

**EFFECTS OF CULTURE AND TEACHER-STUDENT RELATIONSHIP ON
STUDENT DEVELOPMENT IN THE CONTEXT OF JAWAHAR
NAVODAYA VIDYALAYA POLICIES AND PRACTICES**

SUBMITTED TO THE NATIONAL INSTITUTE OF EDUCATIONAL
PLANNING AND ADMINISTRATION, NEW DELHI IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF

M.Phil.

Session (2018- 2020)

YASHMITA



**NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND
ADMINISTRATION, NEW DELHI**

May 2020

DECLARATION

This is to certify that the M.Phil. Dissertation being submitted by me on the topic entitled *Effects of Culture and Teacher-Student Relationship on Student Development in the context of Jawahar Navodaya Vidyalaya Policies and Practices* completed under the guidance of **Dr. Rasmita Das Swain**. It is declared that the present study has not previously formed the basis for the award of any Degree, Diploma, Associate Fellowship other similar title or recognition to this or any other University in India or abroad.

YASHMITA

(ResearchScholar)

CERTIFICATE OF THE SUPERVISOR

This is to certify that *MsYashmita*, a registered M.Phil scholar in National Institute of Educational Planning and Administration, New Delhi, for the degree of M.Phil under my supervision has pursued her research work and completed her dissertation entitled, *Effects of Culture and Teacher-Student Relationship on Student Development in the context of Jawahar Navodaya Vidyalaya Policies and Practices* This work is an original piece of research and has been undertaken by the candidate herself. The work is worthy of consideration for the award of M.Phil. degree, and has not been submitted for any other award or degree of this or other university or institution in India or abroad.

Supervisor

Dr. Rasmita Das Swain

AssociateProfessor

Unit of School Standards and Evaluation

ACKNOWLEDGEMENTS

I express my sincere gratitude to my supervisor Dr. RasmitaDas Swain for her inspiring guidance right from the conceptualization of the research theme to the successful completion of my dissertation work. I am highly indebted to her for her constant support and encouragement. Without her able guidance I would not have been able to steer through the technical intricacies of my research work. She has always been supportive and generous to me. Her understanding, untiring advice, and encouragement have made my M.Phil. researchendeavour a wonderful learning experience. She helped me in locating answers to this research problem and her positive attitude towards life has always been a source of inspiration during this difficult time of pandemic.

I am grateful for Department and the support and guidance of Prof. Pranati Panda, Head of the School Standard and Evaluation, NIEPA.

Prof. VineetaSirohi, Chairperson, Steering Committee, NIEPA has as always provided us students with a stimulating academic environment. Her timely reminders have helped me in completing my dissertation in a time-bound manner.

Most importantly, I would submit my humble gratitude to our Vice-Chancellor, Prof. N.V Varghese whose vision and endeavors for excellence have inspired us all to perform to our best.

I would like to thank all the participants of this research who have helped me in collection of data.

I would also like to thank the library staff of for their kind co-operation. Lastly, I would thank my family members, especially my parents and colleagues who have been a pillar of strength at all moments. Without their support this research would have not been possible.

Yashmita

Table of contents

Chapter 1- Introduction

- 1.1 Introduction
- 1.2 Historical Overview of Education in India
- 1.3 Education in the Ancient India
- 1.4 Education in Medieval Period
- 1.5 Education in British India
- 1.6 Education in Independent India
- 1.7 National Education Policy 1968
- 1.8 Residential Schools- A brief history
- 1.9 Historical Overview of Residential Schools
- 1.10 Aim of residential schools
- 1.11 Example of residential schools in India
- 1.12 Objectives of the Navodya Vidyalaya Samiti
- 1.13 Eligibility for application to JNVST
- 1.14 The residential nature of JNV
- 1.15 What is Culture, School Culture and Learning Culture
- 1.16 Purpose of the study
- 1.17 Significance of the study
- 1.18 Research Questions
- 1.19 Objectives of the study
- 1.20 Hypothesis of the study
- 1.21 Variable of the study
- 1.22 Operational definitions used for the research

Chapter 2- Review of Literature

2.1 School culture

2.2 What is Student Development and school culture effects the development of students.

2.3 How teacher-student relationship impacts the psychological capital of student

2.4 How teacher-student relationship impacts the development of students

2.5 Perseverance and why it is important for the success of students

2.6 Self-Discipline and why it is important

Chapter 3- Methodology

3.1 Statement of the Problem

3.2 Research Questions

3.3 Objectives of the study

3.4 Hypothesis of the study

3.5 Variables of the study

3.6 Operational Definitions

3.7 School Performance

3.8 Student Demography

3.9 Participants for the study

3.10 Sample for the study

3.11 Sampling design

3.12 Statistical Techniques

3.13 Research Model of the Study

3.14 Tools for Quantitative Analysis

3.15 Factor Analysis of the tools used

3.16 Reliability of factors of Learning Culture

3.17 Reliability of factors of Teacher-student relationship

3.18 Reliability of factors of Psychological capital

3.19 Reliability of factors of Academic Perseverance

3.20 Reliability of factors of Academic Self-Discipline

Chapter 4- Results

Table No. 4.1 The normality test of Learning Culture

Table No. 4.2 Normality test for the Teacher- Student Relationship

Table No. 4.3 Normality test for the Psychological Capital

Table No. 4.4 Normality test for the Academic Perseverance

Table No. 4.5 The normality test was conducted for the Academic Self-Discipline

Table No. 4.6 Descriptives Academic Self-Discipline

Table No. 4.7 Percentiles Academic Self-Discipline

Table- 4.8 Tests of Normality for Academic Self-Discipline

Table No. 4.9 Mean and SD of the Learning culture and its dimensions (Total sample)

Table No. 4.10 Mean and SD of the Teacher- Student Relationship and its dimensions (Total sample)

Table No. 4.11 Mean and SD of the Psychological Capital and its dimensions (Total sample)

Table No. 4.12 Mean and SD of the Academic Perseverance and its dimensions (Total sample)

Table No. 4.13 Mean and SD of the Academic Self-Discipline and its dimensions (Total sample)

Table No. 4.14 Performance of JNV, Mohtuka across each Core Standards based on the Self-Evaluation made by the school)

Table No. 4.15 Response matrix for JNV, Mohtuka across Domains

Table No. 4.16 Performance of JNV, Gurugram across each Core Standards

Table No. 4.17 Response matrix for JNV Gurugram across Domains

Table No. 4.18 The Bench mark of School Performance based on School Self- Evaluation against domains

Table No. 4.19 Mean, Standard Deviation, t-test for Learning Culture in Performing and High Performing School for the total sample

Table No. 4.20 The Mean, Standard Deviation, t-test for Learning Culture in Performing and High Performing School for the total sample

Table No. 4.21 The Mean, Standard Deviation, t-test for Teacher-Student Relationship in Performing and High Performing School for the total sample

Table No. 4.22 The Mean, Standard Deviation, t-test for Psychological Capital in Performing and High Performing School for the total sample

Table No. 4.23 The Mean, Standard Deviation, t-test for Academic Perseverance in Performing and High Performing School for the total sample

Table No. 4.24 The Mean, Standard Deviation, t-test for Academic Self Discipline in Performing and High Performing School for the total sample

Table No. 4.25 Mean, SD and t-values of Learning Culture and its dimensions across performing and high performing school

Table No. 4.26 Mean, SD and t-values of Learning Culture and its dimensions across gender

Table No. 4.27 Mean, SD and t-values of Learning Culture and its dimensions across grade

Table No. 4.28 Mean, SD and t-values of Learning Culture and its dimensions across Socio-Economic Status

Table No. 4.29 ANOVA of Learning Culture and its dimensions across Socio- Economic Status

Table No. 4.30 Mean, SD and t-values of Learning Culture and its dimensions across Social Categories

Table No. 4.31 ANOVA of Learning Culture and its dimensions across Social Categories

Table No. 4.32 Mean, Standard Deviation, t-test for Teacher- Student Relationship (Total Sample)

Table No. 4.33 Mean, Standard Deviation, t-test for Teacher- Student Relationship across gender

Table No. 4.34 Mean, SD and t-values of Teacher-student relationship and its dimensions across performing and high performing school

Table No. 4.35 Mean, SD and t-values of Teacher-student relationship and its dimensions across gender

Table No. 4.36 Mean, SD and t-values of Teacher-student relationship and its dimensions across grade

Table No. 4.37 Mean, SD and t-values of Teacher-student relationship and its dimensions across Socio-Economic Status

Table No. 4.38 ANOVA of Teacher-student relationship and its dimensions across Socio-Economic Status

Table No. 4.39 Mean, SD and t-values of Teacher-student relationship and its dimensions across Social Categories

Table No. 4.40 ANOVA of Teacher-student relationship and its dimensions across Social Categories

Table No. 4.41 Mean, SD and t-values of Psychological Capital and its dimensions across performing and high performing school

Table No. 4.42 Mean, SD and t-values of Psychological Capital and its dimensions across gender

Table No. 4.43 Mean, SD and t-values of Psychological Capital and its dimensions across grade

Table No. 4.44 Mean, SD and t-values of Psychological Capital and its dimensions across Socio-Economic Status

Table No. 4.45 ANOVA of Psychological Capital and its dimensions across Socio Economic Status

Table No. 4.46 Mean, SD and t-values of Psychological Capital and its dimensions across Social Categories

Table No. 4.47 ANOVA of Psychological Capital and its dimensions across Social Categories

Table No. 4.48 Mean, SD and t-values of Academic Perseverance and its dimensions across performing and high performing school

Table No. 4.49 Mean, SD and t-values of Academic Perseverance and its dimensions across gender

Table No. 4.50 Mean, SD and t-values of Academic Perseverance and its dimensions across grade

Table No. 4.51 Mean, SD and t-values of Academic Perseverance and its dimensions across Socio-Economic Status

Table No. 4.52 ANOVA of Academic Perseverance and its dimensions across Socio-Economic Status

Table No. 4.53 Mean, SD and t-values of Academic Perseverance and its dimensions across social categories

Table No. 4.54 ANOVA of Academic Perseverance and its dimensions across Social Categories

Table No. 4.55 Mean, SD and t-values of Academic Self-Discipline and its dimensions across performing and high performing school

Table No. 4.56 Mean, SD and t-values of Academic Self-Discipline and its dimensions across gender

Table No. 4.57 Mean, SD and t-values of Academic Self-Discipline and its dimensions across grade

Table No. 4.58 ANOVA of Academic Self-Discipline and its dimensions across Socio-Economic Status

Table No. 4.59 ANOVA of Academic Self-Discipline and its dimensions across Socio-Economic Status

Table No. 4.60 Mean, SD and t-values of Academic Self-Discipline and its dimensions across Social Categories

Table No. 4.61 ANOVA of Academic Self-Discipline and its dimensions across Social Categories

Table No. 4.62 Correlation among Learning culture, Teacher-Student relationship, psychological Capital, Academic Perservice and Academic Self-Discipline in Performing School (Mothuka JNV)

Table No. 4.63 Correlation among Learning culture, Teacher-Student relationship, psychological Capital, Academic Perservice and Academic Self-Discipline in High Performing School (Gurugram JNV)

Table No. 4.64 Correlation among School Performance, Gender, Grade, Socioeconomic Status, Social Category, Psychological Capital, Academic Perseverance, Academic Self-Discipline for the total sample

Table No. 4.65 Correlation among dimensions of Teacher-Student Relationship with dimensions of learning culture

Table No. 4.66 Correlations between Learning Culture factors with Discipline Factors

Table No. 4.67 Correlations of Learning Culture factors with Academic Perseverance Factors

Table No. 4.68 The correlation of Learning Culture with the dimensions of psychological capital

Table No. 4.69 Correlation of Teacher-student relationship with the dimensions of psychological capital Correlations

Table No. 4.70 Correlation between Teacher-student relationship and Academic perseverance Correlations

Table No. 4.71 Correlation of the dimensions of Teacher-Student Relationship with the dimensions Academic self -Discipline for the total sample

Table No. 4.72 Regression analysis for Academic Self-Discipline as dependent variable and predicted by Learning Culture.

Table No. 4.73 ANOVA(b)

Table No. 4.74 Co-efficient(a)

Table No. 4.75 Regression analysis for Academic Self-Discipline as dependent variable and predicted by Teacher-Student relationship

Table No. 4.76 ANOVA(b)

Table No. 4.77 Coefficients(a)

Table No. 4.78 Regression analysis for Academic Perseverance as dependent variable and predicted by Teacher-Student relationship.

Table No. 4.79 ANOVA(b)

Table No. 4.80 Coefficients(a)

Table No. 4.81 Regression analysis for Academic Perseverance as dependent variable and predicted by Teacher-Student relationship.

Table No. 4.82 ANOVA(b)

Table No. 4.83 Coefficients(a)

Table No. 4.84 Regression analysis for Psychological Capital as dependent variable and predicted by Learning culture

Table No. 4.85 ANOVA(b)

Table No. 4.86 Coefficients(a)

Table No. 4.87 Regression analysis for Psychological Capital as dependent variable and predicted by Teacher- student relationship

Table No. 4.88 ANOVA(b)

Table No. 4.89 Coefficients(a)

Table No. 4.90 Regression analysis for Psychological Capital as dependent variable and predicted by both Learning culture and Teacher- student relationship

Table No. 4.91 ANOVA(b)

Table No. 4.92 Coefficients(a)

Table No. 4.93 Regression analysis of Academic Perseverance as dependent variable and predicted by both Learning culture and Teacher- student relationship

Table No. 4.94 ANOVA(b)

Table No. 4.95 Coefficients(a)

Table No. 4.96 Regression analysis of Academic self-Discipline as dependent variable and predicted by both Learning culture and Teacher- student relationship

Table No. 4.97 ANOVA (b)

Table No 4.98 Coefficients (b)

Chapter 5- Discussion

5.1 Hypothesis 1

5.2 Hypothesis 2

5.3 Hypothesis 3

5.4 Hypothesis 4

5.5 Hypothesis 5

5.6 Concluding remark

Chapter 6- Conclusion

6.1 Purpose of the study

6.2 Significance of the study

6.3 Results

6.4 Educational Implications

6.5 Delimitation

6.6 Suggestions for further research

Appendix 1 Original Questionnaires

Appendix 2 Contextualized Questionnaire

Appendix 3 Data Sheet

Appendix 4 Permission Letter

Chapter 1

Introduction

1.1 Introduction

Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

Malcolm X- Human Rights Activist

In words of Sri Aurobindo “*The child’s education ought to be an out bringing of all that is best, most powerful, most intimate and living in his nature, the mould into which the man’s action and development ought to run is that of his innate quality and power. He must acquire new things but he will acquire them best, most wholly on the basis of his own developed type and inborn force*” (Malakar,2014) (quoted in Aurobindo’s Vision on Education, 2012). Education has always been a part of the culture of India. It is considered that education takes place when one goes to school or learn from the books. But this is not the case, we learn from everywhere and every time. Bookish knowledge was not the only knowledge that we have. We learn from the culture surrounding us. “*Culture is the sum total of the accumulated experiences and achievements of previous generations inherited by succeeding generations as members of society*” (Education in India, pg 255). This collection of tools and experiences is passed from one generation to the other. But education is a two way process. Not only are the tools and experiences passed from one generation to the other but also shaped by the culture beliefs prevalent in the society. The different cultures prevalent in our country have always shaped the system of education. At this point it is important that we take a look at the history of education inIndia.

1.2 Historical Overview of Education inIndia

The system of education in India was based on epistemology and all round development of the individual. The education was sectarian, which means that only the students who belonged to a specific category were taught. The ancient education system can be divided into four historical phase. The first phase began in ancient days and culminated in 1000 BC. Most of the ancient literatures dates back to this era. The second phase was from1000 BC to 200 BC. This age was described as the age of Upanishads, the Sutras and the epics. The third stage which was described as the stage ofDharmshastra was from 200 BC to 500 AD. This was the most powerful period of its time. The fourth period began in 500 AD and culminated in 1200 AD. This is described as the age of Puranas. However there has not been consensus on the phases by writers on Indian History (Malakar, 2014).

1.3 Education in Ancient India

Education in ancient India was a lifelong process. Emphasis was paid on self-realisation. Constant efforts were made for self improvement by increasing the spheres of knowledge. Although education lead to self improvement but the ultimate aim of education was to improve community problems. The aim of education was to help an individual solve daily life problems of society and community. The harmonious development of individual was the basis of ancient education system. The aim of education was to sharpen the intellect of the individual along with improving spiritual standards and status in the society. People from different countries came to India to receive quality education. One of the most prevalent ancient systems of education was the Gurukul system of education. The Gurukul system of education was residential in nature (Chandwani, 2019).

The Gurukul system of Education

The Gurukul system of education dates back to 5000 B.C (ibid).The Gurukul system of education was again available only to the privileged section of the society. Only the boys from the privileged section were provided education. There were no criteria of education except the caste and whims and fancies of the teacher. There have been examples where very meritorious students like Eklavya have been denied admission by the teacher on the basis of caste. Not only the guru Dronacharya denied admission to Eklavya, but demanded Eklavya's thumb as gurudakshina for education not imparted by him" (Jamanadas,1999).

Similar examples can be seen of Karna who had to lie to his master in order to learn weaponry skill from him. On revelation of his caste, the Guru cursed him and demanded Karnato forget his skill which ultimately led to his death(Satyamurti,2015)

The Gurukul system of education was residential in nature. The Chhandogya Upanishad describes about the disciple living with the Acharaya or with family close to Archarya's house (Chandogya Upanishad). The main purpose behind sending the child to live with the Guru was to provide them an environment available of learning. Teachers were in charge of students and took care of them.

P.H. Prabhu states that "under the Hindu system of education, the raw material of the child was given over, for proper emotional and intellectual shaping, to the care of the experts who were equipped for their special tasks, were full of character and were famous for their reverence to learning. (Prabhu,1958, p.117). Students practised celibacy when they were in Gurukul.

Care was taken for the fitness of the students by providing them special kind of education. The Guru paid special emphasis on the overall development of its disciple. The aim of Gurukul education was to beautify the useful powers of the child. It is beautifully described that education "means a development and training of all useful powers which the pupil possesses and repression of all bad prepossessions which he has inherited. (Sumner, 1906, p.634)

Majority of the Gurukuls were based in forests. Mahabharata shows that Valmiki, Kanva and Sandipani were the most celebrated ones. They taught Vedas, philosophy, Astrology and religion to their disciples. Language, science, mathematics were the main subjects that were focused in the gurukul. Regular group discussions took place. Activities such as yoga, meditation and chanting of the mantra generated positivity within the students and kept them fit (Chandwani, 2019).

Selection of Guru during this period

No specific qualification was required to be a teacher in Gurukul. Any Brahmin who wanted to teach the boys of his community could open up a Gurukul where he could teach students. There was no central authority which specified norms and standard for the recruitment of the teachers. Any Brahmin by virtue had the right to be a teacher. There was no guarantee of the quality of teacher that taught the students (Malakar. 2014)

Relationship between the teacher and student

In pan – India, Guru is referred to as someone who is more than a teacher in English. The Guru was a reverential figure for the students who provided enlargement to his disciples. The Guru was a counsellor for the students who helped in moulding their values and shared experiential knowledge with them. The teacher was a source of inspiration for the students who helped in their spiritual awakening (Mlecko,1982). No other institution except the teacher was involved in dictating the relationship between the teacher and the student. The teacher selected zealous and bright students from the upper castes. The students lived as a member of the family with his Guru and helped him in his household chores. Hence the relationship between the teacher and the student were cordial and reciprocal. It is clear from the phrase in Manusmriti "They call the teacher (the pupil's) father because he gives the Veda; for nobody can perform a (sacred) rite before the investiture with the girdle of Munga grass" (Buhler, 1886,pg.24)

During this era emphasis was not given to Bookish knowledge but practical knowledge which suited the ideals of society. It is clear from the following phrase in Manusmriti "A Brahman who completely governs himself, though he knows the Savitri only, is better than he who knows the

three Vedas, (but) does not control himself, eats all (sorts of) food, and sells all (sorts of goods)” (Tripathi,2001) (Buhler,1886, p.20)

Hence the Gurukul system of education formed the backbone of residential system of education in India

1.4 Education in the Medieval Period

This was the period of Islamic rule in India. The Islamic rulers brought many socio-political and religious changes in the country. Prophet Mohammed started giving the knowledge of science and literature to the people. People from worldwide came to receive the knowledge given by him. People from Persia, Greece, Syria, Iraq and Africa came to Prophet to learn his teachings (Malakar,2014).

Afterward, the university was set up in Baghdad and Salerno, at Cairo and Cordova to learn the teaching of the prophet. During this period Islamic education spread to non-Islamic regions in order to learn the teaching of Prophet (Singh B.P., op. cit., p. 57.). Persian was the medium of instruction during the medieval period. Persian was not just a language of the courts and elites but also acquired a high pedestal in everyday life. The Persian language came to acquire a similar position like English in the colonial period (Ghosh, 2001). Unlike the Hindu system of education the Islamic system of education was open to every individual (ibid). Muslim education was imparted through three institutions designed to provide different levels of education to the students. The three institutions involved are as follow-

Maqtab – Provided elementary education. Reading, writing, recitation and grammar took place in Maqtab. This was the only place of mass education. The teacher was not always highly qualified and had other religious duties, and the equipment of a maqtab was often simple. During the 20th century, government-supported primary schools have tended to supplant the maqtab in Muslim countries (Encyclopaedia Britannica). After the completion of Maqtab students were eligible for admission in Madrasah. Parents who could not afford to educate their child at home sent their child to Maqtab (Ghosh, S.C., op. cit., p.20).

Madrasah were the institutions of higher education. They provided education which was centred around Quran, Arabic grammar, literature, mathematics, logic and in some cases science. The subjects were studied in addition to Islamic theology. There was no tuition fee for the students, food and medical facilities were provided to students. The pedagogy was based on rote memorization (Encyclopaedia Britannica). Teacher had a significant role in making the character in student's life. The contribution of teacher can be understood from the fact that "a successful

student was often rewarded not only with sanads, imams and tamghas but also with a suitable position in the state administration on the recommendation of his teacher" (Ghosh, S.C., op. cit., p. 23.).During this era every Madrasah provided a hostel for students. Life in hostel was relatively free from any hardship. Students were provided with food and other basic amenities in the hostel.(ibid)

The Khanqah were building for worship and lodging for the followers of Sufi. Khanqahs did not have a single plan type but evolved in different styles. There is also some overlap in the functions of khanqahs and shrines. Khanqahs became common in Egypt under the Ayyubids (1171– 1250) and the Mamluks (1250–1517).

One of the Mughal emperors who is worth mentioning is Akbar, it was only because of his efforts for communal harmony that made Hindu and Muslims study together in one classroom. "Hindus and Muslims were seen studying in the same schools and colleges later aspiring for the positions in the Muslim administration" (ibid,p.66).Akbar made changes in the curricula and mode of study, "Hindu learning was included in the curricula of a Madrasa". Hence Hindus had the opportunity to learn Persian and about the Muslim culture. (Ghosh, S.C., op. cit., p. 67.)

Hence medieval education which was initially for a particular community was now open for students from different religious background. Certainly it was a progressive step.

Relationship between the teacher and the student during medieval India

The relationship between the teacher and the student were intimate although living with the teacher was not as common as in the Brahmin system of education (Maheshwari,2012).

The teacher was paid reverence and had the highest status in the society. The principle of Quran governed the relationship between the teacher and the student. The teachers were known as *Murshid* and the students were known as *Taalibs*(ibid). Both were to be sincere in their attitude. The students had to obey everything the teacher said. The teacher paid individual attention to the students and the aim was to build a character of the individual. The teacher focused on the holistic development of the students by providing a conducive environment for learning (Hamidullah, 1969).

Students resided in the hostel attached to the *Madrasah*. This gave additional possibilities for a close relationship between the teacher and student. The teacher focused on the development of both the mind and the soul. The students were given ample opportunities for learning.(ibid)

Teacher had great role to make the character of student's life. The contribution of teacher can be understood from the fact that "a successful student was often rewarded not only with sanads, imams and tamghas but also with a suitable position in the state administration on the recommendation of his teacher.

1.5 Education in British India

After acquiring political power in 1765, the Company's education policy underwent a radical change. In order to win the trust of upper class Indians, the company started to educate their sons. The Calcutta Madrasah and Banaras Hindu College were the beginning of Orientalist school of education (Singh, pg.1). The Orientalist were in favour of continuation of existing institutions of Oriental learning and promotion of classical tradition (Orientalist-Anglicist Controversy, n.d.). The Charter Act of 1813 enabled the company to set aside one lakh rupee for "*the revival and improvement of literature and the encouragement of learned natives of India and for the introduction and promotion of knowledge of sciences among the inhabitants of the British territories in India*" (EDUCATION IN INDIA. pg.262). The Anglicists had a completely different outlook towards education; they believed that the ignorance and obsolete culture of the Indians could only be removed by providing them education in English. Hence they did not believe in revival or encouragement of Indigenous education (Orientalist-Anglicist Controversy, n.d.). The debate between the Orientalist and Anglicists was concluded with Macaulay Minute of 1835, where final decision was made to invest in European education. Lord William Bentick adopted English as the official language (EDUCATION IN INDIA. pg.262).

The Wood's Despatch of 1854 underlined that the objective of Education Policy was the diffusion of "*improved art, science, philosophy and literature of Europe*" through English and other modern languages as medium of instruction (ibid). Though he also emphasized English, he was in favour of primary education to be provided in vernacular language and high school to have Anglo- Vernacular as the medium of instruction. Wood's Despatch had a very significant impact on female education as well (Wood's Despatch of 1854).

Impact of English education

English was provided to the Indians in order to fulfil the political interests of the colonisers. They provided English education so that they could develop a class of people to work in administrative offices. This helped people in gaining jobs which empowered them later by helping them control many aspects of administration in India. English education was provided by the missionaries who came to India for their political interests. But English education also had a significant impact on

empowering the people as it helped them to read newspapers from the west and develop new ideas. The idea of equality and freedom from the colonisers was influenced by ideas from west; national consciousness was aroused (EDUCATION IN INDIA. pg263).

Teacher- Student Relationships in British India

The teacher-student relationship found in ancient and medieval India was not found in British India. This period was marked by an “obnoxious relationship between the Europeans and the Indians” (Ghose: 1989, pg 26). The Indian teachers were not at all honoured in the colleges as compared to their European counterpart, not because they were more educated but because they were white and Europeans (ibid). This vicious circle of racial discrimination had exacerbated the relationship between the teacher and student. They were taught to honour the European teachers over the Indian teachers (ibid). The European students misbehaved with the Indian teachers who were then known as Munshis (Das: 1978, 107).

1.6 Education in Independent India

After the attainment of independence, efforts were made to spread education. The Government of India decided to provide free and compulsory education to every child till the age of 14 years. In the First Five Year Plan a total of 7.9% fund of plan outlay was allocated for education. In Second and Third Plan, the allocations were reduced to 5.8% and 6.9% respectively of the total plan outlay. In Ninth Plan further deduction led to only 3.5% of the total outlay to be allocated for education (Mehta, n.d.).

Immediately after the independence the Ministry of Human Resource and Development was set up (MHRD) leading to the development of first education policy of 1968 (British Council,2019). The Government of India in order to streamline the education implemented the recommendations of National Education Policy of 1968.

1.7 National Education Policy 1968

The rulers of newly independent India recognized the importance of education for the countrymen. Education was considered crucial for security and development of our country. The National Policy on Education policy of 1968 covered education from elementary school level till the college level in both rural as well as urban areas. NPE 1968 gave us a holistic picture of the education system in India and it was put forward by the then Prime Minister of India, Indira Gandhi. NPE 1968 was based on the recommendation of Kothari commission. Kothari commission was chaired by Daulat Kothari who was then the chairman of University Grants

Commission (REPORT OF THE EDUCATION COMMISSION, 1964-66). Kothari commission was formed on 14th July 1964 by the Government of India in order to provide guidelines for the development of education from primary till the higher level of education. The Commission was to provide a standard system of education which will be applicable national wide (Aggarwal,2009). One of the main recommendations of the commission was standardisation of education system to 10+2+3 level (ibid).The commission recommended that this standard education system to be applied national wide. The vocational education and work experiences should be a part of the education system.

The days of instruction were to be increased from 234 in schools to 216 for colleges, and the number of working hours was to be increased from 1100 to 1200 per academic year for universities. The commission recommended identification of talents and providing scholarship to the students, setting up day studies and emphasized on residential school facilities (REPORT OF THE EDUCATION COMMISSION, 1964-66).

The commission emphasized on education of girls as stated “*For full development of our human resources, the improvement of homes, and for moulding the character of children during the most impressionable years of infancy, the education of women is of even greater importance than that of men*”(ibid,pg 221).

The commission emphasized on the education of the Scheduled Caste and Scheduled Tribes whose education has always been neglected in the past. The commission recommended that there should be a close examination of these communities and the education should be made according to their needs. The commission recommended that “*efforts have to be made to provide marketing, credit, health and educational facilities in a mobile form wherever there are sizable nomadic groups*”(ibid, pg 225)

Based on the recommendation of the Kothari Commission the 1968 Education Policy was made. The 1968 education policy further provided some recommendation which were to fulfil the recommendation provided by the Kothari commission. The Kothari commission recommended for Compulsory education for all children till the age of 14. Better training, emulation and education of teachers. The commission recommended that attention should be paid to the diversity of India. The commission recommended that regional languages should be paid emphasis. It recommended that should be a medium of instruction at the university level, 3 language formula were being followed in secondary school (National Education Commission1964-66)

The commission recommended that Hindi should be adopted as the national language hence emphasis was laid to make Hindi as a common language for all Indians. They emphasized on development of Sanskrit teaching as it is a important for preserving our cultural heritage. Emphasis was paid on learning of international languages specifically English. The commission recommended that there is a need for distance and open learning and also emphasized on improving the validity and reliability of the exams

The national policy of education was a good start in the way of educating the masses. The national language policy of 1968 provided a strong justification for the use and development of Indian languages. The key programme will be to develop all Indian languages and to adopt them as medium of instruction at all stages. Unless this is done, the creative energies of the people will not be realized, standards of education will not improve, knowledge will not spread to the people, and the gulf between the intelligentsia and the masses will continue to grow. (Dua, 2001:185)

The main aim of the National language policy of India 1968 was to “promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It led stress on the need for a radical reconstruction of the education system to improve its quality at all stages. And give much greater attention to science and technology, the cultivation of moral values and a closer relationship between education and the life of the people.” (Yadav. B, 2002:224)

The goals of the national policy were high but the way of achieving these goals were not defined. There can be various reasons for the ineffective working of the national education policy of India. The government offered free education to the children but still the illiteracy rate was high in India. The policy failed to implement education to these children in their mother tongues. The policy gave more importance to the promotion of Hindi and Sanskrit. Also one of the most important developments in the language policy making process after the 1967 elections was the unusual importance accorded to the regional languages. Until 1967 most of the debates concerning the official language policies cantered on the question of English or Hindi (Das Gupta, 1970, p250).

Initial expansion of the education sector was limited by India’s economic growth but continued steadily until the end of the 20th century (British Council, pg.6). After the 1968 policy the New Education Policy of 1986 came up. The main objective of NPE 1986 was to make education available to every child of India irrespective of his caste, creed, colour or sex. NPE 1986 aimed at establishing a national system of education based on equity and quality education.

The National Policy on Education called education as a unique investment for the overall development of the individual. It believed that education has an important role to play in the fulfilment of constitutional obligation of secularism and socialism. NPE 1986 believed that education should help produce scientific temperament in students. In addition to quality education the policy stated that education should be provided to every individual without any discrimination, everyone should have access to education. There was a focus on providing Primary Education should be in the regional language of the child.

NPE 1986 states that students should be taught about the rich cultural heritage of our nation, understanding the composite understanding of the culture is important for India's unity (British Council, pg.40). Multilevel dictionaries will be made at the Central level the Central Hindi Directorate, Bureau for the Promotion of Urdu, Commission for Scientific and Technical Terminology, the Central Institute of Indian (British Council, 145). Apart from understanding our country the policy also stated that it is imperative to understand the relationships we have with the other countries, it should not be neglected. It is crucial that we treat the whole world as one and unity is developed at the international level.

The policy emphasized that the education will be based on the national system of education which in addition will be based on National Curriculum Framework (NCF). NCF will contain common core with components that are flexible according to the context. The common core will include the constitutional obligations, history of India's freedom movement and other content essential to nurture national identity. These components will cut across culture and will promote values of preserving our nature, equality, removing barriers to education, observation of small family norms and producing scientific temperament. The basic premise behind the common core was to remove any kind of prejudice through provision of education. The policy stated that SUPW, Art and Physical education should be an essential part of the curriculum.

The policy emphasized that higher education, general and technical education in particular should provide access to inter regional mobility in order to provide merit to every citizen of the country irrespective of the origin. A sense of national identity and mobility should be created through higher education institutes and universities.

In the areas of education, research and development in science and technology, special measures will be taken to establish network arrangement between the different institutions of the nation to pool their resources and participate in projects of national importance.

The policy laid emphasis on the education of women and underprivileged section of the society.

It stated that curriculum will be redesigned and teacher as well as the administrators will be oriented for women studies at the University level. Sex biased textbooks will be removed including the critical appraisal of the existing tool that lead to female stigmatisation. Research will be undertaken in order to advance knowledge in the field of women empowerment. Age old barriers in achievement of female literacy will be looked upon and thoroughly research. There will be time bound effective mechanism to remove these obstacles. (British Council,pg.101)

In order to pay emphasis on the education of underprivileged section of the society curriculum will be revised in order to give an understanding of the rich heritage of our tribal population (National Education Policy, pg 10). Residential school or Ashram schools will be set up in order to decrease the commuting time from home to school and also to provide a rich environment of quality education. Entire cost will be incurred by the government (National Education Policy, pg 10). Special emphasis was to be paid to female education from these backgrounds (National Education Policy, pg 8). Regional language was to be made a medium of instruction and scholarship was to be provided to the students from underprivileged background. The policy stated that promising adults from the underprivileged background will be trained and recruited in tribal schools (ibid, pg10).

From the recommendation of the NPE 1986 setting up residential schools for the underprivileged section of the society was taken under consideration. But as we have seen the residential system of education in India was not born from the NPE 1986. The system had existed since the Gurukul system of education. But was the scenario of residential system of education in other countries. Let us see a brief history and the international perspectives of the residential system of education.

1.8 Residential Schools – A brief history

The term residential school refers to an extensive school system developed by the Canadian government administered by the Christian missionaries (Hanson.n.d). Residential schools have always been a part of the education system across the globe. Christian missionaries had a significant role in the assimilation process. However there were variations in the assimilation process, for example in United States of America

and in Canada, natives were forcefully removed from their house. The reason behind this was address the “Indian” problem of students. The agenda was “save the man; kill the Indian.” (Adams, 1995).In other words native people to become fully human had to be assimilated in the dominant culture.

The idea behind residential school was to kill the indigenous culture of the child admitted in the school hence they can also be known as “culture genocide” (Hanson.n.d). This had a profound effect on the psychological as well as physical health of the students. (Wilk, P., Maltby, A. & Cooke, M. 2017) (National Aboriginal Health Organization.2003). It is well established that students in residential schools experienced a disproportionate proportion of ill-health as compared to the non indigenous population. (Adelson, 2005). Many of the illnesses included cardio-vascular disease, obesity and diabetes. (Bodirsky& Johnson, 2008) The students in residential school lived without the family; the devastating effect on the overall development had far reaching impact (Hanson.n.d).

The school culture in Residential School

The school culture of residential schools was strictly designed. Students had to follow the rules and time-table of the school. Boys and girls were not allowed to talk to each other, even the sibling rarely interacted further wrecking the familial ties. (Roberts, 2006. pg 119) They were strictly forbidden to speak their own language or to practise their customs, violation of these rules was severely punished (Hanson.n.d).

School were underfunded and the focus was on giving practical knowledge. Girls were taught to sew, laundry and domestic chores while the boys were taught carpentry, tinsmithing, and farming. Many students attended classes part time while worked for the school in the remaining time (ibid). The relationship between the teacher and the student was hostile. Physical, sexual and psychological abuse was constant and punishment was severe if rules were not followed. Survivors recall needless shoved in their tongue for speaking their mother tongue (Haig-Brown. 1998.pg 16).

1.9 Historical Overview of Residential Schools

Indigenous people argue that the main purpose of building residential schools was to assimilate the students into the dominant society. The schools were administered in co-operation with the alignment of Christianity mission for Christianizing the indigenous particularly in Latin America, North America, the Pacific, and the Arctic. (Smith, pg.2) However, assimilation policies were different in different countries. In countries like Canada and in United States of America native masses were forcibly removed from their homes as a way to address the “Indian” problem. The policy was to “kill the Indigenous inside”. (Adams, 1995) Hence it was considered that in order to be human an indigenous person had to forget his culture.

Some schools of New Zealand and Australia were often targeted which had a mixed ancestry. It was a way to develop an elite class within indigenous communities that could manage their own communities (Fitzgerald, 1977). The assimilation process in the former USSR and China was stringent in the 20th century as a means to ensure anxieties and national stability. (Block, 2004) In African countries, the residential schools were modelled on the colonial system of education were under-resourced and underutilized by the indigenous population. (Carr-Hil, 2005) In middle- east residential schools were for the elite section of the society in order to give them skills to negotiate with colonial powers. (Smith, pg.3)

However the aim of residential school, by and large, was to provide education to the indigenous people in order to help them achieve status in the society. (Fitzgerald,1977)

Residential School in United States of America

In the 19th and 20th century Indian American children were forced to attend residential school in United States. The school system become more formalised under the Grant Peace Policy of 1869-70 which led to reservation for Indian in Christian denomination. Church and missionary societies provided the education in these schools and Congress granted them with fund. Indian reservations were made in these schools in order to give them education which could turn them into humans. (Adams,1995)

In 1879, Carlisle residential school which was founded by Richard Pratt had the policy of reservations off. By off reservation he meant to imply that the schools should be placed far off from the natural habitat of the child. It was first of its kind. He believed that as long as residential schools were primarily situated on reservations and close to children's residence, it was easy for them to escape schools and the efforts to assimilate the students into the dominant culture would be reversed when they go back home during vacations.

He suggested a system where children would be taken far away from their homes at an early age and not returned to their homes until they were young adults. By 1909, there were over 25 off-reservation residential schools, 157 on-reservation residential schools, and 307 day schools in operation. Nine Thousands of Native children were forced into attending these schools. (Adams, 1995)

Thus the inherent idea of the residential schools in America was to bring students from indigenous communities and teach them the dominant culture. However the education for Indians was to assimilate them into the lower socio-economic ladder of the society. Education provided to the girls was within the patriarchal norms. Indian girls learned sewing and skills to be a good

housewife. (Trennert, 1982) These schools were inadequately funded.

Scenario of residential schools in USA today

In United States the residential school starts from grade seventh till or grade ninth to the high school years. Many residential schools in USA offer a post graduate year to help student to get through with competitive exams by offering high school year. High percentage of residential school is run by Private sector. (Persell, 2008) Learners from upper elite class prefer going to residential schools in USA. Residential school in USA helps student to gain leadership position. Many of the presidents in USA are passed out from residential schools. (ibid)

House system

A typical residential school has several houses either on ground or in the surrounding area. House system strengthens the community relationships (Brennan, pg 315). The senior teachers are assigned the role of head mistress of house masters and residential school advisors. They take the role of parents. Around 50 students are taken care of by one house master/mistress. Often there are janitorial staffs for housekeeping and maintenance. Older students are less supervised by the teacher. Distinctive house segregation gets developed and can be seen openly during open house competition.

Dormitories have study room, dining hall and bedroom where students follow the particular timings as prescribed by the school. Houses also have common hall where students and staff can watch television. Sports equipments are also kept in the common room. The house system has students from different ages where senior students are often made the in charge of the house. (James,2005) (Harvard HouseSystem)

Facilities Provide to students

Students are provided with classroom, labs, sports, gymnasium and libraries. Students are provided with food and often the menu of the school varies from location to location. Most of the residential schools in are located far from the city in rural areas. Dining hall serves as a place where students have food and exchange ideas (Hause,2019).

Timings and Exam Schedule

Each student has an individual time table in early years in which discretion is allowed but afterwards the timings gets strict. Students are allowed to go outside the school boundary after taking permission from the school authorities (Cadet, 2014). Timings are decided by the school

authorities. Exam takes place after every 12 weeks. Residential school in USA have exams thrice in a year (Hause,2019)

Residential School System in Australia

Since the beginning of the European settlement, indigenous Australian students have been removed by the Christian missionaries from their homes and taken to residential schools which are far away from their homes. The purpose behind this was to inculcate European values and work ethics in order to help the colonies get cheap labours (Skews,2016) Taking into consideration the brutal laws made by the colonisers the government had to take appropriate measures. The children in Australia went to residential school at a very young age; as young as the age of four. Students were not allowed to visit their homes during their stay in residential school. (Beresford &Partington, 2003) In North-South Wales, Western Australia and the northern territory many children of mixed origin were removed from their families at a very young age and then were made a part of the labour force (Robinson &Paten, 2008) Christianisation was the main purpose behind the education of the indigenous. The conditions of learning were very poor and no medical facilities were provided to students. The indigenous population continued to suffer irrespective of the various measure provide by the government as Christian gained control. Children were forced to work in homes of white people (Manne, pg,225).

