

A Study of Issues and Challenges in Education of Learners of Disadvantaged Groups of Jawahar Navodaya Vidyalayas

A Dissertation submitted to **Barkatullah University, Bhopal**

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DECLARATION

I do hereby declare that this study entitled “**A Study of Issues and Challenges in Education of Learners of Disadvantaged Groups of Jawahar Navodaya Vidyalayas**” has been undertaken by me in partial fulfilment of the requirement for the degree of Three – Year Integrated B.Ed.-M.Ed. course 2022-2025. The study has been conducted under the guidance and supervision of **Prof. I. B. Chughtai, Professor of Education, Department of Education, RIE Bhopal.**

I further declare that the dissertation has not been submitted earlier by me or other for any degree earlier in the Barkatullah University or any other Universities.

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CERTIFICATE

This is to certify that **Mr. Md. Pervej Alam**, a student of Three – Year Integrated B.Ed.-M.Ed. course session 2022-2025 of RIE, Bhopal has worked under my supervision and guidance for the dissertation on the topic, “**A Study of Issues and Challenges in Education of Learners of Disadvantaged Groups of Jawahar Navodaya Vidyalayas**”. I further certify that this work is original and worthy of presentation in partial fulfilment of the requirement of degree of **Three – Year Integrated B.Ed.-M.Ed. of Barkatullah University, Bhopal**. The present study is an outcome of his efforts.

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Chapter -I

Introduction

1.0.0 Introduction

A population group at risk of education exclusion as result of sex, location, poverty, disability, ethnicity, language, migration, displacement or other characteristics.

- *Global Education Monitoring Report (UNESCO)*

1.1.0 Disadvantaged Groups

As per National Education Policy 2020 - Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, learners in vulnerable situations, victims of or learners of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).

Learners of Disadvantage groups face a myriad of issues and challenges that hinder their development and integration into mainstream society. One of the primary concerns is the lack of access to quality education, leading to limited opportunities for skill development and employment. This is exacerbated by inadequate infrastructure, insufficient resources, and a shortage of trained teachers in schools catering to these groups. Furthermore, these communities face significant health challenges, including limited access to healthcare facilities, inadequate sanitation, and poor nutrition. This results in higher mortality rates, malnutrition, and a range of health problems that further entrench their disadvantage. The absence of social security measures and lack of access to government schemes and programs also leaves them vulnerable to economic shocks and exploitation.

Discrimination and social exclusion are pervasive, with these groups facing bias and prejudice in various aspects of life, including education, employment, and social interactions. This perpetuates a cycle of poverty and disadvantage, making it challenging for individuals to break free from their socio-economic circumstances. The lack of representation and participation in decision-making processes further marginalizes these groups, denying them a voice in shaping policies and programs that affect their lives. In addition, socio-economic disadvantage groups in India face significant barriers in accessing credit, technology, and markets, hindering their ability

to engage in productive economic activities. The absence of social and economic safety nets means that they are often forced to rely on informal and exploitative mechanisms, perpetuating their disadvantage. Climate change and environmental degradation also disproportionately affect these communities, threatening their livelihoods and well-being.

1.2.0 About Jawahar Navodaya Vidyalaya

The National Policy on Education-1986 envisaged setting up of residential schools, to be called Jawahar Navodaya Vidyalaya, that would bring out the best of rural talent. It was felt that learners with special talent or aptitude should be provided opportunities to progress at a faster pace by making good quality education available to them irrespective of their capacity to pay for it. Such education would enable students from rural areas to compete with their urban counterparts on an equal footing; seamlessly assimilating and integrating them into the mainstream of the society. Navodaya Vidyalaya System which began as a unique experiment, is today unparalleled in the annals of school education in India and elsewhere. Its significance lies in the selection of talented rural learners as the target group and the attempt to provide them quality education comparable to the best in a residential school system.

1.2.1 Objectives of Navodaya Vidyalaya Samiti

To establish, endow, maintain, control and manage Jawahar Navodaya Vidyalayas (hereafter called the 'JNVs') and to do all acts and things necessary for or conducive to the promotion of such schools which will have the following objectives:

- to provide good quality modern education-including a strong component of culture inculcation of values, awareness of the environment, adventure activities and physical education- to the talented learners predominantly from the rural areas without regard to their family's socio-economic condition,
- to provide facilities, at a suitable stage, for instruction through a common medium, viz., Hindi and English, all over the country,
- offer a common core-curriculum to ensure comparability in standards and to facilitate and understand the common and composite heritage of our people,
- to progressively bring students from one part of the country to another in each school to promote national integration and enrich the social content,

- to serve as a focal point for improvement in quality of school education through training of teachers in live situations and sharing of experiences and facilities,
- to establish, develop, maintain and manage hostels for the residence of students of JNVs,
- to aid, establish and conduct other institutions as may be required for the furtherance of the Society's objects in any part of India, and
- to do all such things as may be considered necessary, incidental or conducive to the attainment of all or any of the objects of the society.

Admission in JNVs is primarily for learners from the rural areas, with provision of at least 75% seats for rural learners. Seats are reserved for learners from SC& ST communities in proportion to their population in the district but not less than the national average. 27% reservation is provided to the OBC students over and above reservation of SCs& STs. 1/3 of the seats are filled by girl students. 3% of the seats are reserved for PH categories. JNVs aim at inculcating values of national integration through migration scheme. Migration is an inter-regional exchange of students between Hindi and Non-Hindi speaking districts, which takes place for one academic year in Class-IX. Efforts are made to promote better understanding of the unity in diversity and to develop and promote understanding of the rich cultural heritage through various activities.

1.3.0 Historical Background of Addressing Issues and Challenges of Disadvantaged Groups

Post-independent India has witnessed a plethora of policies, commissions, 5-Year Plans, and committees aimed at addressing the socio-economic challenges faced by disadvantaged groups. The Constitution of India itself provides safeguards for Scheduled Castes (SCs), Scheduled Tribes (STs), and Other Backward Classes (OBCs) through reservations in education, employment, and political representation. The Kaka Kalelkar Commission (1955) and Mandal Commission (1980) recommended reservations for OBCs, while the Sachar Committee (2006) identified socio-economic disparities faced by Minorities, leading to the Ranganath Misra Commission's (2007) recommendation of reservations for Minorities. The National Advisory Council (2010) focused on inclusive growth and social protection, emphasizing the need for targeted interventions. Successive governments have implemented various programs and schemes to address the socio-economic challenges faced by disadvantaged groups.

The Jawaharlal Nehru National Urban Renewal Mission (JNNURM) and Bharat Nirman aimed at urban and rural infrastructure development, while the National Rural Livelihoods Mission (NRLM) focused on promoting livelihoods for rural poor. The Pradhan Mantri Jan-Dhan Yojana (PMJDY) and Stand-up India initiatives aimed at financial inclusion and entrepreneurship development.

The 5-Year Plans have consistently emphasized the need for inclusive growth, social justice, and equality. The 11th Five-Year Plan (2007-2012) focused on "Inclusive Growth," while the 12th Plan (2012-2017) emphasized "Faster, More Inclusive and Sustainable Growth." The 13th Plan (2017-2022) prioritized "Transforming India" through inclusive growth, social protection, and targeted interventions.

Committees like the National Commission for Scheduled Castes (NCSC), National Commission for Scheduled Tribes (NCST), and National Commission for Backward Classes (NCBC) monitor and evaluate progress, making recommendations for improvement. The Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs, and Ministry of Minority Affairs have been established to specifically address the concerns of disadvantaged groups.

The National Policy on Education (NPE) 1986 was a landmark policy aimed at addressing the socio-economic disparities in education. The policy recognized the need to address the educational needs of disadvantaged groups, including Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), minorities, and women. To address these challenges, the NPE 1986 made several recommendations. The policy emphasized the need for equalization of educational opportunities, ensuring that all students, regardless of their socio-economic background, have access to quality education. The policy also recommended the recruitment of teachers from these communities to serve as role models and to ensure cultural sensitivity. The NPE 1986 recognized the importance of vocational education and training in enabling disadvantaged groups to acquire employable skills. The policy recommended the establishment of vocational training centers, especially in rural areas, to provide training in traditional crafts, agriculture, and other skills relevant to the local economy.

The Right to Education (RTE) Act, 2009, (2012) is a landmark legislation aimed at ensuring that all learners in India, regardless of their socio-economic background, have access to quality education. The Act makes several recommendations to address the issues and challenges faced

by learners from socio-economic disadvantage groups. The RTE Act emphasizes the importance of free and compulsory education for all learners between the ages of 6 and 14, regardless of their socio-economic background. This ensures that learners from disadvantaged groups have access to education without any financial burden. The Act recommends the establishment of neighborhood schools, ensuring that learners from disadvantaged areas have access to schools within their vicinity. The Act emphasizes the need for inclusive education, ensuring that learners from disadvantaged groups, including those with disabilities, have access to quality education. The RTE Act provides for a grievance redressal mechanism, ensuring that learners from disadvantaged groups have a platform to voice their concerns and seek redressal.

Samagra Shiksha 2018-19 is a flagship program of the Government of India aimed at addressing the educational needs of learners from socio-economic disadvantage groups. The program recommends several measures to address the issues and challenges faced by these learners. Samagra Shiksha emphasizes the need for inclusive education, ensuring that all learners, regardless of their socio-economic background, have access to quality education. The program recommends the establishment of special schools, hostels, and scholarships for disadvantaged groups, including Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), and minorities.

Despite these efforts, issues and challenges in education persist, and new initiatives are needed to address emerging issues. The post-independent policies, commissions, 5-Year Plans, committees, RTE ACT -2009 and Samagra Shiksha have laid a foundation for addressing socio-economic disadvantage, but sustained commitment and innovative solutions are required to ensure inclusive growth and social justice for all.

1.4.0 A Brief Status of Overview of ‘SEDGs’ in NEP-2020

6.2.1. According to U-DISE 2016-17 data, about 19.6% of students belong to Scheduled Castes at the primary level, but this fraction falls to 17.3% at the higher secondary level. These enrolment drop-offs are more severe for Scheduled Tribes students (10.6% to 6.8%), and differently-abled children (1.1% to 0.25%), with even greater declines for female students within each of these categories. The decline in enrolment in higher education is even steeper.

6.2.2. A multiplicity of factors, including lack of access to quality schools, poverty, social mores & customs, and language have had a detrimental effect on rates of enrolment and retention among the Scheduled Castes. Bridging these gaps in access, participation, and learning outcomes of children belonging to Scheduled Castes will continue to be one of the major goals. Also, the Other Backward Classes (OBCs) which have been identified on the basis of historically being socially and educationally backward also need special focus.

6.2.3. Tribal communities and children from Scheduled Tribes also face disadvantages at multiple levels due to various historical and geographical factors. children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and academically. While several programmatic interventions to uplift learners from tribal communities are currently in place, and will continue to be pursued, special mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions.

6.2.4. Minorities are also relatively underrepresented in school and higher education. The Policy acknowledges the importance of interventions to promote education of learners belonging to all minority communities, and particularly those communities that are educationally underrepresented.

6.2.5. The Policy also recognizes the importance of creating enabling mechanisms for providing Children With Special Needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child.

6.2.6. Separate strategies will be formulated for focused attention on reducing the social category gaps in school education as outlined in the following sub-sections.

The National Education Policy (NEP) 2020 makes several provisions to address the issues and challenges in education faced by learners from socio-economic disadvantage groups in India. Some of the basic provisions include emphasis on inclusive education, targeted interventions for disadvantaged groups, to address their unique challenges, establishment of Special Education Zones in disadvantaged areas, emphasis on vocational education, increased scholarships, teacher training, community engagement, technology-enabled learning, robust monitoring and evaluation frameworks, increased allocation, collaboration and partnerships.

1.5.0 Need of The Study

Despite these efforts, issues and challenges of the learners of disadvantaged groups persist, thus purpose of this study is to identify the issues and challenges faced in education of learners of disadvantaged groups in JNVs.

1.6.0 Statement of The Problem

The problem is stated as follow, **“A Study of Issues and Challenges in Education of Learners of Disadvantaged Groups of Jawahar Navodaya Vidyalayas”**.

1.7.0 Objectives of The Study

This study will be carried out in PM Shri Jawahar Navodaya Vidyalaya, Lalmatia, Godda, Jharkhand. The objectives of this study are: -

- I. To study the issues and challenges in education faced by female students.
- II. To study the issues and challenges in education faced by students of Socio- Cultural groups.
- III. To study the issues and challenges in education faced by rural and urban students.
- IV. To study the issues and challenges in education faced by Children With Special Needs (CWSN).
- V. To study the issues and challenges in educating learners of Disadvantaged groups faced by teachers.

Chapter -II

Review of Related Literature

2.0.0 Introduction

The prime purpose of the review of related literature is to know what is already known in the selected area of interest. This significant step of research process helps the researcher to keep abreast of latest developments by examining the latest scholarly works carried out by others in the same field.

The purpose of the review of related literature is to build up the content and the background as well as to provide a basis for formulation of hypothesis/research question, since good research is based upon the relevant evidences that are known in the area of research for comprehensiveness. It is essential that new work be based and built on what has already been accomplished.

The review of related literature helps the researcher to delimit and define his/her problem avoiding duplicating well established findings. It gives the investigator an insight into the program and research methodology.

As the in this study attempt has been made to investigate the topic **“A Study of Issues and Challenges in Education of Learners of Disadvantaged Groups of Jawahar Navodaya Vidyalayas”**.

2.1.0 Review of Related Studies

This contains a summary of research regarding issues and challenges in education of learners of disadvantaged groups. There is extensive theoretical literature on issues and challenges of disadvantaged groups from position statement to scientific research data that were deemed appropriate for the understanding of this study. Summaries of these studies in the following sections are intended to build support and context for this investigation. The review of literature covers a number of thematic areas related to issues and challenges in education of learners of disadvantaged groups of Jawahar Navodaya Vidyalayas.

Megha khare (2022) contributed understanding about the issues and challenges faced by the teachers, disadvantaged group students and their parents to follow the Right to Education Act 2009. In this study, the researcher found that no issues and challenges faced by the teachers, students of RTE act mainly in urban area. But in this study, some issues and challenges were

faced by the students of disadvantaged group and their parents in the rural areas. Some teachers faced the problem due to the lack of literacy of parents of disadvantaged group students in the PTM of school. In rural area, students under RTE Act faced the problem in learning: therefore, they required tuition or extra efforts of teachers due to the lack of resources as well as not well-trained teachers available in that area. But there was no discrimination between the students in the classroom.

Only the changes in the behavior between the students because of their adolescence stage of growth. Even every parent was satisfied with the behavior of teachers and their way to give the information and suggestion for their child's progress. In this study, the researcher was also found the difference in the responses between the male and female teachers for disadvantaged group students. The percentages of some activities of disadvantaged group students were different in the case of male and female teachers.

Neena Dash (2018) felt the need of improving educational status of tribal children in EMRS, Regular teaching and supporting staffs should be appointed immediately. Activities should be arranged to develop the students' English knowledge. Regular pay scale with service condition should be provided to teachers. After every five years promotion policy should be given to the teachers. Adequate TLM should be supplied in each classroom of EMRS.

Saraswati Hansdah (2016) conducted a study on the Impact of Residential Schools and Current Challenging Issues of Tribal Education in Odisha. The study founded that some children never saw their families again, through death or not being able to go home during the summer. When they did go home – nothing was the same and they did not fit into community life. The best years of their lives (their childhood) were taken away from them when they were incarcerated in the residential schools, where they had to work in all kinds of weather without proper attire. The children had no one to turn to when they needed to be comforted. They had no one to tell them that they were loved. These losses to the mental, emotional, physical and spiritual well-being of the children who attended residential schools have impacted our communities intergenerationally right up to the present day.

The residential schools taught Aboriginal children that the story-telling of their parents and grandparents and their Elders, were not true. The priests and nuns told the children that they were make-believe stories and they were to forget anything they were told by their relatives. Many

legends and valuable histories of Aboriginal peoples were lost in this way. The residential schools taught Aboriginal children that their rituals, coming-of-age ceremonies, and seasonal ceremonies were works of the devil. Consequently, when many Aboriginal peoples left the schools, they did not want to have anything to do with their traditions or their culture. To Aboriginal peoples, their family, extended family, community and nation had been of utmost importance, now they were ashamed of their families and themselves for being Aboriginal. They were forbidden to speak their Aboriginal languages, under threat of corporal punishment. Their self-esteem was undermined when they were told that their languages were primitive. Many children forgot their languages and adopted the language of the dominant society.

Dr Elizabeth Gangmei and I. P. Gowramma (2017) suggested that teachers education provisions should be affiliated to existing training institutes of the general universities. Or else, there should be provision for a separate system of training for them. The state level in-service teacher development programmes of the state have to include teachers from the minority educational institutions regularly.

Joshen Joji Ottaplackal and K. Anbu (2022) conducted a study on “Issues and Challenges of School Education Faced by Tribal Students in India: A Critical Review” and found that education opens the door of opportunity from ignorance, leads from oppression to freedom. Education is imperative for a nation to develop and progress. Governments were relatively successful in bringing educational opportunities to the most marginalized section of Indian society throughout the years. But still, some gaps need to be overcome. Issues and Challenges facing tribal education are multifaceted. It requires a concerted effort from all the related stakeholders to readdress those issues. Sen (2000) through his capability approach states that freedom and development go hand in hand. One will complement the other. True freedom in the case of education for tribal can be having all the necessary means to achieve education. For wholistic development of tribals, their language, identity or culture cannot be discarded on the process of accessing education, while preservation and recognition of their uniqueness could enhance the result of being educated.

Satyasavitri V. B. and Dr. P. M. Honakeri (2018) analyzed that education is the key for tribal development in India. But tribal children had low level participating in the field of education. Though the tribal development is taking place in India but the increasing rate is very slow. If the

government will not take this problem seriously, the tribal education will become distress and despair. So, it is the time to think seriously that the tribal education and inclusive growth. Thus, there is an urgent need of thinkers, planners and policy makers to put efforts to address the problem and allocate more funds from central and state budget for tribal education. Easy access and more opportunities should be given to tribal children in order to bring them to the main stream of economic development.

Dilip Kumar (2021) brought out a number of problems of using educational problems in the study area which were as follows- The educational level of Scheduled Caste people was not satisfactory in the studied area. They had a low educational status. The enrolment and retention of scheduled caste students goes lower and dropout rate goes higher as the level of classes goes higher. The literacy rate of scheduled caste students at primary level is 63%, secondary level was 45% and higher level was only 12%. Illiteracy of parents was a big problem that the scheduled caste students face for upgrading their educational life. Another major problem of scheduled caste students was poverty. Their parents involve in low paid manual income which they cannot give effort to fulfill their children needs. Lack of interest of students was one of the major issues for their low level of achievement in the field of education. Lack of guidance of scheduled caste students was another problem for low achievement in the level of education. Most of the scheduled caste people were not aware about their rights and opportunities.

A large percentage of SC students were deprived of government funds and incentives. Another big problem of scheduled caste students was unhealthy family environment. Most of the fathers are addicted to alcohol and beverage items that creating the mental insecurity in their family atmosphere. Guardian unconsciousness was of the important factor for their minimum level of achievement. They had little knowledge relating to modern society. Lack of progressive outlook and under privileged conditions to motivate the students towards receiving their optimum level of education. Socio economic condition was not good in the studied area. Majority of the people involved in fishing, agriculture and bonded labour.

Based on the study, it was concluded that majority of the scheduled caste people are having low literacy status which in turn causes for backwardness with illiteracy, poverty, lack of awareness, lack of guidance etc. In spite of affirmative action with various education as well as development programmes and policies, the status of scheduled caste people has not improved to the desired

level in the studied area. It is very important to give special attention towards scheduled caste people for overall up gradation in the different fields of their lives.

Evelin Mary Raj (2021) aimed at exploring the challenges that Deaf students encounter in completing an online program. The most common challenges experienced in online learning include: technological gap, lesser direct interaction between instructor and students. and reduced practical ability, where learning and demonstrating work in an online learning setting proved to be especially difficult. Online learning programmes may suit the needs for accessibility and convenience of hearing-impaired students if the resources are enhanced.

Sapna Godia (2023) found that very few number of assistive devices were available to the differently abled students in schools. The results of the data analysis revealed that there was only 16 % availability of these assistive devices where as there is 84 % non-availability of these devices for differently abled students in schools. The availability percentage of these devices was comparatively high in the schools which were located in urban area and very poor availability had been noticed in the schools of rural area. So many factors were affecting the unavailability of assistive devices in the schools such as funding, underlying differences in education policies, socio-economic and political conditions.

In this study, teachers had expressed their main concern over lack of funding to provide the assistive devices to differently abled students according to their needs. They also recommend for the appointment of special educators as per the need of students in schools and when it comes to the usage of these devices, teachers were lacking the requisite knowledge and abilities about how to use the devices due to the lack of special educators. In some private schools, teachers had not been informed about the training programmes conducted specially on inclusive education policies by Central/ State organizations. The teachers had expressed their interest in participating in such training programmes.

Manisha Rath (2021) revealed that majority of the teachers were having medium awareness regarding learning disability among children.

Swati Rai (2020) found that 75.88% of the students were creating an inclusive culture in the school and 63% of the students think that the school was producing inclusive policies. Only 52.57% of the students were evolving inclusive practices and School was creating almost 80% of

an inclusive culture, producing 3/4th of the inclusive policies and evolving 75% of the inclusive practices. 63% of students were aware about the inclusive education. Almost 80% of the school creates an inclusive culture but less than 50% of the school had barrier free infrastructure for CWSN.

Jeewika Upwar (2020) concluded that there were some differences between in social, economy, and family background shows by the study. This plays the vital role in mental health of adolescent girls during school environment. This study shows that everyone was different from each other and everyone was special in their own ways but adolescent girls get to understand this and never take any pressure regarding to their socio-economic background.

Kartika Singh (2017) concluded that the mean score of adjustment of CWSN students, with normal students and with teachers all were in the high category of adjustment and maximum percentage (%) of adjustment CWSN students, with normal students and with teachers were also in high category of adjustment. She found that there was significant difference between adjustment of CWSN boys and CWSN girls and normal boys and normal girls with CWSN in inclusive school and male teachers and female teacher's adjustment with CWSN in inclusive school. From mean, it was evident that the adjustment of CWSN girls was better than CWSN boys. From mean, it was evident that the adjustment of the normal girls is better than the normal boys with CWSN. From mean, it was evident that the adjustment of female teachers with CWSN was better than the male teachers with CWSN inclusive school. Researcher found that some problems faced by CWSN in inclusive education which most of them ramp, infrastructure and unfriendly behavior of the normal peers.

Anamika Chauhan (2022) identified major challenges and barriers for girl students in higher education. Result indicates the sex biases as major problem for maximum girls at home and society level followed by early age marriage and financial problem, which was found as significantly affecting factor for girl's education. The household chores at home were also reported as the factor affecting education of girls. The girl students were highly motivated to avoid higher education. At college level, financial problem was major factor affecting girl's education followed by transportation, co-educational problem, gender discrimination, physical harassment problem a college level was reported as factors affecting girl's higher education.

Ferrando Lyngdoh Nonglait and E. B. Myrthong (2021) conducted research with the aim of studying the problems and challenges of rural students in Meghalaya experience in their pursuit of higher education and their strategies for coping with those problems and challenges. The findings of the study revealed that rural students faced a variety of problems regarding their psychological aspects, socio-cultural backgrounds, economic status, the quality of teachers, and the quality of physical infrastructure in their pursuit of higher education. Further, this study found that rural students were facing a variety of challenges when making the transition into college, in migrating and adjusting to a new place, and in overcoming the language and communication challenges in higher education. Besides, this study also found that rural students had adopted several strategies to cope with the different problems and challenges they encountered in their pursuit of higher education.

This chapter has discussed the studies conducted over the years on issues and challenges in education of disadvantaged groups. The review helped confirm the variables of the study and supported need for study. It also facilitated method the finalization of the method of study. The following chapter discusses the research methodology adopted for the present study.

Chapter – III

Research Methodology

3.0.0 Introduction

Research involves the systematic procedure by which the researcher starts from initial identification of the problem to its final conclusion. The methodology employed play crucial role in accomplishment of the objectives sub sequentially determined to the quality of research. The current chapter includes selection of sample studies, variable design of the study tools utilized for data collection.

3.1.0 Population

The population of the present study comprises all the learners of disadvantaged groups of Jawahar Navodaya Vidyalaya, Lalmatia, Godda, Jharkhand.

3.2.0 Selection of Sample

A sample is a small proportion of the population that is selected for study. Sampling is a process by which a relatively small number of individuals or measure of individual, object, or event is selected and analyzes in order to study the entire population from which will be select.

According to the **Brog and Gall (1983)**, “the larger group we wish to learn is called population, whereas the smaller group we actually called sample”. Thus, sample is a portion represents the population.

A good sample must be as clearly the representation of entire population as possible and ideally it must provide the whole of the information about the population as from which the sample has been drawn.

The study was conducted on the learners of disadvantaged groups of class 8th to 10th and teachers of Jawahar Navodaya Vidyalaya, Lalmatia, Godda, Jharkhand.

Table 3.2. Details of total samples of the study

S.NO.	SAMPLES	Total numbers
1.	Female students	40
2.	Socio-cultural group students	40
3.	Rural and urban students	40
4.	CWSN Students	09
5.	Teachers	11

3.3.0 Variables of The Study

“A variable is a concept – a noun that stands for variation within a class of the objects such as achievement, motivation, running speed” (Frankel & Wallen, pp46).

In this present study the variables were:

- Issues and Challenges (DV)
- Learners of Disadvantaged Groups (IV)

In the present study the researcher made an attempt to study the issues and challenges in education of learners of disadvantaged groups of Jawahar Navodaya Vidyalaya. The two variables selected for the study were issues and challenges (DV), learners of disadvantage groups (IV) and school as control variable

3.4.0 Research Questions

1. What are the issues and challenges in education faced by the female students in residential school like JNVs?
2. What are the issues and challenges in education faced by the socio-cultural group of students in residential school like JNVs?
3. What are the issues and challenges in education faced by the rural and urban students in residential school like JNVs?
4. What are the issues and challenges in education faced by the CWSN in residential school like JNVs?
5. What are the issues and challenges in educating learners of disadvantaged groups faced by teachers in residential school like JNVs?

3.5.0 Methodology of The Study

The descriptive purposive method for qualitative research is used by the researcher to study the existing issues and challenges in education of the learners of disadvantaged groups of Jawahar Navodaya Vidyalaya.

3.5.1 Tools: The researcher developed self-made questionnaires for –

- A) Issues and challenges in education faced by female students.
- B) Issues and challenges in education faced by Socio-Cultural group students.
- C) Issues and challenges in education faced by rural and urban students.
- D) Issues and challenges in education faced by CWSN.
- E) Issues and challenges in educating learners of Disadvantaged groups faced by teachers.

The researcher used self-made questionnaires that includes close-ended questionnaires and Open-ended type questionnaire that include descriptive open-ended response.

Open-ended questionnaires designed by Investigator to encourage detailed, unrestricted responses, allowing participants to elaborate on their thoughts, feelings, or experiences. Each Opened-ended questionnaire was paired with a Closed-ended question. If "Yes" is selected in Closed-ended questionnaire, the open-ended follow-up provides an opportunity to gather deeper insights or context about the affirmative response, else "No" is selected in Closed-ended questionnaire led to justification.

