

EXPERIENCE OF SCHOOLING IN AN EXPERIMENTAL PEDAGOGIC APPROACH: A CASE STUDY OF ‘CHANAUTI 2018’

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ABSTRACT

In 2016, Delhi State government launched a major education scheme 'Chanauti 2018.' The aim of the scheme was to enhance the level of reading and writing of students of class VI-IX because otherwise, they are a misfit and tend to drop out before class 10. For this, all students from VI to IX, the government had decided to regroup them all based on a Base Line Assessment. In the first phase of the scheme i.e. Chanauti 2016, Students had been tracked and categorized into Pratibha, Vishwas and Nishtha, will be in the decreasing order of their level of reading and writing respectively. This study was conducted as a part of research fellowship funded by Child Rights and You in the year 2016-17.

LITERATURE REVIEW ON CHUNAUTI SCHEME

The term ‘Chunauti’ is the Hindi term for challenge. Delhi State Government had acknowledged that schools in Delhi, particularly Government schools, face high-students’ drop-out rate and there is lack of quality education. In order to combat it, Delhi State Government after winning Delhi Legislative Assembly Elections on 10th February, 2015 focused upon the education sector and aimed to improve the plight of education. As stated earlier, Education has been a major concern of this Government and the Deputy Chief Minister Mr. Manish Sisodia is heading the Education and Higher Education sector and actively engages with it. According to Mr. Sisodia, “Chunauti 2018 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” as quoted on the website of Directorate of Education.

The No Detention Policy (NDP) came into force with the enactment of the Right to Education Act of 2009 and Delhi State Government advocates the scrapping of NDP, as mentioned on the website of Directorate of Education. In fact, the Delhi Legislative Assembly, had on 16th December, 2015, passed the ‘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 way away with NDP.

Chunauti scheme was launched on 30th June, 2016 in all Delhi Government schools wherein the objective was that all students will be able to pass the 10th board exam by the year 2018. It was funded by Delhi State Government. According to the scheme, students from the government schools from grade VI to IX were the focus group. Government concentrated upon three subjects; English, Hindi and Mathematics and students who were not at proper level i.e. couldn't read and write properly were taken care of, in order to enhance the capability of reading and writing the subjects. Deputy Chief Minister Manish Sisodia said during a press conference, "Delhi Government is determined to not allow the careers and lives of these students to be scarred by failure for little fault of theirs. 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." In principle, the Government aimed to achieve the following through this program:

- Building a strong foundation among all students in reading, writing, arithmetic, etc.
- Bridging the gap between current learning levels and the academic demands of their Class
- Focused practice and learning through worksheets

Under this scheme, students were divided into 3 sections in each grade; Pratibha, Nishtha and Vishwas. Pratibha or reader section comprises of students who are the talented as well as that those that are up to the level of the grade. Nishth or non-reader section comprises of students who were unable to read and write the languages Hindi and English and unable to solve Mathematical problems. They were those who have secured 33% in summative assessment 1 and 2 in the previous sessions (HT, August 24, 2016). Vishwas, another category comprises of students who have failed two times or have breaks/ dropouts during the tenure of their previous education. Students of grade IX are under special focus so that every student be able to pass X board exams by 2018. The division was done after a baseline assessment of the students which found that 74% out of 2,01,997 children in class 6 could not read a paragraph from their own Hindi textbook and 46% could not read a story of class 2 level. Sisodia, who was also in charge of the education department, said, "We conducted an assessment of our students... we found that 74 per cent of

students can't read their textbooks, especially students of Class VI. And 46 per cent students of Class II are unable to read their books. We mapped every student. Our internal survey, as well as reports produced by the likes of ASER, found many children cannot even read.” (Indian Express, September 04, 2016).

ASER report is one of the key sources of initiating this scheme. Using some of ASER research strategies, baseline assessment was done. The Annual Status of Education Report (ASER) is the largest non-governmental household survey undertaken in rural India and is facilitated by the Pratham Education Foundation.'ASER' means impact in Hindi. True to its meaning, the survey measures the enrolment status of children between 3-16 years and tests basic reading and arithmetic abilities of children through a detailed process that uses a common set of testing tools and a comprehensive sampling framework.