Scandinavia Residential School System

In the 17th century the Lutheran missionaries arrived in Samiland and encouraged the indigenous people to speak Finnish which was the missionary language. In a desire to save the indigenous from the brutal treatment of the Lutherans several Christian missionaries were established. The aim of these missionaries was to teach Christian ways to the students so that they could go back to their home as missionaries. The missionaries did not set up education system for all children but the training like above provided to the students served as a precursor of the establishment of missionary education in the land. (Partida, *Suffering Through the Education System: The Sami Boarding Schools*)

As the areas inhabited by Sami saw the development of nation state, the states began to establish special schools for Samisto assimilate them into the dominant culture. These schools were established by the Christians .These schools however later came under the control of nation state. Although many of the school established were for the Sami children in Norway. There were also such school in Sweden and Finland. Both Norway and Sweden prohibited the use of Sami

language in school and at home. In Finland in 1809 it became an autonomous region under the Russian empire. Assimilatory practices were not articulated explicitly in Sweden and Norway.(ibid)

The process of assimilation was targeted at Sami children where they were made to feel bad about their culture. Experiences from the first hand experiences of Sami children describe the sufferings of Sami children. Students described their traumatic experience especially when they were removed from their families at a very young age. (ibid)

However some scholars describe that the residential system of education for the Sami people was less traumatizing as compared to the other countries where the indigenous were the first generation to be Christianised (Kuokkanen,2003). Also not every residential school was for the Sami children. Anyone who lived in tough terrains and the distance between home and school was very far had to attend the school. Hence these residential schools were students from different background. (ibid)

In Finland however the residential school were not as brutal as in the other parts of the world largely because they served the Finland students. Manual labour was not a part of the curriculum. Only academic training was focused in the school. However students had to stay away from their families.(ibid)

Residential School System inAsia

Residential education has been prevalent in Asia. Parents have been sending their children to residential school in order to provide them with a good learning environment.

In the 1950s Xinjiang, Inner-Mongolia, Tibet, Ningxia, and Guangxi were designated as autonomous minority nationality regions. These five provinces had maximum indigenous population. They were granted increased local control over the administration of taxes, resource allocation, education, birth planning, legal, jurisdiction and religious expression. Between 1949to 1980s, schools in these regions were oriented towards assimilation of the indigenous rather than cultural preservation. During the Cultural Revolution in particular, minority customs were denounced as ‘primitive’ and obsolete schools in these regions were forced to teach in Mandarin only. Since 1978, however, the government's policy towards the minority has changed. The Chinese government has adopted various measures to improve relationships with the indigenous. Government has made efforts to increase the educational opportunities for minority children by establishing residential schools, with some instruction conducted in the local language,

increasing teacher salaries and lowered requirements and affirmative action consideration for university admission. Despite these efforts, the educational attainment of the children from minority regions is far less than satisfactory. While increased efforts are made to teach curricula in students' mother tongue, the students often fail to qualify in the Chinese language (Johnson, 2000)

In Malaysia, the Department of Aboriginal Affairs (JHEOA) took the responsibility for administering the affairs of indigenous peoples in 1961. In 1961, Government policies advocated for the integration of indigenous peoples into the larger society, teaching of indigenous languages and public education designed to eradicate racism against minorities were also advocated. However the latter policies were not implemented. As part of the assimilation policy, JHEOA began working closely with Islam missionary societies to encourage the conversion of indigenous peoples into Islam through various measures including Islamic residential schools. JHEOA in general provides education for indigenous children between grades 1-3 after which the children must go to residential school to receive further education (R. Dentan, et al. Malaysia and the Original People. Needham Heights, MA: Allyn and Bacon, 1997, pp.128-150.)

In India schools for indigenous population were not very common. Tribal population was geographically dispersed and lacked financial resources to enjoy the privilege of education. Before the 1980s the percentage of literacy in tribal population was 8%. The first school was developed by Gandhiji in the pre-independence period. The Ashram schools were made for the scheduled caste and scheduled tribe population, to provide them with a conducive learning environment. The Ashram schools in India also aimed at civilisation of the indigenous in order to make them a better individual than his own community (Ananda, 1994, pg66-71)

Ashram schools were further divided into two types- One was based on the thoughts of political thinkers like Mahatma Gandhi and Tagore. They were civil society initiated and catered majorly to the Dalits and tribes, while the other such schools were started by religious organization backed by Non- Governmental Organisation. The aim of these schools was to integrate the tribal population to the mainstream Hindu or more specifically the Christian Society (Residential School Strategies, 2015).

1.10 Aim of residential schools

From the above it is clear that the residential school system was started to adjust the aboriginals into the mainstream society by taking them away from the native culture but residential school system has more to offer than this limited approach. Parents send their children to residential

schools as they provide a learning environment which has a significant impact on the academic scores of the students (Study International Staff, 2019). It is believed that residential school help in building character of the students. The aim of the residential system is to provide independence to the students while maintaining 24 hours supervision and developing maturity within them. Boarding school students are considered mature, self-reliant and independent by the age of 18 years (Study International Staff,2019).

The residential school systems provide the best teachers .The residential school system aims to provide the best quality education to the students enrolled. The teachers in these schools are recruited through open competition; best teachers are chosen in order to help students get the guidance of the finest teachers of the country. Apart from academic excellence most residential schools focus on extra-curricular activities thus helping in developing of hobbies with the students. Schools provide vocational training to students in order to help them in future employment (Jenson.n.d).

Residential school environment has a significant impact on the social development of the students by strengthening the peer relationship. Students in residential school system share room with the other students enrolled which has a significant impact on the social development of the students. They start accepting other students who are not their family member and a new family get formed. Student cherishes the different students and teachers from the background which prepares them of their adult life. Students become mindful of themselves and their surroundings (ibid)

In India we have majorly two different kinds of residential school namely the Public Residential School and the Private Residential School.

The Public Residential School are completely funded by the government and the infrastructure and land for constructing the school is given by the state government. The public residential schools are built with an aim to provide quality education to the students who cannot reach school or it could be military training like in the case of Sainik schools. The public residential school are build with an aim to provide quality along with equity for the students. For example JNVs cater to the underprivileged rural talents of the society and Ashram school cater to the Scheduled Tribes located in remote rural areas. Public residential schools do not charge exorbitant fees from their students and the expenses of the basic amenities are incurred by the government. Admission to public residential school is made on the basis of entrance exams, only those students who get through in the exam are enrolled. In case of JNVs the students can apply for the entrance tests only once.(Navodaya Vidyalaya Samiti)

In contrast to the public residential school the private residential schools are budgeted and managed by the private entities. They are expensive as compared to the public residential school because of the facilities they provide to the students. The class size in a private residential school are small as compared to the public residential schools, with this the teacher can give personal attention to the students. Private residential school on the contrary to the public ones do not give preference to any particular category. Private schools provide good infrastructure and amenities to the students (Chaudhary, 2018). They usually cater to the high end section of the society. The private residential schools can cater to the International students. An example can be Lawrence Schools and Woodstock School which enrolls students from worldwide. (Woodstock School. Eliciting Greatness since 1854) (The Lawrence School, : A Complete Guide, 2020). The private schools regularly monitor the academic performance of

the students and like in a government school the teachers in private schools are not involved in any non-teaching activities like taking surveys, census or in election duties.

1.11 Examples of Residential in India

The Lawrence School

The Lawrence schools were built as a memorial to the major General Henry Lawrence, who early in 1856 offered a sum of Rupees 5000 for building schools. Lawrence school were established by Sir Henry and Lady Honoria Lawrence. It is believed to be the first co-educational schools in the world. The schools came into existence in 1847. The school was started with a group of 14 boys and girls. By 1953 the strength grew to 195, it was in this year that the school was presented with King's Colour. It was one of the few colleges and schools to be honoured in the British Empire. The school has held its colour form the largest unbroken period. The military training in Lawrence School has been so strong that students were sent straight to the battlefield of the Great War in the past. Even today the students of the school make a significant contribution in defence.

Lawrence school is one the best boarding schools in India, located in the hills of Kasauli and Nilgiri Hills. The schools are spread across 139 acres. Lawrence is group of a co-education schools which are affiliated by CBSE. Students come from different backgrounds in this school. It provides a learning environment conducive for to the students to express their creativity and satiate their inquisitiveness. The schools have the best campus and best faculties provide to the students. The school follows the motto of "Never Give Up" (The Lawrence School, Sanawar: A Complete Guide, 2020).

Brief History of the school

Sir Henry Lawrence intended to provide for the upbringing and education of the military orphan children British soldiers and other poor European children. For the fulfilment of this aim he founded a school in the hills of Sanawar. His aim was to create an asylum, away from the harmful effects of the tropical climate. He also aimed at creating an environment away from the demoralizing influence of Barrack-life. And here in through his education and peaceful environment he wanted to create structured, useful, and religious education. Military training and discipline has been very strict from the very beginning in this school. The school provide subsidies to students who belong to the military background. There are more than half of the students who are the sons or daughters of the alumni of this school (The Lawrence School, Sanawar).

Uniform Assessment Pattern by CBSE takes place in the schools. Orientation programme for the new students who come to the school and the students who are promoted to the senior classes from the Prep department takes place. Career counselling takes place for students of grade tenth, eleventh and twelfth every year. Student interacts with one-on-one basis with the career counsellors to provide them with maximum support. This helps them gain information about the world and develop confidence amongst themselves (Barua, 2020).

Beyond Academics

The schools emphasizes on the overall development of its students. Students are provided facilities for various sports and cultural activities like hockey, basket ball, squash etc. NCC is a compulsory part of the senior students. Students can follow various sporting pursuits in group or individually. Camping and trekking on the Himalayas are some of the additional facilities provided to the students. Students participate in various sports activities and healthy competition is held with the neighbouring schools. Hence students lead a healthy lifestyle. Students get to pursue the hobby of their choice. Debates, house-shows, theatre and quizzes take place regularly. Field visits as part of the learning pedagogy is an essential feature of this school (The Lawrence School, Sanawar) (The Lawrence School, Lovedale)

The Lawrence schools holds up a leadership programme for grade 6-8 for developing leadership qualities within the young minds. Designed by Aspire India, it is a 75 hour long residential programme. The students are presented with everyday life problems helping them in breaking stereotype. Several pedagogies are used in order to ensure that every child learns. Students learn about leadership through Socratic Dialogue, leadership case studies and guest lectures. They aim

to generate soft skills, improve communication skills, and build confidence among learners through adventure sports and performing arts. At the end, the students get a certificate from Aspire and memories to cherish throughout life.

Admission process

Admission is open to all boys and girls aged between 9-16 years of age, irrespective of their class, caste, location or nationality. Written test takes place for admission. The test comprises of English, Mathematics, Science and Hindi. Those who qualify the test are called for personal interaction (Barua, 2020). Applications are accepted up to 31st of October, entry into Classes V (about 20 girls and 45 boys), VI (about 05 girls and 10 boys) and VII (about 10 girls and 15 boys) for which the child has registered (Lawrence School, Sanawar). The tests takes place in Gudgoan, Sanawar, Mumbai, Kolkata, Lucknow, Hyderabad, Guwahati, Kathmandu and Dubai. Students are free to apply the second time if they do not qualify the test.

Sainik Schools

The vision of Sainik School is to provide the quality education to the rural children. They aim at providing holistic development to students and develop men of character which will help the country. The young man will serve the nation. The schools are established and managed by the Sainik School Society under the Ministry of Defence. The schools are run on the public school lines. Every Sainik School is a part of All India Public Schools Conference (Sainik Schools Society).

A brief history

The inspiration to set up Sainik School came from Rashtriya Military Indian College (Sainik Schools Society). Sainik Schools were established on the specific request of the state government. The land, infrastructure, sports field and residential building are provided by the state government (Government of India, 2018). The schools are managed by the Ministry of Defence. The objective of Sainik schools is to prepare students for leadership positions in Defence Services of the country (Mohanraj, 2018).

Admission process

The school selects bright and promising students for who can serve the nation. Admission to Sainik School is meant only for the boys. Admission process takes place for grade VIth to IXth. As on 1st of July the students who are aged between 10-11 years and 13 – years respectively are

eligible to apply for the entrance examination. For admission to grade 9th the student should have studied grade 8th from a recognised school. The admission in school is done strictly on the basis of merit. The entrance test comprises of Mathematics, Language, and Intelligence for Class VI; Mathematics, Science, English and Social Science for Class IX, followed by Interview and medical examination. 67 % of the seats are reserved for boys from the state in which the school is located. Rest 33% are open to all boys from the other states and Union Territories. 25 % seats are reserved for sons of ex-service men, service personals. Sainik Schools follow the reservation policy, they reserve 15% of the available seats for Scheduled Castes, 7.5% for Scheduled Tribes and 25 % seats for sons of retired defence personals. The balance seats are acquired by boys of open category.

Fee structure

During the current academic year, the total payable fee for the new admission is Rs. 1,05,698/- (Gen/Def) and Rs. 1,04,198/- (SC/ST) per annum is payable in advance or two half yearly instalments in June and October. Parents have to pay the fee within one week of the due date or else the child will be expelled from the school. Every year the fee structure is revised by the Sainik School. Food is also charged from the students. Clothing charges are taken from the students during the time of admission. Private cloths and other necessary items are to be brought by the students from their home. Caution money is also charged by the school 3000 for General and Defence and 1500 from SC and STs.

Till date only boys can join Sainik schools. They are not co-educational in nature.

Facilities provided to students

Medium of instruction is English. Subjects taught are English, Hindi, Sanskrit, Mathematics, Physics, Chemistry, Biology, Social Science, Computer Science and General Studies including work experience and Art & Crafts etc as per the syllabus prescribed by CBSE.

CCE Assessment is followed by the school. The assessment pattern can be changed at the behest of CBSE or Sainik School Society. Textbooks are provided by the school to the students. The classroom have audio-visual aids lab.

Beyond Academics

While greater emphasis is paid on the academic excellence and military training. Co-Curricular activities are also a part of the school activities. Debates, extempore, lecturette, quiz and

declamation are aorganised for the students. Every boy has to join one of the clubs as per their aptitude and interest. The clubs and societies to follow the hobbies and interests of the cadets are :- Archery, craft, music, Cyber- Hub, Gymnastic, Band and Orchestra, Nature Club, Music Club, Photography, Shooting, Nature Club and Science and Technology. Every student is a part of the NCC Club

Educational Tours, hikes and excursion

Every year the school sends the senior boys for hikes, mountaineering and organised excursion activities. The school takes the students for excursion to places of military, historical and educational importance.

Ashram Schools

Ashram schools are residential schools which impart secondary education to the Scheduled Tribe students. For improving the literacy of the Scheduled Tribes the Ministry of Tribal Affairs, Ministry of Human Resource Development, state governments and non- governmental organisation joined hands to establish Ashram schools in areas where there is a maximum of tribal population, to improve their literacy rates. The Ministry of Tribal Affairs has been implementing programs to establish Ashram school in Tribal Sub Plan areas since 1990-91(Ghose, 2014).

A brief history

The concept of Ashram schools began in started in 1922 in Gujarat for the education upliftment of the Scheduled Tribes and Scheduled Tribes. Hence their main focus is to provide education specifically to this section of the society. They are located in natural setting away from city life with the main motive of depicting the traditional ashram school. All the facilities was provided free of cost to the students.

In the 1960s, ashram schools were started on experimental basis. The appropriate measures for the purpose of adequate functioning led to their success. After they have attained achievement, they become a popular Government measure for imparting education to the tribal population.

Ashram schools render a significant contribution in providing solutions to the problems experienced by the tribal students, such as, low enrolment, drop-out, high rate of absenteeism, inadequate performance in class assignments and deprived quality of students. The teacher focuses on the holistic development of the students. Vocational education along with academic

excellence is a part of the curriculum, the main purpose being able to help students in self-employment.

Admission process

As Ashram schools are specifically designed for the ST students. They give preference to these students over any other category. If the applications are insufficient in number, preference is given to Scheduled Caste, OBC and Minority students. However, even if the OBC and Minority students are admitted they are not provided with the hostel facilities. They have to attend day school (Centrally Sponsored Scheme of Establishment of Ashram Schools in Tribal Sub-Plan Areas, 2008).

There is less number of students in an Ashram school as compared to any other school. The maximum strength goes up to 100 students. Every year less and less number of students is admitted in order to give them personal attention and because of the limited financial aids. The school believes that if there are fewer children they can be managed efficiently and resources both human as well as financial can be utilised effectively (ibid).

Curriculum

In ashram schools, students are taught all subjects such as like English, mathematics, Hindi, science, social science, arts, sports and other kinds of extra-curricular activities. The syllabus that is prescribed by the state government for government schools is implemented in these schools.

However the medium of instruction for first two year is regional languages. The regional language as MOI helps in developing the cultural identity of the students.

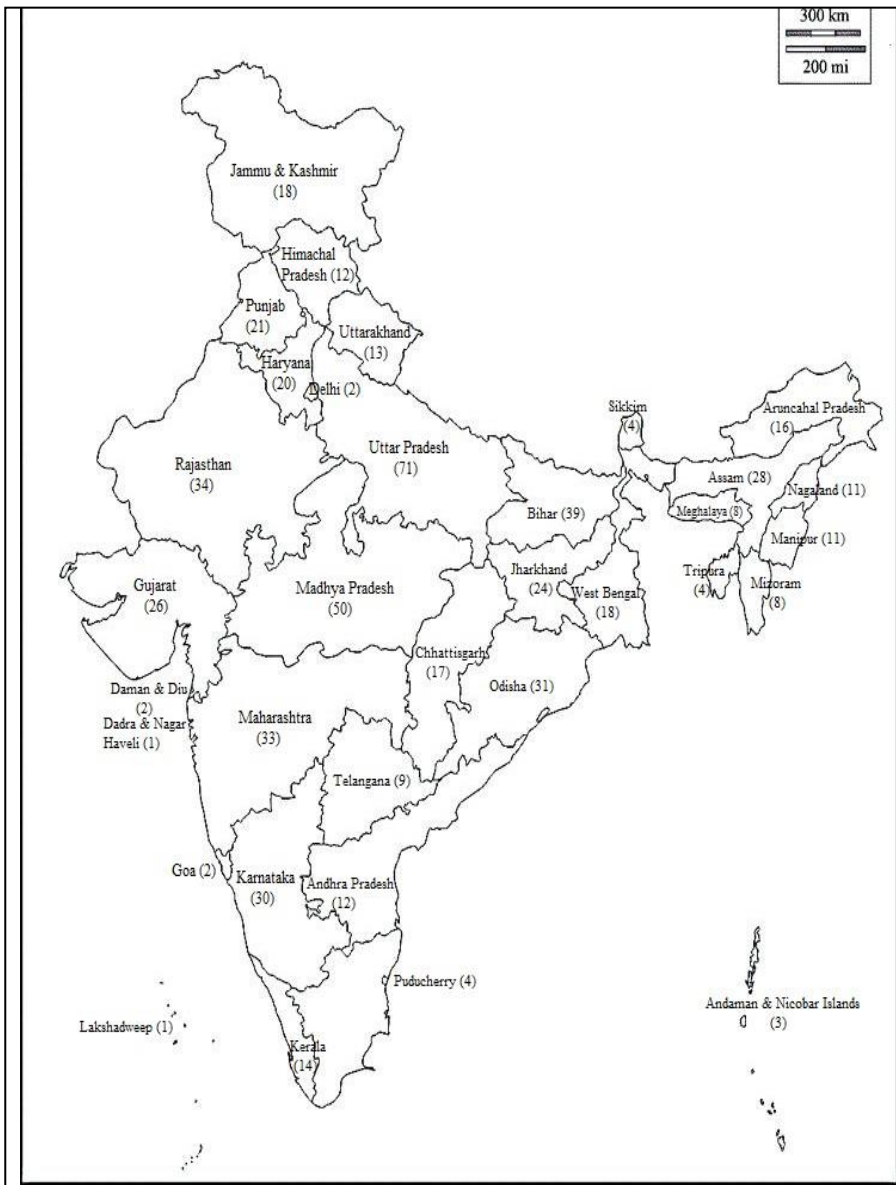
The construction of ashram schools for the all stages of education and up-gradation for the ST boys and girls has been the main area of concern (Centrally Sponsored Scheme of Establishment of Ashram Schools in Tribal Sub-Plan Areas, 2008). Multiple class arrangement is common in Ashram schools as there are less number of teachers. Promotion of students is based on the attendance except for class VIIth and Xth where public examinations are conducted. The routine of students in Ashram schools is similar to the mainstream schools (Sujatha, 1990).

Taking this into consideration the recommendations provided by National Policy on Education 1986 envisaged setting up of residential schools for the underprivileged section of the society, JawaharNavodayaVidyalaya (JNV) were set up with an aim to provide excellence coupled with equity. The NavodayaVidyalaya schools were to bring out the best in rural children. JNVs were

to become a catalyst for nation-wide programme of school improvement. The school will be residential and free of charge." (NPE-1986)

The 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 children as the target group and the attempt to provide them quality education comparable to the best in a residential school system. The Navodaya Vidyalaya schools are run by Navodaya Vidyalaya Samiti which was established on 28th February, 1986. (Navodaya Vidyalaya Samiti)

Navodaya Vidyalaya Samiti is an autonomous organisation. The Samiti was registered as a Society with the primary objective to provide good quality modern education to the talented children predominantly from the rural areas, without regard to their family's socio-economic condition (Department of School education and Literacy, MHRD). At present there are 661 JNVs in India (India Today, 2019) The total number of JNVs at present are shown on the map of India below.



1.12 Objectives of the Navodaya Vidyalaya Samiti

The broad aim of the establishment of Navodaya Vidyalaya are to serve the objective of excellence, provide opportunities to the rural talents, to provide quality education coupled with equity by making reservation for Scheduled Caste, Scheduled Tribes and Other Backward Classes, to provide maximum opportunities for the fulfilment of the students' potential and to facilitate the school improvement process. Within these broad objectives, the specific objectives as enlisted by the Navodaya Vidyalaya Samiti are as follow

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 students. The aim of JNVs is to facilities for common medium of instruction that is English and Hindi. The aim is to cherish the plurality of our nation by bringing students from one state to the

other and learning about their culture. They provide a common core curriculum in order to have comparable standard across the nation. The focus is on the improvement of quality of school by training the teachers in live situation and sharing of experiences. Navodaya Vidyalayas are residential in nature. It is the duty of the Samiti to develop, maintain and manage hostels for students. The Vidyalaya aid and conduct other institutions as and when required. (Navodaya Vidyalaya Samiti)

Admission to Jawahar Navodaya Vidyalaya is made on the basis of selection test which is designed to ensure that talented children from rural areas are capable to compete without facing any disadvantage. Jawahar Navodaya Vidyalaya Selection Test (JNVST), an entrance exam designed, developed and conducted by the CBSE. JNVST for class VI is conducted annually throughout the country to select 80 most meritorious students for each JNV. It is conducted in three phases in a year depending upon session structure in specific state/ Union territories. Candidates can apply for the test only once during their class V academic session. The test encompasses mental ability skills, mathematics and regional language. The test is conducted in ten languages including two official and eight regional languages. The language in which the JNVST is conducted are- Assamese, Bengali, Hindi, English, Bodo, Garo, Gujarati, Kannada, Khasi, Malayalam. (Navodaya Vidyalaya Samiti)

The school provide reservation as per NVS Policy which encompasses reservation for ST and SC, (but not OBCs), at least 75% of selection are from rural areas, maximum 25% from urban areas, fixed 33% to girls students and 3% for disabled. To compensate attrition and optimally utilize seats JNVST, developed by CBSE is also conducted for admission to class IX and lateral admission, based on merit in class X, are made for Class XI. In the year 2019, total twenty seven lakh seventy seven thousand five hundred and four (2777504) students appeared in JNVST and 3,959 students were selected (Navodaya Vidyalaya Samiti) Thus a total of 1.6 % are selected. Students are not allowed to appear for the test second time irrespective of the circumstances.

Once a student gets through with the JNVST, guidelines for enrolment advised by the Samiti are considered. The Samiti's guidelines follow affirmative action policy. A maximum of 80 students are admitted in class VI in each Vidyalaya, through the Selection test, which is subject to availability of suitable candidates.

According to the Navodaya Vidyalaya Scheme, each district has one Jawahar Navodaya Vidyalaya in a phased manner. Vidyalayas are spread across 27 states and 7 Union Territories. JNV exists all over India, with the exception in Tamil Nadu, where anti-Hindi movement was widespread

during past times. As of 2019-20 there were 661 JNVs across India. (India Today, 2019) JNV are fully residential and co-educational schools affiliated by Central Board of Secondary Education (CBSE), New Delhi, with classes from sixth to twelfth standard.

1.13 Eligibility for application to JNVST

Only the candidates from the districts where JawaharNavodayaVidyalaya have been established are eligible to apply for the selection test. If the JNV has been bifurcated and has not yet been started in the new district then the candidates of the previous district will be considered.

Students who have studied class fifth in a government institution whether regular or through correspondence will be eligible for applying in JNVST. Deemed institutions are also considered in it.

The age of the candidate should be between 9-13 years during the application for JNVST. This criterion remains same for students from reserved category as well. The candidates claiming rural quota should have studies grade III, IV and V from a government/aided school, spending one full academic year in a school located in rural area.

The candidates who have studies in an urban school even for a single day for the academic session will be considered as urban candidates. The urban areas are those which are recognised by 2011 census. Any other area apart from it will be considered rural. The candidates who are not promoted to grade VI before 30th September of the year will not be eligible for the application (NavodayaVidyalayaSamiti)

1.14 The residential nature of JNV

The JNVs are planned to have in an exclusive coherence to the objectives of NavodayaVidyalayaSamiti. The schools are built like a Gurukul so that every student feels at home and a part of the larger family.

Infrastructure

JNVs have separate buildings for boys and girls, kitchen, staff quarters. Smriti Van which is made in the memory of late Prime Minister- Rajiv Gandhi is an integral part of all JNVs. (NavodayaVidyalayaSamiti) The school also has facility for open gym. Modifications are made in the infrastructure according to the geographical context.

Infrastructure norms for JNVs

	Infrastructure	Norms
1	Availability of suitable land	30 acres approx.
2	Classroom facility	14 Nos. (6.6m x 6.6m each)
3	Library	1 No. (6.6m x 13.2m)
4	Computer lab	1 No. (6.6m x 13.2m)
5	Science Lab	3 Nos. (6.6m x 13.2m
6	Dining Hall	each)
7	Hostel(separate for boys and girls)	1 No. (460sqm)
8	Toilets(separate for boys and girls)	Boys hostel- 2 units (384 beds) Girls Hostel- 1 unit (192 beds) Separate toilets available in hostel & school buildings including toilets for physically challenged.
9	Staff room	(6.6m x 6.6m)
10	Indoor/Outdoor Game Facility	Total 5 Nos. 1 No. - 190m x 110m,
11	Play Ground	for football, Cricket, athletics, etc. 2 Nos. - 40mx30m each for basketball (1 each for boys & girls) 2 Nos. - 40mx30m each for Kho--Kho (1 each for boys& girls)

* Source- NVS Headquarters, Noida, U.P.

Hostels

There are typically 4 hostels for boys and 2 for girls. The full strength of the hostel is 560 students. The hostels are made simple but the tropical conditions of our country are taken into consideration. Proper ventilation and lightning has to be provided in every room. Around 10 students stay in one room. Each hostel has house monitors. The house monitors are chosen by the teachers. Often students who perform well academically are given the responsibility. Hostels also have provides accommodation for two house masters. One house is allotted for 48 students.

Lodging facilities, Uniform for all students, Textbooks, Stationery (such as pen, pencil, eraser, scale, geometry box, note books, school bag). Daily use items (Bathing soap, Washing soap, Tooth paste, Tooth brush, Shoe polish, Hair oil, Washing and ironing of cloths, Sanitary napkins for girls) are some of the facilities that are provided to students in JNVs (Navodaya Vidyalaya Samiti)

The government bears all the expenses of the students including the travelling, medical expenditures as well as CBSE-fee during time of registration for the Board Examination.

Health Care facilities provided to students

Fulltime staff Nurse is appointed for the students. JNVs have provision for Vehicles in every school to deal with any kind of emergency

Safety and Security

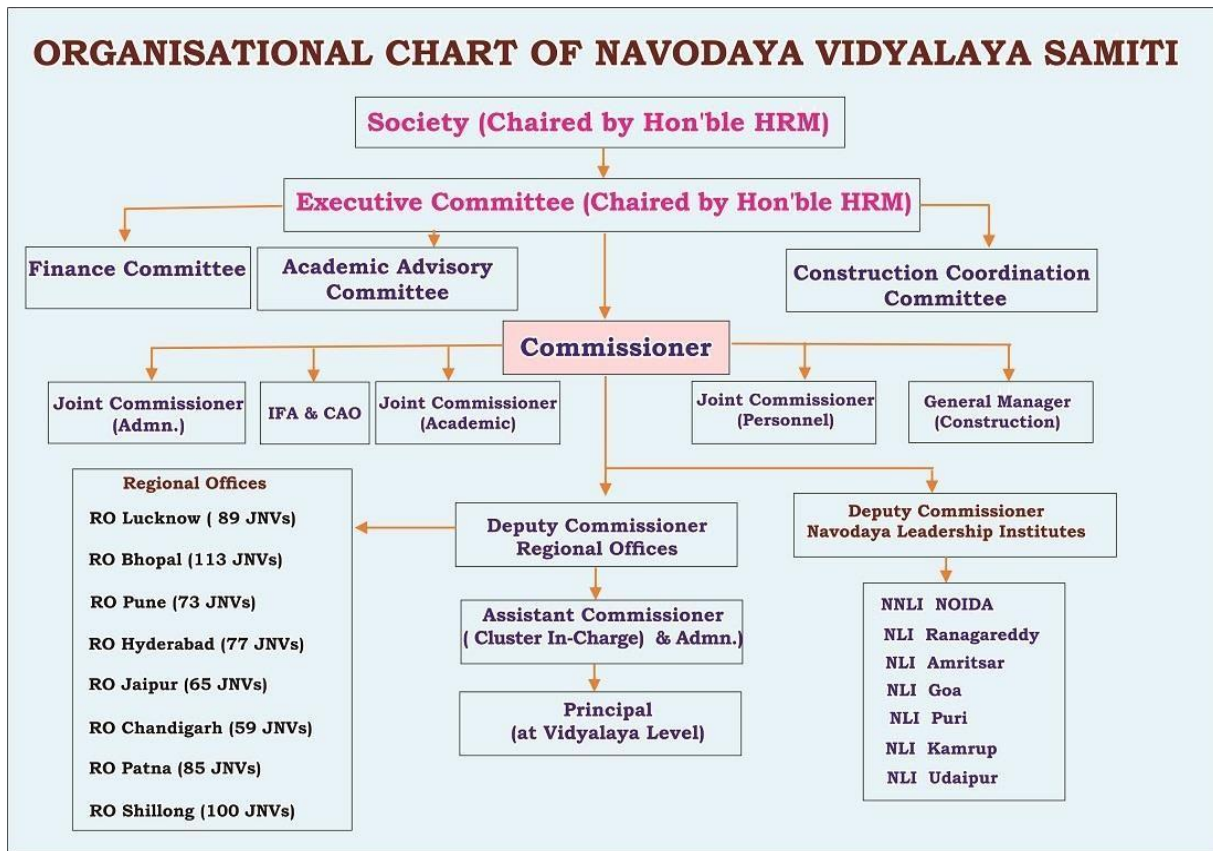
NVS policies have zero tolerance to ragging. Teachers as well the principals are trained from time to time in order to look into this matter. Facilities for clean drinking water, hot water, clean toilet and reading room facilities are provided to the students of JNV. CCTV cameras are installed in the school premises to ensure the safety of everyone in the campus. Two security personals are deployed in every school. The cost of safety and security is incurred by VVN (Vidyalaya Vikas Nidhi). Counsellors are appointed on a part time basis in order to ensure psychological safety of students. Strict policies are made by NVS on corporal punishment, which every school has to adhere for physical, mental and psychological safety of students.

Protection of Children against Sexual offenses

Protection of Children from Sexual Offences Act 2012 has been implemented in every JNV. Necessary instructions have been issued regarding prevention of Sexual Abuse of Girl Child. A School Complaint Committee (S.C.C.) has to be set up in each JNV to serve as redressed and complaint body. This Committee shall be chaired by the Principal/Vice-Principal of the school, and shall consist of five other members, i.e. one male teacher, one female teacher, one female student, one male student and one non-teaching staff member. Each Regional Office will have a

Cluster Complaint Committee (C.C.C.), with the Assistant Commissioner in-charge of the Cluster as its Coordinator. Each of these committee will have a female member. (Navodaya Vidyalaya Samiti)

Organisational Chart of Navodaya Vidyalaya Samiti



Source-NavodayaVidyalayaSamiti

Role of teacher in JNV

The teacher in JNV has to play teaching as well as non teaching responsibility which stretches beyond the school hours. The duty of teachers in NavodayaVidyalaya starts at 5:30 in the morning and ends till midnight. The teachers along with the academic responsibility are involved in the taking care of the student’s safety and security.

Recruitment of teachers in JNV

Recruitment of teacher in JNV takes place through a open competitive test. Once the candidate qualifies the test they are shortlisted for an interview. To apply for TGT a candidate must be graduate from a recognised university along with B.Ed from a recognised institution. Application for the PGT requires the candidate should have major in the specific subject he/she is applying for along with B.Ed from a recognised institution. For Faculty-cum-System Administrator (FCSA), the candidate should hold diploma in Computer Science, either BCA or A degree certificate holder from DOEACC(NavodayaVidyalaysSamiti)

Training of Teachers in Navodaya Vidyalaya

Teachers of Navodaya Vidyalayas are recruited through open competition at all India level. In-service training courses for all the teachers are being organised by drawing resources from within and outside NVS system for promotion of professional growth both in terms of content and methodology. Apart from long duration (21 days) induction training courses for newly recruited teaching staff, short duration in-service courses like orientation courses, seminars, workshops etc. are also organized as a part of teachers training programme every year. (Navodaya Vidyalaya Samiti)

Teachers in Navodaya Vidyalaya are trained to reach high level of attainment through experimentation and innovation. Teachers are trained to include modern technology in the pedagogy. Improving interpersonal relationship is also a part of the training process. Value orientation and participatory pedagogy are a part of the training process (ibid)

Objectives of the training Programme

The training program are conducted for the teachers to continuously upgrade the motivation of the teachers. The continuous improvement of the teachers and up gradation of the skills of teaching and non-teaching staff. Well structured induction programs are made for the new recruits by the Samiti. Training is provided in specialized areas to equip the employees to handle their duties efficiently. The Samiti focuses on developing collaborative programs with specialized external agencies for sharing of resources and capacity building (Navodaya Vidyalaya Samiti)

Orientation programme is carried out for newly recruited teachers and capacity building programme are carried out for creative teachers. As in any other boarding school, there is special emphasis on safety and security of the students. Hence teachers are oriented for fulfilling the safety and security needs of the students. House masters are oriented for guidance and counselling programs. The Samiti has also taken care of continuous pre-service and in-service training of teachers in collaboration with the Institutes of Higher Learning in the country such as NCERT, NUEPA, RIE, IIPA, ISTM etc. (Navodaya Vidyalaya Samiti)

Transfer Policy in Jawahar Navodaya Vidyalaya

Teachers can be transferred anywhere in India. Organisational needs will be taken into consideration rather than the demands or comfort of the employees. Female teachers are required in order to ensure the safety of girls in school. However NVS specifies that the female recruits cannot be less than 20% or more than 60%. Displacement of employee will be carried out in a

phased manner taking into consideration the needs of the organisation. The teachers cannot ask for transfer before completion of a specific tenure after recruitment. However, this will not be applicable to those employees who voluntarily request for posting to NER/Hard/Very Hard stations. (Navodaya Vidyalaya Samiti)

Transfer policy on request of a desired place or station will only be made if there is vacancy, medical condition of the employee, spouse works in the desired school or the performance of the teacher on CBSE tangible parameters is good. Teaching and non teaching staff posted at the regional office will be posted in the same region. The demand for transfer will not be fulfilled before completion of five years in the region.

The success stories of Navodians

The conducive learning environment provided to the students in JNVs has always helped in helping the learners attain their maximum potential to the fullest. Six students from JNVs have been selected in the UG and PG programs in the foreign universities including University of Edinburgh, Imperial College of London, University College London, University of Bristol, McGill University and University of Edinburgh. 33 students secured admission to the Pestalozzi Scholarship and a student from Paschim Medinipur (W.B), XIIth Science has been secured full scholarship for further studies in U.K. Ms. Kalpana Kumar has secured first position in NEET 2018.

3 students had participated in the residential week programme of Science Summer School at London (Pembroke College). The Summer school programme is conducted for 12 students who come from across the globe. The programme is organised for Arts and Humanities students to help them in providing in-depth knowledge of various subjects with the stream. Students live in the campus and interact with the other students who are studying in the university in order to develop an understanding of life in Pembroke College (Year 12 Arts and Humanities Summer Residential). Three students have won medals in VI Cultural Olympiad at Colombo Sri Lanka. All the students were from JNV, Ahmednagar (Navodaya Vidyalaya Samiti).

1.15 What is Culture, School culture and Learning Culture

Stoll (1998) describes that school culture is one of the most important and complex concept in the field of education. In relation to school improvement plan it has been one of the most neglected aspects in the field of education. Stoll (1998) considers culture as the basic essence of an organisation. It reflects deeper level beliefs and assumptions people have about any

organisation. These beliefs revolve unconsciously and are taken for granted. Culture describes how things are and acts as a screen or lens through which the world is viewed. In essence, it defines reality for those within a social organisation, gives them support and identity and creates a framework for occupational learning (Stoll, 1998).

School culture is defined as the beliefs, perceptions, practices, relationships and attitudes both written as well as unwritten rules that guide any organisation. The culture of school has effect on every aspect and day-to-day life of every in the school. The school culture encompasses concrete issues such as emotional and physical safety of students in the school, the orderliness of the classroom and how school celebrates plurality.

The *Glossary of Education Reform* describes school culture as beliefs, perceptions, relationships, attitude, written and unwritten norms that define an organisation. Apart from this school culture also includes the emotional and physical safety of the students. It also includes the orderliness of the classroom, or the degree to which the school embraces religion, linguistic and ethnic diversity.

Every stakeholder has an impact on the school culture and everyone is influenced by it. The political and cultural influences have an impact on the written and unwritten norms and policies of the school.

The Glossary describes that there are two types of school culture broadly positive and negative school culture. The positive school culture entails Individual success of the teacher as well as the students is recognized, Relationships are characterized by openness, trust and care. Staff relationships are collegial and collaborative and all staff members have high professional standard, students as well as the teachers feel physically as well as emotionally safe. The policies of the school promote student safety. School head, teachers and other staff members have healthy relationship with the students. Constructive criticism is made whenever the teachers or the students commit any mistake. Important decisions are made in collaboration with the entire staff members. Educational opportunities are equally distributed for all students including students from underprivileged background as well as students with disabilities. All students have the academic support which they need for academic excellence. While the negative culture is characterised by mistrust amongst the staff member and authoritative leadership. The negative school culture curtails the development of the students as well as the teachers who are a part of it. It does not believe in providing equal opportunities to the students and mistakes are considered as faults which cannot be improved.

1.16 Purpose of the study

Boarding schools are an intensive form of education, in which students live in school, and visit their families only for weekends and vacations. Boarding schools have a long tradition in India. Parents have been sending their children to boarding school to improve learning outcome. Cookson and Persell (2008) argue that by sending children to boarding school, parents hope to provide their children with a sense of discipline, and, thus, prepare them for leadership positions. Recently, boarding schools have received renewed interest from policymakers seeking ways to enhance the academic progress. The explicit goal of boarding schools is to substitute time at school to time at home, under the presumption that this will generate better outcomes for students. The boarding school dramatically increases the quantity and the quality of schooling inputs. (Behaghel, Chaisemartin&Gurgand, 2017). Students benefit from smaller classes, spending long hours in study room and reporting lower level of disruption in the class. (ibid). Students in a residential school spend 24 hours a day under the supervision of the teacher in fact the teacher is referred to as Loco Parentis.(LegalDictionary) Loco Parentis refers to an adult apart from the family member who takes care of the child. (ibid) In a residential school the teachers are the adult who takes care of the students like their child. The residential environment in boarding schools provides a particular ecological context in the socialization process different from those of day students, which allows boarding students to engage in a different set of activities and interactions with peers and staff, thus providing differing opportunities for growth and development (Bronfenbrenner, 1970; Holden et al., 2010). The environment of residential school is like a family. The teacher-student relationship in residential school is very different from that in any day school. Teachers here play a much significant role as compared to day school. Not only do they deliver world-class teaching, they continue to mentor students outside the classroom on the playing fields, in the dorms and on their weekend trips and activities. This strengthens their relationship and makes students feel that teachers are approachable and accessible, which in turn improves academic performance and their willingness to learn. The close relationship between students and teachers means boarding school communities feel much closer and more connected. In these inspiring settings, teachers offer more than just academic support, easing the pressures on young children who spend long periods of time away from their families.

Bronfenbrenner in his theory of ecological system describes the importance of context in which an individual is placed has a significant impact on his development. The primary contexts include places or settings in which an individual spends maximum times. The qualities of relationships that exist in the primary contexts are significant in the overall development of personality of the individual. (Bronfenbrenner,1979) Taking into consideration that the child spends his entire day in a boarding school with the teachers, peers and staff for significant number of years, the

boarding school is likely to have a long lasting or a permanent impact on the overall development of the individual. The kind of relationships and communication that prevails in the school will have an impact on his future relationships as well. Hence understanding the relationship and the culture of residential school becomes crucial. This understanding will help in setting up standard for the teacher-student relationship in day school as well.

1.17 Significance of the study

The JawaharNavodayaVidyalayas are set up by the Government of India in order to provide equal opportunities to the rural talents of our country who get succumbed because of the expenses that quality education entails. Learning culture as a part of school culture define policy vision, curriculum goals, teaching activities and strategies and evaluation and assessment which has a significant impact on teacher-student relationship within any school. When students are likely to receive the care, support and warmth of the teachers because of the learning culture in the school, they will become an active participant not just in the class but also in their own learning process (Skinner & Green, 2008; Maulana, Opendakker, Stroet, & Bosker, 2013). Therefore the first step to enhance the overall development of the students is to provide a supportive teacher-student relationship within the learning environment of which the child is a part of. It is about love and care, trust and dependence, dreams and aspirations. It has the festivity of friendship, the touch of a parent, the intellectual partnership of collegiality, love, devotion, faith and reverence (Pathak, 2017).