QUESTIONNAIRE FOR	TOTAL NO. OF QUESTIONS	NO. OF OPEN-ENED QUESTIONS	NO. OF CLOSED-ENED QUESTIONS
A. Issues and challenges faced by female students.	12	6	6
B. Issues and challenges faced by Socio-Cultural group students	14	4	10
C. Issues and challenges faced by rural and urban students.	21	3	18
D. Issues and challenges faced by CWSN	20	4	16
E. Issues and challenges faced by teachers.	15	3	12

Table 3.5.1 Details of questionnaire

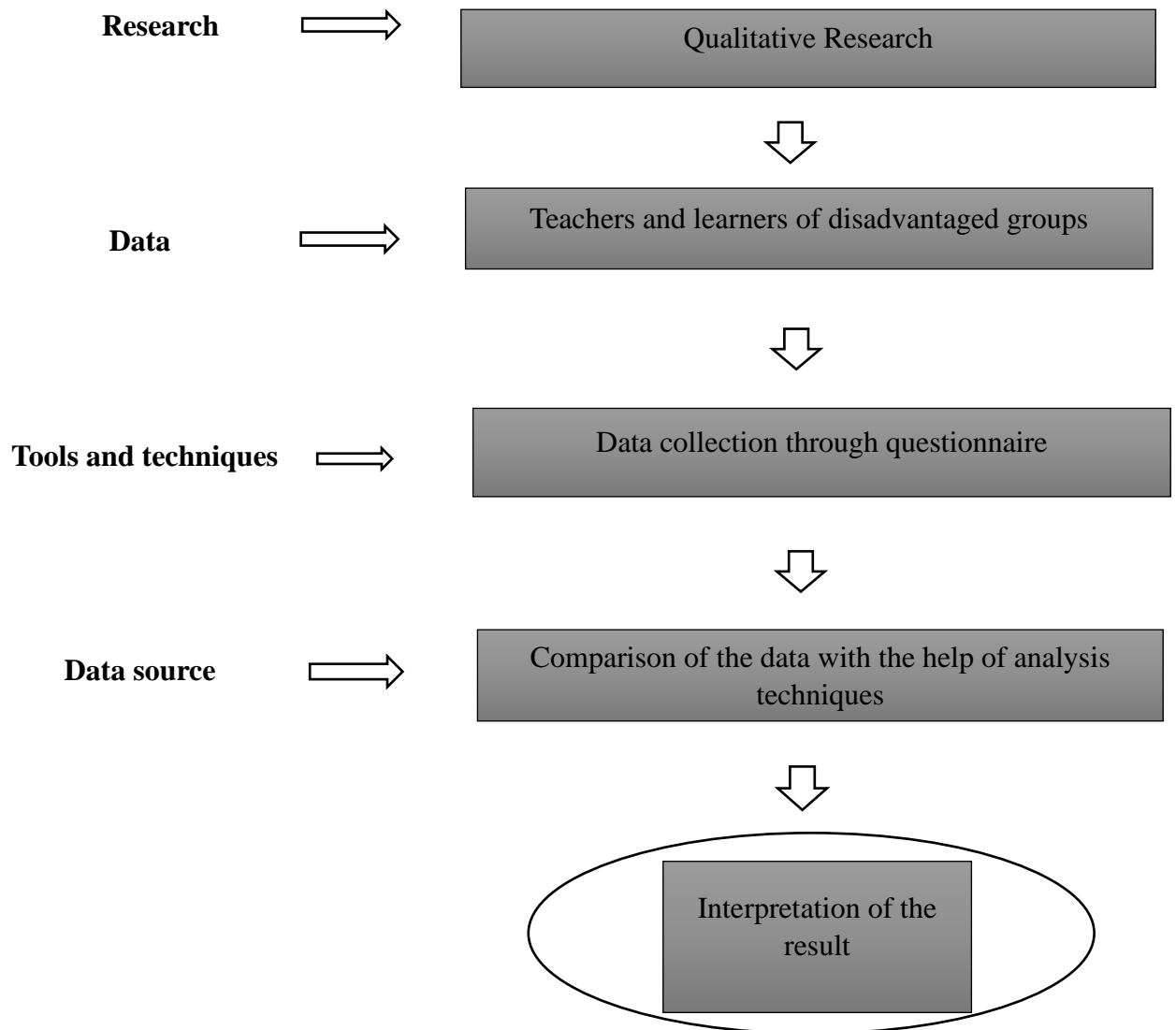
3.5.2 Delimitations of the study:

The study has following delimitations –

1. Only PM Shri Jawahar Navodaya Vidyalaya, Lalmatia, Godda, Jharkhand had been included.
2. Only the learners of classes from 8th to 10th were taken into consideration.

3.6.0 Design of The Study

A research design includes how data is to be collected, what instruments will be employed, how the instruments will be used and intended means for analyzing data collected. Present study is qualitative research. This study found out the existing issues and challenges in education of the learners of disadvantaged groups of Jawahar Navodaya Vidyalaya and issues and challenges in educating learners of Disadvantaged groups faced by teachers in the school.



3.7.0 Data Collection

First of all, the investigator took the permission for data collection from the Institute. An authorized letter was taken from the Head of the Department of Regional Institute of Education, Bhopal. The researcher prepared the required number of copies of questionnaires and Google form before going to the field for data collection.

The researcher visited Jawahar Navodaya Vidyalaya, Lalmatia, Godda, Jharkhand. The researcher developed a rapport with teachers and students. After explaining the objectives of study, learners of disadvantaged group and teachers were requested to cooperate with researcher. The researcher had administered the printed questionnaires to learners of disadvantaged group and teachers as well as Google form to teachers and helped them to understand the meaning of different questions. After the data collection, researcher had given thanks to every participant for cooperating with him during data collection.

Chapter -IV

Analysis, Interpretation and Discussion of Data

4.0.0 Introduction

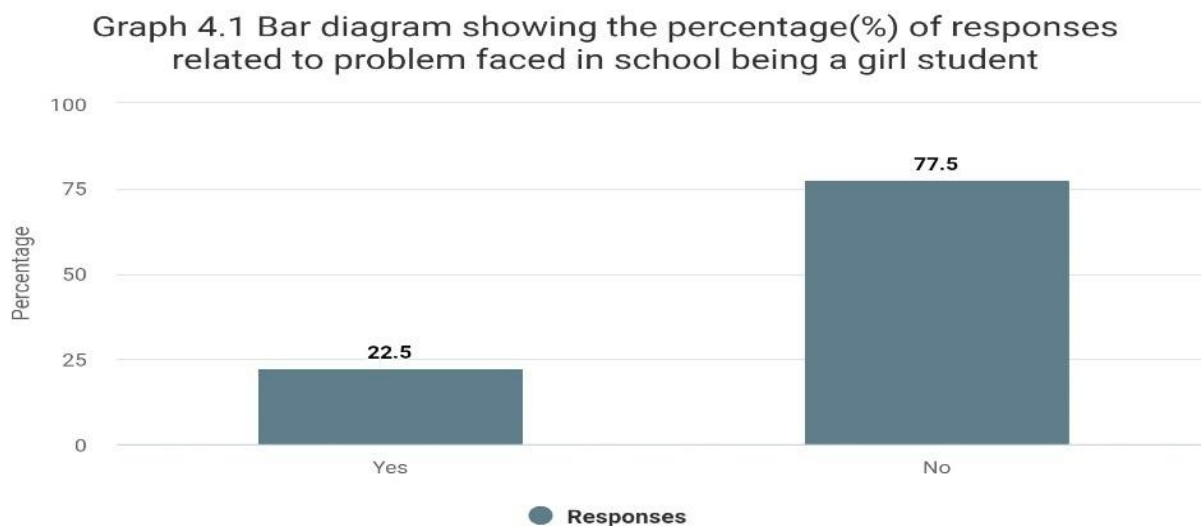
Application of qualitative analyzing and interpreting the collected data plays an important role in any research problem. The data must be carefully proceeding, systematically analyzed and rationally concluded. This chapter deal with the analysis and interpretation of the data collected from the sample of the study.

Interpretation of data refers to that important part of investigation which is associated with the drawing of inference from the collected facts after an analytical study. It is the interpretation that makes it possible for us to utilize collected data in various fields.

4.1.0 Analysis of Data

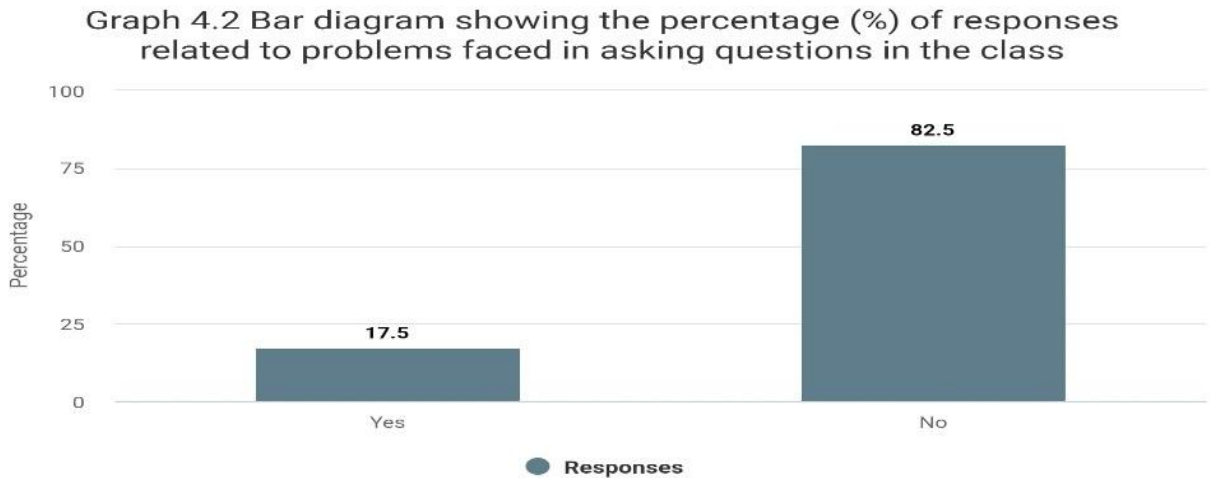
4.1.1 Objective – 1: To study the issues and challenges in education faced by female students in Jawahar Navodaya Vidyalaya. The researcher made questionnaire for female students and collected the data from Jawahar Navodaya Vidyalaya, Lalmatia, Godda, Jharkhand and showing the percentage of responses in graphical form.

Q1. Are you facing any problem in school being a girl student?



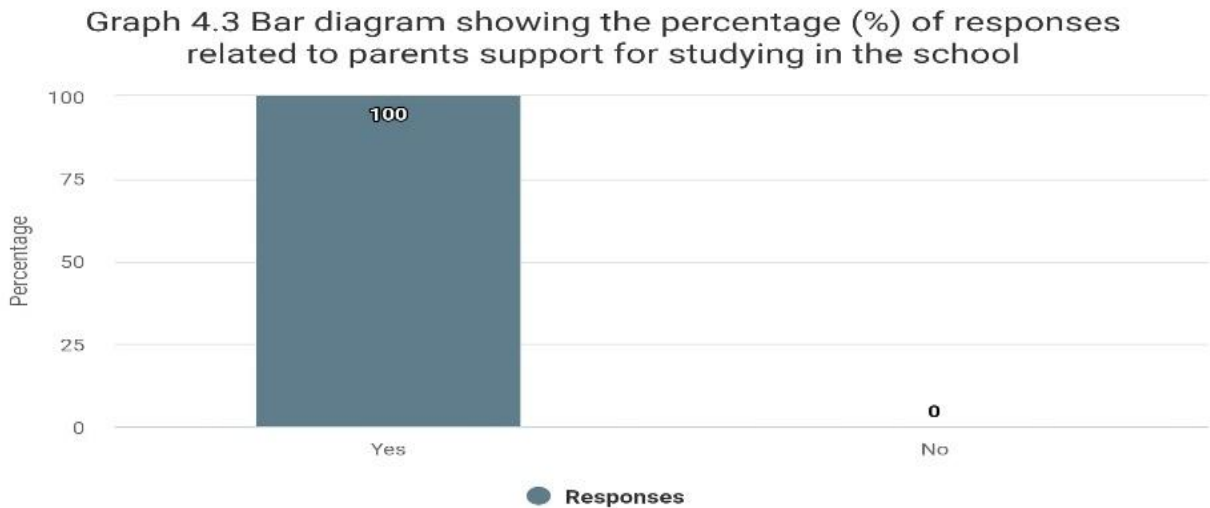
This study shows majority (77.5%) of female students are not facing problems specifically because they are girls. This highlights that school environment is supportive for female students. But few responses show they are facing problem due to more restriction in the school campus.

Q2. Are you facing any problem related to asking questions in the class?



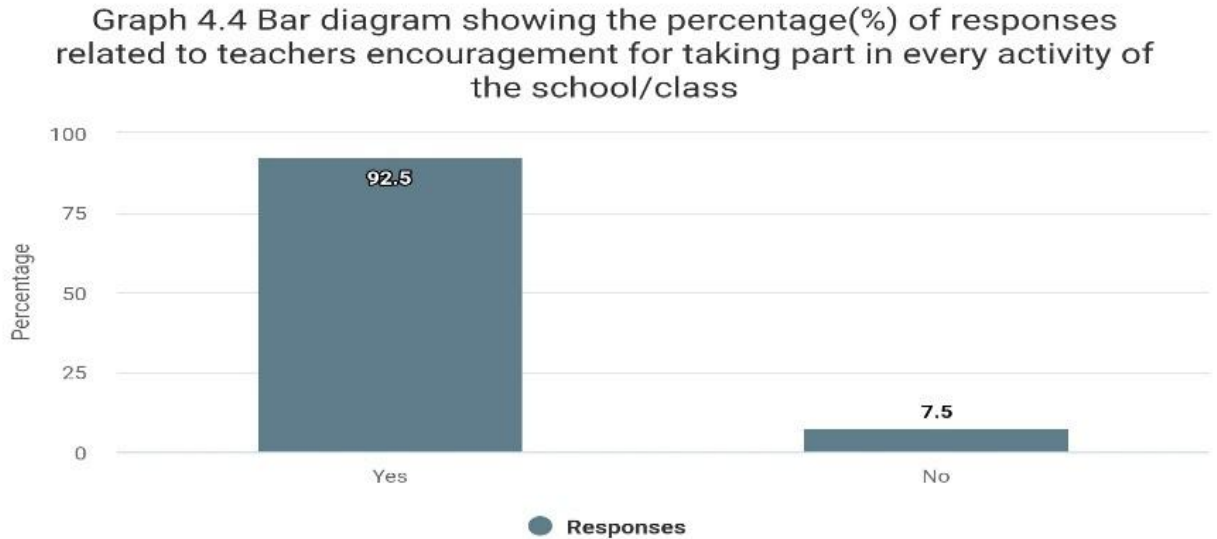
Most students (82.5%) don't face problems asking questions, suggesting a generally supportive classroom environment. However, the 17.5% do face problems due to low confidence and sometimes other students make fun of them when they ask question that discourage them from participating.

Q3. Are your parents supporting you for studying in school?



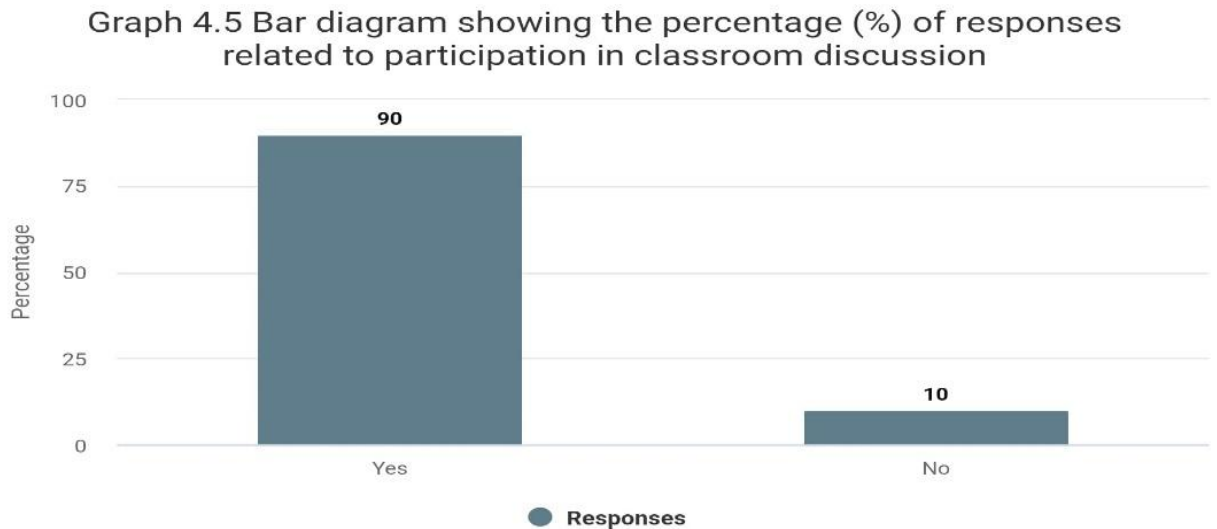
The data shows unanimous support from parents (100%) is encouraging and indicates that family backing is strong. This is crucial for the success and well-being of female students, despite the challenges they face at school.

Q4. Do your teachers encourage you for taking part in every activity of the school/class?



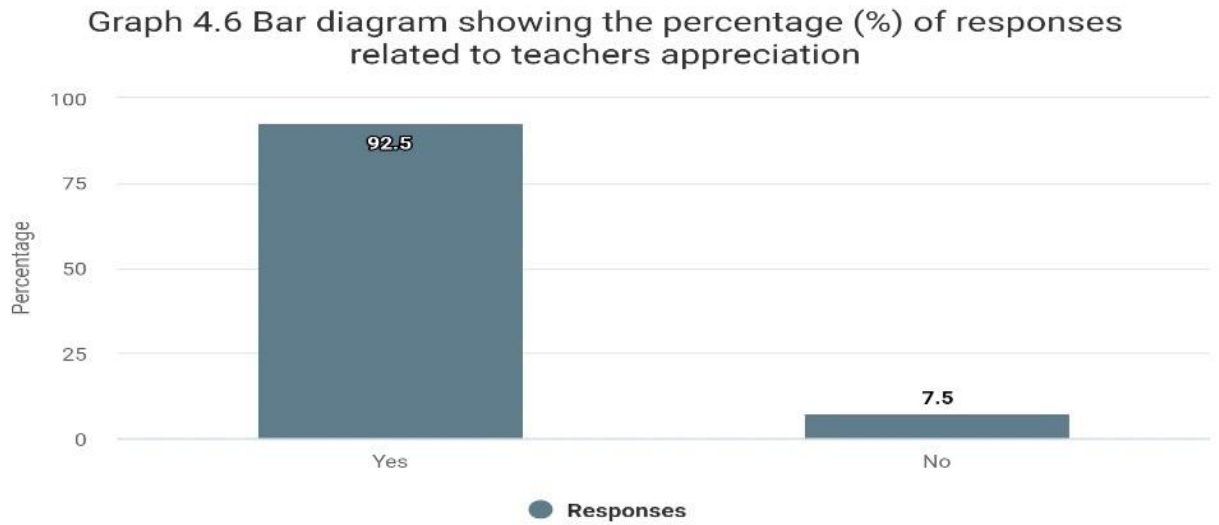
This study shows 92.5% of students feel encouraged by their teachers, which shows that educators are supportive and promote inclusive participation. This is essential for building confidence and skills among female students.

Q5. Do you get good participation in your classroom discussion?



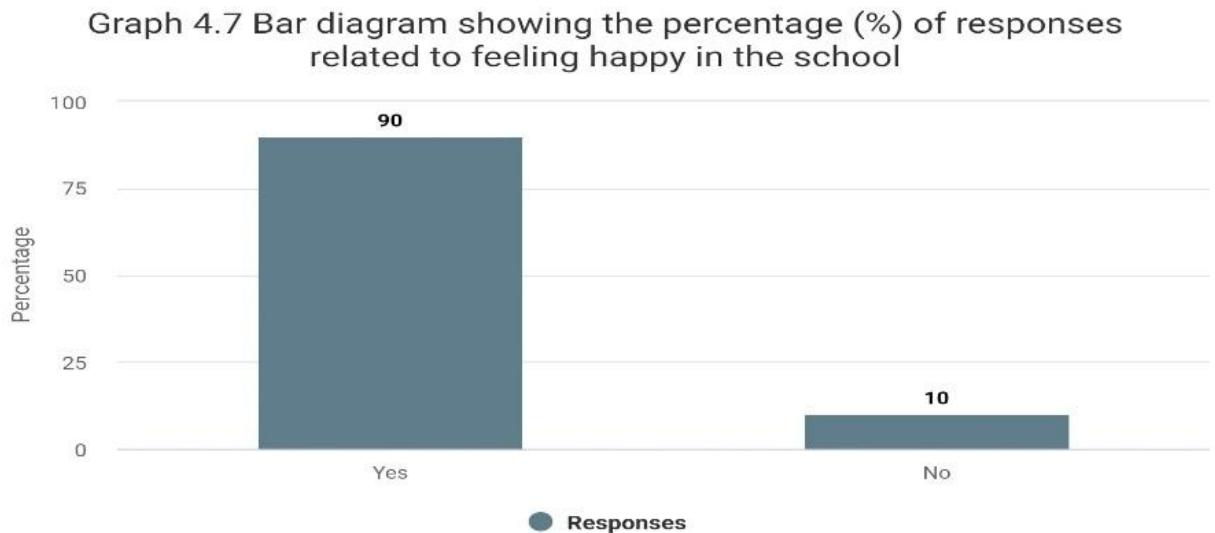
This study shows high participation (90%) in classroom discussions which indicates an inclusive and engaging learning environment. However, the 10% who don't participate as much may need additional support to feel included.

Q6. Do your teachers appreciate you?



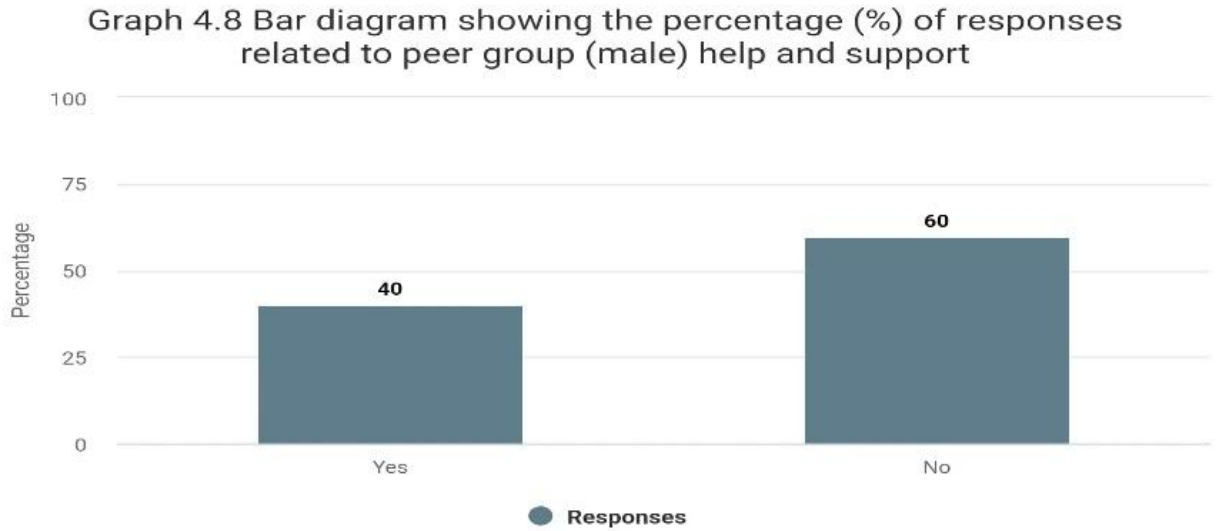
This study shows high percentage (92.5%) of students feel appreciated by their teachers, which is important for their self-esteem and motivation. The remaining 7.5% might feel overlooked or underappreciated, which could impact their engagement and performance.

Q7. Do you feel happy in the school?



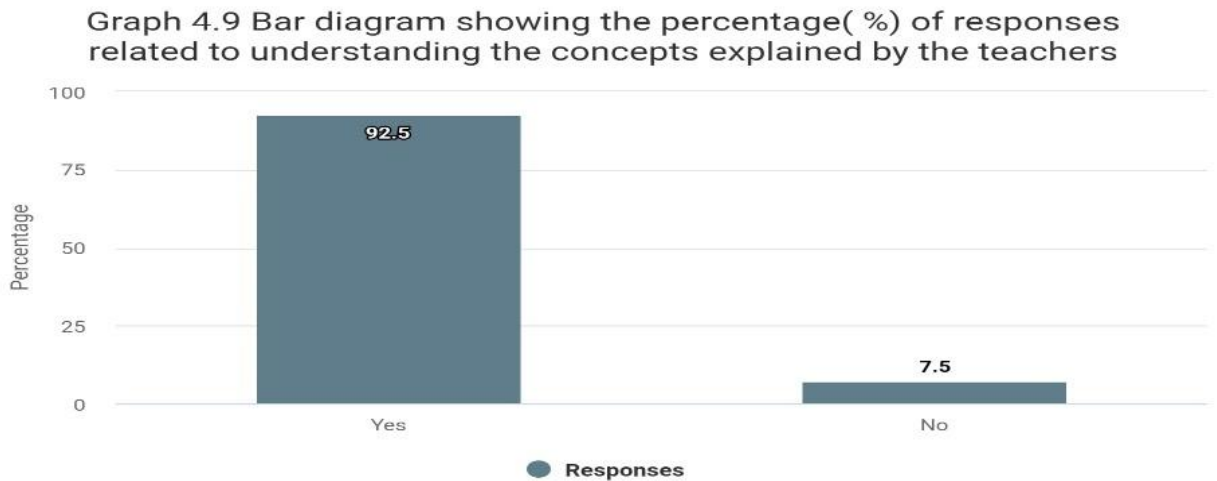
This study shows 90% of students feel happy at school which is a positive sign. However, the 10% who don't may be facing significant challenges or dissatisfaction due to less peer support, homesickness or busy schedule of the school.

Q8. Does your peer group (male) help and support you?



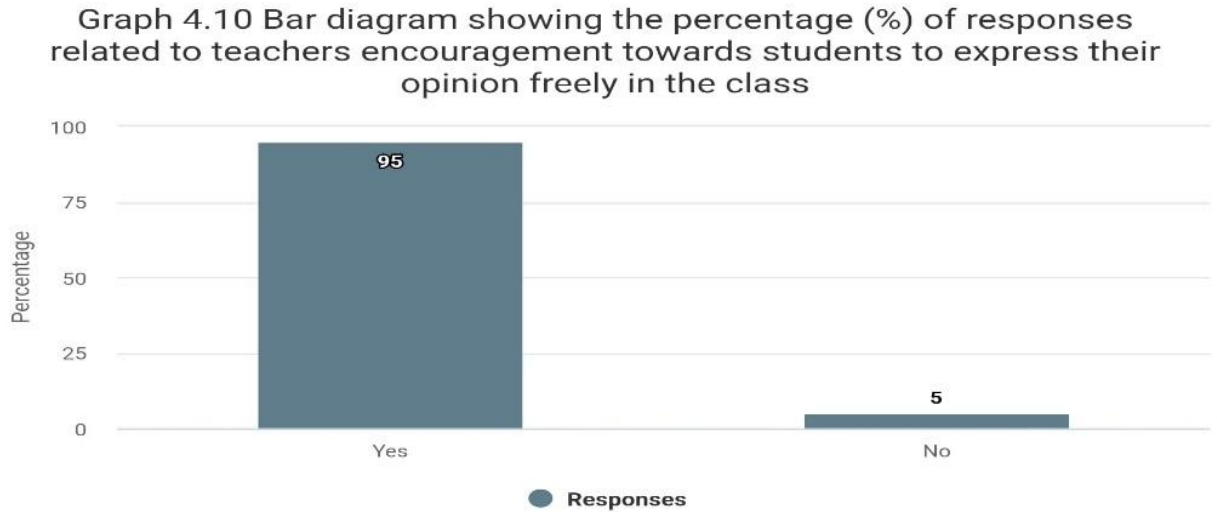
This study shows only 40% of female students feel supported by their male peers, suggesting a potential lack of peer support and collaboration. This could contribute to feelings of isolation or inequality among female students.

Q9. Do the teachers explain concepts in a way that is easy for you to understand?



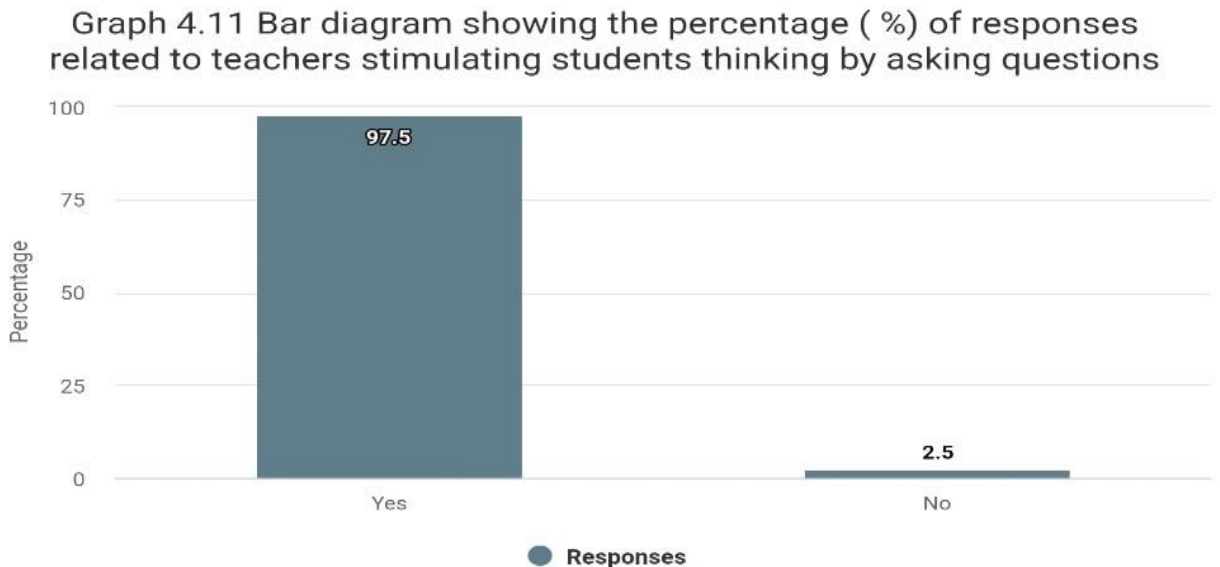
This study shows that 92.5% of students finds teachers' explanations clear, it seems that the teaching methods are generally effective. However, the 7.5% who struggle may be due linguistic difference or not paying attention during the class and need different teaching approaches or additional help.

Q10. Do the teachers encourage students to express their opinion freely in the class?