Dividing children was one aspect of the scheme. The intervention came with the new teaching strategies, shifting focus and introduction of “Pragati--I” books. The government described Pragati books as supplementary material which will help Nishtha groups read to understand syllabus of their class. These are thin books like workbooks provided for each subject. The books have one page of text explaining the lesson. For instance, science textbooks of class 6 have one page explaining the earth's rotation and revolution. A student generally learns about the earth when they are in class 2 or 3.

For the assessment Government planned two summative assessments SA1 and SA2. Following SA1, Parents Teachers Meeting was organized on August 29, 2016. It was a new experience to have PTM initiative in Government schools. The focus of the PTM was on sharing results of the first-term exams since the Government started the Chunauti 2018 scheme to improve learning levels and taking feedback from parents. For morning shift schools, the PTM was held between 8 a.m. to 1 p.m. and for the evening shift schools, it was held between 2 to 7 p.m. Teachers were also asked to brief the parents about NDP and show the answer sheets of students only if parents ask for it.

Government had even initiated another examination scheme wherein students who failed twice or more in Class IX, were provided the option of appearing for Class X exams through the Modified PatracharScheme of Examinations (MPSE). According to Delhi Government, the rationale behind 12

MPSE was to ensure retention of children and to minimize the possibility of dropout. It is essential to point out here that students will appear in the class X examination directly (through the PatracharVidyalaya of the Directorate of Education, and not through the school). Alternatively, when students had 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. These students also had the flexibility to drop subjects like Mathematics. On clearing class X exam through PatracharVidyalaya, the children will be re-enrolled in regular XI standard in the same parent Government school as informed by Mr. Sisodiain various interviews. The government had even set a deadline of November 14 to achieve 100 % learning ability.

Chunauti 2018 was planned in two phases; Chunauti 2016-17 and Chunauti 2017-18. Chunauti 2016-17 was a framework that was planned for a year. For the second phase i.e. Chunauti 2017, Circular number DE.23 (632)/Sch. Br./2017/493 has been circulated in the Government schools that again a baseline assessment would be done for the session 2017-18 for basic Hindi, English and Mathematics between April 3rd and 15th. Students will be assigned sections namely Pratibha, Nishtha and Nishtha Neo Readers on the basis of assessment for grade VI to VIII. Pratibha will be assigned to those who are at advance story level in Hindi, division level in Mathematics and story level in English. Students who are at word or below in Hindi, number recognition upto 99 or below and alphabet level or below in English would be a part of Nishtha Neo Readers group. Rest of the students who come in between the two will placed in Nishtha. However, for grade IX after the baseline assessment students will be divided into Pratibha, Nishtha and Vishwas. Criteria for Pratibha group remained the same. Rest of the students placed under Nishtha group and Vishwas group would comprise of students who couldn't clear class IX and are above 14 years of age or couldn't clear class IX exams for the second time.

Educationists had warned that Chunauti 2018 would have psychological effects. "The major issue with Chunauti is that children are being labeled and it also violates provision of the Right to Education Act. Children cannot be termed as slow learners by testing them on lesser-known set of books. There are times when children cannot talk until, they are two years old. But after that they speak entire lines fluently. This is the magic of development. But this kind of labelling is extremely dangerous and fascist," said Janaki Rajan, educationist, and teacher at Jamia Milia Islamia. (Hindustan Times, September 9, 2016).

OBJECTIVES OF THE RESEARCH

- To study the opinion of parents (whose children study in Government Schools) regarding Chunauti 2018.
- To analyze the perspective of children who experience Chunauti 2018.
- To analyze the pedagogical implications of this policy in order to inform the assessment practices in schools.

