

“CHUNAUTI-2018: A CRITICAL APPRAISAL”

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1. INTRODUCTION

Education is the right of every child but then there has to be certain standard of education that has to be maintained. Just providing education which is below standard is equal to being providing no education at all. 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 only.

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:

1. The students who could not clear standard 9th examination twice or more than that in the past years. This section will be called 'VISHWAS'.
2. The students who appeared for standard 9th examination for the first time in 2015-16 and could not be promoted to std. 10. It includes 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 SAs. This section will be called 'NISHTHA'.
3. 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'.

One of the 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 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.

1.1 Rationale

Chunauti as a scheme will enable students studying in government schools, especially Class IX students, to overcome the problems being faced by them due to adverse effects of the No Detention Policy. One can figure out from the introduction that why this scheme came into existence.

The purpose of taking this scheme as a topic of research was to find out whether this scheme is working properly in schools or not. The No Detention Policy, which came into force with the enactment of the Right to Education Act of 2009, has resulted in widespread complacency and a general lack of accountability and responsibility in the system. However in our research we found out that this scheme is benefitting the children in many ways but at the same time we have to look at what dimensions of schooling is this scheme acting upon. Delhi Government, like many other states, has strongly advocated the scrapping of the No Detention Policy (NDP), since it has resulted in widespread complacency, apart from a lack of responsibility and accountability among teachers as well as students. Students as well as the teachers are not at all worried about the results because of the No Detention Policy. In fact, the Delhi Legislative Assembly, had on 16th December 2015, passed the Right to Children to Free and Compulsory Education (Delhi Amendment) Bill, 2015, (Bill No. 15 of 2015), which recommends an amendment in the Right to Education Act 2009, to do away with NDP. Class IX students in Delhi face an unfortunate problem as a result of the NDP, since they appear for examinations for which they are wholly underprepared. The learning level deficit causes a disproportionate number of failures in Class IX. While the learning level deficit is not uniquely a Class IX problem, it is these students who become victims of a poorly administered system. The idea behind Chunauti 2018 is that by the year 2018, all students enrolled in Class IX in the academic year 2016-2017, regardless of their learning levels at this point, will be trained and mentored to successfully

appear for Class X examinations in 2018. No child will be left behind.” So it is a major reform. The government wants to achieve certain goals some of them are; Building a strong foundation among all students in reading, writing, arithmetic, etc, that bridging the gap between current learning levels and the academic demands of their Classes. Focused practice and learning through worksheets.

In order to achieve this, Delhi Government is working on multiple levels; Students who have failed twice or more in Class IX, will be provided the option of appearing for Class X exams through the Modified Patrachar Scheme of Examinations (MPSE). The MPSE is especially proposed to ensure retention of children and to minimize the possibility of dropout. The students will be taught by the usual teachers in Government schools and they will be provided with all usual benefits like books, uniforms etc. They will participate in all regular cultural and sports activities of the schools. They will appear in the class X examination directly (through the Patrachar Vidyalaya of the Directorate of Education, and not through the school). These students will also have the flexibility to drop subjects like Mathematics. On clearing class X exam through Patrachar Vidyalaya, the children will be re-enrolled in regular XI standard in the same parent Government school. Alternatively, when students have failed Class 9 more than once, they will be provided the option of switching to another school close by, in order to escape the stigma that comes with repeatedly failing. So it can be seen that this scheme includes many things and goals therefore it seemed valid to take it as our research area.

1.2 Objectives:

1. To critically analyze chanauti scheme.
2. To critically analyze chanauti scheme.
3. To examine scheme and practice gap.
4. To know how chanauti scheme is beneficial to students.
5. To look at the effects of grouping.
6. To know perception of stake holders.

