

Chapter -IV

Analysis, Interpretation and Discussion of Data

4.0.0 Introduction

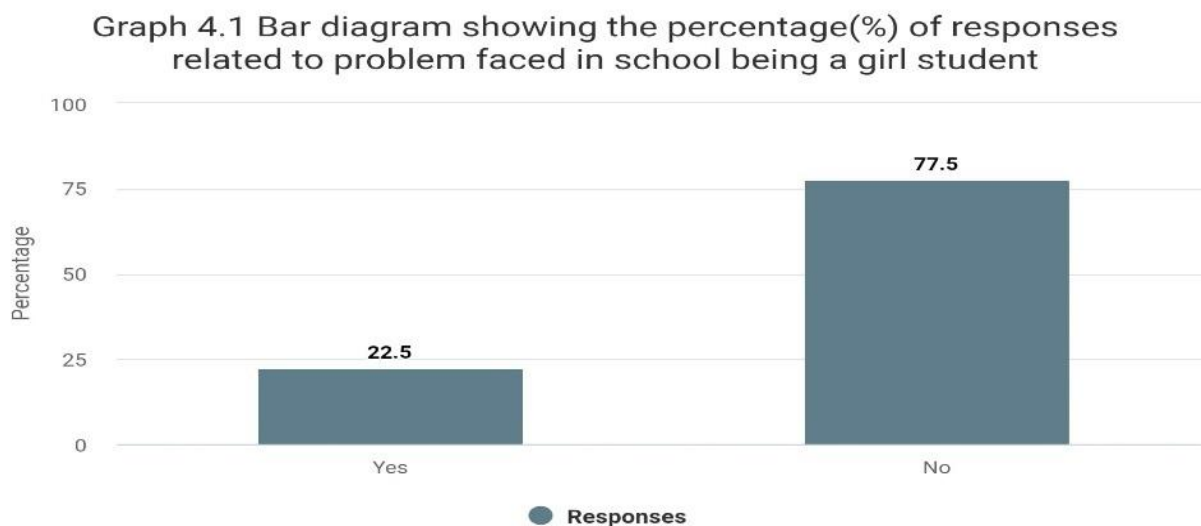
Application of qualitative analyzing and interpreting the collected data plays an important role in any research problem. The data must be carefully proceeding, systematically analyzed and rationally concluded. This chapter deal with the analysis and interpretation of the data collected from the sample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

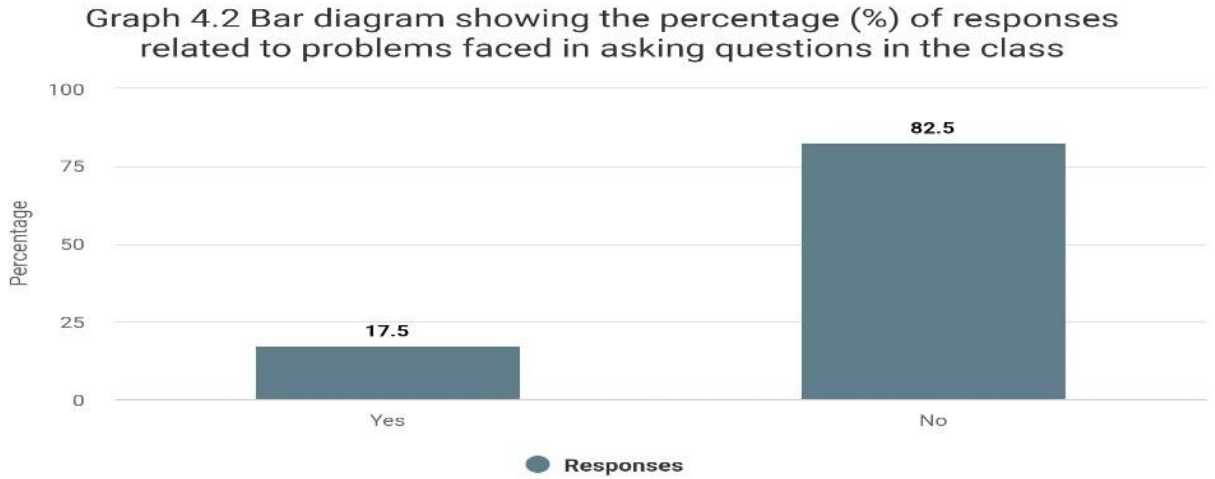
4.1.1 Objective – 1: To study the issues and challenges in education faced by female students in Jawahar Navodaya Vidyalaya. The researcher made questionnaire for female students and collected the data from Jawahar Navodaya Vidyalaya, Lalmatia, Godda, Jharkhand and showing the percentage of responses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

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



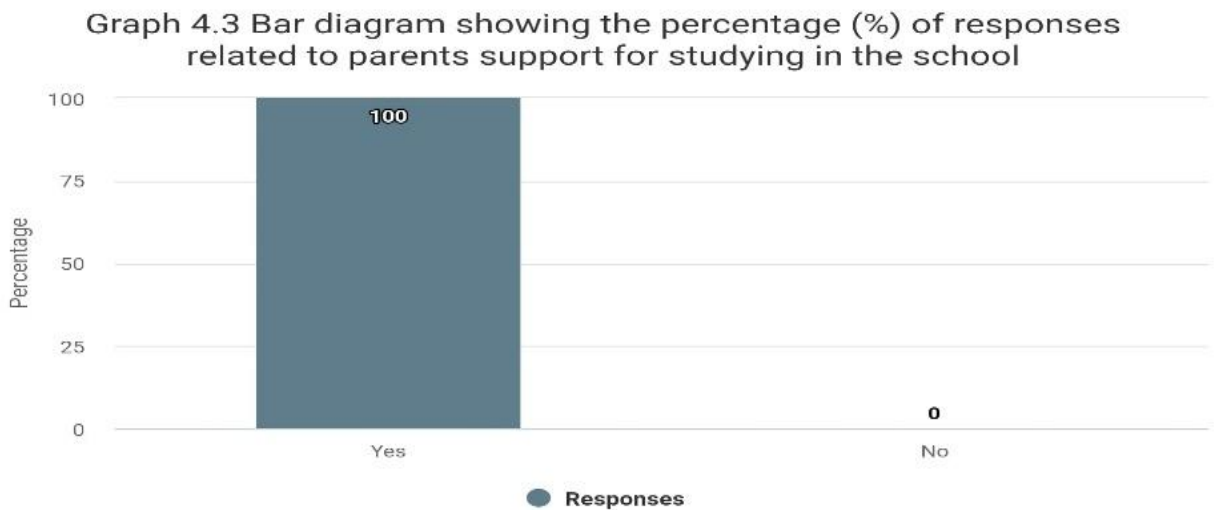
This study shows majority (77.5%) of female students are not facing problems specifically because they are girls. This highlights that school environment is supportive for female students. But few responses show they are facing problem due to more restriction in the school campus.

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



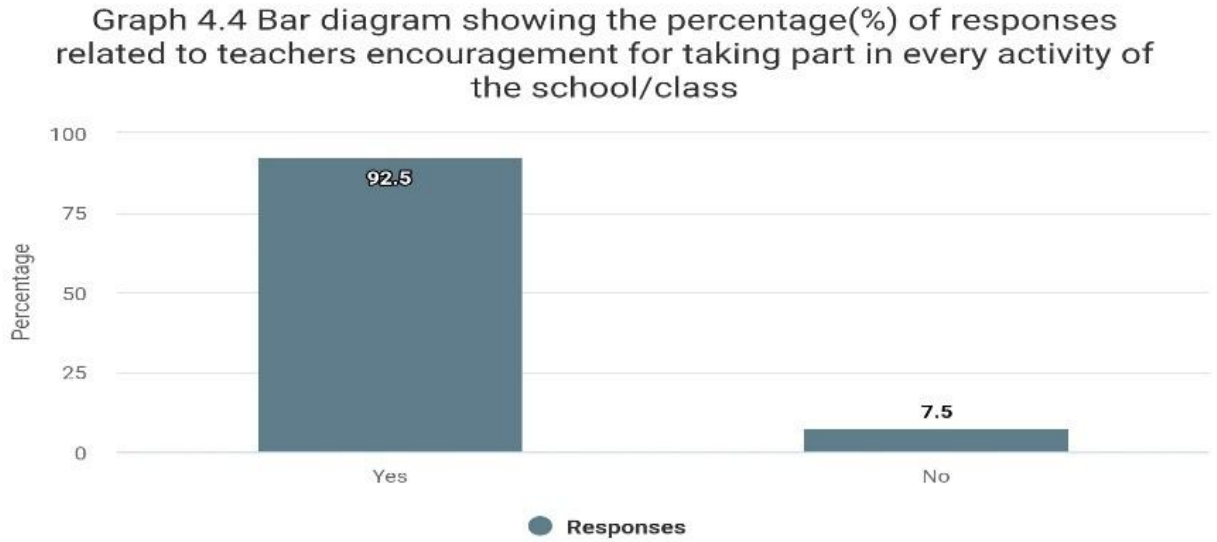
Most students (82.5%) don't face problems asking questions, suggesting a generally supportive classroom environment. However, the 17.5% do face problems due to low confidence and sometimes other students make fun of them when they ask question that discourage them from participating.

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



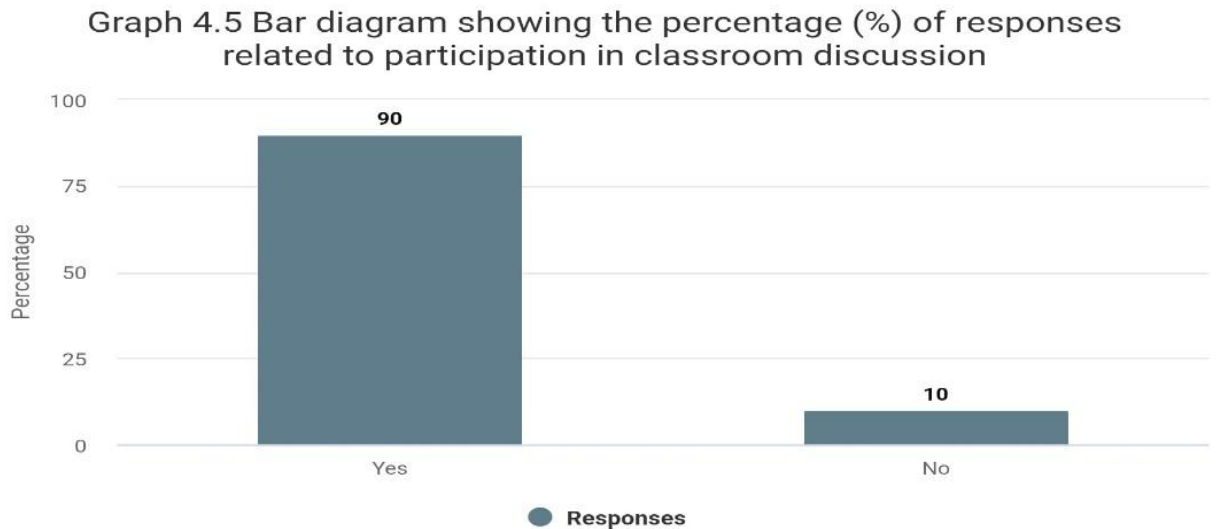
The data shows unanimous support from parents (100%) is encouraging and indicates that family backing is strong. This is crucial for the success and well-being of female students, despite the challenges they face at school.

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



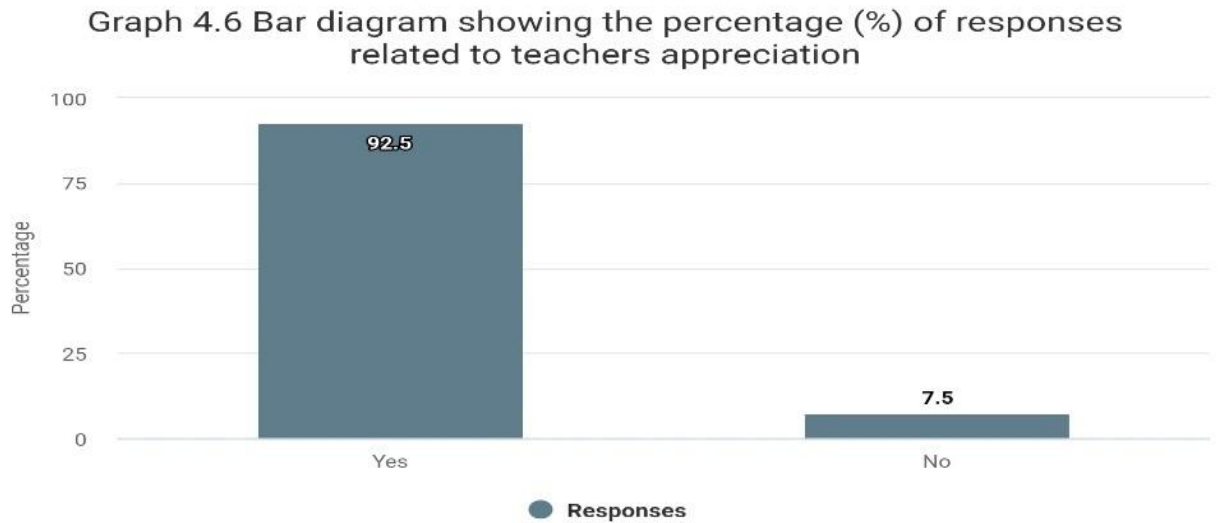
This study shows 92.5% of students feel encouraged by their teachers, which shows that educators are supportive and promote inclusive participation. This is essential for building confidence and skills among female students.

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



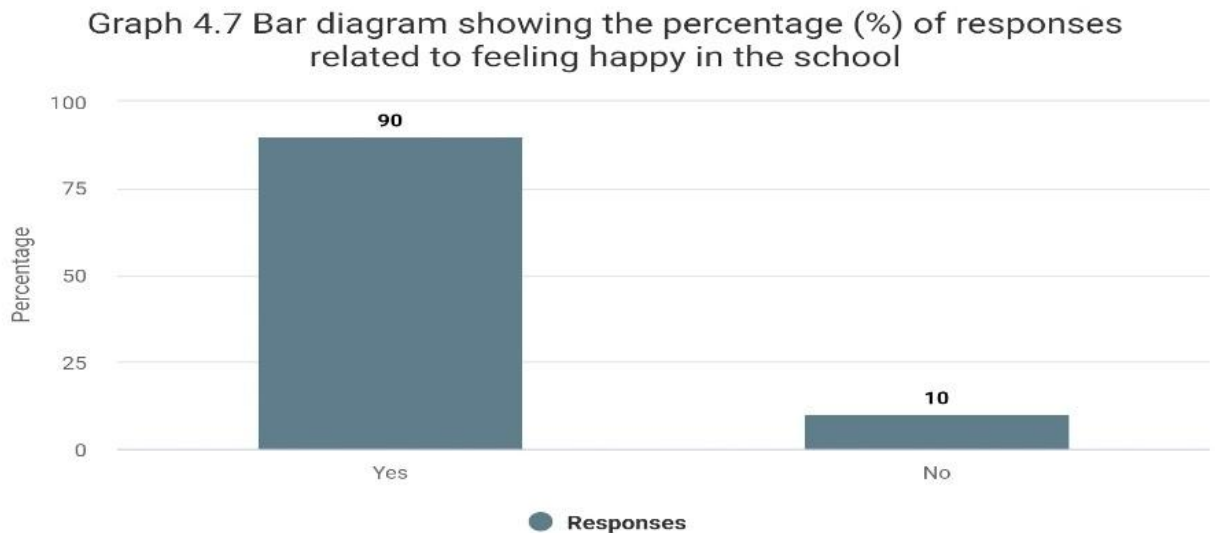
This study shows high participation (90%) in classroom discussions which indicates an inclusive and engaging learning environment. However, the 10% who don't participate as much may need additional support to feel included.

Q6. Do your teachers appreciate you?



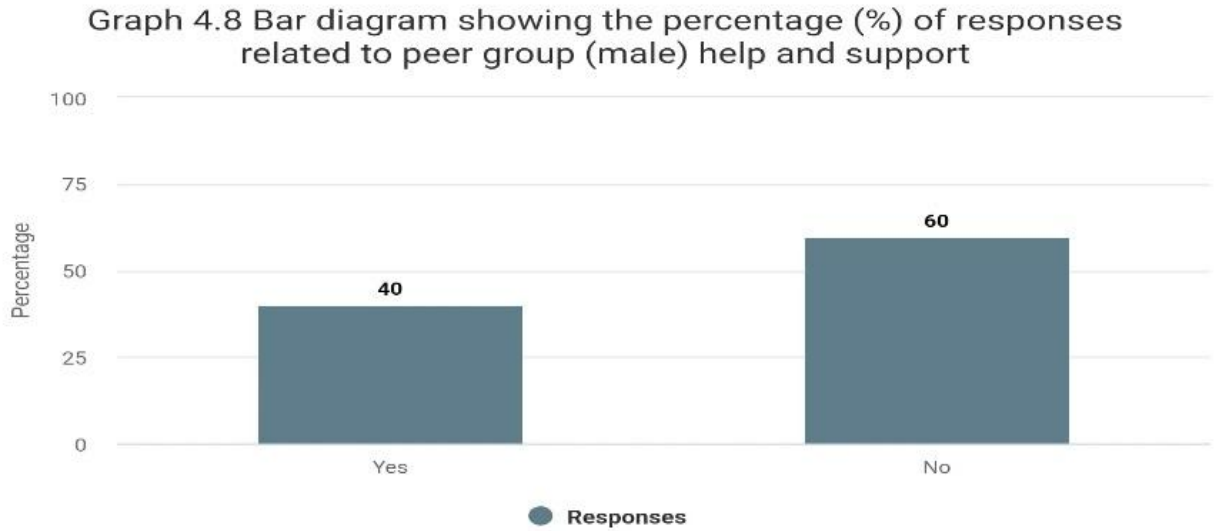
This study shows high percentage (92.5%) of students feel appreciated by their teachers, which is important for their self-esteem and motivation. The remaining 7.5% might feel overlooked or underappreciated, which could impact their engagement and performance.

Q7. Do you feel happy in the school?