RESEARCH QUESTIONS

- What are the criteria-practices designed for ability grouping of students and to enhance the learning level in ‘Chanuati 2018’?
- How is the experience of children in schools after the implementation of chunauti 2018?
- What is the perspective of parents regarding Chunauti 2018 and its impact upon their ward?
- How is learning and experiences of students impacted after the implementation of Chunauti 2018?
- What are the pedagogical implications of this scheme for future references and to build policies?

METHODOLOGY AND SAMPLE SIZE

It's a qualitative study. The modes of data collection were primarily semi-structured interview and content analysis. Sample was determined through snowballing.

➤ Semi-Structured Interview-

- Semi-structured interview was conducted with the children who have experienced Chunauti 2018 Scheme in their school in last one year. Hence, the children studying in Government schools in Delhi from VII-IX, became a part of the sample. Researcher selected 15 children residing in East Delhi through snowballing. This ensured multiple experiences from various set of Government schools rather than entire study based upon any particular school.

(I eliminated children who were in grade VI at the time of the data collection, because they had just started experiencing the practices implied under the scheme from that particular year unlike children from grade VI to IX, who had last years' experience as well and were in a better position to reflect back and comment. This scheme is implemented in Government schools of Delhi from grade VI to IX.)

- Semi-structured interview were also conducted with the parents of these children, in order to get informed adult opinion about the impact of the scheme upon their ward.

RESEARCH ETHIC

I eliminated school space as my research site as it might have lead to intrusion in the space and artificial responses of the participants, owing to their association with the school. Moreover, there were major issues regarding permission and dissemination of information. Willingness of the participants was the major criteria for the selection as it requires their thorough participation. Questions were sensitively framed.

LIMITATIONS OF THE STUDY

This study is restricted to study the opinion of children who experience the schooling processes and parents who are vicariously in contact with schooling processes. Hence, the opinion of other stake holders is missing from the study. However, it is done intentionally.

ANALYSIS

Through the interview with the parents and majorly with children, researcher has sketched out a few themes that bring out the experience of the Chanauti Scheme. Even though these themes are overlapping at various points but these are meant to organize the data and present the analysis. The selection of themes is such that it brings forth commentary upon the aspects of Chanauti scheme as well as engages with some broader issues such as purpose of education. It enables the researcher to present the contextualized frame as well as perceive it in the broader picture.

RHYTHM OF THE DAY

A typical school for children under Chanauti Scheme involves a lot of hours devoted to studying. All the students reported studying as associative with school and it involved a process of transaction between the teacher and the students, wherein the teacher and the prescribed books became the directing unit. The major defining terms repressing typical school for the children encompassed these in addition to studies: - lunch break, sports and peers. These are the determining activities that define a school day for them. Even though sports period in many of the schools was limited to once a week and in many schools, it has been curtailed to reach the aims as per Chanauti scheme. However, children define the school day using these parameters. So, activities such as assembly, teacher-student interaction outside the classroom which are a requisite for each day were not being dwelled upon by children but activities such as sports period, which is a weekly phenomenon has more value in defining their school experience. Moreover, children also realized that one of the prime responsibilities of the school is to ensure safety of the children, hence the lack of sports period is a valid reason in order to avoid compromising on safety, even though they don't want this to happen.

“As we have cemented floor and there is no sports teacher to take care of us. So, we don't have sports period. It is only during lunch that we play in this area and that too a caretaker keeps an eye on us.” (Respondent)

A defining characteristic for school experience that comes out in the interview, even though few children have referred to it as such in defining a typical school day are 'peers'. However, they talked about it some form or the other, as a response to the various other questions. Peer relationship deeply impacts the nature of school experience as the peers formulate a core of their everyday engagements and any policy that restricts or alter their interpersonal relationship with the peers bound to affect them. The case of Chanauti scheme becomes really impactful as due to spacing out of children into ability groups (sections), it has molded the peer bonding. Children spend a lot of time with their friends in terms of sharing sitting space, scaffolding each other within the classroom and outside the classroom, during lunch break, prayer assembly and also on their way to and back from the school. This aspect has been discussed in detail in the next section on peer relationship.