2. CONCEPTUAL FRAMEWORK

This chapter provides review of related literature. It is divided in various themes and analysis is also done on the bases of these themes. The themes are as follow:

2.1 Roles and responsibilities of stake holders:

Schools are also organizations. Any organization needs systems for communicating and arranging things, as well as a structure for dividing up the work and defining the relationship of people with each other. It will require someone to set priorities and define responsibilities and duties. Someone than has to make sure that these responsibilities are carried out and must apportion praise or disapproval when necessary. Without these prior arrangements every problem becomes a crisis, every event something that needs the individual attention of the person at the centre.

2.2 Classroom Environment:

Teachers and the public at large have believed that creating an orderly classroom is essential for learning. For example, national Gallup polls continually identify classroom management as one of the important and challenging problems facing teachers (Bushaw & Gallup, 2008).

The relationship between classroom management and learning is well documented (Good & Brophy, 2008; Marzano, 2003). 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 (Emmer et al., 2009; Evertson et al., 2009). Clearly, students learn more in well-managed classroom.

The teachers' ability to create a productive learning environment, enhance students learning. A productive learning environment is that which focuses on learning; students feel safe, both physically and emotionally, and the day-to-day routines are all designed to help students learn.

2.3 Grouping:

The article reviews research on the effects of ability grouping on the achievement of middle school students and discusses alternatives to traditional grouping practices. Ability grouping in the middle grades (middle schools, junior high schools, or grades 6-8 in K-8 or K-12 schools) is overwhelmingly between-class grouping. Sometimes students are assigned based on some combination of composite achievement, IQ, and teacher judgments to a track within which all courses are taken. For example, middle and junior high school students are often assigned to advanced, basic, and remedial tracks. This type

of grouping plan is generally called "tracking" in the United States or "streaming" in Europe. Europe. It is an example of what Slavin (1987) called "ability-grouped class assignment."

2.4 Labeling:

Labelism can cause tragedy when it hits students. The hastily judged and carelessly pigeon holed youngster fails where he might have succeeded. Examples are common enough: The poor but brainy boy who remains unchallenged, the scientifically brilliant girl who skips chemistry because "that's for boys," the well-to-do lad who slaves in a vain attempt to become an engineer when he would be far more useful and happy as a machinist.

2.5 Teachers' attitude:

The attitude of the teacher regarding the exceptional student and his skill development, the adjustment of content of instruction, and the classroom environment or ecology which will include exceptional students, may be a far more potent and important variable in the successful integration of exceptional students into regular classrooms than any administrative or curricular scheme. In one study (Rosenthal and Jacobson, 1968) elementary school teachers were falsely told certain children in their classes were late bloomers and could be expected to make substantial gains in their academic their academic achievement during the coming school year.

2.6 Teachers' motivation:

Motivation is not a new idea to teachers. First of all, when a teacher talks about motivation, he typically uses only two words as modifiers-"high" or "low. Second, educators generally believe that high motivation is good. Third, teachers and professors, being the well- intentioned and mission-oriented people that they are, search for ways of improving motivation so that greater learning will occur. Fourth, the greatest single disservice to teachers and teaching is the oversimplification of the act of teaching. . While it is true that someone who knows more than someone else will, conceivably, communicate some of that knowledge to a more naive person, this kind of transmission of knowledge should not be confused with teaching. Even today people will insist that as long as a person knows the content of his discipline well, he is a good teacher. A theory of motivation begins with an under- standing of the need that an organism has for stimulation. Stimuli serve as information about the environment, which in turn shapes motor behavior and perceptual behavior. To get at the very heart of motivation, teachers must be knowledgeable about the functioning of the cognitive structure and its relationship to learning.

2.7 Teacher Student Relationship:

Among educators the topic of "student-teacher relationships" usually refers to how the student and teacher seem to get along personally. Teachers' various approaches to subject teaching were less important to students than the interactive relation. There are factors which impact teacher student relationship among which teacher's behavior, beliefs and action are very prevalent. Many research predict that teacher alter their behavior according to their 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).

2.8 Teaching learning material:

Learning materials are important because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition.

