Inclusive Education and Government Schools of Delhi

BABLI
Ph.D. Scholar,
Department of South and Central Asian Studies,
Central University of Punjab, Bathinda
Punjab (India)

Abstract:

The idea of inclusiveness in education has evolved from imparting education for disabled children to socially marginalised or weaker section of the society. Over a time, this idea has tried to inculcating every child which has been excluded or ignored to the ambit of equal education rights. In this line, children with disabilities, from minority language or religion, suffering from HIV/AIDS, transgender/third gender, socially disadvantaged groups (SC/ST/OBC), economically weaker section and so on have been specified to provide inclusive education. This paper has focused mainly on the inclusion of children from economically weaker section in education. This paper also has tried to explore; whether the idea of providing inclusive education without compromising the quality of education is attainable in present day India; what kind of initiatives government is taking in this regard; and what kinds of initiatives particular state's government, especially government of Delhi, has taken to provide inclusive education? Therefore, this paper has been divide into two sections, section one deals with the concept of inclusion in special reference of India and how RTE Act, 2009 expands idea of inclusiveness. The second section deals with idea of inclusiveness in reference of Delhi's government schools and how its initiatives under "Education Revolution" programme has helped in imparting inclusive education without compromising quality of education. In end of this section performance of the students of Delhi's government schools has been evaluated and analysed.

Keywords: *inclusive education, disadvantaged sections, government schools, education policies*

1. Introduction

Education is a necessary element for every individual to lead a life with dignity and rationality. When talking about every individual it refers each and every individual irrespective of caste, class, race, religion and gender. If it is necessary for everyone, it should be accessible to everyone equally, easily and affordably. But from centuries, alike of other resources and facilities, only few dominant social groups have always enjoyed privilege of getting education. In India also, only few higher castes have always occupied higher position in society and had their hegemony on education whether it is about studying or offering sacrifices, however teaching, receiving gifts and conducting sacrifice was monopoly of Brahmans (Choudhury, 2016). Untouchables were completely excluded from any kind of education and women could not study vedas. During colonial period it was not British government who first took initiatives for education of untouchables and women. The first initiative of such kind, was taken by Jyotirao Phule via establishment of schools for untouchables, Shudras and women (Zelliot, 2002). However, British government came up with its first education reform in 1835 called "Minute on Education" or "Minute of Macaulay" which ended the Gurukul System[1] in India (Kohama, 2012, pp.13). After this, various educational reforms brought by British government and also proposed by Indian reformers such as Jyotirao Phule, Gopal Krishan Gokhle, etc. however, British government never mentioned privileges for any particular caste in its reforms or Acts which stimulated sense of demanding equal rights to lower castes. Gradually, along with the demand of equal rights, demand of

educational rights begun. This is how idea of inclusiveness of different social groups in education begun in pre-independence era. However, initially, inclusive education in special schools was introduced for children with disabilities to provide equal educational rights.

After independence also India inculcated goal of inclusiveness in various education policies. These policies include Kothari Commission, Integrated Education of Disabled Children Scheme (1974), National policy on Education (1986), Plan of Action (1992), DPEP, Sarva Shiksha Abhiyan, Right to Education Act (2009) and so forth. All of these include idea of inclusiveness of different communities and gender (accessibility to schools for girl child) as a common objective.

However, even after adoption of such policies, different kind of exclusion or discrimination can be found in Indian education system. There are hierarchies of access which is based on social and economic wellness and gender biasness (Ramachandran, 2004) and dual nature of Indian education system (high cost and low cost paying schools) leads to the educational hierarchy (Aggarwal, 2000). According to these scholars the hierarchy in our society is multi stranded which is a cause of discrimination, social imparity and division.

Dalit, Adivasis, minorities such as girls belong to socially vulnerable groups and their education is denied because of poverty and lower status in society, derived from their caste and culture (Nambissan, 2006). In the places like Delhi, a metropolitan city, caste culture is withering away but class culture is emerging drastically. Instead of caste people ask "in which locality do you live? In which school you are studying, is that government or private school?" and so on. Hence, there is an open competition among parents for admitting their children to a costly well renowned private school for what they are ready to work in double shifts. Increasing rapidly private elementary schools serve to an elite or middle class and try to satisfy their quest for quality education, even though they charge high fees (Rao, 2010). Thus,

2. Inclusive Education
"Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded-not only children with disabilities, but speakers of minority languages too" (UNICEF).

The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca Statement, Spain 1994) and was restated at the "World Education Forum" under the commitments of the forum. Its fifth commitment named "Inclusive Education" has specified that "members of indigenous groups, those with disabilities, those who are homeless, those who are workers, those living with HIV/AIDS and others" and "Protection against discrimination based on culture, language, social group, gender or individual differences is an inalienable human right that must be respected and fostered by education systems." (Dakar, Senegal 2000).