Another dimension that comes to light is that elder sibling is very commonly seen as a source of teaching for children by the parents. In many households, they are entrusted with the job to help their younger siblings with studies and to update the parents regularly on the same. Many of them regularly interact with the tuition teacher to coordinate upon the studies. It is not that parents were unaware of the happenings at the school but in many cases, elder sibling had more knowledge in terms of their everyday happenings and impactful incidents such as fight with a close friend, etc. It can also be attributed to the age group to which these respondents belonged to i.e from 12- 16. They are adolescents and one of the attributes of this stage is secretiveness as they tend to experience a lot in their personal relationships which they are at times not comfortable sharing with the adults (parents in this case).

“He doesn't tell me much about his school. He talks about the school with his brother and sister as they all are in same school. And that too mostly with his brother.” (Respondent)

Hence, this reflects that studies have been a consistent feature during this phase of Chanuati scheme. However, one point to ponder is that it is equally important that activities such as sports, which hold so much meaning for children must not be impacted by the efforts to reach the aim of any government policy/scheme. These activities impact experience of schooling much more than we consider. Peers and siblings also have an impactful role in the rhythm of the day.

RELATIONSHIP WITH THE PEERS AND FRIENDS

Peer relationship is one of the core elements that define a school experience as mentioned above. It was also confirmed through the interviews as all the respondents talked about it as an answer to one question or the other. Some dwelled upon it deeper and some made a passing reference, but it was an aspect that was reflected in the interview with each of the respondents.

Some (5 respondents) children had their majority of friends still in the same section and their segregation into different ability group hasn't impacted their friendship at all.

“Most of my friends are still in my section. So, the different sections haven't impacted my friendship.” (Respondent)

The likely reason that can be attributed to it is that students' grouping is also determined to an extent by teacher's assessment of their abilities. Teacher's notions regarding their academic performance tend to impact their friendships and make them comfortable with some children more than others. However, this hypothesis is a possibility and assertion of the same would require a longer period of engagement on this aspect itself. The other possibility is that not many students of a certain section were shifted during the ability grouping, thereby not impacting the grouping much. It might have been the case for one or two schools but it is very less likely to be the case with all of them.

Another aspect that came to light is that the interaction patterns are quite gendered. Many of the respondents tend to exclude the other sex from their defining circle of friendship. This can be attributed to their understanding of suitable form of interaction. Keeping up with their internalized understanding of expected performance activity, they act accordingly. For example many of the girls mentioned that they like talking to their friends about their problems, everyday happenings and personal life whenever they get time. Instead, boys said that whenever they get time in the school, they usually prefer to play. The reason behind gendered forms of interactions can also be traced to the guidance they receive from their teachers in addition to socializing forces outside the school. Boys and girls are encouraged to maintain 'distance' as the term used by one of the respondent suggests. Here 'distance' refers to physical separation i.e. boys and girls, not sharing same desk, different lines during assembly and also limiting one's interaction with the other sex is seen as advisable. Burger points out, "The child does not internalize the world of his significant others as one of many possible worlds... It is for this reason that the world internalized in primary socialization is so much more firmly entrenched in consciousness than worlds internalized in secondary socialization.... Secondary socialization is the internalization of institutional or institution-based 'sub worlds'... The roles of secondary socialization carry a high degree of anonymity... The same knowledge taught by one teacher could also be taught by another... The institutional distribution of tasks between primary and secondary socialization varies with the complexity of the social distribution of knowledge" (1999; 149)

"Teacher counseled them all to maintain distances from the other sex because they are in the growing up age and should maintain proper conduct rather than talk too much to each other. We have separate lines for girls and boys during prayer time also." (Respondent)

It also came to light that being in the same class doesn't ensure friendship. Of course, being in the same section gives more avenues for interaction. Other overlapping categories such as place of residence, common friends enhance the possibilities for friendship.