Visual Aids: Blackboard, Bulletin Boards, Flannel Boards, Magne Boards, Realia, Pictures, Charts, Flash Charts, Maps, Calendars, Cartoon, Clocks, Sliders, Filmstrips.

Audio Aids: Radio, Phonograph, Records, Tapes. (Dibson Julia, M., 1988)

The Purposes of Using Visual and Audio Materials:

- 1- Materials Provide economy in time and speech.
- 2- Materials simplify the course.
- 3- Make the course vivid and clear.
- 4- Materials increase students' interest and motivation.
- 5- Materials help to explain complex explanation easily.
- 6- Materials create desire of learning.
- 7- Materials make abstract concepts concrete.
- 8- Materials enrich the course.

9- Materials provide the chance for practicing on subjects. (Küçükahmet, Leyla, 1995)

2.9 Methodology used in classroom:

The term ‘Teaching method’ refers to the general principles, pedagogy and management strategies used for classroom instruction. Teaching theories primarily fall into two categories- teacher-centered and student-centered.

To better understand these approaches, it is important to discuss what is generally understood as the three main teaching styles in educational pedagogy: direct **instruction, inquiry-based learning and cooperative learning**. Through these three teaching methods, teachers can gain a better understanding of how to govern their classroom, implement instruction and connect with their students. Within each of these three main teaching styles are teaching roles or “models.” Theorist A.F. Grasha explains the five main teaching models in her publication teaching with Style (1996): Expert, Formal Authority, Personal Model, Facilitator and Delegator. To gain a better understanding of the fundamentals of each teaching style, it’s best to view them through the lens of direct instruction, inquiry-based learning, and cooperative teaching.

2.10 Supervision:

Supervision in the education sector has been one of the most neglected areas of work. Regarded as an indispensable player in the running of the school education machinery, the supervisor or the school inspector has also been the most resented actor.

External and Internal Supervision in India

Centralized, bureaucratic, state owned systems of education necessarily result in the establishment of the role of the *external supervisor*, whose primary function is to monitor and report basic and development oriented activities of school in a given block, district or state. In the last couple of decades, educators and policy makers have identified the uncharted increase in scale of this bureaucracy as a significant factor responsible for the poor performance of schools.

An *internal supervisor* is the appointed head of a school whose primary responsibility is to guide, monitor and coordinate the ongoing activities of a school with the overall objectives of facilitating an appropriate teaching learning environment. He or she is in turn expected to report the school’s progress to the block or district inspector, i.e., the external supervisor.

3. Methodology

3.1 INTRODUCTION

In this chapter the methodology used in the study is described. This chapter used to discuss the planning process in this study as in the issues of identifying and soliciting participants, selecting and preparing study materials and data collection tools, formulating procedures. The area where the study was conducted, the study design and the population sample has been described. The instrument used to collect the data and the analysis technique has been described.

3.2 TOOLS FOR DATA COLLECTION

The researchers have used “interview method” and “observation” 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. Unstructured Classroom observation has been done by the researchers. Qualitative interviewing utilizes open-ended questions that allow for Individual variations. The researchers 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.

Setting and sample of the research

The study was conducted in the school of INA colony Sarvodaya vidyalaya in which Chunauti scheme has been implemented. The sample consists of 3 teachers and 5 students from each school. 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 of the questions so that they can voice their opinion and views. These interviews ranged from 10-15 minute.

3.4 INTERVIEW SCHEDULE

Profile of teacher

- Name:
- Age:
- Sex:
- Class they teach:School:

1. What is the scheme CHUNAUTI all about?
2. How it benefits to students?
3. What are your roles and responsibilities?
4. What challenges do you face?
5. Are you satisfied with this scheme or you want to add/change in this scheme?
6. Do you get extra teaching learning material from government?
7. Do external supervisor also come for supervision regularly? If yes then do they give any suggestions for the same?
8. Do all three groups appear for same examination?
9. Do you provide space for interaction within the groups?
10. What are the additional steps taken by you to ensure students' achievement?