The idea and parameters of inclusiveness varied time to time and initially it was related to children with disabilities. According to scholars there is a need for special schools to impart education to the children with special needs (Sanjeev and Kumar, 2007; Jha, 2010; Hadkinson & Devarkonda, 2011 and Kohama, 2012) since Million of disabled children not being served by adequate educational rights which are confined to them (Niti & Singh, 2021).

The idea of inclusiveness in education has evolved from imparting education for disabled children to socially marginalised or weaker section of the society. Over a time, this idea has tried to inculcating every child which has been excluded or ignored to the ambit of equal education rights. In this line,

children with disabilities, from minority language or religion, suffering from HIV/AIDS, transgender/third gender, socially disadvantaged groups (SC/ST/OBC), economically weaker section and so on have been specified to provide inclusive education. This paper has focused mainly on the inclusion of children from economically weaker section in education. This paper also has tried to explore; whether the idea of providing inclusive education without compromising the quality of education is attainable in present day India; what kind of initiatives government is taking in this regard; and what kinds of initiatives particular state's government, especially government of Delhi, has taken to provide inclusive education? Therefore, this paper has been divide into two sections, section one deals with the concept of inclusion in special reference of India and how RTE Act, 2009 expands idea of inclusiveness. The second section deals with idea of inclusiveness in reference of Delhi's government schools and how its initiatives under "Education Revolution" programme has helped in imparting inclusive education without compromising quality of education. In end of this section performance of the students of Delhi's government schools has been evaluated and analysed.

2.1 Policies for Inclusive Education of Socially Marginalised Sections

There are few major policies under which government of India has chalked out the goal of inclusive education. First of such policy was NEP, 1986. It provides inclusive education to all the sections of the society-Scheduled Castes (SC)/Scheduled Tribes (ST), women, other educationally backward classes and areas, minorities, handicaps, etc.-to ensure universal access to elementary education (NPE, 1986, pp. 7-11). Before NEP, 1986, Kothari Commission Report also suggested for opening of common schools in the neighbourhood.

Next in this direction was, District Primary Education Programme (DPEP) which was launched in 1993-94 and merged with Sarva Shiksha Abhiyan (SSA) in 2017. Objectives of this programme were; to reduce differences in enrolment, dropout and learning achievement among both the gender and different social groups to less than 5%; to reduce overall primary dropout rate by 10%; etc. (educationforallinindia.com/page87.html). Thus, it provides bases for achieving inclusiveness.

Along with these national efforts, international organisation has also made efforts for inclusive education. First of such effort was "World Conference on Education for All, Jomtien, Thailand, 1990" followed by "Framework for Action to Meet Basic Learning Needs". The very first goal of this conference was "Expansion of early childhood care and developmental activities, including family and community interventions, especially for poor, disadvantaged and disabled children". Article-5 of this conference asks for "Enhancing the Environment for Learning" since "Learning does not take place in isolation", individual countries should provide feasible environment for the students such as nutrition, health care and emotional support and so on (World Conference, 1990). Further, the Millennium Development Goals (MDGs)[2] and Sustainable Development Goals (SDGs)[3] of United Nation also strengthen the idea of inclusiveness. Goal number second of MDGs is "achieving universal primary education" this should be achieved by year of 2015 and goal number fourth of SDGs is "Quality Education" which asks for "ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all".

Thus, inclusiveness does not go alone, along with the inclusiveness qualitative education go hand in hand. Inclusiveness is not only about easy access to the schools or education resources but about imparting qualitative education as well. Hence, the goal of inclusive education has shifted to "equitable and qualitative education" from "accessibility to education".

2.2 Inclusive Education and RTE Act, 2009

After many efforts, education became a fundamental right in 2002 through 86th Constitutional Amendment Act of Indian Constitution in accordance of article-45 which states "The State shall

endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years" and RTE Act (2009) provided guidelines to provide free and compulsory elementary education for every child aged between 6 and 14 years. Before RTE Act, 2009 there have been several education policies which have objectives of providing equitable and qualitative education to the children. The goals of these policies are universalising primary education, access to schools, increasing enrolment rate, decreasing drop-out rate, etc. Even though States like Kerala, Himachal Pradesh, Rajasthan, etc. have started gaining success in achieving these goals, yet there is still a need of implementation of education policies in rural India (PROBE, 1998; ASER, 2019 and SEQI, 2019) to transform Indian education system. But transformation of government schools is not an overnight work for every State since some of that are short on resources to build infrastructure and recruit teachers proportionate to students. Poor ranking of States like Bihar, Jharkhand and Uttar Pradesh in education is constantly not getting better (SEQI, 2019) and it has direct connection with poverty of these states. NITI Ayog of India has identified these states with highest poverty in India under Multidimensional Poverty Index (MPI), 2021 (NITI Ayog, 2021). However, Kerala was found with lowest poverty and highest literacy rate in India (SEQI, 2019 and NITI Ayog, 2021). Hence, it can be predicted that poverty adversely affect education since poor states cannot spend much on education.