"I go to elder students of class 9-10 during lunch as I like to be with them. And during sports period I play with my class friends or go to my other friends (here the other friends are the ones who live near the house but are in different sections)." (Respondent)

Children's responses also highlighted that their friendship has been affected. Respondents pointed out that the studies have gone better (better here means more focused, stricter and constant checks on performances) but it also reflected that children have formulated an understanding of each other based on ability group and these are limiting their interaction pattern in the prejudiced ways.

"But after coming to this section I have made a new friend named Rupa. I don't be with them here that much because my old friends get angry that I spend too much time with the new ones and don't give them time. I like everything about my friends- old or new, because of I don't like anything they are not my friends." (Respondent)

"My friends have been separated. We were 5 friends now we 2 are left. This year we got separated. When they got in Pratibha group and we got into this (Nistha) group." (Another respondent)

"I don't like the pratibha group's children. They are arrogant about their marks and their studies. I was in vishwas and then I came to nishtha but the pratibha group is very arrogant..... And because of having good marks the pratibha group children are thought to be superior and they take themselves as superiors as well." (Another respondent)

"I have 12 friends. We play, study and eat together. They also like maths but now they are in pratibha group or in different section, so I have to meet them after dispersal or sometimes during the recess. And because we all have our pending work to do, so most of the times we are completing it and don't have time to meet each other. Many a times, they get angry." (Another respondent)

The above responses are shown to reflect the impact on their friendship and also the notions about the other ability groups.

Now, I would like to dwell a little deeper into the notions that children have formulated about peers from different ability groups under Chanauti scheme. Many of those from Nistha and Vishwas pointed out that those who are in Pratibha group are oversmart and don't talk properly. There is a possibility that they are trying to act out their assumptions and thereby reinforcing them as not all can ever be clubbed because of having similar behaviour attributes. However, this comes out as a common perception prevalent among those of Nistha and Vishwas group, so the possible rationale is that there are limited avenues for interaction for students from the same class (not same section) in terms of time available, which allows one person to know the other. There also seem to be an internalised understanding of oneself which is reflective of one's academic profile i.e. the marks they score and teacher's notion of them.

“Vishwas group is taught the "barahkhadi", so yes, there is a difference. Everyone should be taught in different ways in my opinion and help should be given in the areas they lack. Pratibha group is taught in the best way. The teachers treat all groups differently.” (Respondent)

The reinforcing factor of difference is that children understand that they are being taught different content using differential pedagogic technique.

Hence, peer relationship has its dynamics of operationalization. However, this is certain that the peer relationship and friendships were impacted due to the understanding of rationale behind ability grouping and the segregation of children. Some children are still trying to negotiate in terms of peer bonding.

SUBJECT MATTER, CHOICE AND PEDAGOGY

There is a variety in terms of subjects that children like and dislike from each of the sections. Rare is the case of same subject being liked or disliked due to similar reasons which restricts one from drawing possible inference, explanative of Chanauti scheme.

Hindi is a subject that children are very comfortable with and none said that they didn't like Hindi. Hindi is one of the target language upon which Chanauti scheme works upon. However, if we talk about English, then an aspiration to learn the language is quite visible. Majority of the responding children aspire to excel in this particular subject and be able to fluently use this language. When

asked about the pedagogy of these, then more individual specific responses were achieved rather than any feedback on the scheme and the way it plans to tackle both these languages as subjects.

“Science teacher. She explains in the best way possible and each and every word.” (Respondent) She said that science is explained to them in Hindi by the teacher so that they get every concept.

“Maths should be taught better, because she doesn't explain anything but just asks us to see the examples and solve the exercise like that on our own.” (Another respondent)

“I like English very much because i want to learn it and I like to converse in English.” (Another respondent)

Another aspect to point out is that children generally attribute their liking of the subject to the way it is taught in the class. However, it is essential to point out that these pedagogic forms may not be the best suitable forms to grasp that language. For example for the teaching of English, Poistion Paper National Focus Group on the Teaching of English, NCERT, points out that translations are not a suitable way to teach English (2006; 13). It doesn't in any way help children use the language fluently and most of the children tend to use translations as a way for dealing with the language in future. This is attributed to the teacher education programmes, not being able to develop a pedagogic technique. ShaliniAdvani (2003) in her ethnography on teaching of English has also talked about similar patterns being observed. She highlights how the teachers who are themselves struggling with this language impose their understanding upon children.

