in this study. Qualitative researchers aim to gather an in depth understanding of human behavior and the reasons that govern such behaviors. The qualitative method

investigates the why and how of the decision making, not just what, where, when. Hence, smaller but focused samples are more often used than large samples.

This study lies under the descriptive research design. Descriptive research design aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely. Descriptive studies are used to describe various aspects of the phenomenon. In its popular format, descriptive research is used to describe characteristics and behavior of sample population.

3.1 Tools for Data Collection

The researcher has used “interview method” as the tool for data collection for this study. Qualitative interviews may be used either as the primary strategy for data collection, or in conjunction with observation, document analysis, or other techniques. Qualitative interview utilizes open-ended questions that allow for Individual variations. The researcher has chosen semi-structured interview. The structured interview is a rigorous set of question which does not allow one to divert, whereas a semi-structured interview is open, allowing new ideas to be brought up during the interview as a result of what the interviewee says. In keeping with the flexible nature of qualitative research designs, interview guides can be modified over time to focus attention on areas of particular importance, or to exclude questions the researcher has to be unproductive for the goals of the research.

3.2 Setting and Sample of the Research

The study was conducted in 2 schools of mehrauli in which Patrachar scheme has been implemented. The sample consists of 3 teachers (3 male and 3 female) and 5 students from each school. 20 students were interviewed by researcher from which 10 were taken as sample. Teacher selected were teaching students under Patrachar scheme.

3.3 Data Collection Procedure

Interviews were personally conducted by the researcher and were recorded for each of the participant. When any of the interviewee was not able to understand the question, the researcher has elaborated the question further and helps the former to understand about the nature. Researcher also used some observation for collecting the data. Various classrooms and staff room were observed to get enriched data.

3.4 Delimitation of The Study

As it is small project study, researcher delimits herself at some points. Researcher conducts this study only in 2 schools of mehrauli in which Chunauti scheme has been implemented. Sample taken by researcher is small in size as it is a small project. Researcher has analyzed the data theme wise by keeping in mind the objectives of the study so that reader will get a holistic view. Researcher also delimits the study on two stakeholder teacher and students. Parents, ngo's involved were not the concern of the study.

4. ANALYSIS AND INTERPRETATION

Theme1: Roles and responsibilities of stakeholders

Chunauti scheme has given different roles to perform for its better implementation. There are different roles and responsibilities for everyone and every stakeholder in school. For example there were different roles and responsibilities of students. The role of Pratibha student to clear there exam with good grades role of Naphtha students is to learn to read and write and reach in Pratibha group while role of Patrachar student is to clear their 10th board exam. The main aim of scheme is that no child will leave behind but their roles and responsibilities are different.

Principal in her interview she talked about the scheme. She said, “ Jo bache samanya bacho ke sath ni padh pate hai unke liye hai ye scheme”. There is reading and writing test and on the basis of that regrouping works. It is beneficial for the students according to her because generally children are not able

to compete with other children who fast learners are therefore left behind, so for them this scheme is very beneficial. Special classes are arranged for the students who are not able to compete with other students. She also talked about “No Detention Policy” that it is not a good policy it will be good if government will remove it. The scheme is very good but more teachers are needed for this scheme. So she is trying to recruit new teacher by new session. By here we can look at the different tasks the principal is aware about. She knows what is going on in her school and what should be done in order to improve it.

Similarly, the teacher’s also have different roles and responsibilities. I interviewed 6 teachers. All of them were aware of Chunauti scheme 2018. They were performing there roles as a teacher. But most of them were not in support of what is going on. A class 9th student in her interview said that, “*basic clear ni Hai Kisi ka bs naam ke Pratibha Hai, 40% bacho ka basic clear ni Hai bs naam ke Nishtha hai, koi fayda ni Hai is scheme ka cause syllabus to same hi aega sbka exams bi same honge sbke or fir koi alg se training bi ni mili Hai Kisi ko alg se koi material ni Mila Hai teachers ko bi*”. The main focus is on 7th and 8th. According to her Patrachar has a negative impact because students have become careless about studies because they can sit in class 10th and give exams. Reading started in some children. Practical chapter should be included in the syllabus. There is not so much of drastic change in students according to her. Mock test is conducted by the teachers. There is also too much paperwork on teachers. CCE is not solving any kind of purpose according to her. Here we can see how she was trying to teach children with all her might but there is too much pressure on teachers.