Another reason for halt in transformation is rise of private schools. Allegedly, these schools provide better quality of education to their students (FICCI, 2014). However, private schools charge higher fees and every family cannot afford this fees. Therefore, by the time government schools reach to the benchmark of providing qualitative education government should provide some substitutes.

Hence, to promote equity and inclusion in education RTE Act, 2009 has a provision for children of marginalized communities and weaker section. According to section 12(b) of this act "an aided school receiving aid or grant to meet its expenses from the appropriate Government or the local authority…shall provide free and compulsory education to such proportion of children admitted therein as its annual recurring aid or grants". Which means, if an aided school is getting aid of 25 per cent for its expenses, it should provide free and compulsory education to 25 per cent of its students as proportionate to that aid. If this aid extends to, for example, 50 per cent, free and compulsory education to its students will also extend to 50 per cent. Moreover, to further facilitate children from weaker section and socially disadvantaged groups, section 12(c) of RTE Act 2009 states, "a school belonging to specified category and an unaided school… shall admit to class 1, to the extent of at least twenty-five per cent of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory education till its completion" (RTE Act, 2009). In these schools, admissions for weaker section and socially disadvantaged groups are allowed in class first only proportionate to the strength of that class since this reservation is applicable only to elementary education which provides rooms for criticism of this reservation policy.

2.2.1 Advantages and Challenges of this Reservation
There can be several advantages of this reservation policy such as paying minimal fees for getting education at so called top ranked convent or private schools; socialization of students with students of different social classes (elite with socially and economically disadvantaged groups or vis-à-vis); getting a brand tag of these schools; etc.

Moreover, this reservation policy has its own challenges as compare to advantages. One of its challenges is that students face difficulties in initial stage of schooling. Such difficulties are reciprocal relationship of students with other students i.e, students from well off section are not interested to have friendship with students from socially weaker and disadvantaged sections due to prejudices they

already have about these sections such as they may not follow hygiene, they do not have knowledge of new gadgets, they do not know or speak good English, they do not wear expensive brands and so on. Similarly, students from socially weaker and disadvantaged sections are not comfortable in making friends from well off section since they are afraid and hesitate that these students are rich and witty therefore, they may make fun of them and may not like to be friends of them. Next, along with the students, parents also face difficulties such as they are not comfortable in interacting with teachers and parents of other students. Since parents of the students belonging to EWS, are not educated or got basic/elementary education only and in few cases, they are intermediate or just graduate (mainly father). During school admission of their child, they also have to face an interactive interview where they are mainly asked 'how educated you are?' The reason of this question is that would these parents be able to help their student in doing their daily homework which is provided in the school.[4] Another challenge, students face is after completing their elementary education which is class first to eighth. Since government only finances elementary education in these non-aided and private schools, students either dropout from these schools in absence of finances of their parents or their parents somehow manage their education up to class twelfth in these schools which leads in financial debts on family or can exclude other children of the family to get educated.

2.2.2 EWS Reservation: Inclusion or Exclusion

As per academic year 2020-2021, India has total 1.51 million schools (1.032 Million government and remaining 0.478 Million private, and aided). Majority of students are studying in these, approximately, 68% of government schools (U-DISE, 2020-2021). There is total 135.7 million students in elementary level and in the most cases, more than 50% of students are studying in government schools (U-DISE, 2020-2021). The infrastructure of these schools is very poor, especially in rural India (ASER, 2014). Infrastructure includes classrooms, sitting chairs or benches, black/white boards, libraries, science laboratories, computer centre, internet connectivity, washrooms, drinking water, and most important teacher-pupil ratio. In absence of infrastructure, it is very difficult to maintain quality of education. Hence, when it comes to this EWS reservation it excludes majority of students from getting qualitative education.