Researchers suggest that the teacher- student relationship in any school has a significant impact on the overall development of the students. In fact it is considered as one of the most important tool for the development of students, when trying to foster a favourable learning culture in any school. Students who receive the care and support of the teachers are more likely to have better learning outcomes (Boynton & Boynton, 2005; Spilt, Koomen, & Thijs, 2011; Skinner & Green, 2008; Rimm-Kaufman & Sandilos, 2012; Gehlbach, Brinkworth, & Harris, 2012). The high performing school commit to each student a high-quality education that promotes self-discipline, motivation, understanding, compassion for others and overall excellence i.e. moral, emotional, physical, intellectual, academic, spiritual and social, to transform them into responsible and inspired leaders.

The student development endeavours ensure the development the 'Whole Student' as an institutional priority and the effect of the institutional environment on student development outcomes (Pace, 1984). The student development theories including life stage theories, life event theories, life course theories and integrative adult development theories tried to understand

several conditions within school environment can have a major impact on students' growth and development. Thus, Stanley Hall highlighted that the school should be fitted to the child rather than the child to the school, and this concept has become a mainstay of educational orthodoxy (McCuller 1969). Classrooms should therefore be organized in a way that mirrors and supports the natural development of children, giving them the choice to learn and to make effort only if they feel interested and enthused. Study is expected to be more like fun than work (Stone 1996). Thus, recent emphasis on developmentalism is broadly connected with its most recent methodologies: child-centred, student-centred or constructivism.

The traditional loco parentis theory of Europe which focused on the individual or organizations to take some of the responsibilities of a parent aimed the identity development of students. But with the student development movements, influenced by B.F. Skinner and Carl Rogers, a new paradigm on students services paradigm Student Development Philosophy came into force. Student development philosophy was influenced by body of psychological and sociological theories, with three basic assumptions that guides the students' development movement are (1) every student is different and unique, (2) students' entire environment should be taken into account and used for education, and (3) students have personal responsibility to get educated. Bandura's Self-efficacy theory (1977) helps in understanding the essence of student development is vital as there are two key questions of being successful learner that are "who I am" and "what I aim for". The first question refers to being a successful person, someone need to know the strength of his/her self-efficacy covering the states of cognitive, affective and psychomotor. Moreover, students must have to have a set of competencies to enter into world of work. It is observed that the graduates who are released to the labour market well trained in their areas of specialization but without being fully equipped with skills that are required in the new economy world (Nurita, et. al., 2006). The employers indicated that they value employees that are not only with excellent paper qualification but also those with abilities and competency in performing their jobs and tasks, namely "soft skills" which cannot be obtained directly from "pretty" paper qualifications but rather some natural or embedded talents or skills (Chan, 2011; Gurvinder & Sharan, 2008; Bernama, 2007; Nurita, et. al., 2007; Nurita, et. al., 2006). The students' soft skills development conceptual model suggests elements of soft skills that would be embedded namely, Communicative Skills; Critical Thinking and Problem Solving Skills; Team Work; Life-Long Learning & Information Management Skill; Entrepreneurship skill; Ethics, Moral & Professional; and Leadership skill (Jamaludin Haji Badusah et. al., 2009).

In the ever changing labour market, there is no denial of the fact that the learning culture, teacher- student relationship as a part of overall school culture, in any education institution has a

significant impact on the overall development of the student. It is found that when students as well as the teachers feel that they belong to a particular community and they feel that they are cared for they are more likely to attend school and have better learning outcomes. Students are more likely to enjoy the schools and teachers are happy to contribute in the development of students (Peterson & Deal, 2009a, p. 11). It is found that the learners' behaviours change with varying social, political and cultural scenario of the country, sometimes this inhibits opportunities for the development of innovative, creative and generative ways of learning (Rajaram, 2013). The theory of ecological system describes the importance of context in which an individual is placed has a significant impact on his development. The primary contexts include places or settings in which an individual spends maximum times. The qualities of relationships that exist in the primary contexts are significant in the overall development of personality of the individual. (Bronfenbrenner, 1979).

Learners with sophisticated epistemological beliefs see knowledge as complex and tentative, and believe the source of knowledge comes from active engagement with, rather than passive absorption of, learning material (Schommer, 1994). Research suggests that such epistemological beliefs are linked to learning cognitive processes as well as learners' active engagement and persistence in learning (Cano 2005; Rodríguez and Cano 2006; Schommer, 1994)

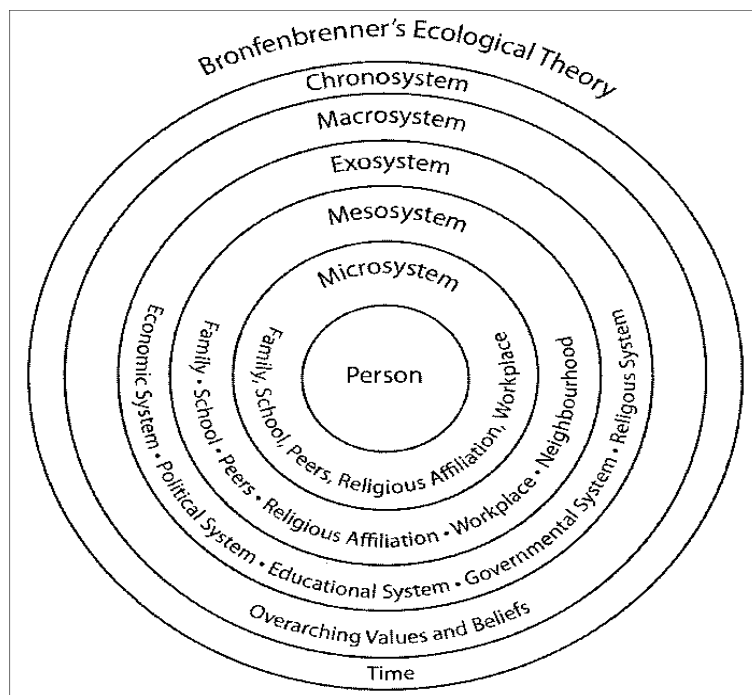
In the backdrop of theories and past researches, it was established that the learning Culture and Teacher-student relationship has an effect on student development. Especially considering JawaharNavodayaVidyalayas, the Government of India run residential schools whose mandate is to ensure quality and equity. The aim is to assimilate rural talent into the dominant society by ensuring: conducive environment for learning, to make them a better individual than his own community (Ananda, 1994) and cherish students and teachers from diverse backgrounds which prepare them for their adult life.

Amsalu(2002) states that the performance of school is determined by the quality of learning culture, commitment of the teachers, quality administration, student motivation and the relationships that exist within the institution. Specifically, Maslowski (2001) states that teacher and student behaviour toward one another, relationship between the people existing within the organisation as well as the learning culture have a significant impact on the overall development of the students. Taking this into consideration and from various other researches, there is no denial of the fact that the learning culture, teacher- student relationship, policies and practices within any education institution has a significant impact on the overall development of the student.

Jenson (2009) describes that student from underprivileged background can experience emotional, social and academic success if they are provided with a nurturing classroom environment and positivity from the teachers. He explains that students have the potential to reach to their maximum potential if the teachers accept them and care for them. He gives a very powerful quote in his book *Engaging Students with Poverty inMind: Practical Strategies for Raising Achievement* which states “You can’t change what’s in your students’ bank account, but you can change what’s in their emotional account.” (Jenson,2009. pg)

Bronfenbrenner in his theory of ecological system describes the importance of context in which an individual is placed has a significant impact on his development. The primary contexts include places or settings in which an individual spends maximum times. The qualities of relationships that perish in the primary contexts are significant in the overall development of personality of the individual. (Bronfenbrenner,1979)

Bronfenbrenner Ecological Model Diagram



Bronfenbrenner proposed that an individual is placed in various systems which have an impact on his overall development (Bronfenbrenner, 1979.pg 3). The inner circle called the micro system is the context in which an individual is directly placed and has face to face interaction with people. It includes people like parents, teachers and friends. This system has a direct bearing on the development of the individual. There are lateral relationships of the people who are a part of this system with each other which Bronfenbrenner describes as mesosystem (ibid. p. 25).

Beyond this system is the one where the child is not placed directly but it has a bearing on the development called the exosystem. It includes parent's workplace, school administration and health care facilities provided. Outside of this is the macrosystem which describes the culture and norms which are prevalent in the society of which the child is a part of. It also includes the economic system of the society. Outside of this is the chronosystem which he describes as the shifts in paradigms with time. Taking into consideration that the child spends his entire day in a boarding school with the teachers, peers and staff for significant number of years, the boarding school is likely to have a long lasting or a permanent impact on the overall development of the individual. The kind of relationships and communication that prevails in the school will have an impact on his future relationships as well.

If we are to look at Bronfenbrenner model theory in context of school. The microsystem will include his friends and teachers. Mesosystem will include the relationship of him/her with his teachers and the relationship of the child's parent with his teachers. It will also include his relationship with his peers. Exosystem will include school administration and facilities provided. Macrosystem will include the learning culture, values, beliefs, policies and practices of the school. Chronosystem will include the shifts in paradigms with change in time.

Jawahar Navodaya Vidyalayas were set up by the Government of India in order to provide equal opportunities to the students from underprivileged background who get succumbed because of the expenses quality education entails. The learning culture, teacher-student relationship that is prevalent within the JNVs will have a significant impact on the overall development of the students. The policies and practices of Navodaya Vidyalayas will also determine the development of its learners. So the problem was stated as:

Effects of Culture and Teacher-Student Relationship on Student Development in the context of Jawahar Navodaya Vidyalaya Policies and Practices

1.18 Research Questions

1. What kind of culture (learning culture), teacher-student relationship is found in Jawahar Navodaya Vidyalayas (JNVs)?
2. How culture (learning culture) is related to teacher-student relationship in JNVs?
3. How culture (learning culture) and teacher-student relationship is affecting student

development across grades, gender, social categories, socioeconomic status (SES) and location in high performing and performing JNVs?

1.19 Objectives of the study

1. To study the culture (learning culture), teacher -student relationship and student development in high performing and performing JNVs.
2. To study the culture (learning culture), teacher-student relationship and student development across grades, gender, socio economic status and social categories in high performing and performing JNVs.
3. To study the relationship among culture (learning culture), teacher-student relationship, student development and student demographics in high performing and performing JNVs.
4. To study the impact of culture (learning culture) and teacher-student relationship on student development.
5. To analyse the experiences of students, teachers and school head in high performing and performing JNVs.

1.20 Hypothesis of the study

1. There will be no difference in culture (learning culture), teacher -student relationship and student development in high performing and performing JNVs.
2. There will be no difference in culture (learning culture), teacher-student relationship and student development across grades, gender, socioeconomic status and social categories in high performing and performing JNVs.
3. There will be no relationship among culture (learning culture), teacher-student relationship, student development and student demographics in high performing and performing JNVs.
4. There will be no impact of culture (learning culture) and teacher-student relationship on student development.
5. There will be no difference in the experiences of students, teachers and school head in high performing and performing JNVs.

1.21 Variable of the study

Independent Variable– Teacher Student relationship and Culture (Learning culture)

Control variables -School Performance, grade, gender, socioeconomic status (SES), social categories, location (These are kept constant for a fair test and changing these

variable could impact the data collected).

Dependent Variable – Student development

Delimitation

- Confucianism system of learning pays a lot of emphasis on hierarchy and the teacher to be the ultimate authority which can decide for the students. Confucianism believes that an educated human being is always better than the uneducated one.
- Confucianism system of learning does not deal with existential and metaphysical questions like What is the meaning of mankind existence, why universe exists and how do we explain the origin of mankind.
- Hackman (2009) argues that the psychological capital questionnaire is limited to the concepts and ideas and not with the robust methodologies.
- The Psychological Capital questionnaire is based solely on the self report of the individual and co-relation methods which heightens the risk of method variance and ultimately reduces the inter-reliability of the data (Dawkins, 2010, pg 11)
- The present research is limited to the Jawahar Navodaya Vidyalaya located in Haryana only. The two Navodaya Vidyalaya selected for the present study were
- This study is confined within the students, teachers and head teachers of the selected two JNVs selected for the research only.
- The study is limited to students from grade seventh and tenth only in the selected Navodaya Vidyalaya.
- The opinions are limited to students, staff and principal only.
- Non-Teaching staff was not included in the research.
- Due to the unprecedented pandemic there was a very limited access to resources and literature.
- The present research was time-bound hence different qualitative methods like longitudinal research method or cross culture examination could not be done.
- The sample size was limited.
Hence the results cannot be generalised.

1.22 Operational Definitions Used for the Research

What is culture, school culture and Learning Culture

Culture consists of beliefs, behaviour and norms and other characteristics which are common to a particular group. Through culture a group defines itself, contribute to the society and conform to the society. It includes values, norms, technology, customs, language, organisation and institutions.

Culture refers to the ways we do things around here (Deal & Peterson,1999, Loc 108 of 1537). Culture has an impact on the people who are a part of it. Culture goes deep to include the immediate environment and what people believe and value. Culture is a product of the relationship history of a school (Stolp& Smith,1995).

It is a system of shared orientations that hold the unit together and give it a unique identity. Culture includes a shared pattern or assumptions that have been invented, discovered or developed by a given group of people as it learns to cope with its problems and external adaptations and internal integration. That has worked well enough to be considered valued and therefore to be taught to new members as the correct way to perceive, think and feel in a relationship to those problems.

School culture refers to beliefs, assumptions, norms, symbols, shared values, school structure, power structure, control system, rituals and routines, They also facilitate to organise teaching-learning processes effectively. Teachers' understanding of learners, Subject and pedagogical knowledge of teacher, Planning for teaching, Enabling learning environment, Teaching-learning process, Class management, Learners assessment, Utilisation of teaching-learning resources, Teachers' reflection of their own Teaching-learning process are the core activities of school for enabling learning.

These activities define learning culture as they reflect practices and processes of school. The most critical aspect of learning culture is 'values' or the guiding principles that drive behaviour and action of teachers, head teacher and students. The guiding theory in operationalization of learning culture was Confucius model of education and his philosophy. Confucianism lays emphasis on social and ethical philosophy rather than religion. It emphasises the ethics and values are the core of human society and relationship. Cortazzi& Jin,(2013) had developed the learning culture construct which can be measureable and included the elements like concept Of learning, attitudes towards learning, aims of learning, methods of learning, roles of teacher, and modes of learning. Cortazzi& Jin (2013) describe a culture of learning might be defined as socially transmitted expectation, beliefs and values about what good leaning is, what constitutes a good teacher and a good student and what their role and relationship should be; about learning and teaching style,

approaches and methods about classroom interactions and activities; about the use of textbooks; and what constitutes good work (Cortazzi and Jin, 1996a, 1996b; Jin & Cortazzi, 1993, 1995). For the purpose of this research this definition has been used (Cortazzi & Jin, 2013, pg 28)

The Confucian Education System and philosophy is based on the teachings of Confucius, who lived from 551-479 BC. Education, morality and respect were among his core values. Confucianism places high emphasis on community affiliations within a structurally oriented society. The manner in which social relationships are maintained in Chinese societies are: collectivism, harmony, conformity and power distance. The influence of Confucian philosophy and values are manifested in the learning environments in the following ways: "Respect for wisdom and knowledge. The authority of teachers who are purveyors of knowledge should not be challenged; Preservation of harmony. Individuals should conform to collective rather than developing distinctive values and beliefs;" (Liu, 2006, p. 8). The close association between behaviour and belief can be seen in a manner (a) to conform, (b) to preserve harmony, and (c) to avoid loss of face and shame. The group achievement is considered far more important than individual accomplishment. The learning style adopted by Asian students who come from a Confucian heritage culture (CHC) including India to conform to the norms and values of the collective, higher degree of masculinity and maximum degree of uncertainty avoidance, power distance and fatalism as highlighted by Hofstede's framework of values (1970).

Traditional cultural norms and values which affect the learning behaviour can be observed that Chinese learners prefer student-centered to teacher-centered approaches, where less supervision is required from the tutors, and they choose to participate in interactive and cooperative learning activities. Students prefer and expect close supervision, group oriented settings will be more suitable (Atkinson, 1997; Carson, 1992; Chan, 1999; Chow, 1995; Fox, 1994). Teachers are to decide which knowledge is to be taught, and they are seen as the sources of authority and power. Students, on the other hand, are to accept information willingly, and only rarely to question or challenge teachers in the classroom. The learning strategies emphasized in this restricted system acquiesce with the societal norm, demand obedience and urge students to follow suit. This reflects that individual growth is intertwined with social involvement. Liu (2006) pointed out that the underlying principle of education must be viewed not so much as an encouragement to promote individuality; rather, it is to make individuals apprehend that they are part of a collectively; thus, they have to conform to the norms and values of the collective. This educational influence makes an impact on an individual's adult life and shapes the behaviour and work values of the individual (Liu, 2001). This is also true with Indian culture as a part of Asian sub continent. The traditional values like respect for teacher's wisdom and knowledge and

benevolent teacher-student relationship as cherished by Indian education system provides ground for application confusion philosophy based learning culture concept and its suitability in India.

Teacher student relationship

Thesaurus defines teacher student relationship as the academic relationship between the teacher and the one he teaches. Downer, Driscoll & Pianta (2020) state that as children enter into the school, teachers play a very significant role in shaping the experiences of the students outside home. The teachers play a very crucial role in the adaptation to new challenges and transitions which the student is facing. Teachers' role are not limited to academics, they have a very significant role in the relationship which the child first forms outside of his family. Teachers are often responsible for communication, regulating activity level and relationship of the child with his peers (Howes and Hamilton 1993; Howes, Matheson, and Hamilton 1994; Pianta 1997). Although the relationship between the teacher and the student are more time bond as compared to the relationship between the child and his parents. But the teacher-student relationship has a significant impact on the academic achievement as well as the social development of the child (Hamre and Pianta 2001) (Downer, Driscoll & Pianta, 2020).

Teachers as well as students perception of the relationship with each other is defined by the degree of closeness, care, support, warmth or degree of negative experience.

The guiding theory behind the teacher- student relationship was the one developed by Creton, Wubbels and Hooyamers (1992). Creton, Wubbels and Hooyamers (1992) describe that teacher- student relationship is based on circularity and change. Circularity implies that all aspects of human behaviour are intertwined and change in any one will have an impact on the other. The circularity process consists of behaviour and also determines the behaviour. (Creton, Wubbels and Hooyamers, 1992, pg 1). Classes are characterised by routine and resistance to change (Yinger, 1980; Au and Kawakami, 1984) (Creton, Wubbels and Hooyamers, 1992, pg 1)

The stability gets established in the beginning of the year and once the stability is established both the teachers as well as the student are hesitant to change (Blumenfeld and Meece, 1985; Doyle, 1983) (Creton, Wubbels and Hooyamers, 1992, pg 2). The concept of circularity can be understood from the Doyle's (1983) analysis of teacher student relationship (Creton, Wubbels and Hooyamers, 1992, pg 2). Circularity continues throughout one's life, the individual idea of a person is determined by the last communication or the idea of communication which the person has had with the other even if they both are communicating after a very long period of time.

In general it is assumed that the students are the trouble makers and create disturbance in the

class, this is often attributed with the poor management of the teacher's part (Doyle, 1986). However the blame game on the teacher or the student will never help. In order to develop healthy relationships with each other, it is important that they work in collaboration with each other in the learning process (Creton, Wubbels and Hooymayers, 1992. pg 3). Every form of communication has a report and a command aspect attached to it (Watzlawick, Beavin and Jackson, 1967). The report represents what is to be conveyed and the command aspect includes how. It is the interpretation of the report (Ruesch and Bateson, 1968 in LaFrance and Mayo, 1978). Both the commands as well as the report are interrelated and it works both ways. For example:- if the teacher is enthusiastic about his/her subject and delivers it energetically to the students and the students shows the zeal to study, The teacher- student relationship will be strengthened (Deci, Nezlek and Sheinman, 1981) Creton, Wubbels and Hooymayers,1992. pg 3). However the relationship between the teacher and the student is not just based on the report aspect but also on how the report is been presented it includes the body language, gestures and the tone in which the teacher communicates a particular report which is the command aspect. The teacher relates with the students outside not by the report but the non verbal ways in which the teacher communicates with the students, which are outside the subject matter (Woolfolk and Brooks, 1983; Blumenfeld and Meece, 1985; Stubbs, 1976) (Creton, Wubbels and Hooymayers,1992. pg 3).

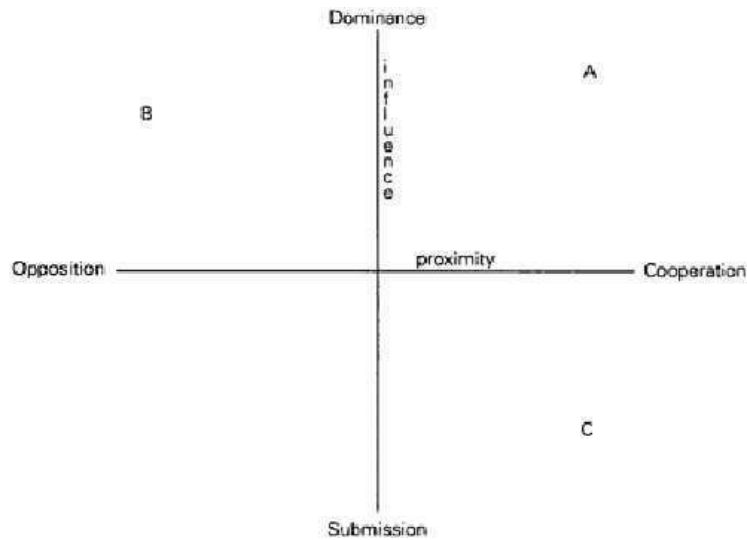
When a teacher is only interested in the subject matter and does not show enthusiasm for the students than the students are likely to feel alienated and disconnected from the teachers. The lack of enthusiasm will give the sign that the teacher is not interested in the students (Creton, Wubbels and Hooymayers,1992. pg 3). The authors describe that the criteria for a healthy relationship is the teacher's ability to indulge with the students in Meta communication. Meta communication as defined by the authors is the ability of the teacher to talk with the students outside of academics and take a feedback from students regarding what they think about their teacher's communication style of the teacher in the classroom(Creton, Wubbels and Hooymayers,1992. pg 10).

The relationship between the teacher and the students cannot be completely complimentary or symmetrical. Complimentary means that if the teacher is dominating the students will also be dominating that is they will behave the same way with the teacher as he/ she behaves with the students and if the relationships are symmetrical a submissive teacher can be responded with dominance from the students. Both the situation is harmful in the long run. The teacher should know how to balance the dominance and submissiveness in order to connect with the students

(Creton, Wubbels and Hooymayers,1992. pg 6-7)

The authors give us the following characteristics of a healthy teacher-student relationship. The teacher communicates more in command than in report manner. They are flexible and open to change the way they communicate with their students. They behave according to the situation rather than fixed mindset and one way. They know how their students perceive them. They indulge in commutation with their students (Creton, Wubbels and Hooymayers, 1992. pg10).

Creton, Wubbels and Hooymayers (1992) developed a QTI Model to assess the interpersonal Teacher- Behaviour. The QTI MODEL developed by Creton, Wubbels and Levy is based on Leary's model known as Model of Interpersonal Teachers Behaviour. The Leary model allows depicting the data on a graph. The behaviour of the individual can be recorded on a chart and then can be shown based on the responses. Here is the Coordinate System of the Leary Mode

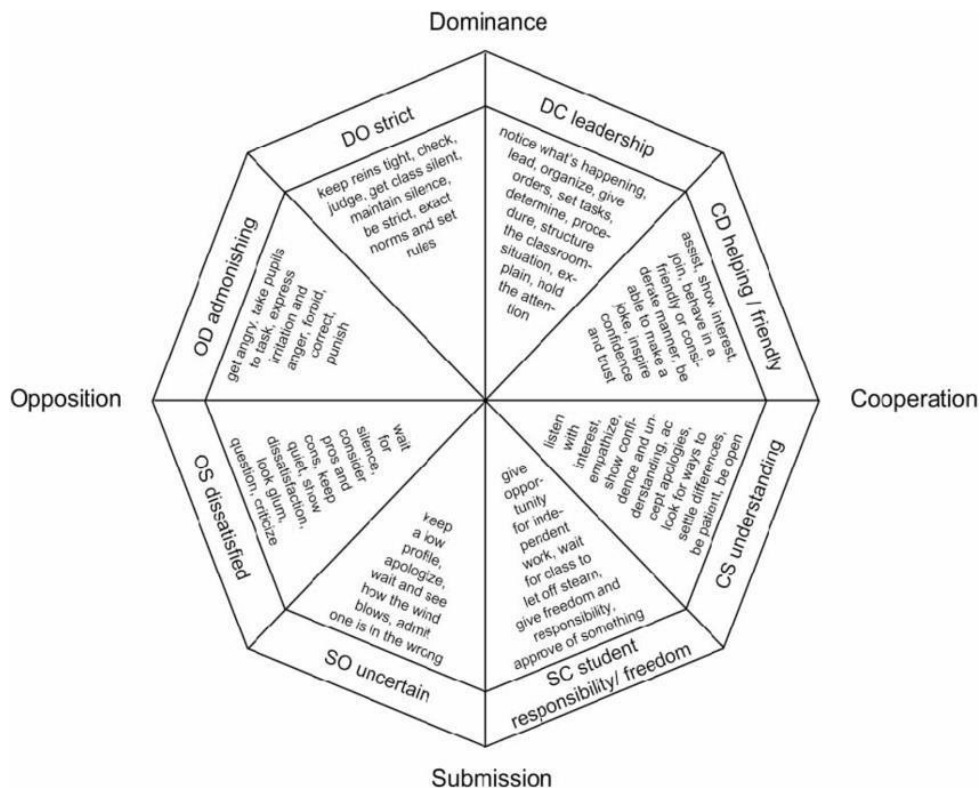


For the purpose of this research the same QTI Model was adopted. The American version of QTI was taken which has 48 items.

The QTI has been administered in various languages and in various contexts. The QTI model was found to be reliable and valid. (Passini, Molinari&Speltini, 2015).

QTI model is based on the bi dimensional axis namely Control (dominance-submission) and Affiliation (Hostility-Affection) (Leary 1957;Wubbels et al. 2012). Control measures the degree to which the teacher is able to have influence over the classroom (dominance) or is he/she getting influenced by the classroom (submission), affiliation measure how much a teacher is able to have bond with the student in search of cooperation (affection) or tend to conflict with the students (hostility).The figure below describes the eight category of teacher's behaviour.

The Model of Interpersonal Teacher (MITB) is given below.



Wubbels and Levy (1993) developed eight factor for the American version of the QTI Model

Based on this model, in order to measure the students' perceptions regarding the interaction with their teachers, Wubbels and colleagues developed the Questionnaire on Teacher Interaction (QTI). This instrument contains eight scales with the same name as in the eight sectors developed by Wubbels. It was originally had 77 items, and then they were later reduced to 64-item version (Wubbels and Levy 1991). The QTI has been shown to be a valid and reliable instrument in all the different language versions and in the different contexts in which it was adapted and administered. The QTI originally constructed for secondary students has now been reduced to 48 items in order to understand the comprehensibility issue of primary school students. (ChiewGoh and Fraser 1998)

Student Development

Sanford (1967) describes development as organisation of "increasingly complex activities" (Sanford,1967.pg 67). He describes development as a process in which an individual successively becomes capable of acting on many different experiences and been able to integrate different tasks. He differed development from growth that the latter represents and

expansion might may not have a significant impact on the overall functioning of the individual (Evans, Forney, Guido, Patton, Renn. pg 6)

Rodgers(1999c) describes student development as the ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrolment in an institution of higher education ” (p. 27). He states that student development is a philosophy that has guided many student practisead served as a catalyst for student welfare programmes. (Rodgers,1999c. p. 27) (Evans, Forney, Guido, Patton, Renn. pg 6)

The student development endeavours ensure the development the ‘Whole Student’ as an institutional priority and the effect of the institutional environment on student development outcomes (Pace, 1984).The student development theories including life stage theories, life event theories, life course theories and integrative adult development theories tried to understand several conditions within school environment can have a major impact on students’ growth anddevelopment.

French Sociologist, Pierre Bourdieu in his theory of social reproduction described that student development is described that the society is continuously reproduced by the different social class based on their control over the various resources (1977, 1984, 1986, 1993, 2011) (Brar, 2016.pg 3).Theory of practise begins with the premise that individual achievement in school is determined by the cultural capital with the child predisposes because of the social class which the child is a part of. In simple terms it is described as class based habits which the child already has. These class based habits help the child to excel in school (Brar, 2016.pg 3). A child acquires the cultural capital from his family and it conforms to the social class of which the child is a part of (ibid). The cultural capital gradually develops to what is known as *Habitus*, which are described as class based habits which the child adapts to. The students bring with them the *Habitus* in the classroom context as well.

Theory of practise argues that every social class has its own *Habitus*, but not all are equally values. For example school cherish the middle class values by providing artefacts, practices and language which are prevalent in the middle class than in lower class. This middle class value also shows up in the teacher- student relationship, teacher’s relationship with the child’s parents and the expectation the teacher has from his students (Lareau, 1987; Flere et al., 2010). The uniform which students have in some cases can also be characterized by middle

class values (Morris, 2008). Theory of practise states that the achievement of the individual will depend upon the cultural capital of the students. If the individual does not have the cultural capital that is cherished by the school, then they are bound to remain marginalised and will be discriminated upon (Brar, 2016.pg 4).

Student development is describes as the ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrolment in an institution of higher education ” (p. 27). He states that student development is a philosophy that has guided many student practised served as a catalyst for student welfare programmes. (Rodgers,1999c. p. 27) (Evans, Forney, Guido, Patton, Renn. pg6)

The student development endeavours ensure the development the ‘Whole Student’ as an institutional priority and the effect of the institutional environment on student development outcomes (Pace,1984).The student development theories including life stage theories, life event theories, life course theories and integrative adult development theories tried to understand several conditions within school environment can have a major impact on students’ growth and development.

Assessment framework on the OECD study of Social and Emotional Skills underlines that when the aim of the school is to provide quality education along with equity, it is very essential the schools should focus on development of students apart from academics. Developing social and emotional skills of the students not only helps in cognitive abilities but also help the students adjust to the environment of which we are a part of. Respectful, tolerant and resourceful humans who work well with the people surrounding them and take personal and collective responsibility are increasingly becoming the foundation of the society (OECD, 2017, OECD, 2015) (OECD, 2019. pg7).

Social and emotional skills can be developed at any stage of the human being and are a result of the individual qualities as well as interventions made. Direct policy interventions can be made for the development of the people (Chernyshenko, Kankaraš and Drasgow, 2018) (OECD, 2019. pg 7).

Young children develop their social and emotional skills from the interactions with their peers, teachers, friends and families. During the adolescence and early adulthood as the social

environment of the individual expands, the opportunities for enhancing the skills also grows. Although the skills can be developed anytime but when developed at early stage best results can be achieved (Shuey and Kankaraš, 2018) (OECD, 2019. pg 7).

The students of today are leading a far more unpredictable life as compared to the one experienced by their teachers and parents. With the pandemic hitting the globe the life everything has changed drastically. The World bank states that during the time of any disaster, violence and conflict the youths and the children are drastically impacted, their resilience and social well-being are very essential during this time for their post-pandemic reconstruction, development process and long stranding peace.

The World Bank states that students with social and emotional skills develop attitude which is needed to foster healthy relationships with people in their surroundings. The skills help in conflict resolution, developing the attribute of care and working effectively which can have a significant impact on their academic performance. Social and emotional skills help the child in critical thinking, goal setting and the ability to pursue their goals even in adversities. Social and emotional skills help to prevent aggressive behaviour and conflict inducing behaviour in the later stages of human development. The skills are very essential for healthy and a positive human development (Aber, Brown and Jones 2003).

Research suggests that school is the natural medium through which social and emotional skills can be developed in the child. The skills should be integrated as part of the classroom and students should be engaged in activities apart from the academics. It is very essential that the teachers should develop healthy and caring relationships with their students and community involvement is must when trying to develop these skills. Proper planning and implantation is very necessary when trying to develop these skills in the students (Weare and Nind2011).

The social, emotional skills and academic competence of the students are interrelated. When the skills are fostered in the students through a caring and a supportive environment, the academic performance of the students is also increased (Durlak et al. 2011). Research conducted in United States suggests that when teachers use proactive teaching methods, involving all the students and when there is a healthy relationship between the teacher and the students. Students interpersonal skills as well as academic performance steadily increase

(Murdock 1999).

Hence it is very crucial that the schools should focus more on social and emotional skills as well as developing healthy relationships with the students rather than just focusing on the increasing the academic performance of the students. In order to assess the social and emotional skills of the students in JNVs: psychological capital, Academic Perseverance and Academic Self Discipline questionnaires was addressed to the students.

Psychological Capital

The psychological capital is a measure of human well being and development. But before coming over to the concept of psychological capital it is important that we understand Human development and how it is understood from the different lens. The guiding theory behind psychological capital was the one developed by Luthans (2007). The concept of psychological capital was initially developed in the organisation context. Luthans(2007) developed the idea of Psychological Capital in order to assess the individual well being. Psychological Capital is defined as an individual psychological state of development which is characterised by

- Having confidence (self-efficacy) to take on necessary effort to succeed at challenging tasks.
- Making positive attribution (optimism) to succeed now and in future.
- Perceiving towards goals, when necessary redirecting paths towards the goal (hope) in order to succeed and
- When beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success (Luthans, Youssef, Avolio, 2007.pg3)

PsyCap is a higher order positive construct comprising of the four-facet constructs of self-efficacy/confidence, optimism, hope, and resiliency. PsyCap is open to development that we propose can help in meeting challenges of today and tomorrow (ibid.pg4).

It describes about a set of attributes and resources within the individual which he can use for success in job and in other fields as well. Psychological capital has come from the field of positive psychology. Positive psychology takes into consideration the need for improvement in the organisational behaviour and applying psychology in the workplace in order to improve the working of organisation as a whole. (Luthans & Morgan, 2007)

Going from general to specific Psychological Capital PsyCap has the following sub components

- Positive organisationalScholarship
- Positive organisationalBehaviour
- HERO (Hope, Efficacy, Resilience,Optimism)

Positive organisational Scholarship (POS)

The term was coined by Jim Cameron in 2003. POS aims at improving the relationship within the organisation. POS is created through effective and positive leadership where there are cordial relationships within every member of the organisation and everyone feels equally accepted. Leaders have to function like a energizer where everyone feels inclined towards. Energizers are people around whom others gravitate. They are genuine, people with engaged and a positive outlook. It is important that the leader should be an energizer so that the other people feel that he can create a positive environment within the organisation. Leaders should have a positive leadership strategy. The Luthans&Youssef (2017), state that positive leadership and positive relationship within the organisation will help everyone achieve and grow together. Focusing on strengths, positive leadership practices, focusing on the development of positive relationship within the organisation and development of every individual in the organisation are some of the key aspects of POS (Luthans& Youssef,2017).

Positive OrganisationalBehaviour

LuthansdefinesPositiveOrganisationalBehaviour“as the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today’s workplace (Luthans, 2002a, p. 59). This definition includes the criteria of “being measurable and makes contribution to improvement of performance in the workplace”. (Luthans, 2002. pg698)

Guiding theory behind Psychological Capital Questionnaire was the one developed by Luthans (2007).The Psychological Capital questionnaire assess the well being of the individual around four attributes which are Hope, Efficacy, Resilience, Optimism. Also acronymed as HERO within.

Hope

Hope is based on the belief that individual wants to achieve their goals. It defines the will power and the way power to achieve the goals. When you predetermined plan does not help in achieving the goals, you must also have an alternative path i.e the way to achieve it (Luthans, Youssef, Avolio, 2007.pg 63). The concept of hope in the psychological capital has been adopted from Snyder definition of hope. Snyder describes hope as a bi-dimensional construct comprising of agency and pathway. Agency is defined as the willpower or determination to maintain the endeavour and efforts to achieve a goal whereas pathway is described as the way power or belief in one's ability to generate alternatives when hurdles are met to achieve the goals (Snyder, 2000) (Luthans&Jensen, 2002). As defined by (Luthans&Jensen, 2002), the will power and the way power are interrelated and work together in a combined, iterative process to generate hope (Luthans&Jensen, 2002.pg 306). Snyder, Harris, et al. (1991) reject the earlier notion of hope considered which was considered as a one-dimensional where people are goal directed and their goals are adaptable in achieving the aim. The saying "where there is a will, there is a way" seems only partly applicable. Snyder et al. argues that agency and pathway proceed in a reciprocal and distinctive process for the achievement of goal (Luthans&Jensen, 2002. pg 306). Precisely agency as described by (Snyder,2000) is described as the person's ability to get started with the goal and "stick" to the journey till the achievement is made. Pathway, on the other hand is described as the ability to come up with alternative plans when the previous ones do not work, (Snyder,2000) asserted that an individual who lacks planning will be disadvantaged in the achievement of goal as well as in difficult times when alternatives are to be pondered (Luthans&Jensen, 2002. pg306).

Efficacy

The concept of efficacy has been borrowed from Albert Bandura's Self Efficacy Theory (Bandura, 1997). Self efficacy is defined as the ability to believe in yourself and that your endeavour we will be successful (Luthans, Youssef, Avolio, 2007. pg.33). Self efficacy helps the individual to pursue his goals in spite of the various hurdles that may come his way, as defined by (Luthans, Youssef, Avolio) "It motivates you to choose and welcome challenges and to use your strengths and your skills to meet those challenges" (Luthans, Youssef, Avolio, 2007.pg.34). Self efficacy helps you to persevere when you want to give up hence it follows

Hope, Optimism and Resilience.

Resilience

Master and Reed defined resilience as a phenomena characterized by positive adaptation in context of significant adversity or risk (Masten and Reed ,2002). For Psychological Capital this definition has been expanded and defined resilience as the ability to bounce back from adverse or challenging conditions and the will to go beyond the normal, to go beyond the equilibrium point (Avolio&Luthans 2006).

Resilience is also defined as the capacity to bounce back from adversity and grow stronger by overcoming the negative events in your life (Fred Luthans, 2002; Reivich&Shatté, 2002).

Optimism

In everyday language we consider optimistic person as one who is positive about the future while pessimistic person is one who constantly has negative thoughts. But PsyCap is much more than that it is not just about predicting positive events will happen in future instead it is the attributes and reasons that we use to explain why certain event has occur in past, present or future. (Luthans, Youssef, Avolio, 2007.pg.87). The concept of optimism is similar to Martin Seligman, former president of APA. According to Seligman “optimism is an explanatory style that attributes positive attributes to personal, permanent, and pervasive causes and interprets negative events in terms of external, temporary, and situation-specific factors.

Perseverance

Robinson (2012) describes perseverance as the most important trait that one possesses in to be successful in life. He describes perseverance as a quality of working hard even against the odd. It is describes as the quality of not giving up until the goal is achieved. In life we may have things and circumstance which may not be conducive enough for us to succeed. But if we have the quality of perseverance within ourselves we can always turn the odds and make things possible (Robinson, 2012)

(Silvervarg, Haake&Gulz, 2018) describe perseverance as the tendency to stick to a task even

when it is challenging. The chances of not being able to make progress are very high or even impossible in some cases. But we do not fail to strive. Development psychology presupposes that a learner engages in complex tasks with advancing difficulty. In some cases mastering of a novel task will require constant perseverance. However the authors state that perseverance is not sure shot method to succeed but without perseverance we cannot learn anything (Silvervarg, Haake&Gulz, 2012. pg 2).

The authors conducted a study on middle school students, where tasks were given to them in an increasing order of difficulty. When students were unable to complete the task successfully, they had two choices in front of them either to persevere or not to persevere. The perseverance was again divided into two types. Getting straight into the task without any delay defined as strong perseverance. Strong perseverance students are defined by as consistent in their standard behaviour repertoire and delaying getting to the task or taking a break before getting into the task was defined as weak perseverance.

Non perseverance was defined as getting onto some other task when given a choice. The student did not pursue the task which he/she was unable to complete successfully. Hence the authors take the developmental as well as behavioural psychological approach to define perseverance.

The guiding theory behind Academic Perseverance was the one developed by VanBlerkom (1996). He describes Perseverance is crucial for success in anything. Perseverance or stick-to-it-ness is very crucial for students. It is essential when taking up new challenges because set backs are inevitable. It fosters growth mindset. Students with growth mindset do not consider setbacks as failures but consider them as a stepping stone for success. They are more likely to be optimistic and persistent in such scenario.(Dweck, 2015) (Blerkom,1996)

Participants (n-140) students were given academic perseverance questionnaire two times in the semester, initially in the early months of their semester and then in the final months of their semester. The questionnaire consisted of 21 items and five point Likert scale to assess participants academic perseverance. It also had nine additional five-point Likert-type items, taken from Pintrich and DeGroot (1990), measuring self-efficacy for the class for which the

student was enrolled (Blerkon, 1996. pg 5).

Preliminary results from the data concluded that there is a significant relationship between academic perseverance and academic score, $r = .46$, $p < .001$. The low correlation found in the study could be because of the range restrictions. When the questionnaire is likely to be administered to students involved in large lectures where larger variations in grades and attendance are typical it may result in more substantial correlations.

For the purpose of this research Academic Perseverance questionnaire developed by Malcolm L. Van Blerkom was adopted. It has 23 items which assess the academic perseverance in students.

Self-Discipline

Sasson (n.d.) describes self discipline as the ability of self control and the ability to avoid access of anything which can be harmful in the long run. She describes that self control is the ability to exert control on oneself and the temptation that may arise from time to time. One of the main components which Sasson describes about self control is the ability to let go immediate pleasure or gratification in order to fulfil the goal in the long run, even though it could be time consuming. The common notion of self discipline as the author describes is very erroneous. People think that when we practise self discipline, it means that we will have to lead a life like Fakir devoid of any enjoyment. Sasson (n.d.) describes that self discipline is nothing to do with restraint lifestyle but it is an expression of inner strength and staying strong in order to deal with everyday problems that may come our way and staying strong to fulfil our goals.