Theme2: Classroom environment

Learning outcomes of a classroom is dependent on the kind of environment created by teacher. In our schools teacher is the whole and sole of class. He is an authoritative figure. Whatever happens in classroom is dependent on teacher. So it is him/her who creates positive or negative classroom environment. Classroom management is important aspect of classroom environment.). Effective classroom management increases student engagement, decreases disruptive behaviors, and provides increased opportunities for instructional times, all of which are related to improved student achievement. During my observation I observed that teachers were using discipline as a way of managing classroom. They did not allow student to speak while they were teaching. Teachers have strong content knowledge hence they were able to successfully complete their lesson plan while controlling class as an authoritarian figure. Teachers were providing content according to child’s need and hence students were able to understand completely what they have been taught. But students do not have too much freedom of choosing content, speaking, and interacting with teacher. From all the observations above we can say that teacher were able create positive classroom environment but in a controlled way.

Theme3: Grouping

Main aspect of Chunauti scheme is the grouping of the student which was ability grouping because of their abilities children were divided. There were different groups based on their abilities. More able students make greater academic progress when separated from their fellow students and given an accelerated course of study. Less able students who are segregated from their more able peers are at risk of being taught an inferior curriculum and consigned to low tracks for their entire academic career. The grouping scenario which I observed was almost similar to this. The students were divided on the basis of ability grouping. Mixed or heterogeneous ability or achievement groups offer several advantages: 1) less able pupils are at reduced risk of being stigmatized and exposed to a “dumbed down” curriculum; 2) teachers’ expectations for all pupils are maintained at higher levels; 3) opportunities for more able students to assist less able peers in learning can be realized. The main problem of this group was that the teachers expectations from the students as well as the students from themselves.

These expectations are affecting the student’s performance. The children from Vishwas group are considered as “Nalayak” in the school. On interviewing the Patrachar students it came out that they themselves were having low confidence. Their aims were not clear also it showed some form of hopelessness from themselves. Ability grouping have both positive and negative impact. Positive impact is that teachers are allows to tailor the pace and content of instruction much better to students needs and, thus, improve student achievement. Ability grouping increases student achievement by allowing teachers to focus on instruction. Patrachar students tell us that teachers make them learn how to make sentence in English. In Nishtha group focus is more on basics of mathematics and science. While for Pratibha students there 9th and 10th syllabus was used. I also observed that teachers were changing their

instructions and contents according to group need but still they were not able give individualized instruction because of large group. Large grouping is another limitation of this grouping system. Negative impact of ability grouping is that it channels poor and minority students to low tracks where they receive a lower quality of instruction than other groups. Unlike tracking, which denotes sorting students into separate classrooms, ability grouping happens within school. Ability grouping has been found to have few benefits and many risks.

Teachers faced many problems during grouping the students. Firstly, the assessment was done by standardized written test. Those who were good in reading were able to achieve higher rank. Secondly, it was difficult for teachers to make parents understand the reason behind keeping their child in Nishtha and Vishwas group. Good teachers prefer to teach Pratibha group and parents also want their child to be in that group only. According to them “if child sits with dumb children he will become dumber and teachers give more attention to bright student. Our child will be in loss in this group.”