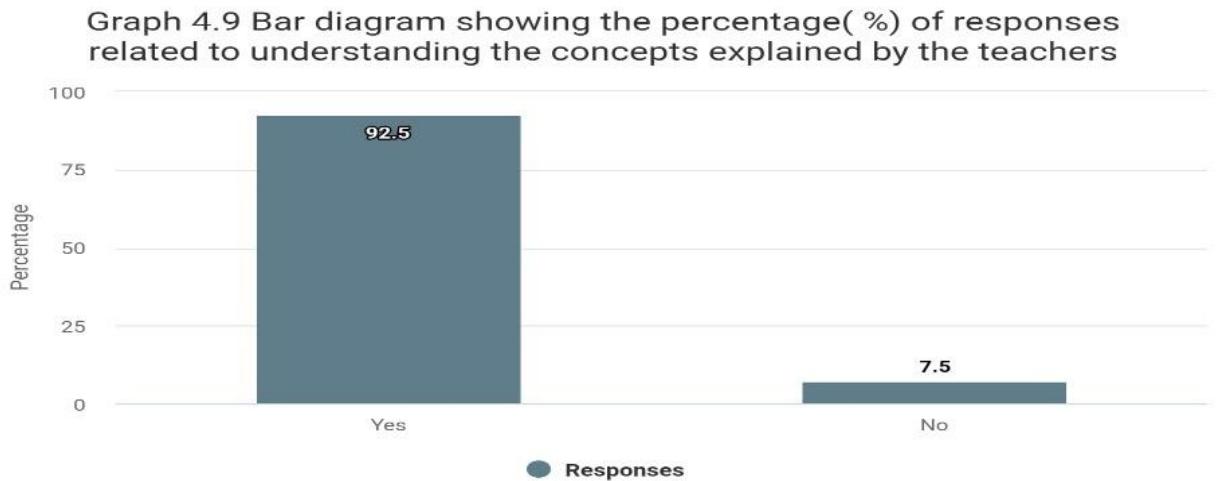
This study shows 90% of students feel happy at school which is a positive sign. However, the 10% who don't may be facing significant challenges or dissatisfaction due to less peer support, homesickness or busy schedule of the school.

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



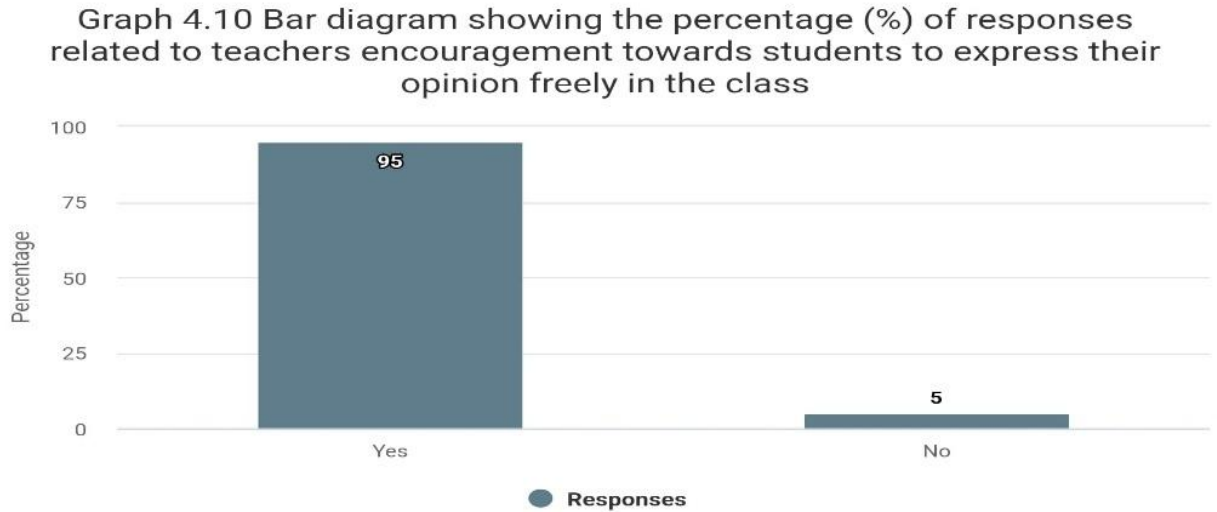
This study shows only 40% of female students feel supported by their male peers, suggesting a potential lack of peer support and collaboration. This could contribute to feelings of isolation or inequality among female students.

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



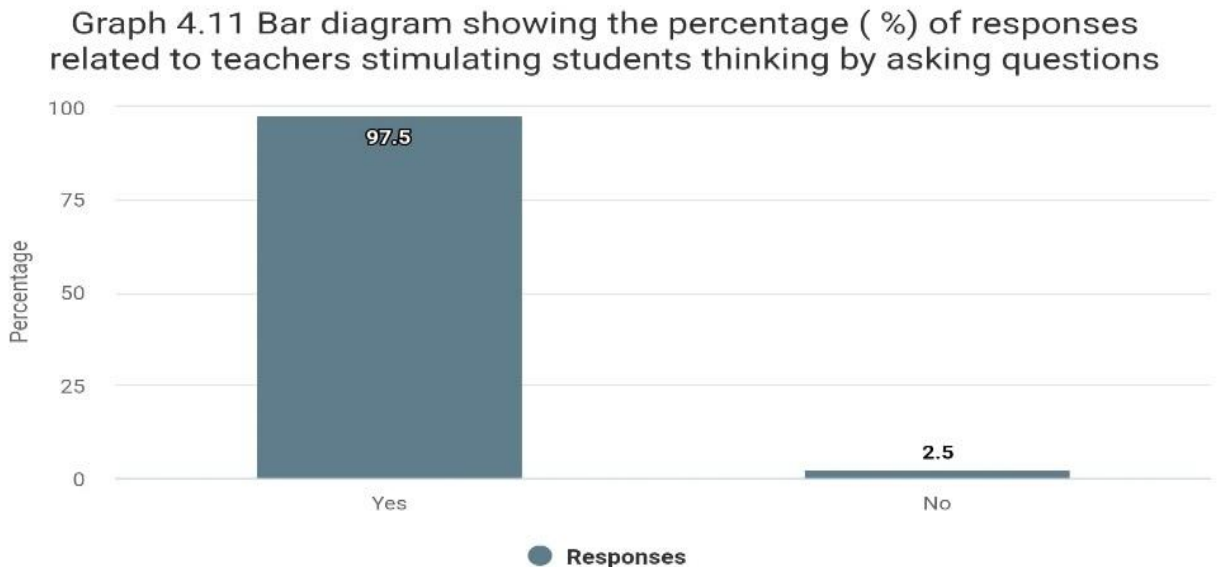
This study shows that 92.5% of students finds teachers' explanations clear, it seems that the teaching methods are generally effective. However, the 7.5% who struggle may be due linguistic difference or not paying attention during the class and need different teaching approaches or additional help.

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



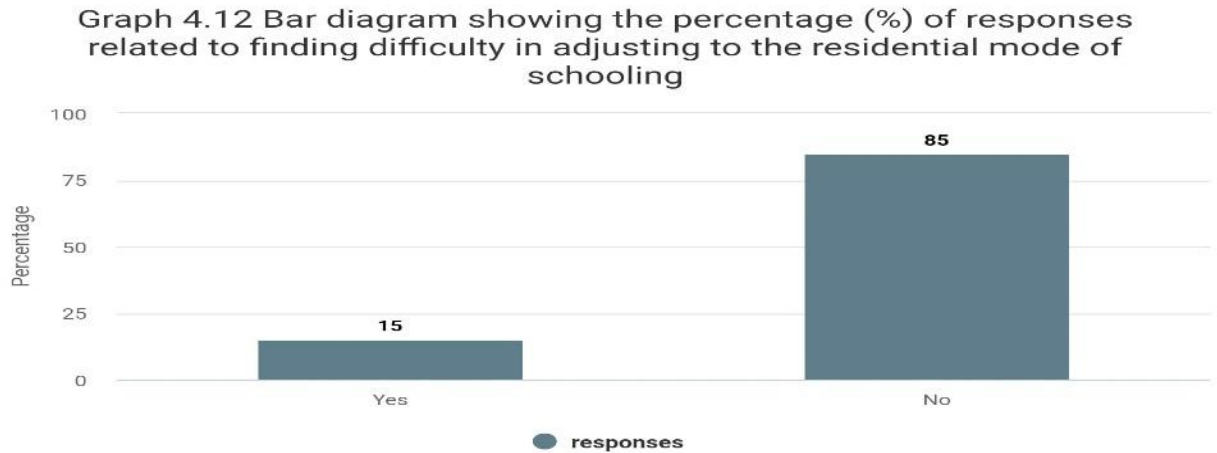
This study shows a high percentage (95%) of students feel encouraged to express their opinions, which is crucial for fostering a democratic and open learning environment. The 5% who don't feel this way might need more encouragement or face barriers to expressing themselves.

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.

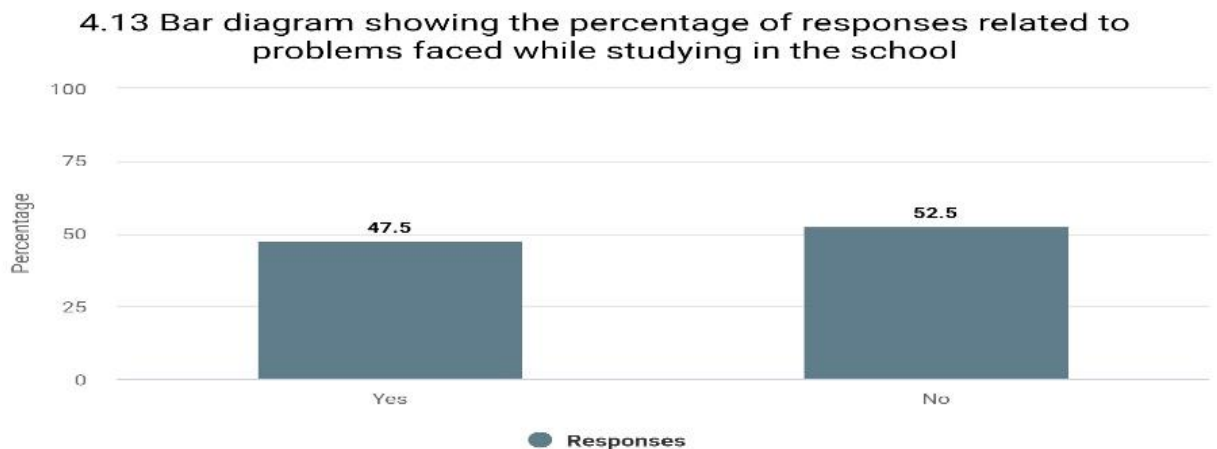
Q12. Did you find difficulty in adjusting to the residential mode of schooling?



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.

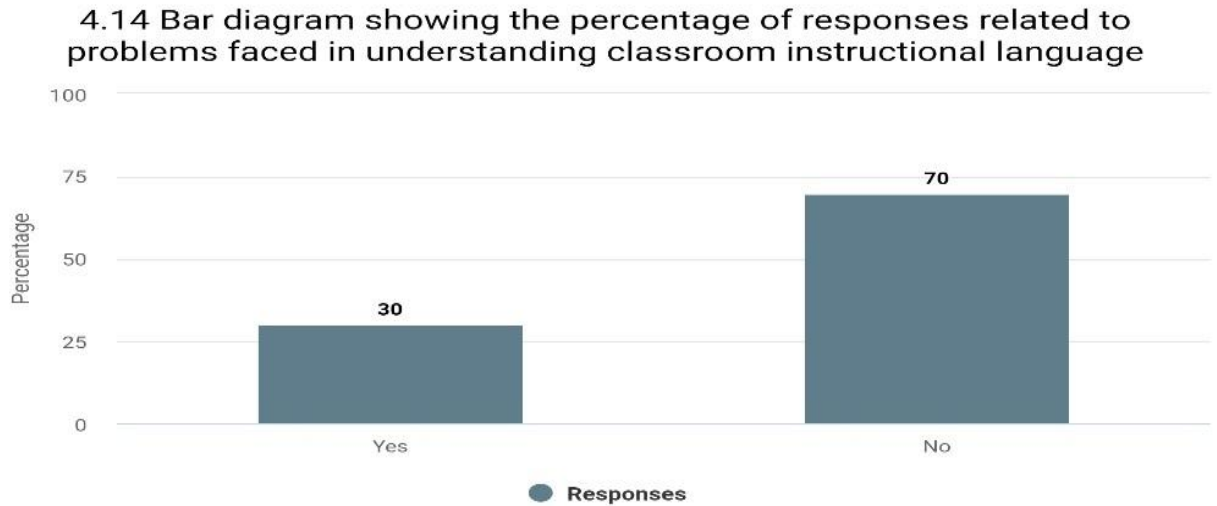
4.1.2 Objective – 2: To study the issues and challenges in education faced by students of Socio-Cultural groups in Jawahar Navodaya Vidyalaya.

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



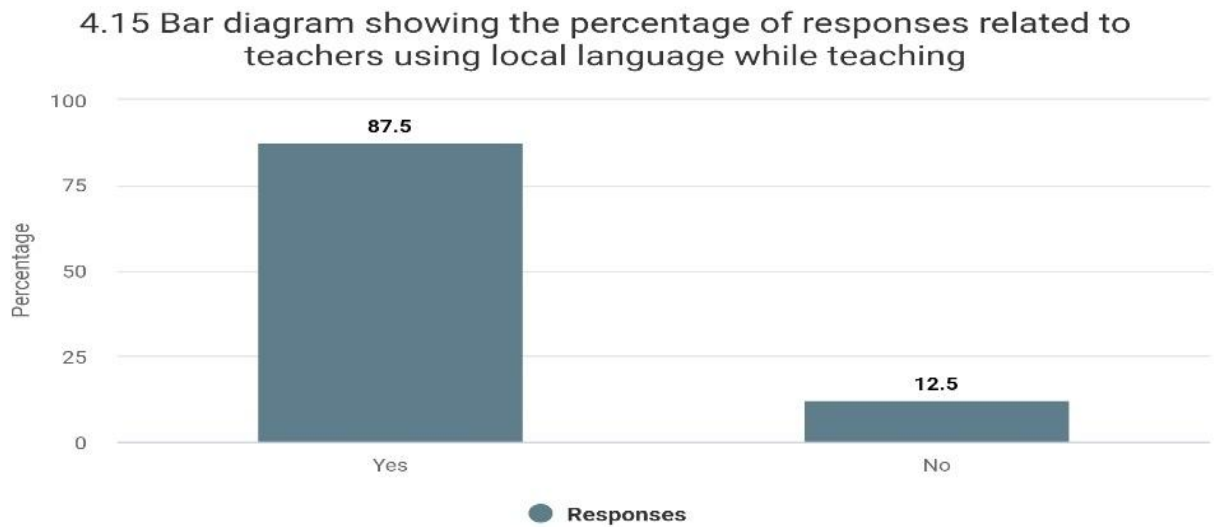
This question examines if socio-cultural challenges impact students' educational experiences. The nearly balanced responses suggest that a significant portion of students do face challenges, such as cultural unfamiliarity, language issues, or social adaptation problems. However, the majority indicating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

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



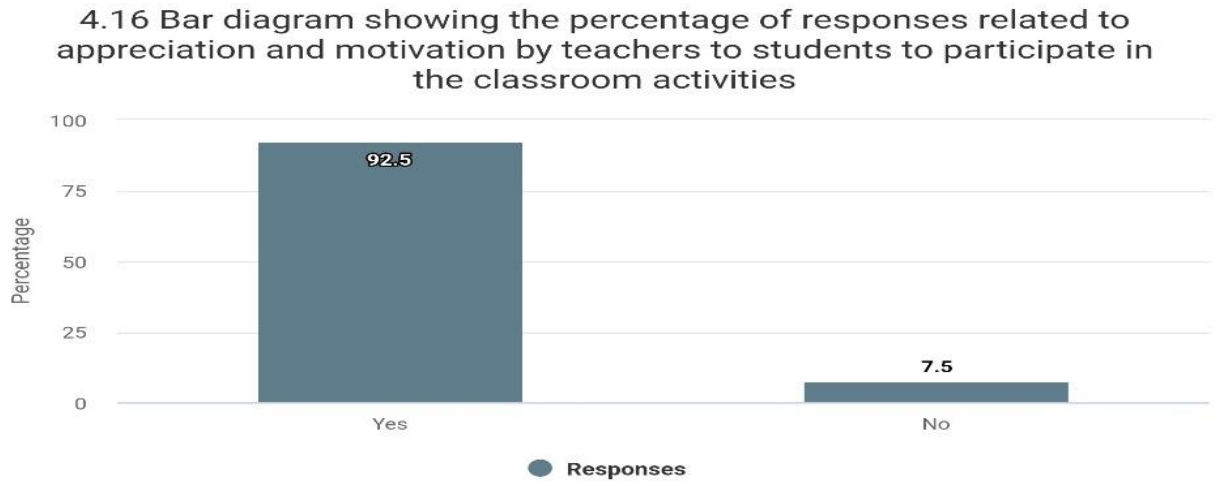
This study shows that 30% of students faces problem in understanding classroom instructional language. This may happen due to linguistic diversity in socio-cultural groups.

Q3. Does your teacher use local language while teaching?



