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- Title of thesis: A Study of Integration of Lower Socio Economic Strata Students in Relation to Their Academic Achievement and Adjustment in Public School with Special Reference to Under Privileged Quota Policy of the Delhi Govt.

### ABSTRACT:

#### Introduction

The Directorate of Education of NCT of Delhi vide Order No. 10496-11595 dt. 27/04/04 complied with the Supreme Court Order and framed the rules which states that All schools will grant minimum 20% freeship (which includes Tuition Fees, PTA or any other fees/funds/charges of any kind related to teaching-learning) to the children of the weaker sections of society w.e.f 1<sup>st</sup> of May 2004.

While making admissions, every 5<sup>th</sup> student is to be admitted from weaker sections of the society. The annual parental income from all sources shall form the basis of admission in the schools. As the SES of children were reported to influence the achievement and adjustment of the children a study of the children and their acceptance by the school was taken up. A study of this kind in the initial years of implementation of the programme may help us know the acceptance of the programme by all stakeholders, and at the same time sensitize them about this programme and its implications.

**THE OBJECTIVES OF THE STUDY:** 1. To explore the socio-economic status of students in the public schools in Delhi. 2. To study the problems faced by the school managements in accommodating students under the quota policy. 3. To study the acceptance of the idea of integration of low socio economic strata students in the public schools by parents, teachers and the management.

4. To ascertain if there are any adjustment problems faced by the children who are studying in the schools covered by the quota policy. 5. To suggest measures for improving the implementation of integration programme in the public schools. 6. To compare the academic achievement of students from the low socio economic strata with the rest of the class.

**Procedure:** Descriptive survey study was conducted on a total of 309 students, 20 administrators, 100 teachers and 100 parents (from ten schools randomly selected from the list of schools covered under the quota policy) formed the sample Research Tools: Questionnaires for collecting data from the administrators (which included the Manager, Principal, Vice-Principal, Headmistress, the Teachers) and from the parents and a tool for collecting data from the students.

**Summary of Major Findings:** The Administrators and teachers felt that the public schools have a social responsibility towards the students belonging to the EWS, and they needed special academic support in school. They also were of the opinion that regular parent-teacher meetings were required to educate the parents about the functioning of the school. They suggested that financial support could be provided by the Government/ NGO's for the easy implementation of the policy. Though the Administrators faced the difficulty of economic burden, they were of the opinion that by giving admission to the EWS students social integration was brought about and it did not have any adverse effect on the school environment. Parents were aware of the Supreme Court's verdict regarding the quota policy and were of the opinion that the children from the EWS benefited from the inclusive education. There were mixed feelings among parents regarding the cultural differences between the regular students and the students from the weaker sections of the society. They also felt that by admitting the students from the EWS in public schools social integration will be brought about. The students were compared in terms of achievement and adjustment. There is no significant relationship between the SES and the adjustment. There is significant relationship between SES and Achievement and Adjustment and Achievement.

#### **Implications of the Study**

Policy Makers should ensure funds to enable inclusive education, which may cover at least part of the tuition fees of the children, as well as help for their books, uniforms etc. Administrators should facilitate the academic growth of these children by appointing extra staff in their schools to cater to the needs of the children. Counsellors can be appointed to overcome adjustment problems. They can also arrange for in-service programmes and workshops for teaching staff so that better interaction between teachers and low SES children can be assured and sensitise them about the behavioural problems and how to overcome them. Remedial teaching can be arranged so that children of lower SES do not face any academic problems, since their parents are unable to help them at home. Regular and frequent PTMs may be arranged during lunch breaks every fortnight to appraise the progress of their wards and guiding them. Time Table could be arranged so that teachers are given at least two periods a week for remedial teaching of the EWS students.

Teachers are not to marginalize the low SES children and not to show any partiality or indifference, and avoid making derogatory remarks about their appearance and background. Teachers are to treat each child as their own so that they get feeling of belongingness. Teachers should pay more attention to the needs of the low SES taking into consideration their status at home, keeping in mind they do receive any help whatsoever from their parents with regard to academics. Teachers should devote extra time to help the EWS academically.