Theme4: Teacher’s expectations and labeling

As we know that teacher’s attitude and expectations can effect positively or adversely students achievement teachers behavior toward particular student or group of student and student behaviour. When teachers were asked whether the students of Patrachar will be able to clear the 10th examination or not? Teachers show negative attitude towards the Vishwash students. According to one of the teacher, student were not able to clear the exam (jab inpar 2-2 baar me 9th class clear ni hui to ye adha saal me 10th padkar kya kar lenge. Par hum apni taraf se koshish kar re h ki ye kam se kam 33% le aaye. Or baki inka result batayega). Here teacher is criticizing the syllabus given to these student and his expectation toward them is very much low. According to they were not even able to gain minimum marks for clearing exam. According to Schultz (1983), the expectations teachers have of their students inevitably effects the way that teachers interact with them, which ultimately leads to changes in the student’s behavior and attitude. These students begin to lose confidence in their ability to perform well academically as they internalize the label of not good in studies. These labeling have long term impact as Labeling theory clearly illustrates, both the social and academic deviant, once labeled as such, are forced to carry these labels with them, performing the very behavior society expects. Most of the students do not like to Patrachar student or Vishwash group student. They were not comfortable in talking about the group they belong because this name has attached meaning of failure. Manish sisodiya in his interview stated that they are giving freedom to change their school so that child do not feel shy in school due to previous failure but at the same time they are enrolling them in a particular group which is specially for these student. They still have the label of failure with them but the label become vishwash only. When these students progress to higher grades new teacher would know that they belong to a group and hence there expectation will also changed accordingly because many teachers rely on previous evaluations from other teachers as a way to evaluate incoming students (Harris, 1991), these labels inevitably follow the student throughout their academic career, making it difficult, if not impossible, for those labeled as poor students to ever reach their true, academic potential.

Another female teacher says that “firstly they are not able to clear the exam because it is based on board pattern. Students from pratibha group are good in studies but if they were asked to give board exam in this pattern then they will also not able clear the exam” here her statement shows different expectation from different group students also she is criticizing the modified syllabus of the patrachar vidhyalya.

Theme 5: teacher and student motivation

Cornell process model of motivation states that students perceived social context in the school setting directly influences the self system consequently impacting academic outcomes (Caraway, Tucker, Reinke & Hall, 2003). In order to be motivated to learn, students need teachers who put their students’ needs and interests first and for this purpose teachers themselves need to be motivated to make child learn. When students were asked about their future aims and goals many of them were not able to articulate what they will do after completing their studies. Six students said that they changed their dream after joining patrachar. All of them wanted to opted arts and humanities subject in senior secondary. Some students were unhappy about joining the patrachar because they join it because their parents want them to complete high school examination. There was tension amongst students regarding result due to previous failure. They usually get negative remarks from parents and teachers. “Ek or mauka mila hai tmhe mehnat kar lo vrna anapad reh jaoge”. If teacher find them chatting to each other in classroom they were

told “tum logo ko padne ka dil hi nhi karta h isliye baar baar fail hote ho”. This discrepancy between how the different group children were treated by their teacher illustrates how problematic extrinsic rewards can be in the classroom setting, not only because not all students are rewarded for their behavior, but because these rewards, or lack of rewards, soon become internalized by students as a method of maintaining behavior and ultimately determining their self worth (Ames, 1992). Thus because students’ self perceptions, such as self efficacy, goal orientation, and autonomy, are robust indicators of motivation and performance in school (Furrer & Skinner, 2003) the students who are continually rewarded by their teacher begin to see themselves as good students, and become motivated to learn and do well, while those who do not receive positive feedback inevitably abandon their motivation to do well, causing their academic potential to suffer, becoming the very individuals their teachers expected them to be. Another thing which came into light through interaction is that some students were forced to opt for Patrachar by teacher. They do not want to go for regular schooling but parents were asked to sign on admission letter without child’s consent. It also leads to lack in motivation of students to further continue their studies. Patrachar scheme develop a sense of low self esteem in child that they are not able to clear their examination hence they got concession in their studies.

Theme6: Teacher-student relationship

Many research predict that teacher alter their behaviour according to there expectation towards child. Many teachers do not interact with their poor students, these students ultimately lack support from their teachers, support which is imperative for a student to have in order to increase their overall adjustment and functioning in school (Rosenfeld, Richman, & Bowen, 2000; Barber & Olsen, 2004).