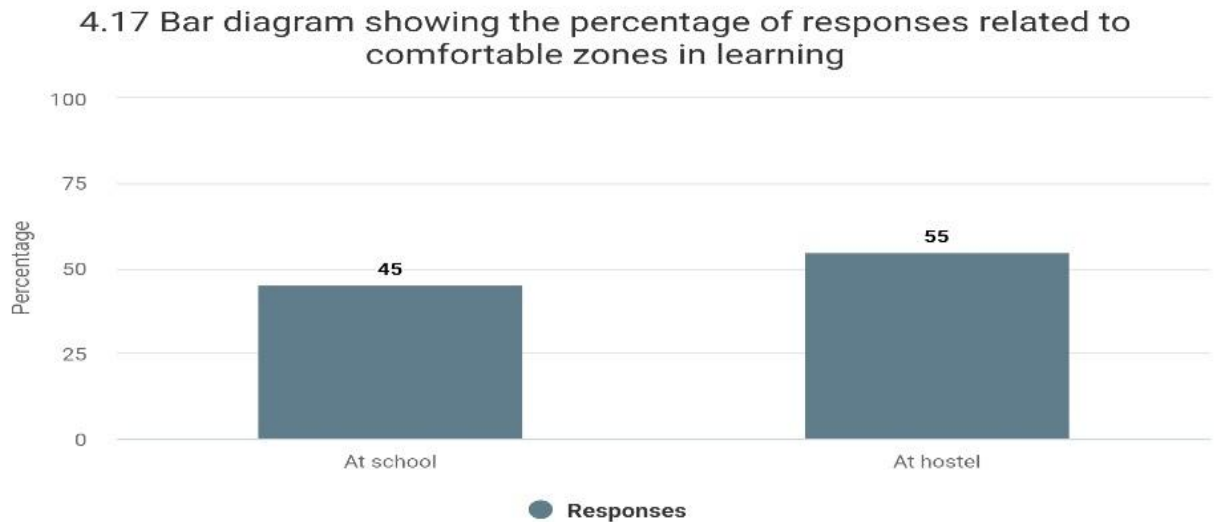
This study represents that 87.5% students acknowledges that teachers incorporate the local language, which can significantly bridge the communication gap. This practice likely fosters inclusivity and improves comprehension, especially for students unfamiliar with the primary medium of instruction.

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



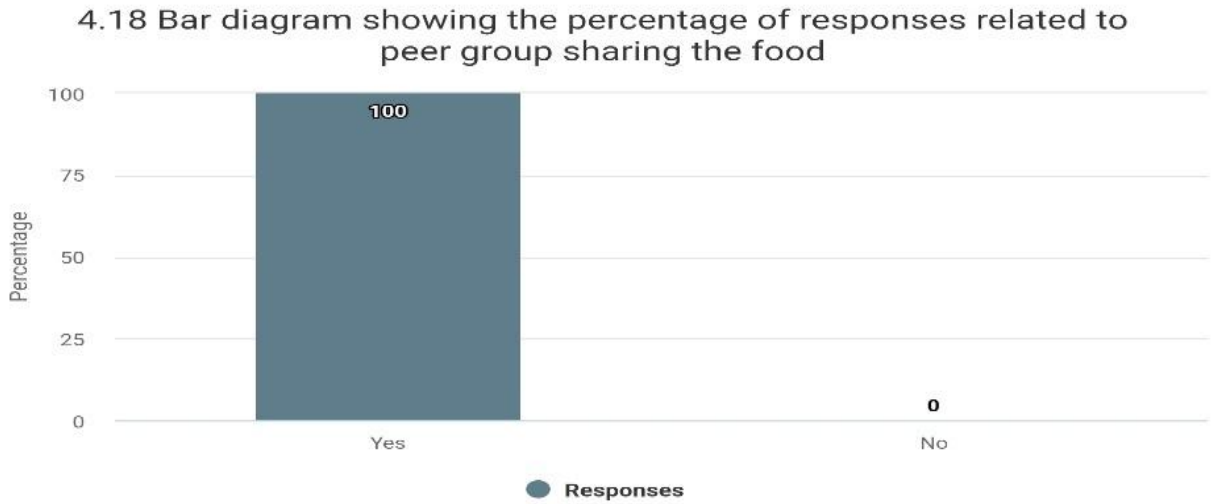
The finding shows high percentage of "yes" responses indicates that teachers actively encourage socio-cultural group students, promoting confidence and participation in classroom interactions.

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



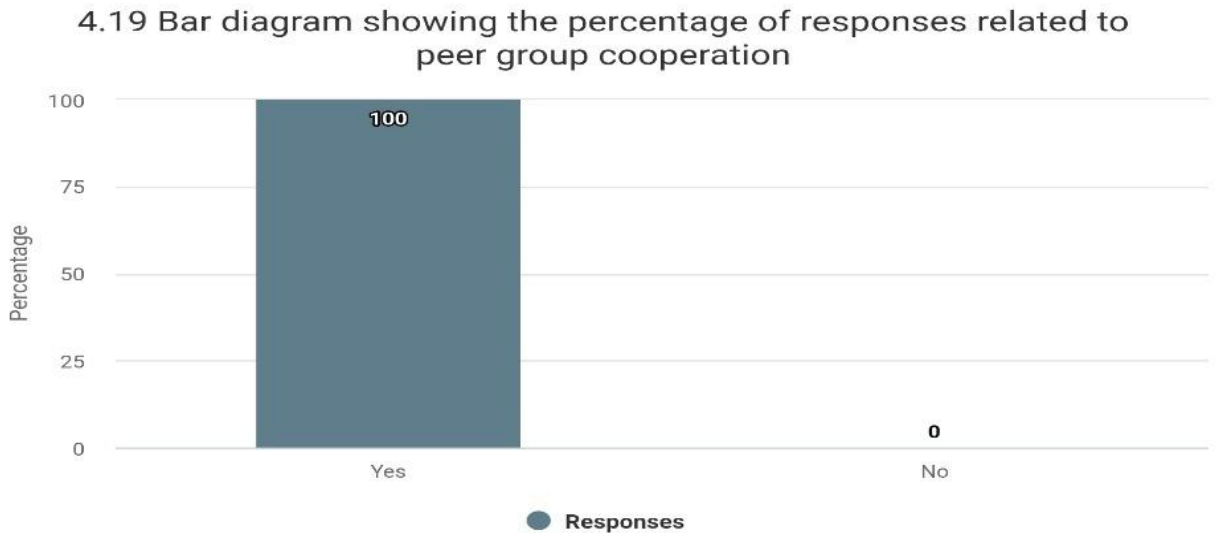
The finding shows higher preference for the hostel may stem from peer interactions and a more relaxed atmosphere, while the school environment might feel more structured and challenging for some.

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



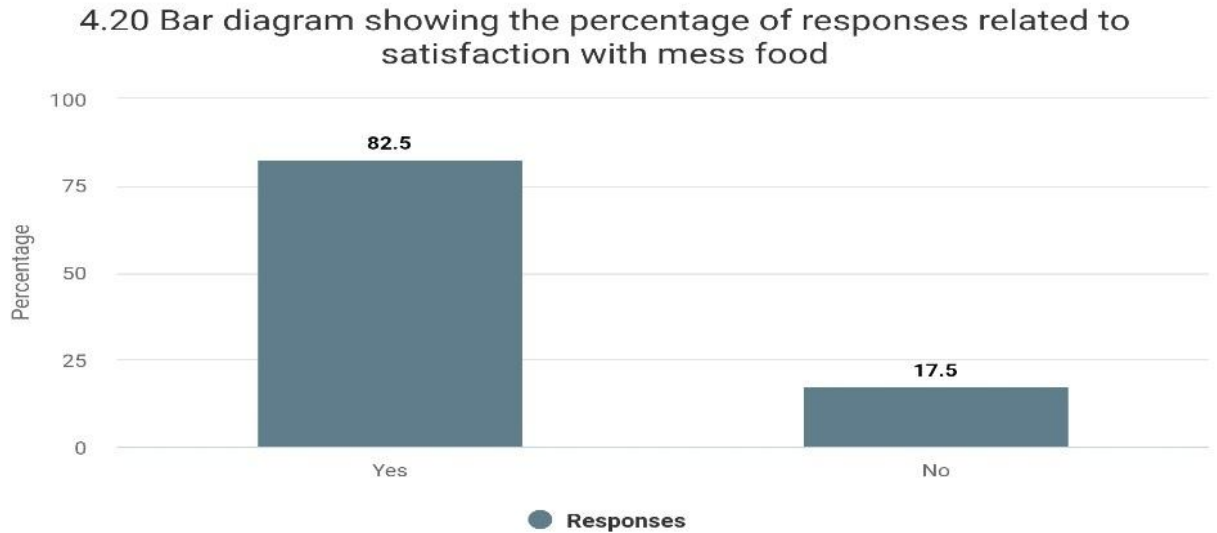
The above responses show the sharing nature of the students between their peer groups and everyone share their food with socio-cultural students in the school. There is flexible and comfortable environment for socio-cultural group students. There is no any type of situation which shows the discrimination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

Q7. Does your peer group cooperate with you?



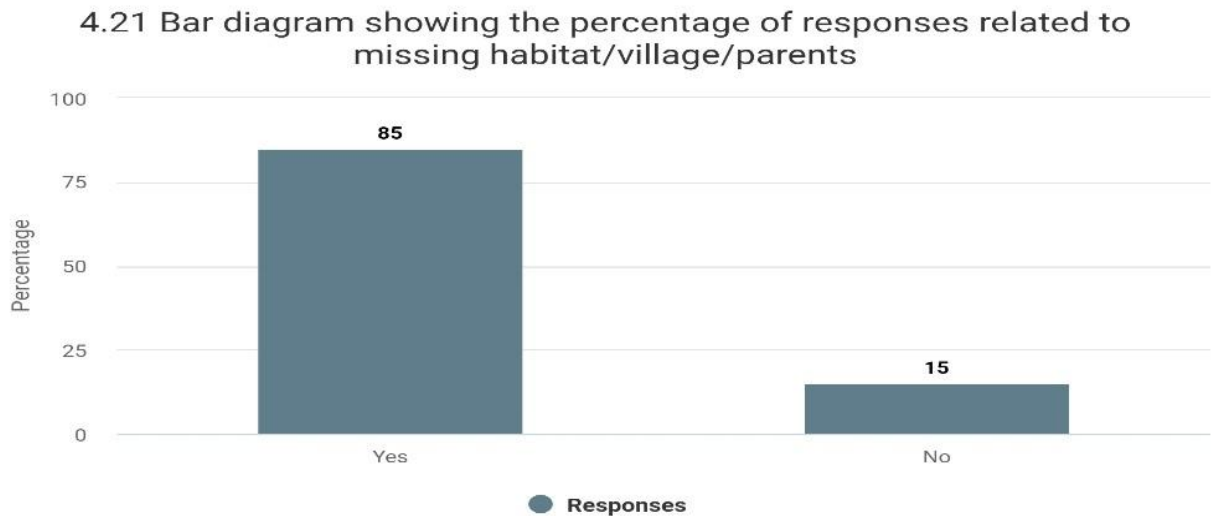
This study shows positive peer relationships. Such cooperation can significantly enhance students' academic and social experiences, creating a supportive network that mitigates socio-cultural challenges.

Q8. Are you satisfied with mess food?



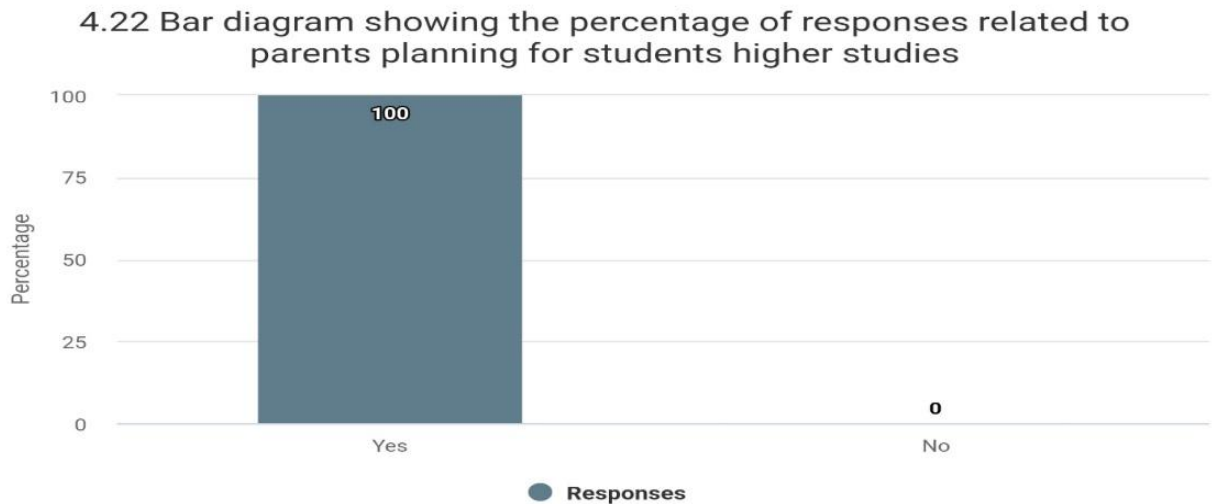
This study shows that majority are satisfied with the food provided, only few expressing dissatisfaction points to potential gaps in aligning the menu with students' cultural preferences or dietary needs. Addressing these concerns could enhance overall satisfaction.

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



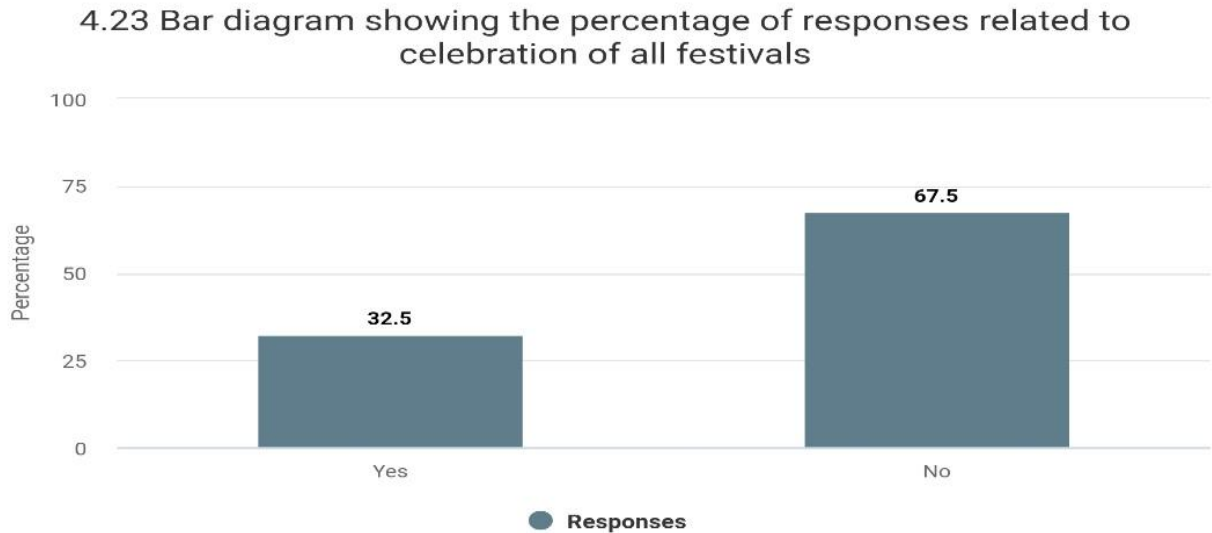
The finding shows that homesickness is a common emotional challenge for residential school students, particularly those from marginalized socio-cultural groups. The high percentage of "yes" responses underscores the emotional toll of separation from familiar environments and loved ones.

Q10. Are your parents planning for your higher studies?



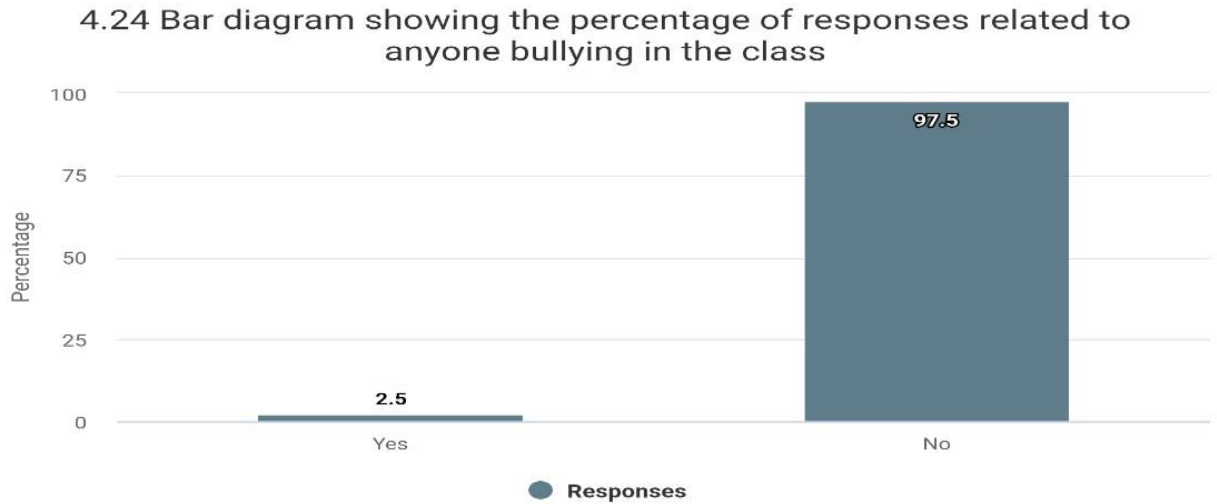
This study shows a strong commitment from parents, which can significantly influence students' motivation and long-term success.

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.

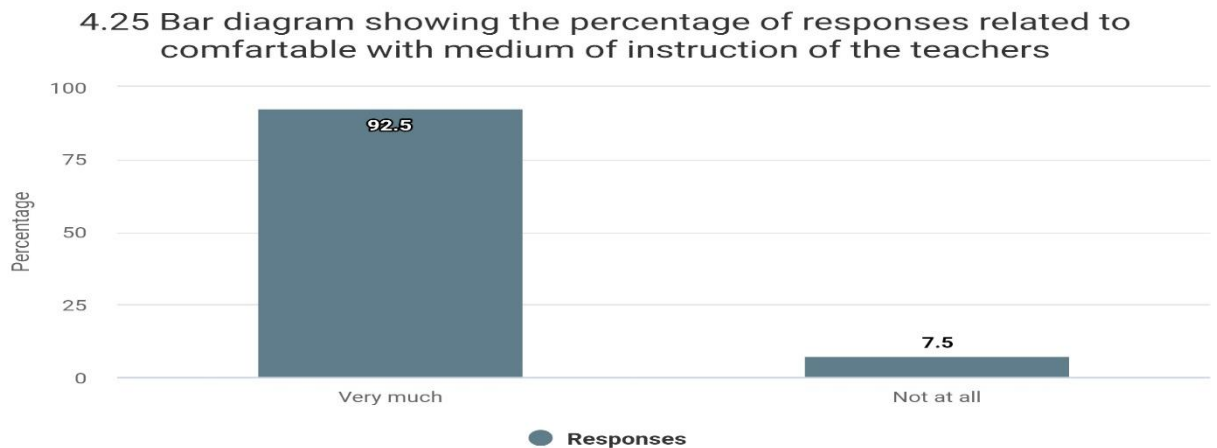
Q12. Does anyone bully you in the class?



