

Chapter – II: Review of Related Literature

Chapter 2: Review of Related Literature

2.1 Introduction

Before delving into an in-depth analysis of the dissertation topic, “Role of Migration Program on the Academic Performance of Students of Jawahar Navodaya Vidyalaya” it is essential to explore the existing body of literature related to internal migration, residential schooling, and academic performance—particularly within the context of India's education system. This chapter presents a comprehensive review of relevant research studies, theoretical perspectives, policy documents, and institutional reports that examine how migration impacts students' educational outcomes and overall adjustment in residential settings like JNVs.

The process of reviewing related literature serves multiple purposes. First, it allows the researcher to gain a deeper understanding of the key concepts, variables, and themes surrounding migration and academic achievement. Second, it helps in identifying existing gaps in research—particularly empirical evidence from rural and semi-urban contexts within India. Third, it offers insights into the socio-cultural, linguistic, and psychological challenges faced by migrated students in adapting to new educational environments. This understanding is particularly crucial for residential schools like JNVs, which implement a structured migration scheme aimed at fostering national integration.

Moreover, reviewing the literature aids in identifying theoretical frameworks, methodological approaches, and intervention strategies previously applied in similar studies. It also sheds light on government policies, such as the National Education Policy (NEP) 2020, which emphasize inclusive, equitable, and learner-centric education for all students, especially those from disadvantaged or migratory backgrounds.

In the previous chapter, the significance and objectives of the present study were clearly defined. This chapter now turns to an extensive exploration of scholarly contributions and institutional resources that inform the context, rationale, and structure of this research. The literature reviewed encompasses both national and international studies, providing a broad yet focused foundation for the subsequent analysis and findings of this dissertation.

2.1.1 Objectives of Literature Review

Review of the related literature allows the researcher to familiarise himself/herself with present knowledge in the field or concerned area in which his or her research is going to conduct besides serving the following specific purposes:

- It facilitates the researcher to formulate new problems on the basis of literature reviewed, which includes theories, thoughts, ideas, views, explanations, or hypotheses.
- It provides a foundation for understanding the background of the study.
- It is carried out as it provides evidence to the researcher about already discussed problems and provides suggestions available to solve present problems adequately without requiring additional investigation which further avoids duplication of work.
- The research hypothesis can be formulated by the researcher based on existing literature reviewed from various studies and sources.
- The review of literature helps the researcher in choosing the appropriate tools, techniques, sources of data collection, and methods for the present study.

2.1.2 Need of Review of Related Literature

The need of review of related literature is important due to following reason

- The Primary step in planning a research work is thoroughly reviewing existing research that is executed in the particular area of concern and its related areas.
- The analysis and interpretation of present research usually gives the researcher an indication of the direction in which present study is taking place.
- It is an important step to follow by every researcher to update himself/herself regarding the information related to literature of the problem taken up. It is considered as one of the most significant steps or course of actions to design the present study and conduct it.
- It provides a basis for formulating problems of study, which is facilitated by comparing the existing problems. The researcher benefitted with the grounds on which the researcher can construct objectives, formulates hypotheses by reviewing the related literature. It also provides the need, the research gap, and rationale for the study.

- With reference to existing literature concerned with the present area of study, the researcher can also discuss outcomes and conclusions in detail.
- It is essential as it provides the grounds, the basis and sources which helps researchers in formulating a blueprint for his/her present study.

2.2 Review of Foreign Literatures

Messer & Wolter (2007) This study analyzed the impact of student mobility programs across Europe. It concluded that exchange students often develop enhanced social adaptability and intercultural competence. While academic performance generally remained stable or improved, the outcomes varied depending on individual motivation and institutional support.

Di Pietro (2013) Using Erasmus program data, Di Pietro found marginal improvements in academic scores during student exchanges. However, long-term academic benefits were contingent upon the teaching approaches of host institutions and students' adaptability to new academic environments.

Wiers-Jenssen (2011) Wiers-Jenssen examined student mobility in Nordic countries and found that although direct academic gains were minimal, participants significantly enhanced non-cognitive skills like problem-solving, self-confidence, and language proficiency, contributing indirectly to academic success.