Self discipline when it is combined with will power helps us overcome laziness, procrastination and indecisiveness (Sasson, n.d.). Self discipline helps the individual to handle the external pressure and follow his goals. Self disciplined person as described by the author is the person who invests more time in achieving the goals and the impetus of control lies within him. The person takes concrete steps in order to fulfil his goals.

The guiding theory for the Academic Self discipline was the one developed by Fatih Sal (2016). Sal (2016) states that there is a relationship between self – discipline and academic performance. The questionnaire developed by (Sal, 2016) was initially administered on 40

undergraduate students of the University of Leicester by the author. Data was collected using Experimental Participation Requirement (EPR) and analysed using SPSS. The number of items in the survey was analysed using factor analysis and internal reliability which helped to build the final version of the questionnaire (Sal, 2016). The reliability of the 18 items in the questionnaire was found to be 0.9.

The questionnaire initially consisted of 58 items with a reliability of 0.93. They were close ended questions with no follow up or embarrassing items in order to make the participants comfortable and get objective answers from them. Five point Likert scale was used (1= never, 2=rare, 3= sometimes, 4-often, 5=always) (Sal, 2016)

Although the first run of the Cronbach's alpha value was very good, the Item Total statistic (see Appendix B) results indicated that α value could be improved and further increased above 0.93, if some items were excluded from the initial items pool. 39 items were excluded (whose component matrix value was 0.08) in which, α value has been increased to .936. After the lowest was deleted, internal consistency was run again to identify the next worst item in the Item-Total Statistics Table. This item elimination process continued until no item's correlation was remained below 0.3. At the end of this procedure, in total, we have eliminated 13 items coded as 1, 3, 4, 5, 7, 16, 21, 24, 29, 50, 53, 54, 60 from

the items pool. After this procedure Cronbach's alpha was employed again to check internal consistency value for 45 items, and obtained the result of this analysis that α value have increased slightly and reached to 0.95

Leaders

Leaders are the people who inspire others to work towards a common goal. They may be described as people who know what is in the best interest for the organisation. However studies reveal that there is difference between what leaders know and what they translate into practise. This gap provides us with evidence that how the evaluation system is taking place and what we need to improve further. For example the North Carolina centre for School leadership development (2001) states that only 60 percent of the leaders strongly agree that the leadership should be shared one and the leaders should present evidence for the same. While the 30 percent of them were able to perform this (Reeves, 2004. pg 3). The

disconnection between knowing and what actually happens has been captured by Pleffer&Sutton (2000). The authors state that knowing is not enough but we need to bring out our knowledge in order to help the organization to develop. The authors focus on taking action and not just talking about the problems (Pleffer&Sutton, 2000). The guiding theory for assessing the gap between what leaders know and what they do has been taken from Reeves (2004).Reeves (2004) states that in order to determine the efficiency of any organization it is important to assess the gap between what the leaders know and what they actually do. Reeves (2004) assess the knowing doing gap of the educational leaders across 18 factors and fourdomains.

Chapter 2

Review of Literature

This chapter includes review of related literature on the variables included in the present study. The chapter is divided in the following sections

2.1- School culture

2.2-What is Student Development and school culture effects the development of students.

2.3- How teacher-student relationship impacts the psychological capital of students

2.4-How teacher-student relationship impacts the development of students

2.5-Perseverance and why it is important for the success of students

2.6- Self-Discipline and why it is important

2.1-School Culture

Culture refers to the ways we do things around here (Deal & Peterson, 1999, Loc 108 of 1537). Culture has an impact on the people who are a part of it. Culture goes deep to include the immediate environment and what people believe and value. Culture is a product of the relationship history of a school (Stolp& Smith,1995).

Stoll(1998) describes that school culture is one of the most important and complex concept in the field of education. In relation to school improvement plan it has been one of the most neglected aspects in the field of education. Stoll (1998) considers culture as the basic essence of an organisation. It reflects deeper level beliefs and assumptions people have about any organisation. These beliefs revolve unconsciously and are taken for granted. Culture describes how things are and acts as a screen or lens through which the world is viewed. In essence, it defines reality for those within a social organisation, gives them support and identity and creates a framework for occupational learning (Stoll, 1998). Author in simple phase describes culture as the way we do things around here. The author discusses that the age of school culture. Author describes that during initial years when the organisation is establishing the culture changes and can be considered dynamic in nature. The culture stops evolving

after a certain period of time when there is no new input in it. However maturity in the school culture is defined as problematic by the author as it stops evolving. School culture is influenced by school's external context-the external context includes the parents and students. They always have a pre conceived notion about the school. The Local Education Authority and the political as well as the cultural forces impact the culture of the school. School culture varies with primary and secondary school. In primary school culture is influenced by care and control over the students whereas in secondary school culture is defined by larger size and departmental structure. Students experience fragmented individualism studying from different teachers. School culture is defined by the social class background of the students- how pupil of different class background experience school also has an impact on the school culture at large. This takes its maximum significance when students reach the adolescence stage. Changes in the society pose changes in the school culture- any change in the society will certainly have an impact on the culture of school as well. Any paradigm shift in the society also has an impact on the culture of the school as well but the changes are inculcated slowly, it is difficult to change things all of a sudden. Author describes that although culture describes things which are static but in reality it is constantly evolving and is dynamic in nature.

The author describe that there can be four type of teaching culture in the school. The cultures are described by Individualistic, Collaborative, Contrived Collegiality, Balkanisation. The Individualistic culture is described by the teachers have the autonomy on the classroom pedagogy. They have the freedom to carry out the pedagogy according to the needs of the students. Blaming is avoided. The Collaborative- Teachers work together without any external force. It includes sharing activities, observations, material and ideas that work in a classroom.

Contrived Collegiality describes the culture where teachers work collaboratively but there is external force. Timings for sharing the ideas and material are fixed and set by the authority. For example- planning meetings during the classroom activity preparation time. Balkanisation on the other hand describes the culture where the teachers do not work in collaboration with the entire school staff but small groups are made where they work in collaboration. For example the group could be made within the primary school teachers or within the secondary school teachers. The author describes that shared goals, responsibility for success, collegiality, continuous

improvement, lifelong learning, task taking, support, mutual respect and openness for new ideas help thrive the school culture.

Author states that in order to make the school culture conducive for the growth and development of every individual who is part of it only the official documents stating about changes in the classroom pedagogy in order to help every child will not work. The school should imbibe it within themselves. They should work in collaboration with each other and should help the entire organisation to grow and develop to its maximum potential.

Tharp (2009) defines culture as “involving three basic human activities: what people think, what people do, and what people make” (Tharp, 2009. p. 3). He describes culture as shared, transmitted, cross generational symbolic values that are transmitted from one generation to the other. The culture is difficult to change (ibid). The culture includes a number of elements such as symbols, norms, ceremonies and rituals. Hence it defines the school at the macro level including the various other components that have an impact on the school.

The *Glossary of Education Reform* describes school culture as beliefs, perceptions, relationships, attitude, written and unwritten norms that define a organisation. Apart from this school culture also includes the emotional and physical safety of the students. It also includes the orderliness of the classroom, or the degree to which the school embraces religion, linguistic and ethnic diversity.

Every stakeholder has an impact on the school culture and everyone is influenced by it. The political and cultural influences have an impact on the written and unwritten norms and policies of the school.

The Glossary describes that there are two types of school culture broadly positive and negative school culture. The positive school culture entails Individual success of the teacher as well as the students is recognized, Relationships are characterized by openness, trust and care. Staff relationships are collegial and collaborative and all staff members have high professional standard, students as well as the teachers feel physically as well as emotionally safe. The policies of the school promote student safety. School head, teachers and other staff members have healthy relationship with the students. Constructive criticism is made whenever the teachers or the students

commit may mistake. Important decisions are made in collaboration with the entire staff members. Educational opportunities are equally distributed for all students including students from underprivileged background as well as students with disabilities. All students have the academic support which they need for academic excellence. While the negative culture is characterised by mistrust amongst the staff member and authoritative leadership. The negative school culture curtails the development of the students as well as the teachers who are a part of it. It does not believe in providing equal opportunities to the students and mistakes are considered as faults which cannot be improved.

2.2 -What is Student Development and school culture effects the development of students.

Sanford(1967) describes development as organisation of “increasingly complex activities” (Sanford,1967.pg 67). He describes development as a process in which an individual successively becomes capable of acting on many different experiences and been able to integrate different tasks. He differed development from growth that the latter represents and expansion might may not have a significant impact on the overall functioning of the individual (Evans, Forney, Guido, Patton, Renn. pg 6)

Bronfenbrenner(1979) in his ecological system theory describes that environmental factors play a major role in the development of an individual. Taking into consideration the distinct nature of boarding school, this theory is significant in understanding the processes and experiences of boarding school students as compared to their day school student counterpart. The theory takes into consideration the different ecological models in which an individual is placed. According to Bronfenbrenner’s Ecological Systems Theory there are five Ecological System in which an individual is placed. The five systems describes Bronfenbrenner (1979) are as follow. Micro system is the immediate environment of the child. This includes the child’s family, school, peer and neighbourhood. Mesosystem represents interaction between aspects of the micro system but in child’s absence. For example a parent contacts with the child’s teacher is considered a mesosystem. Child’s family’s relationship with his/her school is also a part of the mesosystem.Exosystem includes the parent’s workplace. Although the child is not directly placed in this system but it has an indirect effect on his/her development.Macro System describes the overarching

culture which influences the child. The macro system and Mesosystem are embedded in it. Culture context is defined by geography, socio-economic status and ethnicity. Members of the cultural group often share common identity, values and heritage. Macrosystem evolve with time and generation. Chronosystem consists of environmental factors and changes over time. This also includes the socio-historical circumstances. For example- changes in socio-historic circumstances has helped in opening up new opportunities for women. These changes have played a significant role in women empowerment.

Bronfenbrenner states that the environment in which a child is placed should be conducive and the child should feel that he is a part of it. Relationships with the child shares with different people especially in micro and mesosystem are very crucial in child's holistic development. If a child has cordial relationship in the above two mentioned ecological system then the child is likely to have positive development and this will have an impact on every aspect of his life. The ecological model considers development as a lifelong process

Rodgers(1999c) describes student development as the ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrolment in an institution of higher education ” (p. 27). He states that student development is a philosophy that has guided many student practise ad served as a catalyst for student welfare programmes. (Rodgers,1999c, p. 27) (Evans, Forney, Guido, Patton, Renn. pg 6)

The student development endeavours ensure the development the ‘Whole Student’ as an institutional priority and the effect of the institutional environment on student development outcomes (Pace,1984).The student development theories including life stage theories, life event theories, life course theories and integrative adult development theories tried to understand several conditions within school environment can have a major impact on students’ growth and development.

MacNeil, Doris L& Busch(2009) conducted an empirical research to study the impact of different school cultures on the achievements of students. The purpose of the study was to find out the differences in the school culture of exemplary, Acceptable and recognized school based on the measurement of 10 dimensions provided by Organisation Health Inventory.

29 schools located in large suburban areas were selected and provided The School Culture Survey (SCS) provides insight toward the collaborative nature of school cultures in regards to the following factors: Collaborative Leadership, Teacher Collaboration, Professional Development, Unity of Purpose, Collegial Support, and Learning Partnership (Gruenert, 1998). The questionnaire was developed by Gruenert and Valentine. The SCS was developed by analyzing 632 useable teacher response surveys from 27 schools at the Missouri Center for School Improvement's Project ASSIST (Achieving Successes through School Improvement Site Teams) (Gruenert & Valentine, 1998) The ARMT measures student proficiency of the content standards in the Alabama Course of Study in reading and mathematics. The ARMT scores are used for AYP. This study was conducted using information from elementary schools in the Mobile County Public School System in Mobile, Alabama. There are 62 elementary schools in Mobile County. Fifty-nine elementary schools responded to the survey.

The results of the regression analysis suggests that socio-economic status, with a negative linear relationship, accounts for a significant amount of reading and math proficiency variability, indicating that students with lower SES status are less likely to do well in reading and math. However, some variance in reading and math proficiency can be attributed to the six SCS factors and years in the building. The study suggested that the academic achievement of the students from low socio-economic status was significantly impacted by the level of teacher- student relationship that prevailed in the schools.

French Sociologist, Pierre Bourdieu in his theory of social reproduction described that student achievement is described that the society is continuously reproduced by the different social class based on their control over the various resources (1977, 1984, 1986, 1993, 2011) (Brar, 2016.pg 3). Theory of practise begins with the premise that individual achievement in school is determined by the cultural capital with the child predisposes because of the social class which the child is a part of. In simple terms it is described as class based habits which the child already has. These class based habits help the child to excel in school (Brar, 2016.pg 3). A child acquires the cultural capital from his family and it conforms to the social class of which the child is a part of (ibid). The cultural capital gradually develops to what is known as *Habitus*, which are described as class based habits which the child adapts to. The students bring with them the *Habitus* in the classroom context as well.

Theory of practise argues that every social class has its own *Habitus*, but not all are equally values. For example school cherish the middle class values by providing artefacts, practices and language which are prevalent in the middle class than in lower class. This middle class value also shows up in the teacher- student relationship, teacher's relationship with the child's parents and the expectation the teacher has from his students (Lareau, 1987; Flere et al., 2010). The uniform which students have in some cases can also be characterized by middle class values (Morris, 2008). Theory of practise states that the achievement of the individual will depend upon the cultural capital of the students. If the individual does not have the cultural capital that is cherished by the school, then they are bound to remain marginalised and will be discriminated upon (Brar, 2016.pg 4).

Madden (2017) describes that schools which have a caring teacher-student relationship and a positive learning environment tend to have active participation of the students. The students are not seen as mere passive receivers. Their sense of partnership is realized by active student participation in reviewing and in selection of teachers (Madden, 2017. pg 34-35). The author explains that a caring teacher-students relationship is not just developed alone. The leaders have a very crucial role in developing staff culture (Madden, 2017. pg 35). The principals in school practise collaborative leadership and the teachers are involved all the time focusing on the development of the students. Madden (2017) describe that transparency, commitment loyalty, trust and team work are the essential components of building a positive school culture (Madden, 2017. pg 36). The author describes positive culture as “*Strong positive learning cultures are places with a shared sense of what is important, a shared ethos of caring and concern, and a shared commitment to helping students learn*” (Madden, 2017. pg 38).

Pervez, Dahar&Maryam(2017) conducted an empirical research to study the impact of school culture on student's academic achievement at secondary level. The study indicates that the school culture was independent variable which affects dependent variable the student's academic achievement. The population of the research study was all the school teachers and students academic achievement at the secondary level from District Rawalpindi. The sample of the study was three tehsils from which 60 schools selected at secondary level from District Rawalpindi

The study considered five variables regarding school culture. These variables are teacher quality, professional development, school management, collegial support and student quality. Under teacher quality their professional competence, teacher learning strategies and motivation were included. Professional development included staff development through seminars and trainings according to the new educational trends as they improve instructional leadership. School management included the school culture which principal and administration created within the school for teachers. Collegial support represented the teacher's collaboration within the school community and team work to achieve the specific objectives. The school survey questionnaire was given to the teachers to help them assess their school. The study shows that school culture had a higher effect on student's academic achievement. Correlation suggested that teacher quality, professional development, school management, collegial support and student quality have a positive relationship with student's academic achievement.

Gokhale (n.d.). Conducted an empirical research to know the Effect of School Culture on Psycho-Social Development of Students in the context of Boarding School placed in Nagpur. Sample for the research was 7th grade student from three different type of school were selected. 2 Boarding Schools and one regular school were selected. Gurukul Anand Shala (A day boarding school with special stress on extra-curricular activities, mostly cultural and religious activities oriented). Prahar Vidyalaya (A day boarding school with special stress on defence and military training). B.R.A.'s Mundle English Medium School (A regular 6 hours school with high academic orientation). Research design of the research included One-factor between group designs with three randomized groups having equal number of subjects. The study is exploratory in nature. Findings of the study suggested that different type of school culture differently impact the development and anxiety level of students in three different schools. Taking into consideration the effect of school culture on the pre adolescent age culturally oriented school culture along with full day school stay arrangement practiced by Gurukul Anand Shala has found better than other type of school cultures. A finely combined school culture can provide appropriate environment and opportunities to grow in the healthier way and be good citizens in future (Gokhale, n.d.).

Different type of school culture does influence anxiety level of students. Students of GurukulAnandShala (Culturally Oriented Day Boarding School) are significantly better than students of B.R.A.'s Mundle English Medium School (Academically Oriented Regular School) on Anxiety .Students of Prahar School which were found to have less anxiety than students of B.R.A Mundle English Medium School proves that culturally and spiritually rich as well as schools in which sports or military training is focused feel less anxious then students where the entire focus is towards academic achievement. This study suggests that we have to combine all the specialties of culturally oriented, strict – disciplined and academically oriented school culture for the betterment of the students. A finely combined school culture can provide appropriate environment and opportunities to grow in the healthier way and be good citizens in future (Gokhale)

2.3 - How teacher-student relationship impacts the psychological capital of students

Jafri (2017) studied the impact of psychological capital on the student's engagement and academic motivation of the students. The study was conducted on 230 students from commerce and business studies in Bhutan. The students were given standardized questionnaires and statistical measure of regression and co-relation were used. Approximately 50 percent of the respondents were female and 52% of the respondents were from urban areas. The results of the study suggested that there was a positive relationship between the PsyCap of the students. The higher was the PsyCap of the students theymore intrinsically motivated were the students. PsyCap acted as a personal resource for the student to keep them academically engaged and resulted in higher academic performance of the students. The study suggested that the teachers should pay attention and provide a caring environment to the students in order to help them achieve high Psychological Capital. The study suggested that if the teachers – student relationship was good the higher was the Psychological Capital found in students and higher was their intrinsic academic motivation which leads to high academic achievement of the learners.

Haulty, Schaufeli&Salanova(n.d.).Conducted an empirical research to find out the impact of teacher- student relationship with the Psychological Capital (PsyCap) of the students.the sample for the study consisted of 771 high school students studying in

Chile, the age of the participants ranged from 12 to 18 years. Out of the total 51 % of the sample were female students. The students were asked to fill up a questionnaire on teacher- student relationship prevalent in the school and once 9 weeks later after the first questionnaire was addressed. The psychological capital questionnaire was addressed in Spanish as it was the local language of the school. The study made an innovative contribution to the scarce data available on the PsyCap of the students with Teacher-Student relationship. The study found out that the Psychological capital was directly related with the teacher-student relationship prevalent in the school. This also had a significant impact on the academic performance of the students as it was found out that the students who had high psychological capital also had high academic performance.

2.4- How teacher-student relationship impacts the development of students

Noddings (1984) argues that care should be heart of any education institution. Nodding states that education institutions tend to focus on developing cognitive abilities of the students whereas a deep connection of care, nurturing, feminine, or “motherly” voices to develop connection and relationship in interaction and decision making have always been ignored. (Owens & Ennis, 2005, p. 393). A hierarchal relationship between the teacher and the student can never help in the development of the child. A caring relationship should be heart of the education institution in order to help the child develop holistic and have higher academic achievement. She states that the relationship of should be developed within any education institution. However she also states that this relationship should be based on reciprocity. Noddings state that every child should be cared for and every child should be treated equally by the teachersame by the teacher. Noddings also states that a caring teacher should emphasize with her students and spend more time with the students in order to help them develop academically (Owens and Ennis, 2005, p. 395) (Nodding. 1984)

Ryan &Deci (1985) in their theory Self Determination suggest that all human being have three innate needs which are Need for competence, Need for autonomy and need for Relatedness. Need for competence describe need to gain mastery on tasks and learn different skills that will help them in achieving success in future. When people are confident that they have the necessarily skills for successful future outcomes they are more likely to take actions that will help them in achievement of goals. Need for

autonomy states that people should feel that they are in control of their own actions and they are able to take actions that will result in bringing about a change. Autonomy plays a very important role in self determination. Need for relatedness describes that people should feel that they are a part of the society they belong to. They should feel that their existence matters and they are cared for. They should feel attached to the people around. Self Determination Theory focuses on intrinsic motivation and perseverance for achieving a goal but more focus is laid on the social environment of the individual. Ryan and Deci have suggested that the fulfilment of three innate capacities depend largely on the environment of the individual. Interactions and relationship with the individuals around can either foster or thwart the development and well being of the individual. Authors suggest providing unexpected positive feedback and encouragement on a person's performance can increase the intrinsic motivation to achieve a goal. This type of feedback makes the person feel more confident and competent which is one of the key needs for personal growth. Authors suggest the relationship of care and trust between the teacher and the student can help in development of both the individual and fulfil the three innate needs for psychological well being and development.

Jiddhu Krishnamurthy (1993) states that the student development is based on the culture of the school. He states that the learning environment today is emphasised on getting good marks and excelling in exams, but that is not the premise for human development. (Krishnamurthy, 1993, pg 64).

Krishnamurthy believed that education is not learning some facts from books and excelling in examination (Krishnamurthy,1974, p.6). Education he believed is not just about excelling in examination and seeing it as a means of living a comfortable life or a means to entering life (Krishnamurthy, 1993, p.33). For him education was to help a man becoming sensitive for the other. It should help a man relate and love the other. Krishnamurthy (1974) states that development of the students takes place when they experience the beauty of togetherness and love and care from the others. Krishnamurthy believed that student development takes place when the teachers and students learn and grow together. This Krishnamurthy believed helps in cultivating the mind (Thappan, 2001 , p.6).

Krishnamurthy believed that cultivation of mind takes place when there is an open minded approach for overcoming the prejudices. He argues that the current education is all about seeing the instrumentality. Education today he believed is seen as restricted to a mere stepping stone for upward mobility. This idea of education has confined us, all that matters today is marks in getting in examination. We seek to get good marks to excel in life. This further accentuates the competition in education. Competition is violence to our sense of belongingness and our sense of self. It is not only violent outwardly but inwardly as well (ibid). It promotes war and hatred and it entails pushing our limits in order to prove ourselves better than the other. We prove ourselves better through marks. Such a kind of education promotes jealousy and hatred among peers. This jealousy and envy is exacerbated through comparison between students by their teachers as well as by parents. Krishnamurthy was completely against such an idea of education. He believed that current education system is all about conformity, conforming to the established notions of the society (Krishnamurthy, 1974, p. 64). This he believed can never help in the holistic development of the individual.

Wentzel(2009) describes that effective teachers can be described as someone who has a close, safe and a trusting relationship with her students. She can be described as someone who fosters a sense of community within the classroom and develops a caring ethos in the class. These qualities developed within the class as well as between the teacher-student relationships will help in development of the students holistically. It will help in the development of students socially, emotionally as well as academically. A caring relationship between the teacher and the student will help the students in bring out the best in themselves and will boost their positive self-image. Along with a positive self image of oneself, a relationship of care and support between the teacher and the student helps in emotional development of the students. But Wentzel (2009) states that the teachers in order to provide a this type of relationship should also be more knowledgeable and productive citizens (Wubbels, Brok,Tartwijk&Levy, 2012. pg19)

Cohen (2016) brings forth the importance a teacher has on the identity development of students. The author states that the teacher has a significant impact on the long term understanding a child has about one- self. If a teacher makes the child feel good in the environment a child is placed in, the child is likely to have a positive self image of

him. A child who has a positive self image is likely to have what author calls “identity culture”. Identity Culture is our collection of personal traits. It describes how we build ourselves and how unique we are in solving everyday problems. It is build gradually but the environment in which a human being is placed has a very crucial impact on the identity culture. If the environment and the people are not supportive then the child is likely to develop a positive identity capital. Identity capital is build by the interpersonal relationship of the child with the people he spends most of the time with. This will include teachers, peers and family members. During the adolescent stage the identity formation process takes place. If the environment is conducive for the child then the child is more likely to develop a positive identity capital. This will have a crucial impact on the image the child have of himself throughout his lifetime.

Taking identity culture into consideration the author describes the importance of “significant teacher”. The author describes “significant teacher” as one who has a significant impact on the personality development of the students. A significant teacher has cordial relationship with his/her students, gives equal opportunities to every child and makes her classroom open for every learner to learn equally. A significant teacher fosters cognitive development of students and supports the learners emotionally.

Gouda & D’Mello(2019) describe the deteriorating impact of the negative teacher-student relationship on the development of the child.

Authors’ state that a negative behavioural approach or in simple terms a traditional approach used by the teacher for behavioural changes amongst student has a deteriorating impact on the academic as well as social life of the students. A traditional approach consisted of beating, humiliating and mentally abusing the child thwarts his/her development on every aspect. A student who experiences any of this can never have a positive approach toward the teacher, subject and school at large. A negative approach and an antagonistic relationship between the teacher and student will only end up a child have pent up anger. This anger usually comes out in the form of bullying and lying. Students use the same abuse for the other students to take revenge.

Downer, Driscoll&Pianta(2020) state that as children enter into the school, teachers play a very significant role in shaping the experiences of the students outside home. The teachers play a very crucial role in the adaptation to new challenges and transitions which the student is facing. Teachers' role are not limited to academics, they have a very significant role in the relationship which the child first forms outside of his family. Teachers are often responsible for communication, regulating activity level and relationship of the child with his peers (Howes and Hamilton 1993; Howes, Matheson, and Hamilton 1994; Pianta 1997). Although the relationship between the teacher and the student are more time bond as compared to the relationship between the child and his parents. But the teacher-student relationship has a significant impact on the academic achievement as well as the social development of the child (Hamre and Pianta 2001) (Downer,Driscoll&Pianta, 2020).

Mercinah&Nirmala (n.d.) describe the importance of teacher student relationship for the students with special emphasis to the adolescents. The authors describe that the teachers who have a close relationship between the teacher and the students irrespective of any prejudices and discrimination can make the students feel a sense of belonging which will have a significant impact on their academic as well as social development

By making a child feel that he belongs, the student is more likely to to start liking the school. This has additional perks like helping the chid in developing friendship, gaining respect as well as giving respect to his peers and developing social skills. This will eventually help the child in his academic performance (Mercinah&Nirmala. n.d.).

The teacher has the greatest responsibility in developing a positive teacher-student relationship. The teacher should interact in such a way that the students should like him/her. It is assumed that students like school because they get to interact with their peers however this is not the case. Student's liking or disliking if the school is influenced by the traits of the teachers (Montalvo, Mansfield & Miller, 2007) (Mercinah&Nirmala. n.d.).

The authors describe teacher-student relationship as “*a bridge that connects knowledge, experience and efficiency of a teacher to bring out the potentiality of a student with his/her aspirations*” (Mercinah&Nirmala. n.d.). The authors describe that

apart from the academic curriculum the teachers should also engage in dialogue with the students to help them understand about the society (Mercinah&Nirmala. n.d.).

2.5- Perseverance and why it is important for the success of students

Van Blerkom(1996) describes Perseverance is crucial for success in anything. Perseverance or stick-to-it-ness is very crucial for students. It is essential when taking up new challenges because set backs are inevitable. It fosters growth mindset. Students with growth mindset do not consider setbacks as failures but consider them as a stepping stone for success. They are more likely to be optimistic and persistent in such scenario.(Dweck, 2015) (Blerkom,1996)

Participants (n-140) students were given academic perseverance questionnaire two times in the semester, initially in the early months of their semester and then in the final months of their semester. The questionnaire consisted of 21 items and five point Likert scale to assess participants academic perseverance. It also had nine additional five-point Likert-type items, taken from Pintrich and DeGroot (1990), measuring self- efficacy for the class for which the student was enrolled (Blerkon, 1996. pg 5).

Preliminary results from the data concluded that there is a significant relationship between academic perseverance and academic score, $r = .46$, $p < .001$. The low correlation found in the study could be because of the range restrictions. When the questionnaire is likely to be administered to students involved in large lectures where larger variations in grades and attendance are typical it may result in more substantial correlations.

For the purpose of this research Academic Perseverance questionnaire developed by Malcolm L. Van Blerkom was adopted. It has 23 items which assess the academic perseverance in students.

Robinson (2012) describes perseverance as the most important trait that one possesses in to be successful in life. He describes perseverance as a quality of working hard even against the odd. It is describes as the quality of not giving up until the goal is achieved. In life we may have things and circumstance which may not be conducive enough for us to succeed. But if we have the quality of perseverance within ourselves we can always turn the odds and make things possible (Robinson, 2012)

Silvervarg, Haake&Gulz, (2018) describe perseverance as the tendency to stick to a task even when it is challenging. The chances of not being able to make progress are very high or even impossible in some cases. But we do not fail to strive. Development psychology presupposes that a learner engages in complex tasks with advancing difficulty. In some cases mastering of a novel task will require constant perseverance. However the authors state that perseverance is not sure shot method to succeed but without perseverance we cannot learn anything (Silvervarg, Haake&Gulz, 2012. pg 2).

The authors conducted a study on middle school students, where tasks were given to them in an increasing order of difficulty. When students were unable to complete the task successfully, they had two choices in front of them either to persevere or not to persevere. The perseverance was again divided into two types.

- 1) Getting straight into the task without any delay defined as strong perseverance. Strong perseverance students are defined by as consistent in their standard behaviour repertoire.
- 2) Delaying getting to the task or taking a break before getting into the task was defined as weak perseverance.

Non perseverance was defined as getting onto some other task when given a choice. The student did not pursue the task which he/she was unable to complete successfully.

Ashraf, Godbey,Shrikhande&Widman (2018) conducted a longitudinal study on college students to study the impact of perseverance and dedication of students on their choice of college majors and their academic performance. The authors explain that students who choose their college major early in the career are more likely to be dedicated towards their goals. Their choice of career as well as academic goals has a major impact on their academic performance and how they perceive their studies. Students who go to college just for the sake of getting a degree are more likely to perceive their studies in a very negative manner and more likely to drop out of the college or show poor academic performance. On the contrary the students who are persistent towards their studies are more likely to have a positive attitude towards education as well as show high academic performance. The authors state that perseverance has a significant impact on the retention of students in college. Students who are persistent in their studies and are dedicated towards their goals are more likely to graduate in a timely

manner and show high academic performance. The authors state that the students who are dedicated and show perseverance towards their goals are always looking for doing better in their studies. They are willing to work against the odds and want to exert efforts even if the circumstances go against them. The authors state that the college should inculcate the values of perseverance amongst their students. They should help them in staying motivated and encouraging them. The college should help the students in their choice of major and should always keep the other options open to students if the students are finding it very difficult. It is essential that the college should track the students performance and keep encouraging them if they are not performing well in order to solve the problems of student drop out.

Silvervarg, Haake&Gulz (2018) describe perseverance as the tendency to stick to a task even when it is challenging. The chances of not being able to make progress are very high or even impossible in some cases. But we do not fail to strive. Development psychology presupposes that a learner engages in complex tasks with advancing difficulty. In some cases mastering of a novel task will require constant perseverance. However the authors state that perseverance is not sure shot method to succeed but without perseverance we cannot learn anything (Silvervarg, Haake&Gulz, 2012. pg 2).

The authors conducted a study on middle school students, where tasks were given to them in an increasing order of difficulty. When students were unable to complete the task successfully, they had two choices in front of them either to persevere or not to persevere. The perseverance was again divided into two types. Getting straight into the task without any delay defined as strong perseverance. Strong perseverance students are defined by as consistent in their standard behaviour repertoire and delaying getting to the task or taking a break before getting into the task was defined as weak perseverance.

Non perseverance was defined as getting onto some other task when given a choice. The student did not pursue the task which he/she was unable to complete successfully. Hence the authors take the developmental as well as behavioural psychological approach to define perseverance.

2.6- Self-Discipline and why it is important

Sal(2016) states that there is a relationship between self – discipline and academic performance .The questionnaire developed by (Sal, 2016) was initially administered on 40 undergraduate students of the University of Leicester by the author. Data was collected using Experimental Participation Requirement (EPR) and analysed using SPSS. The number of items in the survey was analysed using factor analysis and internal reliability which helped to build the final version of the questionnaire (Sal, 2016). The reliability of the 18 items in the questionnaire was found to be 0.9.

The questionnaire initially consisted of 58 items with a reliability of 0.93. They were close ended questions with no follow up or embarrassing items in order to make the participants comfortable and get objective answers from them. Five point Likert scale was used (1= never, 2=rare, 3= sometimes, 4-often, 5=always) (Sal, 2016)

Mehta (2016) describes discipline as “*training of the mind and the character and it is obedience to the rules and orderly behaviour*” (Mehta, 2016.pg 30). The author explains that discipline in a class will help the individual in learning better. When students are self-disciplined they are better prepared for learning and better preparedness helps the individual to be better participants in the class. Students who are self-disciplined are better learners and have confidence within their abilities (Mehta,2016.pg 31). The author states that it is important that the school should inculcate discipline within the students and then self-discipline can follow.

Sasson(n.d.).describes self discipline describes as the ability of self control and the ability to avoid access of anything which can be harmful in the long run. She describes that self control is the ability to exert control on oneself and the temptation that may arise from time to time. One of the main components which Sasson describe about self control is the ability to let go immediate pleasure or gratification in order to fulfil the goal in the long run, even though it could be time consuming. The common notion of self discipline as the author describes is very erroneous. People think that when we practise self discipline, it means that we will have to lead a life like Fakir devoid of any enjoyment. Sasson (n.d.).describes that self discipline is nothing to do with restraint lifestyle but it is an expression of inner strength and staying strong in order to deal with everyday problems that may come our way and staying strong to fulfil our goals.

Self discipline when it is combined with will power helps us overcome laziness, procrastination and indecisiveness (Sasson, n.d.). Self discipline helps the individual to handle the external pressure and follow his goals. Self disciplined person as described by the author is the person who invests more time in achieving the goals and the impetus of control lies within him. The person takes concrete steps in order to fulfil his goals.

CHAPTER 3

METHODOLOGY

Methodology of the research refers to the research design carried out by the researcher in order to find answers to the research questions and test hypothesis. The present research is an exploratory research followed a mixed method strategy in the research process such as the research design phase, the fieldwork phase, the analysis phase as well as in contextualisation. Exploratory research is the process of investigating a problem that has not been studied thoroughly or investigated in the past. It helps in developing a better understanding of the existing problems. Apart from knowing the different perspectives it helped in validating the research findings and building confidence. The exploratory data helps in critical process of performing initial investigations on data so as to discover patterns, to spot anomalies, to test hypothesis and to check assumptions. Mixed method exploratory research is one where both qualitative and quantitative methods of data collection and analysis are carried out in a single study (Desiree, et.al 2016). Quantitative exploratory sequential design was used where researcher moved from the quantitative data analysis to qualitative analysis. This is a methodology for conducting research that involves collecting, analysing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. The aim is for understanding the complex phenomena of social world, seeing the world through multiple lenses, and using eclectic methodologies that better respond to the multiple stakeholders in a single method or approach. Mixed methodology is referred to as the research design “where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (Johnson and Onwuegbuzie, 2004).

The study was based on an exploratory research where mixed methodology were used in order to have a nuanced, deeper and complex understanding of the Culture specifically learning culture and teacher- student relationship prevalent in Jawahar Navodaya Vidyalayas (JNV) and its impact on student development. Mixed methodology was used for understanding more comprehensively the different perspectives of the participants in the research each giving a different lens. The roots of mixed methods can be found in triangulation. Triangulation is defined as the use of two or more methods of data collection for studying some aspects of human behaviour. It helps in defining the complexities and richness of human behaviour (Cohen, Manion, Morrison, 2007). For the purpose of this study quantitative as well as qualitative methods were used to measure the variables for the study. Given below is a brief understanding of quantitative and qualitative research method.

Quantitative research is a form of research that relies on numerical data and hard facts. The roots for it lie in the natural science. Quantitative data establishes cause and effect relationship between two variables by using statistical, mathematical and computational data. The research can be accurately and precisely measured (Surbhi S, 2018). Common used methods in quantitative research includes interviews, survey and longitudinal studies.

Qualitative research on the other hand is an exploratory research used to gain understanding, perspectives, insight and motivation. It helps to dive deeper into the problem by helping us uncover the thoughts and opinions. It can also help in developing hypothesis. Qualitative research is conducted using unstructured or semi-structured methods. Commonly used methods are focus group discussion, personal interview and participant observation. Sample size is usually small for a qualitative research (DeFranzo, 2011). The present study used qualitative method in order to have a nuanced and deeper understanding of the learning culture and teacher- student relationship prevalent in Jawahar Navodaya Vidyalayas (JNV) and its impact on student development. The Jawahar Navodaya Vidyalayas are set up by the Government of India in order to provide equal opportunities to the rural talents of our country who get succumbed because of the expenses that quality education entails. Learning culture as a part of school culture define policy vision, curriculum goals, teaching activities and strategies and evaluation and assessment which has a significant impact on teacher-student relationship within any school. When students are likely to receive the care, support and warmth of the teachers because of the learning culture in the school, they will become an active participant not just in the class but also in their own learning process (Skinner & Green, 2008; Maulana, Opendakker, Stroet, & Bosker, 2013). Therefore the first step to enhance the overall development of the students is to provide a supportive teacher-student relationship within the learning environment of which the child is a part of. It is about love and care, trust and dependence, dreams and aspirations. It has the festivity of friendship, the touch of a parent, the intellectual partnership of collegiality, love, devotion, faith and reverence (Pathak, 2017).

Researchers suggest that the teacher- student relationship in any school has a significant impact on the overall development of the students. In fact it is considered as one of the most important tool for the development of students, when trying to foster a favourable learning culture in any school. Students who receive the care and support of the teachers are more likely to have better learning outcomes (Boynton & Boynton, 2005; Spilt, Koomen, & Thijs, 2011; Skinner & Green, 2008; Rimm-Kaufman & Sandilos, 2012; Gehlbach, Brinkworth, & Harris, 2012). The high performing school commit to each student a high-quality education that promotes self-discipline, motivation, understanding, compassion for others and overall excellence i.e. moral,

emotional, physical, intellectual, academic, spiritual and social, to transform them into responsible and inspired leaders.

The student development endeavours ensure the development the 'Whole Student' as an institutional priority and the effect of the institutional environment on student development outcomes (Pace,1984).The student development theories including life stage theories, life event theories, life course theories and integrative adult development theories tried to understand several conditions within school environment can have a major impact on students' growth and development. Thus,Stanley Hall highlightedthat the school should be fitted to the child rather than the child to the school, and this concept has become a mainstay of educational orthodoxy (McCuller 1969). Classrooms should therefore be organized in a way that mirrors and supports the natural development of children, giving them the choice to learn and to make effort only if they feel interested and enthused. Study is expected to be more like fun than work (Stone 1996). Thus, recent emphasis on developmentalism is broadly connected with its most recent methodologies: child-centred, student-centred or constructivism.

The traditional loco parentis theory of Europe which focused on the individual or organizations to take some of the responsibilities of a parent aimed the identity development of students .but with the student development movements , influenced by B.F. Skinner and Carl Rogers, a the new paradigm on students services paradigm (SDP) came into force. Student development philosophy wasinfluenced by body of psychological and sociological theories, with three basic assumptions that guides the students' development movement are (1) every student is different and unique, (2) students' entire environment should be taken into account and used for education, and (3) students have personal responsibility to get educated. Bandura's Self-efficacy theory (1977) helps in understanding the essence of student development is vital as there are two key questions of being successful learner that are "who I am" and "what I aim for". The first question refers to being a successful person, someone need to know the strength of his/her self-efficacy covering the states of cognitive, affective and psychomotor. Moreover, students must have to have a set of competencies to enter into world of work. It is observed that the graduates who are released to the labour market well trained in their areas of specialization but without being fully equipped with skills that are required in the new economy world (Nurita, et. al., 2006). The employers indicated that they values employees that are not only with excellent paper qualification but also those with abilities and competency in performing their jobs and tasks, namely "soft skills" which can not be obtained directly from "pretty" paper qualifications but rather some natural or embedded talents or skills (Chan, 2011; Gurvinder&Sharan, 2008; Bernama, 2007; Nurita, et. al., 2007; Nurita, et. al.,

2006). The students' soft skills development conceptual model suggests elements of soft skills that would be embedded namely, Communicative Skills; Critical Thinking and Problem Solving Skills; Team Work; Life-Long Learning & Information Management Skill; Entrepreneurship skill; Ethics, Moral & Professional; and Leadership skill (Jamaludin Haji Badusah et. al., 2009).

In the ever changing labour market, there is no denial of the fact that the learning culture, teacher- student relationship as a part of overall school culture, in any education institution has a significant impact on the overall development of the student. It is found that when students as well as the teachers feel that they belong to a particular community and they feel that they are cared for they are more likely to attend school and have better learning outcomes. Students are more likely to enjoy the schools and teachers are happy to contribute in the development of students (Peterson & Deal, 2009a, p. 11). It is found that the learners' behaviours change with varying social, political and cultural scenario of the country , sometimes this inhibit opportunities for the development of innovative, creative and generative ways of learning (Rajaram,2013). The theory of ecological system describes the importance of context in which an individual is placed has a significant impact on his development. The primary contexts include places or settings in which an individual spends maximum times. The qualities of relationships that perish in the primary contexts are significant in the overall development of personality of the individual. (Bronfenbrenner, 1979).

Learners with sophisticated epistemological beliefs see knowledge as complex and tentative, and believe the source of knowledge comes from active engagement with, rather than passive absorption of, learning material (Schommer,1994). Research suggests that such epistemological beliefs are linked to learning cognitive processes as well as learners' active engagement and persistence in learning (Cano 2005, Rodríguez and Cano 2006; Schommer 1994)

However, the learning culture and teacher-student relationship are considered critical in any educational setting, little attention has been paid to understand the dynamics. Teachers have to have the requisite social emotional competency(SEC) to create a warm and nurturing learning environment, emotionally responsive to students, supportive and collaborative relationships with students, coaching for emotion regulation, sensitively coaching students through conflict situations with peers, and effectively (yet respectfully) handle the challenging behaviours of disruptive students in school.