3.5 DATA ANALYSIS

The verbatim transcription of the interview question was analyzed. The data was broken down into meaningful points on the basis of themes developed the researcher tried to put the collected into broader categories or themes. The researcher has analyzed data theme wise which i discuss next chapter.

3.6 DELIMITATIONS OF THE STUDY

1. This study is limited to only one school.
2. This study is limited to class 6th to 9th grade.
3. Only two tools have been administered in this semi-structured interview and non-participative observation.
4. Only principal, teachers and students were interviewed.

4. ANALYSIS AND INTERPRETATION

4.1 Roles and responsibilities of stakeholders of school

There are different roles and responsibilities for everyone and every stakeholder in school. From what we observed there were different roles and responsibilities of students and it was all divided. The principal in her interview she talked about the scheme. She said, “Jo bache samanya bacho ke sath ni padh pa rhe hai, unke liye hai ye scheme”. Performance and results the regrouping is based on that for this 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” said it is a good policy; it is good 60% and bad 40%. There is a link between school committed and parents that is called School Management Committee. This involves parent's participation in the school activities. There is step by step processing of regrouping. The scheme is very good but more teachers are needed for this scheme. So 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. We interviewed 5 teachers. All of them were doing their job properly. There was a teacher named Shalini, she was teaching class 6th at that time when the researcher interviewed her. So she clearly knew what the scheme Chunauti is and what her roles are as a teacher. Even though the syllabus of the Nishtha group has ended she was trying to involve them also in the going session. The researcher again interviewed another teacher Reena who was the teacher of class 9th she 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 syllabusto

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 cause students have become careless about studies because they can sit in class 10th and give exams. However the Gap is there. Reading started in some children. Practical chapter should be included the syllabus. Chapters should be easy. Easy chapter should be practiced. However 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.

4.2 Classroom environment

The classroom environment was not very pleasant as teacher was facing classroom management problems. It was observed that in class 6th both the group i.e. 'PRATIBHA & NISHTA' section was sited in the same classroom. Teacher was teaching English chapter to 'PRATIBHA' section and 'NISHTA' section were talking with each other as that chapter was not part of their syllabus. Because of this reason both teacher and student was not able to concentrated to their chapter and teacher scold 'NISHTA' section by saying "maana ye tumhara chapter nhi h magar tum sun loge to tumhara kuch nhi jaayga balki kuch sikhne ko hi milega. Word-meaning tum bhi krlo paper me to nhi aaynge ye par kroge to tumhare hi kaam aayga ye." There was no print rich environment in the classroom. Textbook was the main source of teaching and learning. It was not productive learning environment for the students. Students were not physically as well as emotionally comfortable in that environment because it was traditionally organized.

Similar situation was observed in the 9th grade, mathematics class was going on. Teacher was teaching mathematics very mechanically, only few students paid attention to her other students was talking among themselves. It was 'PRATIBHA' section; the main source of teaching was textbook. There was no print rich environment in the classroom and also there was no audio and visual aids was seen.

4.3 Grouping

Ability grouping, also known as tracking, is the practice of grouping children together according to their talents in the classroom. The grouping of students by ability or achievement forms a continuum that extends from "reading groups" at one end to tracking and even segregation of students between school districts at the other. While the one extreme may be a matter strictly of professional pedagogical judgment, the other extreme may represent the impact of broad social forces outside the control of any one educator or group of professionals. The pedagogical justification for homogeneous grouping centers on the role of the teacher: with students grouped by ability or achievement, the teacher is able to focus more instruction at the level of all the students in the group; thus, time is not wasted as bright students wait for elementary explanations to be given to their slower classmates, and slow students are not troubled with instruction that is over their heads. Bright students are thought to need a faster pace and enriched material; low-ability students are thought to require remediation, repetition, and more reviews. Slower students, it is felt, will be better off shielded from competition with their brighter classmates; more able students will not become complacent by comparing themselves with slow students, and they will be spurred to higher levels of achievement by competing with their own kind. At the elementary school level, the divisions sound harmless enough - kids are divided into the Bluebirds and Redbirds. But in secondary schools, the stratification becomes more obvious as students assume their places in the tracking system. In many instances, these students are given labels that stay with them as they move from grade to grade. The two most common forms of ability grouping are:

- Within-class grouping - a teacher's practice of putting students of similar ability into small groups usually for reading or math instruction
- Between-class grouping - a school's practice of separating students into different classes, courses, or course sequences (curricular tracks) based on their academic achievement

Proponents of ability grouping say that the practice allows teachers to tailor the pace and content of instruction much better to students' needs and, thus, improve student achievement. Opponents, however, contend that ability grouping not only fails to benefit any student, but it also 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 classrooms. Ability grouping increases student achievement by allowing teachers to focus instruction, proponents say. Teaching a group of like-ability students allows teachers to adjust the pace of instruction to students' needs. For example, a teacher might instruct at a slower pace---providing more repetition and reinforcement---with a group of low-achieving students than he or she would with a group of high achievers. Ability

grouping has been found to have few benefits and many risks. When homogeneous and heterogeneous groups of students are taught identical curricula, there appear to be few advantages to homogeneous grouping in terms of academic achievement. Teachers assigned to higher tracks and parents of bright students prefer ability grouping. Teachers in lower tracks are less enthusiastic and need support in the form of materials and instructional techniques to avoid the disadvantages of tracking.

Observation

What we observed was the grouping of the students which was ability grouping because of their abilities children was 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 we 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 them.

4.4 Labeling

Labeling can therefore be viewed within at least two contexts. These are the view that labels can contribute to improvements in education and that they may impact negatively on schooling. There have been arguments that labeling in education has the disadvantage of giving pupils name tags that present them as social misfits in society. It was been argued that this has resulted in society judging the performance and behavior of the person so labeled basing on the label that they have attached to the person. Hardman, et al. (1999) define labelling as the process by which society comes up with descriptors to identify people who vary significantly from the norm. They give examples of labels used by professionals as disorder, disability and handicap among others. There are at least two elements in the definition by Hardman, et al (1999) that are worth noting. First, it is the role of society in coming up with “names” that denote certain behaviors within society. In that respect, society creates “names” and expects the individuals to behave as characterized by the name. In that regard, labels are a societal construction. Secondly, the definition brings in the importance of norms and the role they play in assessing behavior. Norms demand conformity, and failure to conform to the expected norms contributes to labelling.

LABELLING: THEORETICAL PERSPECTIVES

Labeling is guided by the labeling theory. Labeling theory underpins the role of society in defining behavior. As such, behaviors become deviant when those that are conforming to the norms attach labels to those that are not conforming. . Labeling theory is a result of the work of Howard Becker. This is a theory that Becker created in 1963. There are a number of fundamental issues that the labeling theory attempts to explain. First, is the view that people tend to behave the way they are labeled. Secondly, that those that are so labeled tend to behave as characterized by the label. Thirdly, labeling can lead to stigmatization. . In that regard those who have power impose labels that can last for life. Such people include community leaders, school heads, parents, teachers, and caregivers among others. The nature and characterization of the label has an effect on the behavior of the labeled child. Crossman (2014) argues that negative labels contribute to low self-esteem, lack of confidence, rejection and denial and may cause more deviancies. The labeling theory is therefore concerned with the impact that the label would have on the individuals who are so labeled. On the other hand it has to be noted the theory argues that labels a social construct of how society defines behavior. In that regard, any deviance behavior is viewed as a reaction rather than the action itself.