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.

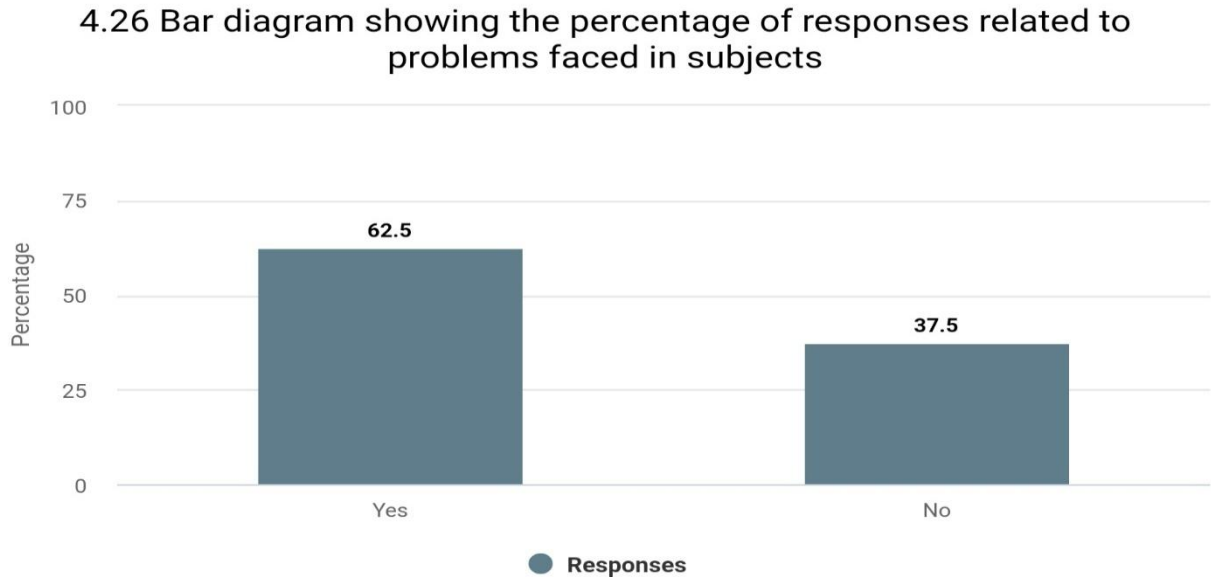
4.1.3 Objective – 3: To study the issues and challenges in education faced by rural and urban students in Jawahar Navodaya Vidyalaya.

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



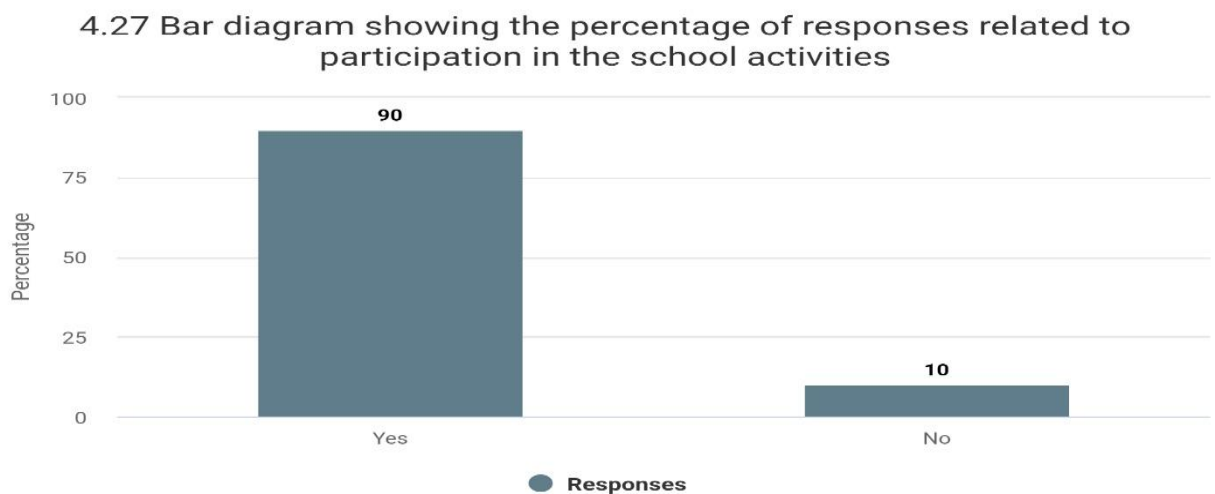
This study shows 92.5% of students are very comfortable with the medium of instruction, highlighting the effectiveness of the teachers in catering to students' linguistic needs. However, the 7.5% who are not comfortable might benefit from bilingual teaching aids or additional language support.

Q2. Do you face problems in your subjects?



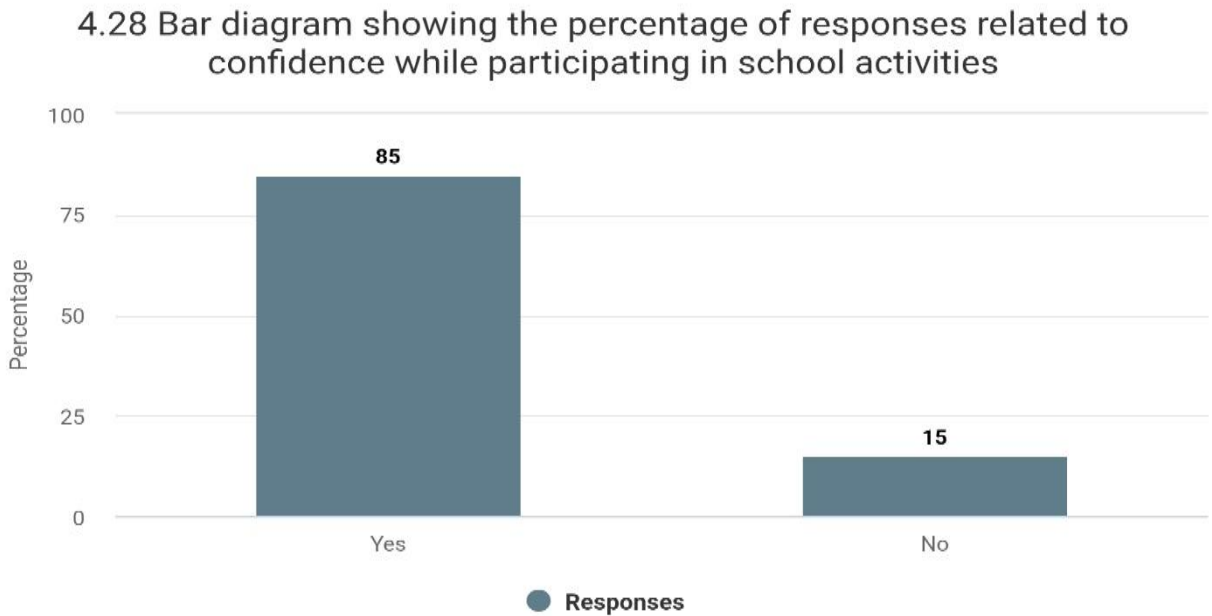
This study shows 62.5% of students facing subject-related challenges in subjects like English, Science and Mathematics, this indicates significant academic difficulties. Which shows that teachers are not able to make these subjects interesting and easy.

Q3. Do you like to participate in school activities?



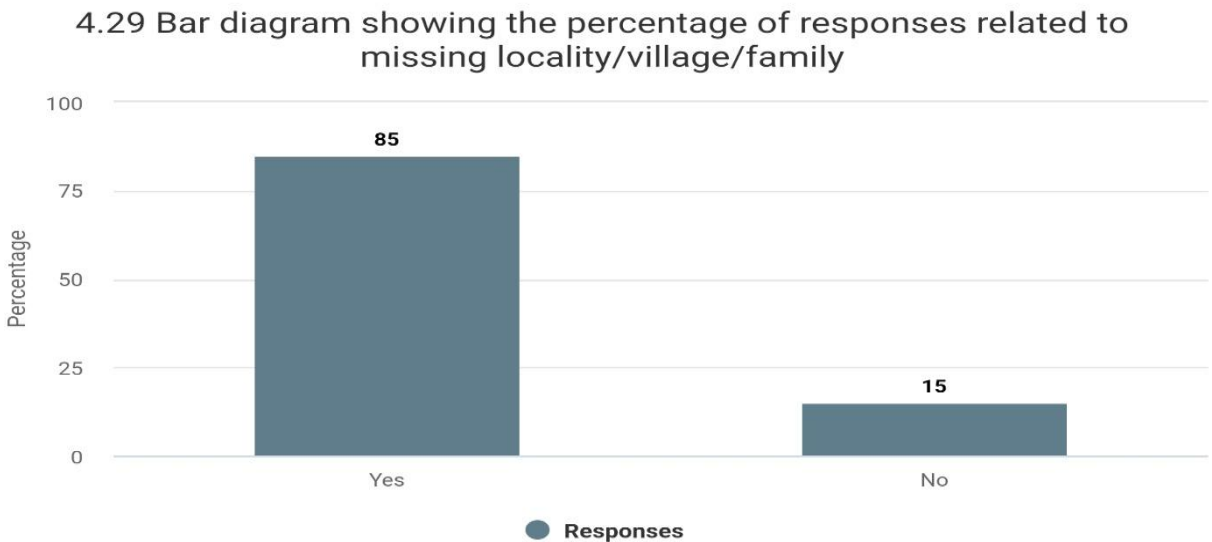
This study shows 90% of students enjoy participating in school activities, reflecting a positive school culture that encourages engagement. The remaining 10% are not interested which shows lack of motivation or support from peer group or teachers.

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



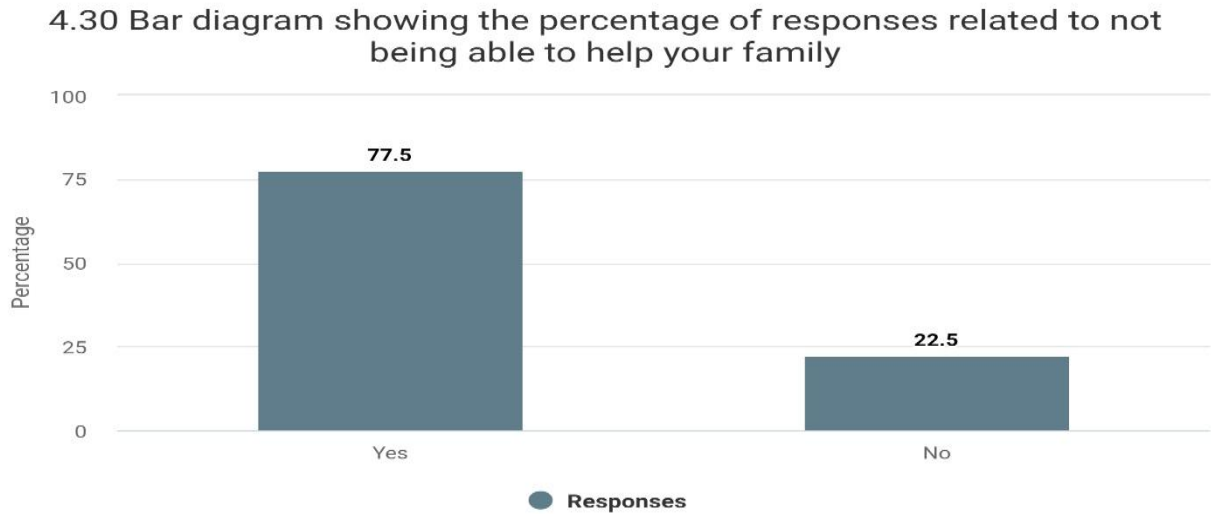
This study shows 85% of students feel confident, the 15% lacking confidence may require encouragement or skill-building initiatives to boost their self-esteem.

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



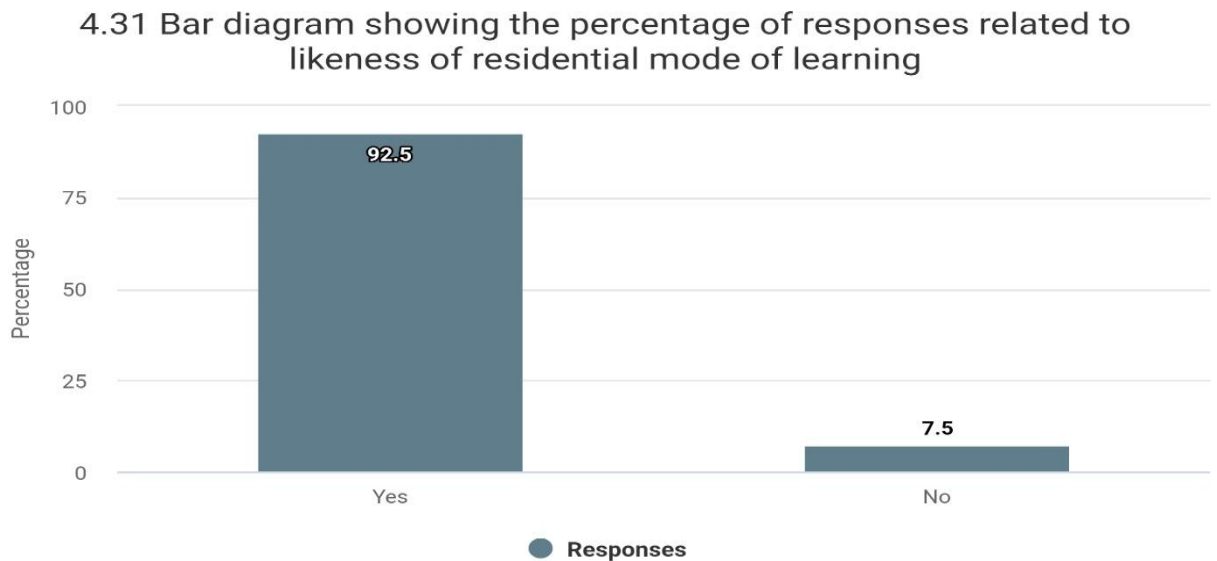
This study shows 85% of students experience homesickness, particularly those from rural areas, emphasizing the need for emotional support and family engagement programs.

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



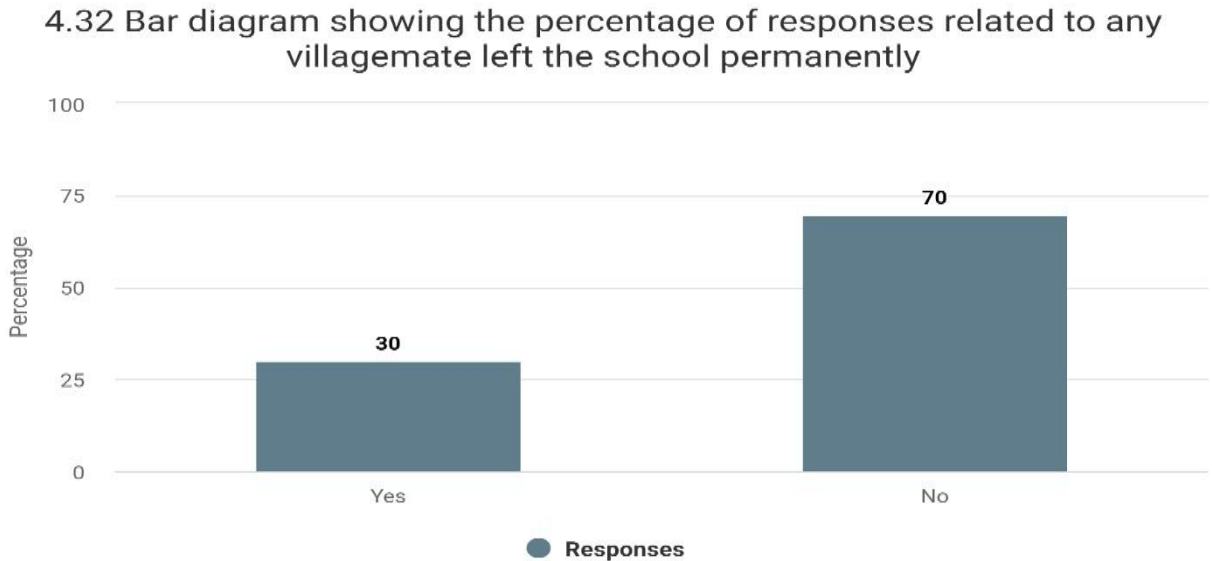
The finding shows 77.5% of students feel sadness, reflecting cultural and familial expectations, especially among rural students. Counseling and family involvement may alleviate these feelings.

Q7. Do you like the residential mode of learning?



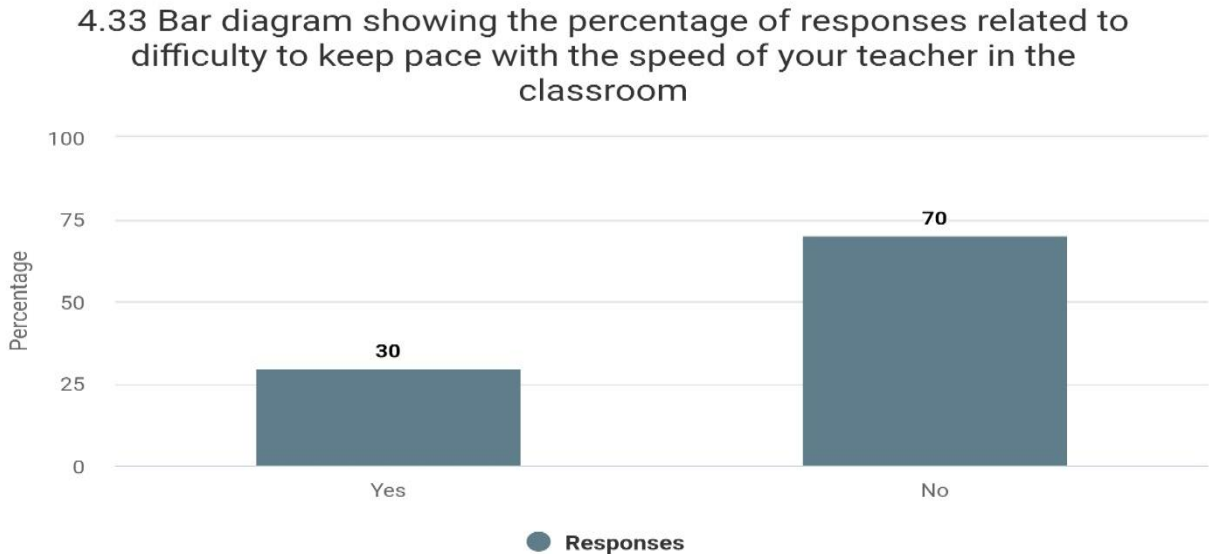
The study shows 92.5% of students appreciate the residential setup, indicating a high level of adaptability and satisfaction. The 7.5% who dislike it might benefit from closer monitoring and support.