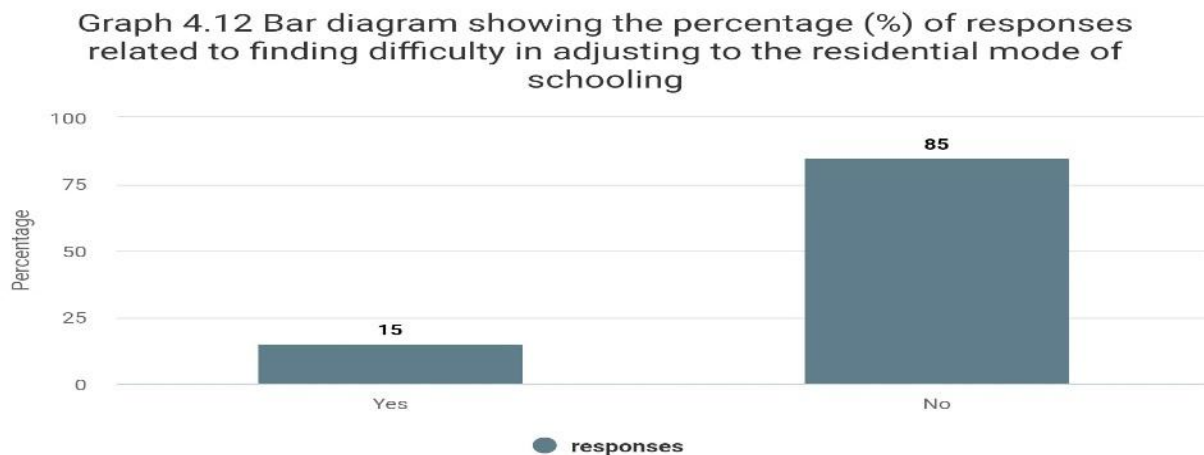
This study shows a high percentage (95%) of students feel encouraged to express their opinions, which is crucial for fostering a democratic and open learning environment. The 5% who don't feel this way might need more encouragement or face barriers to expressing themselves.

Q11. Do the teachers stimulate student thinking by asking questions?



This study shows nearly all students (97.5%) feel that teachers stimulate their thinking, which indicates a proactive and engaging teaching style. The 2.5% who don't may feel that their intellectual needs are not being met.

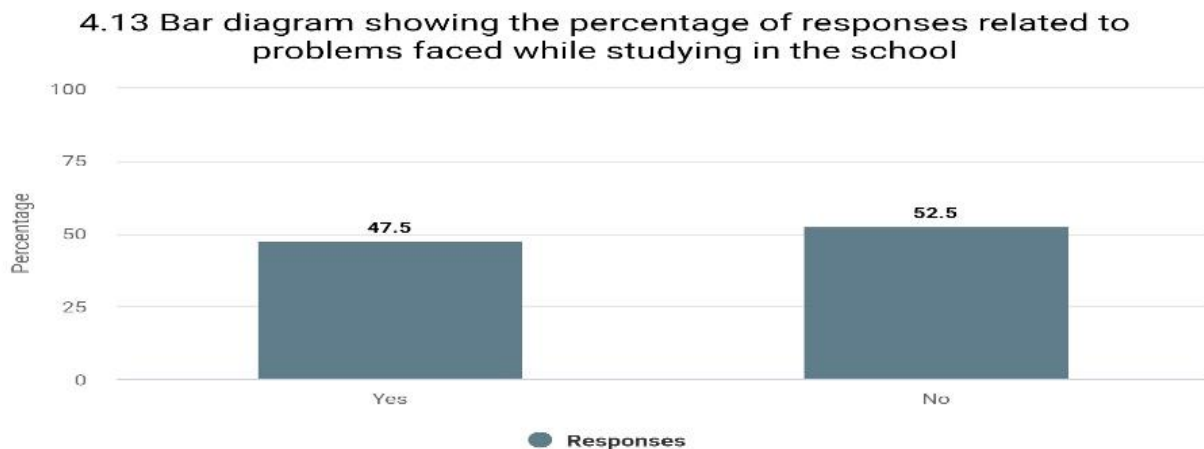
Q12. Did you find difficulty in adjusting to the residential mode of schooling?



This study shows that most students (85%) didn't have difficulty adjusting to the residential mode, which is a positive sign. However, the 15% who did struggle might need additional support to adapt to the residential environment.

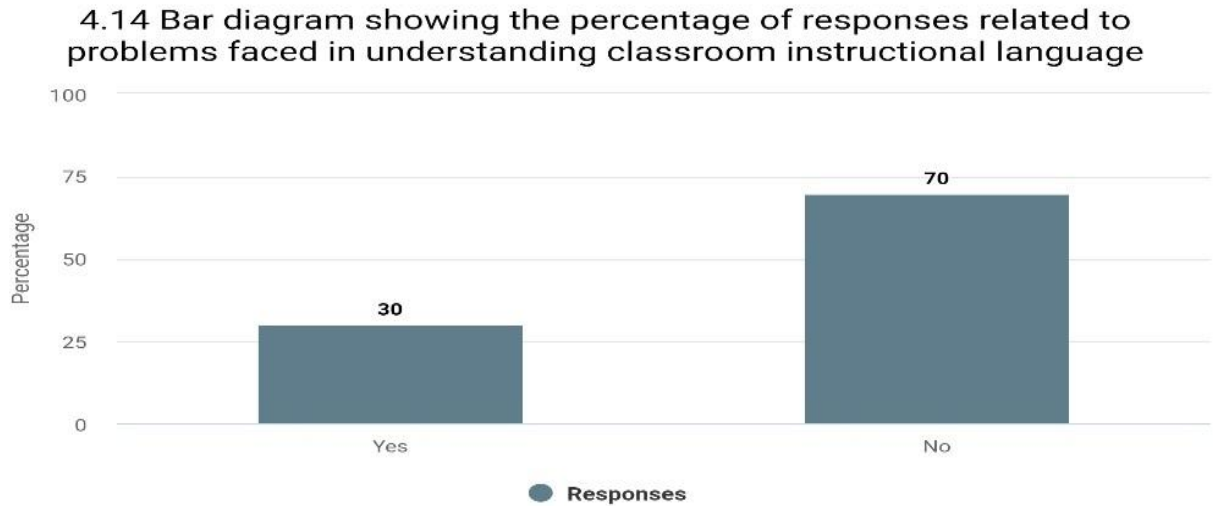
4.1.2 Objective – 2: To study the issues and challenges in education faced by students of Socio-Cultural groups in Jawahar Navodaya Vidyalaya.

Q1. Have you faced any type of problem while studying in the school?



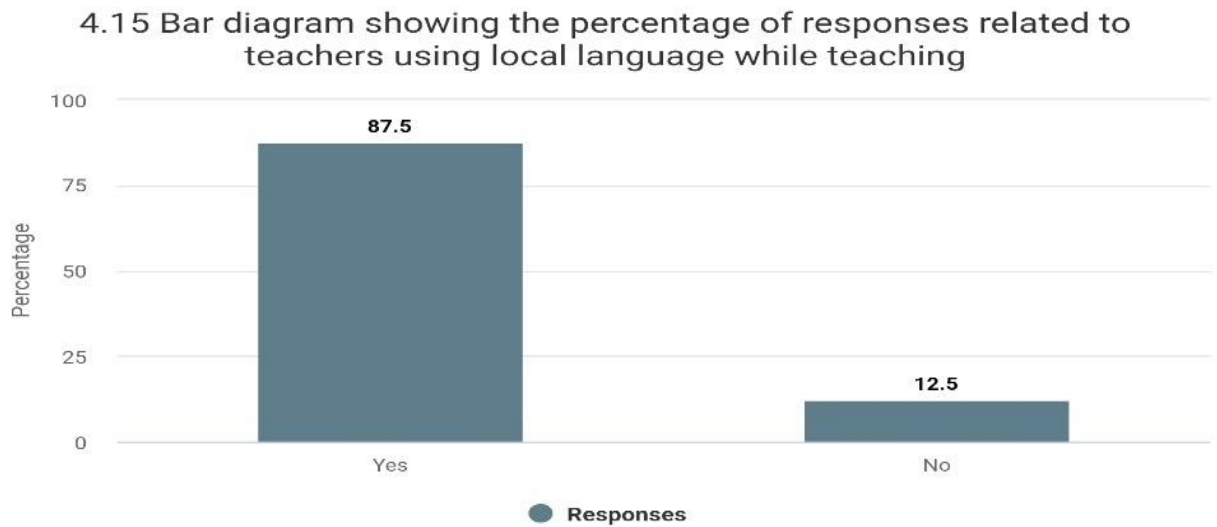
This question examines if socio-cultural challenges impact students' educational experiences. The nearly balanced responses suggest that a significant portion of students do face challenges, such as cultural unfamiliarity, language issues, or social adaptation problems. However, the majority indicating "no" reflects an environment that is largely supportive or adaptable to their needs.

Q2. Do you face problems in understanding classroom instructional language?



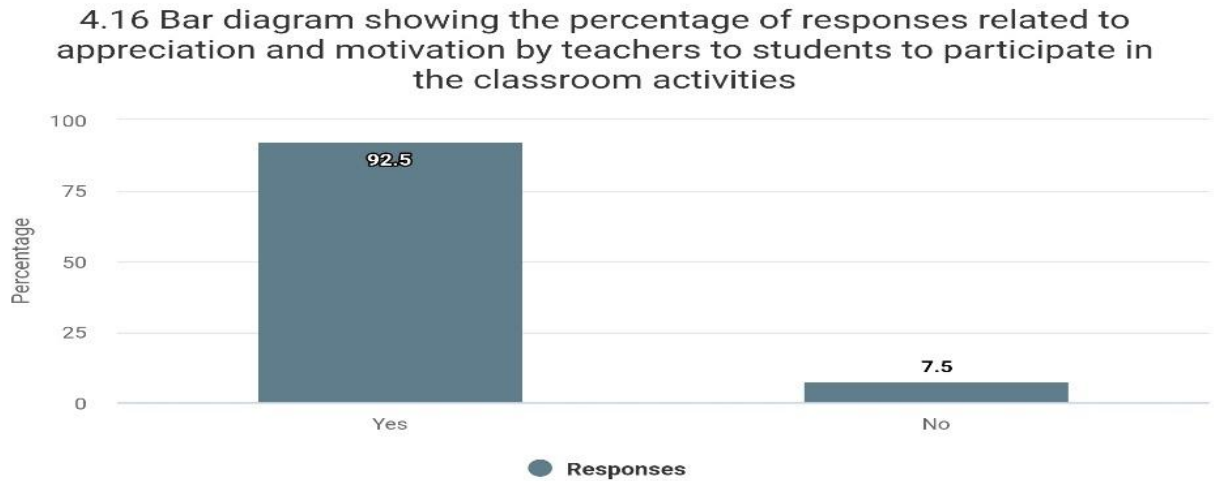
This study shows that 30% of students faces problem in understanding classroom instructional language. This may happen due to linguistic diversity in socio-cultural groups.

Q3. Does your teacher use local language while teaching?



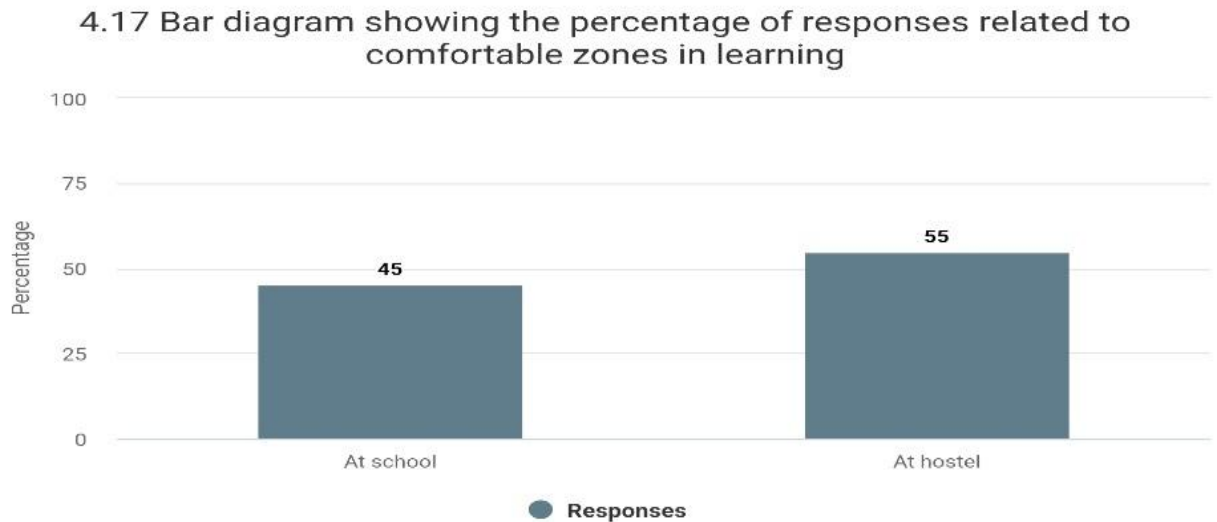
This study represents that 87.5% students acknowledges that teachers incorporate the local language, which can significantly bridge the communication gap. This practice likely fosters inclusivity and improves comprehension, especially for students unfamiliar with the primary medium of instruction.

Q4. Do your teachers appreciate and motivate you to participate in the classroom activities?



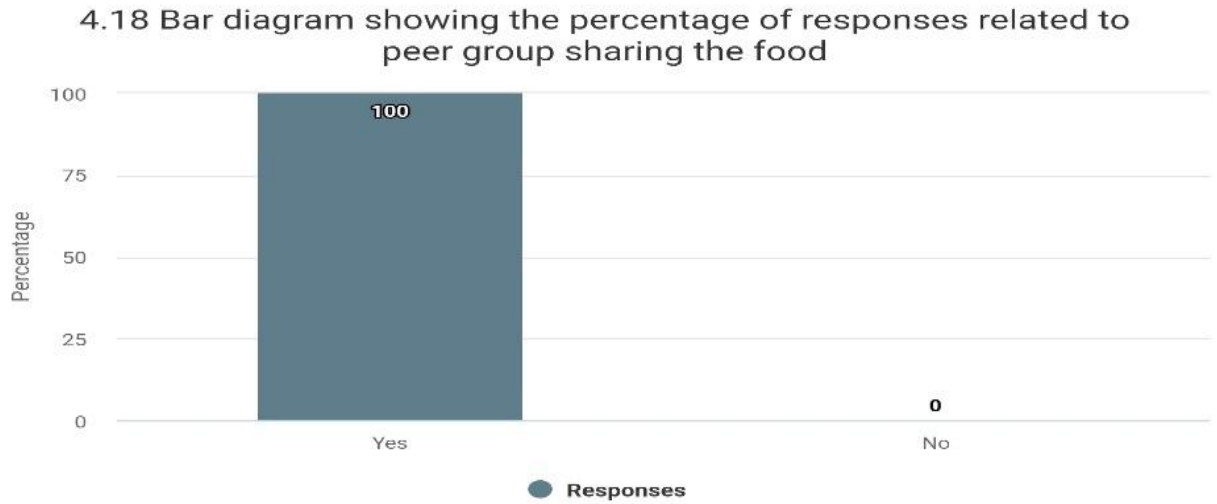
The finding shows high percentage of "yes" responses indicates that teachers actively encourage socio-cultural group students, promoting confidence and participation in classroom interactions.

Q5. Where do you feel comfortable in learning—at school or in the hostel?



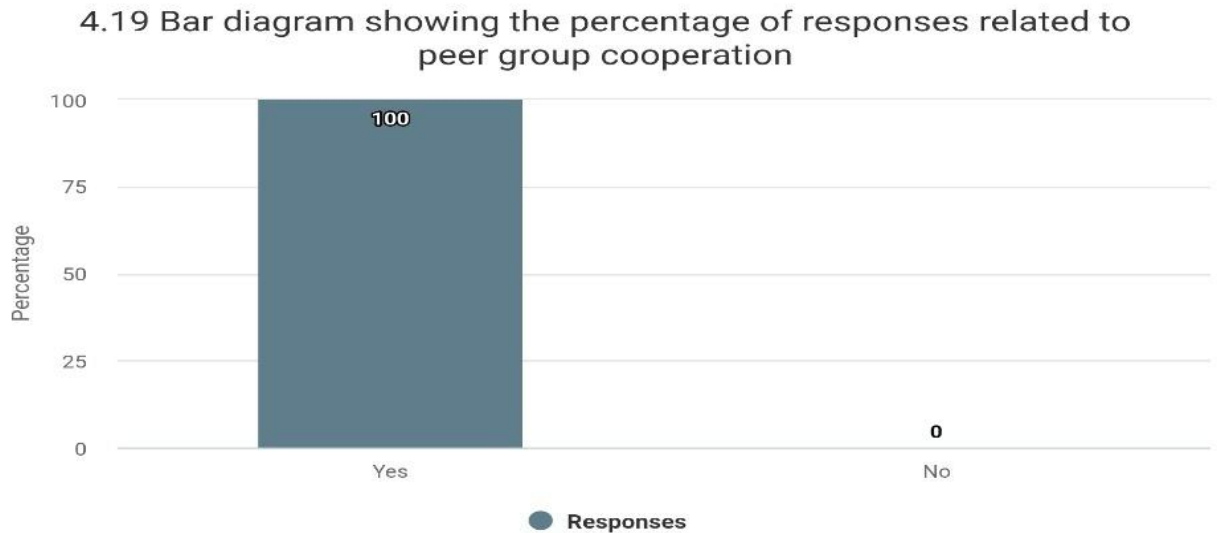
The finding shows higher preference for the hostel may stem from peer interactions and a more relaxed atmosphere, while the school environment might feel more structured and challenging for some.

Q6. Does your peer group share their food with you?



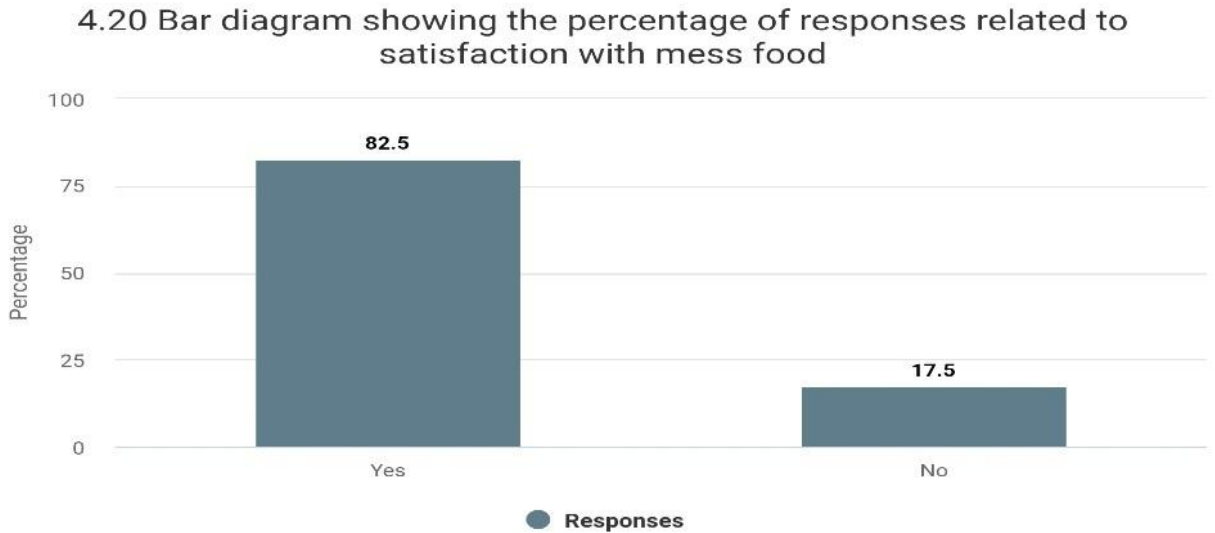
The above responses show the sharing nature of the students between their peer groups and everyone share their food with socio-cultural students in the school. There is flexible and comfortable environment for socio-cultural group students. There is no any type of situation which shows the discrimination between them.

Q7. Does your peer group cooperate with you?



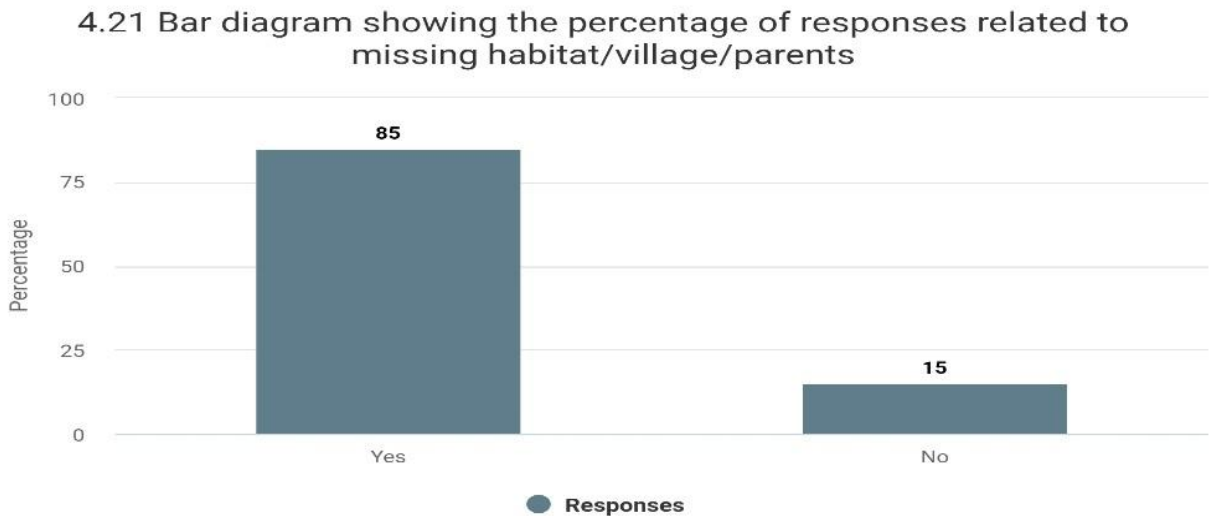
This study shows positive peer relationships. Such cooperation can significantly enhance students' academic and social experiences, creating a supportive network that mitigates socio-cultural challenges.

Q8. Are you satisfied with mess food?



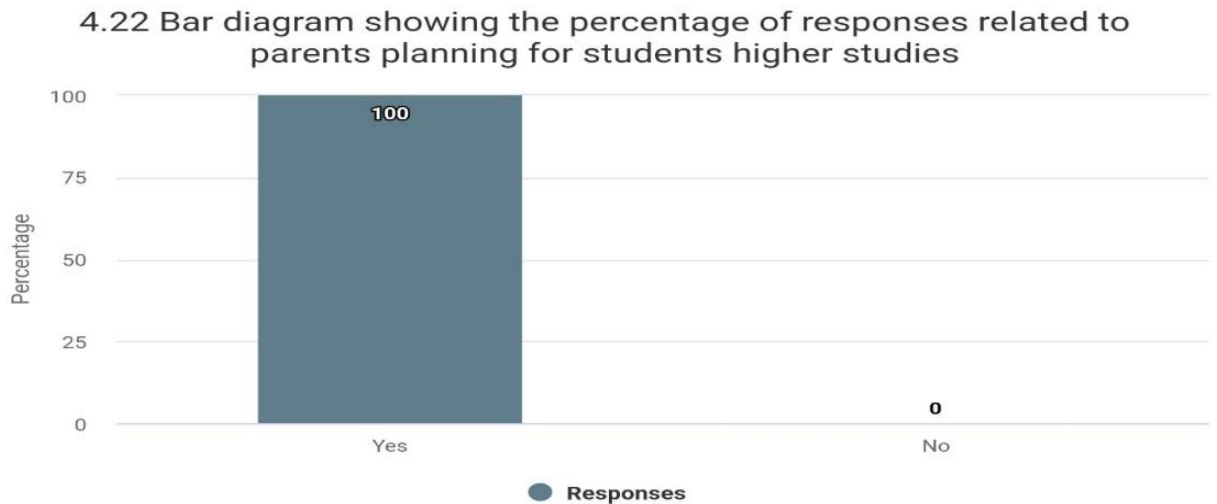
This study shows that majority are satisfied with the food provided, only few expressing dissatisfaction points to potential gaps in aligning the menu with students' cultural preferences or dietary needs. Addressing these concerns could enhance overall satisfaction.

Q9. Do you miss your habitat/village/parents?



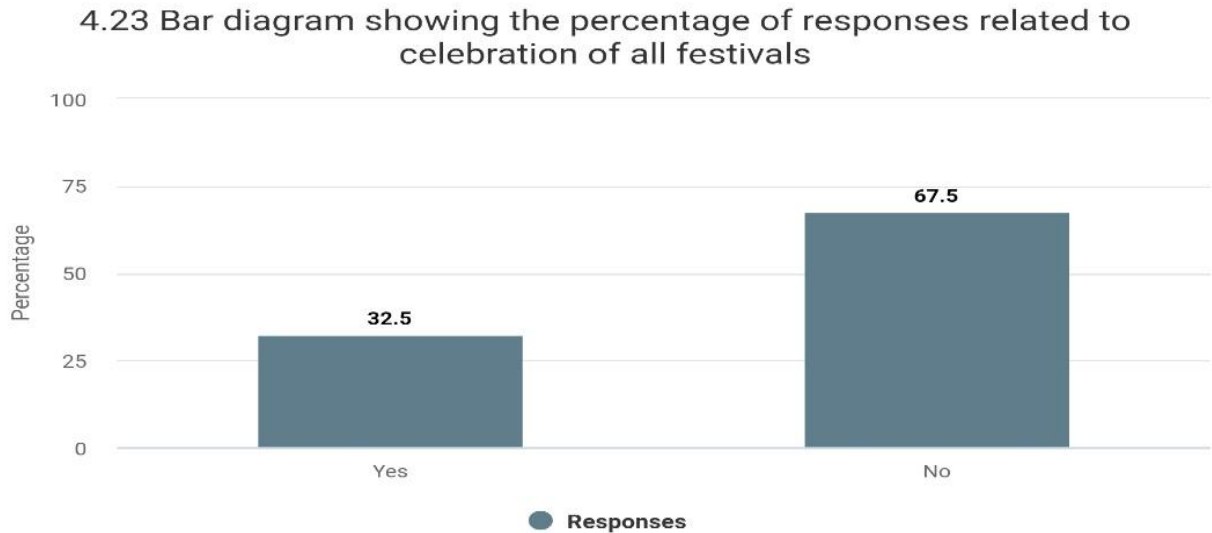
The finding shows that homesickness is a common emotional challenge for residential school students, particularly those from marginalized socio-cultural groups. The high percentage of "yes" responses underscores the emotional toll of separation from familiar environments and loved ones.

Q10. Are your parents planning for your higher studies?



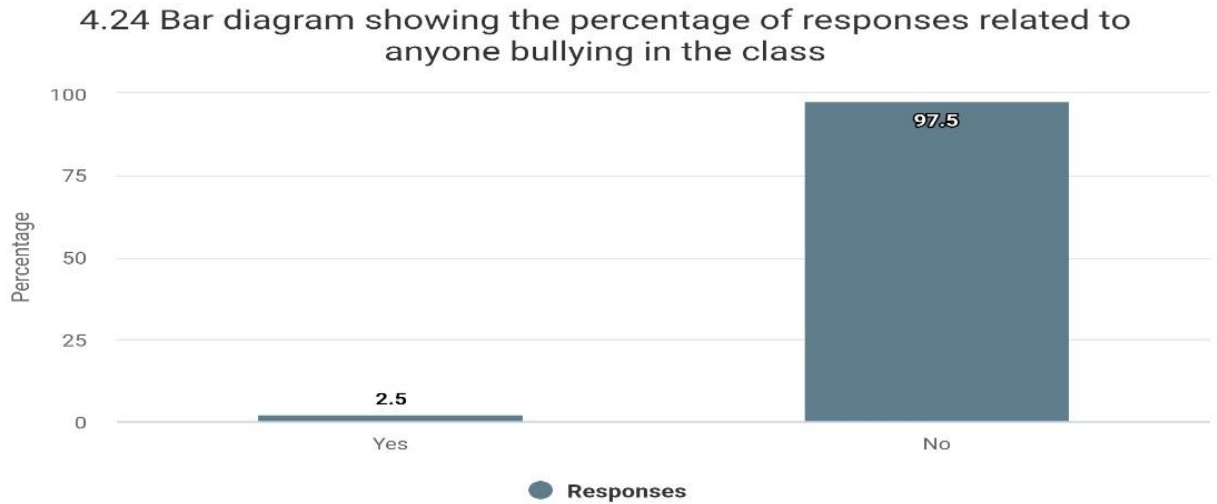
This study shows a strong commitment from parents, which can significantly influence students' motivation and long-term success.

Q11. Does your school celebrate all the festivals?



The finding shows cultural representation of all biggest and famous festivals in school celebrations. A high percentage of response were negative because India has diverse range of festivals and in JNVs most of the students comes from rural areas who have their various local festivals. A more inclusive approach to cultural festivities could enhance belongingness and cultural pride.

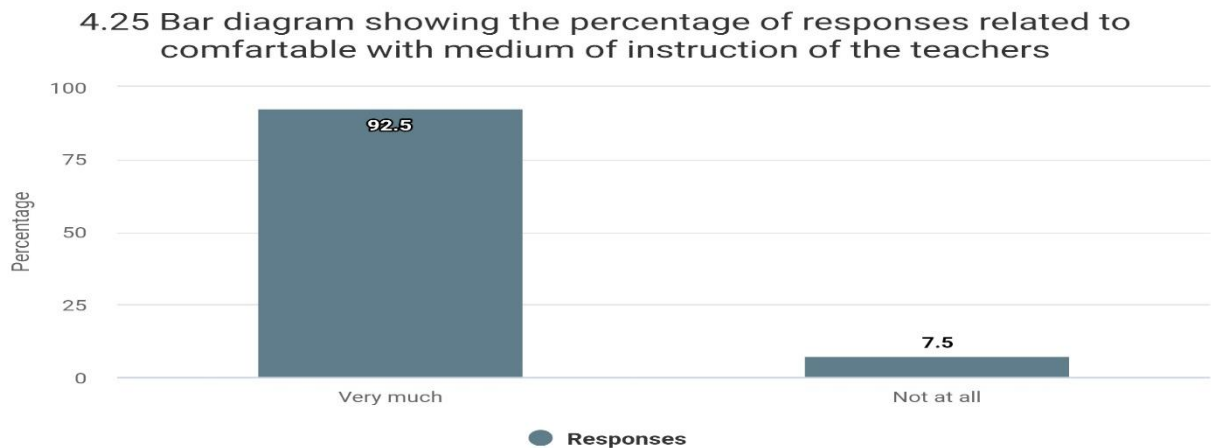
Q12. Does anyone bully you in the class?