Observation

What we observed in the school was Chunauti scheme. So there is also some kind of labeling in this scheme. The students are divided into 3 groups i.e. Nistha, Pratibha and Vishwas. These students are eligible for the 'Modified Patrachar Scheme of Examination 2017. This section can, for an instance, be called 'VISHWAS'. The second category would be of those children who (i) appeared for standard 9th examination for the first time in 2015-16 and could not be promoted to std. 10 and (ii) those who have been promoted from std. 8th to std. 9th despite not being able to score 33% passing marks in SAs i.e. those children who have been 'PROMOTED' from class 8th to the next grade i.e. class 9th in 2016 under 'No

Detention Policy'. This section, for an instance, can be called 'NISHTHA'. The last category would be of children of grade 9 who have managed to clear grade 8 exams by virtue of their combined SA-1 and SA-2 scores and upgraded to class 9th without having to add their FA scores. This section, for an instance, can be called 'PRATIBHA'.

So these divisions are there in those schools. From our research we found out that students were labeled according to their groups. Therefore, labelism at its peak. We noticed how others were talking about other children of vishwas group. Their attitudes were like, "inhe to kuch ni ata inhe kya padhaye, jo bilkul hi nikmme hai vo ate hai is group me". On interviewing the students they said, "acha hua unse alg ho gaye waise bi tang krte the hame padhne ni dete the hame....." So for obvious reasons labeling is there and is doing its work properly. Also after interviewing students of Vishwas group they did not seem very optimistic.

4.5 Teachers attitude

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 behavior. The teacher's attitude was positive about Chunauti scheme. They were positive because according to them the children's are progressing. They were moving upwards in reading. So there were a mix-up of attitude in the teachers towards this scheme.

4.6 Teacher's 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). The teachers in this scheme seemed quite motivated, some of them were not that motivated. According to them this scheme was not fruitful and it was a waste of time. Some of them were very much pressurized due to workload on them. 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 opt 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.

4.7 Teacher student relationship

Many research predict that teacher alter their behavior according to their 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).

Students were 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 tariff 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 vishwas 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 bcho ko basics hi smjh nhi aata h to hum inhe 10th ka syllabus kese kra de... hum to yha par jyadatar bcho 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 teacher 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.

4.8 Peer relationship

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.

4.9 Teaching learning material

There were several teaching learning materials provided by the government. For the students of every division there were different materials. For each of these groups beginner, word, para, story and advance story there were different materials.

4.10 Methodology used in schools

Our observation was in class 6th and 9th.so above is given the 2 types of teaching methods. School Management Committee and parents organized reading events after the first Chunauti Scheme. This event is to look into the reading progress of children. Inclass 6th there were children of Nishtha group and Pratibha group. The chapter was "A Pact with the sun". teacher was reading the chapter and asking questions related to it in between. She was trying to associate it with the child's daily routine. There were different time tables for both the groups. However the syllabus for Nishtha group ended therefore they were just sitting there in the class.

Timetable

<u>Nishtha</u>	Hindi	Math	SSt	English	Science	Library
<u>Pratibha</u>	Hindi	Math	Computer	English	Science	SSt

There were maximum number of boys and minimum number of girls. After the class there was a discussion about word meanings the children were looking for the meaning in the dictionary. So this was the teaching method in that class so we can see that the teacher tried to incorporate their daily routine in the class.

4.11 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. But CBSE

rejected their proposal. So for 9th class exams are same all over again. From our 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. However we were not able to observe their evaluation procedure. Therefore could not analyze much about the particular scheme.

4.12 Supervision

The supervision was done by special educator Sanchita. We 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.