3. Inclusive education and Government of Delhi

Inclusiveness in education is increasing participation of students, enrolment rate and decreasing exclusion and dropout rate (Bisht, 2014). But mere access to resources is not a guarantee of its complete utility i.e, if a student has got easy access to school, it is not enough to get educated, entire education system teachers to students to parents to government need to work with confined duties or activities such as teaching a confined syllabus, following time-table, interactive activities, treating students equally (with an extra focus on weak student) and so on. Along with these duties or activities, there is a need of formation of adequate and suitable policies, financing for adequate infrastructure such as modern teaching tools, training of teachers through workshops, academic trips for students and teachers, etc. There should also be obligatory guidelines which provide easy and equal access to schools and through proper implementation of programmes for the retention of students in the schools. In this line government of Delhi has introduced highest ever budget share for education in Indian history (Delhi Government Budget, 2019-2020). Government has also introduced various schemes and programmes for students and teachers and principals to transform the education which can be traced through students' performance called "Education Revolution" (Education Booklet, 2018 and Sisodia, 2019).

3.1 "Education Revolution" Programme

The first time, in 2012, when the Aam Aadmi Party (AAP) formed its government in Delhi it sought to implement the basic agendas like cut in electricity bills, free water, good health facilities, inclusive and qualitative education or transformation of Delhi's government schools. Education was on top of its

agenda, since the first day government was formed. The steps aiming at transforming education system were taken with the help of various institutions such as Directorate of Education, District Institute for Education Training (DIET), State Council of Educational Research and Training, and with the advice of many education experts. Schemes and policies formed after this were acknowledged as the "Education Revolution". The AAP leaders such as MLA Atishi Marlena, then education advisor of Delhi, played a crucial role in this transformation and given the term "Education Revolution" (www.aamaadmiparty.org).

Initiatives under this programme are Principal Development Programme, Mentor Teacher Programme, education leader for every school, Mega-PTMs, Empowering School Management Committees, library in every school, Summer Camps during summer vacations, Happiness Curriculum, Chunauti 2018, Pragati series/curriculum, Mission Buniyaad, and Entrepreneurship Mindset Curriculum (EMC). Chunauti 2018, Pragati series/curriculum and Mission Buniyaad are three major policies are for enhancing basic academic foundation of the students.

4. Methods and Methodology
4.1 Sample for data collection
This research is a combination of qualitative and quantitative research approach; therefore, a small sample was selected for collection of data. Total 71 persons (including school children, students and random people at random places) were selected for interview responses on the bases of stratified sampling method. Under this stratification one group of ten students was from class ninth. There were five such groups from five different schools of Delhi. Next group was of teachers from each of these schools who were teaching any subject to these students. Only one teacher from each school was selected. In this scenario one group was of parents of these selected students. Out of ten students any random student was asked to give his/her address and parents' contact details to communicate for interview. This added snowball sampling method also to this study. Total five (one from each group of students) parents were interviewed personally or on phone call. In this direction one group of 'Head of School' or principal/vice-principal was also selected. In this group 'Head of School' or principal/vice-principal of these five selected schools would be interviewed but due to busy schedule and availability only one of such persons could be interviewed. Another group of ten random people, found at random places such as near to school area, buses, colleges, libraries or anywhere else, were interviewed to know their thoughts on new policies of government of Delhi.

Selection of the schools was made according to accessibility, feasibility and also competitiveness among these schools. Five schools selected for this study had to be girls' schools, boys' schools and co-ed school for an authentic comparison. Therefore, two girls' and two boys' Sarvodaya Vidyalays, and one co-ed Central school (Kendriya Vidyalaya) were selected. Reason for the selection of Central school was to make a comparison of parents' profession since most of the children admitted to Central schools are the children of government employees but in other government schools' children come from economically weaker background. Therefore, comparison of economic status of parents' and performance of the students between central schools' students and other government schools' students' has been done on the bases of data collected from these different schools. Another comparison has been made between both the girls' schools, second between both the boys' schools, third between girls' and boys' schools and final comparison was did between Delhi's government schools and central school.

4.2 Details of the Schools
1.Aruna Asif Ali, Sarvodaya Kanya Vidyalaya (SKV-1) Tughlakabad Extension-Aruna Asif Ali, Sarvodaya Kanya Vidyalaya (SKV-1) is located in Tughlakabad Extension, Sangam Vihar

constituency-49 of South Delhi. This school was established in year 1990. The school and school building IDs[5] are 1925061 and 19251269, respectively (www.edudel.nic.in).

2. **Sarvodaya Kanya Vidyalaya (SKV), Sangam Vihar-**Sarvodaya Kanya Vidyalaya is another girls' school selected in this study. It is located in J-Block, Sangam Vihar area and constituency-49 of South Delhi. School was established in the year 2008. The school and school building IDs are 1923346 and 19231728, respectively (www.edudel.nic.in).

3. **Government Boys Senior Secondary School** (**GBSSS) No.3 Tughlakabad Extension-**Government Boys Senior Secondary School No.3 is located in Tughlakabad Extension, Sangam Vihar Constituency-49. The school was established in year of 2003. School and school building IDs are 1925249 and 19251269, respectively (www.edudel.nic.in).