This study shows negligible percentage of bullying which is reassuring, suggesting that the school environment is largely safe and respectful for socio-cultural group students.

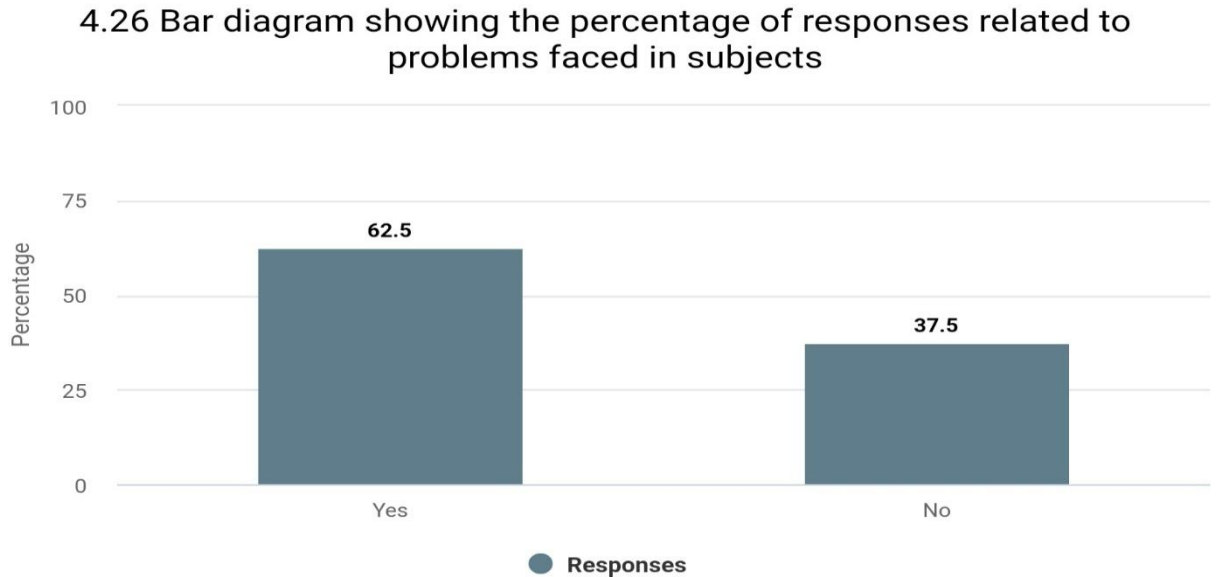
4.1.3 Objective – 3: To study the issues and challenges in education faced by rural and urban students in Jawahar Navodaya Vidyalaya.

Q1. How much are you comfortable with the medium of instruction of the teachers?



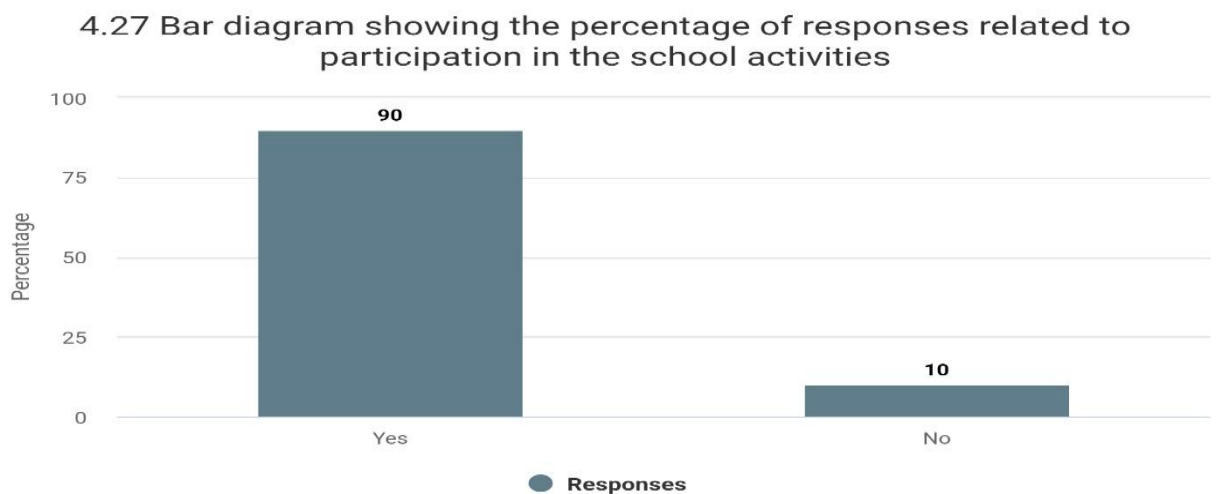
This study shows 92.5% of students are very comfortable with the medium of instruction, highlighting the effectiveness of the teachers in catering to students' linguistic needs. However, the 7.5% who are not comfortable might benefit from bilingual teaching aids or additional language support.

Q2. Do you face problems in your subjects?



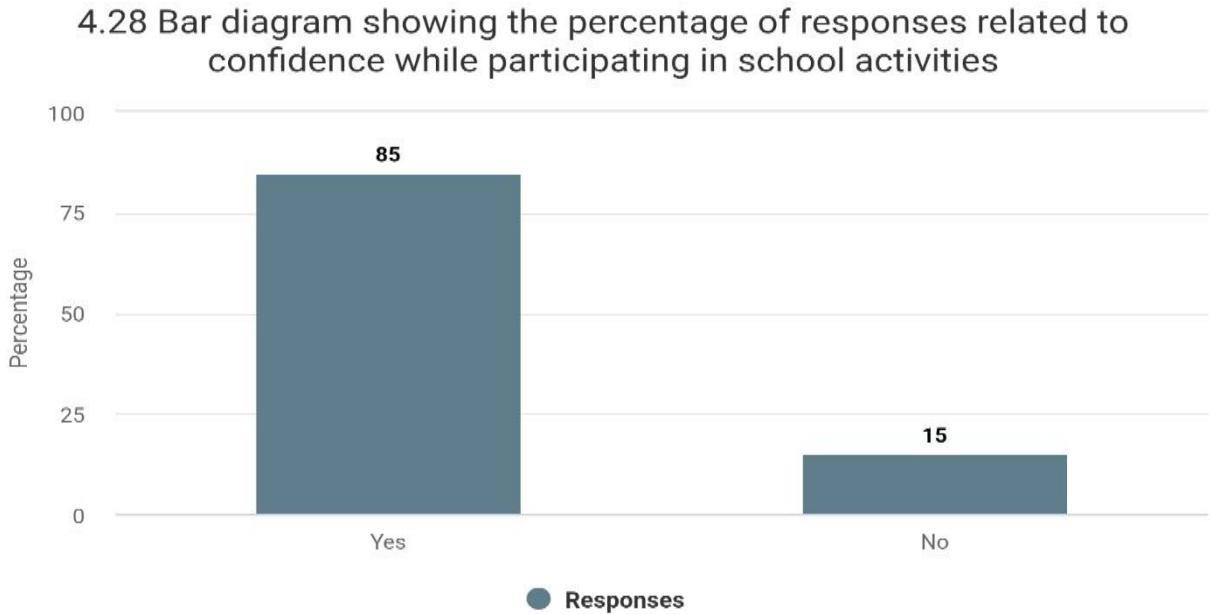
This study shows 62.5% of students facing subject-related challenges in subjects like English, Science and Mathematics, this indicates significant academic difficulties. Which shows that teachers are not able to make these subjects interesting and easy.

Q3. Do you like to participate in school activities?



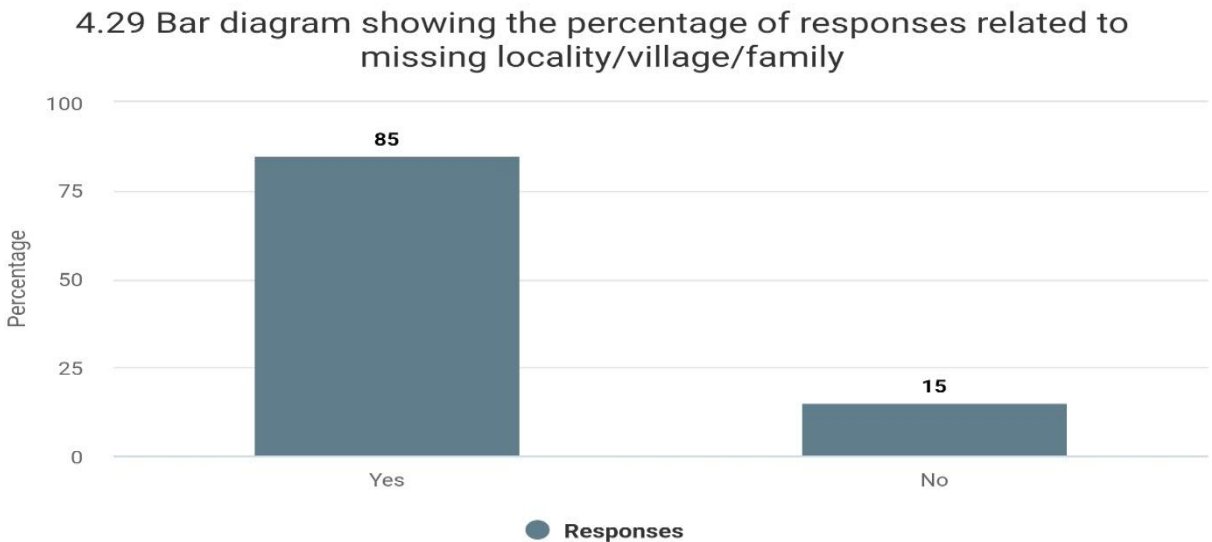
This study shows 90% of students enjoy participating in school activities, reflecting a positive school culture that encourages engagement. The remaining 10% are not interested which shows lack of motivation or support from peer group or teachers.

Q4. Do you feel confident while participating in school activities?



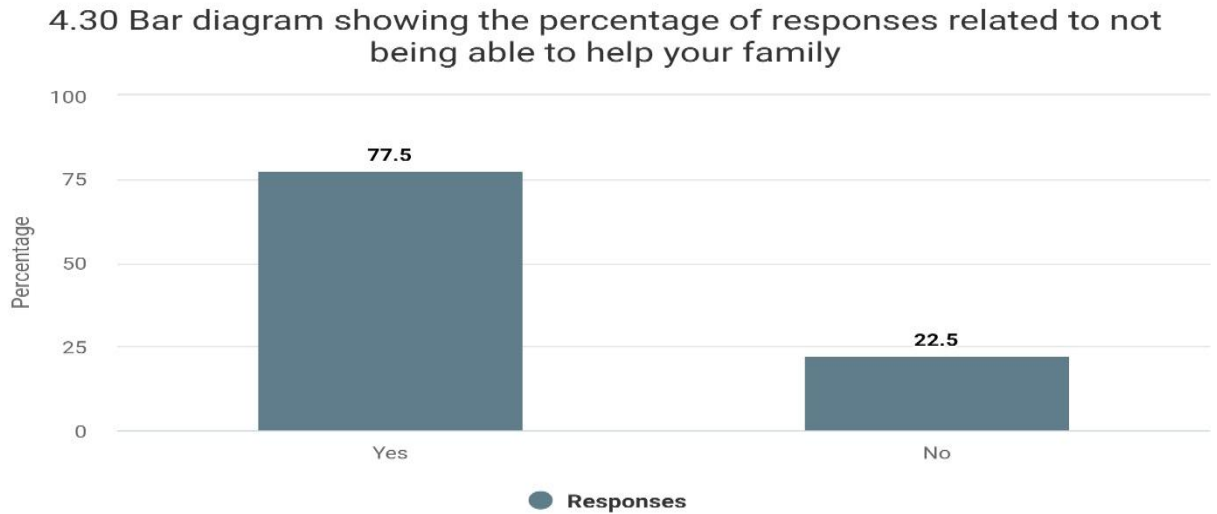
This study shows 85% of students feel confident, the 15% lacking confidence may require encouragement or skill-building initiatives to boost their self-esteem.

Q5. Do you miss your locality/village/family member?



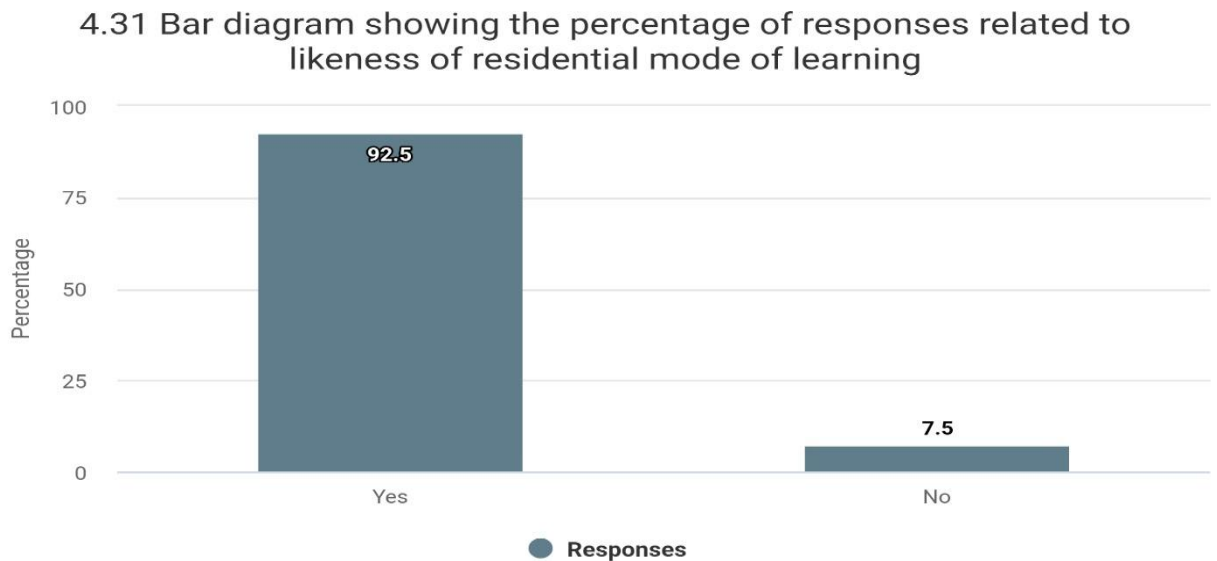
This study shows 85% of students experience homesickness, particularly those from rural areas, emphasizing the need for emotional support and family engagement programs.

Q6. Do you feel sad that by living in the hostel, you are not able to help your family?



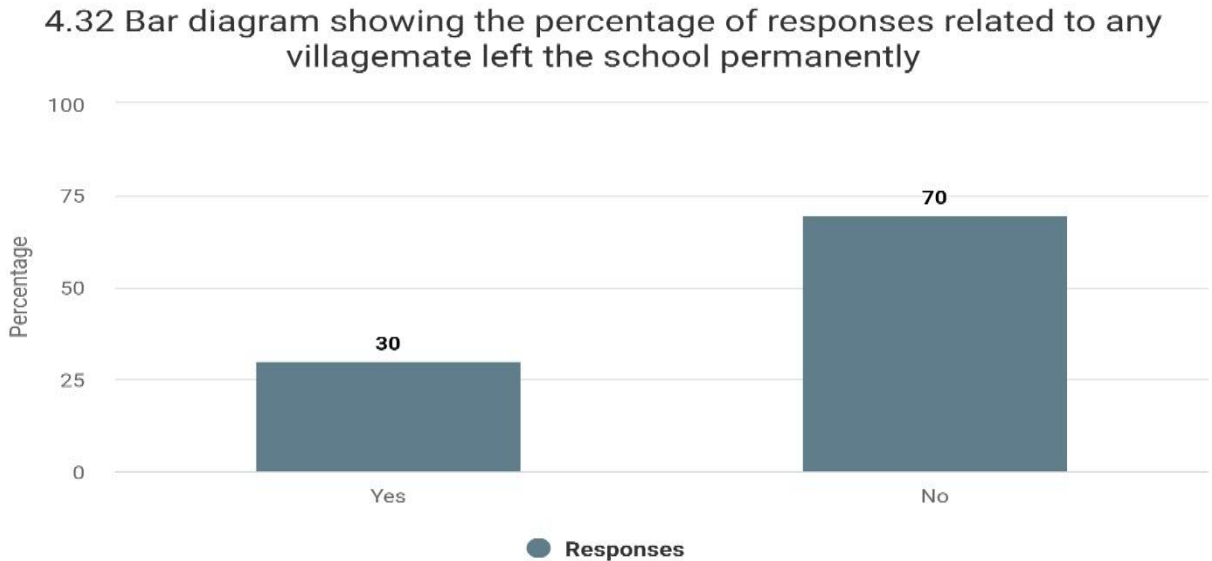
The finding shows 77.5% of students feel sadness, reflecting cultural and familial expectations, especially among rural students. Counseling and family involvement may alleviate these feelings.

Q7. Do you like the residential mode of learning?



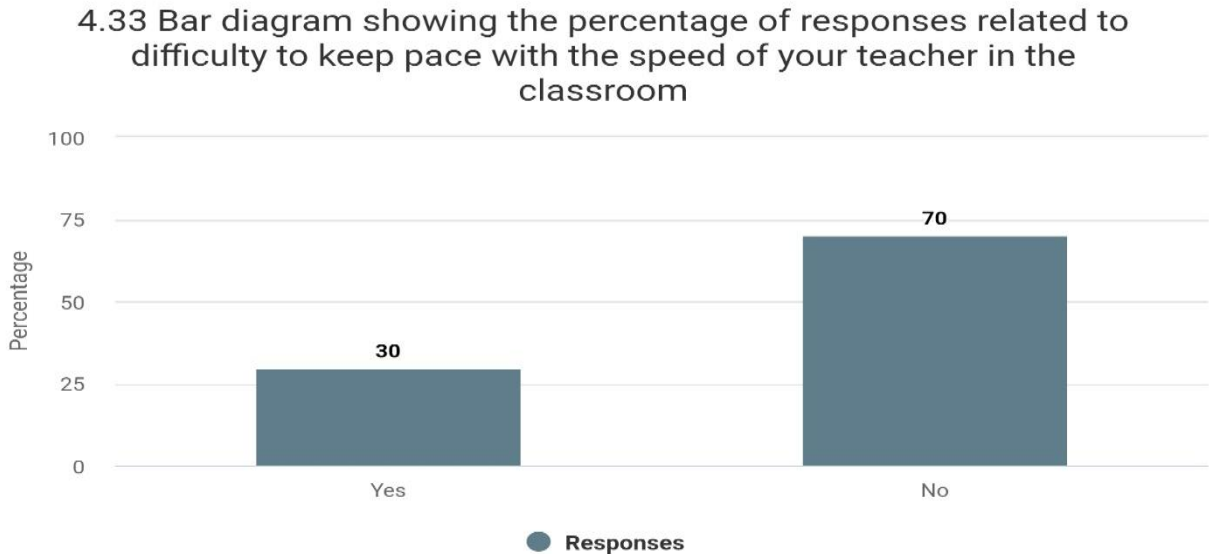
The study shows 92.5% of students appreciate the residential setup, indicating a high level of adaptability and satisfaction. The 7.5% who dislike it might benefit from closer monitoring and support.

Q8. Has any village-mate left the school permanently?



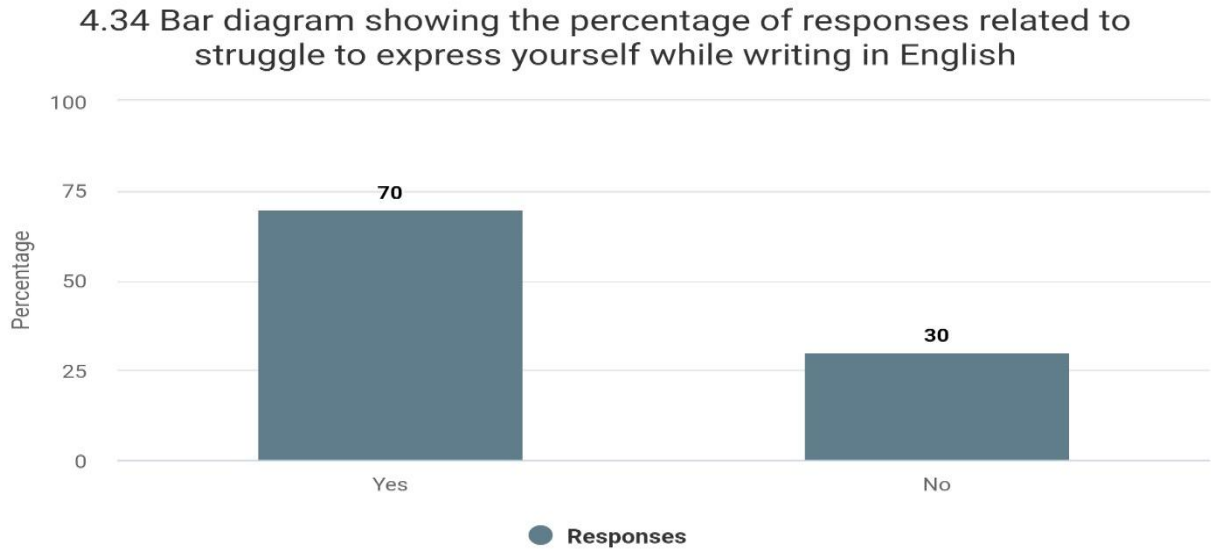
This study shows 30% reported village-mates leaving school, which could hint at challenges like homesickness, financial constraints, or academic pressures affecting retention rates.

Q9. Do you find it difficult to keep pace with the speed at which your teacher teaches in the classroom?



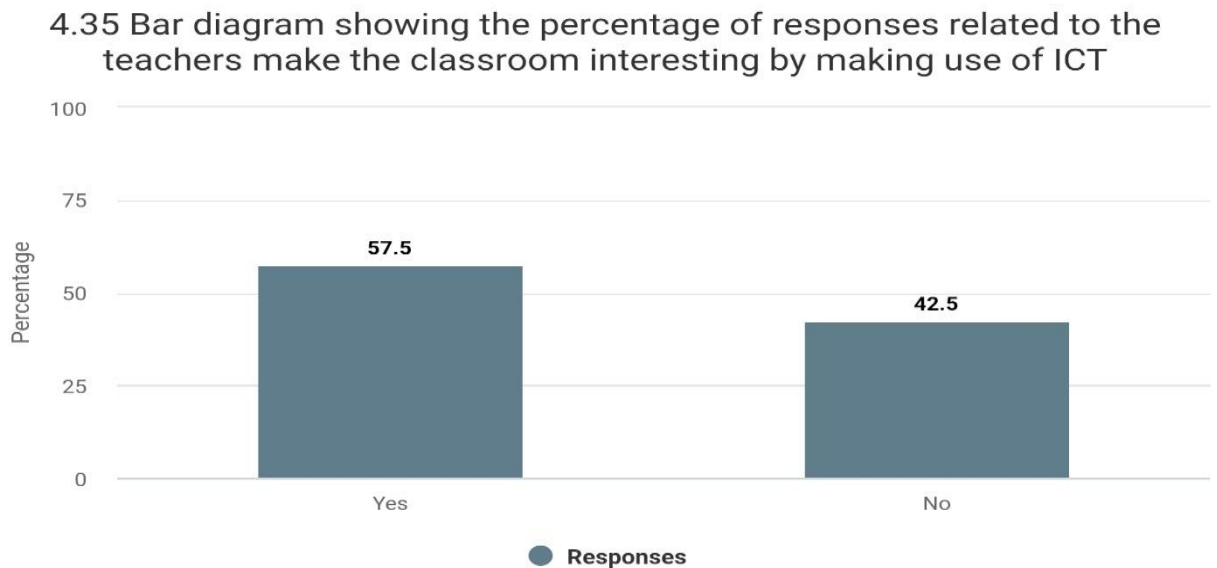
The finding indicates 30% struggle to keep up, pointing to the need for differentiated instruction and additional academic support for some students.

Q10. Do you struggle to express yourself while writing in English?



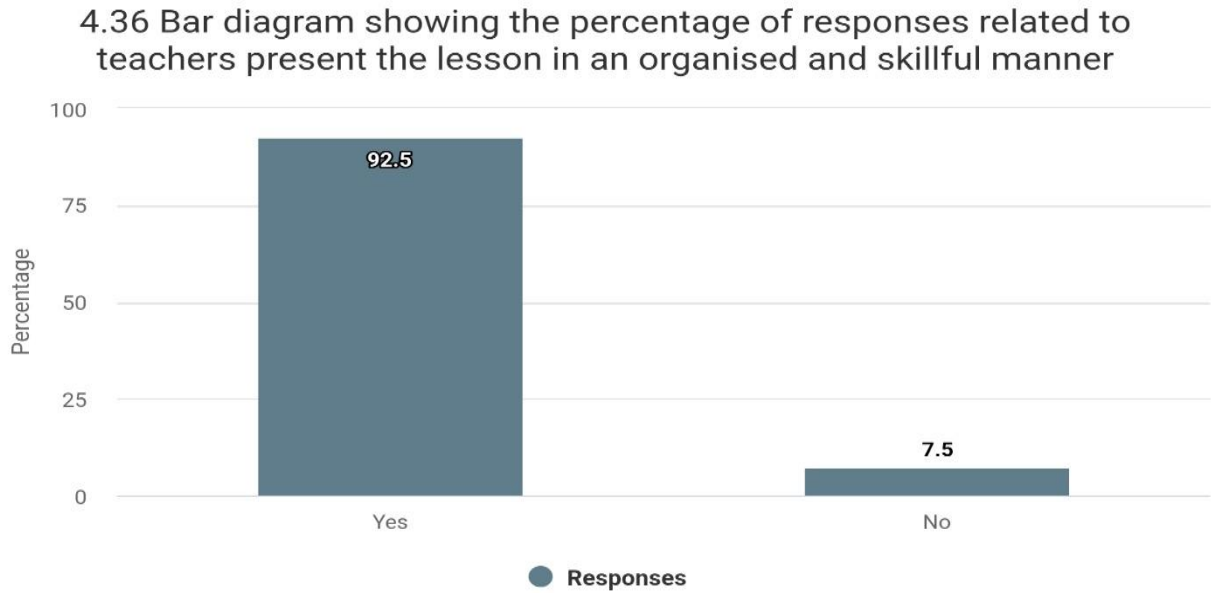
This study shows 70% of students face difficulties with written English, highlighting language proficiency as a major challenge, especially for rural students.

Q11. Do the teachers make the classroom interesting by using ICT?



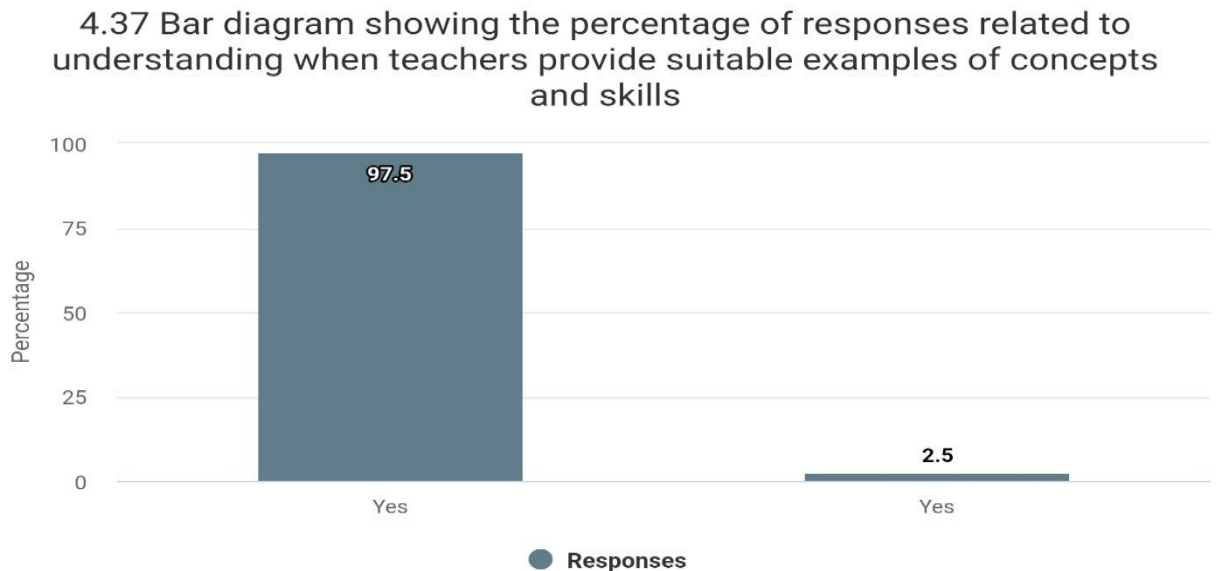
This study shows 57.5% of students feel ICT enhances classroom interest, there is room for improvement in integrating technology to make learning more engaging and interesting.