Student was asked whether teacher helps them in studies or not? Some student said that they are not comfortable in talking to teacher. Girls were more comfortable than boys with their respective teachers. Teachers are more inclined towards Pratibha group students. One student quotes “teacher *hmesha pratibha vale bacho ki tariiff karte h*”. teachers made much more of an effort to provide positive and encouraging feedback to bright students. Pratibha and nishtha students were confident in approaching the teacher in comparison to vishwash group. According to teachers, they help them as much as possible. “*agr kisi bche ko kch smjh nhi aata h to hum puri koshish krte h.... humare liye sbhi bch ek brabar h chahe vo pratibha ke ho ya fir Vishwas or Nishtha ke.... Par jub in beho ko basics hi smjh nhi aata h to hum inhe 10th ka syllabus kese kra de... hum to yha par jyadatar beho ke basics sikha rhe baki 10th ke liye ye tution vgera le hi rhe h...*” In this statement teacher is claiming that they do their best to help these children but at the same time he is revealing his expectation from children. There are factors which impact teacher student relationship among which teacher’s behavior, beliefs and action are very prevalent. Researchers predict that teacher alter their behavior according to their expectation towards child. During my observation I observed the change in behavior of teachers while interaction with children. There were some teachers as well who understood the actual concept behind grouping and working toward that without biasness. As MR.MANISH SISODIYA said that dedicated and best teacher of school will teach them so that they will get maximum benefit out of it. But teacher who are known to be good in school are not interested in teaching Patrachar student. While interaction with one of the senior most teachers of school she said that she was teaching in that school since 2003 and she handled all kinds of classes in all these years but she never taught a class which is full of failure students. And principle asked me to teach them. They are not enrolled through Patrachar then why don’t they appoint extra teacher for them.

All these statements given by teachers and students reflect the not so good student teacher relation between them. Keeping them in separate group along with label didn’t help them in becoming part of school rather it alienate them from system of school indirectly.

Theme7: Peer relationships

It is an important aspect of schooling in adolescence as its impacts child achievement in higher grades. Under the Chunauti scheme, grouping resulted in separate classrooms for all three groups which lead to separation of peers. It also has an impact on their attitude towards each other. Once student were labeled on the basis of ability peers perception also get changed toward each other. There is less interaction between students of different group and hence there is no chance of peer learning. In a mixed ability group student interact with each other and there is chance for learning. This develops a sense of helping each other and develops a healthy peer relationship. From what observed in the classroom it was not a

healthy relationship. I talked to students of different groups. My first observation was in the “Pratibha” group. It was clear that they were happy that they are divided. They said, “acha hua Jo unse alg ho gaye Hai ab class me mara Mari ni Hoti gaali galauj ni hai..... padhne me man lgta hai.....”. So from the above reaction we can look at the relationship of those children as peers. While interacting with patrachar student I got to know that there is no compulsory attendance for them hence many students do not come to school regularly which leads to less interaction among them. Another girl from Patrachar said that “mjhe acha nhi lgta jb mjhse puchte h ki tum kitni baar fail hui ho.... pratibha vali kch ladkiyan to achi h par sb hmse thik se baat nhi krti”. This kind of relationship negatively impacts their self perception and leads to less engagement in school. Chunauti scheme is developing a sense of difference among peer which is developing a unhealthy relationship

Theme 8: Teaching learning material

Chunauti scheme provide complete instruction on what and when to teach to which group student. Material is also provided by government on their site. A workbook is provided to each class for each subject to each student for betterment of learning. These workbooks consist of lower class syllabus. Patrachar and Nishtha group are asked to read primer of 5, 6 grade so that they are able to strengthen their basics. Other than this they would have been provided with LPE’s and supporting material for each subject to each student of class 9th. There is also a prescribed syllabus for each 6th, 7th and 8th class. For reading and writing several special teaching learning materials were provided by the government. For the students of every division there were different materials. For each of these groups beginner, word, paragraph, story and advance story there were different materials.