In the back drop of theories and past researches, it was established that the learning Culture and Teacher-student relationship has an effect on student development. Especially, considering Jawahar Navodaya Vidyalayas, the Government of India run residential schools whose mandate is to ensure quality and equity. The aim is to assimilate rural talent into the dominant society by ensuring: conducive environment for learning, to make them a better individual than his own community (Ananda,1994) and cherish students and teachers from diverse backgrounds which prepare them for their adult life.

3.1 STATEMENT OF THE PROBLEM

Effects of Culture and Teacher-Student Relationship on Student Development in the Context of Jawahar Navodaya Vidyalaya Policies and Practices

3.2 RESEARCH QUESTIONS

1. What kind of culture (learning culture), teacher-student relationship is found in JawaharNavodayaVidyalayas (JNVs)?
2. How learning culture is related to teacher-student relationship in JNVs?
3. How learning culture and teacher-student relationship is affecting student development across grades, gender, social categories, socioeconomic status (SES) and location in high performing and performing JNVs?

3.3 OBJECTIVES OF THE STUDY

1. To study the Culture (learning culture), teacher -student relationship and student development in high performing and performing JNVs.
2. To study the learning culture, teacher-student relationship and student development across grades, gender, socioeconomic status and social categories in high performing and performing JNVs.
3. To study the relationship among learning culture, teacher-student relationship, student development and student demographics in high performing and performing JNVs.
4. To study the impact of learning culture and teacher-student relationship on student development.
5. To analyse the experiences of students, teachers and school head in high performing and performing JNVs.

3.4 HYPOTHESIS OF THE STUDY

1. There will be no difference in learning culture, teacher -student relationship and student development in high performing and performing JNVs.
2. There will be no difference in learning culture, teacher-student relationship and student development across grades, gender, socioeconomic status and social categories in high performing and performing JNVs.
3. There will be no relationship among learning culture, teacher-student relationship, student development and student demographics in high performing and performing JNVs.
4. There will be no impact of learning culture and teacher-student relationship on student development.
5. To analyse the experiences of students, teachers and school head in high performing and performing JNVs.

3.5 VARIABLES OF THE STUDY

Independent Variable–Learning culture and Teacher- Student relationship

Control variables -School Performance, grade, gender, socioeconomic status (SES), social categories, location (These are kept constant for a fair test and changing these variables could impact the data collected).

Dependent Variable – Student development

3.6 OPERATIONAL DEFINITIONS

Learning Culture

Teacher-Student Relationship

Student Development-Psychological capital, Academic Persistence, Academic Self-discipline

School Performance-High performing JNV School and performing school

Student demographics-Grade, gender, socioeconomic status (SES), social categories, location

Learning Culture

The term School culture best denotes the complex elements of values, traditions, language, and purpose. Culture exists in the deeper elements of a school: the unwritten rules and assumptions,

the combination of rituals and traditions, the array of symbols and artifacts, the special language and phrasing that staff and students use, the expectations for change and learning that saturate the school's world. For many educators, the terms climate and ethos describe this organizational phenomenon. Climate emphasizes the feeling and contemporary tone of the school, the feeling of the relationships, and the morale of the place. (Peterson and Deal, 2002) school or organizational climate is being viewed from a psychological perspective and school culture viewed from an anthropological perspective. Differences between school climate and culture are highlighted in organizational studies. Often the climate is viewed as behaviour, while culture is seen as comprising the values and norms of the school or organization (Hoy 1990). Thus, School culture includes beliefs, assumptions, norms, symbols, shared values, school structure, power structure, control system, rituals and routines. The culture influences and shapes the ways teachers, students, and administrators think, feel, and act. Culture is a powerful web of rituals and traditions, norms, and values that affects every corner of school life. A school's culture sharpens the focus of daily behavior and increases attention to what is important and valued. If the underlying norms and values reinforce athletics, the school will focus on that. For example, in one high school, the primary value was a winning football team so their new stadium cost more than five times the budget of the new library. Culture builds commitment. School culture amplifies motivation. When a school recognizes accomplishments, values effort, and supports commitment, staff and students alike will feel more motivated to work hard, innovate, and support change. In many schools with strong professional cultures, the staff share strong norms of collegiality and improvement, value student learning over personal ease, and assume all children can learn if they teachers and staff in the curriculum and instructional strategies that work. In these schools, the culture reinforces collaborative problem solving, planning, and data-driven decision making. Positive, professional cultures foster productivity.

Learning culture as a part of school culture refers to policy vision, curriculum goals, teaching activities and strategies and evaluation and assessment. Learning culture which has most powerful epistemological beliefs may be represented in reflecting beliefs about are those concerning the nature and scope of knowledge, including definitions of knowledge, how knowledge is constructed and how it is evaluated. According to Schommer (1990), personal epistemology may be represented in terms of five dimensions, reflecting beliefs about: 1. the organisation of knowledge: from simple and compartmentalised to complex and highly integrated; 2. the certainty of knowledge: from certain and absolute to tentative and evolving; 3. the source of knowledge: from handed down by omniscient authority to derived by reason; the control of knowledge attainment: from 'ability to learn is innate and fixed at birth' to

‘ability to learn is acquired through experience’; 4. the speed of knowledge acquisition: from ‘learning is quick or not at all’ to ‘learning is acquired gradually’. Learners with simple epistemological beliefs view knowledge as discrete, absolute, passed down by authority, acquired quickly or not at all, and feel that the ability to learn is fixed at birth; learners with sophisticated epistemological beliefs see knowledge as complex and tentative, and believe the source of knowledge comes from active engagement with, rather than passive absorption of, learning material (Schommer 1994). Research suggests that such epistemological beliefs are linked to learning cognitive processes as well as learners’ active engagement and persistence in learning (Cano 2005; Rodríguez and Cano 2006; Schommer 1994; Tutty and White 2005).

Traditional cultural norms and values which affect the learning behaviour can be observed that learners prefer student-centered to teacher-centered approaches, where less supervision is required from the tutors, and they choose to participate in interactive and cooperative learning activities. Students prefer and expect close supervision, group oriented settings will be more suitable (Atkinson, 1997; Carson, 1992; Chan, 1999; Chow, 1995; Fox, 1994). Teachers are to decide which knowledge is to be taught, and they are seen as the sources of authority and power. Students, on the other hand, are to accept information willingly, and only rarely to question or challenge teachers in the classroom. The learning strategies emphasized in this restricted system acquiesce with the societal norm, demand obedience and urge students to follow suit. This reflects that individual growth is intertwined with social involvement. Liu (2006) pointed out that the underlying principle of education must be viewed not so much as an encouragement to promote individuality; rather, it is to make individuals apprehend that they are part of a collectivity; thus, they have to conform to the norms and values of the collective. This educational influence makes an impact on an individual’s adult life and shapes the behavior and work values of the individual (Liu, 2001). This is also true with Indian culture as a part of Asian sub continent. The traditional values like respect for teacher’s wisdom and knowledge and benevolent teacher-student relationship as cherished by Indian education system provides ground for application confusion philosophy based learning culture concept and its suitability in India. learning style adopted by Asian students who come from a Confucian heritage culture (CHC) including India to conform to the norms and values of the collective, higher degree of masculinity and maximum degree of uncertainty avoidance, power distance and fatalism as highlighted by Hofstede’s framework of values (1970).

The guiding theory in operationalisation of learning culture was Confucius model of education and his philosophy. Learning culture is conceptualised as students’ beliefs and values towards learning, curriculum goals, teaching strategies and evaluation and assessment. Learning culture

as most powerful epistemological beliefs may be represented in reflecting beliefs about those concerning the nature and scope of knowledge, definitions of knowledge, how knowledge is constructed and evaluated.

Cortazzi & Jin, (2013) had also developed the learning culture construct which can be measured and defined by the elements like concept of learning, attitudes towards learning, aims of learning, methods of learning, roles of teacher, and modes of learning.

Teacher- Student Relationship

Teachers as well as students perception of the relationship with each other is defined by the degree of closeness, care, support, warmth or degree of negativity they experience with each other (Bracken and Crain 1994; Ryan, Stiller, and Lynch 1994; Wentzel 1996). *Thesaurus* defines teacher student relationship as the academic relationship between the teacher and the one he teaches. Downer, Driscoll & Pianta (2020) state that as children enter into the school, teachers play a very significant role in shaping the experiences of the students outside home. The teachers play a very crucial role in the adaptation to new challenges and transitions which the student is facing. Teachers' role are not limited to academics, they have a very significant role in the relationship which the child first forms outside of his family. Teachers are often responsible for communication, regulating activity level and relationship of the child with his peers (Howes and Hamilton 1993; Howes, Matheson, and Hamilton 1994; Pianta 1997). Although the relationship between the teacher and the student are more time bond as compared to the relationship between the child and his parents. But the teacher-student relationship has a significant impact on the academic achievement as well as the social development of the child (Hamre and Pianta 2001) (Downer, Driscoll & Pianta, 2020). Teachers as well as students perception of the relationship with each other is defined by the degree of closeness, care, support, warmth or degree of negativity they experience with each other (Bracken and Crain 1994; Ryan, Stiller, and Lynch 1994; Wentzel 1996).

The stability gets established in the beginning of the year and once the stability is established both the teachers as well as the student are hesitant to change (Blumenfeld and Meece, 1985; Doyle, 1983) (Creton, Wubbels and Hooyamers, 1992. pg 2). The concept of circularity can be understood from the Doyle's (1983) analysis of teacher student relationship (Creton, Wubbels and Hooyamers, 1992. pg 2). Circularity continues throughout one's life, the individual idea of a person is determined by the last communication or the idea of communication which the person has had with the other even if they both are communicating after a very long period of time.

In general it is assumed that the students are the trouble makers and create disturbance in the class, this is often attributed with the poor management of the teacher's part (Doyle, 1986). However the blame game on the teacher or the student will never help. In order to develop healthy relationships with each other, it is important that they work in collaboration with each other in the learning process (Creton, Wubbels and Hooymayers,1992. pg 3). Every form of communication has a report and a command aspect attached to it (Watzlawick, Beavin and Jackson, 1967). The report represents what is to be conveyed and the command aspect includes how. It is the interpretation of the report (Ruesch and Bateson, 1968 in LaFrance and Mayo, 1978). Both the commands as well as the report are interrelated and it works both ways. For example:- if the teacher is enthusiastic about his/her subject and delivers it energetically to the students the and the students shows the zeal to study, The teacher- student relationship will be strengthened (Deci, Nezlek and Sheinman, 1981) Creton, Wubbels and Hooymayers,1992. pg 3). However the relationship between the teacher and the student is not just based on the report aspect but also on how the report is been presented it includes the body language, gestures and the tone in which the teacher communicates a particular report which is the command aspect. The teacher relates with the students outside not by the report but the non verbal ways in which the teacher communicates with the students, which are outside the subject matter (Woolfolk and Brooks, 1983; Blumenfeld and Meece, 1985; Stubbs, 1976) (Creton, Wubbels and Hooymayers,1992. pg 3).

When a teacher is only interested in the subject matter and does not show enthusiasm for the students than the students are likely to feel alienated and disconnected from the teachers. The lack of enthusiasm will give the sign that the teacher is not interested in the students (Creton, Wubbels and Hooymayers,1992. pg 3).

The authors describe that the criteria for a healthy relationship is the teacher's ability to indulge with the students in Meta communication. Meta communication as defined by the authors is the ability of the teacher to talk with the students outside of academics and take a feedback from students regarding what they think about their teacher's communication style of the teacher in the classroom(Creton, Wubbels and Hooymayers,1992. pg 10).

The relationship between the teacher and the students cannot be completely complimentary or symmetrical. Complimentary means that if the teacher is dominating the students will also be dominating that is they will behave the same way with the teacher as he/ she behaves with the students and if the relationships are symmetrical a submissive teacher can be responded with

dominance from the students. Both the situation is harmful in the long run. The teacher should know how to balance the dominance and submissiveness in order to connect with the students (Creton, Wubbels and Hooymayers,1992. pg 6-7)

The following characteristics of a healthy teacher-student relationship

- The teacher communicates more in command than in report manner.
- They are flexible and open to change the way they communicate with their students.
- They behave according to the situation rather than fixed mindset and one way.
- They know how their students perceive them.
- They indulge in commutation with their students (Creton, Wubbels and Hooymayers,1992. pg 10).

Creton, Wubbels and Hooymayers (1992) developed a QTI Model to assess the interpersonal Teacher- Behaviour. The QTI MODEL developed by Creton, Wubbels and Levy is based on Leary's model known as Model of Interpersonal Teachers Behaviour. For the purpose of this research the same QTI Model was adopted. The American version of QTI was taken which has 48 items. The QTI has been administered in various languages and in various contexts. The QTI model was found to be reliable and valid. (Passini, Molinari&Speltini, 2015).

QTI model is based on the bi dimensional axis namely Control (dominance- submission) and Affiliation (Hostility-Affection) (Leary 1957;Wubbels et al. 2012). Control measures the degree to which the teacher is able to have influence over the classroom (dominance) or is he/she getting influenced by the classroom (submission), affiliation measure how much a teacher is able to have bond with the student in search of cooperation (affection) or tend to conflict with the students (hostility).The figure below describes the eight category of teacher's behaviour.

Wubbels and Levy (1993) developed eight factor for the American version of the QTI Model .Based on this model, in order to measure the students' perceptions regarding the interaction with their teachers, Wubbels and colleagues developed the Questionnaire on Teacher Interaction (QTI). This instrument contains eight scales with the same name as in the eight sectors developed by Wubbels. It was originally had 77 items, and then they were later reduced to 64-item version (Wubbels and Levy 1991). The QTI has been shown to be a valid and reliable instrument in all the different language versions and in the different contexts in which it was adapted and administered. The QTI originally constructed for secondary students has now been reduced to 48 items in order to understand the comprehensibility issue of primary school students. (ChiewGoh and Fraser 1998)

The guiding theory behind the teacher- student relationship was developed by Creton, Wubbels and Hooymayers (1992). Creton, Wubbels and Hooymayers (1992) describe that teacher-student relationship is based on circularity and change. Circularity implies that all aspects of human behaviour are intertwined and change in any one will have an impact on the other. The circularity process consists of behaviour and also determines the behaviour. (Creton, Wubbels and Hooymayers,1992.pg 1). Classes are characterised by routine and resistance to change (Yinger, 1980; Au and Kawakami, 1984) (Creton, Wubbels and Hooymayers,1992. pg 1).The interpersonal Teacher- Behaviour as perceived and experienced by students in a residential school.

Student Development

The contemporary developmental psychological theories highlights human capital consists of the knowledge, skills, and competencies that lead an individual to greater workforce productivity. Mincer (1958) and Becker (1964).Schooling is typically considered the most important investment in human capital because through it individuals acquire skills and knowledge that increase their productivity which, in turn, leads to increased earnings over the lifetime, a major component of extrinsic career success (Judge, Higgins,Thoresen, &Barrick, 1999).The human capital, is explicitly tied to real-world outcomes (i.e., economic, educational). Studies have linked personality traits to important not only predicting educational outcomes but also work-related outcomes, including contextual performance and organizational citizenship behavior, adaptive performance, income, counterproductive work behaviour, number of promotions, overall job performance, and job prestige. Many socio-psychological researches highlights development of human potential as critical role of educational institutions.

The student development theories seeks to understand and explain the developmental processes of how students learn, grow, and develop holistically and gain knowledge in educational environment. Student development theories generally can be divided into five categories - Psychosocial theories focus on long-term issues that tend to occur in sequence and are correlated with chronological age, concentrating on individuals progress through various 'life stages' by accomplishing certain deeds. Cognitive-structural theories address how students perceive and rationalize their experiences. Person-environment theories address interaction between person and environment, looking at behaviour as a social function of the person and the environment .Humanistic existential theories address on certain philosophical concepts about human nature: freedom, responsibility, self-actualization and that education and personal

growth are encouraged by self-disclosure, self-acceptance and self-awareness. These theories are used extensively in counselling. Student development process models can be divided into abstract and practical. Student development philosophy was influenced by body of psychological and sociological theories, with three basic assumptions that guides the students' development movement are (1) every student is different and unique, (2) students' entire environment should be taken into account and used for education, and (3) students have personal responsibility to get educated. Bandura's Self-efficacy theory (1977) helps in understanding the essence of student development is vital as there are two key questions of being successful learner that are "who I am" and "what I aim for". The first question refers to being a successful person, someone need to know the strength of his/her self-efficacy covering the states of cognitive, affective and psychomotor. When the aim of the school is to provide quality education along with equity, it is very essential the schools should focus on development of students apart from academics. Developing social and emotional skills of the students not only helps in cognitive abilities but also help the students adjust to the environment of which we are a part of. Respectful, tolerant and resourceful humans who work well with the people surrounding them and take personal and collective responsibility are increasingly becoming the foundation of the society (OECD, 2017, OECD, 2015) (OECD, 2019. pg 7).

Social and emotional skills can be developed at any stage of the human being and are a result of the individual qualities as well as interventions made. Direct policy interventions can be made for the development of the people (Chernyshenko, Kankaraš and Drasgow, 2018) (OECD, 2019. pg 7).

Young children develop their social and emotional skills from the interactions with their peers, teachers, friends and families. During the adolescence and early adulthood as the social environment of the individual expands, the opportunities for enhancing the skills also grows. Although the skills can be developed anytime but when developed at early stage best results can be achieved(Shuey and Kankaraš, 2018) (OECD, 2019. pg 7).

The students of today are leading a far more unpredictable life as compared to the one experienced by their teachers and parents. With the pandemic hitting the globe the life everything has changed drastically. The World bank states that during the time of any disaster, violence and conflict the youths and the children are drastically impacted, their resilience and social well-being are very essential during this time for their post-pandemic reconstruction, development process and long stranding peace.

The World Bank states that students with social and emotional skills develop attitude which is needed to foster healthy relationships with people in their surroundings. The skills help in conflict resolution, developing the attribute of care and working effectively which can have a significant impact on their academic performance. Social and emotional skills help the child in critical thinking, goal setting and the ability to pursue their goals even in adversities. Social and emotional skills help to prevent aggressive behaviour and conflict inducing behaviour in the later stages of human development. The skills are very essential for healthy and a positive human development (Aber, Brown and Jones 2003).

Research suggests that school is the natural medium through which social and emotional skills can be developed in the child. The skills should be integrated as part of the classroom and students should be engaged in activities apart from the academics. It is very essential that the teachers should develop healthy and caring relationships with their students and community involvement is must when trying to develop these skills. Proper planning and implantation is very necessary when trying to develop these skills in the students (Weare and Nind 2011).

The social, emotional skills and academic competence of the students are interrelated. When the skills are fostered in the students through a caring and a supportive environment, the academic performance of the students is also increased (Durlak et al. 2011). Research conducted in United States suggests that when teachers use proactive teaching methods, involving all the students and when there is a healthy relationship between the teacher and the students. Students interpersonal skills as well as academic performance steadily increase (Murdock 1999).

Hence it is very crucial that the schools should focus more on social and emotional skills as well as developing healthy relationships with the students rather than just focusing on the increasing the academic performance of the students.

The above guiding theories were anchored in operationalisation of student development construct includes individual factors or abilities like psychological capital, academic self-discipline and academic perseverance which have bearing on student outcomes.

Psychological capital

Psychological Capital is defined as an individual psychological state of development which is characterised by having confidence (self-efficacy) to take on necessary effort to succeed at challenging tasks ,making positive attribution (optimism) to succeed now and in future,perceiving towards goals, when necessary redirecting paths towards the goal (hope) in

order to succeed and when beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success (Luthans, Youssef, Avolio, 2007.pg 3)

PsyCap is a higher order positive construct comprising of the four-facet constructs of self-efficacy/confidence, optimism, hope, and resiliency. PsyCap is open to development that we propose can help in meeting challenges of today and tomorrow (ibid.pg4).It describes about a set of attributes and resources within the individual which he can use for success in job and in other fields as well. Psychological capital has come from the field of positive psychology. Positive psychology takes into consideration the need for improvement in the organisational behaviour and applying psychology in the workplace in order to improve the working of organisation as a whole. (Luthans& Morgan, 2007).Going from general to specific Psychological Capital PsyCap has the following sub components Positive organisational Scholarship, Positive organisational Behaviour ,HERO (Hope, Efficacy, Resilience, Optimism).

HERO (Hope, Efficacy, Resilience, Optimism)

Hope

Hope is based on the belief that individual wants to achieve their goals. It defines the will power and the way power to achieve the goals. When you predetermined plan does not help in achieving the goals, you must also have an alternative path i.e the way to achieve it (Luthans, Youssef, Avolio, 2007.pg 63). The concept of hope in the psychological capital has been adopted from Snyder definition of hope. Snyder describes hope as a bi-dimensional construct comprising of agency and pathway. Agency is defined as the willpower or determination to maintain the endeavour and efforts to achieve a goal whereas pathway is described as the way power or belief in one's ability to generate alternatives when hurdles are met to achieve the goals (Snyder, 2000) (Luthans&Jensen, 2002). As defined by (Luthans&Jensen, 2002), *the will power and the way power are interrelated and work together in a combined, iterative process to generate hope* (Luthans&Jensen, 2002.pg 306). Snyder, Harris, et al. (1991) reject the earlier notion of hope considered which was considered as a one-dimensional where people are goal directed and their goals are adaptable in achieving the aim. The saying "where there is a will, there is a way" seems only partly applicable. Snyder et al. would argue that agency and pathway proceed in a reciprocal and distinctive process for the achievement of goal (Luthans&Jensen, 2002. pg 306). Precisely agency as described by (Snyder,2000) is described as the person's ability to get started with the goal and "stick" to the journey till the achievement is made. Pathway, on the other hand is described as the ability to come up with

alternative plans when the previous ones do not work, (Snyder,2000) asserted that an individual who lacks planning will be disadvantaged in the achievement of goal as well as in difficult times when alternatives are to be pondered (Luthans&Jensen, 2002. pg 306).

Efficacy

The concept of efficacy has been borrowed from Albert Bandura's Self Efficacy Theory (Bandura, 1997). Self efficacy is defined as the ability to believe in yourself and that your endeavour we will be successful (Luthans, Youssef, Avolio, 2007. pg.33). Self efficacy helps the individual to pursue his goals in spite of the various hurdles that may come his way, as defined by (Luthans, Youssef, Avolio) "*It motivates you to choose and welcome challenges and to use your strengths and your skills to meet those challenges*" (Luthans, Youssef, Avolio, 2007.pg.34). Self efficacy helps you to persevere when you want to give up hence it follows Hope, Optimism and Resilience. Efficacy is developed overtime, it is awareness that we develop about ourselves. Awareness about oneself can be positively changed and developed overtime to "spur you into what you can become"(ibid). A lot of your self-efficacy depends on your ability to go out of the comfort zone and changing yourself. People are confident in doing things which are within their comfort zone and are resistant to change. Self-efficacy is attained when individuals overcome their fear and resistance to change by raising their confidence beyond a certain threshold (ibid).

Self-efficacy is influenced by others. If people believe in us and encourage us to fulfil our goals, we start believing in ourselves. When we see others who are similar to us achieving their goals it vicariously develops our confidence that we can do it to. Hence the environment and vicarious learning is very important tool for the development of self-efficacy (Luthans, Youssef, Avolio, 2007.pg.37).

Self-efficacious people are distinguished by having five characteristics

1. They are highly self-motivated.
2. They welcome challenges.
3. They set high goals for themselves and self-select into difficult tasks.
4. They invest the necessary efforts to accomplish their goals.
5. When faced with obstacles, they persevere. (Luthans, Youssef, Avolio, 2007.pg.38).

Resilience

Master and Reed defined resilience as a phenomena characterized by positive adaptation in context of significant adversity or risk (Masten and Reed ,2002). For Psychological Capital this

definition has been expanded and defined resilience as the ability to bounce back from adverse or challenging conditions and the will to go beyond the normal, to go beyond the equilibrium point (Avolio&Luthans 2006).

Resilience is also defined as the capacity to bounce back from adversity and grow stronger by overcoming the negative events in your life (Fred Luthans, 2002; Reivich&Shatté, 2002). It represents the positive patterns and adaptation to overcome risk factor and adversities by capitalising the strengths of one self. The strengths could be psychological or emotional.

Optimism

In everyday language we consider optimistic person as one who is positive about the future while pessimistic person is one who constantly has negative thoughts. But PsyCap is much more than that it is not just about predicting positive events will happen in future instead it is the attributes and reasons that we use to explain why certain event has occur in past, present or future. (Luthans, Youssef, Avolio, 2007.pg.87). The concept of optimism is similar to Martin Seligman, former president of APA. According to Seligman “*optimism is an explanatory style that attributes positive attributes to personal, permanent, and pervasive causes and interprets negative events in terms of external, temporary, and situation-specific factors.*

On the other hand, a pessimistic explanatory style would interpret positive events with external, temporary, and situation-specific attributes and explain negative events in terms of personal, permanent, and pervasive causes” (Luthans, Youssef, Avolio, 2007.pg.91) (Seligman, 1998).

Based on the above definition optimistic people take credit for the positive things that happens with them throughout their lives. They believe that the cause of the positive outcomes is their ability to exert control and power; hence the cause exists within them. Thus *their positive explanatory style helps them to positively view and internalise the good aspects of their lives not only in the past and the present, but also into the future* (Luthans, Youssef, Avolio, 2007.pg.91). Environment has a very crucial role in the development of optimism. For example- optimistic employees who receive positive feedback from their supervisors are more likely to attribute it in their work ethic, they will assure themselves that they will work hard in every moment of life and the endeavour they choose (ibid).

The guiding theory which was anchored in operationalisation of psychological capital isLuthans, Youssef, Avolio, 2007.HERO construct defined by Hope, Efficacy, Resilience and Optimism.

Academic Perseverance

Perseverance is crucial for success in anything. Perseverance or stick-to-itiveness is very crucial for students. It is very crucial when taking up new challenges because set backs are inevitable. It fosters growth mindset. Students with growth mindset do not consider setbacks as failures but consider them as a stepping stone for success. They are more likely to be optimistic and persistent in such scenario.(Dweck, 2015)

Malcolm L. Van Blerkom conducted a research to find the co-relation of Academic perseverance with academic achievement on students in undergraduate classes completed a questionnaire about academic perseverance and self-efficacy (Blerkon, 1996)Participants students were given academic perseverance questionnaire two times in the semester, initially in the early months of their semester and then in the final months of their semester. The questionnaire consisted of 21 items and five point Likert scale to assess participants academic perseverance. It also had nine additional five-point Likert-type items, taken from Pintrich and DeGroot (1990), measuring self-efficacy for the class for which the student was enrolled (Blerkon, 1996. pg 5).Preliminary results from the data concluded that there is a significant relationship between academic perseverance and academic score, , $r = .46$, $p < .001$. The low correlation found in the study could be because of the range restrictions. When the questionnaire is likely to be administered to students involved in large lectures where larger variations in grades and attendance are typical it may result in more substantial correlations. For the purpose of this research Academic Perseverance questionnaire developed by Malcolm L. Van Blerkom was adopted. It has 23 items which assess the academic perseverance in students. The academic perseverance includes motivation, dedication, persistence, preparedness, interest, will power and efficiency in their learning endeavour.

Academic Self- Discipline

Sasson describes self discipline describes as the ability of self control and the ability to avoid access of anything which can be harmful in the long run. She describes that self control is the ability to exert control on oneself and the temptation that may arise from time to time. One of the main components which Sasson describe about self control is the ability to let go immediate pleasure or gratification in order to fulfil the goal in the long run, even though it could be time consuming. The common notion of self discipline as the author describes is very erroneous. People think that when we practise self discipline, it means that we will have to lead a life like Fakir devoid of any enjoyment. Sasson (n.d.).describes that self discipline is nothing to do with restraint lifestyle but it is an expression of inner strength and staying strong in order to deal with everyday problems that may come our way and staying strong to fulfil our goals.

Self discipline when it is combined with will power helps us overcome laziness, procrastination and indecisiveness (Sasson, n.d.). Self discipline helps the individual to handle the external pressure and follow his goals. Self disciplined person as described by the author is the person who invests more time in achieving the goals and the impetus of control lies within him. The person takes concrete steps in order to fulfil his goals.

The guiding theory for the Academic Self- Discipline was the one developed by Fatih Sal (2016). He states that there is a relationship between self – discipline and academic performance.

3.7 School Performance

The quality of school education, improved school performance and increased demand for effectiveness both at the elementary and secondary levels, have taken centre stage in policy discourses over the past few decades. The school education system in India is witnessing speedy expansion coupled with increasing diversity of student population. The complexity of diversified context (rural, urban and tribal), composition of schools (large and small) and conditions (provisioning) are major challenges to achieve equitable quality education for all children in India. Public faith in schools has been repeatedly and openly questioned the schooling process, practices, performances and evaluation. Today, India engages total 89,05,811 lakh teachers spread over total 15,35,610 lakh schools to educate 25,13,36,317 crore children (U-DISE, 2016-17). However, the performance standards *of schools and learners* vary across the states in different context and under different managements. The greater emphasis on expansion of school provisioning and access endeavors concurrently to achieve quality. Even as the system attempts to reach every child, the issue of quality presents a new range of challenges (NCF, 2005). The quality of school education has been a major cause of concern in terms of learners' achievement.

The centrally funded initiatives on Sarva Shiksha Abhiyaan (SSA) and Rashtriya Madhyamik Shiksha Abhiyaan (RMSA), not only recognize improving access and participation of children in elementary and secondary education but also aim for improved school performance. School improvement as developmental needs for the school relates to access to education (equity) and school performance standards (quality and efficiency). It is a systematic and sustained effort to bring about change in the internal situation of the school, with the aim of accomplishing educational goals. There are diverse models of school evaluation, monitoring and inspection practiced in different countries to improve school performance. While many countries continue to utilize external inspection as the main source of school supervision, increasingly countries

are relying more on school self-review, or a combination of self-review and external inspection. School evaluation or inspections; assess the performance of a school against a benchmark set of indicators or standards. They measure both outcomes and the processes to identify specific areas, which are in need of improvement. In many countries, the responsibility for monitoring outcomes and inspections has been given to separate inspectorate or other agencies.

There are three major approaches for school inspection, review and evaluation.

1. Annual External Review
2. Self-evaluation, with external review

Self-review, with occasional external review (Victoria, Singapore and Finland) The school performance is conceptualised as assessment of core processes of school for quality education with the core performance domains like enabling physical resources, teacher professional development, Teaching-learning processes, school leadership, inclusive culture and Student development and progress etc.

3.8 Student Demographic

The personal background information were collected relating to grade, gender, caste, schooling, schooling area, language spoken, languages known, family type etc. The aim of collecting student demographics or socio-personal background information was to find out their relationship and effect on learning culture, teacher-student relationship and student development in high performing and performing JawaharNavodayaVidyalayas (JNVS). The school culture of equity reflected in comparable experiences of learners who come from diverse background.

3.9 Participants for the study

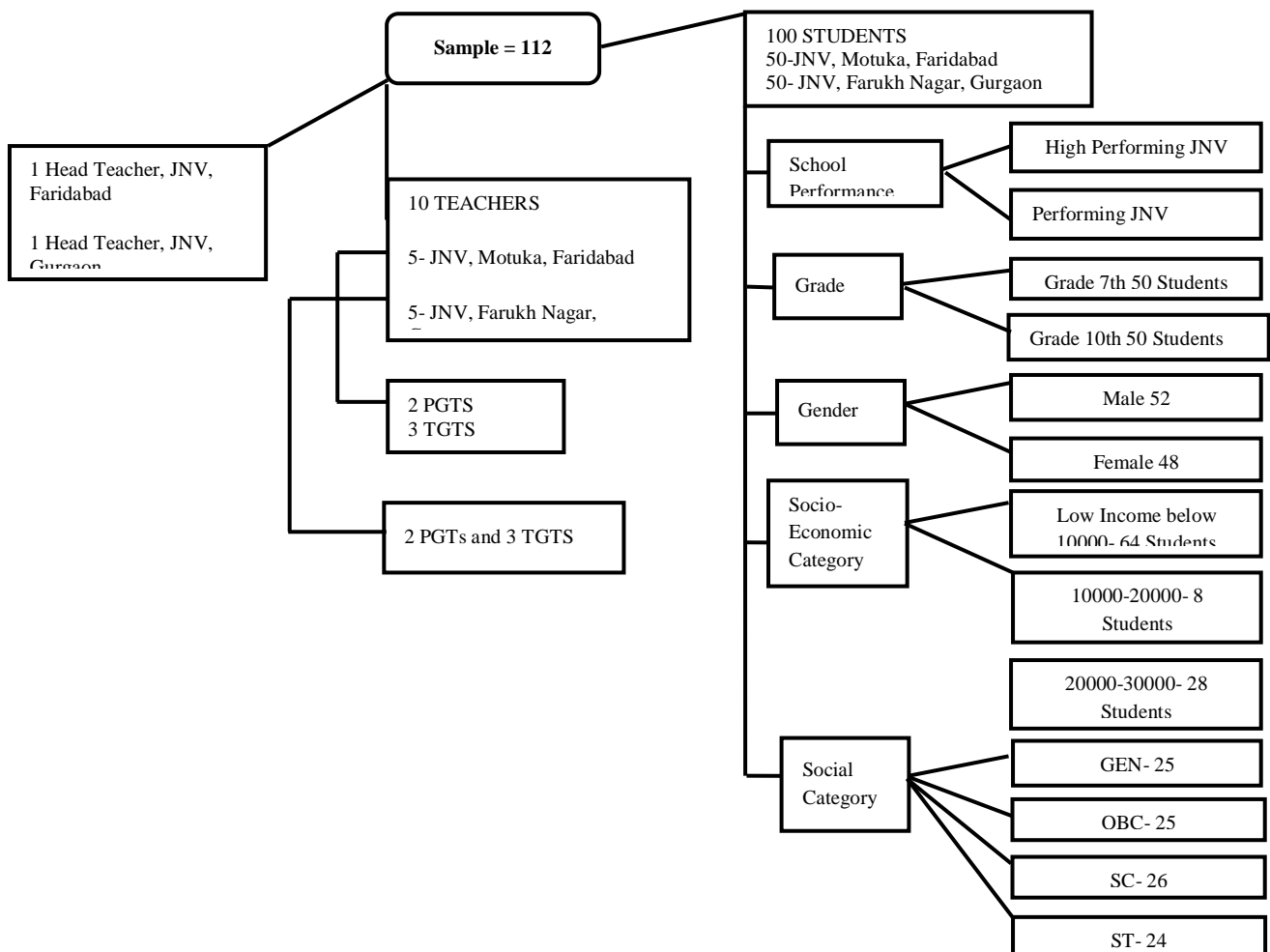
The participants for the study included head masters, teachers (both TGTs as well as PGTs), and students of grade seventh and tenth. The rationale for selecting seventh and tenth grade students of JNVs was to understand students' beliefs, attitudes and values at entry and exit points. The seventh grade students, who have already spent one year after admission, fairly have idea about school culture and more specifically learning culture like method of teaching, teaching –learning processes and student evaluation etc. Similarly, tenth grade students are supposed to be matured than seventh graders and after spending five years of schooling in JNV system they would report more evidently about learning culture and teacher-student relationship in the JNVs,

3.10 Sample for the study

For the purpose of the study permission was taken from the NavodayaVidyalayaSamiti Headquarters, Sector 62, Noida, U.P. The permission for conducting research in the schools was granted by Joint Commissioner of NavodayaVidyalayaSamiti. The present study was conducted in Haryana were 1.Jawahar NavodayaVidyalaya, Mothuka, Faridabad and 2.Jawahar NavodayaVidyalaya, Farukh Nagar, Gurgaon.The purposive random sampling were used to select samples at school level and grade level.

There were 50 students from Jawahar Navodaya Vidyalaya, Mothuka, Faridabad who participated in this study. There were 25 students were from grade seventh and 25 from grade tenth. There were total 62 students in grade seventh in two sections. The section strength was 30-32 students as fixed at JNV admission policies. Most of the students participated in this research were belong to sc category. The similar procedure was adopted for tenth grade.Sample selected was of three types- school head, the teachers and the students. The same procedure was adopted at Gurugram School. The teachers were part of the focused group discussion.

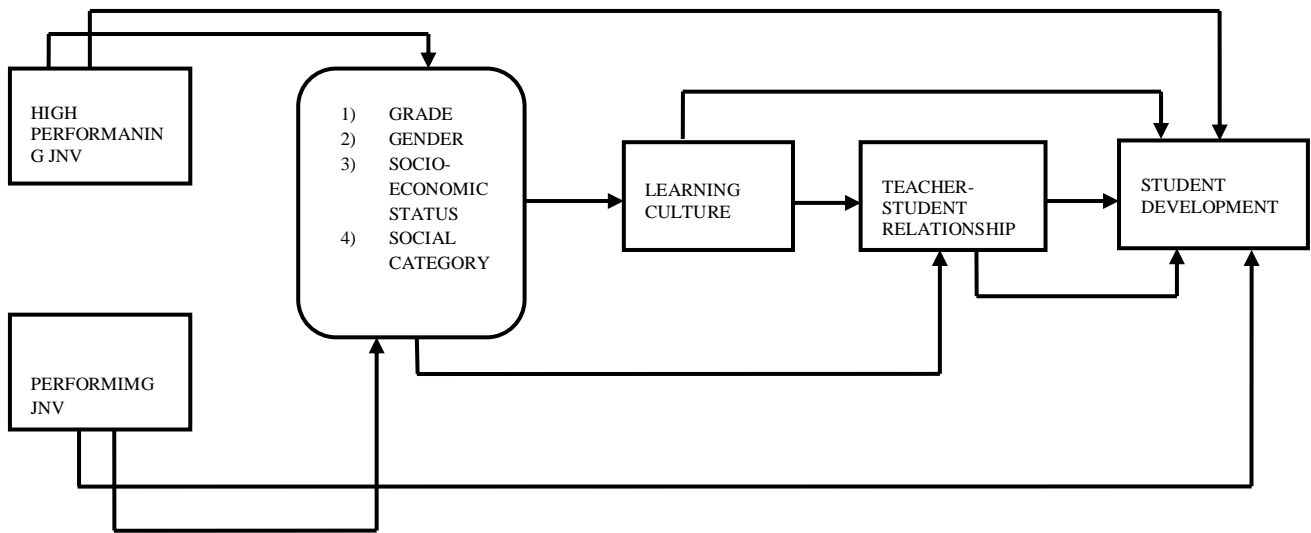
3.11 Sampling design



3.12 Statistical Techniques

The uni-variate statistics like mean, SD, t-test; bi-variate statistics like correlation and multivariate statistics like factor analysis and stepwise regression were used. The factorial validity of measurement scales were established. The qualitative data, generated by focus group discussion were also analysed.

3.13 Research Model of the Study



3.14 TOOLS FOR THE QUANTITATIVE ANALYSIS

School Performance

School Performance evaluation was carried out for the two school based on their self-evaluation using the School Standard and Evaluation Framework (SSEF) developed by Shaala Siddhi Unit of the National Institute of Educational Planning and Administration (NIEPA), as an academic support to Ministry of Human Resource Development. The school standard and evaluation (Shaala Siddhi) is a national programme of Ministry of Human Resource Development, Government of India, which was implemented since 2015 for assessing quality of school and processes of 1.5 million diverse schools (15 lakhs) in India.

School Standards and Evaluation Framework' (SSEF) school dash board , guidelines and manuals were given to teachers for evaluation. According to shaala Siddhi guidelines the school as whole must collectively assess the school with supportive evidences. These documents should remain in school office for planning school improvement. The School self-evaluation is an annual feature.

SSEF comprises of 7 Key Performance Domains as significant criteria for evaluating performance of schools. Each core standard has descriptors in a hierarchical order across three levels (i.e., Level-1, 2 and 3) where, Level-1 is lowest and Level-3 is the highest performance level. Based on the chosen level, composite score of the school was calculated. In SSEF the score ranges from minimum 46 to maximum 138. The SSEF has defined 7 ‘Key Performance Domains’ as the significant criteria for evaluating performance of schools. Each ‘Key Domain’ has a set of ‘Core Standards’ that address the most significant elements of the respective domains. The seven key domains against which the evaluation is done are as follow:

Key Domains	Core Standards	Level
DOMAIN-I Enabling Resources of School: Availability and Adequacy	1.School Premises	
	2.Playground and Sports Equipment / Materials	
	3.Classrooms and Other Rooms	
	4.Electricity and Gadgets	
	5.Library	
	6.Laboratory	
	7.Computer (where provisioning exists)	
	8.Ramp	
	9.Mid Day Meal; Kitchen and Utensils	
	10.Drinking Water	
	11.Hand Wash Facilities	
	12.Toilets	
DOMAIN-I Enabling Resources of School: Quality and Usability	1.School Premises	
	Playground and Sports Equipment / Materials	
	Classrooms and Other Rooms	
	Electricity and Gadgets	
	Library	
	Laboratory	
	Computer (where provisioning exists)	
	Ramp	
	Mid Day Meal; Kitchen and Utensils	
	Drinking Water	
	Hand Wash Facilities	
	Toilets	
DOMAIN-II Teaching-learning and Assessment	Teachers' Understanding of Learners	
	Subject and Pedagogical Knowledge of Teachers	
	Planning for Teaching	
	Enabling Learning Environment	
	Teaching-learning Process	
	Class Management	
	Learners' Assessment	
	Utilization of Teaching-learning Resources	
Teachers' Reflection on their own Teaching-learning Practices		
DOMAIN-III Learners' Progress, Attainment and Development	Learners' Attendance	
	Learners' Participation and Engagement	
	Learners' Progress	
	Learners' Personal and Social Development	
	Learners' Attainment	
DOMAIN-IV Managing Teacher Performance and Professional Development	1.Orientation of New Teachers	
	2.Teachers' Attendance	
	3.Assigning Responsibilities and Defining Performance Goals	
	4.Teachers' Preparedness for Curricular Expectations	
	5.Monitoring of Teachers Performance	
	6.Teachers' Professional Development	
DOMAIN-V School Leadership and Management	1.Building Vision and Setting Direction	
	2.Leading Change and Improvement	
	3.Leading Teaching-learning	
	4.Leading Management of School	
DOMAIN-VI Inclusion, Health and Safety	1.Inclusive Culture	
	2.Inclusion of Children With Special Needs (CWSN)	
	3.Physical Safety	
	4.Psychological Safety	
	5.Health and Hygiene	

Key Domains	Core Standards	Level
DOMAIN-VII Productive Community Participation	1.Organisation and Management of SMC/ SDMC	
	2.Role in School Improvement	
	3.School-Community Linkages	
	4.Community as Learning Resource	
	5.Empowering Community	

The composite matrix of the dash board was taken for assessing school performance in different domains. JNVS had not carried out their annual school self- evaluation, so it was intended to know the performance of school. The teachers would collectively evaluate their school to assess the current performance of school for practical reasons.