Q12. Do teachers present lessons in an organized and skillful manner?



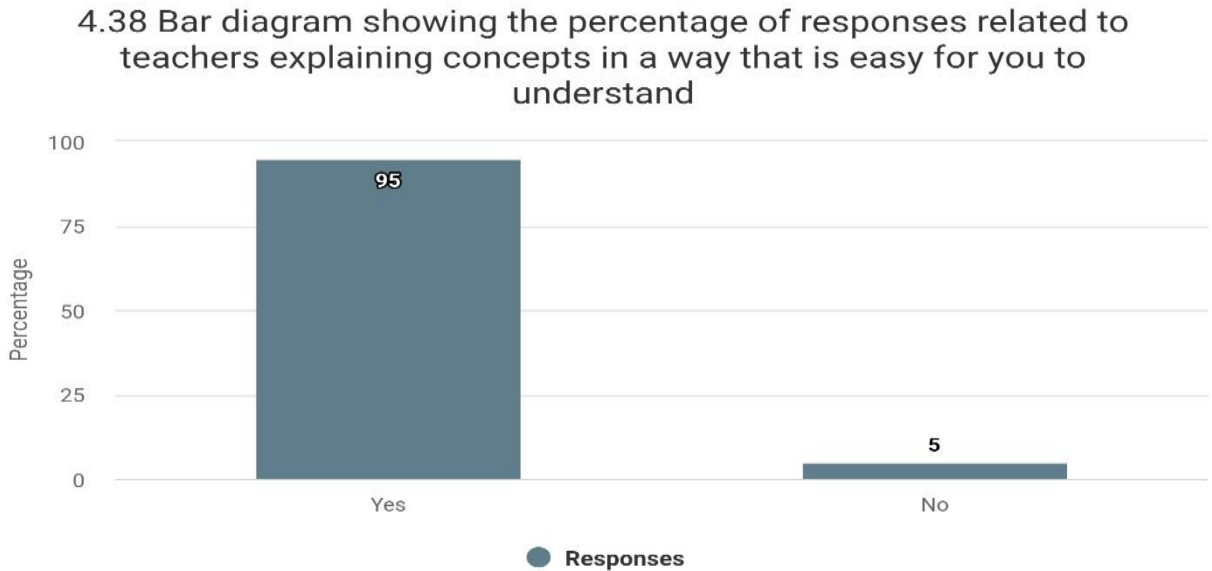
The finding indicates 92.5% of students appreciate the teachers' structured and skillful presentations, reflecting effective teaching practices.

Q13. Do you understand when teachers provide suitable examples of concepts and skills?



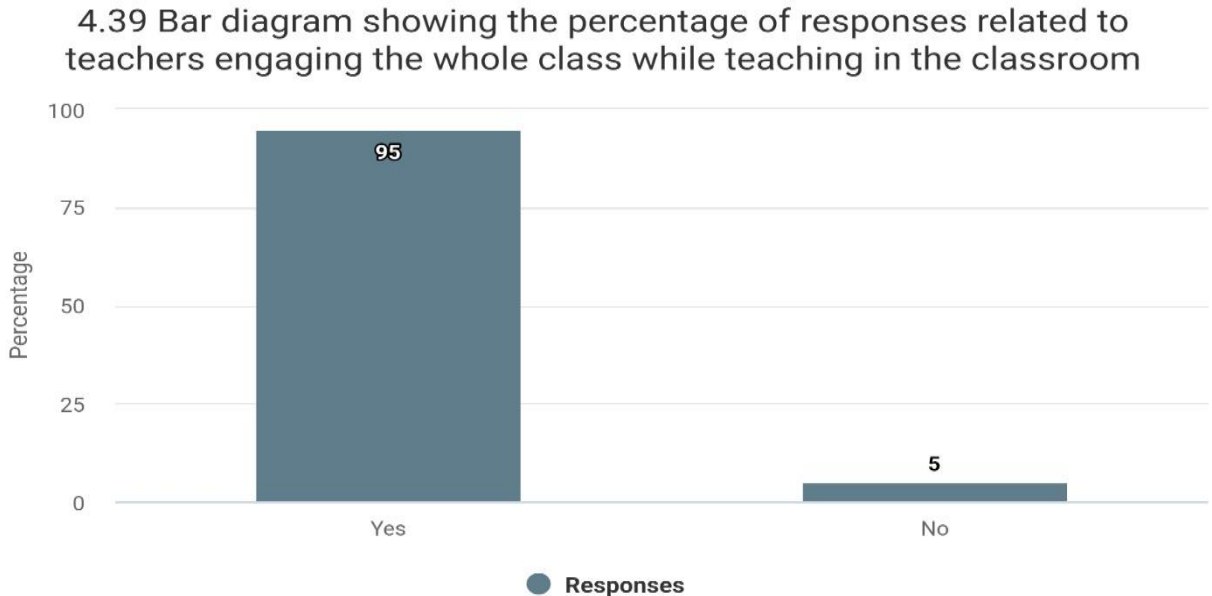
This study shows 97.5% of students understands concepts through relatable examples, this indicates strong contextual teaching methods.

Q14. Do the teachers explain concepts in a way that is easy for you to understand?



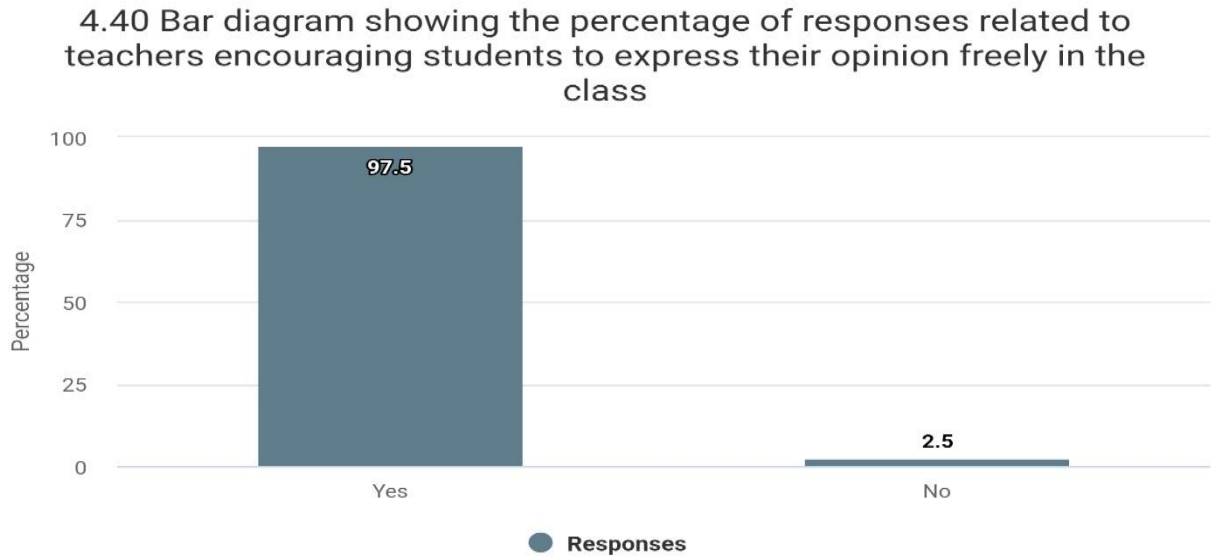
The finding indicates 95% of students find explanations clear, showcasing the teachers’ ability to simplify complex ideas effectively.

Q15. Do the teachers engage the whole class while teaching in the classroom?



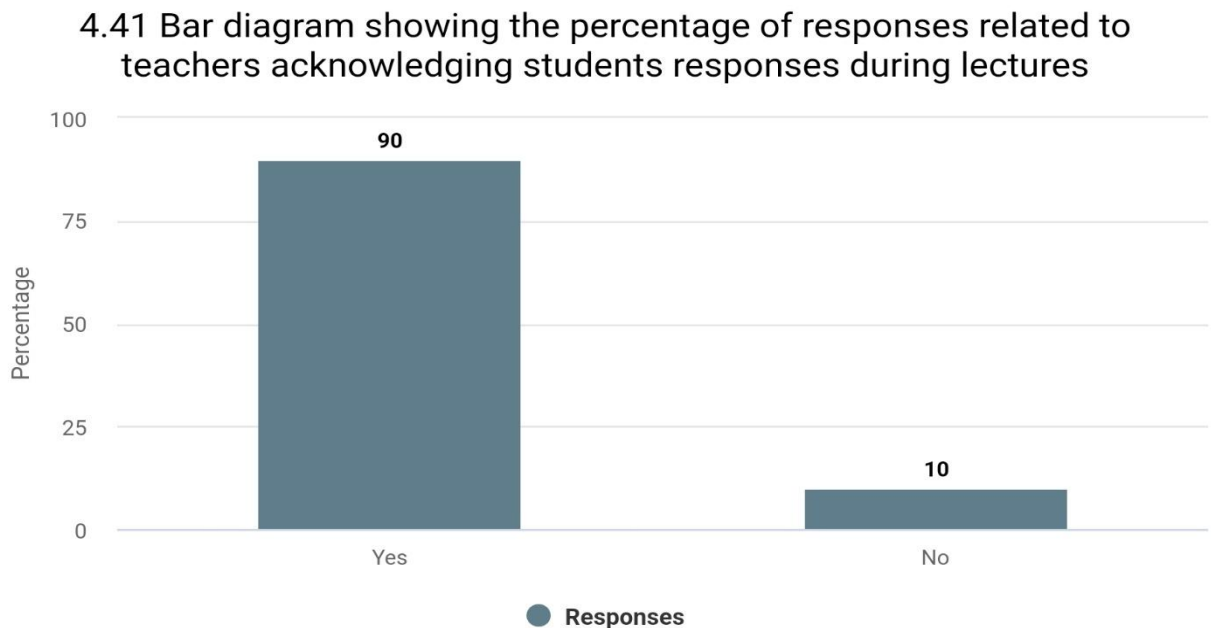
This study shows 95% of students feel included, reflecting an inclusive teaching approach that involves the entire class.

Q16. Do the teachers encourage students to express their opinion freely in the class?



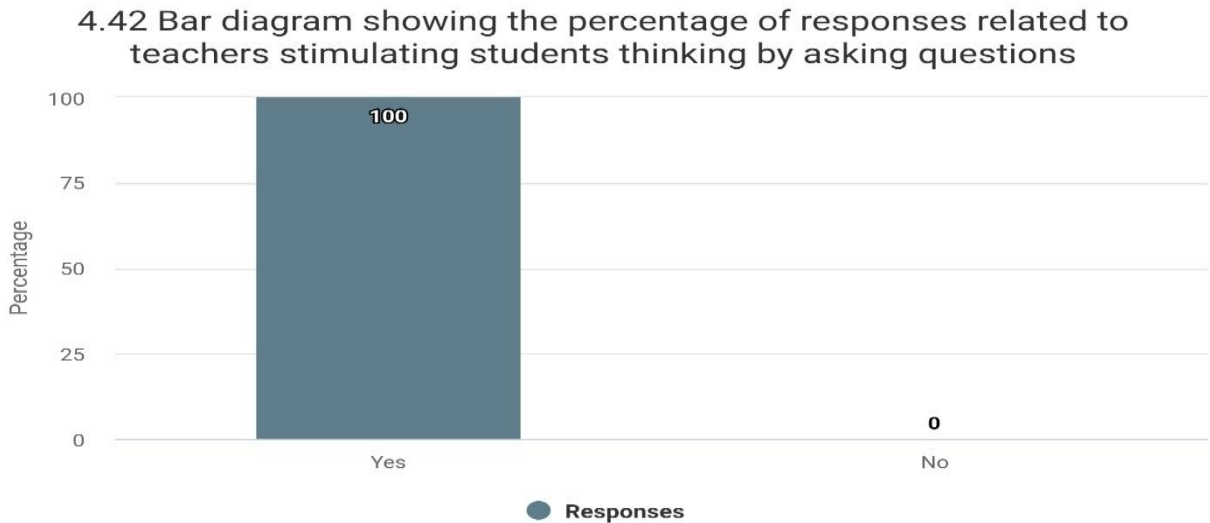
This study shows 97.5% of students feel encouraged to share their views, highlighting open communication fostered by teachers.

Q17. Do the teachers acknowledge students' responses during lectures?



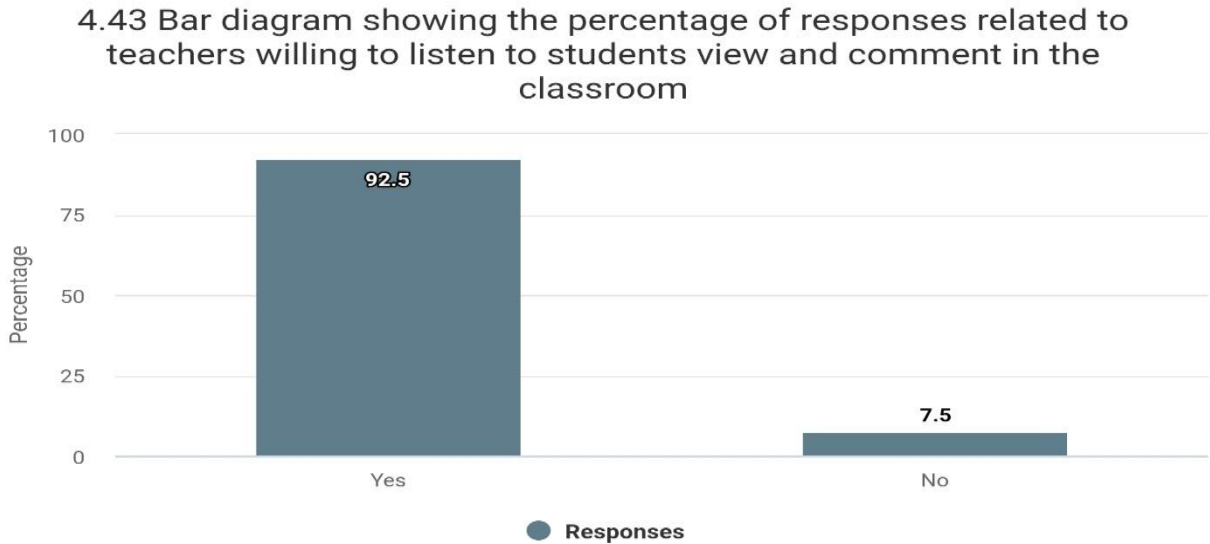
This study shows 90% of students feel their responses are acknowledged, indicating positive reinforcement. Addressing the remaining 10% could further enhance engagement.

Q18. Do the teachers stimulate student thinking by asking questions?



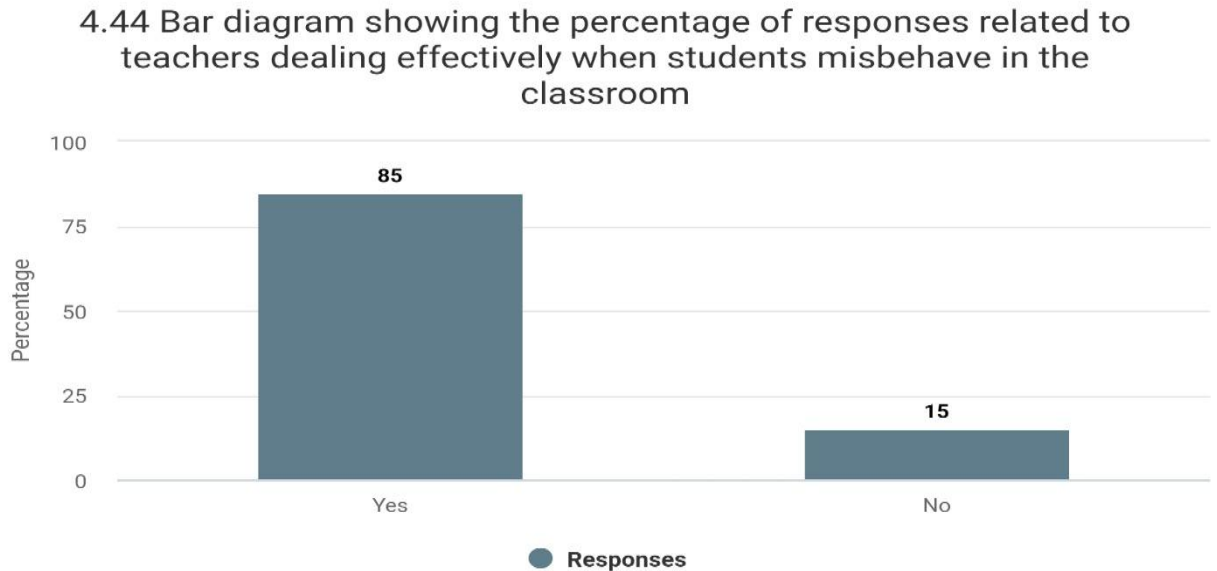
100% of students confirm this, showcasing the use of inquiry-based teaching to spark critical thinking.

Q19. Are the teachers willing to listen to students' views and comments in the classroom?



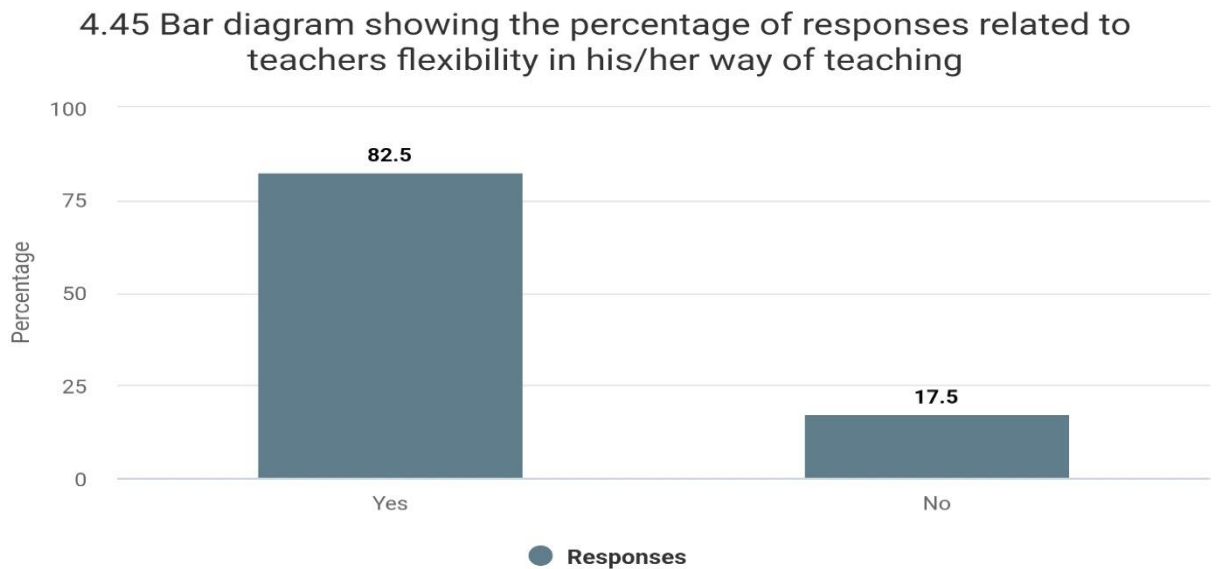
This study shows 92.5% feel their views are valued, reflecting an interactive and respectful learning environment.

Q20. Do the teachers deal effectively when students misbehave in the classroom?



The finding indicates 85% acknowledge effective discipline, while the remaining **15%** suggests a need for additional teacher training in behavior management.

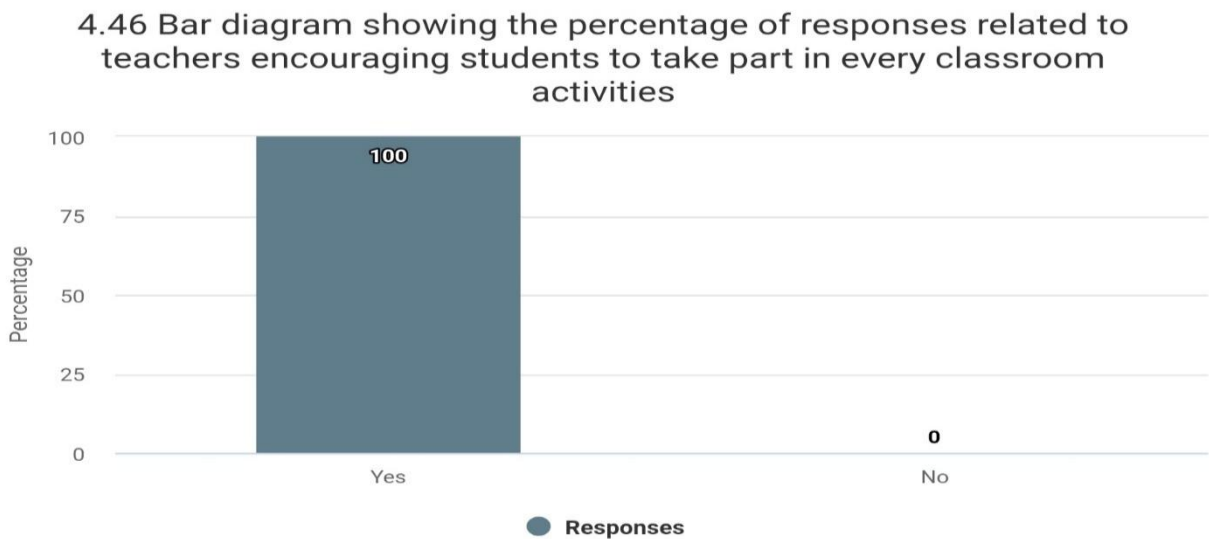
Q21. Are the teachers flexible in their way of teaching?



This study shows 82.5% of students agree, pointing to adaptable teaching practices, though there is room to further enhance flexibility.

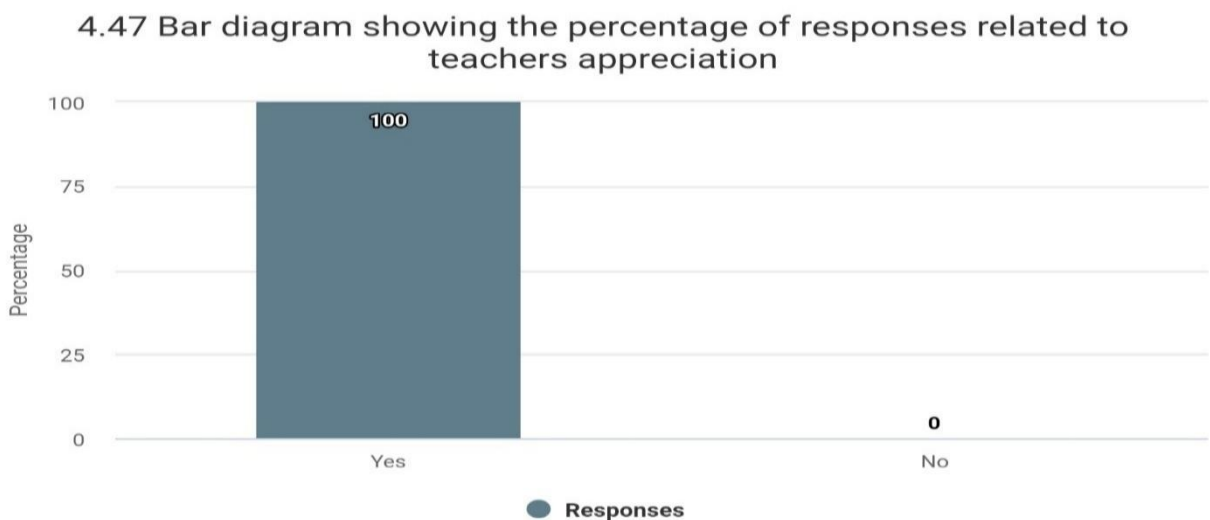
4.1.4 Objective– 4: To study the issues and challenges in education faced by CWSN students in Jawahar Navodaya Vidyalaya.

Q1. Do your teachers encourage you to take part in every classroom activity?



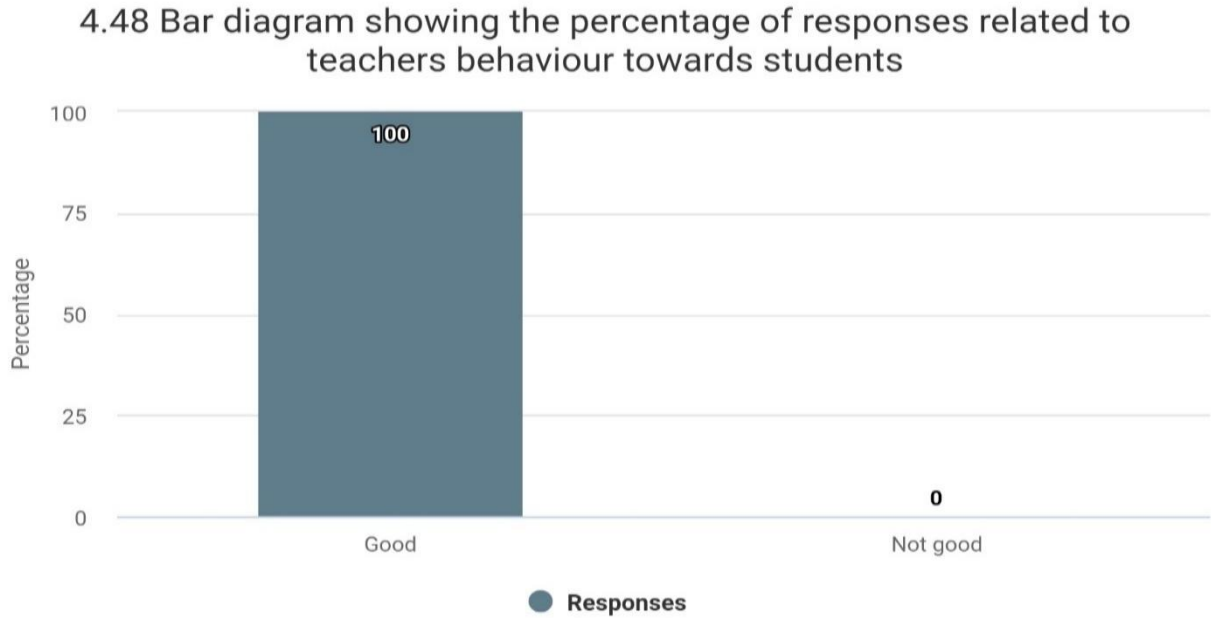
This study shows all students (100%) feel encouraged to participate, highlighting inclusive and supportive teaching practices for CWSN students.

Q2. Do your teachers appreciate you?



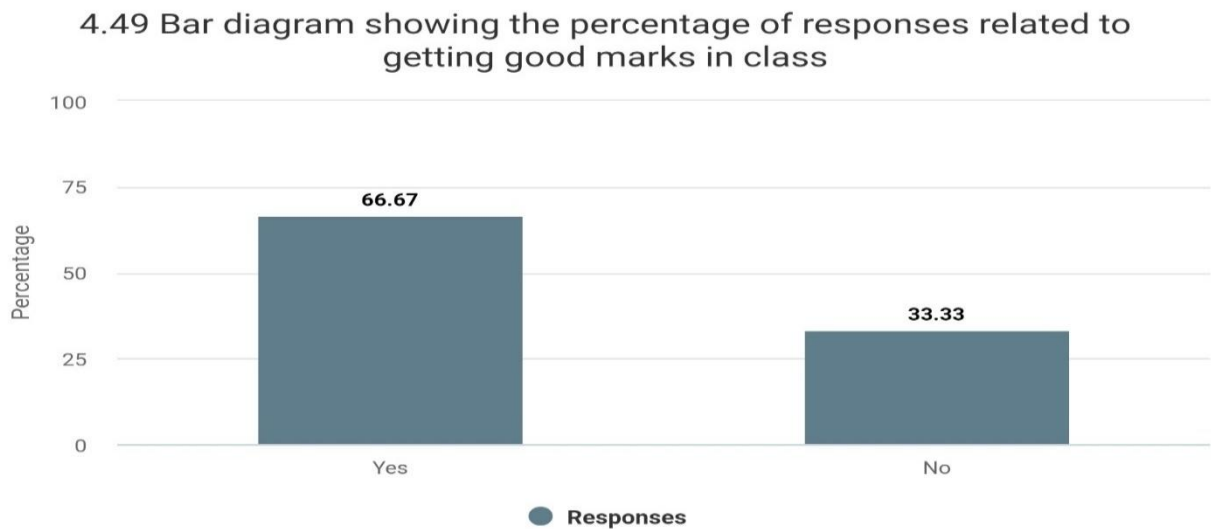
The finding shows unanimous response (100%) which indicates that teachers are actively providing positive reinforcement, fostering self-confidence in CWSN students.

Q3. How are the behaviors of teachers with you?



This study shows 100% of students reporting positive teacher behavior, it reflects an empathetic and respectful attitude toward CWSN students.

Q4. Do you get good marks in your class?