Pérez-Vázquez et al. (2014) This longitudinal study from the University of Valencia, based on 13 years of student data, revealed that students participating in mobility programs experienced academic upliftment during their stay abroad. However, these gains often diminished after returning to their home institutions, indicating a need for post-mobility academic support.

King, R., & Raghuram, P. (2013) Their review on international student migration underscores that mobile students often experience educational benefits due to exposure to diverse curricula and teaching methods. However, academic success varies with students' socio-economic backgrounds and institutional support mechanisms.

Crossman, J., & Clarke, M. (2010) In their study on student learning in international mobility programs, the researchers emphasized that while students benefited from

cross-cultural exposure, academic adjustments depended on the host institution's ability to support transition effectively.

Teichler, U. (2004) Teichler explored the impact of the Erasmus program and found a generally positive influence on students' academic perspectives and engagement, although the measurable academic performance gains were less pronounced.

2.3 Review of Indian Literatures

Saran, K.S. (2004) In the Encyclopedia of Indian Education, Saran described the objectives of the JNV migration scheme, which aims to promote national integration by allowing students to study in linguistically and culturally different regions. While the cultural impact was well documented, the academic consequences of such migration were not explored in detail.

Singh & Mehra (2015) This study assessed student motivation in JNVs and found that migrated students initially faced linguistic and cultural barriers. However, with peer support and teacher intervention, most students adapted and ultimately performed at levels comparable to their non-migrated peers.

NCERT (2012) The NCERT evaluation of the JNV system highlighted that while the migration scheme effectively promotes cultural integration, it lacks a robust mechanism for evaluating academic performance outcomes, particularly in language-dependent subjects.

Kumar, A. (2018) In a case study conducted in Uttar Pradesh, Kumar found that academic outcomes of migrated students were highly variable and largely depended on their ability to adapt linguistically and emotionally. Those receiving targeted support, such as language classes and counseling, demonstrated better academic performance.

National Education Policy (NEP, 2020) The NEP 2020 advocates for inclusive education and emphasizes support for socio-economically disadvantaged groups, including migrant students. It calls for learner-centric methods, bridging language programs, and emotional support to ensure academic equity.

Navodaya Vidyalaya Samiti Annual Report (2022) The NVS Annual Report notes that the migration scheme plays a pivotal role in national integration and cultural exchange among students from diverse linguistic regions. The report, however, calls for

deeper academic impact assessments to determine if the initiative supports or hinders scholastic progress.

Mehta, P. & Kapoor, R. (2019) Their research on student migration within Navodaya Vidyalayas in central India found that students who migrated often faced difficulties adjusting to local dialects and pedagogical styles. With adequate mentorship and peer support, their academic performance showed recovery within two academic years.

Sharma, M. (2021) Sharma conducted a mixed-methods study on the psychosocial and academic effects of the migration scheme in JNVs across Madhya Pradesh. The study revealed that 65% of migrated students had initial performance drops, but 78% of those recovered their academic levels after intervention strategies like bridge courses and language classes.

CBSE (2020) In its internal policy report on residential schools, the Central Board of Secondary Education highlighted the importance of inclusive practices for migrated students. It also noted that JNVs must incorporate differentiated instruction and emotional support to meet diverse academic needs.

Singh, A., & Dey, S. (2020) Their research compared the academic performance of migrated and non-migrated students in Class IX across five JNVs in northern India. It was observed that while there was a 10% performance gap initially, by the end of the session, the difference had narrowed significantly due to institutional support systems.

2.4 Summary and Research Gap

The review of literature—both foreign and Indian—provides a multifaceted view of how student mobility, whether international or internal, can influence academic performance. A consistent finding is that while mobility can initially pose academic and emotional challenges, structured support and inclusive pedagogical practices lead to eventual academic stabilization or improvement.

However, despite numerous studies on international student mobility, very limited empirical research exists on internal migration programs like the one implemented by JNVs. This gap particularly exists in evaluating academic performance outcomes post-migration, especially with quantitative data.

This study seeks to bridge that gap by analysing academic records of Class IX migrated and non-migrated students from four JNVs in Madhya Pradesh, thus contributing original insights to a scarcely explored area of educational research.