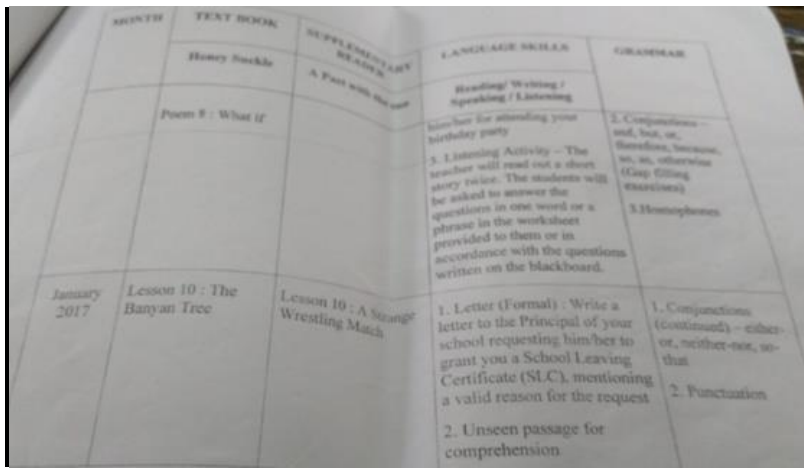
There were 5 levels of division- Beginner, Word, Para, Story, Advance story.

Sl. No.	Student ID	Student Name	Class	Level	Progress
1	1924039	20110049233	20110049233	6	A A
P2	1924039	20110049232	20110049232	6	A A
P3	1924039	20100160991	20100160991	6	A A
4	1924039	20100168678	20100168678	6	A A
P5	1924039	20100168966	20100168966	6	A A
P6	1924039	20150231426	20150231426	6	A A
P7	1924039	20150231493	20150231493	6	A A
P8	1924039	20110107343	20110107343	6	A A
P9	1924039	20110107393	20110107393	6	A A
P10	1924039	20110107826	20110107826	6	A A
P11	1924039	20110167452	20110167452	6	A A
P12	1924039	20110258250	20110258250	6	A A
13	1924039	20110258262	20110258262	6	A A
14	1924039	20120267831	20120267831	6	A A
P15	1924039	20120274030	20120274030	6	A A
16	1924039	20120321773	20120321773	6	A A
17	1924039	20160023793	20160023793	6	A A
18	1924039	20160038751	20160038751	6	A A
P19	1924039	20140264938	20140264938	6	A A

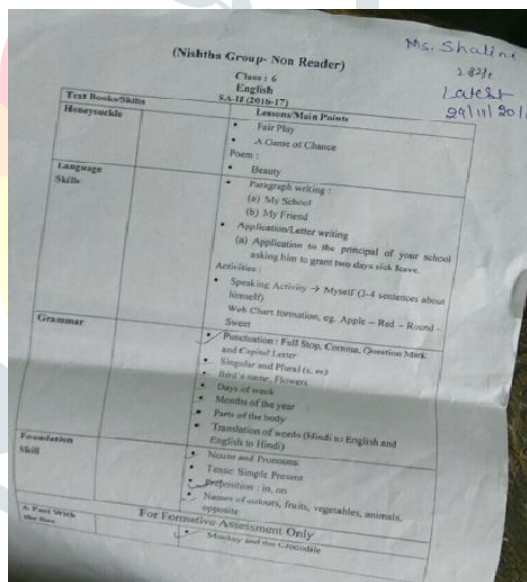
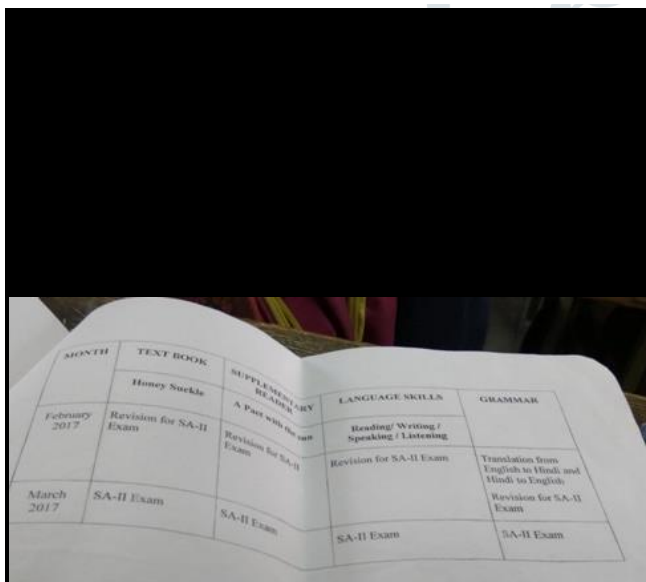
So children were divided in these stages by the supervisor. These were the records maintained by the supervisor herself. On the word stage they were in Nishtha and when they are able to read story they are in Pratibha. Below the word stage the children are in Vishwas. Teacher should be patient. Mentors 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. Some of them were absentism the groups were too large etc. Roots word to large they were divided into Nisha readers and Nishtha non-readers. How 7 years of syllabus can be done in one or two months. The students are progressing the readers in on readers they all 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.