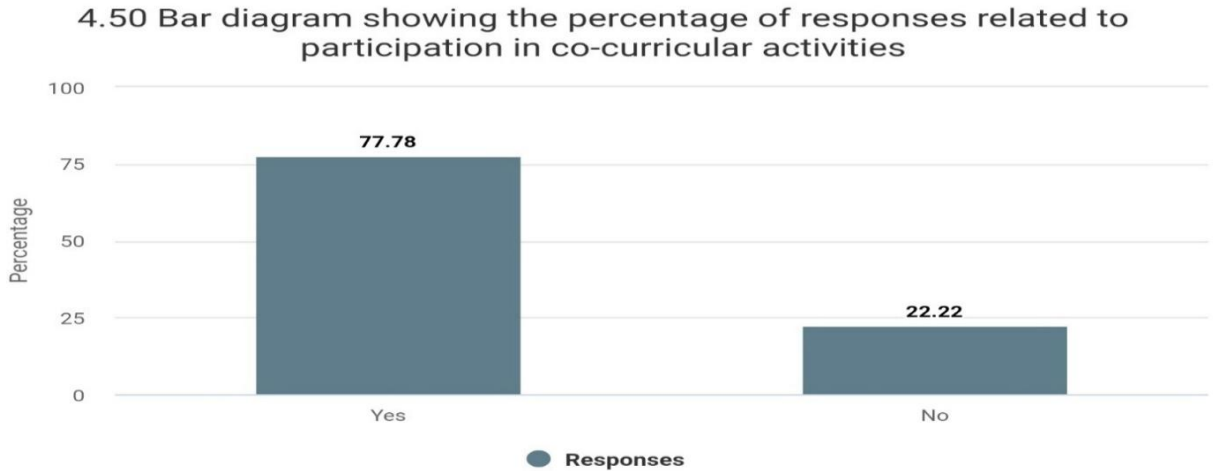


This study shows 66.67% of students report good marks, the remaining 33.33% indicate possible academic challenges that require additional academic support or tailored instruction.

Q5. What do you like or interesting activities do in the classroom?

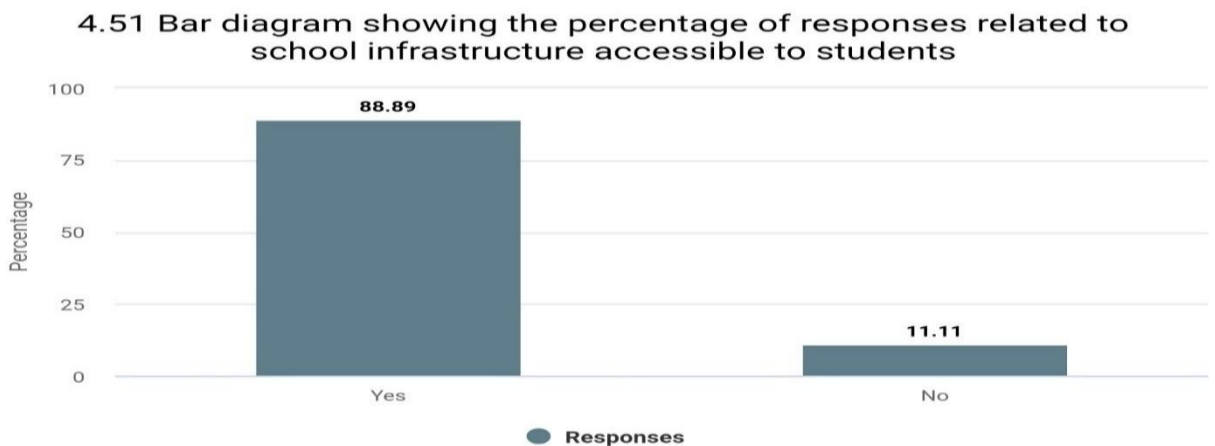
This study finds that students like arts, music, sports, doubt solving, reasoning solving. Which indicates that classroom environment is inclusive and provides all the opportunity to the CWSN students which is mandatory for their holistic development.

Q6. Do you participate in co-curricular activities?



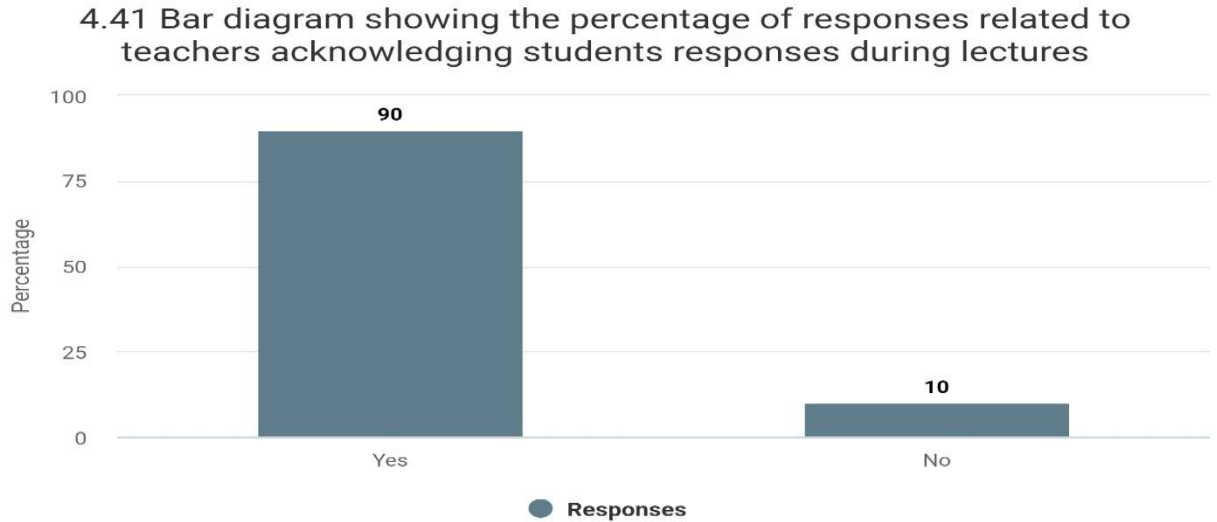
This study shows participation levels are high (77.78%), but there's scope to engage the remaining 22.22% through adaptive activity planning.

Q7. Does your school infrastructure accessible to you?



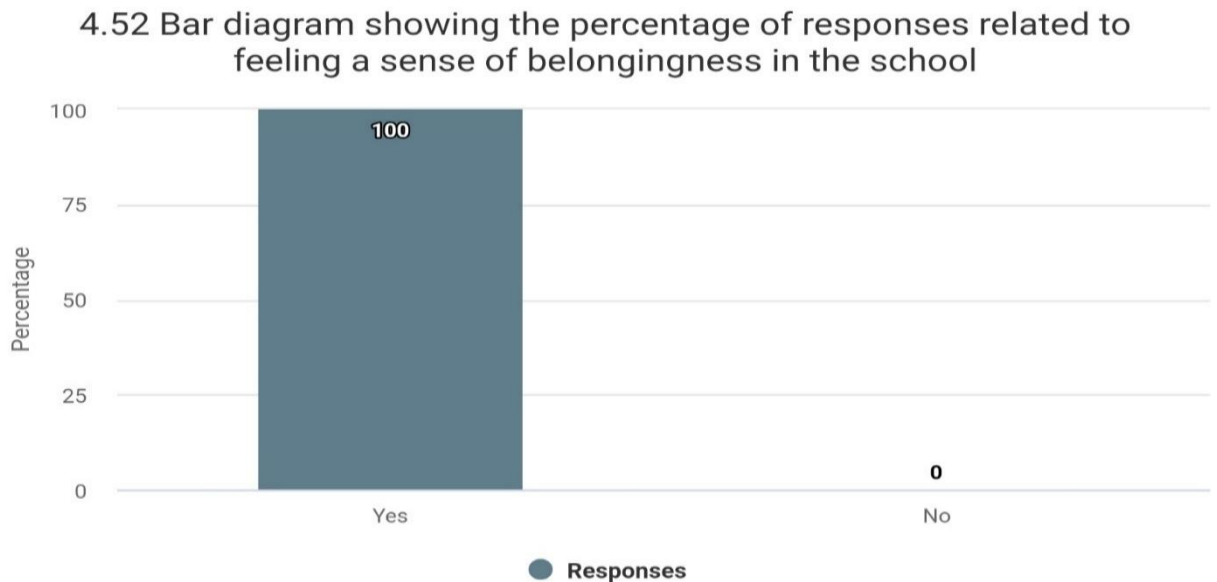
The finding shows 88.89% of students find the school infrastructure accessible, but 11.11% highlight gaps, suggesting the need for further enhancements to meet accessibility requirements.

Q8. What type of modification have been made and required?



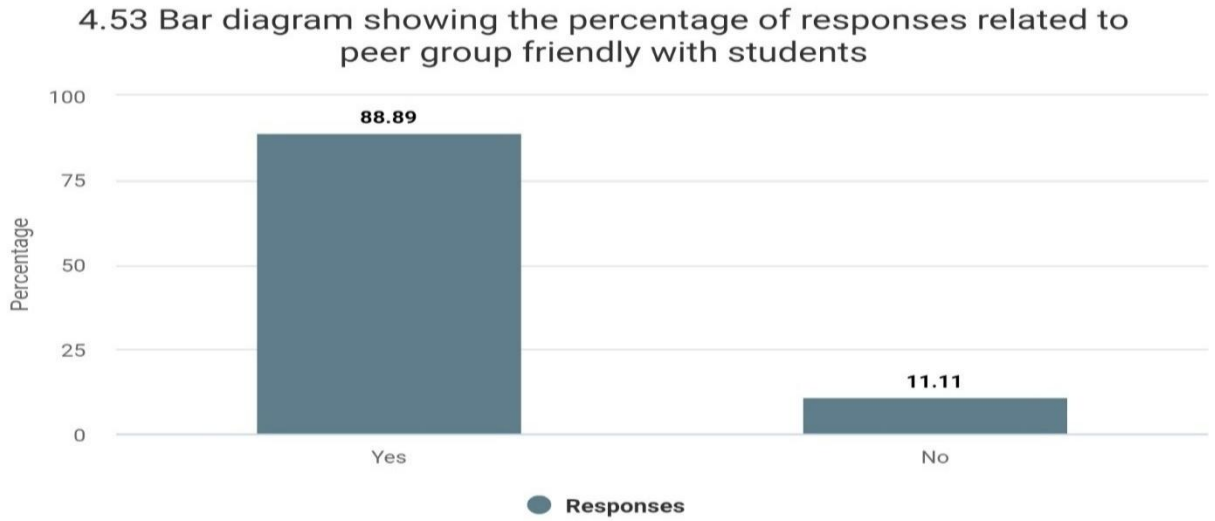
This study shows that there is no modification in the recent times which may cause the challenges of CWSN students. This study shows that there is need of upgradation in school infrastructure to fulfill the requirements of CWSN.

Q9. Do you feel a sense of belonging in the school?



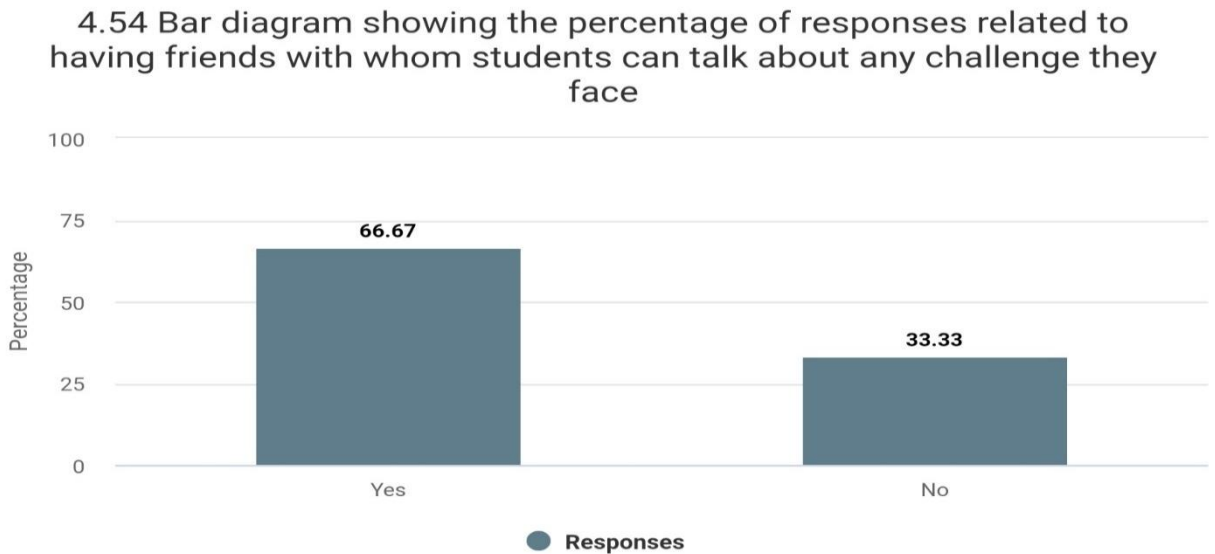
This study shows that all students (100%) feel a sense of belonging, which indicates a welcoming and inclusive school environment for CWSN students.

Q10. Do you find your peer group friendly with you?



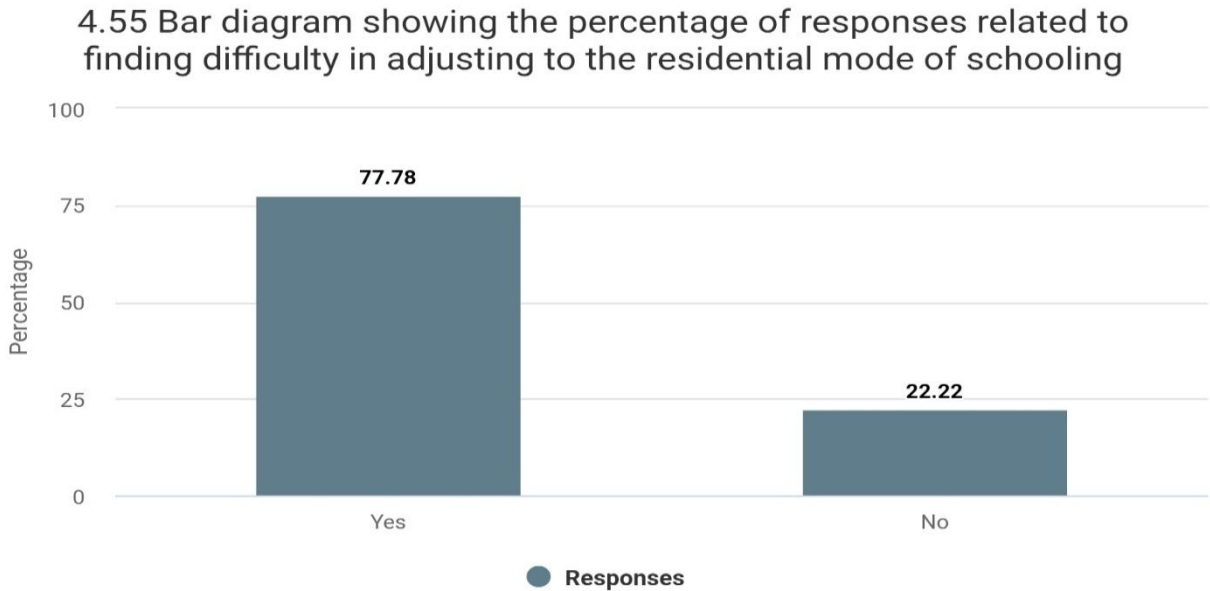
This study shows 88.89% report positive peer interactions, but a minority (11.11%) might face social challenges, suggesting the need for awareness programs promoting inclusivity among peers.

Q11. Do you have friends with whom you can talk about any challenge you face?



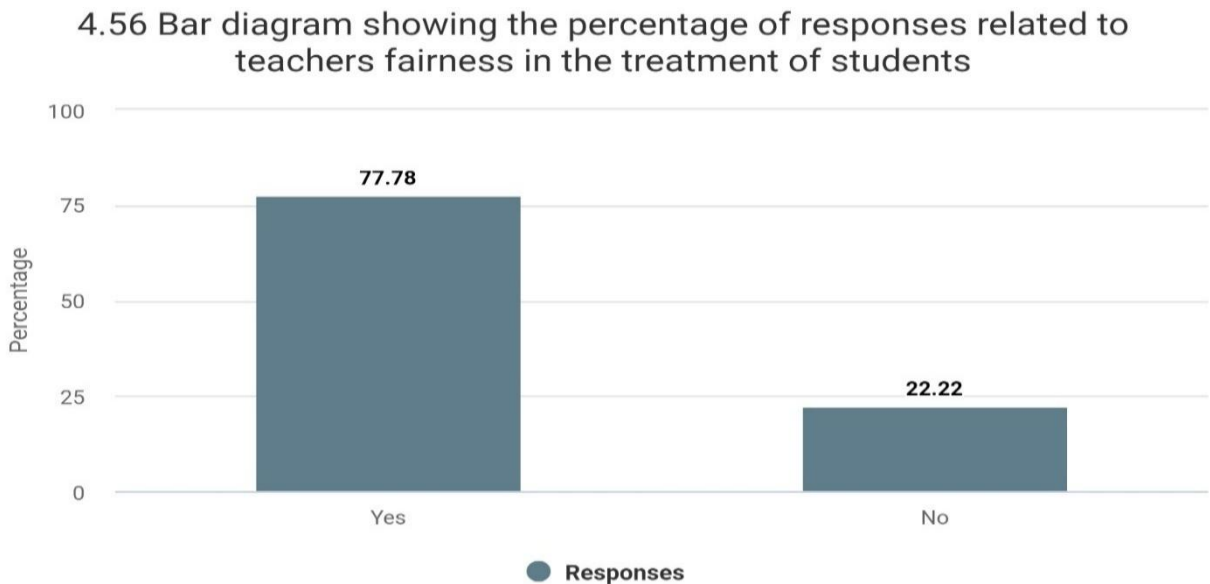
This study shows 66.67% of students have supportive friends, the remaining 33.33% might need additional social support or interventions to build peer relationships.

Q12. Did you find difficulty adjusting to the residential mode of schooling?



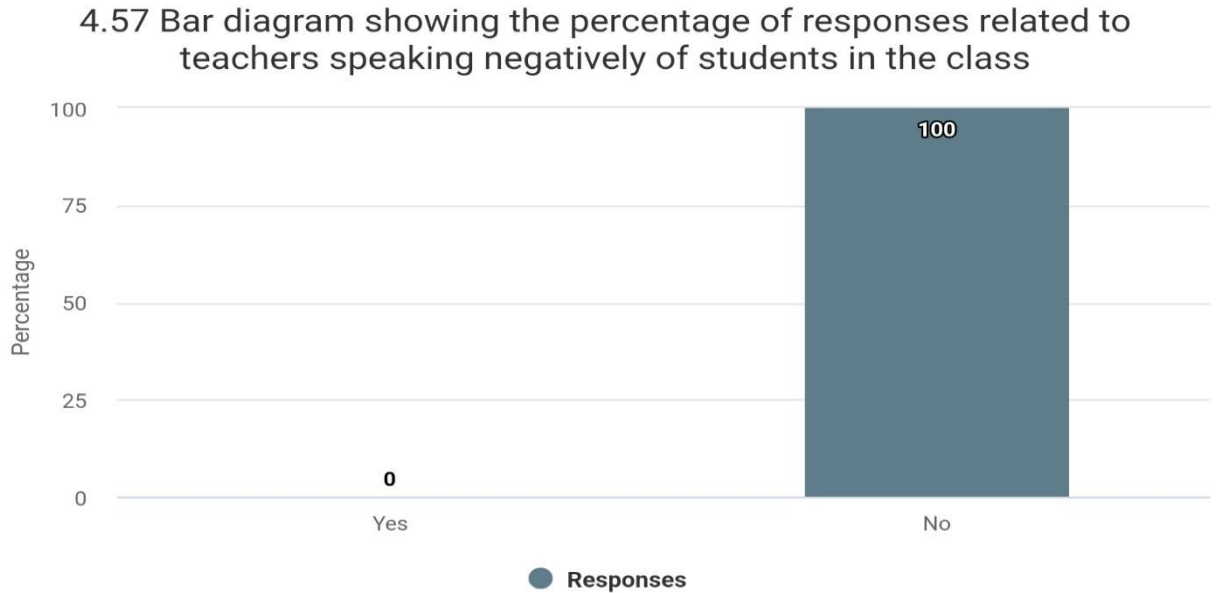
This study shows 77.78% of students faced challenges adapting to the residential setup, emphasizing the need for more tailored emotional and practical support.

Q13. Are the teachers fair in the treatment of students?



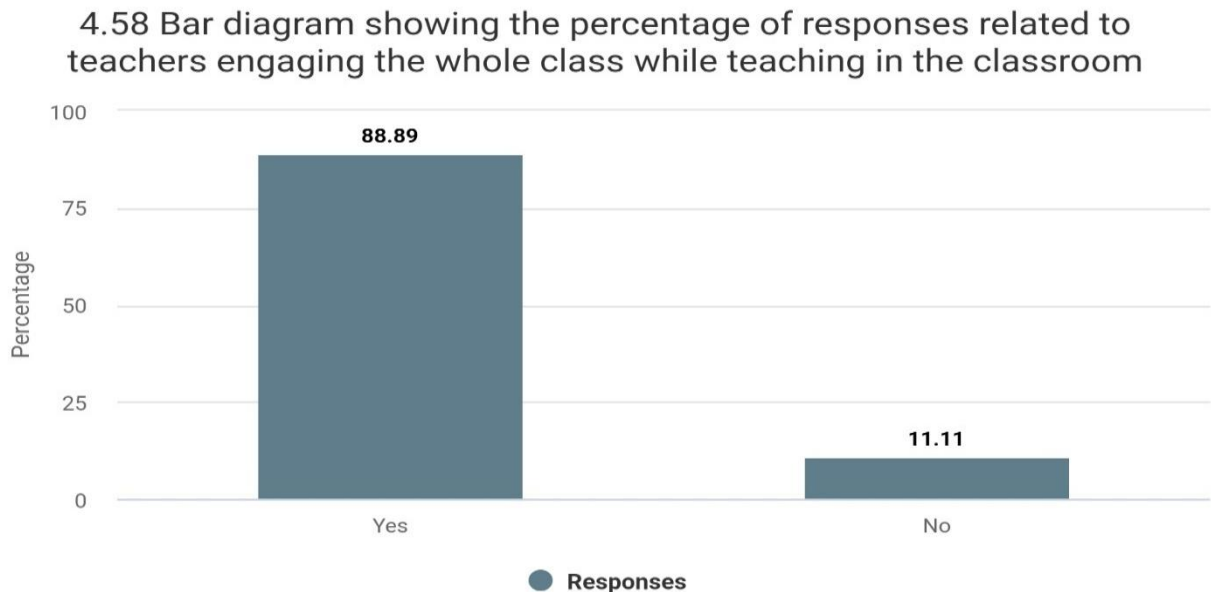
The finding shows 77.78% agree, but the rest (22.22%) highlight areas for improvement in equitable treatment, ensuring fair opportunities for all students.

Q14. Do the teachers speak negatively about students in class?



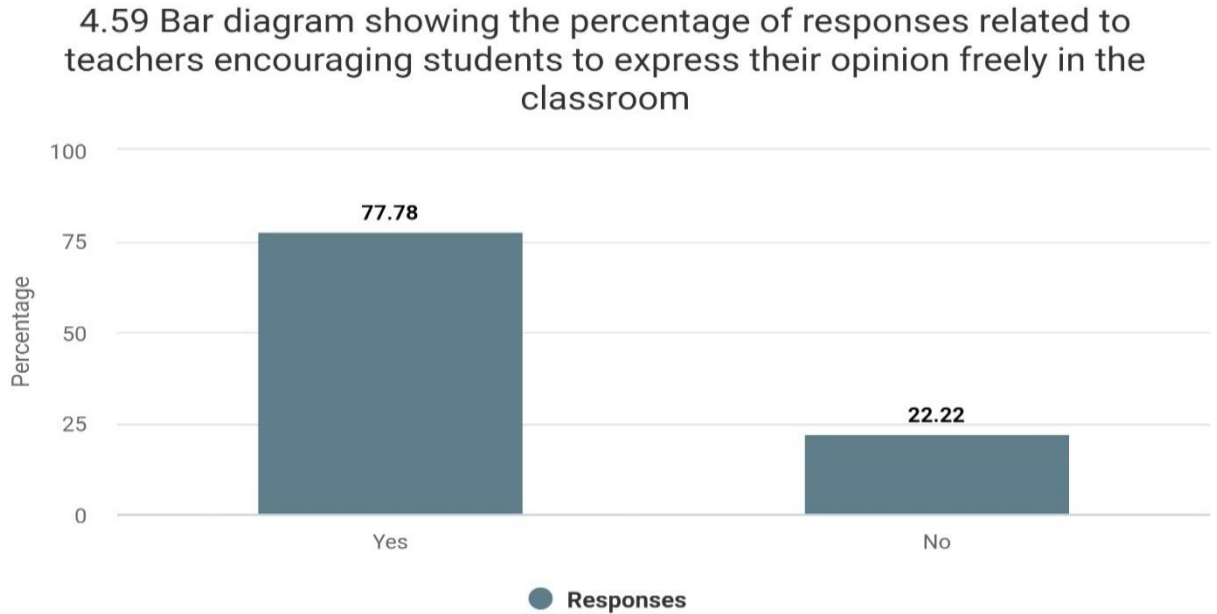
This study shows full 100% response which indicates that teachers maintain a positive and supportive classroom environment.

Q15. Do the teachers engage the whole class while teaching?



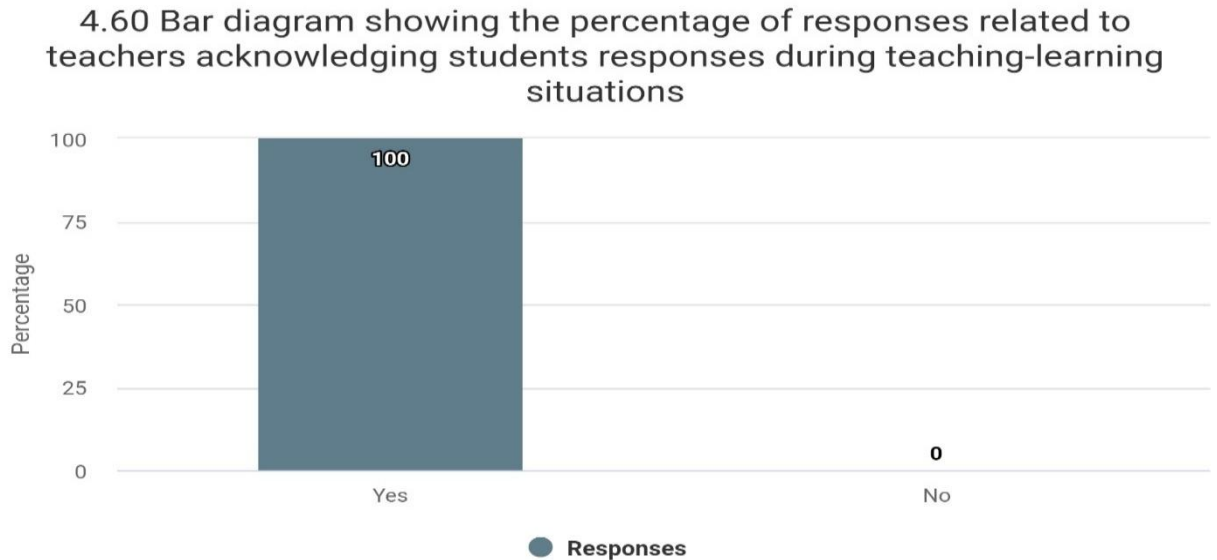
The finding shows 88.89% of students feel included, with some room for improvement in creating teaching strategies that involve the remaining 11.11%.

Q16. Do the teachers encourage students to express their opinions freely in class?



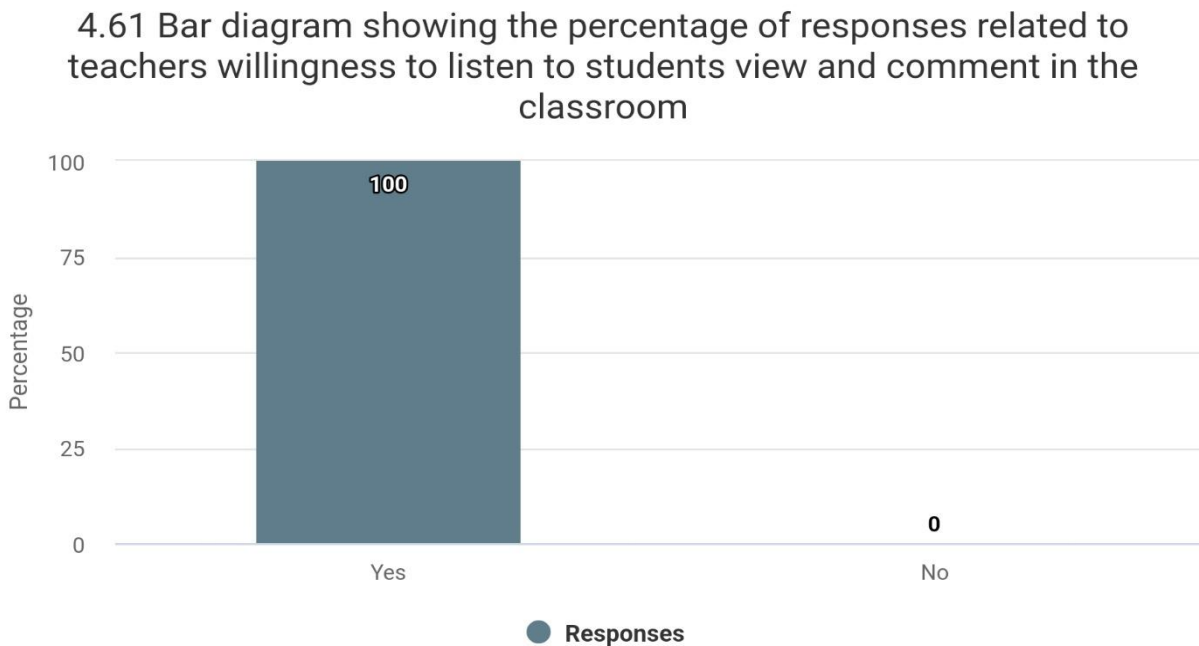
This study shows 77.78% feel encouraged, but 22.22% not feel encouraged so additional focus on creating opportunities for open expression could benefit others.