4. **Government Boys Senior Secondary School (GBSSS), Tughlakabad Village-**This school is located in Tughlakabad Village, Tughlakabad Constituency-52. School was established in year 1987. The school and building IDs are 1925014 and 19251157, respectively (www.edudel.nic.in).

5. **Kendriya Vidyalaya R. K. Puram Sec-2 (Morning shift), New Delhi-**This Kendriya Vidyalaya is located in Sector-2 of Ram Krishna Puram (R. K. Puram), New Delhi. This is a Senior Secondary co-ed school. The school is well equipped with all kind of needful resources as science and computer labs, library, sports facilities and so on. The school was started in 1964 and is therefore counted among oldest KVs in Delhi. The school also has been CBSE affiliation but like other KVs it also works autonomously under Ministry of Education (previously Ministry of Human Resources and Development), Government of India (https://rkpuramsec2.kvs.ac.in/).

Table-1 Statistic of overall performance of the students in basic test along with job profile of their parents and students live near to school area

Sr.	School's name	Students	Average Performance in Hindi dictation/5	Average Performance in English dictation/5	Average Performance in maths/8	Average Performance in G.K/13	Students live in the same locality	Govt./permanent job of parent
1	GBSSS No-3 TKD. EXTN.	10	2.6	0.7	6.5	6.1	4	0
2	GBSSS TKD. VILLAGE	10	1.6	0.4	5.8	4	7	0
3	SKV, S. VIHAR	10	2.8	3.5	6.9	9.6	10	0
4	SKV-1, TKD. EXTN.	10	4.2	4	7.7	9.5	5	0
5	KV R.K PURAM	10	2.9	3.9	7.2	9.3	9	9/1

Data source: field study

(Note: -GBSSS No-3 TKD. EXTN. -Government Boys Senior Secondary School Number-3, Tughlakabad Extension, New Delhi.

GBSSS TKD. VILLAGE-Government Boys Senior Secondary School Tughlakabad Village, New Delhi.

SKV, S. VIHAR-Sarvodaya Kanya Vidyalaya, Sangam Vihar, New Delhi.

SKV-1, TKD. EXTN.- Sarvodaya Kanya Vidyalaya, Tughlakabad Extension, New Delhi.

KV R.K PURAM-Kendriya Vidyalaya, Rama Krishna Puram, New Delhi.)

5. Performance in Assessment test

No student can obtain knowledge or understand it from the written sources without knowing how to read, write and solve simple arithmetic. In order to assess the students' performance, a test was conducted. This assessment test was based on basic syllabus which could enable me to test 3Rs (**R**ead, **Wr**ite and basic **A**rithmetic) and basic general knowledge of the students. Table-1 shows the average performance of the students in a written assessment test in four areas through; Hindi and English dictation of five words each; solving two equations each from Addition, Subtraction, Multiplication and Division; and last, thirteen fill-ups from General Knowledge which contains information related to social and political affairs such as name of the Member of Assembly from their constituency, name of president and prime minister of India, name of national emblem and song and so on. The similar question set was used in all the selected schools for this assessment.

SKV-1, TKD. EXTN-In this school, among the students who gave the test 50% of students wrote correct spellings of Hindi dictation and 60% of English dictation. In this school every students, except for two students, solved all the maths questions correctly. General knowledge section was the only section where no student could score 100%. In this section only four students could fill eleven and only one student could fill twelve blanks correctly out of thirteen fill-ups. Responses to the syllabus related oral questions, were satisfactory as no student failed in answering the question which was asked from that particular student which shows that these students are not rot learning for only examinations but learning the things actually.

SKV, S. VIHAR-Here also, all the students were capable of answering syllabus-based questions, which were asked from their prescribed syllabus. Almost, all the students could read Hindi and English. In this school only one student was able to write all the correct spellings of Hindi and only three girls could write all spellings of English correctly. Maths score was quite good, however, only 40% could solve all the eight questions and no student scored below five. Moving on to general knowledge portion where 70% of students could fill ten to eleven blanks correctly but no one could get full marks in this portion. There was only one girl who scored one in Hindi diction and nill in English and one more girl who scored one in English and nill in Hindi dictation.

GBSSS No-3 TKD. EXTN-In this school during random questioning of syllabus-based questions, many students were witty but some were unaware about the questions and some were even knew the answers but feeling nervous to answer. Almost all the students except for two or three boys, were able to read Hindi but nearly 50% could not read their English book. Here only two students could write all the spellings in Hindi and no student was able to spell all the spellings of English, correctly. Moreover, 20% students in Hindi and 70% in English scored zero in dictation. In mathematics three students scored full marks and no one got less than five. Lastly, in GK section out of thirteen marks only one student scored highest ten marks and lowest two marks were scored by a student.