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



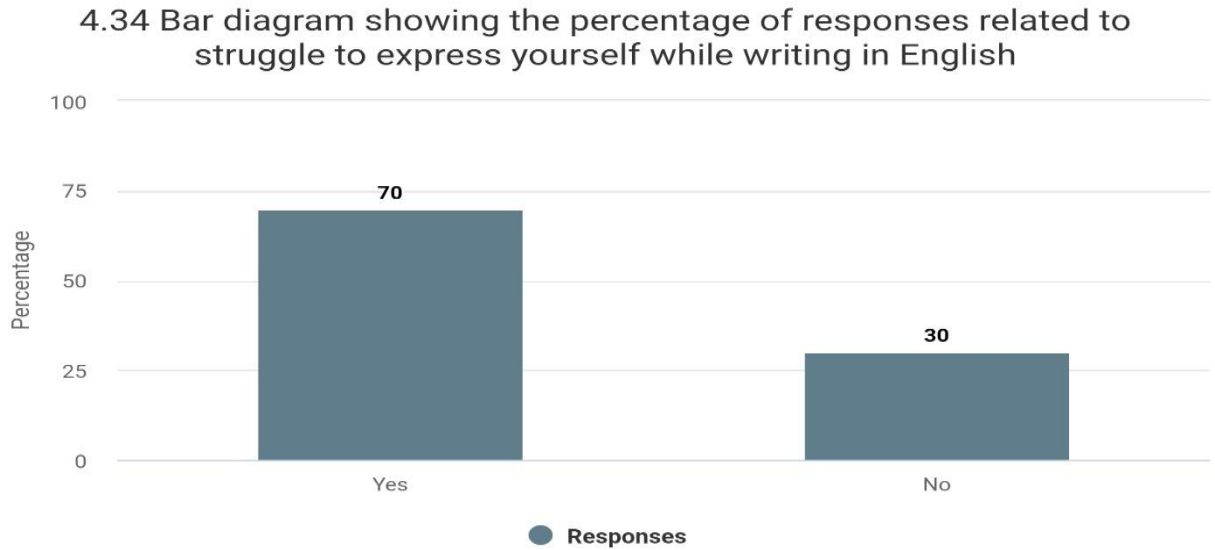
This study shows 30% reported village-mates leaving school, which could hint at challenges like homesickness, financial constraints, or academic pressures affecting retention rates.

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



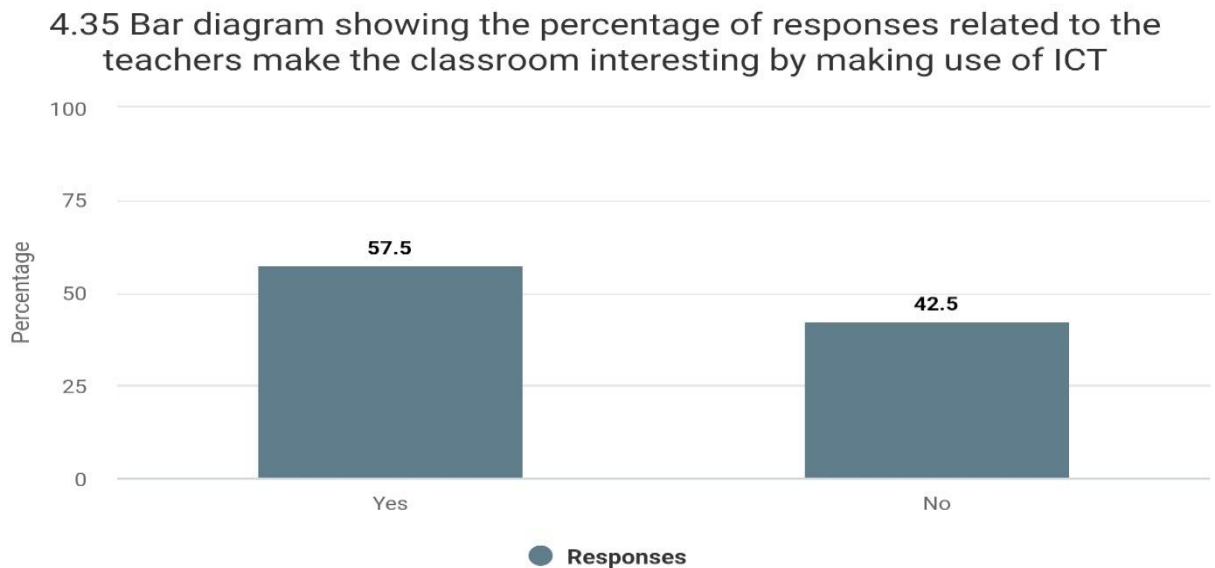
The finding indicates 30% struggle to keep up, pointing to the need for differentiated instruction and additional academic support for some students.

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



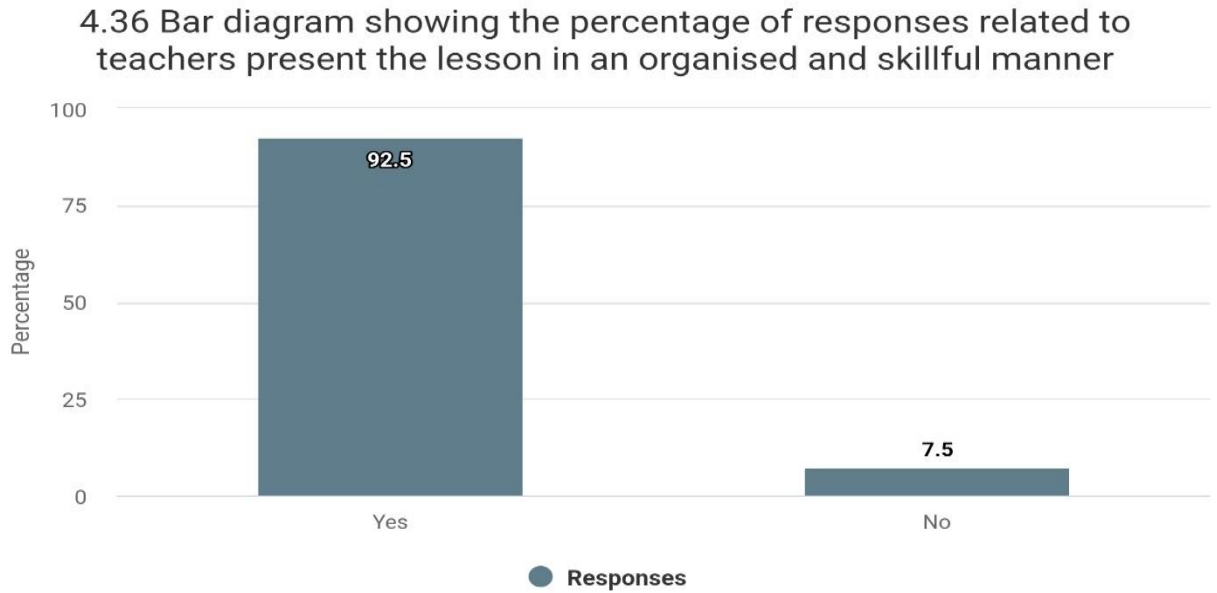
This study shows 70% of students face difficulties with written English, highlighting language proficiency as a major challenge, especially for rural students.

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



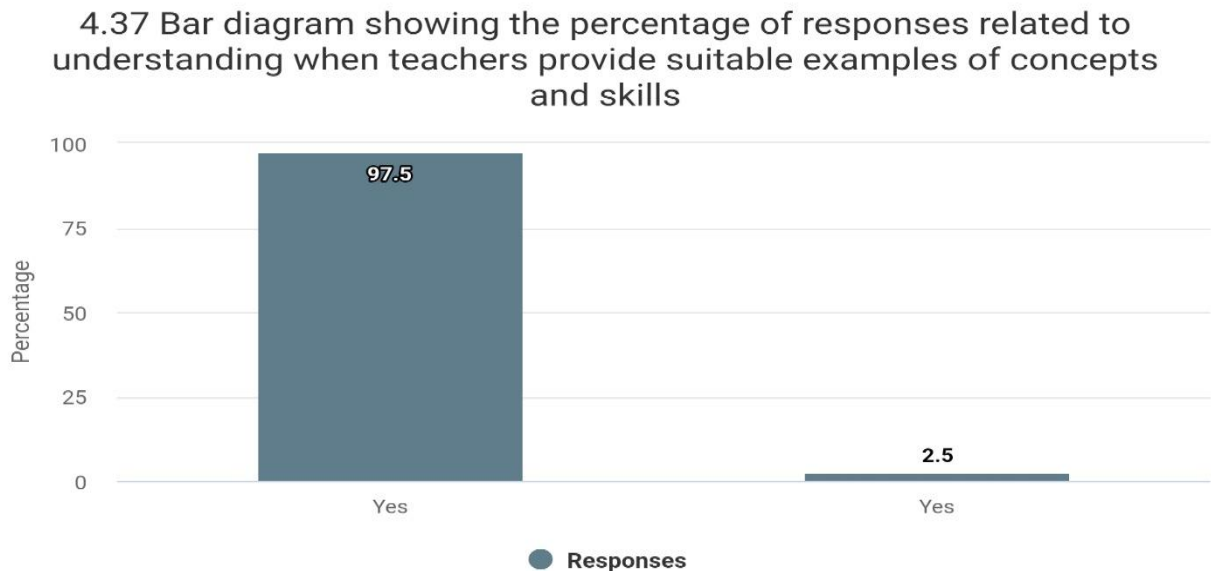
This study shows 57.5% of students feel ICT enhances classroom interest, there is room for improvement in integrating technology to make learning more engaging and interesting.

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



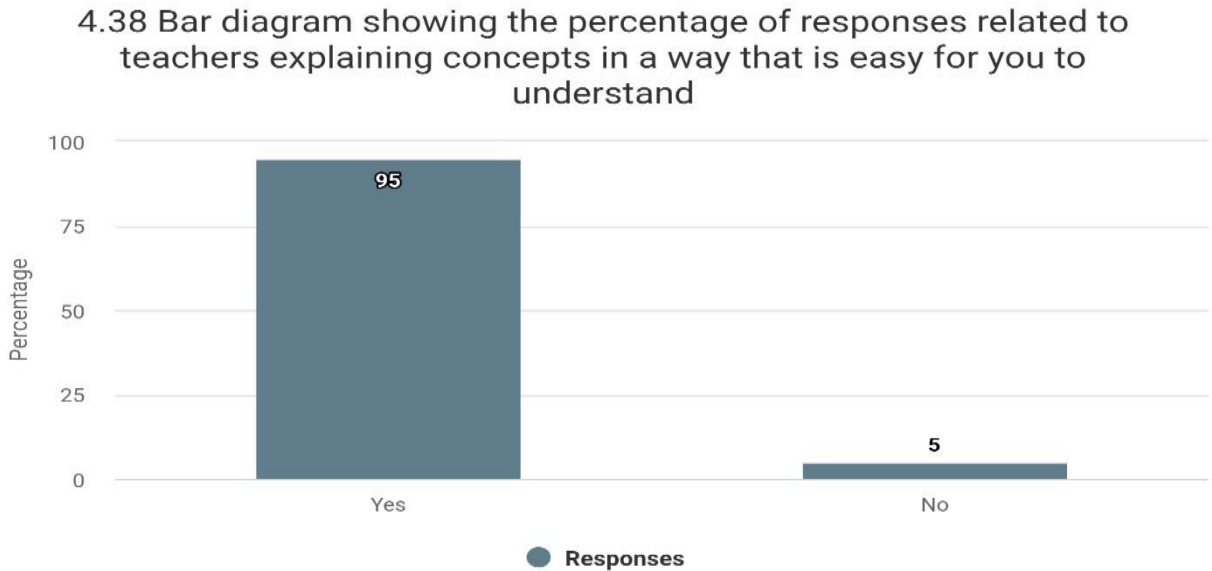
The finding indicates 92.5% of students appreciate the teachers' structured and skillful presentations, reflecting effective teaching practices.

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



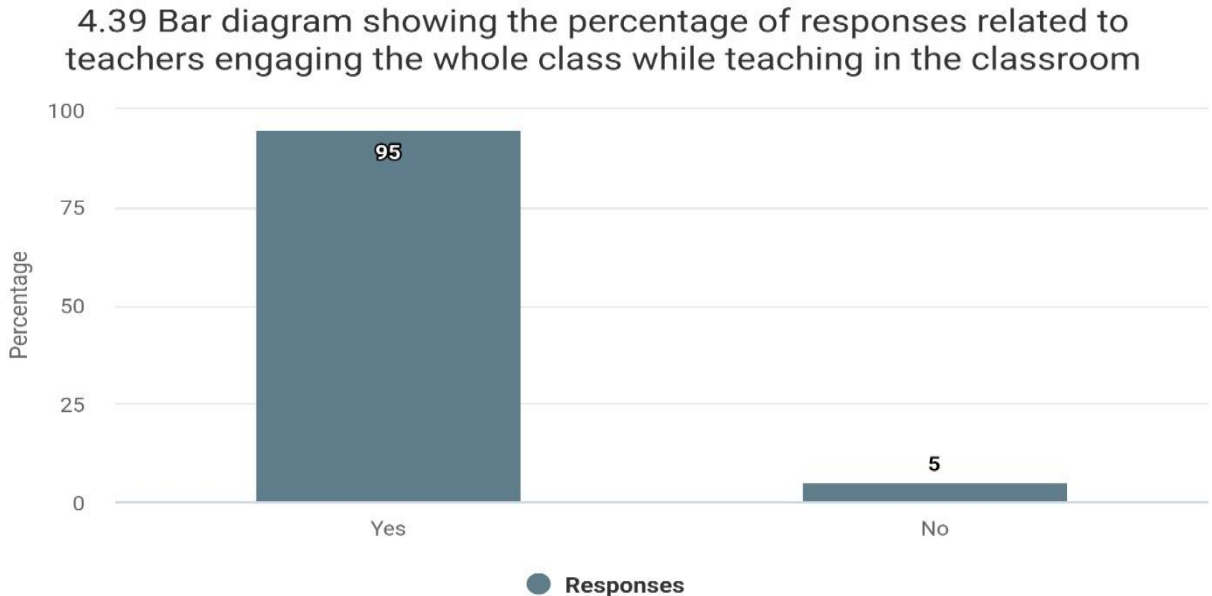
This study shows 97.5% of students understands concepts through relatable examples, this indicates strong contextual teaching methods.

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



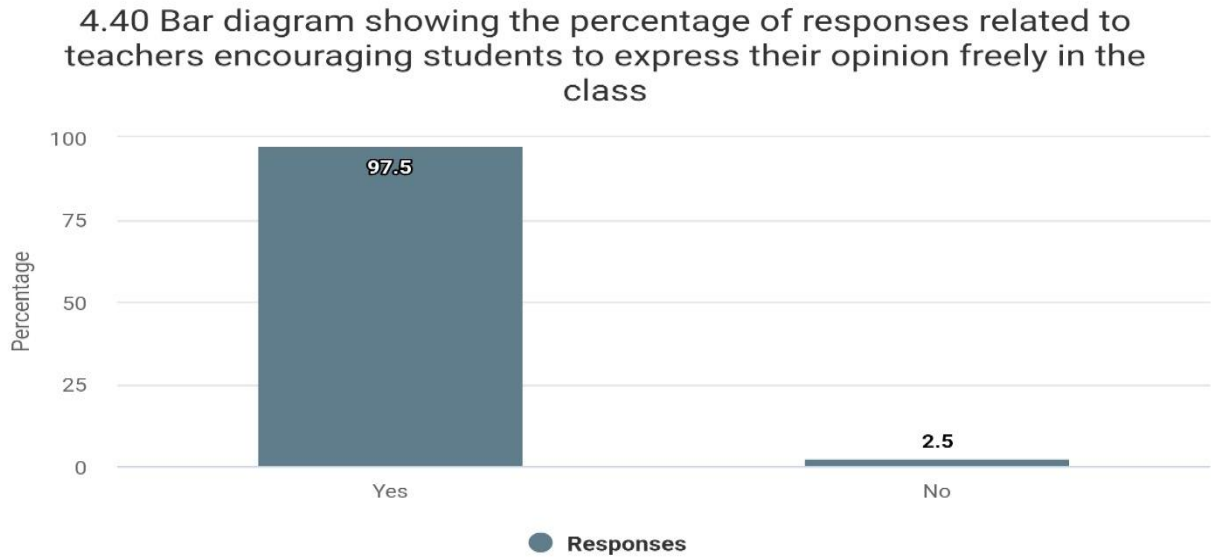
The finding indicates 95% of students find explanations clear, showcasing the teachers’ ability to simplify complex ideas effectively.