Teachers had completed the reading writing material with the groups and utilizing the time for bringing them to 9th class level. “At last they have to face common examination system” said by a male teacher. But as said by government material for august month had not been provided. Also the students of patrachar didn’t get the support material. It was said in policy that they will get what a regular school student will get but Nishtha and Pratibha students get support material for their 10th examination and Patrachar student did not. This shows that how they face discrimination in school. Teachers and students both are confused about study material. Students were using different publication books for prepration. Neither government nor Patrachar vidhyalya provided any kind of material to these patrachar students. This reveals that chunauti scheme fails in its implementation.

Theme 9: Examination

In Chunauti scheme all the guidelines are there, given by the government. Syllabus, question patterns everything is given by the government. Tools are the same and patterns were made by the principal herself. The exams are different in 6th, 7th and 8th class. However it was proposed by the school that the exams for 9th class should also be different because they are following a different syllabus. But CBSE rejected their proposal. So for 9th class exams are same all over again. From my point of view the examination should be different for them as well. The syllabus pattern is also different for all 3 groups i.e. Pratibha, Nishtha and Vishwas. So hence the examination and evaluation should be done on that particular basis. Vishvas students were enrolled through Patrachar vidhyalya and hence were allow giving exam without clearing the 9th exam. They were also allowed to drop subjects like mathematics and sciences. Also they were asked to do only SA-2.

In our country examination is still a means of sorting and classifying. Those who failed twice or thrice were thrown out of the system by saying that they are not able. Patrachar scheme was launched to bring back these students. But classifying on the basis of examination is strengthening by the Patrachar scheme. In other words, scheme makes the task of examination easier by sorting them before they sit in exam. Scheme allow to drop subject which help them in taking commerce and science stream but now they can’t claim for these two. Either they will choose arts and humanities or will quite the studies with the qualification of high class.

Another aspect of scheme is that these students have to give board exam with half year study in the lack of material. Students themselves were not confident about clearing exam. Many students were taking personalized coaching for preparing. However I was not able to observe their evaluation procedure. Therefore could not analyze much about the particular. But the kind of evaluation done by scheme is not

very modernized as scheme claims to be. If there is ability grouping then evaluation should also be ability based not the class based.

Theme 10: supervision

The supervision was done by special educator Sanchita(pseudo name). I interviewed her about that scheme. She talked about how there were increase in the number of 9th dropouts due to which this scheme was implemented. The dropouts were due to No Detention Policy. There was degrading rates in the education system. An intervention step was needed. This scheme started from Hindi reading. There were 5 levels of division- Beginner, Word, Para, Story, Advance story

So children were divided in these stages by the supervisor. These were the records maintained by the supervisor herself. On the word stage they were in Nishtha and when they are able to read story they are in Pratibha. Below the word stage the children are in Vishwas. Teacher should be patient. Mentors were introduced to examine if this scheme is working properly or not also to motivate the teachers for Chunauti scheme. There were many challenges faced by the teachers in the school during to chunauti. One of them was absents as they are into a plan reading writing process regularity is very important. But there was no compulsion on them to attend regular school they take leave whenever they want. Another is that groups were too large. Ability grouping helps when teacher has one to one interaction with child but due large teacher student ratio it was not possible. Roots word to large they were divided into Nishtha readers and Nishtha non readers. The students were progressing. There were too much work load on Teachers one on one attention was impossible. However the supervisor was very motivated towards this particular scheme she knows the name of each and every student. She has maintained records on her own. Internal supervisor was there to check for the effective implementation of scheme but there was no any external supervising which come and check for the implementation of scheme.