Learning Culture

Cortazzi& Jin,(2013) had developed the learning culture tool based on Confucius model of education and his philosophy. Confucius epistemological beliefs are those concerning the nature and scope of knowledge, including definitions of knowledge, how knowledge is constructed and how it is evaluated are the basis of the measurement tool. The tool has 6 dimensions namely- 1.Concept of learning,2.Attitudes towards learning 3.Aims of learning 4.Methods of learning,5.Roles of teacher and 6.Modes of learning..This tool aims to measure learners' epistemological beliefs. Learner with simple epistemological belief view knowledge as discrete, absolute, passed down by authority, acquired quickly or not at all, and feel that the ability to learn is fixed at birth which are mostly found in collectivistic society. Similarly, learners with sophisticated epistemological beliefs see knowledge as complex and tentative, and believe the source of knowledge comes from active engagement with, rather than passive absorption of learning material are reported in Individualistic society . The tool was based on epistemological beliefs of Confucian cultural learning style based on accuracy, non risk taking, deductive, end oriented not means, hierarchical, co-operative and group centred, field independent , teacher- centred pedagogical practice and introvert as against non Confucian American learning style.

Cronbach Alpha Reliability for the original questionnaire was found to be 0.86. Item 14, 15, 19 and 20 were contextualised and adopted. Five point likert rating scale was used 1.strongly disagree, 2.Disagree, 3.Neither disagree nor agree 4.Agree and 5. Strongly agree. Original scale had 40 items. Three items were added based on researches. The administered scale had 43 items. The Cronbach alpha reliability was .925. The factor analysis was carried out

Teacher- student relationship

For the purpose of this study the QTI model developed by Wubbels and Levy was identified. The QTI has been administered in various languages and in various contexts. The QTI model was found to be reliable and valid. (Passini, Molinari&Speltini, 2015).QTI model is based on the bi dimensional axis namely Control (dominance- submission) and Affiliation (Hostility-Affection) (Leary 1957;Wubbels et al. 2012). Control measures the degree to which the teacher is able to have influence over the classroom (dominance) or is he/she getting influenced by the classroom (submission). Affiliation measures how much a teacher is able to have bond with the student in search of cooperation (affection) or tend to conflict with the students (hostility) The figure below describes the eight category of teacher's behaviour. Cronbach's Alpha Reliability for the original questionnaire was found to be 0.92. The administered questionnaire Cronbach alpha reliability was .679 for 48 items for N= 100. The students were asked to describe their teacher behaviour. The five point likert rating scale was used namely 1. Never, 2. Seldom,3.sometimes, 4.Usually, 5. Always.

Factor 1- Leadership-1,5,9,13,17,21

Factor 2 – Understanding-2,6,10,14,18,22

Factor 3 – Uncertain-3,7,11,15,19,23

Factor 4- Admonishing -4,8,12,16,20,24

Factor 5- Helpful/Friendly-25,29,33,37,41,45

Factor 6 -Student Responsibility/Freedom-26,30,34,38,42,46

Factor 7-Dissatisfied-27,31,35,39,43,47

Factor 8-Strict-28,32,36,40,44,48

1. Dominance -sub factors

Strict (DO) and Leadership (DC)

2. Cooperation-sub factors

Helping /friendly (CD) and Understanding (CS)

3. Submission

Student freedom (SC) and Uncertain (OS)

4. Opposition

Dissatisfied (OS) and Admonishing (OD)

Proximity- (cooperation-opposition) (CO)

Influence-(Dominance-Submission) (DS)

Socio-Demographic Informations/Parameters: Each respondent's personal background information was recorded namely : age, gender, religion, caste, schooling, schooling area, language spoken, languages known, family type etc. Data regarding these variables were generated to find out the relationship of these variables with the learning culture, teacher-student relationship and student development in high performing and performing JNVs. The information was collected carefully to ensure accuracy. The parameters were classified and coded for further analysis.(APPENDIX)

Psychological Capital

For self-assessment and multi-rate assessment of the participants Psychological Capital Questionnaire was used. The original and valid questionnaire was used. Psychological Capital Questionnaire is a self and a multi-rate assessment, meaning that the assessment considers the target individual's self-assessment alongside the assessments from others who rate the target individual's PsyCap. The Psychological Capital Questionnaire is based on six point scale namely;

1. Strongly Disagree
2. Disagree
3. Somewhat disagree
4. Somewhat Agree
5. Agree
6. Strongly Agree

Psychological Capital questionnaire consists of 24 items. The psychological capital questionnaire was contextualised so that it could be administered to residential, minor changes were made in the questionnaire taking into consideration the residential nature of the school. The reliability for the original Psychological Capital Questionnaire was found to be .89 in a study conducted by Luthans, Avolio, Avey, and Norman (2007). The Cronbach's Alpha for Psychological Capital Questionnaire administered on the 100 sample was .806.

Academic Perseverance

Academic Perseverance questionnaire developed by Malcolm L. Van Blerkom was administered. It has 23 items which assess the academic perseverance in students. The Cronbach's Alpha reliability for the questionnaire was found to be .762. The five point Likert scale to assess the responses were following-

- 1 - This is not at all descriptive of me.
- 2 - This describes my behaviour on rare occasions.
- 3 - This describes my behaviour about half of the time.
- 4 - This describes my typical behaviour.
- 5 - This is extremely descriptive of me.

Academic Self- Discipline

The questionnaire developed by (Fatih Sal, 2016) was administered on the students in order to assess the Academic Self Discipline of the students. There were initially 58 items with Five point Likert scale to assess the responses (1- Never, 2-Rare, 3-Sometimes, 4-Often, 5-Always). The questionnaire reliability was 0.93. A number of items were dropped by in order to increase the reliability of the questionnaire. 13 items coded as 1, 3, 4, 5, 7, 16, 21, 24, 29, 50, 53, 54, 60 from the items pool were eliminated and the final reliability was found to be 0.95 of the original questionnaire. The final version of the questionnaire includes only 18 items and the reliability was found to be 0.90. In the present research Cronbach Alpha reliability was found .766 for 20 items and sample N=100.

3.15 FACTOR ANALYSIS OF THE TOOLS USED

Factor analysis was conducted to check the unidimensionality of the sub scale and to examine the psychometric properties and factor structure of scale in residential schools context in India. Factor analysis also shows how items are grouping based on their personal meaning, cultural interpretation, perception and lived experience.

Learning Culture

KMO and Bartlett's Test of Learning Culture

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.747
	Approx. Chi-Square	4095.979
Bartlett's Test of Sphericity	Df	903
	Sig.	.000

Kaiser-Meyer-Olkin measure of sampling adequacy was more than .61 and Bartlett's test of Sphericity was highly significant, data found to be suitable for application of factor analysis

FACTOR ANALYSIS OF THE TOOLS USED

Factor analysis was conducted to check the unidimensionality of the sub scale and to examine the psychometric properties and factor structure of scale in residential schools context in India. Factor analysis also shows how items are grouping based on their personal meaning, cultural interpretation, perception and lived experience.

3.16 Reliability of factors of Learning Culture

Sl	Learning Culture	No of Items-43	Cronbach Alpha
Factor 1	Transformative Educational Ethos	17	.950
Factor 2	Learning method	6	.830
Factor 3	Teaching modes	4	.233
Factor 4	Attitude towards learning	4	.367
Factor 5	Teacher characteristics	3	.689
Factor 6	Student Centred Learning	3	.267
Factor 7	Respect for diversity	2	.306
Factor 8	Life-Long Learning	2	.315
Factor 9	Reflective Learning	2	.295

KMO and Bartlett's Test of Learning Culture

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.747
Bartlett's Test of Sphericity	Approx. Chi-Square	4095.979
	Df	903
	Sig.	.000

Kaiser-Meyer-Olkin measure of sampling adequacy was more than .61 and Bartlett's test of Sphericity was highly significant, data found to be suitable for application of factor analysis.

Rotated Component Matrix of Learning culture

	Component								
	1	2	3	4	5	6	7	8	9
LC1	.7	.004	.026	.062	.075	-.091	.050	-.089	.094
LC2	.909	.027	.017	-.109	.095	.072	-.038	.040	-.038
LC3	.863	.044	-.128	.085	-.080	.089	.022	-.088	-.107
LC4	.890	.142	-.010	-.015	-.024	.085	-.151	.022	.043
LC5	.695	-.211	-.097	-.013	.140	-.247	-.217	.019	.354
LC6	.212	.008	-.126	.599	-.156	.442	-.027	-.081	.229
LC7	.538	.295	.438	-.003	.133	-.119	.001	.443	-.163
LC8	.804	.062	.148	.183	.089	.083	-.123	.070	-.102
LC9	.146	-.060	-.026	.697	.055	-.134	-.271	.055	-.226
LC10	-.357	.471	.069	.229	.098	-.086	-.041	.388	.041
LC11	.032	.191	-.038	-.079	-.099	.192	-.011	.855	-.050
LC12	.737	-.120	.193	-.129	-.086	.124	.140	.024	.306
LC13	.870	.139	.194	.130	.134	-.148	-.048	-.038	.008
LC14	.885	.061	.096	.085	.161	-.151	-.071	-.045	.022
LC15	.892	.128	.058	.147	.178	-.040	-.023	-.049	.003
LC16	-.327	-.382	-.642	.247	.098	.117	.040	.011	.054
LC17	-.013	.028	.154	.064	.785	-.086	.069	-.055	.116
LC18	.275	.005	.250	-.118	.775	.030	.048	.043	.101
LC19	.150	-.160	-.374	-.066	.675	.109	-.157	-.102	-.096
LC20	-.204	.100	.164	-.187	.114	.647	.165	-.354	-.144
LC21	-.037	.874	.177	-.160	.055	.030	.119	.016	-.034
LC22	.305	.610	.258	-.064	-.127	.257	.087	.096	.035
LC23	.053	.455	-.065	.195	.024	.601	-.057	.163	.068
LC24	.590	.441	.291	.005	.185	-.007	-.193	.181	.109
LC25	.417	.542	-.034	.229	-.089	.217	.007	-.124	-.355
LC26	.391	.538	.016	.000	-.041	.159	.472	.092	-.196
LC27	.148	.604	.213	.216	-.156	.090	-.041	.384	.184
LC28	.657	.325	.382	.066	.000	.106	.153	.176	.110
LC29	.197	.111	-.059	.069	.383	-.319	.089	.003	.712
LC30	.796	.110	.093	.086	.073	-.118	.256	.065	-.089
LC31	.838	.014	.093	.158	-.012	-.013	.182	.071	-.065
LC32	.854	.203	.272	.061	-.025	.003	-.035	.144	-.008
LC33	.769	.119	.226	.235	-.128	.154	.126	.033	.069
LC34	.487	.501	.449	-.258	.109	-.053	.067	.074	-.100
LC35	.112	.106	.166	.762	.037	.020	.161	-.033	-.041
LC36	.002	.099	.182	.125	.003	-.030	.843	-.061	.052
LC37	.091	.200	.637	.165	.182	.065	.262	-.096	-.009
LC38	.248	.072	.754	.251	.172	.113	.045	.057	.042
LC39	-.134	-.264	.354	.292	-.148	-.021	-.275	-.240	.436
LC40	.289	.136	.410	.320	-.232	-.181	-.394	-.071	.224
LC41	.113	-.080	.110	.752	-.067	.024	.167	.028	.194
LC42	.022	-.038	-.002	-.032	.048	-.719	.023	-.303	.194
LC43	.456	.340	.378	-.036	-.137	-.023	.181	.166	-.316

Extraction Method: Principal Component Analysis./ Rotation converged in 13 iterations.

Rotation Method: Varimax with Kaiser Normalization

Cortazzi & Jin. L (2013) had developed 6 factors for the learning culture questionnaire addressed on 750 students from the school of foreign language in China. The six factors were

Original Factors

Factor 1- Concepts of learning (items 1-6) in the questionnaire administered

Factor 2- Attitude towards learning (items 7-12)

Factor 3- Aims of learning (items 13- 18)

Factor 4- Methods of learning (items 19- 27)

Factor 5- Role of the teacher (items 28- 33)

Factor 6- Modes of teaching (items 34- 40)

Teacher-student Relationship

KMO and Bartlett's Test of Teacher-student Relationship

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.679
Bartlett's Test of Sphericity	Approx. Chi-Square	3706.648
	Df	1128
	Sig.	.000

Kaiser-Meyer-Olkin measure of sampling adequacy was more than .67 and Bartlett's test of Sphericity was highly significant, data found to be suitable for application of factor analysis.

Total Variance Explained Teacher-student Relationship

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	12.353	25.735	25.735	12.353	25.735	25.735	5.815	12.115	12.115
2	4.266	8.888	34.622	4.266	8.888	34.622	4.940	10.292	22.407
3	2.936	6.117	40.739	2.936	6.117	40.739	4.710	9.813	32.220
4	2.302	4.795	45.534	2.302	4.795	45.534	3.079	6.414	38.634
5	2.247	4.682	50.216	2.247	4.682	50.216	2.978	6.204	44.838
6	2.062	4.296	54.512	2.062	4.296	54.512	2.636	5.491	50.330
7	1.967	4.098	58.610	1.967	4.098	58.610	2.580	5.374	55.704
8	1.681	3.503	62.113	1.681	3.503	62.113	2.454	5.113	60.817
9	1.606	3.346	65.459	1.606	3.346	65.459	2.228	4.642	65.459
10	1.374	2.863	68.322						
11	1.324	2.758	71.080						
12	1.165	2.427	73.507						
13	1.075	2.240	75.747						
14	.955	1.990	77.737						
15	.906	1.888	79.625						
16	.873	1.818	81.443						
17	.830	1.729	83.172						
18	.711	1.482	84.654						
19	.627	1.307	85.961						
20	.590	1.230	87.191						
21	.575	1.197	88.388						
22	.532	1.108	89.495						
23	.507	1.057	90.553						
24	.490	1.021	91.573						
25	.445	.926	92.500						
26	.410	.855	93.355						
27	.365	.761	94.116						

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
28	.340	.709	94.825						
29	.311	.648	95.473						
30	.288	.599	96.072						
31	.267	.557	96.629						
32	.228	.475	97.105						
33	.193	.402	97.506						
34	.148	.309	97.815						
35	.141	.294	98.109						
36	.133	.278	98.387						
37	.114	.238	98.626						
38	.106	.222	98.847						
39	.096	.199	99.046						
40	.078	.163	99.209						
41	.074	.153	99.363						
42	.064	.133	99.496						
43	.056	.116	99.612						
44	.050	.103	99.715						
45	.043	.090	99.805						
46	.035	.072	99.877						
47	.031	.066	99.943						
48	.028	.057	100.000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix of Teacher-student Relationship

	Component								
	1	2	3	4	5	6	7	8	9
T1	.684	.228	-.221	.128	.156	.030	-.146	.194	-.047
T2	.701	.282	-.242	.081	.263	-.012	.007	.093	-.083
T3	-.614	-.032	.447	.158	-.166	.011	-.043	-.173	.037
T4	-.453	-.103	.562	.271	-.008	.326	-.050	-.006	-.049
T5	.839	.087	-.204	.082	.119	.017	-.093	.111	-.144
T6	.228	.389	-.230	.163	.634	-.063	-.072	.074	-.025
T7	.067	.078	.337	.406	.221	.029	.199	-.067	.483
T8	-.113	-.055	.665	.131	-.248	.248	.031	.033	.060
T9	.554	.100	-.035	-.195	.114	.156	.018	.588	.059
T10	.230	.063	-.289	-.043	.659	-.005	.002	.126	.126
T11	.095	.095	.330	.530	-.476	.023	-.096	-.135	.203
T12	.010	-.244	.104	.171	.163	-.003	.029	.634	.069
T13	.302	-.136	.002	-.041	.209	.019	-.082	-.076	-.797
T14	.406	.103	-.206	-.396	.481	-.039	-.023	.047	-.229
T15	.087	.274	.049	.538	.019	.280	-.161	-.269	.052
T16	-.101	-.388	.271	.311	-.308	.501	-.032	-.146	-.151
T17	.515	.428	.243	-.234	.143	-.206	.032	-.081	-.210
T18	.566	.178	-.187	-.221	.347	-.190	.207	.113	-.182
T19	-.086	.171	-.237	.071	.067	.650	.183	.162	.005
T20	-.289	.035	.063	.709	-.026	.014	.272	-.061	-.034
T21	-.033	.160	-.066	-.727	.123	.191	.030	-.150	-.024
T22	.239	.369	-.068	-.212	.649	-.017	.083	.083	-.158
T23	-.201	.064	.202	.362	.094	-.066	.502	.091	.252
T24	-.002	.264	.070	-.035	-.012	.469	.386	.104	-.437
T25	.643	.416	-.144	-.109	.329	.055	.078	.014	-.121
T26	.464	.211	.067	-.193	-.273	-.115	.142	.081	-.133
T27	-.181	-.282	-.153	-.119	-.161	.195	.646	-.015	.090
T28	-.443	-.142	.498	.008	-.162	.296	-.140	.270	.157
T29	.212	.799	-.169	.221	.267	.003	-.105	-.024	-.003
T30	.249	.632	.051	.015	.073	-.152	.170	.239	.153
T31	-.174	-.322	.270	.349	.071	.234	.228	-.373	.149
T32	-.391	.305	.419	-.086	-.068	.330	-.239	.358	-.104
T33	.273	.517	-.197	.026	.179	.074	.130	.413	.148
T34	-.015	.250	.008	-.068	.131	.109	.579	.257	-.386
T35	-.158	-.223	.293	.202	-.011	.158	-.035	-.662	.195

	Component								
	1	2	3	4	5	6	7	8	9
T36	-.216	.001	.388	-.007	.023	.174	-.015	-.038	.522
T37	.108	.778	-.082	-.031	.166	-.001	.100	-.159	.025
T38	.291	.307	.091	.252	.149	-.113	.402	-.070	.338
T39	-.175	-.109	.510	.212	-.274	-.054	-.032	-.321	.088
T40	-.026	-.184	.206	-.160	-.068	.724	.079	-.174	.115
T41	.216	.697	-.217	-.166	-.118	.201	.149	-.011	-.060
T42	.221	.238	.081	.136	-.008	.148	.707	-.132	.040
T43	-.221	-.323	.691	.075	-.029	-.131	.150	-.185	-.081
T44	-.137	-.179	.679	-.027	-.130	.021	-.019	-.033	.240
T45	.216	.472	-.405	.127	.313	-.285	.045	-.011	-.058
T46	.256	.436	-.241	-.094	.065	-.314	.449	.150	-.015
T47	-.171	.043	.641	.163	-.192	-.334	.044	.030	.019
T48	-.596	-.201	.336	.053	.018	.175	-.001	.230	-.088

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 17 iterations

Factor analysis was done to find out factorial validity 65.45 percent for n=100 in this research. The construct measured 65 percent of variances.

Original Factors (Analysis were done on original factors)

Factor 1- Leadership-1,5,9,13,17,21

Factor 2 – Understanding-2,6,10,14,18,22

Factor 3 – Uncertain-3,7,11,15,19,23

Factor 4- Admonishing -4,8,12,16,20,24

Factor 5- Helpful/Friendly-25,29,33,37,41,45

Factor 6 -Student Responsibility/Freedom-26,30,34,38,42,46

Factor 7-Dissatisfied-27,31,35,39,43,47

Factor 8-Strict-28,32,36,40,44,48

1. Dominance -sub factors

Strict (DO) and Leadership (DC)

2. Cooperation-sub factors

Helping /friendly (CD) and Understanding (CS)

3. Submission

Student freedom (SC) and Uncertain (OS)

4. Opposition

Dissatisfied (OS) and Admonishing (OD)

Proximity- (cooperation-opposition) (CO)

Influence-(Dominance-Submission) (DS)

3.17 Reliability of factors of Teacher-student relationship

Sl	Teacher-student relationship	No of Items-48	Cronbach Alpha
Factor 1	Leadership	6	.690
Factor 2	Understanding	6	.841
Factor 3	Uncertain	6	.517
Factor 4	Admonishing	6	.585
Factor 5	Helpful/Friendly	6	.841
Factor 6	Student Responsibility/Freedom	6	.709
Factor 7	Dissatisfied	6	.711
Factor 8	Strict	6	.739

PSYCHOLOGICAL CAPITAL

KMO and Bartlett's Test Psychological capital

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.617
Bartlett's Test of Sphericity	Approx. Chi-Square	895.554
	df	253
	Sig.	.000

Total Variance Explained Psychological capital

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.388	22.451	22.451	5.388	22.451	22.451	3.633	15.138	15.138
2	2.370	9.876	32.328	2.370	9.876	32.328	2.433	10.136	25.274
3	2.131	8.877	41.205	2.131	8.877	41.205	2.364	9.849	35.123
4	1.862	7.757	48.962	1.862	7.757	48.962	2.351	9.797	44.919
5	1.397	5.821	54.783	1.397	5.821	54.783	1.854	7.724	52.643
6	1.335	5.561	60.344	1.335	5.561	60.344	1.848	7.701	60.344
7	1.216	5.068	65.412						
8	1.104	4.602	70.014						
9	1.010	4.210	74.224						
10	.873	3.638	77.862						
11	.785	3.271	81.133						
12	.637	2.655	83.788						
13	.621	2.588	86.375						
14	.571	2.379	88.755						
15	.477	1.989	90.743						
16	.417	1.738	92.481						
17	.375	1.563	94.044						
18	.300	1.248	95.292						
19	.280	1.165	96.457						
20	.222	.924	97.381						
21	.204	.848	98.229						
22	.164	.683	98.912						
23	.147	.612	99.524						
24	.114	.476	100.000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix Psychological capital

	Component						Consider Loading above.45
	1	2	3	4	5	6	
PC1	.267	.030	.020	.612	.096	.324	
PC2	.282	-.020	.723	.237	.274	.132	
PC3	.033	.159	.827	-.044	-.151	.087	
PC4	.474	-.181	.298	.532	.113	.164	
PC5*	.012	.147	.080	.421	.081	-.072	
PC6	.580	-.069	.355	.053	-.119	-.149	
PC7	-.056	.058	-.058	.082	.014	.856	
PC8	.779	-.072	.275	.276	-.060	-.113	
PC9	.008	.024	.360	.020	.179	.724	
PC10	.562	-.131	.069	.390	-.039	-.069	
PC11	.716	.022	-.039	-.204	.153	.284	
PC12	.039	.168	.436	.287	-.473	.213	
PC13	-.153	.007	-.015	.242	.611	.265	
PC14	.194	.731	.126	.079	-.061	.175	
PC15	.143	.166	.092	.710	-.316	.157	
PC16	-.254	.599	.040	-.241	.325	-.195	
PC17	-.008	.763	.024	.238	-.135	.063	
PC18	.534	.180	.282	.183	-.005	.020	
PC19	.489	.390	-.074	-.100	-.322	-.015	
PC20	.101	.011	.052	-.092	.787	.062	
PC21	.577	.268	-.159	.035	-.020	.027	
PC22	.438	.407	.351	.267	.303	-.149	
PC23	.233	.388	.301	-.535	.030	.245	
PC24	.470	.467	.422	.031	.111	-.096	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 16 iterations.

Original factors

Factor 1 Efficacy (Item 1 to 6 in the Questionnaire)

Factor 2 Hope (Item 7 to 12)

Factor 3 Resilience (Item 13 to 18)

Factor 4 Optimism (Item 19 to 24)

Emergед Factors

Psychological Capital (24 items)

Factor 1- Self-motivation and optimism- 6, 8, 10, 11, 18, 19, 21, 22, 24

Factor-2 Resilience- 14, 16, 17

Factor-3 self- Efficacy- 2, 3

Factor 4 Goal Orientedness- 1, 4, 5, 15, 23

Factor 5 self-regulation -12, 13, 20

Factor-6 Hope-7, 9

3.18 Reliability of factors of Psychological capital

Sl	Psychological capital	No of items- 24	Cronbach Alpha
Factor 1	Self-motivation and optimism	9	.808
Factor 2	Resilience	3	.624
Factor 3	self- Efficacy	2	.681
Factor 4	Goal Orientedness	5	.358
Factor 5	self-regulation	3	.149
Factor 6	Hope	2	.632

Yogesh Upadhyay and kumar (2019) found 4 factors namely Resilience & Optimism -I(Items 22 optimism,18 Resilience, 13 resilience) ; efficacy (items 1,2 4 self efficacy);Resilience and optimism –II(17resilience,9 hope), Hope(items 9,11,8,7). Item 21 was loaded (.302) on Resilience &optimism-II. It was administered on 771graduate and postgraduate serving male and female employees of Delhi and NCR.

Academic Perseverance

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.617
Bartlett's Test of Sphericity	Approx. Chi-Square	895.554
	Df	253
	Sig.	.000

Factor analysis was conducted to check the unidimensionality of sub scale of Academic Perseverance. Kaiser-Meyer-Olkin measure of sampling adequacy was more than .61 and Bartlett's test of Sphericity was highly significant, data found to be suitable for application of factor analysis.

Total Variance Explained of Academic Perseverance

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.263	22.883	22.883	5.263	22.883	22.883	3.681	16.006	16.006
2	2.500	10.868	33.752	2.500	10.868	33.752	2.257	9.812	25.818
3	1.818	7.905	41.657	1.818	7.905	41.657	2.094	9.104	34.922
4	1.641	7.135	48.791	1.641	7.135	48.791	1.952	8.488	43.410
5	1.520	6.609	55.400	1.520	6.609	55.400	1.770	7.695	51.105
6	1.224	5.320	60.719	1.224	5.320	60.719	1.575	6.848	57.953
7	1.081	4.698	65.417	1.081	4.698	65.417	1.403	6.098	64.051
8	1.003	4.363	69.780	1.003	4.363	69.780	1.318	5.729	69.780
9	.902	3.920	73.701						
10	.861	3.745	77.446						
11	.721	3.135	80.581						
12	.708	3.078	83.659						
13	.655	2.849	86.507						
14	.586	2.546	89.054						
15	.475	2.067	91.121						
16	.413	1.794	92.915						
17	.391	1.700	94.614						
18	.287	1.249	95.864						
19	.259	1.127	96.991						
20	.255	1.109	98.100						
21	.174	.758	98.859						
22	.159	.691	99.550						
23	.104	.450	100.000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix of Academic Perseverance

	Component							
	1	2	3	4	5	6	7	8
PS1	.667	.049	.045	.420	.295	-.071	-.158	.028
PS2	-.033	.019	.080	-.096	-.015	-.016	.912	.116
PS3	.811	.277	.072	.082	.110	-.017	.007	.045
PS4	.797	-.104	.020	.028	.049	-.039	-.138	-.209
PS5	.434	-.140	.294	.388	-.058	-.207	.134	-.402
PS6	-.100	-.226	.109	.063	-.206	-.051	.108	.810
PS7	-.044	-.175	.603	-.226	.084	.396	.124	.200
PS8	.043	-.068	.845	.040	-.025	-.199	.115	-.008
PS9	.489	.128	.003	.608	.005	-.177	.028	.004
PS10	.195	.197	.026	.808	-.047	-.022	-.075	.086
PS11	.655	.065	-.003	.208	-.289	.084	.199	.001
PS12	.038	.010	.081	-.077	.120	.805	.010	-.075
PS13	.320	.316	.019	.300	.206	-.370	.044	.461
PS14	.004	.244	.549	.111	.487	.245	-.005	-.101
PS15	.087	.665	.056	.051	.100	.057	-.037	-.041
PS16	.156	.006	.126	-.034	.751	.192	.009	-.221
PS17	.177	.647	-.132	.119	.076	-.296	.096	-.142
PS18	-.060	.236	.633	.212	.136	.311	-.315	.065
PS19	.006	.083	.074	-.201	.560	-.297	-.442	.193
PS20	.710	.406	-.153	.096	.088	.077	-.033	.031
PS21	.461	.422	-.160	.222	-.132	.317	.110	.222
PS22	.067	.608	.118	.443	-.288	.134	-.081	.012
PS23	.376	.453	.298	-.144	-.463	-.063	-.307	-.050

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 14 iterations.

Original scale having 23 items was not factor analysed. So factor analysis was carried out.

Academic Perseverance (23 items)

Emerged Factors

Factor 1- Motivation- Item 1,3,4,20, 21

Factor 2-Dedication- 15,17, 22, 23

Factor 3-Persistence-7,8,4,14

Factor 4- Preparedness- 5,9,10,18

Factor 5-Interest- -16, 19

Factor 6- Will Power-11, 12

Factor 7-Efficiency- 2, 6

3.19 Reliability of factors of Academic Perseverance

S1	Academic Perseverance	No of items- 23	Cronbach Alpha
Factor 1	Motivation	5	.823
Factor 2	Dedication	4	.618
Factor 3	Persistence	4	.455
Factor 4	Preparedness	4	.536
Factor 5	Interest	2	.446
Factor 6	Will Power	2	.15*
Factor 7	Efficiency	2	.242

Academic Self-Discipline

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.687
Bartlett's Test of Sphericity	Approx. Chi-Square	844.971
	Df	190
	Sig.	.000

Factor analysis was conducted to check the unidimensionality of sub scale of Academic self-discipline. Kaiser-Meyer-Olkin measure of sampling adequacy was more than .61 and Bartlett's test of Sphericity was highly significant, data found to be suitable for application of factor analysis.

Total Variance Explained Academic Self-Discipline

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.097	25.483	25.483	5.097	25.483	25.483	3.721	18.606	18.606
2	2.471	12.353	37.836	2.471	12.353	37.836	2.356	11.778	30.384
3	1.760	8.802	46.638	1.760	8.802	46.638	2.196	10.979	41.363
4	1.521	7.607	54.245	1.521	7.607	54.245	1.848	9.242	50.605
5	1.409	7.045	61.290	1.409	7.045	61.290	1.730	8.650	59.255
6	1.137	5.687	66.977	1.137	5.687	66.977	1.544	7.722	66.977
7	.956	4.779	71.757						
8	.873	4.366	76.123						
9	.795	3.974	80.096						
10	.692	3.459	83.556						
11	.575	2.873	86.429						
12	.544	2.719	89.148						
13	.451	2.254	91.402						
14	.434	2.169	93.571						
15	.363	1.813	95.384						
16	.265	1.326	96.709						
17	.224	1.119	97.829						
18	.156	.781	98.610						
19	.152	.761	99.371						
20	.126	.629	100.000						

Extraction Method: Principal Component Analysis.
 Rotated Component Matrix

	Component					
	1	2	3	4	5	6
D1	-.152	.863	.003	.126	-.027	-.010
D2	-.057	.606	.385	.255	.119	-.206
D3	-.206	.171	.178	.748	-.074	.211
D4	.203	.399	.033	.462	.173	-.294
D5	.472	.602	.064	.247	-.341	.009
D6	.072	.586	.100	-.180	.141	.387
D7	.131	.029	-.026	-.031	.124	.802
D8	.270	.093	-.070	.704	.011	-.078
D9	.691	-.089	-.285	.011	-.100	.074
D10	.390	.055	.366	-.031	.353	-.498 +
D11	.274	.079	.829	.176	-.036	-.245
D12	.790	-.043	.192	.121	.010	-.105
D13	.653	-.034	.336	.034	-.040	.047
D14	.801	.022	.164	.205	-.029	-.013
D15	.248	.141	.746	-.058	-.347	.180
D16	-.015	.201	-.183	-.123	.763+	.001
D17	.725	.108	.231	-.035	.097	.083
D18	.478	.218	.499	.182	-.450	.000
D19	.046	-.403	-.015	.204	.636+	.426
D20	.282	-.192	.152	.469	-.266	-.157

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

Fatih Sal developed the questionnaire which was administered on 40 undergraduate students at university of Leicester. Data was collected using Experimental Participation Requirement (EPR) system. Fatih Sal states that there are 3 factors in the entire questionnaire assessing Academic Self Discipline. Two component 1, study in a plan 2. Attention

Factors emerging in the current sample N= 100

Academic self –Discipline (20 items)

Emerged Factors Academic Self -Discipline

Factor 1 Focused1, 4, 5, 9, 12, 13, 14, 17, 18

Factor 2 Mental preparedness- 2, 11, 15, 10

Factor 3 Delay_gratification- 3, 8, 20

Factor 4 Psychological endurance– 16, 19

Factor 5 Distractions - 7, 6

3.20 Reliability of factors of Academic Self–Discipline

Sl	Academic Self –Discipline	No of items- 20	Cronbach Alpha
Factor 1	Focused	9	.781
Factor 2	Mental preparedness	4	.663
Factor 3	Delay_gratification	3	.503
Factor 4	Psychological endurance	2	.456
Factor 5	Distractions	2	.329

The normality, reliability and validity of the tools were established for using parametric statistics.

Chapter 4

Results

The result chapter is about analysis of data that were generated. The SPSS 21 version was used for data analysis and was analyzed at macro and micro level. Normality test was carried out to test the normality of the sample for application of para-metric tests. The uni-variate statistics like mean, SD, t-test; bi-variate statistics like correlation and multivariate statistics like factor analysis and stepwise regression were used. The factorial validity of measurement scales were established. The qualitative data, generated by focus group discussion were also analysed.

NORMALITY TEST OF THE SAMPLE

The normality test was conducted on the sample (N=100) as it was an important criterion for applying statistical tools. The normality test was conducted for the learning culture is given below.

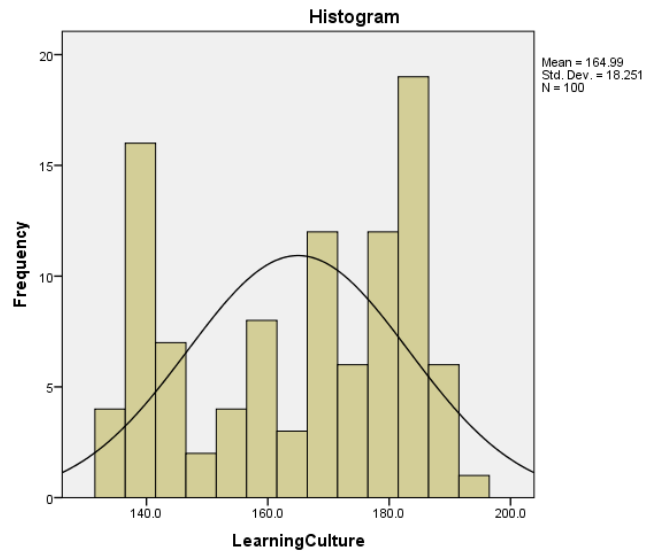
Learning Culture

Table No. 4.1 The normality test of Learning Culture

		TOTAL
N	Valid	100
	Missing	0
Mean		164.990
Skewness		-.305
Kurtosis		-1.378
Standard Deviation		18.2511

Table- 4.1 showed that the calculated statistical value for skewness was $-.305$, which means that the sample was negatively skewed. The value of kurtosis was -1.378 . It is impossible to generate a data which would be normally distributed perfectly. The skewness and kurtosis below $.2$ would be good enough to carry out the statistical analysis of the data. However for the present research the sample is very small. Hence it is very difficult to find a perfect normal probability curve. The figure given below showed the histogram against the normal probability curve and the skewness and kurtosis for the learning culture.

Normal Probability curve for the learning culture(N=100)



Teacher- Student Relationship

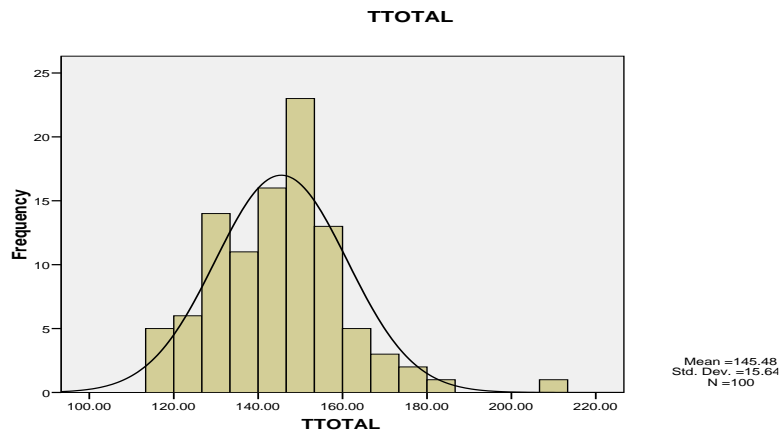
The normality test was conducted for the Teacher- Student Relationship is given below

Table No. 4.2Normality test for the Teacher- Student Relationship

		TOTAL
N	Valid	100
	Missing	1
Mean		145.4800
Skewness		.717
Std. Error of Skewness		.241
Kurtosis		2.206
Std. Error of Kurtosis		.478

Table No. 4.2 showed that the calculated statistical value for skewness was .717, which means that the sample was positively skewed. The value of kurtosis was 2.20. It is impossible to find a sample which is perfectly normally distributed. The skewness and kurtosis below .2 would be good enough to carry out the statistical analysis of the data. However, for the present research the sample is very small. Hence, it is very difficult to get a perfect normal probability curve. The figure given below showed the histogram against the normal probability curve and the skewness and kurtosis for the teacher-student relationship.

Normal Probability curve for the Teacher- Student Relationship (N=100)



Psychological Capital

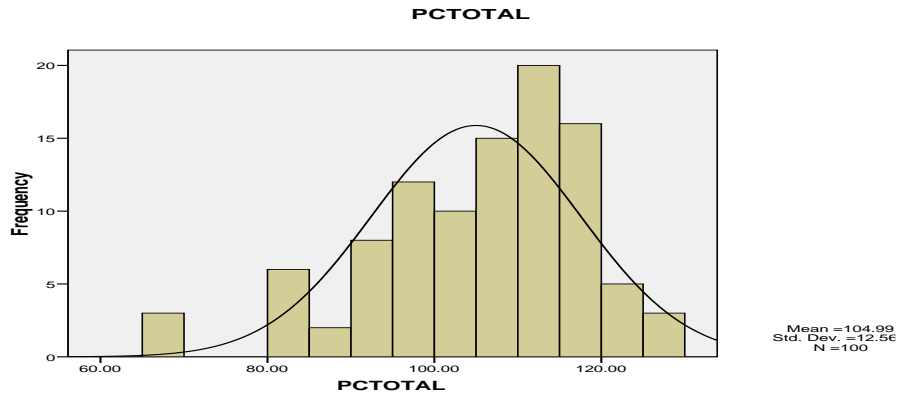
The normality test was conducted for the Psychological Capital is given below

Table No. 4.3 Normality test for the Psychological Capital (N=100)

		PCTOTAL
N	Valid	100
	Missing	1
Mean		104.9900
Skewness		-.852
Std. Error of Skewness		.241
Kurtosis		.673
Std. Error of Kurtosis		.478

Table No. 4.3 showed that the calculated statistical value for skewness was .241, which means that the sample was positively skewed. The value of kurtosis was .673. It is impossible to have a perfectly normally distributed sample. The skewness and kurtosis below .2 would be good enough to carry out the statistical analysis of the data. The figure given below showed the histogram against the normal probability curve and the skewness and kurtosis for the Psychological Capital

Normal probability curve for Psychological Capital (N=100)



Academic Perseverance

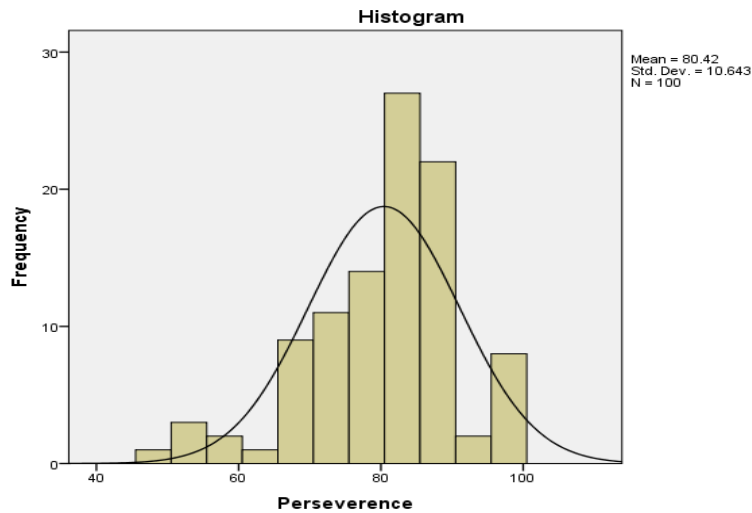
The normality test was conducted for the Academic Perseverance is given below

Table No. 4.4 Normality test for the Academic Perseverance (N=100)

		TOTAL
N	Valid	100
	Missing	0
Mean		80.42
Skewness		-.755
Kurtosis		.849

Table No. 4.4 showed that the calculated statistical value for skewness was $-.755$, which means that the sample was negatively skewed. The value of kurtosis was $.849$. The figure given below showed the histogram against the normal probability curve and the skewness and kurtosis for the Academic Perseverance.