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



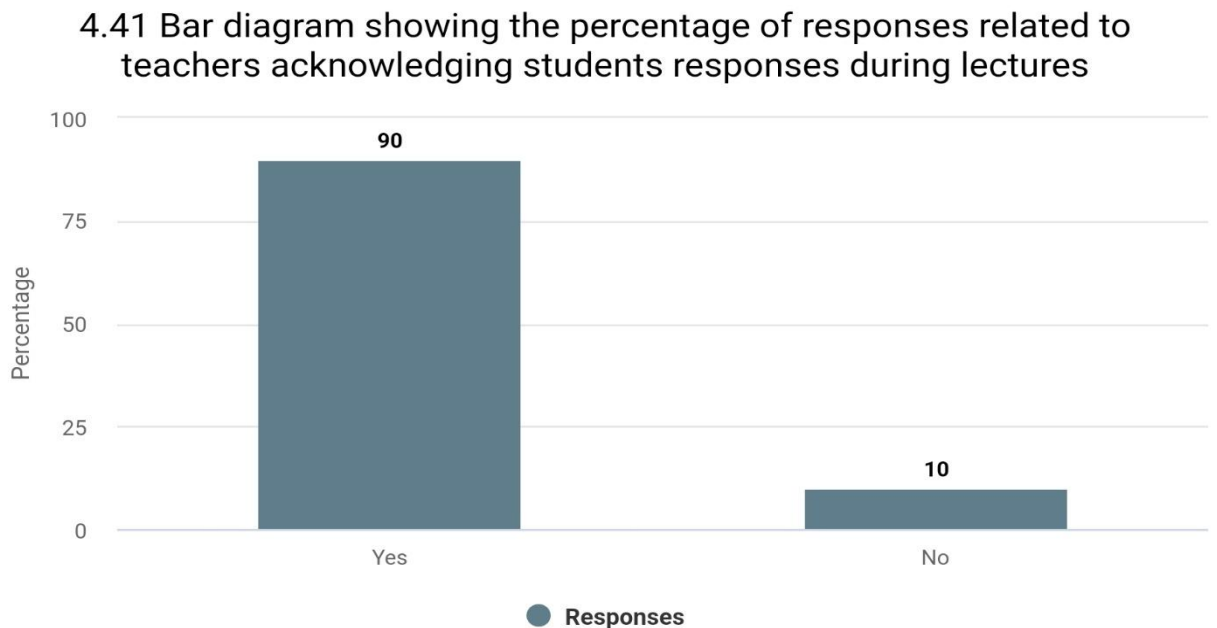
This study shows 95% of students feel included, reflecting an inclusive teaching approach that involves the entire class.

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



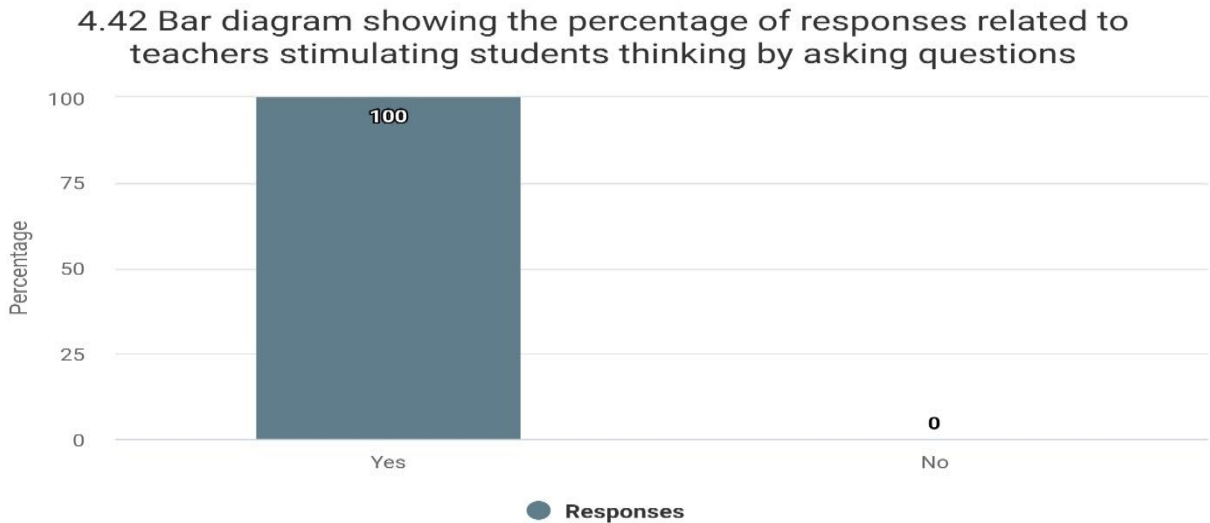
This study shows 97.5% of students feel encouraged to share their views, highlighting open communication fostered by teachers.

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



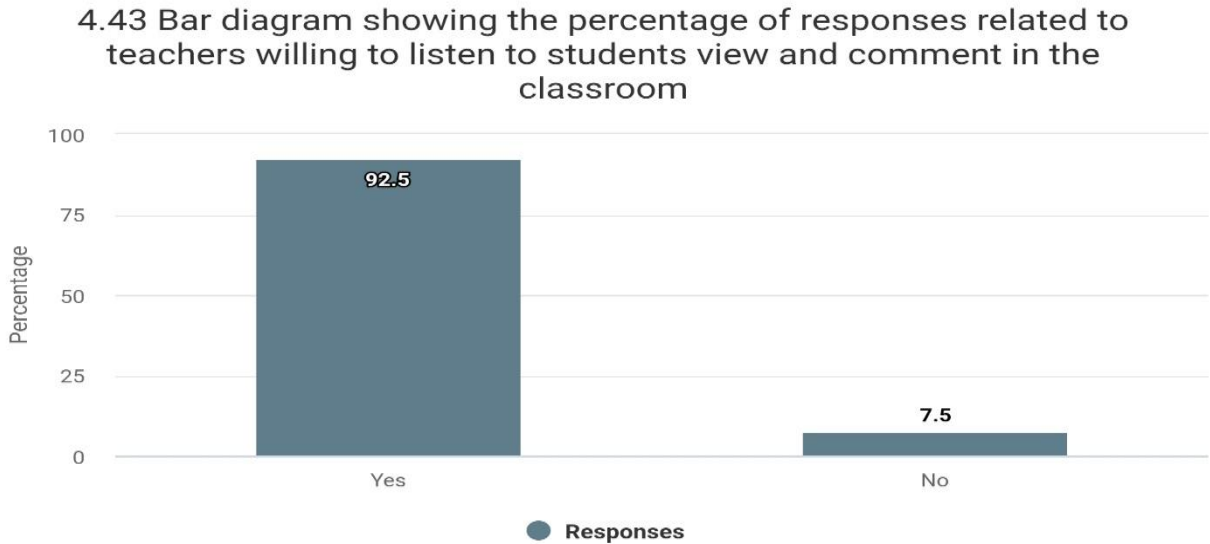
This study shows 90% of students feel their responses are acknowledged, indicating positive reinforcement. Addressing the remaining 10% could further enhance engagement.

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



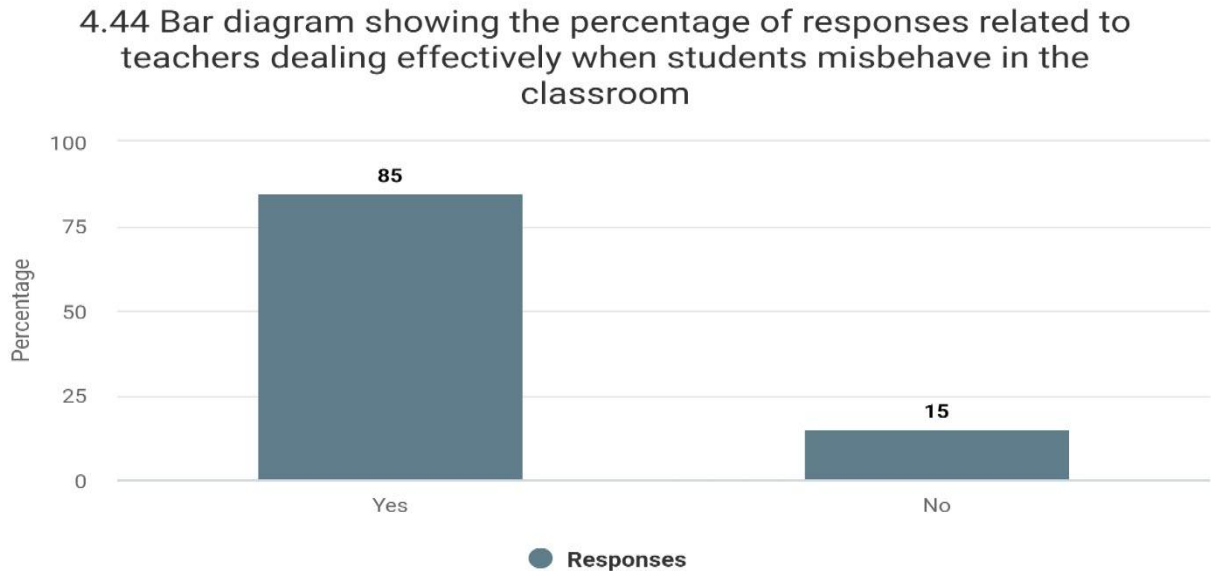
100% of students confirm this, showcasing the use of inquiry-based teaching to spark critical thinking.

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



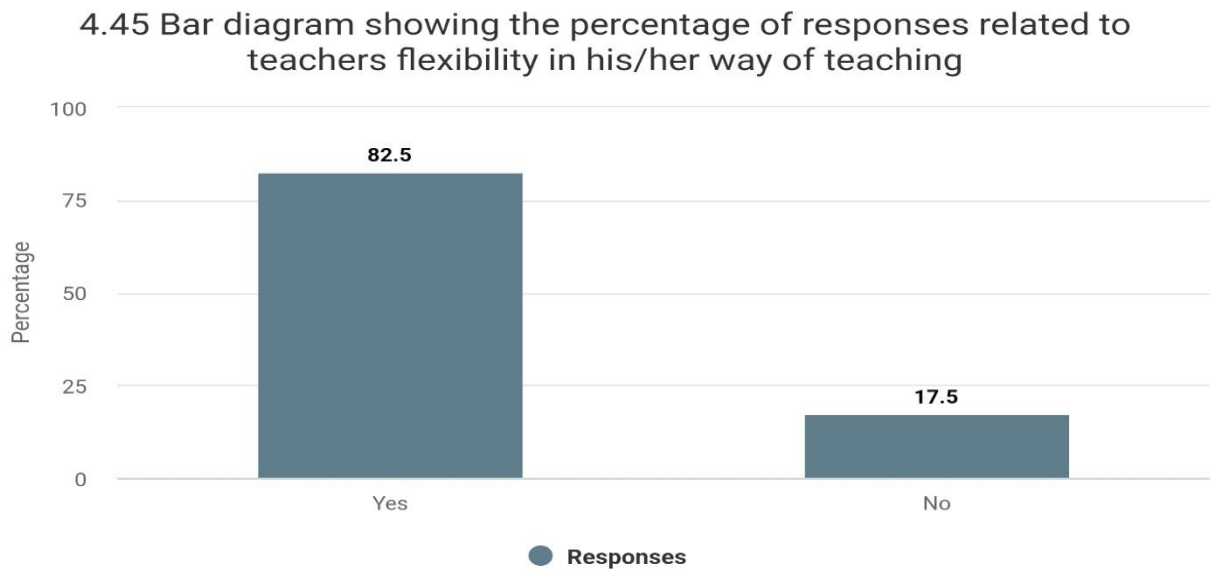
This study shows 92.5% feel their views are valued, reflecting an interactive and respectful learning environment.

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.

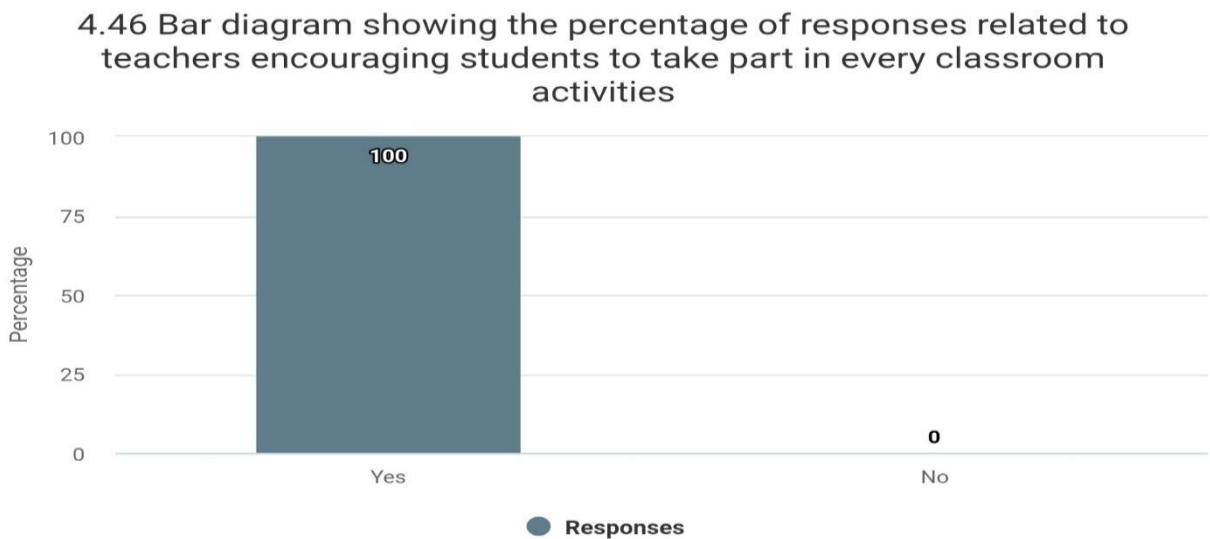
Q21. Are the teachers flexible in their way of teaching?



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

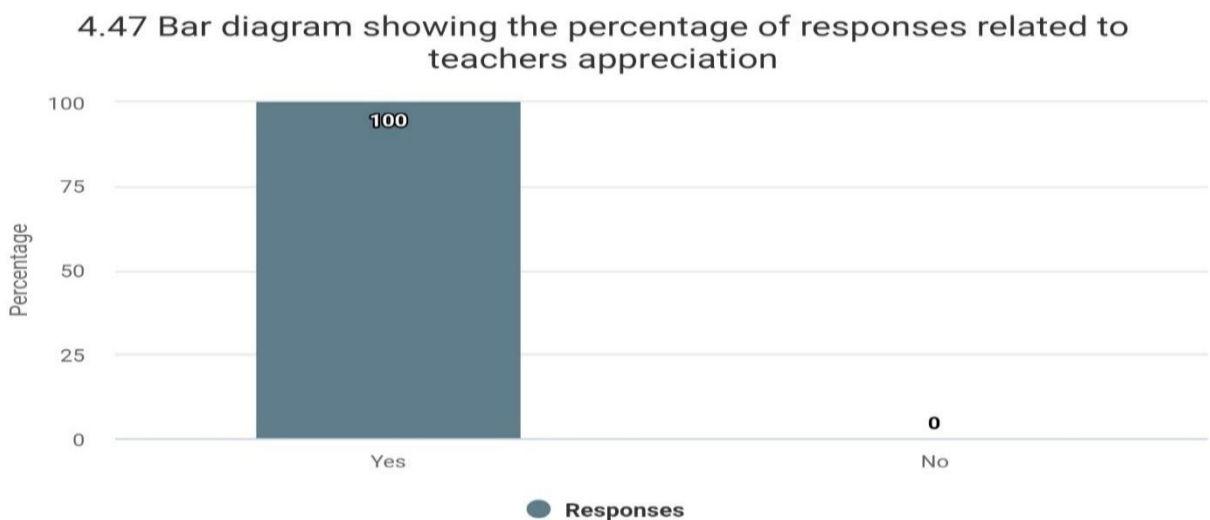
4.1.4 Objective– 4: To study the issues and challenges in education faced by CWSN students in Jawahar Navodaya Vidyalaya.

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



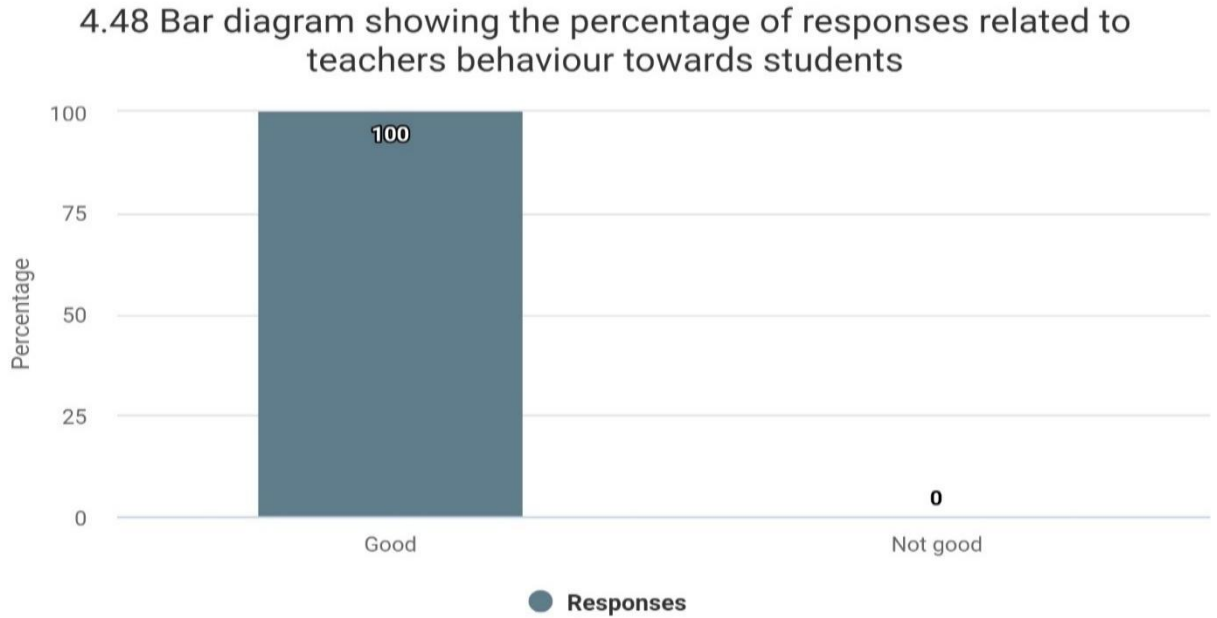
This study shows all students (100%) feel encouraged to participate, highlighting inclusive and supportive teaching practices for CWSN students.

Q2. Do your teachers appreciate you?