“And I don't like Sanskrit because it's too hard to even understand. English teacher explains very well. And does every word's Hindi translation.” (Respondent)

Children also perceived that Pratibha group children were taught in the best possible way with lot of dedication and effort.

Hence, the choice of subject matter is certainly impacted by the teacher and her pedagogic technique. This seems to be more individual governed rather than impacted broadly by the policy. Moreover, students' liking for a particular subject matter doesn't necessarily mean it is taught through a suitable pedagogic form/ technique.

PERSPECTIVE ON TEACHERS

As pointed out in the last section, teachers seem to have quite a dominant force as far as liking or dislike for any subject is concerned. Another common feature pertaining to teachers that came across in the responses of a lot of children is that teachers are perceived as biased by children. Here biased refers to making some relaxations in rules, being more sympathetic and being appreciative of some than others. Academic performance is one major reason attributed to this biasness and other being behavioral components, such as sincerity and diligence.

“She seems to be biased towards the students who are better in studies. I don't feel good about it. She should talk to us in the same manner and help us in doing better. Within the class itself there are some children who are the favorite of the teachers.”(Respondent)

2 respondents from Vishwas group pointed out that teachers don't like coming to their section which is reflected in their actions such as holding head in frustration and many a times teachers even spell it out.

“Teachers don't like coming to their section and behave as if punishment is given to them. They hold their head due to frustration and it is often because many children in my group don't study at all, their copies are often incomplete, etc.” (Respondent)

Hence to say that teachers' attitude towards children gets communicated to them through verbal and non-verbal gestures would not be wrong. Hence, as a researcher one could say that in order to make such policies work out in best possible way, it is required that proper orientation session for teachers should be organized. Otherwise, several unsuitable messages get communicated to children. Moreover, here it would be equally important to assert that care must be taken that teachers do not feel burdened; otherwise, it gets directed towards children which ought to bring negative impact upon them.

EXAMINATION

Students conveyed that exams are conducted thrice in a year and additional tests for 2-3 times. Students had clarity that three different kinds of question papers were given to them as per the ability group to which they belonged. They knew as that the examination papers differ in their

level of difficulty; thereby differential time was allocated for each group to attempt the paper. Some of them said that the paper given to Pratibha group is the longest and the ‘hardest’. Here ‘hardest’ refers to being conceptually at an advanced level. Majority of them believed that rightly different papers should be given as per their ability level. Hence, rarely did any of the child questioned the judgment of their ability and segregation by the teacher.

There have been some major changes as recounted by the children and parents during the interviews. One point that has come across is that the level of seriousness has increased. For defining seriousness, multiple characteristics were mentioned such as regularity of teachers in coming to school and taking the classes, a lot of repetition of the content and making many more attempts to help students to learn and understand. However, the nature of these attempts would require closer examination. For example one of the Vishwas group student mentioned that he was asked to learn the text content by heart after it was read aloud in the class. This may not be in best interest of the child when it comes to helping him learn to read but given the time frame and constant checks upon the teacher as well, this could have been a possible way.

“Earlier teachers used to come very late to the class and schools but now the teachers come on time and the teaching-learning happens daily.” (Respondent)

“She has become quite serious. Other day she started crying at night because she needed a new register, which teacher had asked them to get. Then her brother went and got the register. She keeps her notebook very neat and tidy.” (Respondent)

There seems to be a mixed reaction when it comes to the opinion of the child regarding the scheme. Some of them seem very satisfied and this level of satisfaction was more amongst the children from Pratibha group as compared to other groups. In a few cases, it was also seen as a source of motivation to get shifted from Nishtha to Pratibha. Some of them seem to be disturbed and disheartened by being in a particular section and to deal with constant labeling and checks. This was more common with the children of Vishwas group.