Q17. Do the teachers acknowledge students' responses during teaching-learning situations?



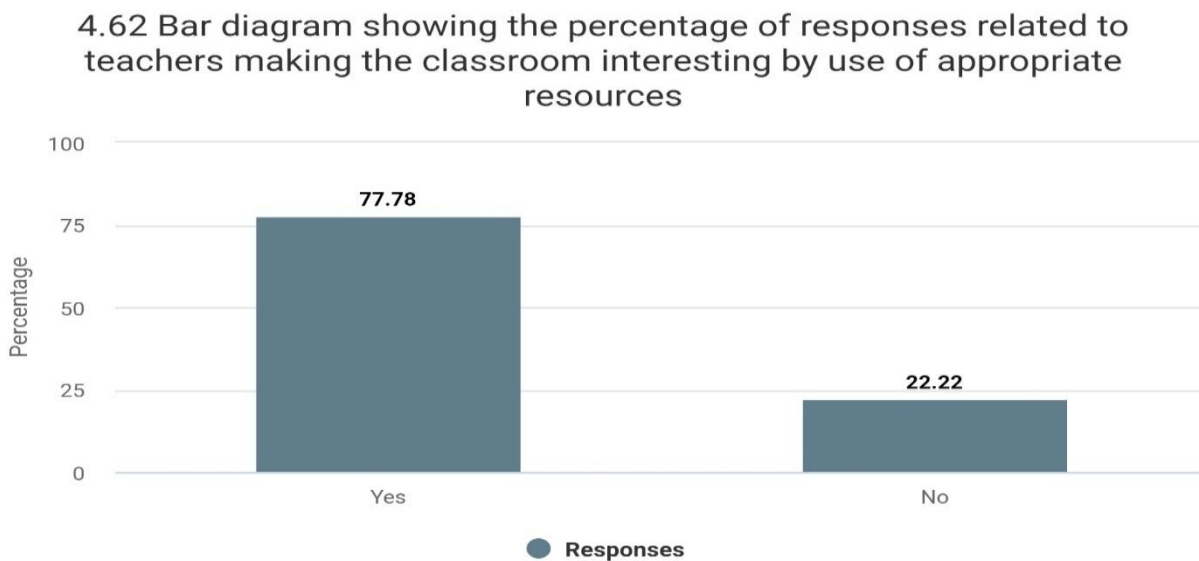
This study shows all students (100%) feel acknowledged, highlighting strong teacher-student communication practices.

Q18. Are the teachers willing to listen to students' views and comments in the classroom?



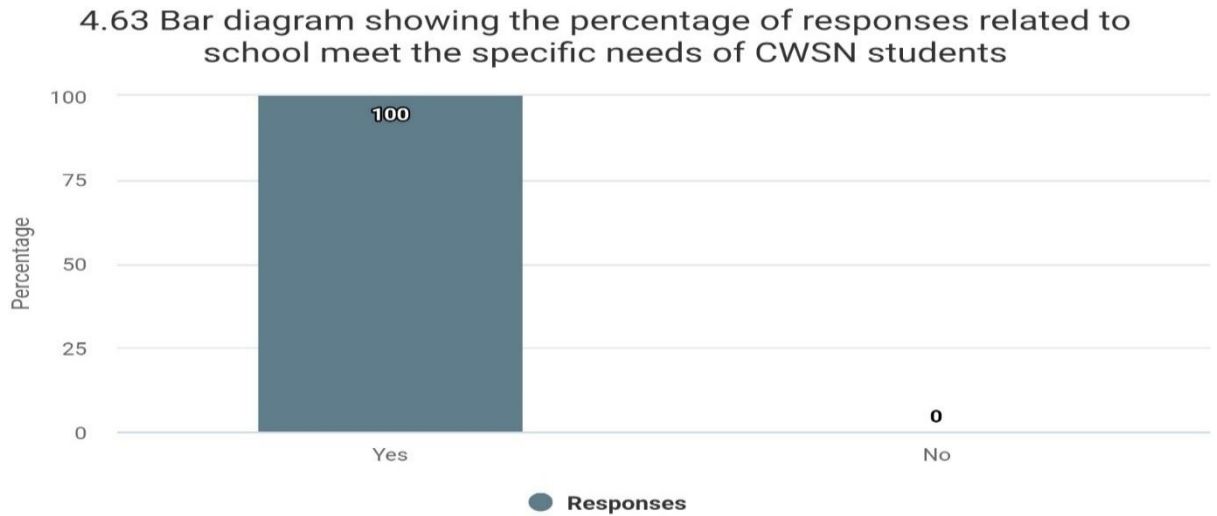
The finding shows a 100% positive response, it reflects teachers' active listening and respect for student contributions.

Q19. Do teachers make the classroom interesting by using appropriate resources?



This study shows 77.78% of students find the classroom engaging, while the remaining 22.22% suggest areas for enhanced use of creative and adaptive teaching resources.

Q20. Does the school meet the specific needs of CWSN students?



The finding shows all students (100%) affirm that their needs are being met, indicating effective implementation of special/inclusive education policies and practices.

4.1.5 Objective – 5: To study the issues and challenges in educating learners of disadvantaged groups faced by teachers in Jawahar Navodaya Vidyalaya. The researcher made questionnaire for teachers and collected the data from Jawahar Navodaya Vidyalaya, Lalmatia, Godda, Jharkhand and showing the percentage of responses in tabular form.

Q1. Do you know about disadvantaged groups as per NEP-2020?

Teacher (gender)	Yes	Not much	Little bit
Female	4 (100%)	_____	_____
Male	4 (57.14%)	2 (28.57%)	1 (14.28%)

The above table shows the awareness level of teachers about disadvantaged groups as per NEP-2020. This result represents 100% awareness in female teachers and 57.14% in male teachers 70% which indicates a gap in knowledge. Regular training sessions on NEP-2020 could address this gap. It shows the knowledge for the student's welfare policies through the Government.

Q2. Do you know about your classroom and how many students come under this category?

Teacher (gender)	25%	50%	100%
Female	4 (100%)	_____	_____
Male	2(28.57%)	1(14.28%)	4(57.14%)

This finding shows the teachers knowledge about disadvantaged groups as per NEP-2020 in their classroom. It shows that the awareness of disadvantaged group students by the teachers were varying which reflect a need for better data sharing and teacher awareness.

Q3. What about the participation ratio of students in your class activities?

Teacher (gender)	Less than 50%	More than 50%	100%
Female	_____	3 (75%)	1(25%)
Male	_____	2(28.57%)	5(71.42%)

The participation ratio of disadvantaged group students in the class activities was more in male teachers than female teachers and this result shows the activeness and maximum participation of students. This finding is also showing the teacher's guidance and motivation for all students.

Q4. In your class, the teaching objective is—child-centered or teacher-centered?

Teacher (gender)	Child - centered	Teacher - centered	Both
Female	4(100%)	_____	_____
Male	6(85.71%)	_____	1(14.28%)

The above table shows the child-centered class through majority of the teachers. It helps the complete development of students in the school by the teachers. Few teachers use mixed

approach in the class and they may benefit from professional development to emphasize child-centered learning. In this case, teacher treated all the student equally and fulfills their duty.

Q5. How much is the maximum scoring in your subject?

Teacher (gender)	Less than 50%	More than 50%	100%
Female	_____	4(100%)	_____
Male	_____	6(85.71%)	1(14.28%)

Maximum students scoring more than 50% which shows the teacher's responsibility without any discrimination between students under disadvantaged group as per NEP-2020 and other students. The way of teaching through the teacher is same for all students without any differentiation. As well as it shows the good content knowledge of teachers.

Q6. What teaching method do you apply in your classroom?

Teacher (gender)	Lecture method	Demonstrate method	Both
Female	_____	_____	4(100%)
Male	_____	1(14.28%)	6(85.71%)

This study shows teachers use maximum demonstrate and lecture method by both male and female teachers but only few male teachers applying only demonstrate method. This study shows the teachers knowledge about classroom pedagogy for every student. This is the one reason for attentive nature of students of disadvantaged groups.

Q7. What do you do for weak students or slow learners in your class?

Teacher (gender)	Give more attention	Put extra efforts	Both
Female	_____	1(25%)	3(75%)
Male	_____	_____	7(100%)

Every teacher put extra efforts and more attention for weak and slow learners. So, it helps specially for disadvantaged group students who need maximum attention towards the learning difficulties, because they are lacking many resources and good environment due to illiteracy of parents of disadvantaged groups.

Q8. What about the behavior of disadvantaged group students during classes?

Teacher (gender)	Attentive	Not attentive	Shouting
Female	1(25%)	3(75%)	_____
Male	3(42.86%)	4(57.14%)	_____

The disadvantaged group students are attentive and sincere towards education according above percentage but majority of teachers responding for the not attentive behavior of disadvantaged students. This shows the negative behavior of those students but it may happen when the lacking of interesting, effective, and attractive classroom. It may happen due to less trained teachers as well as environment at their home.

Q9. What about the parents' responses during PTMs (Parent-Teacher Meetings)?

Teacher (gender)	Good	Average	Bad	Cooperative
Female	_____	3(75%)	_____	1(25%)
Male	1(14.28%)	5(71.42%)	_____	1(14.28%)

The responses of parents of disadvantaged group students in the school's PTM are average because some parents overpowered on the teachers due to lack of education. Some parents show cooperative responses in school's PTM which shows they are aware about the rules of the educational policies.

Q10. Do disadvantaged group students have a complex that affects them in their activities?

Teacher (gender)	Yes	No	In some situation
Female	—	1(25%)	3(75%)
Male	2(28.57%)	—	5(71.42%)

The above result shows the very less amount of complex effect in the students of disadvantaged group. Maximum student behavior differs in some situation. It may be effect of environment of their hostels or due to lack of friendly environment in the classroom with their peer group.

Q11. Do you feel there is no differentiation between disadvantaged and other students, and are they able to manage with ease?

Teacher (gender)	Yes	No	Sometimes
Female	1(25%)	1(25%)	2(50%)
Male	1(14.28%)	1(14.28%)	5(71.42%)

There is no differentiation between the disadvantaged group students and other students in the school. All are treated equally. But few responses show the differentiation between the students according to teacher's responses it may be lacking of resources.

Q12. Are there any pressures from the guardians of disadvantaged group students?

Teacher (gender)	Yes	No	Sometimes
Female	—	2(50%)	2(50%)
Male	1(14.28%)	4(57.14%)	2(28.56%)

The pressure on the child under disadvantaged groups for study by their parents are less due to lack of literacy. Most of the parents busy in their daily wages work in whole time so child left behind from this situation. But few responses show awareness of parents towards their child's education. It may happen due to effect of locality.

Q13. Is there any misuse of constitutional safeguards by the parents of disadvantaged groups?

Teacher (gender)	Yes	No	Sometimes
Female	—	3(75%)	1(25%)
Male	—	6(85.72%)	1(14.28%)

The above result shows the never misuse of constitutional safeguards by parents. They follow the rules of school. This finding also shows the misuse of constitutional safeguards by parents in sometimes according few female teacher's and male teacher's responses. Sometimes parents want to take all the advantages providing through the school only, without following rules of premises.

Q14. How much awareness do the parents of disadvantaged group students have?

Teacher (gender)	Less than 50%	More than 50%	100%
Female	3(75%)	1(25%)	_____
Male	5(71.42%)	2(28.56%)	_____

The percentage of awareness of parents of disadvantaged groups students are less 50%. Awareness campaigns targeting parents can improve this percentage. Awareness of parents play major role in academic success of students.

Q15. Have you found any difficulties dealing with the parents of disadvantaged group students?

Teacher (gender)	Yes	No	Sometimes
Female	_____	2(50%)	2(50%)
Male	_____	4(57.14%)	3(42.85%)

The difficulties are maximum found in case female teachers than the male teachers in the school. It shows the lacking knowledge about the parents of disadvantaged groups. So, it causes difficulties to explain the conditions of the students. Some male teachers show maximum responses for positive behavior of parents.

Therefore, they easily deal with the parents of disadvantaged group students. Because parents listen and understand the information given by teacher regarding their child with very respectfully.

Chapter – V

Summary, Educational Implications and Suggestions for Further Study

5.0.0 Introduction

This chapter presents a brief summary and findings of the study. This is followed by the educational implications used on the findings of the Study; suggestions for further research on related topic have also been outlined.

5.1.0 Major Findings

The present study deals with issues and challenges in education faced by female students in residential school like JNVs. It shows majority of female students reported not facing problems specifically because they are girls, indicating a largely supportive school environment. However, a few cited challenges such as restrictions within the school campus. The finding shows majority of students felt no issues with asking questions in class, suggesting an open and encouraging environment. Still, some students struggled with low confidence or fear of being ridiculed, which hindered their participation.

This finding also showing parental support is unanimously strong, highlighting the crucial role of family encouragement in the academic lives of female students. Teachers actively encouraged student participation, with majority of students reporting feeling supported by their educators. All students felt teachers fostered a democratic atmosphere by encouraging open expression of opinions. Maximum students found teachers' explanations clear and easy to understand, and teachers actively stimulated critical thinking by asking questions. This points to effective teaching practices but shows that a small percentage may require additional help.

This finding shows only 40% of female students reported support from male peers, highlighting potential gaps in collaboration and mutual respect. This may lead to feelings of isolation for some students. This finding also shows high levels of participation, with majority of students feeling included in discussions. However, a few might need extra encouragement to engage fully. This study shows the maximum responses of positive nature of teacher appreciation towards the female students. The finding gives the positive responses in large number; it shows feeling happy at school, indicating a positive overall environment. Only responses expressed dissatisfaction that may require attention.

The present study deals with issues and challenges in education of Socio-Cultural group of students in residential schools like JNVs. This finding shows more than half of students are facing difficulties in their studies. These challenges may stem from socio-cultural differences, educational barriers, or unfamiliarity with the academic environment. But half of students did not face such issues, indicating a generally supportive school environment. Some students struggled to understand the instructional language in the classroom. This highlights the linguistic diversity among socio-cultural groups and suggests that language remains a significant barrier for some students. Teachers addressed this challenge by incorporating local languages, as acknowledged by majority of students. This practice promotes inclusivity and bridges communication gaps effectively.

This study shows all students felt that their teachers appreciated and motivated them to participate in classroom activities. Such encouragement fosters confidence, active participation, and a positive learning atmosphere. Half of students preferred learning in the hostel over the school environment. This preference might be due to the less formal and more peer-driven atmosphere in hostels, which can be conducive to collaborative learning. This school environment, while structured, may pose challenges for some students in terms of adjusting or interacting.

All students reported positive peer interactions, as indicated by 100% responses to peers sharing food and cooperating with them. The supportive peer environment plays a crucial role in mitigating socio-cultural challenges and fostering inclusivity. Majority of students expressed satisfaction with the food provided in the mess. However, a few reported some dissatisfaction which indicates a need to accommodate cultural dietary preferences or individual needs better. This of students reported missing their homes, habitats, or families. This homesickness underscores the emotional challenges faced by students in residential schooling, particularly for those from socio-cultural groups.

All parents showed an active interest in planning higher education for their children. This highlights strong parental commitment and its potential impact on students' academic aspirations. A majority of students felt that the school's celebration of festivals lacked inclusivity. This could lead to feelings of alienation among students whose cultural events are not recognized. A more inclusive approach could promote a greater sense of belonging. Only few

students reported instances of bullying. This low percentage is reassuring and suggests that the school maintains a safe and respectful environment for students from socio-cultural groups.

The present study deals with the issues and challenges in education faced by rural and urban students in residential schools like JNVs. It shows majority of students were highly comfortable with the medium of instruction used by teachers, reflecting effective language alignment. However, a few students reported discomfort, indicating the need for additional bilingual teaching aids or language support mechanisms. This finding shows students faced difficulties in core subjects like English, Science, and Mathematics. This highlights significant academic barriers and points to a need for more engaging and simplified teaching methodologies.

A positive school culture is evident, with majority of students actively participating in school activities. However, a few students appear disengaged due to potential motivational issues or a lack of support from peers or teachers. Majority of students felt confident participating in school activities, only few lacks confidence may benefit from targeted initiatives like skill-building workshops or encouragement programs. Homesickness affects large number of students, especially those from rural backgrounds. This finding also shows large number of students expressed sadness about not being able to support their families while staying in hostels. These findings underline the necessity for emotional support systems, counseling services, and family engagement programs.

Most students expressed satisfaction with the residential learning environment, but a few reported challenges, suggesting the need for close monitoring and tailored interventions. Some students reported village-mates permanently leaving the school, hinting at underlying factors such as financial constraints, academic pressure, or homesickness that require further exploration. This finding also shows some of students struggled to keep pace with their teachers, calling for differentiated teaching practices. Additionally, a large number of students faced challenges in written English, particularly among rural students, indicating a critical area for language improvement initiatives.

Half of the students believed that the use of ICT made classrooms more interesting, this suggests room for further integration of technology in teaching. However, most students appreciated the structured and contextual teaching methods of their teachers. Areas such as encouraging critical

thinking, inclusive participation, and effective discipline were highly rated, with majority of students acknowledging these aspects.

The present study deals with the issues and challenges in education faced by CWSN student in residential schools like JNVs. It shows all students feel encouraged to participate in classroom activities and receive appreciation from teachers. This indicates a highly inclusive and positive environment fostering self-confidence and active participation. Behavior of teachers is unanimously reported as positive, showing a respectful and empathetic approach. Teachers maintain fairness in treatment. Only few responses are for negative responses where teachers show differences in behavior. This causes the demotivation, depression or sadness, uncomfortable environment.

This study shows the good progress of CWSN students and only some do not get the good marks. The reason for the low marks obtained due to lack of sincerity and resources also. CWSN Students show interest in diverse activities such as arts, music, sports, and problem-solving, reflecting an inclusive and stimulating classroom environment. Majority of CWSN students participate in co-curricular activities, but a few CWSN students could be better engaged through adaptive planning.

This study found the school infrastructure is accessible for CWSN students, but some CWSN students face barriers, emphasizing the need for infrastructural improvements. No recent infrastructure modifications were reported, indicating a need for upgrades to better serve CWSN students. Every CWSN students feel a sense of belonging, demonstrating the school's success in creating a welcoming environment. Positive peer relationships were reported by majority of CWSN students, but some face social challenges, suggesting room for awareness programs to promote inclusivity. It also founds that majority of CWSN students face difficulties adjusting to the residential schooling mode, highlighting a need for better emotional and practical support systems.

This study shows majority of CWSN students feel actively engaged in class, while some indicate areas for improvement in teaching strategies. Majority of CWSN students feel encouraged to express their opinions freely, but some could benefit from a more open atmosphere. Teachers consistently acknowledge students' responses and listen to their views. Majority of CWSN students find the teaching environment engaging, though some suggest that improved use of

creative resources could enhance the learning experience. All CWSN students affirm that their specific needs are met, reflecting the effective implementation of special education policies.

The present study deals with the issues and challenge in educating disadvantaged group students of JNVs. It shows the awareness of NEP-2020. This finding shows the teacher's knowledge about the disadvantaged groups as per NEP-2020. The participation ratio of disadvantages group students in the class activity, this shows the activeness and maximum participation of students which come under the disadvantaged groups as per NEP-2020. This finding is also showing the teacher's guidance and motivation for all students treated equally. This result interprets the fulfilment of teacher's objective in the classroom and providing the quality education with the flexible environment for disadvantaged group students. The child centered class is the objective of all the teachers. It helps the complete development of students in the school by the teachers. In this case, teacher treated all the students equally and fulfills their duty with responsibility.

Every teacher put the extra efforts and more attention for weak or slow learners. So, it helps specially for disadvantages group students who need maximum attention towards the learning difficulties. Because they are lacking many resources and good environment in their home or locality. The disadvantages group students are attentive and sincere towards the education according to the above percentage but some teachers responding for the not attentive behavior of disadvantaged group students. This shows the negative behavior of those students but it may happen when the lacking of interesting, effective, and attractive classroom. It may happen due to the less dedication of teachers. The responses of parents of disadvantages group students in the school's PTM are average because some parents overpowered on the teachers due to the lacking of education. They don't know about the rules for the educational policies so, their responses in the PTM of school not good according to some teachers.

There is no differentiation between the disadvantages group students and other students in the school. All are treated equally. Every teacher put the extra efforts and more attention for weak or slow learners. So, it helps specially for disadvantages group students who need maximum attention towards the learning difficulties. The disadvantages group students are attentive and sincere towards the education.

5.2.0 Statement of The Problem

The problem is stated as follow, **“A Study of Issues and challenges in education of Learners of Disadvantaged Groups of Jawahar Navodaya Vidyalaya”**.

5.3.0 Objectives of The Study

This study will be carried out in PM Shri Jawahar Navodaya Vidyalaya, Lalmatia, Godda, Jharkhand. The objectives of this study are: -

- I. To study the issues and challenges in education faced by female students.
- II. To study the issues and challenges in education faced by students of Socio- Cultural groups.
- III. To study the issues and challenges in education faced by rural and urban students.
- IV. To study the issues and challenges in education faced by Children With Special Needs (CWSN).
- V. To study the issues and challenges in educating learners of Disadvantaged groups faced by teachers.

5.4.0 Educational Implications

- The study will be expanded to other Jawahar Navodaya Vidyalaya to understand the issues and challenges of learners of disadvantaged groups.
- The findings indicate that while teachers demonstrate positive behavior and encouragement, areas like equitable opportunities and teaching strategies need refinement. This implies the importance of ongoing teacher training programs, focusing on inclusivity and adaptive pedagogy for disadvantaged group students.
- Some of students find school infrastructure inadequate, it is clear that infrastructural modifications are essential. Schools should prioritize accessibility upgrades, such as ramps, specialized seating, and assistive devices, ensuring no student faces physical barriers
- The findings emphasize the success of special education policies but also highlight areas for refinement. Policymakers should allocate more resources for disadvantaged

group student education, while school administrators must implement regular assessments to monitor progress and address gaps

- The study will help to identify the problems of disadvantaged group students and teachers to take necessary intervention.

5.5.0 Suggestions for Further Study

- A study can be taken up adjustment of disadvantaged group students in inclusive schools
- A study can be taken on awareness of assistive devices used by the CWSN at Jawahar Navodaya Vidyalaya.
- A study can be taken up awareness of equitable and inclusive education of pre-service trainees.
- For further study, compare the issues and challenges of disadvantages group students of Government and private schools.
- A survey can be taken up gender bases of disadvantaged group students and identify their difficulties in the school.
- Experimental study can be taken up of maximum numbers of school and their infrastructure also.

5.6.0 Conclusion

The primary goal of this study was to contribute our understanding or observation of the issues and challenges in education faced by female students, Socio-Cultural group students, rural & urban students and CWSN students and issues and challenges in educating learners of disadvantaged groups faced by teachers in residential schools like Jawahar Navodaya Vidyalaya. In this study, the researcher was found that some issues and challenges faced by female students mainly related more restriction in the school premises and less peer collaboration.

Some issues and challenges were faced by the students of Socio-Cultural group mainly related to studies, instructional language and mess food. Some issues and challenges faced by rural and urban students mainly related homesickness, language barriers, understanding of core subjects. Some issues and challenges faced by CWSN students mainly related to resource accessibility, participation in co-curricular activities and in core subjects understanding.

Additionally, some teachers faced the problem due to the lack of literacy of parents of disadvantaged group students in the PTM of school. Disadvantaged group students faced the problem in learning; therefore, they required extra efforts of teachers due to the lack of resources. But there was no discrimination between the students in the classroom.

Only the changes in the behavior between the students because of their adolescence stage of growth. In this study, the researcher was also found the difference in the responses between the male and female teachers for disadvantaged group students. The percentages of some activities of disadvantaged group students were different in the case of male and female teachers.

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Vision & Mission (navodaya.gov.in)

www.inclusion.com/

Appendices

QUESTIONNAIRE

QUESTIONNAIRE FOR FEMALE STUDENTS

PERSONAL INFORMATION

Name	
Name of school	
Class	
Age group	
Gender	

INTRODUCTION –

- The present study is dissertation work, being conducted by Md Pervej Alam, Integrated B.Ed - M.Ed student of Regional Institute of Education, Bhopal (NCERT).
- This form is the part of research tool.
- The information sought through this form relates to the issues and challenges faced by female students and it will be confidential and used only for the purpose of research.

परिचय -

- प्रस्तुत अध्ययन शोध प्रबंध कार्य है, जिसे क्षेत्रीय शिक्षा संस्थान, भोपाल (एनसीईआरटी) के एकीकृत बी.एड-एम.एड छात्र मोहम्मद परवेज आलम द्वारा संचालित किया जा रहा है।
- यह फॉर्म शोध उपकरण का हिस्सा है।
- इस फॉर्म के माध्यम से मांगी गई जानकारी महिला छात्रों द्वारा सामना किए जाने वाले मुद्दों और चुनौतियों से संबंधित है और यह गोपनीय होगी और इसका उपयोग केवल शोध के उद्देश्य से किया जाएगा।

INSTRUCTIONS-

Please go through the following instructions before responding to these questions:

1. The basic purpose of this questionnaire is to know about issues and challenges faced by you in your school.
2. The response of this questionnaire would be kept confidential.
3. Attempt all the questions.
4. Please turn over the page and start answering of the questions.

निर्देश-

कृपया इन प्रश्नों का उत्तर देने से पहले निम्नलिखित निर्देशों को पढ़ें:

1. इस प्रश्नावली का मूल उद्देश्य आपके विद्यालय में आपके सामने आने वाली समस्याओं और चुनौतियों के बारे में जानना है।
2. इस प्रश्नावली का उत्तर गोपनीय रखा जाएगा।
3. सभी प्रश्नों का उत्तर देने का प्रयास करें।
4. कृपया पृष्ठ पलटें और प्रश्नों के उत्तर देना शुरू करें।

Q1. Are you facing any problem in school being a girl student?

a. Yes ☐

b. No ☐

If yes, then what _____

प्रश्न 1. क्या आप छात्रा होने के नाते स्कूल में किसी समस्या का सामना कर रही हैं?

क. हाँ ☐

ख. नहीं ☐

यदि हाँ, तो क्या _____

Q2. Are you facing any problem related to asking questions in the class?

a. Yes ☐

b. No ☐

If yes, how _____

प्रश्न 2. क्या आपको कक्षा में प्रश्न पूछने से संबंधित कोई समस्या आ रही है?

क. हाँ ☐

ख. नहीं ☐

यदि हाँ, तो कैसे _____

3. Are your parents supporting you for studying in school?

a. Yes ☐

b. No ☐

If yes, how _____

प्रश्न 3. क्या आपके माता-पिता आपको स्कूल में पढ़ने के लिए सहयोग दे रहे हैं?

क. हाँ ☐

ख. नहीं ☐

यदि हाँ, तो कैसे _____

Q4. Do your teachers encourage you for taking part in every activity of the school/class?

a. Yes ☐

b. No ☐

If yes, how _____

प्रश्न 4. क्या आपके शिक्षक आपको स्कूल/कक्षा की हर गतिविधि में भाग लेने के लिए प्रोत्साहित करते हैं?

क. हाँ ☐

ख. नहीं ☐

यदि हाँ, तो कैसे _____

Q5. Do you get good participation in your classroom discussion?

a. Yes ☐

b. No ☐

If yes, how _____

प्रश्न 5. क्या आपको कक्षा में होने वाली चर्चा में अच्छी भागीदारी मिलती है?

क. हाँ ☐

ख. नहीं ☐

यदि हाँ, तो कैसे _____

Q6. Do your teachers appreciate you?

a. Yes ☐

b. No ☐

If yes, how _____

प्रश्न 6. क्या आपके शिक्षक आपकी प्रशंसा करते हैं?

क. हाँ ☐

ख. नहीं ☐

यदि हाँ, तो कैसे _____

Q7. Do you feel happy in the school?

a. Yes ☐

b. No ☐

प्रश्न 7. क्या आप स्कूल में खुश महसूस करते हैं?

क. हाँ ☐

ख. नहीं ☐

Q8. Does your peer group students (male) help and support you?

a. Yes ☐

b. No ☐

प्रश्न 8. क्या आपके सहपाठी छात्र (पुरुष) आपकी सहायता और समर्थन करते हैं?

क. हाँ ☐

ख. नहीं ☐

Q9. Do the teachers explain concept in a way that is easy for you to understand?

a. Yes ☐

b. No ☐

प्रश्न 9. क्या शिक्षक अवधारणा को इस तरह समझाते हैं कि आपके लिए समझना आसान हो?

a. हाँ ☐

b. नहीं ☐

Q10. Do the teachers encourage students to express their opinion freely in the class?

a. Yes ☐

b. No ☐

प्रश्न 10. क्या शिक्षक छात्रों को कक्षा में स्वतंत्र रूप से अपनी राय व्यक्त करने के लिए प्रोत्साहित करते हैं?

a. हाँ ☐

b. नहीं ☐

Q11. Do the teachers stimulate student thinking by asking question?

a. Yes ☐

b. No ☐

प्रश्न 11. क्या शिक्षक प्रश्न पूछकर छात्रों की सोच को उत्तेजित करते हैं?

a. हाँ ☐

b. नहीं ☐

Q12. Did you find difficulty in adjusting to the residential mode of schooling?

a. Yes ☐

b. No ☐

प्रश्न 12. क्या आपको आवासीय स्कूली शिक्षा पद्धति में समायोजन करने में कठिनाई होती है?