Normal probability curve for the Academic Perseverance



Academic Self-Discipline

Table No. 4.5 The normality test was conducted for the Academic Self-Discipline is given below

		TOTAL
N	Valid	100
	Missing	0
Mean		80.09
Skewness		-.262
Kurtosis		-.568

Table No. 4.5 showed that the calculated statistical value for skewness was $-.262$, which means that the sample was negatively skewed. The value of kurtosis was $-.568$. The figure given below showed the histogram against the normal probability curve and the skewness and kurtosis for the Academic Self-Discipline.

Normal probability curve for Academic Self-Discipline

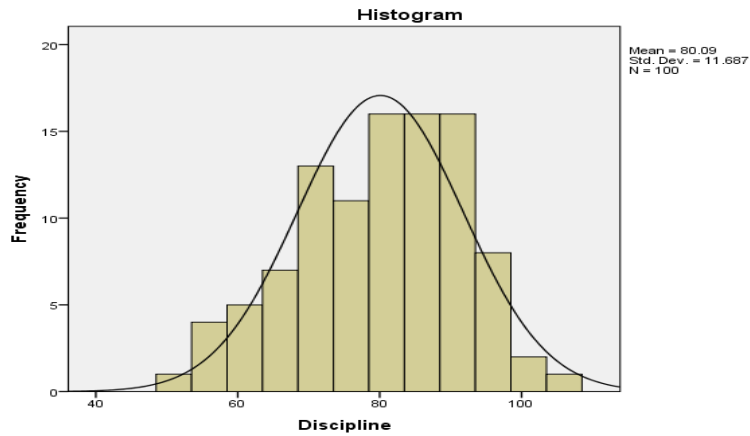


Table- 4.6 Academic Self-Discipline

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Academic Self-Discipline	100	100.0%	0	0.0%	100	100.0%

Table No. 4.6 Descriptives Academic Self-Discipline

	Statistic	Std. Error	Bootstrap ^a			
			Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
Mean	80.09	1.169	-.10	1.16	77.72	82.20
95% Confidence Interval for Mean	Lower Bound	77.77				
	Upper Bound	82.41				
5% Trimmed Mean	80.28		-.14	1.23	77.70	82.44
Median	81.50		-.09	1.36	78.00	84.00
Variance	136.588		-	15.804	104.249	167.869
Std. Deviation	11.687		2.134	.683	10.210	12.956
Minimum	51					
Maximum	105					
Range	54					
Interquartile Range	18		-1	2	14	21
Skewness	-.262	.241	.020	.164	-.585	.073
Kurtosis	-.568	.478	-.006	.255	-.990	-.023

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Table No. 4.7 Percentiles Academic Self-Discipline

		Percentiles	Percentile	Bootstrap ^a			
				Bias	Std. Error	95% Confidence Interval	
						Lower	Upper
Weighted Average(Definition 1)	Discipline	5	58.15	1.35	1.85	57.05	63.98
		10	63.10	.04	2.04	58.30	67.30
		25	71.00	.51	1.56	67.50	75.00
		50	81.50	-.09	1.36	78.00	84.00
		75	89.00	-.28	1.53	86.00	91.00
		90	94.90	-.14	2.03	91.00	98.00
		95	98.00	-.02	1.46	93.95	100.95
Tukey's Hinges	Discipline	25	71.00	.60	1.55	68.00	75.00
		50	81.50	-.09	1.36	78.00	84.00
		75	89.00	-.36	1.53	86.00	91.00

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Table- 4.8 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Academic Self-Discipline	.081	100	.103	.983	100	.237

a. Lilliefors Significance Correction

The established tests of normality always take into account both Skewness and Kurtosis simultaneously. The Kolmogorov-Smirnov test (K-S) and Shapiro-Wilk (S-W) test are designed to test normality by comparing the data to a normal distribution with the same mean and standard deviation of sample. If the test is NOT significant, then the data are normal, so any value above .05 indicates normality. If the test is significant (less than .05), then the data are non-normal. One limitation of the normality tests is that the larger the sample size, the more likely to get significant results. Thus, significant results are found with only slight deviations from normality when sample sizes are large.

Table No. 4.9 Mean and SD of the Learning culture and its dimensions (Total sample)

	Dimensions	N	Mean	Standard Deviation
Total	Learning culture	100	164.99	18.25
Factor1	Transformative Educational Ethos	100	68.87	14.05
Factor2	Learning method	100	23.23	3.03
Factor3	Teaching modes	100	17.33	1.16
Factor4	Attitude towards Learning	100	15.26	1.52
Factor 5	Teacher characteristics	100	8.87	1.76
Factor 6	Student centered learning	100	10.66	1.85
Factor7	Respect for diversity	100	8.42	.81
Factor8	Life-long education	100	11.07	1.90
Factor 9	Reflective learning	100	7.51	.81

Table shows the mean and SD for the Learning culture and its dimensions of total sample (N=100). The students reported to display the beliefs about learning culture across its factors.

Table No. 4.10 Mean and SD of the Teacher- Student Relationship and its dimensions (Total sample)

	Dimensions	N	Mean	Standard Deviation
Total	Teacher- Student Relationship	100	145.48	15.64
Factor1	Leadership (DC)	100	23.50	4.28
Factor2	Understanding (CS)	100	21.45	6.04
Factor3	Uncertain (SO)	100	12.93	4.11
Factor4	Admonishing (OD)	100	15.95	4.69
Factor 5	Helpful/Friendly (CD)	100	21.05	5.88
Factor 6	Student responsibility/ Freedom (SC)	100	17.74	5.43
Factor7	Dissatisfied (OS)	100	15.10	5.05
Factor8	Strict (DO)	100	17.76	5.43
Combined factors		N=100	Mean	Standard Deviation
Factor1	Dominance (Leadership (DC)+ Strict (D0))	100	41.26	5.26
Factor2	Co-operation (Helpful/Friendly (CD)+ Understanding(CS))	100	42.50	10.97
Factor 3	Submission (StudentResponsibility/ Freedom (SC)+ Uncertain	100	30.67	6.65

	Dimensions	N	Mean	Standard Deviation
	(OS))			
Factor4	Opposition Dissatisfied (OS)+ Admonishing (OD)	100	31.05	8.34
Final factors		N=100	Mean	Standard Deviation
Factor 1	Proximity (cooperation+opposition) (CO)	100	73.55	8.61
Factor 2	Influence (Dominance+Submission) (DS)	100	71.93	8.64

The mean for the total sample was found to be 145.48 and the standard deviation was found out to be 15.64. The mean and SD for the Teacher-student relationship and its dimensions of total sample N=100). The students reported about the relationship as they perceived across its factors.

Table No. 4.11 Mean and SD of the Psychological Capital and its dimensions (Total sample)

SI	Psychological capital	Mean	Std. Deviation
Factor 1	Self-motivation and optimism	41.1000	6.67197
Factor 2	Resilience	12.1400	2.92678
Factor 3	self- Efficacy	8.6800	2.23778
Factor 4	Goal Orientedness	22.3200	3.12009
Factor 5	self-regulation	11.57	2.56730
Factor 6	Hope	9.18	1.77741
Total score	-	104.99	12.56377

The table above shows that the mean for the current sample N-100 was found to be 104.99 and the standard deviation was found to be 12.56.

Table No. 4.12 Mean and SD of the Academic Perseverance and its dimensions (Total sample)

	N	Minimum	Maximum	Mean	Std. Deviation
PSF1	100	6.00	25.00	18.7100	4.39765
PSF2	100	7.00	20.00	14.7900	2.97564
PSF3	100	5.00	20.00	13.8600	2.94399
PSF4	100	8.00	19.00	14.3200	3.00800
PSF5	100	2.00	10.00	6.3300	1.79818
PSF6	100	2.00	10.00	6.5500	1.70783
PSF7	100	2.00	10.00	6.3700	1.69762
PSTOTAL	100	48.00	100.00	80.4200	10.64314
Valid N (listwise)	100				

The mean and SD for the Academic perseverance and its dimensions of total sample (N=100). Their Academic perseverance were above average across factors.

Table No. 4.13 Mean and SD of the Academic Self-Discipline and its dimensions (Total sample)

	N	Minimum	Maximum	Mean	Std. Deviation
DF1	100	22.00	52.00	36.7000	7.78045
DF2	100	7.00	24.00	16.9300	3.45901
DF3	100	3.00	18.00	12.5100	2.57609
DF4	100	2.00	11.00	6.1300	2.45219
DF5	100	3.00	12.00	7.8200	2.08593
DTOTAL	100	51.00	105.00	80.0900	11.68708
Valid N (listwise)	100				

The mean and SD for the Academic Self-Discipline and its dimensions of total sample (N=100). Their Academic Self-Discipline were above average across factors.

Table No. 4.14 PERFORMANCE OF JNV, MOHTUKA ACROSS EACH CORE STANDARD BASED ON THE SELF-EVALUATION MADE BY THE SCHOOL

Key Domains	Core Standards	Level
DOMAIN-I Enabling Resources of School: Availability and Adequacy	1.School Premises	3
	2.Playground and Sports Equipment / Materials	2
	3.Classrooms and Other Rooms	2
	4.Electricity and Gadgets	3
	5.Library	2
	6.Laboratory	3
	7.Computer (where provisioning exists)	3
	8.Ramp	1
	9.Mid Day Meal; Kitchen and Utensils	3
	10.Drinking Water	2
	11.Hand Wash Facilities	1
	12.Toilets	2
DOMAIN-I Enabling Resources of School: Quality and Usability	1.School Premises	2
	2.Playground and Sports Equipment / Materials	1
	3.Classrooms and Other Rooms	1
	4.Electricity and Gadgets	2
	5.Library	2
	6.Laboratory	3
	7.Computer (where provisioning exists)	3
	8.Ramp	1
	9.Mid Day Meal; Kitchen and Utensils	1
	10.Drinking Water	1
	11.Hand Wash Facilities	1
	12.Toilets	2
DOMAIN-II Teaching-learning and Assessment	1.Teachers' Understanding of Learners	1
	2.Subject and Pedagogical Knowledge of Teachers	2
	3.Planning for Teaching	1
	4.Enabling Learning Environment	1
	5.Teaching-learning Process	2
	6.Class Management	1
	7.Learners' Assessment	1

Key Domains	Core Standards	Level
	8.Utilization of Teaching-learning Resources	1
	9.Teachers' Reflection on their own Teaching-learning Practices	1
DOMAIN-III Learners' Progress, Attainment and Development	1.Learners' Attendance	1
	2.Learners' Participation and Engagement	2
	3.Learners' Progress	1
	4.Learners' Personal and Social Development	1
	5.Learners' Attainment	2
DOMAIN-IV Managing Teacher Performance and Professional Development	1.Orientation of New Teachers	3
	2.Teachers' Attendance	2
	3.Assigning Responsibilities and Defining Performance Goals	2
	4.Teachers' Preparedness for Curricular Expectations	1
	5.Monitoring of Teachers Performance	1
	6.Teachers' Professional Development	1
DOMAIN-V School Leadership and Management	1.Building Vision and Setting Direction	1
	2.Leading Change and Improvement	1
	3.Leading Teaching-learning	1
	4.Leading Management of School	1
DOMAIN-VI Inclusion, Health and Safety	1.Inclusive Culture	1
	2.Inclusion of Children With Special Needs (CWSN)	1
	3.Physical Safety	1
	4.Psychological Safety	1
	5.Health and Hygiene	2
DOMAIN-VII Productive Community Participation	1.Organisation and Management of SMC/ SDMC	2
	2.Role in School Improvement	1
	3.School-Community Linkages	1
	4.Community as Learning Resource	1
	5.Empowering Community	1

JNV Mohtuka performed lowest in the following domains

Enabling Resources of School: Availability and Adequacy, Teaching-learning and Assessment, Learners' Progress, Attainment and Development, School Leadership and Management, Inclusion, Health and Safety and Productive Community Participation.

It performed moderately in Managing Teacher Performance and Professional Development.

Table No. 4.15 RESPONSE MATRIX FOR JNV, MOHTUKA ACROSS DOMAINS

Domain	JNV, MOHTUKA
DOMAIN-I Enabling Resources of School: Availability and Adequacy	47
DOMAIN-II Teaching-learning and Assessment	11
DOMAIN-III Learners' Progress, Attainment and Development	7
DOMAIN-IV Managing Teacher Performance and Professional Development	10
DOMAIN-V School Leadership and Management	4
DOMAIN-VI Inclusion, Health and Safety	6
DOMAIN-VII Productive Community Participation	6
TOTAL SCORE	91

Table No. 4.16 PERFORMANCE OF JNV, GURUGRAM ACROSS EACH CORE STANDARD

Key Domains	Core Standards	Level
DOMAIN-I Enabling Resources of School: Availability and Adequacy	1.School Premises	3
	2.Playground and Sports Equipment / Materials	3
	3.Classrooms and Other Rooms	2
	4.Electricity and Gadgets	3
	5.Library	3
	6.Laboratory	3
	7.Computer (where provisioning exists)	3
	8.Ramp	3
	9.Mid Day Meal; Kitchen and Utensils	3
	10.Drinking Water	2
	11.Hand Wash Facilities	2
	12.Toilets	2
DOMAIN-I Enabling Resources of School: Quality and Usability	1.School Premises	3
	2.Playground and Sports Equipment / Materials	3
	3.Classrooms and Other Rooms	1
	4.Electricity and Gadgets	3
	5.Library	2
	6.Laboratory	3
	7.Computer (where provisioning exists)	3
	8.Ramp	3
	9.Mid Day Meal; Kitchen and Utensils	2
	10.Drinking Water	2
	11.Hand Wash Facilities	1
	12.Toilets	2
DOMAIN-II Teaching-learning and Assessment	1.Teachers' Understanding of Learners	1
	2.Subject and Pedagogical Knowledge of Teachers	1
	3.Planning for Teaching	1
	4.Enabling Learning Environment	1
	5.Teaching-learning Process	2
	6.Class Management	1
	7.Learners' Assessment	1
	8.Utilization of Teaching-learning Resources	1
	9.Teachers' Reflection on their own Teaching-learning Practices	1
DOMAIN-III Learners' Progress, Attainment and Development	1.Learners' Attendance	1
	2.Learners' Participation and Engagement	2
	3.Learners' Progress	1
	4.Learners' Personal and Social Development	1
	5.Learners' Attainment	3
DOMAIN-IV Managing Teacher Performance and Professional Development	1.Orientation of New Teachers	1
	2.Teachers' Attendance	3
	3.Assigning Responsibilities and Defining Performance Goals	1
	4.Teachers' Preparedness for Curricular Expectations	1
	5.Monitoring of Teachers Performance	2
	6.Teachers' Professional Development	2
DOMAIN-V School Leadership and Management	1.Building Vision and Setting Direction	2
	2.Leading Change and Improvement	2
	3.Leading Teaching-learning	1
	4.Leading Management of School	1
DOMAIN-VI Inclusion, Health and Safety	1.Inclusive Culture	1
	2.Inclusion of Children With Special Needs (CWSN)	1
	3.Physical Safety	1
	4.Psychological Safety	1
	5.Health and Hygiene	1
DOMAIN-VII Productive Community Participation	1.Organisation and Management of SMC/ SDMC	2
	2.Role in School Improvement	1
	3.School-Community Linkages	1
	4.Community as Learning Resource	1
	5.Empowering Community	1

From Table No. 4.16 we can infer that JNV, Gurugram performed lowest in the following domains-Enabling Resources of School: Availability and Adequacy, Teaching-learning and Assessment, Inclusion, Health and Safety and Productive Community Participation.

JNV, Gurugram performed moderately in the following domains- Learners' Progress, Attainment and Development, Managing Teacher Performance and Professional Development and School Leadership and Management

Table No. 4.17 RESPONSE MATRIX FOR JNV GURUGRAM ACROSS DOMAINS

Domain	JNVGurugram
DOMAIN-I Enabling Resources of School: Availability and Adequacy	58
DOMAIN-II Teaching-learning and Assessment	10
DOMAIN-III Learners' Progress, Attainment and Development	8
DOMAIN-IV Managing Teacher Performance and Professional Development	10
DOMAIN-V School Leadership and Management	6
DOMAIN-VI Inclusion, Health and Safety	5
DOMAIN-VII Productive Community Participation	6
TOTAL SCORE	103

Table No. 4.18 The Bench mark of School Performance based on School Self-Evaluation against domains

Domain	Maximum Score	Minimum Score	Low Performing (Less than 50 Percent)	Moderate Performing (50-70 Percent)	High Performing (70-90 Percent)	Very High Performing (Above 90 Percent)
Consolidated	46	138	46-68	69-97	98-124	125-138
DOMAIN-I Enabling Resources of School: Availability and Adequacy	12	36	12-17	18-25	26-32	33-36
DOMAIN-II Teaching-learning and Assessment	9	27	9-13	14-19	20-24	25-27
DOMAIN-III Learners' Progress, Attainment and Development	5	15	5-7	8-11	12-14	15
DOMAIN-IV Managing Teacher Performance and Professional Development	6	18	6-8	9-13	14-16	17-18
DOMAIN-V School Leadership and Management	4	12	4-5	6-8	9-11	12
DOMAIN-VI Inclusion, Health and Safety	5	15	5-7	8-11	12-14	15
DOMAIN-VII Productive Community Participation	5	15	5-7	8-11	12-14	15

JNV Mohtuka was found to be a performing school whereas JNV, Gurugram was high Performing school based on their school self-evaluation consolidated score as reported by school specifically the teachers. The consolidated score was the total of levels, the school assigned against 46 core standards based on their school performance.

Table No. 4.19 Mean, Standard Deviation, t-test for Learning Culture in Performing and High Performing School for the total sample

Learning Culture Total	N	MEAN	Standard Deviation	t-test
Performing JNV, MOHTUKA (school performance score 91)	50	163.9000	20.53096	-.595
High Performing JNV GURUGRAM(103)	50	166.0800	15.78147	-.595

Table above shows that the mean of Learning Culture for the total sample in performing school and high performing school was found to be 163.9000 and 166.0800 respectively. The difference between the two mean is not statistically significant. The standard deviation was found to be 20.53096 and 15.78147 respectively. The difference between the two is not statistically significant. The t test for performing and high performing school was found to be-.595 and -.595 respectively.

JNV Faridabad scored highest in Domain-I Enabling Resources of School: Availability and Adequacy which is 47 and lowest in Domain-V School Leadership and Management which is 4. Going by the total score of JNV, Faridabad , the school comes into the category of Performing School in School Standards and Evaluation Framework' (SSEF)

JNV, Gurugram scored highest in Domain-I Enabling Resources of School: Availability and Adequacy and which is 58 lowest in Domain-VI Inclusion, Health and Safety which is 5. Going by the total score of JNV, Gurugram, the school comes into the category of High Performing School in School Standards and Evaluation Framework' (SSEF)

Table No. 4.20 The Mean, Standard Deviation, t-test for Learning Culture in Performing and High Performing School for the total sample

Learning Culture Total	N	MEAN	Standard Deviation	t-test
Performing	50	163.90	20.53	-.595
High Performing	50	166.08	15.78	-.595

The mean for the total sample in performing school and high performing school was found to be 163.90 and 166.08 respectively. The difference between the two mean is not statistically significant. The standard deviation for performing and high performing school was found to be 20.53 and 15.78 respectively. The difference between the two is not statistically significant.

Table No. 4.21 The Mean, Standard Deviation, t-test for Teacher-Student Relationship in Performing and High Performing School for the total sample

Teacher Student Relationship Total	N	MEAN	Standard Deviation	t-test
Performing	50	146.94	18.23	.933
High Performing	50	144.02	12.544	.933

The mean for the total sample in performing school and high performing school was found to be 146.94 and 144.02. The difference between the two mean is not statistically significant. The standard deviation for performing and high performing school was found to be 18.23 and 12.544 respectively. The difference between the two is not statistically significant. The t test for performing and high performing school was found to be .933 and .933.

Table No. 4.22 The Mean, Standard Deviation, t-test for Psychological Capital in Performing and High Performing School for the total sample

	N	MEAN	Standard Deviation	t-test
Performing	50	104.60	11.71	-.309
High Performing	50	105.38	13.46	-.309

The mean for the total sample in performing school and high performing school was found to be 104.60 and 105.38. The difference between the two mean is not statistically significant. The standard deviation for performing and high performing school was found to be 11.71777 and 13.46483. The difference between is not statistically significant. The t test for performing and high performing school was found to be -.309 and -.309 respectively. They both are same.

Table No. 4.23 The Mean, Standard Deviation, t-test for Academic Perseverance in Performing and High Performing School for the total sample

Academic Perseverance Total	N	MEAN	Standard Deviation	t-test
Performing	50	80.62	11.23	.187
High Performing	50	80.22	10.13	.187

The mean for the total sample in performing school and high performing school was found to be 80.62 and 80.22. The difference between the two means is not statistically significant. The standard deviation for performing and high performing school was found to be 11.23 and 10.13. The difference between the two is not statistically significant. The t test for performing and high performing school was found to be .187 and .187. They both are same.

Table No. 4.24 The Mean, Standard Deviation, t-test for Academic Self Discipline in Performing and High Performing School for the total sample

Academic Self Discipline	N	MEAN	Standard Deviation	t-test
Performing	50	81.16	11.51	.915
High Performing	50	79.02	11.87	.915

The mean for the total sample in performing school and high performing school was found to be 81.1600 and 79.0200. The difference between the two mean is not statistically significant. The standard deviation for performing and high performing school was found to be 11.51992 and 11.87089 respectively. The difference between the is not statistically significant. The t test for performing and high performing school was found to be .915 and .915. They both are same

Learning Culture (LC)

Table No. 4.25 Mean,SD and t-values of Learning Culture and its dimensions across performing and high performing school

FACTORS	SCHOOL PERFORMANCE	N	Mean	Std. Deviation	t-values
Transformative Educational Ethos	PERFORMING	50	66.9200	16.24913	-1.394
	HIGH PERFORMANCE	50	70.8200	11.27882	
Learning Method	PERFORMING	50	23.7400	3.40354	1.698
	HIGH PERFORMANCE	50	22.7200	2.53981	
Teaching Mode	PERFORMING	50	17.3400	.79821	.085
	HIGH PERFORMANCE	50	17.3200	1.44900	
Attitude towards Learning	PERFORMING	50	15.1200	1.20611	-9.919
	HIGH PERFORMANCE	50	15.4000	1.78429	
Teacher Characteristics	PERFORMING	50	8.6800	1.18563	-1.076
	HIGH PERFORMANCE	50	9.0600	2.19842	
Student Centered Learning	PERFORMING	50	11.2800	1.57843	3.520**

Respect for diversity	HIGH PERFORMANCE	50	10.0400	1.92682	.731
	PERFORMANCE	50	8.4800	.70682	
Life long education	HIGH PERFORMANCE	50	8.3600	.92051	1.208
	PERFORMANCE	50	11.3000	1.85439	
Reflective Learning	HIGH PERFORMANCE	50	10.8400	1.95208	-2.136**
	PERFORMANCE	50	7.3400	.55733	
Learning Culture TOTAL	HIGH PERFORMANCE	50	7.6800	.97813	-.595
	PERFORMANCE	50	163.9000	20.53096	
	HIGH PERFORMANCE	50	166.0800	15.78147	

Mean ,SD and t-values of Learning Culture and its dimensions across performing and high performing school shows significant differences on student centered learning and reflective learning. Performing schools were high on student centered learning but low on reflective learning.

Table No. 4.26 Mean, SD and t-values of Learning Culture and its dimensions across gender

FACTORS	GENDER	N	Mean	Std. Deviation	t-values
Transformative Educational Ethos	MALE	52	68.6731	14.33455	-.145
	FEMALE	48	69.0833	13.88989	
Learning Method	MALE	52	23.2692	3.11930	.134
	FEMALE	48	23.1875	2.96545	
Teaching Mode	MALE	52	17.3077	1.22935	-.199
	FEMALE	48	17.3542	1.10106	
Attitude towards Learning	MALE	52	15.1538	1.43328	-.724
	FEMALE	48	15.3750	1.61936	
Teacher Characteristics	MALE	52	8.8654	1.63334	-.027
	FEMALE	48	8.8750	1.91994	
Student Centered Learning	MALE	52	10.7308	1.85890	.394
	FEMALE	48	10.5833	1.87745	
Respect for diversity	MALE	52	8.3654	.76770	-.692
	FEMALE	48	8.4792	.87494	
Life long education	MALE	52	11.0769	1.94882	.038
	FEMALE	48	11.0625	1.88393	
Reflective Learning	MALE	52	7.4231	.75006	-1.118
	FEMALE	48	7.6042	.86884	
Learning Culture TOTAL	MALE	52	164.7308	18.62016	-.147
	FEMALE	48	165.2708	18.03512	

Mean, SD and t-values of Learning Culture and its dimensions across gender shows that male tend to value life-long education. But female students tend to belief teachers as parents.

Table No. 4.27 Mean, SD and t-values of Learning Culture and its dimensions across grade

FACTORS	GRADE	N	Mean	Std. Deviation	t-vales
Transformative Educational Ethos	10TH	49	69.7347	13.83048	.727
	7 TH	49	67.6531	14.51372	
Learning Method	10TH	49	23.0204	3.16550	-.529
	7 TH	49	23.3469	2.94074	
Teaching Mode	10TH	49	17.4490	1.13764	1.240

FACTORS	GRADE	N	Mean	Std. Deviation	t-values
	7 TH	49	17.1633	1.14286	
Attitude towards Learning	10 TH	49	15.4898	1.67235	1.601
	7 TH	49	15.0000	1.33853	
Teacher Characteristics	10 TH	49	8.7551	1.86559	-.758
	7 TH	49	9.0204	1.58758	
Student Centered Learning	10 TH	49	10.3469	1.82061	-1.543
	7 TH	49	10.9184	1.84658	
Respect for diversity	10 TH	49	8.4694	.84415	.873
	7 TH	49	8.3265	.77427	
Life long education	10 TH	49	10.8980	1.82853	-.737
	7 TH	49	11.1837	2.00700	
Reflective Learning	10 TH	49	7.4898	.79379	.129
	7 TH	49	7.4694	.76654	
Learning Culture TOTAL	10 TH	49	165.3673	18.08164	.374
	7 TH	49	163.9796	18.65531	

There was no significant difference in grades on learning culture and its dimensions

Table No. 4.28 Mean, SD and t-values of Learning Culture and its dimensions across Socio-Economic Status

FACTORS		N	Mean	Std. Deviation
Transformative Educational Ethos	1.00	64	69.0469	13.68400
	2.00	8	73.1250	15.64278
	3.00	28	67.2500	14.68339
	Total	100	68.8700	14.05304
Learning Method	1.00	64	23.2969	3.01678
	2.00	8	23.8750	2.35660
	3.00	28	22.8929	3.28114
	Total	100	23.2300	3.03133
Teaching Mode	1.00	64	17.3906	1.25505
	2.00	8	17.3750	.91613
	3.00	28	17.1786	1.02030
	Total	100	17.3300	1.16389
Attitude towards Learning	1.00	64	15.3125	1.51054
	2.00	8	15.7500	1.66905
	3.00	28	15.0000	1.51535
	Total	100	15.2600	1.52169
Student Centered Learning	1.00	64	8.8906	1.70077
	2.00	8	9.7500	2.96407
	3.00	28	8.5714	1.45114
	Total	100	8.8700	1.76758
Student Centered Learning	1.00	64	10.6094	1.89918
	2.00	8	9.8750	1.12599
	3.00	28	11.0000	1.90516
	Total	100	10.6600	1.85984
Respect for diversity	1.00	64	8.3750	.78680
	2.00	8	8.7500	.88641
	3.00	28	8.4286	.87891
	Total	100	8.4200	.81872
Life long education	1.00	64	11.1250	1.93136
	2.00	8	11.2500	.46291
	3.00	28	10.8929	2.13158
	Total	100	11.0700	1.90828

FACTORS		N	Mean	Std. Deviation
Reflective Learning	1.00	64	7.5156	.89073
	2.00	8	7.7500	.88641
	3.00	28	7.4286	.57275
	Total	100	7.5100	.81023
Learning Culture TOTAL	1.00	64	165.3594	17.78118
	2.00	8	171.6250	20.90753
	3.00	28	162.2500	18.68575
	Total	100	164.9900	18.25105

Table No. 4.29 ANOVA of Learning Culture and its dimensions across Socio-Economic Status

FACTORS		Sum of Squares	Df	Mean Square	F	Sig.
Transformative Educational Ethos	Between Groups	220.326	2	110.163	.553	.577
	Within Groups	19330.984	97	199.288		
	Total	19551.310	99			
Learning Method	Between Groups	6.797	2	3.399	.365	.695
	Within Groups	902.913	97	9.308		
	Total	909.710	99			
Teaching Mode	Between Groups	.893	2	.447	.325	.723
	Within Groups	133.217	97	1.373		
	Total	134.110	99			
Attitude towards Learning	Between Groups	3.990	2	1.995	.859	.427
	Within Groups	225.250	97	2.322		
	Total	229.240	99			
Teacher Characteristics	Between Groups	8.718	2	4.359	1.407	.250
	Within Groups	300.592	97	3.099		
	Total	309.310	99			
Student Centered Learning	Between Groups	8.331	2	4.165	1.209	.303
	Within Groups	334.109	97	3.444		
	Total	342.440	99			
Respect for diversity	Between Groups	1.003	2	.501	.744	.478
	Within Groups	65.357	97	.674		
	Total	66.360	99			
Life long education	Between Groups	1.331	2	.666	.180	.836
	Within Groups	359.179	97	3.703		
	Total	360.510	99			
Reflective Learning	Between Groups	.648	2	.324	.489	.615
	Within Groups	64.342	97	.663		
	Total	64.990	99			
Learning Culture TOTAL	Between Groups	571.131	2	285.565	.855	.429
	Within Groups	32405.859	97	334.081		
	Total	32976.990	99			

Table No. 4.30 Mean, SD and t-values of Learning Culture and its dimensions across Social Categories

FACTORS		N	Mean	Std. Deviation
Transformative Educational Ethos	SC	26	66.0385	14.46784
	ST	24	70.8333	12.15718
	OBC	25	69.2400	14.40278
	GENERAL	25	69.5600	15.30817
	Total	100	68.8700	14.05304
Learning Method	SC	26	22.8846	2.77600
	ST	24	23.7083	3.08544
	OBC	25	23.5600	3.04248

FACTORS		N	Mean	Std. Deviation
Teaching Mode	GENERAL	25	22.8000	3.29140
	Total	100	23.2300	3.03133
	SC	26	17.3846	1.09825
	ST	24	16.7500	1.48177
Attitude towards Learning	OBC	25	17.4800	.87178
	GENERAL	25	17.6800	.98826
	Total	100	17.3300	1.16389
	SC	26	15.4231	1.36156
Student Centered Learning	ST	24	15.1667	2.18028
	OBC	25	14.9600	1.27410
	GENERAL	25	15.4800	1.12250
	Total	100	15.2600	1.52169
Student Centered Learning	SC	26	8.1923	1.20064
	ST	24	9.1250	2.54204
	OBC	25	9.2800	1.72047
	GENERAL	25	8.9200	1.22202
Respect for diversity	Total	100	8.8700	1.76758
	SC	26	10.3077	1.49048
	ST	24	10.5000	2.20671
	OBC	25	11.1200	1.83303
Life long education	GENERAL	25	10.7200	1.88237
	Total	100	10.6600	1.85984
	SC	26	8.4615	.76057
	ST	24	8.1667	1.00722
Reflective Learning	OBC	25	8.5600	.76811
	GENERAL	25	8.4800	.71414
	Total	100	8.4200	.81872
	SC	26	10.9231	1.49461
Learning Culture TOTAL	ST	24	11.2083	1.88770
	OBC	25	11.1600	2.30362
	GENERAL	25	11.0000	1.97906
	Total	100	11.0700	1.90828
LCF9	SC	26	7.5385	.81146
	ST	24	7.7083	1.04170
	OBC	25	7.4000	.57735
	GENERAL	25	7.4000	.76376
LCTOTAL	Total	100	7.5100	.81023
	SC	26	161.0385	18.36623
	ST	24	167.1250	18.61582
	OBC	25	166.3600	17.79251
	GENERAL	25	165.6800	18.70989
	Total	100	164.9900	18.25105

Table No. 4.31 ANOVA of Learning Culture and its dimensions across Social Categories

FACTORS		Sum of Squares	Df	Mean Square	F	Sig.
Transformative Educational Ethos	Between Groups	316.295	3	105.432	.526	.665
	Within Groups	19235.015	96	200.365		
	Total	19551.310	99			
Learning Method	Between Groups	15.938	3	5.313	.571	.636
	Within Groups	893.772	96	9.310		
	Total	909.710	99			
Teaching Mode	Between Groups	11.776	3	3.925	3.080	.031
	Within Groups	122.334	96	1.274		
	Total	134.110	99			

FACTORS		Sum of Squares	Df	Mean Square	F	Sig.
Attitude towards Learning	Between Groups	4.361	3	1.454	.620	.603
	Within Groups	224.879	96	2.342		
	Total	229.240	99			
Teacher Characteristics	Between Groups	17.767	3	5.922	1.950	.127
	Within Groups	291.543	96	3.037		
	Total	309.310	99			
Student Centered Learning	Between Groups	9.222	3	3.074	.886	.452
	Within Groups	333.218	96	3.471		
	Total	342.440	99			
Respect for diversity	Between Groups	2.165	3	.722	1.079	.362
	Within Groups	64.195	96	.669		
	Total	66.360	99			
Life long education	Between Groups	1.346	3	.449	.120	.948
	Within Groups	359.164	96	3.741		
	Total	360.510	99			
Reflective Learning	Between Groups	1.570	3	.523	.792	.501
	Within Groups	63.420	96	.661		
	Total	64.990	99			
Learning Culture TOTAL	Between Groups	574.203	3	191.401	.567	.638
	Within Groups	32402.787	96	337.529		
	Total	32976.990	99			

Teacher- Student Relationship

Table No. 4.32 Mean, Standard Deviation, t-test for Teacher- Student Relationship (Total Sample)

	Dimensions	N= 100	Mean	Standard Deviation
<i>Total</i>	Perseverance		80.42	10.643

The mean for the current sample N-100 was found to 80.42be and the standard deviation was found to be 10.64.

Table No. 4.33 Mean, Standard Deviation, t-test for Teacher- Student Relationship across gender

Teacher Student Relationship	N	MEAN	Standard Deviation	t-test
Male	52	146.0962	16.94658	.408
Female	48	144.8125	14.24505	.411

The Mean for Male and Female was found to be 146.0962 and 144.8125 respectively. The difference between the two means is not statistically significant. The standard deviation for

male and female was found to be 16.94658 and 14.24505 respectively. The difference between the two is not statistically significant. The t test for male and female was found to be .408 and .411 respectively. The difference between the two is not statistically significant.

Table No. 4.34 Mean,SD and t-values of Teacher-student relationship and its dimensions across performing and high performing school

FACTORS	SCHOOL PERFORMANCE	N	Mean	Std. Deviation	t-values
Leadership	PERFORMING	50	23.2000	4.17964	-.698
	HIGH PERFORMANCE	50	23.8000	4.41241	
Understanding	PERFORMING	50	21.4600	5.92542	.016
	HIGH PERFORMANCE	50	21.4400	6.22424	
Uncertain	LOW PERFORMANCE	50	13.6200	4.50347	1.691
	HIGH PERFORMANCE	50	12.2400	3.60589	
Admonishing	LOW PERFORMANCE	50	16.8400	4.60860	1.921
	HIGH PERFORMANCE	50	15.0600	4.65727	
Helpful/Friendly	LOW PERFORMANCE	50	20.3600	5.48750	-1.175
	HIGH PERFORMANCE	50	21.7400	6.22965	
Student Responsibility/Freedom	LOW PERFORMANCE	50	17.1800	5.05355	-1.120
	HIGH PERFORMANCE	50	18.3000	4.94149	
Dissatisfied	LOW PERFORMANCE	50	15.9800	5.28568	1.759
	HIGH PERFORMANCE	50	14.2200	4.70471	
Strict	LOW PERFORMANCE	50	18.3000	5.65776	.994
	HIGH PERFORMANCE	50	17.2200	5.19533	
DOMINANCE	LOW PERFORMANCE	50	41.5000	5.91177	.454
	HIGH PERFORMANCE	50	41.0200	4.58698	
COOPERATION	LOW PERFORMANCE	50	41.8200	10.36220	-.618
	HIGH PERFORMANCE	50	43.1800	11.61928	
SUBMISSION	LOW PERFORMANCE	50	30.8000	7.46693	.194
	HIGH PERFORMANCE	50	30.5400	5.79659	
OPPOSITION	LOW PERFORMANCE	50	32.8200	8.60396	2.159***
	HIGH PERFORMANCE	50	29.2800	7.76975	
PROXIMITY	LOW PERFORMANCE	50	74.6400	9.40638	1.269
	HIGH PERFORMANCE	50	72.4600	7.69100	
INFLUENCE	LOW PERFORMANCE	50	72.3000	9.98213	.426
	HIGH PERFORMANCE	50	71.5600	7.14331	
TTOTL	LOW PERFORMANCE	50	146.9400	18.23924	.933
	HIGH PERFORMANCE	50	144.0200	12.54460	

Table No. 4.35 Mean, SD and t-values of Teacher-student relationship and its dimensions across gender

FACTORS	GENDER	N	Mean	Std. Deviation	t-values
Leadership	MALE	52	23.4231	3.97219	-.186
	FEMALE	48	23.5833	4.64407	
Understanding	MALE	52	21.6346	5.71558	.316
	FEMALE	48	21.2500	6.43957	
Uncertain	MALE	52	13.3462	4.66478	1.053
	FEMALE	48	12.4792	3.42077	
Admonishing	MALE	52	15.9808	4.98032	.068

FACTORS	GENDER	N	Mean	Std. Deviation	t-values
Helpful/Friendly	FEMALE	48	15.9167	4.41869	.488
	MALE	52	21.3269	5.38233	
Student	FEMALE	48	20.7500	6.42303	-.338
	MALE	52	17.5769	4.84402	
Responsibility/Freedom	FEMALE	48	17.9167	5.21795	-.679
	MALE	52	14.7692	5.28266	
Dissatisfied	FEMALE	48	15.4583	4.82881	.532
	MALE	52	18.0385	5.68438	
Strict	FEMALE	48	17.4583	5.18573	.396
	MALE	52	41.4615	5.58872	
DOMINANCE	FEMALE	48	41.0417	4.95064	.436
	MALE	52	42.9615	10.28412	
COOPERATION	FEMALE	48	42.0000	11.76544	.394
	MALE	52	30.9231	7.24595	
SUBBMISSION	FEMALE	48	30.3958	6.00617	-.372
	MALE	52	30.7500	8.71977	
OPPOSITION	FEMALE	48	31.3750	8.00432	.194
	MALE	52	73.7115	8.68475	
PROXIMITY	FEMALE	48	73.3750	8.63349	.545
	MALE	52	72.3846	9.80227	
INFLUENCE	FEMALE	48	71.4375	7.25495	.408
	MALE	52	146.0962	16.94658	
TTOTL	FEMALE	48	144.8125	14.24505	

Table No. 4.36 Mean, SD and t-values of Teacher-student relationship and its dimensions across grade

FACTORS	GRADE	N	Mean	Std. Deviation	t-value
Leadership	10TH	50	23.7551	4.70164	.728
	7TH	50	23.1224	3.86562	
Understanding	10TH	50	22.7347	5.97835	2.237**
	7TH	50	20.0612	5.85024	
Uncertain	10TH	50	12.7959	3.77480	-.566
	7TH	50	13.2653	4.40537	
Admonishing	10TH	50	15.1020	4.42646	-1.858
	7TH	50	16.8571	4.91172	

FACTORS	GRADE	N	Mean	Std. Deviation	t-value
Helpful/Friendly	10TH	50	21.9796	5.18608	1.305
	7TH	50	20.4490	6.36089	
Student Responsibility/Freedom	10TH	50	17.6531	3.74472	-.082
	7TH	50	17.7347	5.89412	
Dissatisfied	10TH	50	14.1633	4.90470	-1.836
	7TH	50	16.0204	5.10510	
Strict	10TH	50	16.9796	4.74557	-1.568
	7TH	50	18.6735	5.88567	
DOMINANCE	10TH	50	40.7347	4.49433	-.992
	7TH	50	41.7959	5.98602	
COOPERATION	10TH	50	44.7143	10.36822	1.915
	7TH	50	40.5102	11.33785	
SUBMISSION	10TH	50	30.4490	5.07470	-.408
	7TH	50	31.0000	7.97130	
OPPOSITION	10TH	50	29.2653	8.07975	-2.163**
	7TH	50	32.8776	8.44747	
PROXIMITY	10TH	50	73.9796	7.47075	.342
	7TH	50	73.3878	9.54990	
INFLUENCE	10TH	50	71.1837	6.64791	-.915
	7TH	50	72.7959	10.39427	
TTOTL	10TH	50	145.1633	12.23102	-.321
	7TH	50	146.1837	18.56708	

Table No. 4.37 Mean, SD and t-values of Teacher-student relationship and its dimensions across Socio-Economic Status

FACTORS		N	Mean	Std. Deviation
Leadership	1.00	64	23.7188	3.54772
	2.00	8	22.0000	6.02376
	3.00	28	23.4286	5.27347
	Total	100	23.5000	4.28646
Understanding	1.00	64	20.8594	5.85504
	2.00	8	21.2500	5.57418
	3.00	28	22.8571	6.56429
	Total	100	21.4500	6.04591