GBSSS TKD. VILLAGE-In this school random questioning session of syllabus-based questions was not really satisfactory because more than half of the students could not give any answer. Their Hindi and English reading was also not up to the mark. In this school, no student could write all the spellings of Hindi and English correctly. The count of zero score was quite high as compared to other schools. In Hindi and English dictation 40% and 70% of students, respectively, scored zero. In mathematics 30% students got full score and lowest, less than five, was scored by the two students and that lowest score was two and three, respectively to both the students. In GK section no student could fill more than seven blanks. In GK highest score was seven and lowest was one in this school.

KV R.K PURAM-Same set of question paper, an assessment test which was filled up by four Delhi Government schools' student, was given to these students to solve. Students of this school were well

aware of their syllabus and every student, whoever was asked, was able to answer their syllabus-based questions. As syllabus and books are same for Kendriya Vidyalayas and Sarvodaya Vidyalayas, the syllabus related questions were also similar for the both kind of schools. All the students, except two or three who could not read Hindi in a flow, were able to read Hindi and English, both. In written assessment only 20% students in Hindi and 60% in English could spell all the spellings correctly. In mathematics 60% students scored full marks and no one got less than five. On the other hand, in GK 40% students scored more than ten but nobody could fill more than eleven blanks and, impressively, no student scored less than eight.

5.1 Comparing performance of all the five schools
Only 20% (10) of students could write correct spellings of Hindi and 30% (15) of English dictation. No student from GBSSS Tughlakabad Village could write all the five spellings of Hindi and no students from both the boys' schools could write all the five spelling of English correctly. While 48% (24) of students could solve all the maths questions out of which 16% (8) of students were from SKV-1, TKD. EXTN. There were thirteen blanks in G.K section where only 36% (18) of students could fill more than ten blanks. Highest score, twelve out of thirteen, was of a girl named Mantasha from SKV-1, TKD. EXTN. Thus, the highest score was of SKV-1, TKD. EXTN and lowest was of GBSSS Tughlakabad Village in this syllabus-based basic test.

5.2 Parents, their experience and opinion
Concern of five parents was taken into account regarding education policies of Government of Delhi under AAP, a mixed response came. When it was asked to parents that how they see educational transformation of government schools of Delhi, four parents out of all five, appreciated efforts of the government. Although they did not know much about these policies, yet they responded on the bases of their children's overall performance. They seemed delighted about that now their children can also get a quality education in government schools. They also shared their experience that now their children are happy and excited to attend the school which was not same earlier. In their opinion, due to betterment of government schools they also shown their faith in government school education system. For an instance, a girl's mother, resident of Sangam Vihar area (South-East Delhi), told that she will admit her all the three daughters to government schools only because one of her daughters is already studying in the government school and she is satisfied with her performance. She also suggested that there should be pre-primary classes in every government school like the play schools available at private schools.

When parents of two boys from these schools were interacted, they were not really excited about their children's education. When a parent was asked that how her child is doing in study, she replied "mai to apne bachche ka tuition ek achchhe teacher ke pas laga diya hun wo sab handle kar lete hain" (I have hired a good tuition teacher for my son, he handles everything related to my son's study). She even doesn't attend any PTM. When she was asked "how do you see efforts of government of Delhi for transforming government schools"? She replied "kya madam kuchh bhi to achchha nahi kar rahi hai sarkar, mere bachche ke admission me bahot bhaag-daud karna pada tha" (what to say madam, government is doing nothing better, I had to suffer a lot during my son's admission in school). This shows lack of knowledge of parents about the government education policies and their concern related to their child's education.

6. Other facts, Observation and Analysis
In all the four government schools of Delhi, Sarvodaya Vidyalays, majority of students, around 70% live in the same locality near to their school and rest live in adjacent areas. No student's parent is a government employee. If it comes to mothers of these students, except for seven students' mothers all are house wives. In these seven one is ASHA worker, one is beautician, one works in a mall, one keeps

a shop, one has vegetable shop, one is tailor in an export company with her husband and one is a domestic worker. In Kendriya Vidyalaya mothers of all the ten students are housewives.

According to the collected data, Kendriya Vidyalaya R.K Puram except for one student all the students' parents are government employees but the overall performance of all the students is less than the students of SKV-1, TKD. EXTN where any student's parent is not a government employee. It rejects the argument that economic background of parents affects a child's study adversely since they cannot provide all the necessary resources to their children which are needed for studies.