MONTH	TEXT BOOK	SUPPLEMENTARY READER	LANGUAGE SKILLS	GRAMMAR
October 2016	Honey Suckle P-4 Beauty L-5 A Different kind Of School	A Pact with the sun L-5) Tansen	Reading/ Writing / Speaking / Listening	1.(a) Picking out adjectives from a sentence and naming the degree Eg: An ocean is bigger than a river (comparative degree) (b) Fill in the blanks with correct degree of adjectives Eg: Mt. Everest is the peak in the

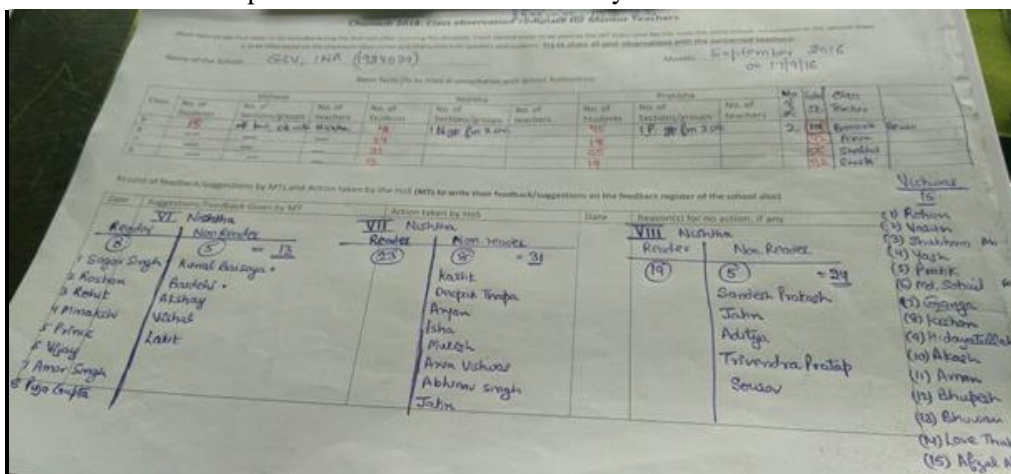
The above is the example for the syllabus of the students.



There was resources that has been provided to the schools the books with large alphabets size were given. The assessment was oral for the non reader students, SA 1 Paper came from school not from the office. There were three things which were the main focus of education system according to the mentor I.E. academic infrastructure and environment. The selection of the mentors was not by the government, they themselves selected this position. I noticed am in the schools which invited them to participate in this scheme. Steam involved a lot of NGOs there was process and then result and then analysis. The assessment tools for the students were reading work. However a policy change is needed teachers need free hand so that they can perform their duties freely. The mentor didn't know much about the patrachar scheme. So from the above interview we can say that the mental was very much motivated towards this team and she wanted the completion of this scheme. There was continuous support from parents and administration however there was some conflicts. For readers and Non readers the tools of assessment were the same.



Here are a few examples of the record maintained by the mentor herself.



5. DISCUSSION AND SUGGESTIONS

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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