5. DISCUSSION

Objective- 1: To analyze the Chunauti scheme

The scheme was launched with the aim of no child will left behind. It raise so many issues both positive and negative issues. Main component of scheme are grouping, labeling, teaching learning material, assessment etc. Government had launched scheme to fill the gaps in learning of children created by no detention policy. Scheme is providing chance to attain there educational level through guided learning. Best teacher will be recruited for them so that they will get maximum benefit out of it. But they had failed to implement it in the way it should be. As we talk about grouping in analysis it has negative impact on chid's self concept and motivation. Children have been divided on the basis of ability into large group. Shuffling was there for Nishtha and pratibha group but not for pratibha. Scheme has failed on its basic implementation level. Teachers were not given any training regarding scheme. They were confused about material because guideline was there on site but material is not available. Teaching learning material is important aspect of any educational program and scheme has failed to provide that to teacher. Hence teachers were teaching what they find relevant for their student. In today's scenario we are talking about INCLUSION in every sphere of school. Inclusion means inclusion in each and every sphere of life. It is not only for particular student but for everyone. Chunauti scheme is denying inclusion very explicitly. They are segregating students on the basis of ability. So here we can say that instead of moving forward we are taking one step back. Segregation on any basis creates a sense of alienation in child that he/she is not able to become part of mainstream education hence they have been separated.

Another issue regarding scheme is that it bring back dropouts to school but with sense of not belongingness. They get dress, scholarship like a regular student but there is no one in school to check whether they are getting what is their basic need. Whether they are getting teacher, study material, proper classroom etc. patrchar student did not get any kind of examination support material in school while other other student get. Internal supervisor was there but she was only taking care study material for non readers. Scheme has failed at implementation level in various ways also it has not considered many issues which has psychological impacts on child's behavior, and motivation. Scheme has been implemented in various schools of Delhi but there is still so much confusion regarding material, assessment, and future prospects.

Objective 2: To examine impact of Patrchar scheme on student

Patrchar scheme was launched under chunauti scheme specifically for 9th class student who dropout from school due to failure. It provides an space for these student to become part of education system also grow academically. It is good scheme for those who enrolled through patrchar and hence not attend regular school. Student can exercise freedom of choice as they can choose their subject. But here the basis of choice is not interest but the fear of getting fail in a particular subject. Our society has created a hierarchy in subjects on the basis of difficulty level. Mathematics and science is at too most level in this hierarchy and hence student who choose these subjects and perform well are considered as intelligent. Patrchar students have been given freedom to drop these two subjects because they are considered to be dumb or not capable. Each child have individualized need and hence scheme asked teacher to provide instruction according to child's need. Here problem lies in the expectation of teachers towards these students. As they have label of failure in them teacher's expectation are very low from them. Teacher's behaviour varies with the kind of expectation they have. Teachers provide them with instruction which is based on concession. They have to give board exam which is a common examination system but instruction and content they were getting in school is not appropriate for them.

Patrchar scheme impacts student's self-esteem because these students were already known to be weak but it verifies that label. This labelling has a long term impact on them. This identity of being part of patrchar is carried with them in their higher education. And there new teachers will also uses this identity to make perception toward these students.

Objective 3: To examine the impact of Patrchar scheme on teachers

Teacher is another stakeholder of scheme and is important player in implementation of the scheme. They are the one who have to change their instructions while keeping in mind the child's need. They are the who have to assess them and find out whether the scheme is meeting its expectations or not. And hence it has impacted the teacher to great extent. It has a positive impact teachers working in school. As teachers become responsible for student's learning. They can't leave a student if he/she is not able to engage with what teacher is teaching. But Most of the teacher were not in agreement with scheme's ideas, syllabus structure methodologies etc. Teachers complaint that they did not get proper instructions and any kind of training before implementation of the scheme in school. Mentor was the one who is aware of what to do and how but teachers who uses traditional way of teaching were not able to identify activities which help student in better engagement with what they are learning. Teachers were finding it difficult to cater the needs of child in lack of study material. Government has not provided complete material to teachers. Teachers were very confused about examination system of patrchar student. According to them government should prepare a special exam for them but it was rejected by government. And hence teachers are in pressure of preparing student for common board exam along with enhancing their basic reading and writing skills that to in the lack of material. Scheme has both positive and negative impact on teachers self concept and motivation.