Due to poor socio-economic background, most of the parents do not basic education, hence they can't involve directly into their child's studies. Due to lack of education, they are forced to do manual or labour work. Hence, they know importance of being educated therefore they motivate their children to become efficient, skilled, educated, well settled in a job. Thus, poor socio-economic background profile of a child does not undermine its educational performance, instead, it influences it positively through becoming a source of motivation. For an instance, a girl from SKV-1, TKD. EXTN whose father is a daily wage labourer and the girl wants to become a cardiologist. She was inspired with her father's hard work which motivated her to aim high in life. However, this formula does not work for every child since lack of this motivation was found in boys. Most of the boys did not tell about what was their career goal but all the girls had dreamt about their career goals already.

7. Conclusion

With the time, demand of qualitative education is increasing, hence provisions for imparting qualitative education with inclusion of all the sections of society are of urgent need. Provisions, related to this, have already been chalked out under various education policies but that are either in contrast with students need or not being implemented as per the directions. In this scenario, RTE Act, 2009 has been played crucial role in providing free and compulsory education to all the children aged between 6 and 14 years but its provisions for EWS students is playing role of exclusion instead of inclusion of these students in the education system. This kind of exclusion is increasing due to the failure of achieving educational goals of the RTE Act, 2009. The primary reason of this failure is improper implementation of the policy. After the analysis of aims of various policies, analysis of non-government reports such as PROBE and ASER it is concluded that apt implementation of any policy is the key of achieving the goals of the same. In implementation, first and major responsibility should be taken by the government of a particular state. The state can formulate small but implementable policies which directly improvise the quality of education, second, the state can ensure compulsory or strict guidelines for teacher and parents such as it is compulsory to attend PTMs for every parents and for teachers monthly evaluation of performance of all the students and sending its report to any of two or three higher authorities such as head of schools or vice-principal, mentor teacher or whoever authorities are available in this channel is compulsory. Unlike other states, government of Delhi has brought some small programmes for improving quality of education under its "Education revolution" programme. On the bases of data, related to overall development of the students, it is found that Delhi has achieved some benchmarks in providing inclusive and qualitative education in most of the government schools. This is due to various programmes under "Education revolution" banner and allocation of one-fourth of its total budget, highest in India so far. Although the core area of implementation of these education policies has remained central parts of Delhi, in the peripheral areas functionality these policies is minimal or less effective.

Endnotes

[1] Gurukul System was a residential schooling system whose origin dates back to around 5000 BC in the Indian subcontinent. It was more prevalent during the Vedic age where students were taught various

subjects and about how to live a cultured and disciplined life. Gurukul was actually the home of teacher or Acharya and was the centre of learning where pupils resided till their education got complete.

[2] MDGs or Millennium Development Goals are total eight international development goals adopted in year of 2000 to achieve its aims by the years of 2015 by the United Nations.

[3] SDGs or Sustainable Development Goals or Global Goals are total 17 global goals to attain sustainability in development of future.

[4] This I got to know from a tuition teaching couple in Tughlakabad Village. Their one son was a student of Don Bosco school, Kalkaji New Delhi, under EWS reservation.

[5] School and school building ids are specific identity numbers allotted to the schools and their buildings by Directorate of Education, NCT of Delhi. The separate ids are given to the schools and school buildings because two shifts (morning and evening) running in most of the schools.

References

1. Aggarwal, Y. P. (2000). Primary Education in Delhi: How Much Do The Children Learn?. National Inst. of Educational Planning and Administration.

2. Alur, M. (2001). Some Cultural and Moral Implications of Inclusive Education in India A personal view. Journal of Moral Education, 30(3), 287–292. https://doi.org/10.1080/03057240120077291 (March 10, 2022)

3. ASER. (2014). ASER Centre, Evidence for Action. Available: http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202014/fullasr2014mainreport_1.pdf (March 5, 2019)

4. ASER. (2019). ASER Centre, Evidence for Action. Available: http://img.asercentre.org/docs/ASER%202019/ASER2019%20report%20/aserreport2019earlyyearsfinal.pdf (March 5, 2019)

5. Bisht, Deepa. (2014). "Inclusive Education: Policies, Programmes and Barriers" in Kumar, Rajive & Kumar, Narendra. Elementary Education in India. New Delhi: Atlantic Publishers and Distributers. pp. 100-112.

6. Chakraborti-Ghosh, S. (2017). Inclusive Education in India: A Developmental Milestone from Segregation to Inclusion. Journal of Educational System, 1(1), 53–56. https://www.researchgate.net/profile/Sumita-Chakraborti-Ghosh/publication/325066998

7. Chowdhury, D. R. P. (2016). Ancient India and Inclusive Education. Issues and Ideas in Education, 4(2), 131-139. http://doi.org/10.15415/ii.2016.42010 (June 7, 2022)

8. Das, A. K. (2013). Inclusive Education in India: Are the Teachers Prepared? International Journal of Special Education, 28(1), 10.