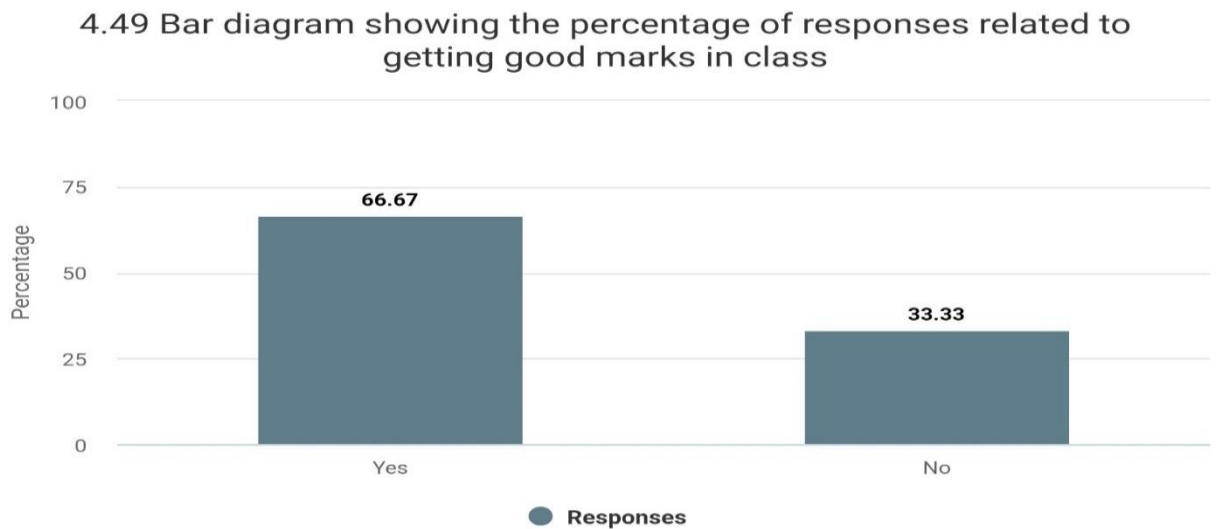
The finding shows unanimous response (100%) which indicates that teachers are actively providing positive reinforcement, fostering self-confidence in CWSN students.

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?

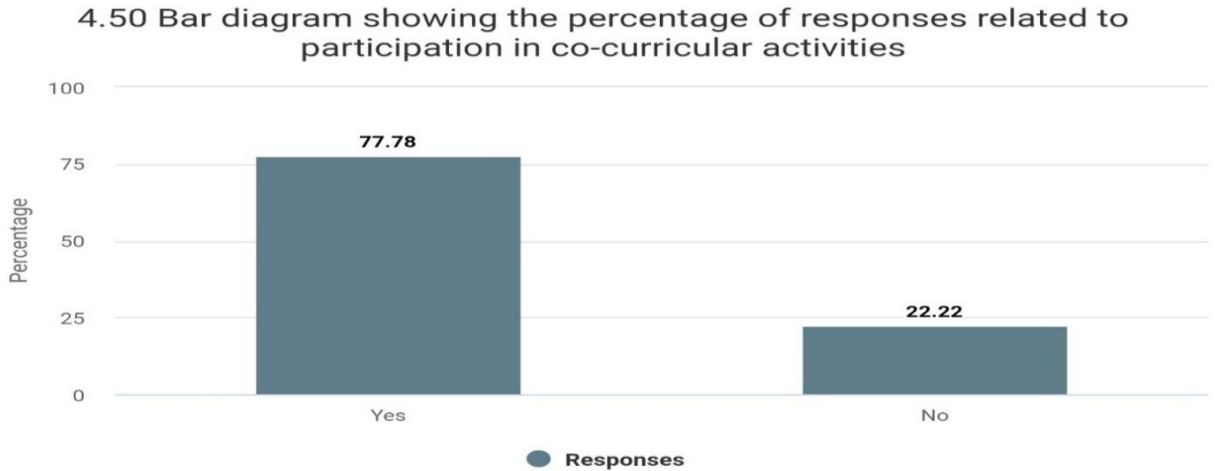


This study shows 66.67% of students report good marks, the remaining 33.33% indicate possible academic challenges that require additional academic support or tailored instruction.

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

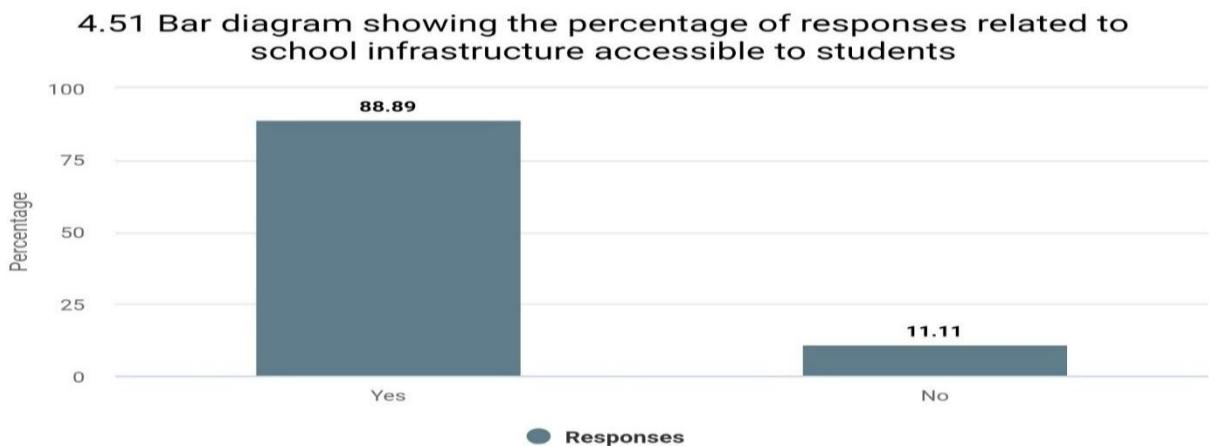
This study finds that students like arts, music, sports, doubt solving, reasoning solving. Which indicates that classroom environment is inclusive and provides all the opportunity to the CWSN students which is mandatory for their holistic development.

Q6. Do you participate in co-curricular activities?



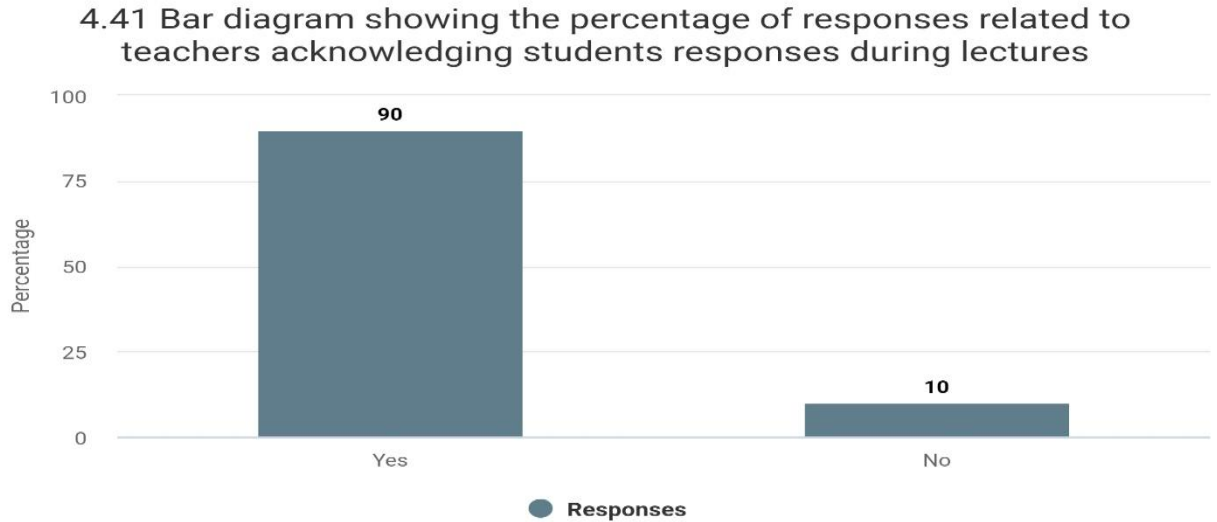
This study shows participation levels are high (77.78%), but there's scope to engage the remaining 22.22% through adaptive activity planning.

Q7. Does your school infrastructure accessible to you?



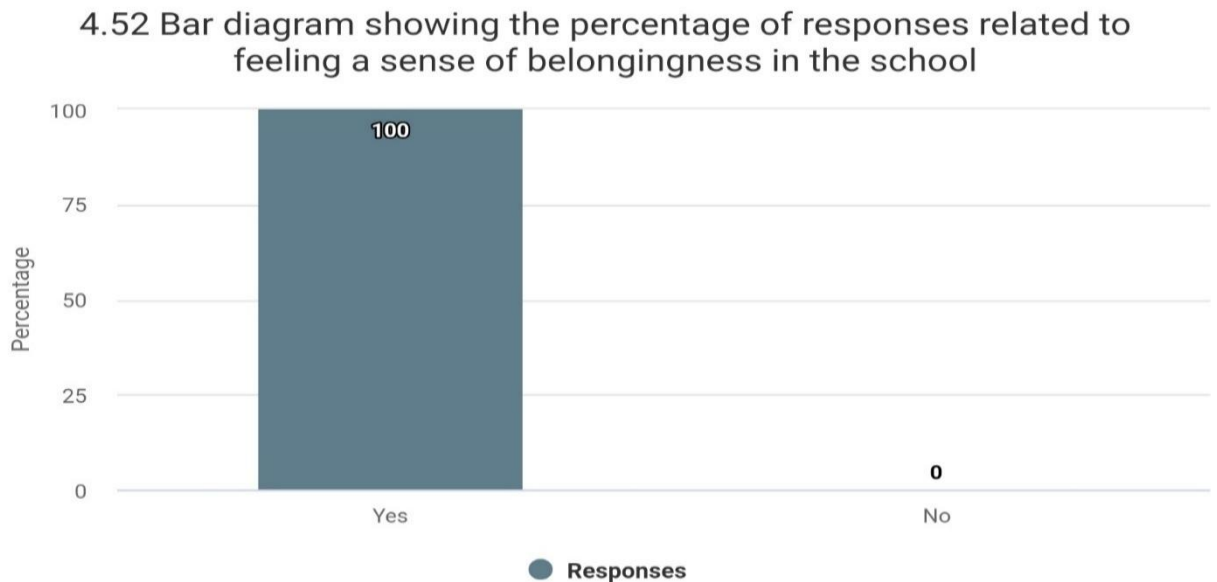
The finding shows 88.89% of students find the school infrastructure accessible, but 11.11% highlight gaps, suggesting the need for further enhancements to meet accessibility requirements.

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



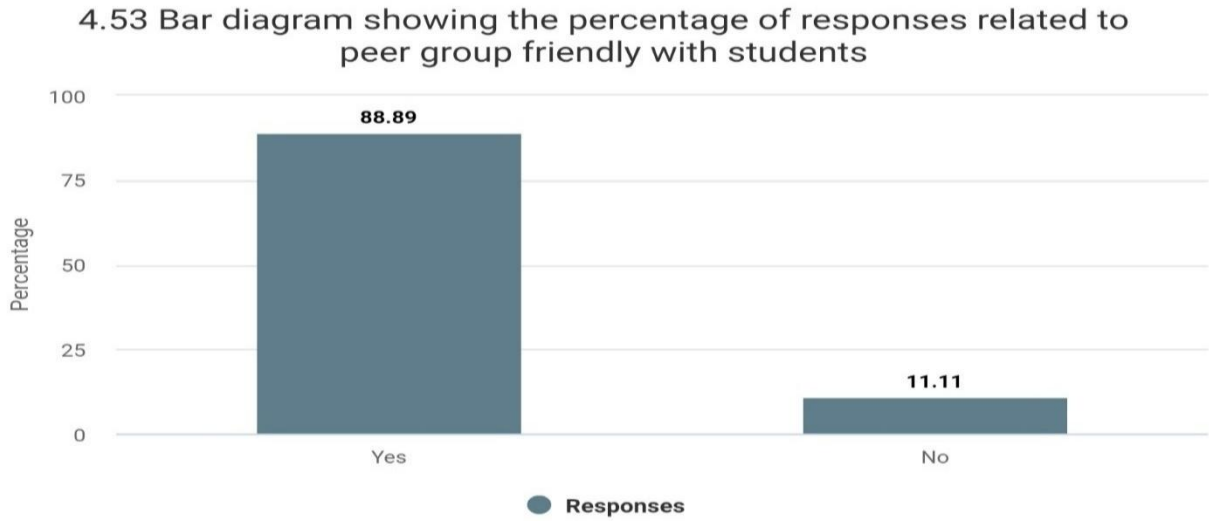
This study shows that there is no modification in the recent times which may cause the challenges of CWSN students. This study shows that there is need of upgradation in school infrastructure to fulfill the requirements of CWSN.

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



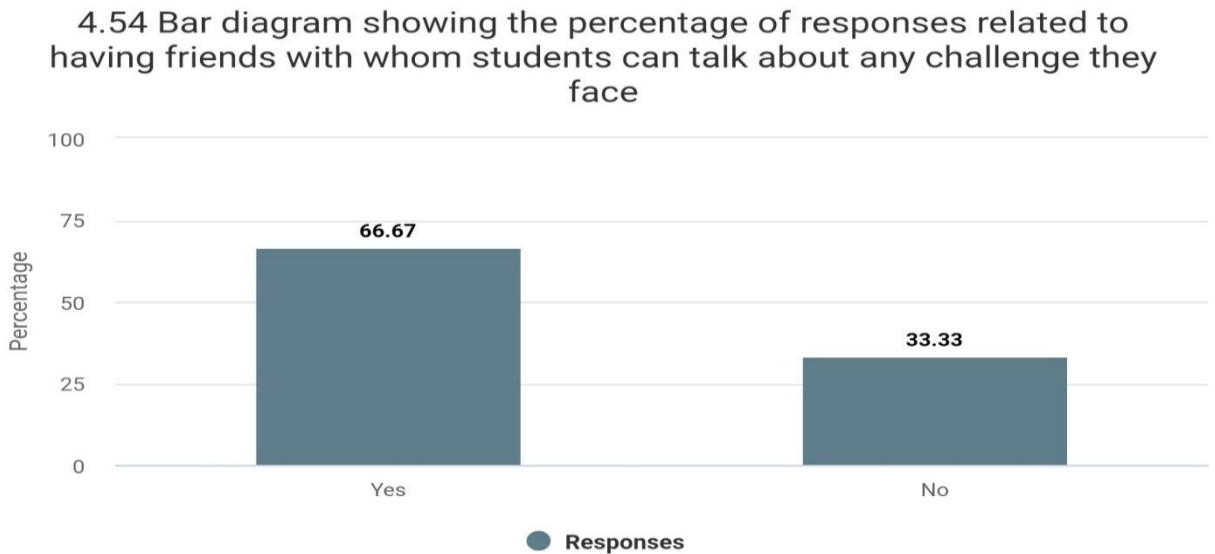
This study shows that all students (100%) feel a sense of belonging, which indicates a welcoming and inclusive school environment for CWSN students.

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



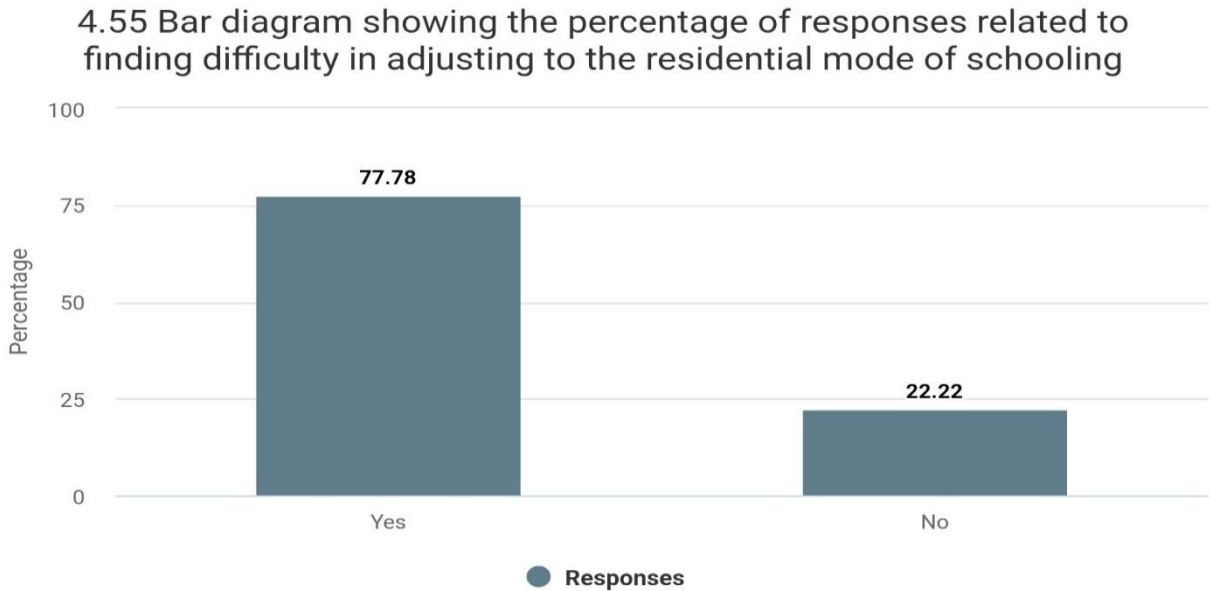
This study shows 88.89% report positive peer interactions, but a minority (11.11%) might face social challenges, suggesting the need for awareness programs promoting inclusivity among peers.