“Question paper is different for groups. Pratibha has to do more questions and Nishtha less. I would have done Pratibha group's paper, because it has more questions so I would get more marks

on solving and answering them. Question papers should be different for everyone according to their level.” (Respondent)

Few of them felt frustrated and additional pressure upon them. The reason given for it is that every day they are made to work upon the areas which were considered by the teacher as requiring improvement and a close check was kept upon them. This made them feel a little pressurized as in addition to class work, home work had increased and regularly tracked the teacher. This has also lead to regular work being done in the notebooks and close attention has ensured that the notebooks are tidy and proper. 2 of the parents listed it as a marker of improvement as these are some of the defining characteristics of quality of education for parents.

Others pointed out that their ward’s attendance is closely monitored and if he/she is absent for more than a week than they are called at school to answer for the same. This was not a common occurrence prior to the implementation of the scheme. 3 parents pointed out that the school building has improved a lot owing to the scheme, particularly the school ground. This lead to both dissatisfaction as well satisfaction amongst the parents. 1 perceived it as a marker of improvement and 2 perceived it as a wastage of time and effort to decorative aspect rather than improving quality of education. It is important to point out here that the wards of both of these were in Vishwas group.

Hence, it seems that exams hold a lot of meaning for children. Differential nature of examination paper is being accepted by the majority. However, overall level of dissatisfaction seems more amongst Vishwas group children and their parent. The shifting from one group to other based on examination is quite a motivation when done in schools.

PURPOSE OF EDUCATION

In all the interviews the purpose of the education is perceived by children as well as parents, as a means to achieve better forms of capital in order to improve one’s economic condition. Hence, the futuristic aspect of education is quite a popular notion, and this is the only notion that came across when asked about the need and purpose of the education they are receiving. Children concretized it in the forms, such as to get better job (quite a common answer), be richer, etc.

“If I become something in future I would be able to support my family financially and the conditions would be better.”

“To make our future and earn money.”

“Education is the way I can fulfill my dream to be policeman.”

We all understand that the futuristic aspect of education has a dominance for its potential to improve and make the life better but making life better doesn't necessarily mean perceiving it in terms of the future. Equally important is its role in the present of an individual in giving it an outlook, exposure and perspective to understand the world around. Hence, it is required that through each policy framework. It is quite a serious concern as education more or less gets concretized in terms of competition and rat race.

This has direct link to how children and parents perceived the various tenants of the policy. Nowhere did children or parent said that due to the seriousness and the way policy is implemented, there is an enhancement level in functional literacy which the child has been struggling with for long. ASER reports have repeatedly shown a great lag in the level of functional literacy and expected performance as per the grade. None of the children expressed joy for being able to read on their own, rather comparative aspects seems quite highlighted in the statements by children as well as their parents, which leads to dissociation from the issue and the larger issue of dissatisfaction. This is something that we can keep in mind when we come up new policy frames to tackle with such grave issues; for being misfit in the class due to lack of content knowledge required to be able to cater to the current course content.

I have eliminated the section on PTM from this article. As a researcher it was quite a challenging process for me to frame my questions in a manner that they don't point out any aspect and still be able to help me uncover the layers of Chanauti Scheme. Asking direct questions would have meant a conscious selection of words by respondents and fabrication of responses. Till the point I entered the field, I was unsure if the responses of the respondents would lead me towards the objective or not. However, it did. Some aspects in the responses were so common that they surprised me and the discussion with the mentors helped me understand the gravity of its impact. I would like to thank the organisation Child Rights and You for giving me the opportunity to work upon the area

of my interest and the mentors Prof.Ravinder Kaur (Professor, IIT Delhi), especially Dr.Neelam Sukhramani (Associate Professor, Jamia Milia Islamia) and Ms. Komal Ganotra (Director, Policy and Advocacy for CRY) for the guidance and enriching the experience which was not limited to this research study but beyond it. Some of the discussions with them made me reflect upon the areas way beyond the capacity of this research. Hence, it was a personal journey of growth and learning, being mentored.

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