9. DoE, www.edudel.nic.in, (February 3, 2020).

10. Education Booklet (2018), Directorate of Education, NCT of Delhi, New Delhi.

11. educationforallinindia.com/page87.html (February 5, 2020)

12. Govinda, R. (Ed.). (2011). Who Goes to School? Exploring Exclusion in Indian Education. Oxford University Press.

13. https://rkpuramsec2.kvs.ac.in/ (November 24, 2020.

14. Jha, Madan Mohan. (2006). "Inclusive Education in the Context of Common Schools: A Question of Equity, Social Justice and School Reforms" in Kumar, Ravi. The Crises of Elementary Education in India. New Delhi: Sage Publications India Pvt Ltd. pp. 266-300.

15. Kalyanpur, M. (2008). Equality, quality and quantity: Challenges in inclusive education policy and service provision in India. International Journal of Inclusive Education, 12(3), 243–262. https://doi.org/10.1080/13603110601103162 (April 27, 2022)

16. Kohama, A. (2012). Inclusive Education in India: A Country in Transition [University of Oregon]. Available: https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/e/13135/files/2012/12/INTL-UG-Thesis-Kohama.pdf (July 7, 2022)

17. Kumar, R. (2006). The Crisis of Elementary Education in India. SAGE Publishing India.

18. Mamta. (2017). "Education as a Fundamental Right for Economically Weaker Section: A Case Study in a School in Delhi" in Idnani, Deepa. Right to Education and Schooling. New Delhi: Rawat Publications. pp. 86-97.

19. Ministry of Law and Justice. (2009). The Right of Children to Free and Compulsory Education Act, 2009. MHRD, India. Available: https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf (February 20, 2019)

20. Mohan, J. M. (2010). From Special To Inclusive Education In India: Case Studies Of Three Schools In Delhi. Pearson Education India.

21. Nambissan, Geeta B. (2006). "Terms of Inclusion: Dalits and the Right to Education" in Kumar, R. (Ed.). (2006). The Crisis of Elementary Education in India. SAGE Publishing India. pp.224-265.

22. Niti, & Singh, P. R. (2021). Inclusive Education in India –Concept, Need and Challenges. International Journal of Social Science & Management Studies, 7(7), 97–103.

23. NITI, Aayog (2021). National multidimensional poverty index: Baseline report. NITI Aayog.

24. PROBE, (Eds.). (1999). Public report on basic education in India. Oxford University Press.

25. Ramachandran, V. (2004). Gender and Social Equity in Primary Education: Hierarchies of Access. SAGE Publications India.

26. Rao, D. J. (2011). Elementary Education in India: Status, Issues and Concerns. Viva Books.

27. Sanjeev, K., & Kumar, K. (2007). Inclusive Education in India. Electronic Journal for Inclusive Education, 2(2).

28. Singal, N. (2005). Mapping the field of inclusive education: A review of the Indian literature. International Journal of Inclusive Education, 9(4), 331–350. https://doi.org/10.1080/13603110500138277 (March 8, 2021)

29. Singh, J. D. (2016). Inclusive education in India–concept, need and challenges. S. No. Paper Title Author Name Page No., 97.

30. Sharma, R., & Ramachandran, V. (Eds.). (2009). The Elementary Education System in India: Exploring Institutional Structures, Processes and Dynamics. Routledge.

31. Sisodia, M. (2019). Shiksha: My Experiments as an Education Minister. Penguin Random House India Private Limited.

32. SEQI. (2019). NITI Ayog. Available: https://www.niti.gov.in/sites/default/files/2019-09/seqi_document_0.pdf (February 10, 2021).

33. UNICEF, Inclusive Education, Available: https://www.unicef.org/education/inclusive-education. (June 30, 2022).

34. World Conference on Special Needs Education: Access and Quality; final report -. (1994). UNESCO. Available: https://unesdoc.unesco.org/ark:/48223/pf0000110753 (June 30, 2022)

35. World Education Forum in Dakar, Senegal, 26-28 April to Boost Drive for Education For All. (26-28 April). United Nations. Available: https://www.un.org/press/en/2000/20000411.soc4543.doc.html (June 30, 2022)

36. www.aamaadmiparty.org (June 17, 2020).

37. www.aamaadmiparty.org, (June 17, 2020).

38. Zelliot, E. (2002). "Experiments in Dalit Education: Maharashtra, 1850-1957". In Bhattacharya, S. (Ed.). Education and the Disprivileged: Nineteenth and Twentieth Century India. Sangam Books. Pp. 35-49.

39. 86th Constitutional Amendment Act. (2002). Article 21-A Right to Education, New Delhi: MHRD.