6. SUGGETION

Chunauti scheme come into existence after in-depth study of impact of right to education act on various stakeholders. And it gave provision for students which are helpful for student of all level. It is a new and string step taken by government to enhance learning level of student in Delhi schools. As every new thing comes with some limitations it also has. So am trying to give some suggestions here:

- Scheme suggests to group student on the basis of their ability but they can also reduce the teacher-student ratio to increase one to one interaction between teacher and student.
- It would help in enhancing teacher-student relationship which is more important than everything in school
- There should not be any kind of labelling to group and students were allowed to sit in each other group if they want.
- There should be continuous and comprehensive evaluation tools so that child's overall development can be traced
- There should be an internal and external supervision to check for problem faced by teacher and student

- Different group students were allowed to sit in same class for common subjects and encouraged by teacher to work in group so that they can learn from each other.
- Teaching learning material should be provided to Teachers before session. So that they can plan what, when and how to taught to which group.

7. CONCLUSION

The part of conclusion is where we have to summarize our research and give out the findings. The Chunauti scheme is in it is a very large step for the government to take. However there are some changes that are required in this scheme. All the stakeholders were not satisfied with this particular scheme. According to the mentor also this scheme needed some more guidelines and some kind of training for teachers. The workload of teachers is also too much due to which they are not able to give their best in this scheme. Many teachers are not considering this as a very brilliant scheme because there are many loop holes according to them. One of them is the common exams of class 9th. The students are divided in 3 groups according to their abilities. And especially the one from Nishtha and Vishwas won't be able to compete in that common examination. This point seemed as a valid point from our research study. This scheme has also given birth to many other problems such as labeling which is again a very problematic situation for child. The children are labeled as "nalayak" and are not very good students. It created a big gap between all the 3 groups of students. Even the teachers are concerned about the students belonging to Nishtha and Vishwas. Some teachers were quite impressed by the progress of the students. They were not expecting the students to move from one stage to another. The parents were also the part of the School Management Committee. They were participating in this scheme and it was a great success according to the mentor. We also looked into the teaching methodologies used in the schools for different groups. Currently, many institutions are moving towards problem-based learning as a solution to producing graduates who are creative and can think critically, analytically, and solve problems. Since knowledge is no longer an end but a means to creating better problem solvers and encourage lifelong learning. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. So here in also Chunauti scheme it is a solution for that of the problem of increase in rate of dropouts in class 9th. Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. In today's era, information and knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social upliftment, the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development. Due to No Detention Policy there were rapid increase in the in class 9th. Chunauti scheme was introduced stop this dropout of students. The dropout problem is pervasive in the Indian education system. Many children, who enter school, are unable to complete secondary education and multiple factors are responsible for children dropping out of school. Risk factors begin to add up even before students enroll in school that includes: poverty, low educational level of parents, the weak family structure, pattern of schooling of sibling, and lack of pre-school experiences. Family background and domestic problems create an environment which negatively affects the value of education. Further, students could drop out as a result of a multitude of school factors such as uncongenial atmosphere, poor comprehension, absenteeism, attitude and behavior of the teachers, and failure or repetition in the same grade, etc. When students experience school failure, they become frustrated with lack of achievement and end up alienated and experience exclusion leading to eventual dropout. It is important to carefully design preventive measures and intervention strategies that could be adopted in order to help all adolescent dropouts. So Chunauti scheme is a preventive measure taken to stop the dropout of students. The school education in Delhi consists of eight years of compulsory elementary education (Standard I – VIII), two years of high/secondary education (IX and X) and two years of senior secondary education (XI and XII). Very few children complete elementary education and even fewer transits to secondary education. Despite a small proportion of children actually reach secondary education the dropout rates at secondary level are found to be very high. Though, the available data does not give precise figures on how many

enroll and how many actually dropout at secondary stage but the difference between children who dropout at upper primary and secondary stage may hint at the volume of dropouts. The dropout rate for Delhi stands at 36.04 percent compared to 56.71 percent at the all-India levels between classes I-X in 2007-08. It may further be noted that the dropout rate fell drastically by 10 percentage points in one single year i.e. 2005-06 and 2006-07 whereas between 2007-08 and 2006-07 it remained constant. Here we can look at the dropout rates of Delhi. So from this research it is concluded that though this scheme is a good scheme but it still needs some modifications and changes in this scheme.

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