अ. हाँ ☐

ब. नहीं ☐

QUESTIONNAIRE

QUESTIONNAIRE FOR SOCIO-CULTURAL GROUPs

PERSONAL INFORMATION

Name	
Name of school	
Class	
Gender	(male/female/transgender)
Socio-cultural background	
Locale	(rural / urban)

INTRODUCTION –

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- This form is the part of research tool.
- The information sought through this form relates to the issues and challenges faced by socio-cultural group students and it will be confidential and used only for the purpose of research.

परिचय -

- प्रस्तुत अध्ययन शोध प्रबंध कार्य है, जिसे क्षेत्रीय शिक्षा संस्थान, भोपाल (एनसीईआरटी) के एकीकृत बी.एड-एम.एड छात्र मोहम्मद परवेज आलम द्वारा संचालित किया जा रहा है।
- यह फॉर्म शोध उपकरण का हिस्सा है।
- इस फॉर्म के माध्यम से मांगी गई जानकारी सामाजिक-सांस्कृतिक समूह के छात्रों के सामने आने वाले मुद्दों और चुनौतियों से संबंधित है और यह गोपनीय होगी तथा इसका उपयोग केवल शोध के उद्देश्य से किया जाएगा।

INSTRUCTIONS- Please go through the following instructions before responding to these questions:

1. The basic purpose of this questionnaire is to know about issues and challenges faced by you in your school.
2. The response of this questionnaire would be kept confidential.
3. Attempt all the questions.
4. Please start answering of the questions.

निर्देश- कृपया इन प्रश्नों का उत्तर देने से पहले निम्नलिखित निर्देशों को पढ़ें:

1. इस प्रश्नावली का मूल उद्देश्य आपके विद्यालय में आपके सामने आने वाली समस्याओं और चुनौतियों के बारे में जानना है।
2. इस प्रश्नावली का उत्तर गोपनीय रखा जाएगा।
3. सभी प्रश्नों का उत्तर देने का प्रयास करें।
4. कृपया पृष्ठ पलटें और प्रश्नों के उत्तर देना शुरू करें।

Q1. Have you faced any type of problem while studying in the school?

a. Yes ☐

b. No ☐

प्रश्न 1. क्या आपको स्कूल में पढ़ाई करते समय किसी प्रकार की समस्या का सामना करना पड़ा है?

क. हाँ ☐

ख. नहीं ☐

Q2. What type of problem did you face in your classroom?

Ans - _____

प्रश्न 2. आपको अपनी कक्षा में किस प्रकार की समस्या का सामना करना पड़ा?

उत्तर- _____

Q3. Do you face problem in understanding classroom instructional language?

a. Yes ☐

b. No ☐

प्रश्न 3. क्या आपको कक्षा में शिक्षण भाषा समझने में समस्या आती है?

a. हाँ ☐

b. नहीं ☐

Q4. Does your teacher use local language while teaching?

a. Yes ☐

b. No ☐

प्रश्न 4. क्या आपके शिक्षक पढ़ाते समय स्थानीय भाषा का उपयोग करते हैं?

अ. हाँ ☐

ब. नहीं ☐

Q5. Do your teachers appreciate and motivate you to participate in the classroom activities?

a. Yes ☐

b. No ☐

प्रश्न 5. क्या आपके शिक्षक आपकी प्रशंसा करते हैं और कक्षा की गतिविधियों में भाग लेने के लिए आपको प्रेरित करते हैं?

क. हाँ ☐

ख. नहीं ☐

Q6. Where do you feel comfortable in learning at school or hostel?

a. At school ☐

b. At hostel ☐

प्रश्न 6. आप स्कूल या हॉस्टल में से कहाँ सीखने में सहज महसूस करते हैं?

क. स्कूल में ☐

ख. हॉस्टल में ☐

Q7. Does your peer group share their food with you?

a. Yes ☐

b. No ☐

प्रश्न 7. क्या आपके सहपाठी अपना भोजन आपके साथ साझा करते हैं?

क. हाँ ☐

ख. नहीं ☐

Q8. Does your peer group cooperates with you?

a. Yes ☐

b. No ☐

प्रश्न 8. क्या आपका सहपाठी आपके साथ सहयोग करता है?

अ. हाँ ☐

ब. नहीं ☐

Q9. Are you satisfied with mess food?

a. Yes ☐

b. No ☐

If not, give details _____

प्रश्न 9. क्या आप मेस के खाने से संतुष्ट हैं?

क. हाँ ☐

ख. नहीं ☐

यदि नहीं, तो विवरण दे _____

Q10. Do you miss your habitat/village/parents?

a. Yes ☐

b. No ☐

प्रश्न 10. क्या आपको अपने निवास स्थान/गांव/माता-पिता की याद आती है?

अ. हाँ ☐

ब. नहीं ☐

Q11. Do your parents are planning for you higher studies?

a. Yes ☐

b. No ☐

प्रश्न 11. क्या आपके माता-पिता आपके लिए उच्च शिक्षा की योजना बना रहे हैं?

अ. हाँ ☐

ब. नहीं ☐

Q12. Does your school celebrate all the festivals in school?

a. Yes ☐

b. No ☐

If yes, mention the names _____

प्रश्न 12. क्या आपका विद्यालय सभी त्यौहारों को मनाता है?

क. हाँ

☐

ख. नहीं

☐

यदि हाँ, तो नाम बताएँ, _____

Q13. Does anyone bully you in the class?

a. Yes

☐

b. No

☐

प्रश्न 13. क्या कक्षा में कोई आपको परेशान करता है?

a. हाँ

☐

b. नहीं

☐

Q14. Any type of problem you face not given above _____

प्रश्न 14. आपके सामने आने वाली कोई भी समस्या, जो ऊपर नहीं दी गई है _____

QUESTIONNAIRE

QUESTIONNAIRE FOR RURAL AND URBAN STUDENTS

PERSONAL INFORMATION

Name	
Name of school	
Class	
Gender	(male/female/transgender)
Locale	(rural / urban)

INTRODUCTION –

- The present study is dissertation work, being conducted by Md Pervej Alam, Integrated B.Ed - M.Ed student of Regional Institute of Education, Bhopal (NCERT).
- This form is the part of research tool.
- The information sought through this form relates to the issues and challenges faced by rural and urban students and it will be confidential and used only for the purpose of research.

परिचय –

- प्रस्तुत अध्ययन शोध प्रबंध है, जिसे क्षेत्रीय शिक्षा संस्थान, भोपाल (एनसीईआरटी) के एकीकृत बी.एड.-एम.एड. छात्र मो. परवेज आलम द्वारा संचालित किया जा रहा है।
- यह प्रपत्र शोध उपकरण का हिस्सा है।
- इस प्रपत्र के माध्यम से मांगी गई जानकारी ग्रामीण और शहरी छात्रों के सामने आने वाली समस्याओं और चुनौतियों से संबंधित है और यह गोपनीय होगी तथा इसका उपयोग केवल शोध के उद्देश्य से किया जाएगा।

INSTRUCTIONS- Please go through the following instructions before responding to these questions:

1. The basic purpose of this questionnaire is to know about issues and challenges faced by you in your school.
2. The response of this questionnaire would be kept confidential.
3. Attempt all the questions.
4. Please turn over the page and start answering of the questions.

निर्देश-

कृपया इन प्रश्नों का उत्तर देने से पहले निम्नलिखित निर्देशों को पढ़ें:

1. इस प्रश्नावली का मूल उद्देश्य आपके विद्यालय में आपके सामने आने वाली समस्याओं और चुनौतियों के बारे में जानना है।
2. इस प्रश्नावली का उत्तर गोपनीय रखा जाएगा।
3. सभी प्रश्नों का उत्तर देने का प्रयास करें।
4. कृपया पृष्ठ पलटें और प्रश्नों के उत्तर देना शुरू करें।

Q1. How much are you comfortable with medium of instruction of the teachers?

a. Very much ☐

b. Not at all ☐

प्रश्न 1. आप शिक्षकों के शिक्षण माध्यम से कितने सहज हैं?

a. बहुत अधिक ☐

b. बिल्कुल नहीं ☐

Q2. Do you face problem in your subjects?

a. Yes ☐

b. No ☐

If yes, in which one _____

प्रश्न 2. क्या आपको अपने विषयों में समस्या आती है?

a. हाँ ☐

b. नहीं ☐

यदि हाँ, तो किसमें _____

Q3. Do you like to participate in the school activities?

a. Yes ☐

b. No ☐

If no, why _____

प्रश्न 3. क्या आप स्कूल की गतिविधियों में भाग लेना पसंद करते हैं?

क. हाँ ☐

ख. नहीं ☐

यदि नहीं, तो क्यों _____

Q4. Do you feel confident while participating in school activities?

a. Yes ☐

b. No ☐

प्रश्न 4. क्या आप स्कूल की गतिविधियों में भाग लेते समय आत्मविश्वास महसूस करते हैं?

क. हाँ ☐

ख. नहीं ☐

Q5. Do you miss your locality/village/family member?

a. Yes ☐

b. No ☐

प्रश्न 5. क्या आपको अपने मोहल्ले/गांव/परिवार के सदस्य की याद आती है?

अ. हाँ ☐

ब. नहीं ☐

Q6. Do you feel sad that by living in hostel and you are not being able to help your family?

a. Yes ☐

b. No ☐

प्रश्न 6. क्या आपको इस बात का दुख है कि हॉस्टल में रहकर आप अपने परिवार की मदद नहीं कर पा रहे हैं?

अ. हाँ ☐

ब. नहीं ☐

Q7. Do you like residential mode of learning?

a. Yes ☐

b. No ☐

प्रश्न 7. क्या आपको आवासीय शिक्षण पद्धति पसंद है?

a. हाँ ☐

b. नहीं ☐

Q8. Does your any villagemate left thee school permanently?

a. Yes ☐

b. No ☐

If yes, why _____

प्रश्न 8. क्या आपके किसी गांव वाले ने स्कूल हमेशा के लिए छोड़ दिया है?

क. हाँ ☐

ख. नहीं ☐

यदि हाँ, तो क्यों _____

Q9. Do you find it difficult to keep pace with the speed your teacher teaches in the classroom?

a. Yes ☐

b. No ☐

प्रश्न 9. क्या आपको कक्षा में अपने शिक्षक की गति के साथ तालमेल बैठाना मुश्किल लगता है?

a. हाँ ☐

b. नहीं ☐

Q10. Do you struggle to express yourself while writing in English?

a. Yes ☐

b. No ☐

प्रश्न 10. क्या आपको अंग्रेजी में लिखते समय अपनी बात कहने में परेशानी होती है?

a. हाँ ☐

b. नहीं ☐

Q11. Do the teachers make the classroom interesting by making use of ICT?

a. Yes ☐

b. No ☐

प्रश्न 11. क्या शिक्षक आईसीटी (ICT) का उपयोग करके कक्षा को रोचक बनाते हैं?

अ. हाँ ☐

ब. नहीं ☐

Q12. Do the teachers present the lesson in an organised and skillful manner?

a. Yes ☐

b. No ☐

प्रश्न 12. क्या शिक्षक पाठ को व्यवस्थित और कुशल तरीके से प्रस्तुत करते हैं?

a. हाँ ☐

b. नहीं ☐

Q13. Do you understand when teachers provide suitable examples of concepts and skills?

a. Yes ☐

b. No ☐

प्रश्न 13. क्या आप समझ पाते हैं, जब शिक्षक अवधारणाओं और कौशलों के उपयुक्त उदाहरण प्रदान करते हैं?

अ. हाँ ☐

ब. नहीं ☐

Q14. Do the teachers explain concept in a way that is easy for you to understand?

a. Yes ☐

b. No ☐

प्रश्न 14. क्या शिक्षक अवधारणा को इस तरह समझाते हैं कि आपके लिए समझना आसान हो?

a. हाँ ☐

b. नहीं ☐

Q15. Do the teachers engage the whole class while teaching in the classroom?

a. Yes ☐

b. No ☐

प्रश्न 15. क्या शिक्षक कक्षा में पढ़ाते समय पूरी कक्षा को शामिल करते हैं?

अ. हाँ ☐

ब. नहीं ☐

Q16. Do the teachers encourage students to express their opinion freely in the class?

a. Yes ☐

b. No ☐

प्रश्न 16. क्या शिक्षक छात्रों को कक्षा में स्वतंत्र रूप से अपनी राय व्यक्त करने के लिए प्रोत्साहित करते हैं?

a. हाँ ☐

b. नहीं ☐

Q17. Do the teachers acknowledge students' response during lectures?

a. Yes ☐

b. No ☐

प्रश्न 17. क्या शिक्षक व्याख्यान के दौरान छात्रों की प्रतिक्रिया को स्वीकार करते हैं?

अ. हाँ ☐

ब. नहीं ☐

Q18. Do the teachers stimulate student thinking by asking question?

a. Yes ☐

b. No ☐

प्रश्न 18. क्या शिक्षक प्रश्न पूछकर छात्रों की सोच को उत्तेजित करते हैं?

a. हाँ ☐

b. नहीं ☐

Q19. Are the teachers willing to listen to student's view and comment in the classroom?

a. Yes ☐

b. No ☐

प्रश्न 19. क्या शिक्षक कक्षा में छात्रों के विचार और टिप्पणी सुनने के लिए तैयार हैं?

अ. हाँ ☐

ब. नहीं ☐

Q20. Do the teachers deal effectively when students misbehave in the classroom?

a. Yes ☐

b. No ☐

प्रश्न 20. क्या शिक्षक कक्षा में छात्रों के दुर्व्यवहार से प्रभावी ढंग से निपटते हैं?

अ. हाँ ☐

ब. नहीं ☐

Q21. Are the teachers flexible in his/her way of teaching?

a. Yes ☐

b. No ☐

प्रश्न 21. क्या शिक्षक अपने पढ़ाने के तरीके में लचीले हैं?

अ. हाँ ☐

ब. नहीं ☐

QUESTIONNAIRE

QUESTIONNAIRE FOR CWSN STUDENT PERSONAL INFORMATION

Name	
Name of school	
Class	
Gender	(male/female/transgender)
Types of Disability in the class/school	Specify

INTRODUCTION –

- The present study is dissertation work, being conducted by Md Pervej Alam, Integrated B.Ed - M.Ed student of Regional Institute of Education, Bhopal (NCERT).
- This form is the part of research tool.
- The information sought through this form relates to the issues and challenges faced by CWSN students and it will be confidential and used only for the purpose of research.

परिचय –

- प्रस्तुत अध्ययन शोध प्रबंध कार्य है, जिसे क्षेत्रीय शिक्षा संस्थान, भोपाल (एनसीईआरटी) के एकीकृत बी.एड.-एम.एड. छात्र मोहम्मद परवेज आलम द्वारा संचालित किया जा रहा है।
- यह प्रपत्र शोध उपकरण का हिस्सा है।
- इस प्रपत्र के माध्यम से मांगी गई जानकारी सीडब्ल्यूएसएन छात्रों द्वारा सामना किए जाने वाले मुद्दों और चुनौतियों से संबंधित है और यह गोपनीय होगी और इसका उपयोग केवल शोध के उद्देश्य से किया जाएगा।

INSTRUCTIONS-

Please go through the following instructions before responding to these questions:

1. The basic purpose of this questionnaire is to know about issues and challenges faced by you in your school.
2. The response of this questionnaire would be kept confidential.
3. Attempt all the questions.
4. Please start answering of the questions.

निर्देश- कृपया इन प्रश्नों का उत्तर देने से पहले निम्नलिखित निर्देशों को पढ़ें:

1. इस प्रश्नावली का मूल उद्देश्य आपके विद्यालय में आपके सामने आने वाली समस्याओं और चुनौतियों के बारे में जानना है।
2. इस प्रश्नावली का उत्तर गोपनीय रखा जाएगा।
3. सभी प्रश्नों का उत्तर देने का प्रयास करें।
4. कृपया पृष्ठ पलटें और प्रश्नों के उत्तर देना शुरू करें।

Q1. Do your teachers encourage you for taking part of every classroom activity?

a. Yes ☐ b. No ☐

प्रश्न 1. क्या आपके शिक्षक आपको कक्षा की हर गतिविधि में भाग लेने के लिए प्रोत्साहित करते हैं?

क. हाँ ☐ ख. नहीं ☐

Q2. Do your teachers appreciate you?

a. Yes ☐ b. No ☐

प्रश्न 2. क्या आपके शिक्षक आपकी प्रशंसा करते हैं?

क. हाँ ☐ ख. नहीं ☐

Q3. How are the behaviors of teachers with you?

a. Good ☐ b. Not good ☐

प्रश्न 3. शिक्षकों का व्यवहार आपके साथ कैसा है?

क. अच्छा ☐ ख. अच्छा नहीं ☐

Q4. Do you get good marks in your class?

a. Yes ☐ b. No ☐

प्रश्न 4. क्या आपको अपनी कक्षा में अच्छे अंक मिलते हैं?

क. हाँ ☐ ख. नहीं ☐

Q5. What do you like or interesting activities do in the classroom?

Give
details _____

प्रश्न 5. आपको कक्षा में क्या पसंद है या कौन सी गतिविधियाँ दिलचस्प हैं?

विवरण दें _____

Q6. Do you participate in co-curricular activities?

a. Yes ☐ b. No ☐

If no, why _____

प्रश्न 6. क्या आप सह-पाठ्यक्रम गतिविधियों में भाग लेते हैं?

क. हाँ ☐

ख. नहीं ☐

यदि नहीं, तो क्यों _____

Q7. Does your school infrastructure accessible to you?

a. Yes ☐

b. No ☐

प्रश्न 7. क्या आपके विद्यालय का बुनियादी ढांचा आपके लिए सुलभ है?

a. हाँ ☐

b. नहीं ☐

Q8. What type of modification have been made and required?

Give details _____

प्रश्न 8. किस प्रकार का संशोधन किया गया है और क्या आवश्यक है?

विवरण दें _____

Q9. Do you feel a sense of belongingness in the school?

a. Yes ☐

b. No ☐

If no, why _____

प्रश्न 9. क्या आपको स्कूल में अपनापन महसूस होता है?

क. हाँ ☐

ख. नहीं ☐

यदि नहीं, तो क्यों _____

Q10. Do you find your peer group is friendly with you?

a. Yes ☐

b. No ☐

प्रश्न 10. क्या आपको लगता है कि आपके सहपाठी आपके साथ मित्रवत व्यवहार करते हैं?

a. हाँ ☐

b. नहीं ☐

Q11. Do you have friends with whom you can talk about any challenge you face?

a. Yes ☐

b. No ☐

प्रश्न 11. क्या आपके ऐसे दोस्त हैं जिनके साथ आप अपनी चुनौतियों के बारे में बात कर सकते हैं?

क. हाँ ☐ ख. नहीं ☐

Q12. Did you find difficulty in adjusting to the residential mode of schooling?

a. Yes ☐ b. No ☐

प्रश्न 12. क्या आपको आवासीय स्कूली शिक्षा पद्धति में समायोजन करने में कठिनाई होती है?

अ. हाँ ☐ ब. नहीं ☐

Q13. Are the teachers fair in the treatment of students?

a. Yes ☐ b. No ☐

प्रश्न 13. क्या शिक्षक छात्रों के साथ निष्पक्ष व्यवहार करते हैं?

अ. हाँ ☐ ब. नहीं ☐

Q14. Do the teachers speak negatively of students in the class?

a. Yes ☐ b. No ☐

प्रश्न 14. क्या शिक्षक कक्षा में छात्रों के बारे में नकारात्मक बातें करते हैं?

a. हाँ ☐ b. नहीं ☐

Q15. Do the teachers engage the whole class while teaching in the classroom?

a. Yes ☐ b. No ☐

प्रश्न 15. क्या शिक्षक कक्षा में पढ़ाते समय पूरी कक्षा को शामिल करते हैं?

अ. हाँ ☐ ब. नहीं ☐

Q16. Do the teachers encourage students to express their opinion freely in the class?

a. Yes ☐ b. No ☐

प्रश्न 16. क्या शिक्षक छात्रों को कक्षा में स्वतंत्र रूप से अपनी राय व्यक्त करने के लिए प्रोत्साहित करते हैं?

a. हाँ ☐ b. नहीं ☐

Q17. Do the teachers acknowledge students' response during teaching-learning situation?

a. Yes ☐ b. No ☐

प्रश्न 17. क्या शिक्षक शिक्षण-अधिगम स्थिति के दौरान छात्रों की प्रतिक्रिया को स्वीकार करते हैं?

अ. हाँ ☐ ब. नहीं ☐

Q18. Are the teachers willing to listen to student's view and comment in the classroom?

a. Yes ☐ b. No ☐

प्रश्न 18. क्या शिक्षक कक्षा में छात्रों के विचार और टिप्पणी सुनने के लिए तैयार हैं?

अ. हाँ ☐ ब. नहीं ☐

Q19. Do the teachers make the classroom interesting by making use of appropriate resources?

a. Yes ☐ b. No ☐

प्रश्न 19. क्या शिक्षक उपयुक्त संसाधनों का उपयोग करके कक्षा को रोचक बनाते हैं?

अ. हाँ ☐ ब. नहीं ☐

Q20. Do the school meet the specific needs of CWSN students?

a. Yes ☐ b. No ☐

प्रश्न 20. क्या स्कूल सीडब्ल्यूएसएन (CWSN) छात्रों की विशिष्ट आवश्यकताओं को पूरा करता है?

क. हाँ ☐ ख. नहीं ☐

QUESTIONNAIRE

QUESTIONNAIRE FOR TEACHERS

PERSONAL INFORMATION

Respondent's Name	
Designation with qualification	
Gender	
Age	
Teaching Experience	

INTRODUCTION –

- The present study is dissertation work, being conducted by Md Pervej Alam, Integrated B.Ed - M.Ed student of Regional Institute of Education, Bhopal (NCERT).
- This form is the part of research tool.
- The information sought through this form relates to the issues and challenges faced by teachers and it will be confidential and used only for the purpose of research.

परिचय –

- प्रस्तुत अध्ययन शोध प्रबंध है, जिसे क्षेत्रीय शिक्षा संस्थान, भोपाल (एनसीईआरटी) के एकीकृत बी.एड.-एम.एड. छात्र मो. परवेज आलम द्वारा संचालित किया जा रहा है।
- यह प्रपत्र शोध उपकरण का हिस्सा है।
- इस प्रपत्र के माध्यम से मांगी गई जानकारी शिक्षकों के सामने आने वाली समस्याओं और चुनौतियों से संबंधित है और यह गोपनीय होगी तथा इसका उपयोग केवल शोध के उद्देश्य से किया जाएगा।

INSTRUCTIONS- Please go through the following instructions before responding to these questions:

1. The basic purpose of this questionnaire is to know about issues and challenges faced by you related to disadvantaged groups of your school.
2. The response of this questionnaire would be kept confidential.
3. Attempt all the questions.
4. Please start answering of the questions.

निर्देश- कृपया इन प्रश्नों का उत्तर देने से पहले निम्नलिखित निर्देशों को पढ़ें:

1. इस प्रश्नावली का मूल उद्देश्य आपके विद्यालय के वंचित समूहों से संबंधित मुद्दों और चुनौतियों के बारे में जानना है।
2. इस प्रश्नावली का उत्तर गोपनीय रखा जाएगा।
3. सभी प्रश्नों का उत्तर देने का प्रयास करें।
4. कृपया प्रश्नों का उत्तर देना शुरू करें।

Q1. Do you know about disadvantaged groups as per NEP-2020?

- a. Yes ☐ b. Not much ☐ c. little bit ☐

प्रश्न 1. क्या आप NEP-2020 के अनुसार वंचित समूहों के बारे में जानते हैं?

- a. हाँ ☐ b. नहीं ☐ c. थोड़ा सा ☐

Q2. Do you know about your classroom that how many students are come under this category?

- a. 25% ☐ b. 50% ☐ c. 100% ☐

प्रश्न 2. क्या आप अपनी कक्षा के बारे में जानते हैं कि इस श्रेणी में कितने छात्र आते हैं?

- a. 25% ☐ b. 50% ☐ c. 100% ☐

Q3. What about the participation ratio of students in your class activity?

- a. Less than 50% ☐ b. More than 50% ☐ c. 100% ☐

प्रश्न 3. आपकी कक्षा गतिविधि में छात्रों की भागीदारी का अनुपात क्या है?

- a. 50% से कम ☐ b. 50% से अधिक ☐ c. 100% ☐

Q4. In your class, the objective is---

- a. Child centered ☐ b. teacher centered ☐ c. both (a) and (b) ☐

प्रश्न 4. आपकी कक्षा का उद्देश्य है---

- a. बाल केन्द्रित ☐ b. शिक्षक केन्द्रित ☐ c. (a) और (b) दोनों ☐

Q5. How much maximum scoring in your subject?

- a. Less than 50% ☐ b. More than 50% ☐ c. 100% ☐

प्रश्न 5. आपके विषय में अधिकतम कितने अंक हैं?

- a. 50% से कम ☐ b. 50% से अधिक ☐ c. 100% ☐

Q6. What teaching method you applying in your classroom?

- a. Lecture method ☐ b. Demonstrate method ☐ c. Both (a) and (b) ☐

Any other specify _____

प्रश्न 6. आप अपनी कक्षा में कौन सी शिक्षण पद्धति अपना रहे हैं?

- क. व्याख्यान पद्धति ☐ ख. प्रदर्शन पद्धति ☐ ग. (क) और (ख) दोनों ☐

कोई अन्य निर्दिष्ट करें _____

Q7. What will you do for weak students or slow learner in your class?

- a. Give more attention ☐ b. Put extra efforts ☐ c. Both (a) and (b) ☐

Anything else _____

प्रश्न 7. आप अपनी कक्षा में कमजोर विद्यार्थियों या धीमी गति से सीखने वाले विद्यार्थियों के लिए क्या करेंगे?

- क. अधिक ध्यान दें ☐ ख. अतिरिक्त प्रयास करें ☐ ग. (क) और (ख) दोनों ☐

कुछ और _____

Q8. What about the behavior of disadvantaged group students between the classes?

- a. attentive ☐ b. not attentive ☐ c. shouting ☐

Any other _____

प्रश्न 8. कक्षाओं के बीच में, वंचित समूह के छात्रों के व्यवहार के बारे में बताएं?

- a. चौकस ☐ b. चौकस न होना ☐ c. चिल्लाना ☐

कोई अन्य _____

Q9. What about the parent's response of disadvantaged group students in every PTM of your school?

- a. Good ☐ b. Average ☐ c. Bad ☐ d. Cooperative ☐

प्रश्न 9. आपके स्कूल के प्रत्येक पीटीएम में वंचित समूह के छात्रों के माता-पिता की प्रतिक्रिया के बारे में बताएं?

- a. अच्छा ☐ b. औसत ☐ c. खराब ☐ d. सहयोगात्मक ☐

Q10. Do you think the disadvantaged group students have a complex which affects them in whatever they do?

- a. Yes ☐ b. No ☐ c. in some situation ☐

प्रश्न 10. क्या आपको लगता है कि वंचित समूह के छात्रों में कोई जटिलता है जो उनके हर काम को प्रभावित करती है?

- a. हाँ ☐ b. नहीं ☐ c. कुछ स्थिति में ☐

Q11. Do you feel that there is no differentiation between the other students and disadvantaged group students in the class? Are they able to manage with ease?

- a. Yes ☐ b. No ☐ c. Sometimes ☐

प्रश्न 11. क्या आपको लगता है कि कक्षा में अन्य छात्रों और वंचित समूह के छात्रों के बीच कोई अंतर नहीं है? क्या वे आसानी से प्रबंधन करने में सक्षम हैं?

- a. हाँ ☐ b. नहीं ☐ c. कभी-कभी ☐

Q12. Are there any pressured from the guardian of disadvantaged group students?

- a. Yes ☐ b. No ☐ c. Sometimes ☐

प्रश्न 12. क्या वंचित समूह के छात्रों के अभिभावकों की ओर से कोई दबाव डाला जाता है?

- a. हाँ ☐ b. नहीं ☐ c. कभी-कभी ☐

Q13. Is there any misuse of constitutional safeguards by the parents disadvantaged groups?

- a. Yes ☐ b. No ☐ c. Sometimes ☐

प्रश्न 13. क्या माता-पिता या वंचित समूहों द्वारा संवैधानिक सुरक्षा उपायों का कोई दुरुपयोग किया जाता है?

- a. हाँ ☐ b. नहीं ☐ c. कभी-कभी ☐

Q14. How much percent of awareness of the parents of disadvantaged group students?

- a. Less than 50% ☐ b. More than 50% ☐ c. 100% ☐

प्रश्न 14. वंचित समूह के छात्रों के अभिभावकों की जागरूकता कितने प्रतिशत है?

- a. 50% से कम ☐ b. 50% से अधिक ☐ c. 100% ☐

Q15. Have you found any difficulties to deal with the parents of disadvantages group students?

- a. Yes ☐ b. No ☐ c. Sometimes ☐

प्रश्न 15. क्या आपको वंचित समूह के छात्रों के माता-पिता से निपटने में कोई कठिनाई हुई है?

- a. हाँ ☐ b. नहीं ☐ c. कभी-कभी ☐