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



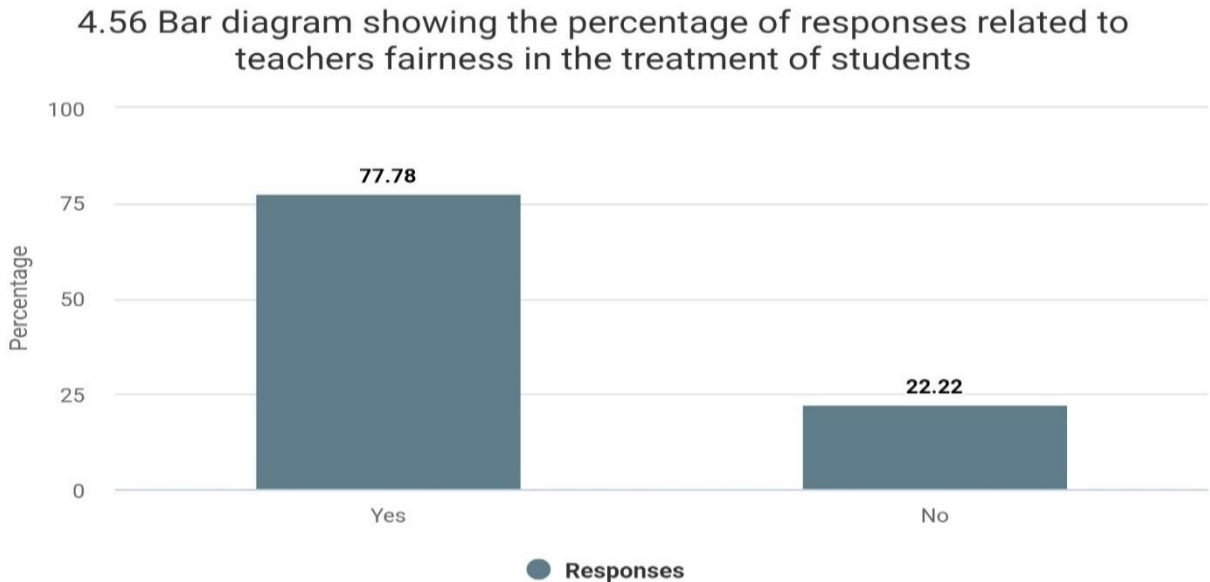
This study shows 66.67% of students have supportive friends, the remaining 33.33% might need additional social support or interventions to build peer relationships.

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



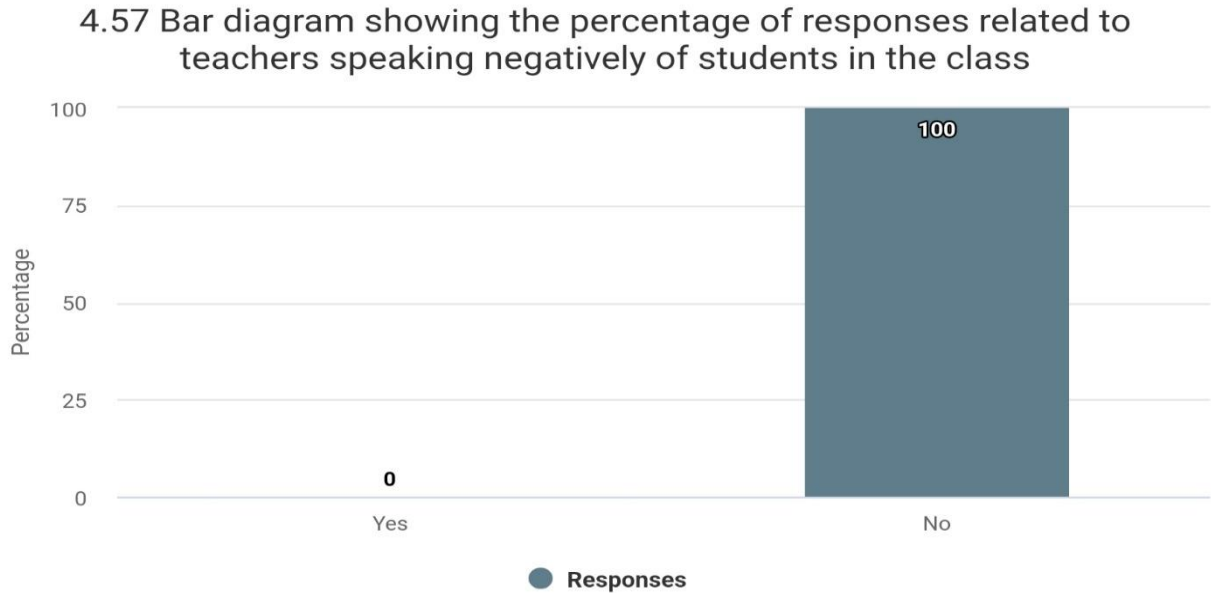
This study shows 77.78% of students faced challenges adapting to the residential setup, emphasizing the need for more tailored emotional and practical support.

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



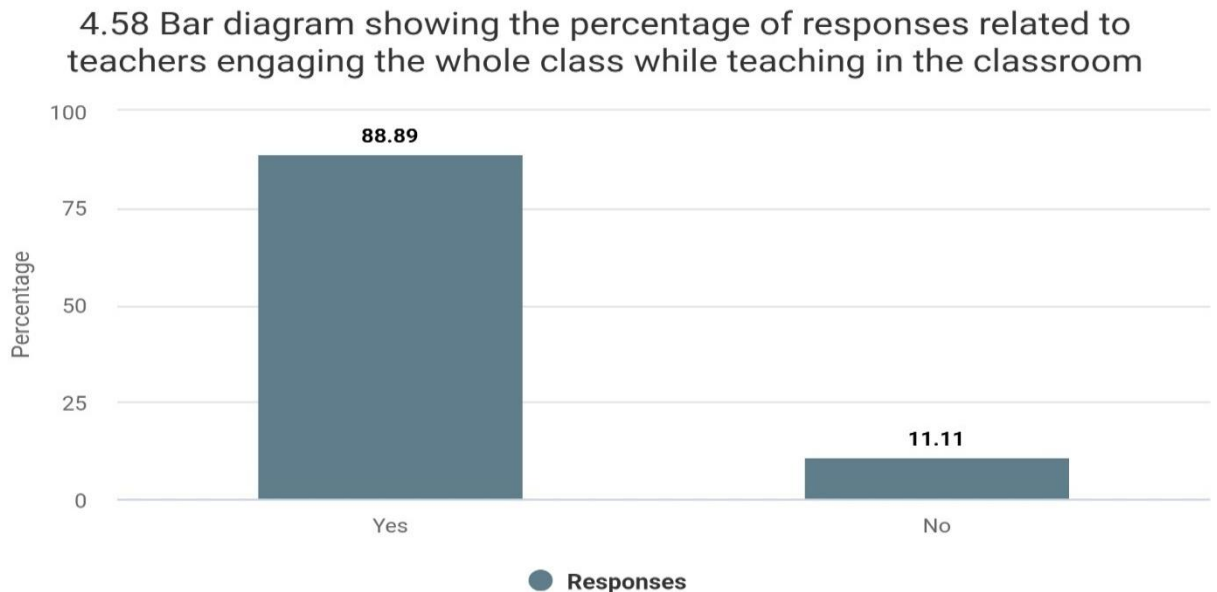
The finding shows 77.78% agree, but the rest (22.22%) highlight areas for improvement in equitable treatment, ensuring fair opportunities for all students.

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



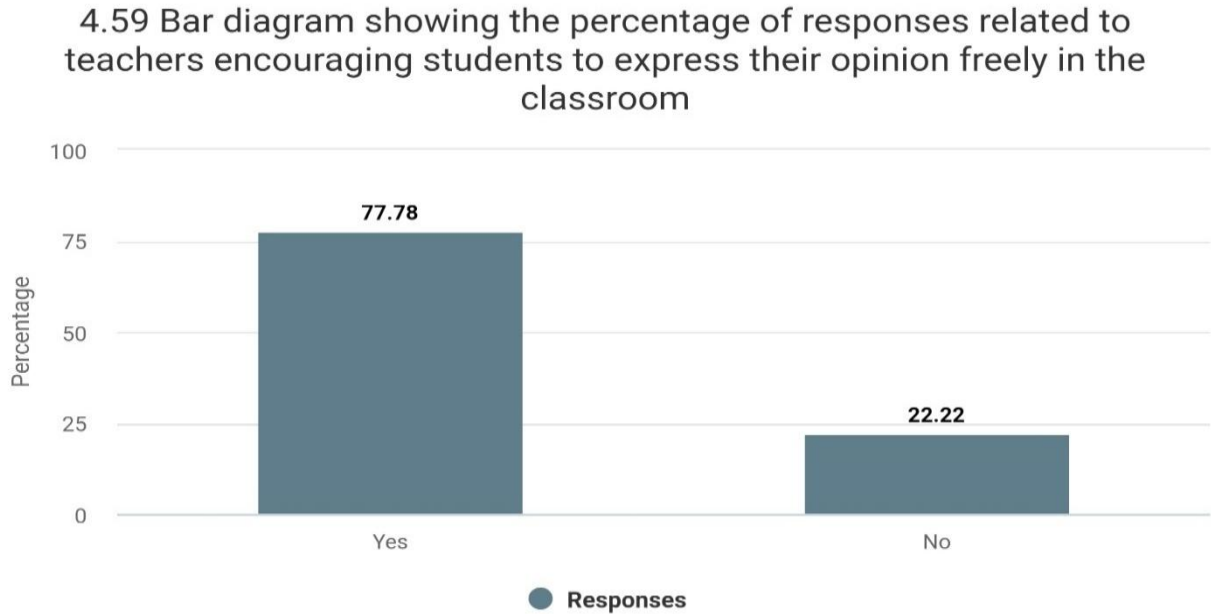
This study shows full 100% response which indicates that teachers maintain a positive and supportive classroom environment.

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



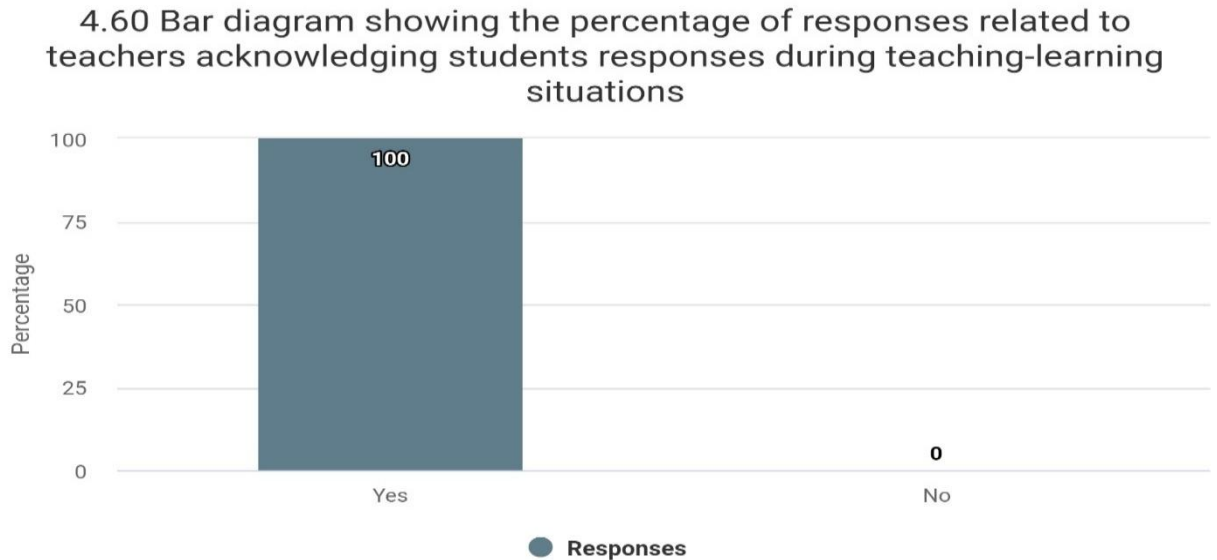
The finding shows 88.89% of students feel included, with some room for improvement in creating teaching strategies that involve the remaining 11.11%.

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



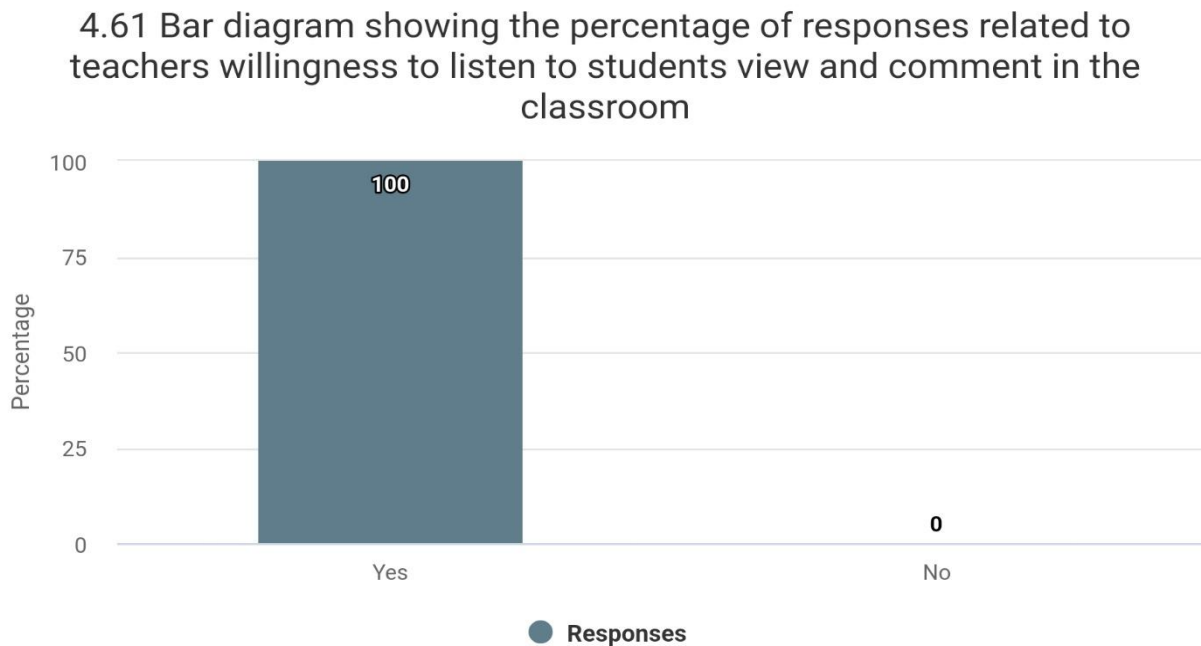
This study shows 77.78% feel encouraged, but 22.22% not feel encouraged so additional focus on creating opportunities for open expression could benefit others.

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



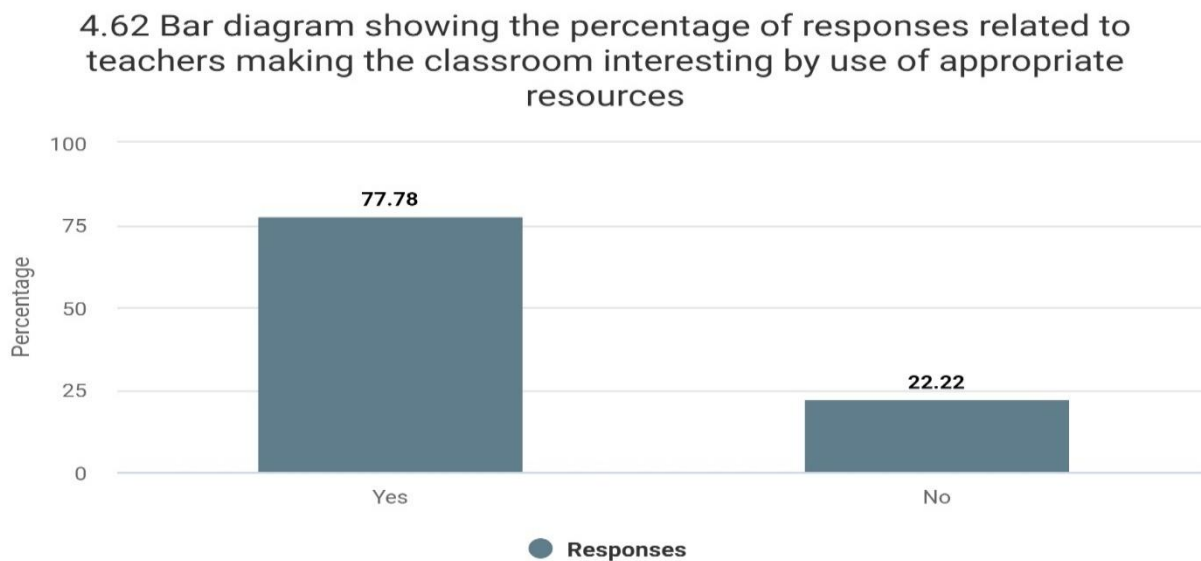
This study shows all students (100%) feel acknowledged, highlighting strong teacher-student communication practices.

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



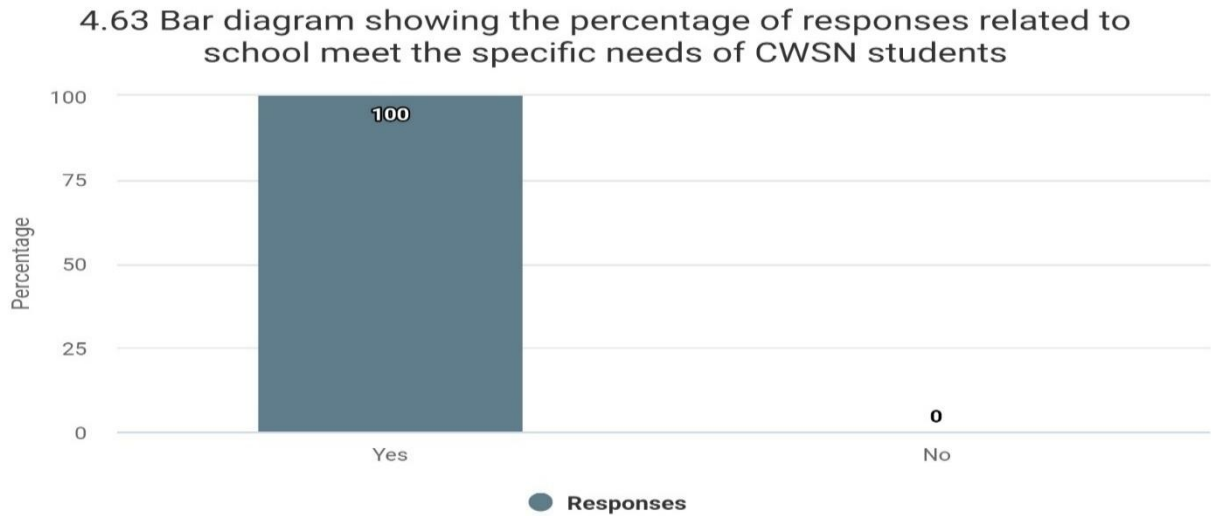
The finding shows a 100% positive response, it reflects teachers' active listening and respect for student contributions.

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.