

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.