FACTORS		N	Mean	Std. Deviation
Uncertain	1.00	64	12.6875	3.74960
	2.00	8	15.3750	4.56501
	3.00	28	12.7857	4.69324
	Total	100	12.9300	4.11760
Admonishing	1.00	64	15.6094	4.95253
	2.00	8	17.0000	3.66450
	3.00	28	16.4286	4.39215
	Total	100	15.9500	4.69553
Helpful/Friendly	1.00	64	20.9063	5.86547
	2.00	8	22.0000	4.62910
	3.00	28	21.1071	6.37901
	Total	100	21.0500	5.88162
Student Responsibility/Freedom	1.00	64	17.4375	4.76054
	2.00	8	18.6250	5.18066
	3.00	28	18.1786	5.59797
	Total	100	17.7400	5.00428
Dissatisfied	1.00	64	14.8750	4.79252
	2.00	8	15.5000	4.75094
	3.00	28	15.5000	5.82778
	Total	100	15.1000	5.05625
Strict	1.00	64	18.3125	5.20950
	2.00	8	15.7500	6.11205
	3.00	28	17.0714	5.72149
	Total	100	17.7600	5.43115
DOMINANCE	1.00	64	42.0313	4.64611
	2.00	8	37.7500	3.28416
	3.00	28	40.5000	6.55744
	Total	100	41.2600	5.26973
COOPERATION	1.00	64	41.7656	10.74634
	2.00	8	43.2500	9.67692
	3.00	28	43.9643	12.00766
	Total	100	42.5000	10.97426
SUBMISSION	1.00	64	30.1250	6.34085
	2.00	8	34.0000	5.23723
	3.00	28	30.9643	7.56445
	Total	100	30.6700	6.65158
OPPOSITION	1.00	64	30.4844	8.21341
	2.00	8	32.5000	7.70899
	3.00	28	31.9286	8.97292
	Total	100	31.0500	8.34771
PROXIMITY	1.00	64	72.2500	7.82548

FACTORS		N	Mean	Std. Deviation
INFLUENCE	2.00	8	75.7500	5.99404
	3.00	28	75.8929	10.43974
	Total	100	73.5500	8.61802
	1.00	64	72.1563	7.98653
	2.00	8	71.7500	8.06669
	3.00	28	71.4643	10.38689
TTOTL	Total	100	71.9300	8.64362
	1.00	64	144.4063	14.00422
	2.00	8	147.5000	12.83967
	3.00	28	147.3571	19.73006
	Total	100	145.4800	15.64278

Table No. 4.38 ANOVA of Teacher-student relationship and its dimensions across Socio-Economic Status

FACTORS		Sum of Squares	df	Mean Square	F	Sig.
Leadership	Between Groups	21.205	2	10.603	.572	.566
	Within Groups	1797.795	97	18.534		
	Total	1819.000	99			
Understanding	Between Groups	78.087	2	39.044	1.070	.347
	Within Groups	3540.663	97	36.502		
	Total	3618.750	99			
Uncertain	Between Groups	52.171	2	26.085	1.556	.216
	Within Groups	1626.339	97	16.766		
	Total	1678.510	99			
Admonishing	Between Groups	22.658	2	11.329	.509	.603
	Within Groups	2160.092	97	22.269		
	Total	2182.750	99			
Helpful/Friendly	Between Groups	8.634	2	4.317	.123	.885
	Within Groups	3416.116	97	35.218		
	Total	3424.750	99			
Student Responsibility/Freedom	Between Groups	17.508	2	8.754	.345	.709
	Within Groups	2461.732	97	25.379		
	Total	2479.240	99			
Dissatisfied	Between Groups	9.000	2	4.500	.173	.841
	Within Groups	2522.000	97	26.000		
	Total	2531.000	99			
Strict	Between Groups	65.133	2	32.566	1.106	.335
	Within Groups	2855.107	97	29.434		

FACTORS		Sum of Squares	df	Mean Square	F	Sig.
DOMINANCE	Total	2920.240	99			
	Between Groups	152.803	2	76.401	2.854	.062
	Within Groups	2596.438	97	26.767		
COOPERATION	Total	2749.240	99			
	Between Groups	99.051	2	49.526	.406	.667
	Within Groups	11823.949	97	121.896		
SUBMISSION	Total	11923.000	99			
	Between Groups	110.146	2	55.073	1.251	.291
	Within Groups	4269.964	97	44.020		
OPPOSITION	Total	4380.110	99			
	Between Groups	58.908	2	29.454	.418	.660
	Within Groups	6839.842	97	70.514		
PROXIMITY	Total	6898.750	99			
	Between Groups	300.571	2	150.286	2.067	.132
	Within Groups	7052.179	97	72.703		
INFLUENCE	Total	7352.750	99			
	Between Groups	9.608	2	4.804	.063	.939
	Within Groups	7386.902	97	76.154		
TTOTL	Total	7396.510	99			
	Between Groups	205.094	2	102.547	.414	.662
	Within Groups	24019.866	97	247.627		
	Total	24224.960	99			

Table No. 4.39 Mean, SD and t-values of Teacher-student relationship and its dimensions across Social Categories

FACTORS		N	Mean	Std. Deviation
Leadership	SC	26	24.3846	4.25278
	ST	24	23.1667	5.24750
	OBC	25	23.3600	3.66151
	GENERAL	25	23.0400	3.99458
	Total	100	23.5000	4.28646
Understanding	SC	26	22.9231	5.69156
	ST	24	21.5000	5.98549
	OBC	25	19.8400	6.60606
	GENERAL	25	21.4800	5.83181
	Total	100	21.4500	6.04591
Uncertain	SC	26	13.6538	4.58643
	ST	24	12.8750	4.66544
	OBC	25	12.8000	3.29140
	GENERAL	25	12.3600	3.92513
	Total	100	12.9300	4.11760
Admonishing	SC	26	16.8846	4.66756
	ST	24	15.3333	4.03966
	OBC	25	15.9600	5.00400
	GENERAL	25	15.5600	5.10784
	Total	100	15.9500	4.69553
Helpful/Friendly	SC	26	22.6154	5.78326
	ST	24	20.6667	6.23919

FACTORS		N	Mean	Std. Deviation
Student Responsibility/Freedom	OBC	25	19.4800	6.02854
	GENERAL	25	21.3600	5.36097
	Total	100	21.0500	5.88162
	SC	26	18.0385	5.33277
Dissatisfied	ST	24	18.0833	4.79054
	OBC	25	17.3200	5.86458
	GENERAL	25	17.5200	4.10406
	Total	100	17.7400	5.00428
Strict	SC	26	14.8462	5.39401
	ST	24	15.7917	5.14130
	OBC	25	16.0400	4.98732
	GENERAL	25	13.7600	4.64830
DOMINANCE	Total	100	15.1000	5.05625
	SC	26	18.7308	5.71705
	ST	24	17.1250	6.20177
	OBC	25	17.9200	4.88126
COOPERATION	GENERAL	25	17.2000	5.01664
	Total	100	17.7600	5.43115
	SC	26	43.1154	6.21178
	ST	24	40.2917	5.30364
SUBMISSION	OBC	25	41.2800	4.55997
	GENERAL	25	40.2400	4.56691
	Total	100	41.2600	5.26973
	SC	26	45.5385	10.75260
OPPOSITION	ST	24	42.1667	11.00066
	OBC	25	39.3200	11.84525
	GENERAL	25	42.8400	9.96527
	Total	100	42.5000	10.97426
PROXIMITY	SC	26	31.6923	7.64601
	ST	24	30.9583	4.97366
	OBC	25	30.1200	7.17821
	GENERAL	25	29.8800	6.64781
INFLUENCE	Total	100	30.6700	6.65158
	SC	26	31.7308	9.04901
	ST	24	31.1250	7.83144
	OBC	25	32.0000	8.48037
TTOTL	GENERAL	25	29.3200	8.17883
	Total	100	31.0500	8.34771
	SC	26	77.2692	9.25876
	ST	24	73.2917	7.98084
	OBC	25	71.3200	8.19410
	GENERAL	25	72.1600	8.16333
	Total	100	73.5500	8.61802
	SC	26	74.8077	9.76532
	ST	24	71.2500	7.11551
	OBC	25	71.4000	7.77282
	GENERAL	25	70.1200	9.31540
	Total	100	71.9300	8.64362
	SC	26	152.0769	17.60664
	ST	24	144.5417	12.51079
	OBC	25	142.7200	14.30186
	GENERAL	25	142.2800	16.28783
	Total	100	145.4800	15.64278

Table No. 4.40 ANOVA of Teacher-student relationship and its dimensions across Social Categories

FACTORS		Sum of Squares	df	Mean Square	F	Sig.
Leadership	Between Groups	28.793	3	9.598	.515	.673
	Within Groups	1790.207	96	18.648		
	Total	1819.000	99			
Understanding	Between Groups	121.304	3	40.435	1.110	.349

FACTORS		Sum of Squares	df	Mean Square	F	Sig.
Uncertain	Within Groups	3497.446	96	36.432	.430	.732
	Total	3618.750	99			
	Between Groups	22.240	3	7.413		
Admonishing	Within Groups	1656.270	96	17.253	.531	.662
	Total	1678.510	99			
	Between Groups	35.643	3	11.881		
Helpful/Friendly	Within Groups	2147.107	96	22.366	1.275	.287
	Total	2182.750	99			
	Between Groups	131.263	3	43.754		
Student Responsibility/Freedom	Within Groups	3293.487	96	34.307	.140	.936
	Total	3424.750	99			
	Between Groups	10.765	3	3.588		
Dissatisfied	Within Groups	2468.475	96	25.713	1.046	.376
	Total	2479.240	99			
	Between Groups	80.137	3	26.712		
Strict	Within Groups	2450.863	96	25.530	.474	.701
	Total	2531.000	99			
	Between Groups	42.660	3	14.220		
DOMINANCE	Within Groups	2877.580	96	29.975	1.692	.174
	Total	2920.240	99			
	Between Groups	138.028	3	46.009		
COOPERATION	Within Groups	2611.212	96	27.200	1.396	.249
	Total	2749.240	99			
	Between Groups	498.405	3	166.135		
SUBMISSION	Within Groups	11424.595	96	119.006	.387	.763
	Total	11923.000	99			
	Between Groups	52.333	3	17.444		
OPPOSITION	Within Groups	4327.777	96	45.081	.516	.672
	Total	4380.110	99			
	Between Groups	109.570	3	36.523		
PROXIMITY	Within Groups	6789.180	96	70.721	2.505	.064
	Total	6898.750	99			
	Between Groups	533.876	3	177.959		
INFLUENCE	Within Groups	6818.874	96	71.030	1.425	.240
	Total	7352.750	99			
	Between Groups	315.332	3	105.111		
TTOTL	Within Groups	7081.178	96	73.762	2.262	.086
	Total	7396.510	99			
	Between Groups	1599.076	3	533.025		
	Within Groups	22625.884	96	235.686		
	Total	24224.960	99			

Psychological Capital

Table No. 4.41 Mean,SD and t-values of Psychological Capital and its dimensions across performing and high performing school

FACTORS	SCHOOL PERFORMANCE	N	Mean	Std. Deviation	t-values
Self-motivation and optimism	PERFORMING	50	40.5400	6.36704	-.838
	HIGH PERFORMANCE	50	41.6600	6.98281	
Resilience	LOW PERFORMANCE	50	11.6800	3.31010	-1.584
	HIGH PERFORMANCE	50	12.6000	2.43277	
self- Efficacy	LOW PERFORMANCE	50	8.9400	2.00418	1.164
	HIGH PERFORMANCE	50	8.4200	2.44190	
Goal Orientedness	LOW PERFORMANCE	50	22.6800	3.19719	1.156

FACTORS	SCHOOL PERFORMANCE	N	Mean	Std. Deviation	t-values
self-regulation	HIGH PERFORMANCE	50	21.9600	3.03019	.504
	LOW PERFORMANCE	50	11.7000	2.51729	
Hope	HIGH PERFORMANCE	50	11.4400	2.63539	-.673
	LOW PERFORMANCE	50	9.0600	1.76601	
Psychological Capital TOTAL	HIGH PERFORMANCE	50	9.3000	1.79853	-.309
	LOW PERFORMANCE	50	104.6000	11.71777	
	HIGH PERFORMANCE	50	105.3800	13.46483	

Table No. 4.42 Mean, SD and t-values of Psychological Capital and its dimensions across gender

FACTORS	GENDER	N	Mean	Std. Deviation	t-value
Self-motivation and optimism	MALE	52	41.9231	6.08388	1.288
	FEMALE	48	40.2083	7.21393	
Resilience	MALE	52	11.6731	2.91528	-1.676
	FEMALE	48	12.6458	2.88422	
self- Efficacy	MALE	52	8.6731	2.24675	-.032
	FEMALE	48	8.6875	2.25177	
Goal Orientedness	MALE	52	22.1923	2.92413	-.424
	FEMALE	48	22.4583	3.34510	
self-regulation	MALE	52	11.4423	2.76826	-.516
	FEMALE	48	11.7083	2.35163	
Hope	MALE	52	9.0000	1.88908	-1.055
	FEMALE	48	9.3750	1.64543	
Psychological Capital TOTAL	MALE	52	104.9038	11.68921	-.071
	FEMALE	48	105.0833	13.57224	

The Mean for Male and Female was found to be 104.9038 and 105.0833 respectively. The difference between the two means is not statistically significant. The standard deviation for male and female was found to be 11.68921 and 13.57224 respectively. The difference between the two is not statistically significant. The t test for male and female was found to be -.071 and -.071 respectively.

Table No. 4.43 Mean, SD and t-values of Psychological Capital and its dimensions across grade

FACTORS	GRADE	N	Mean	Std. Deviation	t-value
Self-motivation and optimism	10 TH	49	40.4898	6.83472	-.930
	7 TH	49	41.7551	6.63806	
Resilience	10 TH	49	11.6939	2.82993	-1.385
	7 TH	49	12.5102	3.00085	
self- Efficacy	10 TH	49	8.5510	2.23664	-.447
	7 TH	49	8.7551	2.27789	
Goal Orientedness	10 TH	49	21.8571	3.16886	-1.490

FACTORS	GRADE	N	Mean	Std. Deviation	t-value
self-regulation	7 TH	49	22.7959	3.06852	.353
	10 TH	49	11.7143	2.50832	
Hope	7 TH	49	11.5306	2.63867	-.454
	10 TH	49	9.1020	1.50340	
Psychological Capital Total	7 TH	49	9.2653	2.01841	-1.258
	10 TH	49	103.4082	12.98062	
	7 TH	49	106.6122	12.21136	

Table No. 4.44 Mean, SD and t-values of Psychological Capital and its dimensions across Socio-Economic Status

FACTORS		N	Mean	Std. Deviation
Self-motivation and optimism	1.00	64	41.6250	6.20676
	2.00	8	38.2500	8.79529
	3.00	28	40.7143	7.07556
	Total	100	41.1000	6.67197
Resilience	1.00	64	12.6250	2.02759
	2.00	8	8.8750	4.12094
	3.00	28	11.9643	3.69667
	Total	100	12.1400	2.92678
Self- Efficacy	1.00	64	8.8906	2.07874
	2.00	8	8.2500	3.05894
	3.00	28	8.3214	2.35786
	Total	100	8.6800	2.23778
Goal Orientedness	1.00	64	22.1094	2.65544
	2.00	8	22.1250	3.13676
	3.00	28	22.8571	4.03424
	Total	100	22.3200	3.12009
self-regulation	1.00	64	11.1406	2.78241
	2.00	8	12.1250	1.72689
	3.00	28	12.3929	2.02465
	Total	100	11.5700	2.56730
Hope	1.00	64	9.0156	1.83002
	2.00	8	9.6250	1.30247
	3.00	28	9.4286	1.77281
	Total	100	9.1800	1.77741
Psychological Capital Total	1.00	64	105.4063	10.64390
	2.00	8	99.2500	16.76519
	3.00	28	105.6786	15.19516
	Total	100	104.9900	12.56377

Table No. 4.45 ANOVA of Psychological Capital and its dimensions across Socio Economic Status

FACTORS		Sum of Squares	df	Mean Square	F	Sig.
Self-motivation and optimism	Between Groups	86.786	2	43.393	.974	.381
	Within Groups	4320.214	97	44.538		
	Total	4407.000	99			
Resilience	Between Groups	101.201	2	50.600	6.572	.002
	Within Groups	746.839	97	7.699		
	Total	848.040	99			
self- Efficacy	Between Groups	7.918	2	3.959	.787	.458
	Within Groups	487.842	97	5.029		
	Total	495.760	99			
Goal Orientedness	Between Groups	11.222	2	5.611	.571	.567
	Within Groups	952.538	97	9.820		
	Total	963.760	99			
self-regulation	Between Groups	33.222	2	16.611	2.602	.079
	Within Groups	619.288	97	6.384		
	Total	652.510	99			
Hope	Between Groups	5.043	2	2.522	.795	.455
	Within Groups	307.717	97	3.172		
	Total	312.760	99			
Psychological Capital Total	Between Groups	287.945	2	143.973	.910	.406
	Within Groups	15339.045	97	158.134		
	Total	15626.990	99			

Table No. 4.46 Mean, SD and t-values of Psychological Capital and its dimensions across Social Categories

FACTORS		N	Mean	Std. Deviation
Self-motivation and optimism	SC	26	39.8846	7.31752
	ST	24	42.7917	6.60684
	OBC	25	40.5600	5.94475
	GENERAL	25	41.2800	6.77323
	Total	100	41.1000	6.67197
Resilience	SC	26	11.3077	3.04328
	ST	24	12.5000	2.70266
	OBC	25	12.3200	2.46171
	GENERAL	25	12.4800	3.40490
	Total	100	12.1400	2.92678
self- Efficacy	SC	26	8.6538	2.15299
	ST	24	8.8750	2.55908

FACTORS		N	Mean	Std. Deviation
Goal Orientedness	OBC	25	8.3600	2.01825
	GENERAL	25	8.8400	2.30362
	Total	100	8.6800	2.23778
self-regulation	SC	26	22.3077	3.19711
	ST	24	22.2083	3.38769
	Total	100	22.3200	3.12009
Hope	OBC	25	22.0000	2.85774
	GENERAL	25	22.7600	3.16596
	Total	100	22.3200	3.12009
Psychological Capital TOTAL	SC	26	11.3846	2.57801
	ST	24	11.5833	2.85774
	Total	100	11.5700	2.56730
	OBC	25	11.7200	2.44131
	GENERAL	25	11.6000	2.53311
	Total	100	11.5700	2.56730
	SC	26	9.3077	1.61912
	ST	24	9.1250	1.72734
	Total	100	9.1800	1.77741
	OBC	25	9.2000	2.08167
	GENERAL	25	9.0800	1.75404
	Total	100	9.1800	1.77741
	SC	26	102.8462	12.46978
	ST	24	107.0833	13.82473
	Total	100	104.1600	11.71068
	OBC	25	104.1600	11.71068
	GENERAL	25	106.0400	12.55481
	Total	100	104.9900	12.56377

Table No. 4.47 ANOVA of Psychological Capital and its dimensions across Social Categories

FACTORS		Sum of Squares	Df	Mean Square	F	Sig.
Self-motivation and optimism	Between Groups	115.188	3	38.396	.859	.465
	Within Groups	4291.812	96	44.706		
	Total	4407.000	99			
Resilience	Between Groups	24.822	3	8.274	.965	.413
	Within Groups	823.218	96	8.575		
	Total	848.040	99			
self- Efficacy	Between Groups	4.130	3	1.377	.269	.848
	Within Groups	491.630	96	5.121		
	Total	495.760	99			
Goal Orientedness	Between Groups	7.703	3	2.568	.258	.856
	Within Groups	956.057	96	9.959		
	Total	963.760	99			
self-regulation	Between Groups	1.483	3	.494	.073	.974
	Within Groups	651.027	96	6.782		
	Total	652.510	99			
Hope	Between Groups	.757	3	.252	.078	.972
	Within Groups	312.003	96	3.250		
	Total	312.760	99			
Psychological Capital TOTAL	Between Groups	269.452	3	89.817	.561	.642
	Within Groups	15357.538	96	159.974		
	Total	15626.990	99			

Academic Perseverance

Table No. 4.48 Mean, SD and t-values of Academic Perseverance and its dimensions across performing and high performing school

FACTORS	SCHOOL PERFORMANCE	N	Mean	Std. Deviation	t-value
Motivation	PERFORMING	50	19.0400	4.52639	.749
Dedication	HIGH PERFORMANCE	50	18.3800	4.28519	-.771
	LOW PERFORMANCE	50	14.5600	2.95656	
Persistence	HIGH PERFORMANCE	50	15.0200	3.00673	.135
	LOW PERFORMANCE	50	13.9000	2.71992	
Preparedness	HIGH PERFORMANCE	50	13.8200	3.17959	.863
	LOW PERFORMANCE	50	14.5800	3.13043	
Interest	HIGH PERFORMANCE	50	14.0600	2.88847	-2.451**
	LOW PERFORMANCE	50	5.9000	1.86537	
Will Power	HIGH PERFORMANCE	50	6.7600	1.63582	.175
	LOW PERFORMANCE	50	6.5800	1.73899	
Efficiency	HIGH PERFORMANCE	50	6.5200	1.69320	1.482
	LOW PERFORMANCE	50	6.6200	1.78303	
Perseverance	LOW PERFORMANCE	50	6.1200	1.58616	.187
TOTAL	HIGH PERFORMANCE	50	80.6200	11.23023	.187
			80.2200	10.13237	

Table No. 4.49 Mean, SD and t-values of Academic Perseverance and its dimensions across gender

FACTORS	GENDER	N	Mean	Std. Deviation	t-value
Motivation	MALE	52	18.5192	4.67153	-.450
	FEMALE	48	18.9167	4.11966	
Dedication	MALE	52	14.7692	2.66874	-.072
	FEMALE	48	14.8125	3.30478	
Persistence	MALE	52	13.0769	2.87550	-2.868**
	FEMALE	48	14.7083	2.80545	
Preparedness	MALE	52	13.9808	3.12793	-1.176
	FEMALE	48	14.6875	2.85952	
Interest	MALE	52	6.0192	1.69764	-1.820
	FEMALE	48	6.6667	1.86037	
Will Power	MALE	52	6.5962	1.77410	.280
	FEMALE	48	6.5000	1.65027	
Efficiency	MALE	52	6.5769	1.84014	1.273
	FEMALE	48	6.1458	1.51573	
A.Perseverance TOTAL	MALE	52	79.0962	9.91782	-1.299
	FEMALE	48	81.8542	11.30616	

The Mean for Male and Female was found to be 79.0962 and 81.8542 respectively. The difference between the two means is not statistically significant. The standard deviation for male and female was found to be 9.91782 and 11.30616 respectively. The difference between the two is not statistically significant. The t test for male and female was found to be -1.299 and -1.299 respectively.

Table No. 4.50 Mean, SD and t-values of Academic Perseverance and its dimensions across grade

FACTORS	GRADE	N	Mean	Std. Deviation	t-value
Motivation	10 TH	49	18.2857	4.31567	-.894
	7 TH	49	19.0816	4.49461	
Dedication	10 TH	49	14.6531	2.64221	-.469
	7 TH	49	14.9388	3.35042	
Persistence	10 TH	49	13.4082	3.17489	-1.291
	7 TH	49	14.1633	2.58479	
Preparedness	10 TH	49	13.8367	3.22327	-1.542
	7 TH	49	14.7755	2.78587	
Interest	10 TH	49	6.3878	1.94525	.280
	7 TH	49	6.2857	1.64570	
Will Power	10 TH	49	6.4694	1.68451	-.120
	7 TH	49	6.5102	1.67235	
Efficiency	10 TH	49	6.3878	1.64337	.236
	7 TH	49	6.3061	1.78190	
Persecerence TOTAL	10 TH	49	79.0612	11.13816	-1.118
	7 TH	49	81.4490	9.96465	

Table No. 4.51 Mean, SD and t-values of Academic Perseverance and its dimensions across Socio-Economic Status

FACTORS		N	Mean	Std. Deviation
Motivation	1.00	64	18.5469	3.99972
	2.00	8	17.8750	5.96268
	3.00	28	19.3214	4.86905
	Total	100	18.7100	4.39765
Dedication	1.00	64	15.0469	2.48443
	2.00	8	11.5000	2.92770
	3.00	28	15.1429	3.51414
	Total	100	14.7900	2.97564
Persistence	1.00	64	14.3438	2.86311
	2.00	8	11.5000	2.50713
	3.00	28	13.4286	2.93672
	Total	100	13.8600	2.94399
Preparedness	1.00	64	14.0781	2.88017
	2.00	8	13.8750	4.61171
	3.00	28	15.0000	2.76218
	Total	100	14.3200	3.00800
Interest	1.00	64	6.6094	1.47591
	2.00	8	6.0000	2.56348
	3.00	28	5.7857	2.13189
	Total	100	6.3300	1.79818

FACTORS		N	Mean	Std. Deviation
Will Power	1.00	64	6.6250	1.74119
	2.00	8	6.2500	1.28174
	3.00	28	6.4643	1.77393
	Total	100	6.5500	1.70783
Efficiency	1.00	64	6.4219	1.72567
	2.00	8	7.0000	1.30931
	3.00	28	6.0714	1.71979
	Total	100	6.3700	1.69762
Persecerence TOTAL	1.00	64	81.1094	9.01166
	2.00	8	73.7500	13.64604
	3.00	28	80.7500	12.77331
	Total	100	80.4200	10.64314

Table No. 4.52 ANOVA of Academic Perseverance and its dimensions across Socio-Economic Status

FACTORS		Sum of Squares	df	Mean Square	F	Sig.
Motivation	Between Groups	17.748	2	8.874	.454	.637
	Within Groups	1896.842	97	19.555		
	Total	1914.590	99			
Dedication	Between Groups	94.302	2	47.151	5.847	.004
	Within Groups	782.288	97	8.065		
	Total	876.590	99			
Persistence	Between Groups	64.745	2	32.373	3.958	.022
	Within Groups	793.295	97	8.178		
	Total	858.040	99			
Preparedness	Between Groups	18.276	2	9.138	1.010	.368
	Within Groups	877.484	97	9.046		
	Total	895.760	99			
Interest	Between Groups	14.161	2	7.081	2.245	.111
	Within Groups	305.949	97	3.154		
	Total	320.110	99			
Will Power	Between Groups	1.286	2	.643	.217	.805
	Within Groups	287.464	97	2.964		
	Total	288.750	99			
Efficiency	Between Groups	5.843	2	2.922	1.014	.367
	Within Groups	279.467	97	2.881		
	Total	285.310	99			
Persecerence TOTAL	Between Groups	389.376	2	194.688	1.745	.180
	Within Groups	10824.984	97	111.598		
	Total	11214.360	99			

Table No. 4.53 Mean, SD and t-values of Academic Perseverance and its dimensions across social categories

FACTORS		N	Mean	Std. Deviation
Motivation	SC	26	19.0000	4.09878
	ST	24	18.2917	5.01718
	OBC	25	17.7600	4.22571
	GENERAL	25	19.7600	4.23556
	Total	100	18.7100	4.39765
Dedication	SC	26	14.5385	3.03619
	ST	24	15.7083	3.54449
	OBC	25	14.6400	2.58005
	GENERAL	25	14.3200	2.65707
	Total	100	14.7900	2.97564
Persistence	SC	26	13.0769	3.17393
	ST	24	14.5833	3.04911
	OBC	25	13.8800	2.53837
	GENERAL	25	13.9600	2.95071
	Total	100	13.8600	2.94399
Preparedness	SC	26	13.5000	3.51283
	ST	24	14.2083	2.76593
	OBC	25	14.0000	3.02765
	GENERAL	25	15.6000	2.32737
	Total	100	14.3200	3.00800
Interest	SC	26	5.8846	2.08474
	ST	24	6.0833	1.66594
	OBC	25	6.6400	1.25433
	GENERAL	25	6.7200	2.01080
	Total	100	6.3300	1.79818
Will Power	SC	26	6.6923	1.84974
	ST	24	6.7083	1.57367
	OBC	25	6.5200	1.75879
	GENERAL	25	6.2800	1.69607
	Total	100	6.5500	1.70783
Efficiency	SC	26	6.4231	1.83680
	ST	24	6.5833	1.50121
	OBC	25	6.4000	1.73205
	GENERAL	25	6.0800	1.75404
	Total	100	6.3700	1.69762
Persecerence TOTAL	SC	26	78.5385	11.67983
	ST	24	81.8333	10.92531
	OBC	25	79.1200	9.80782
	GENERAL	25	82.3200	10.16005
	Total	100	80.4200	10.64314

Table No. 4.54 ANOVA of Academic Perseverance and its dimensions across Social Categories

FACTORS		Sum of Squares	df	Mean Square	F	Sig.
Motivation	Between Groups	56.512	3	18.837	.973	.409
	Within Groups	1858.078	96	19.355		
	Total	1914.590	99			
Dedication	Between Groups	27.970	3	9.323	1.055	.372
	Within Groups	848.620	96	8.840		
	Total	876.590	99			
Persistence	Between Groups	28.761	3	9.587	1.110	.349
	Within Groups	829.279	96	8.638		
	Total	858.040	99			
Preparedness	Between Groups	61.302	3	20.434	2.351	.077
	Within Groups	834.458	96	8.692		
	Total	895.760	99			
Interest	Between Groups	12.823	3	4.274	1.335	.267
	Within Groups	307.287	96	3.201		
	Total	320.110	99			
Will Power	Between Groups	2.973	3	.991	.333	.802
	Within Groups	285.777	96	2.977		
	Total	288.750	99			
Efficiency	Between Groups	3.291	3	1.097	.373	.772
	Within Groups	282.019	96	2.938		
	Total	285.310	99			
Persecerence TOTAL	Between Groups	272.485	3	90.828	.797	.499
	Within Groups	10941.875	96	113.978		
	Total	11214.360	99			

Academic Self- Discipline

Table No. 4.55 Mean ,SD and t-values of Academic Self-Discipline and its dimensions across performing and high performing school

FACTORS	SCHOOL PERFORMANCE	N	Mean	Std. Deviation	t-value
Focused	PERFORMING	50	37.3200	7.12409	.795
	HIGH PERFORMANCE	50	36.0800	8.41243	
Mental preparedness	LOW PERFORMANCE	50	17.3000	3.98594	1.070
	HIGH PERFORMANCE	50	16.5600	2.82958	
Delaygratification	LOW PERFORMANCE	50	12.5200	2.74969	.039
	HIGH PERFORMANCE	50	12.5000	2.41804	
Psychological endurance	LOW PERFORMANCE	50	5.9200	2.54623	-.855
	HIGH PERFORMANCE	50	6.3400	2.36134	
Distractions	LOW PERFORMANCE	50	8.1000	2.20621	1.348
	HIGH PERFORMANCE	50	7.5400	1.94002	
DISCIPLINE TOTAL	LOW PERFORMANCE	50	81.1600	11.51992	.915
	HIGH PERFORMANCE	50	79.0200	11.87089	

Table No. 4.56 Mean, SD and t-values of Academic Self-Discipline and its dimensions across gender

FACTORS	GENDER	N	Mean	Std. Deviation	t- value
Focused	MALE	52	37.0385	7.74334	.451
	FEMALE	48	36.3333	7.88571	
Mental preparedness	MALE	52	16.9808	4.01219	.152
	FEMALE	48	16.8750	2.78006	
Delaygratification	MALE	52	12.6538	2.66337	.579
	FEMALE	48	12.3542	2.49672	
Psychological endurance	MALE	52	6.1538	2.31266	.101
	FEMALE	48	6.1042	2.61940	
Distractions	MALE	52	7.8846	2.29794	.321
	FEMALE	48	7.7500	1.85082	
DISCIPLINE TOTAL	MALE	52	80.7115	12.19665	.552
	FEMALE	48	79.4167	11.19809	

The Mean for Male and Female was found to be 80.7115 and 79.4167 respectively. The difference between the two means is not statistically significant. The standard deviation for male and female was found to be 12.19665 and 11.19809 respectively. The difference between the two is not statistically significant. The t test for male and female was found to be .552 and .553 respectively. The difference between the two is not statistically significant.

Table No. 4.57 Mean, SD and t-values of Academic Self-Discipline and its dimensions across grade

FACTORS	GRADE	N	Mean	Std. Deviation	t-value
Focused	10TH	49	37.0000	7.48053	.346
	7TH	49	36.4490	8.25647	
Mental preparedness	10TH	49	16.8367	3.53758	-.348
	7TH	49	17.0816	3.43291	
Delaygratification	10TH	49	12.6122	2.67563	.426
	7TH	49	12.3878	2.53982	
Psychological endurance	10TH	49	6.0408	2.65329	-.448
	7TH	49	6.2653	2.28925	
Distractions	10TH	49	7.7959	2.16967	-.048
	7TH	49	7.8163	2.05825	
DISCIPLINE TOTAL	10TH	49	80.2857	10.79159	.119
	7TH	49	80.0000	12.80950	

Table No. 4.58 ANOVA of Academic Self-Discipline and its dimensions across Socio-Economic Status

FACTORS		N	Mean	Std. Deviation
Focused	1.00	64	36.1719	7.72453
	2.00	8	35.3750	9.50094
	3.00	28	38.2857	7.45285
	Total	100	36.7000	7.78045
Mental preparedness	1.00	64	16.3906	3.23972
	2.00	8	17.2500	4.89168
	3.00	28	18.0714	3.33254
	Total	100	16.9300	3.45901
Delay gratification	1.00	64	12.2813	2.59100
	2.00	8	13.6250	2.87539
	3.00	28	12.7143	2.44733
	Total	100	12.5100	2.57609
Psychological endurance	1.00	64	6.3906	2.45995
	2.00	8	5.8750	2.29518
	3.00	28	5.6071	2.46966
	Total	100	6.1300	2.45219
Distractions	1.00	64	7.6094	2.01279
	2.00	8	7.8750	3.09089
	3.00	28	8.2857	1.92175
	Total	100	7.8200	2.08593
DISCIPLINE TOTAL	1.00	64	78.8438	11.45484
	2.00	8	80.0000	16.04458
	3.00	28	82.9643	10.75478
	Total	100	80.0900	11.68708

Table No. 4.59 ANOVA of Academic Self-Discipline and its dimensions across Socio-Economic Status

FACTORS		Sum of Squares	df	Mean Square	F	Sig.
Focused	Between Groups	102.301	2	51.151	.842	.434
	Within Groups	5890.699	97	60.729		
	Total	5993.000	99			
Mental preparedness	Between Groups	55.918	2	27.959	2.403	.096
	Within Groups	1128.592	97	11.635		
	Total	1184.510	99			
Delay gratification	Between Groups	14.463	2	7.232	1.092	.340
	Within Groups	642.527	97	6.624		
	Total	656.990	99			
Psychological endurance	Between Groups	12.522	2	6.261	1.042	.357
	Within Groups	582.788	97	6.008		
	Total	595.310	99			
Distractions	Between Groups	8.936	2	4.468	1.027	.362
	Within Groups	421.824	97	4.349		
	Total	430.760	99			
DISCIPLINE TOTAL	Between Groups	330.788	2	165.394	1.216	.301
	Within Groups	13191.402	97	135.994		
	Total	13522.190	99			

Table No. 4.60 Mean, SD and t-values of Academic Self-Discipline and its dimensions across Social Categories

FACTORS		N	Mean	Std. Deviation
Focused	SC	26	36.3846	6.71760
	ST	24	38.9167	7.16827
	OBC	25	36.8000	8.33167
	GENERAL	25	34.8000	8.67468
	Total	100	36.7000	7.78045
Mental preparedness	SC	26	17.4615	3.77604
	ST	24	16.2083	3.07838
	OBC	25	16.5600	3.55996
	GENERAL	25	17.4400	3.39215
	Total	100	16.9300	3.45901
Delay gratification	SC	26	12.3462	2.41565
	ST	24	12.9167	2.18526
	OBC	25	12.2000	2.97209
	GENERAL	25	12.6000	2.75379
	Total	100	12.5100	2.57609
Psychological endurance	SC	26	6.0385	2.52160
	ST	24	6.7500	2.55802
	OBC	25	6.1600	2.30362
	GENERAL	25	5.6000	2.43242
	Total	100	6.1300	2.45219
Distractions	SC	26	7.6923	2.20489
	ST	24	8.1667	1.85722
	OBC	25	7.5600	2.08327
	GENERAL	25	7.8800	2.24202
	Total	100	7.8200	2.08593
DISCIPLINE TOTAL	SC	26	79.9231	10.41124
	ST	24	82.9583	11.35008
	OBC	25	79.2800	12.47838
	GENERAL	25	78.3200	12.61520
	Total	100	80.0900	11.68708

Table No. 4.61 ANOVA of Academic Self-Discipline and its dimensions across Social Categories

FACTORS		Sum of Squares	df	Mean Square	F	Sig.
Focused	Between Groups	211.013	3	70.338	1.168	.326
	Within Groups	5781.987	96	60.229		
	Total	5993.000	99			
Mental preparedness	Between Groups	29.770	3	9.923	.825	.483
	Within Groups	1154.740	96	12.029		
	Total	1184.510	99			
Delay gratification	Between Groups	7.272	3	2.424	.358	.783
	Within Groups	649.718	96	6.768		
	Total	656.990	99			
Psychological endurance	Between Groups	16.488	3	5.496	.912	.438
	Within Groups	578.822	96	6.029		
	Total	595.310	99			
Distractions	Between Groups	5.088	3	1.696	.383	.766
	Within Groups	425.672	96	4.434		
	Total	430.760	99			
DISCIPLINE TOTAL	Between Groups	292.906	3	97.635	.709	.549
	Within Groups	13229.284	96	137.805		
	Total	13522.190	99			

Correlation Analysis

Table No. 4.62 Correlation among Learning culture, Teacher-Student relationship, psychological Capital, Academic Perservice and Academic Self-Discipline in Performing School (Mothuka JNV)

		PC TOTAL	PS TOTAL	D TOTAL	T TOTAL	LC TOTAL
PCTOT	Pearson Correlation	1	.693(**)	.489(**)	-.054	-.007
AL	Sig. (2-tailed)		.000	.000	.708	.959
	N	50	50	50	50	50
PSTOT	Pearson Correlation		1	.471(**)	-.053	.125
AL	Sig. (2-tailed)	=		.001	.716	.387
	N			50	50	50
DTOTA	Pearson Correlation	=	=	1	-.132	-.004
L	Sig. (2-tailed)				.360	.976
	N				50	50
TTOTA	Pearson Correlation	=	=	=	1	.018
L	Sig. (2-tailed)					.903
	N					50
LCTOT	Pearson Correlation	=	=	=	=	1
AL	Sig. (2-tailed)					
	N					=

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Note-Psychological capital (PC), Academic Perservice (PS), Academic Self-Discipline (D), Teacher-student Relationship (T), Learning Culture (LC)

A highly significant positive co-relation of .693(**) was found between psychological capital and Academic Perseverance. This infers that the psychological capital of the students was increased with the increase Academic Perseverance of students. In other words psychological capital of the students was defined by Academic Perseverance of students.

A highly significant positive co-relation of .489(**) was found between psychological capital and Academic Self Discipline. This infers that the psychological capital of the students was increased with the increase in Academic Self Discipline. In other words psychological capital of the students was defined by Academic Self Discipline of the students. A highly significant positive co-relation of .471(**) was found between Academic Perseverance and Academic Self Discipline. This infers that the Academic Perseverance of the students increased with the

increase in Academic Self Discipline. In other words the Academic Perseverance of the students was defined by Academic Self Discipline

Table No. 4.63 Correlation among Learning culture, Teacher-Student relationship, psychological Capital, Academic Perservence and Academic Self-Discipline in High Performing School (Gurugram JNV)

		PC TOTAL	PS TOTAL	D TOTAL	T TOTAL	LC TOTAL
PC TOTAL	Pear son Correlation	1	.733(**)	.520(**)	-.182	-.074
	Sig. (2-tailed)		.000	.000	.206	.608
	N		50	50	50	50
PS TOTAL	Pearson Correlation		1	.398(**)	-.183	-.144
	Sig. (2-tailed)			.004	.203	.317
	N			50	50	50
D TOTAL	Pearson Correlation			1	-.301(*)	-.435(**)
	Sig. (2-tailed)				.034	.002
	N				50	50
T TOTAL	Pearson Correlation				1	.014
	Sig. (2-tailed)					.921
	N					50
LC TOTAL	Pearson Correlation					1
	Sig. (2-tailed)					
	N					

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

A highly significant positive co-relation of .733(**) was found between Psychological Capital and Academic Perseverance. The psychological capital of the students was increased with the increase in Academic Perseverance. In other words, psychological capital of the students was highly related to Academic Perseverance of students. A highly significant positive co-relation of .520(**) was found between Psychological Capital and Academic Self-Discipline. The psychological capital of the students was increased with the increase in Academic Self Discipline. The psychological capital of the students was related to Academic Self - Discipline of students. A highly significant positive co-relation of .398(**) was found between Academic Perseverance and Academic Self- Discipline. This suggests that the Academic Perseverance of the students increased with the increase in Academic Self Discipline. Academic self –discipline was leading to higher Academic perseverance.

A highly significant negative co-relation of $-.435(**)$ was found between Academic Perseverance and Learning Culture. This infers that the high Academic Perseverance was found in students who had low Learning Culture

Table No. 4.64 Correlation among School Performance, Gender, Grade, Socioeconomic Status, Social Category, Psychological Capital, Academic Perseverance, Academic Self-Discipline for the total sample

	SCHPERF	GENDER	GRADE	SES	SOCCAT	PCTOTAL	PS TOTAL	D TOTAL	T TOTAL	LC TOTAL
SCHPERF	1	.069	-.004	-.306(**)	-.137	.031	-.019	-.092	-.094	.060
GENDER	=	1	.096	.021	.013	.007	.130	-.056	-.041	.015
GRADE	=		1	.102	-.031	.059	.152	-.033	-.056	.082
SES	=			1	.023	-.007	-.037	.155	.088	-.062
SOCCAT	=				1	.062	.093	-.080	-.228(*)	.084
PCTOTAL	=					1	.707(**)	.500(**)	-.110	-.036
PSTOTAL							1	.435(**)	-.100	.013
DTOTAL								1	-.188	-.197(*)
TTOTAL									1	.011
LCTOTAL										1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Note-SCHPERF(school Performance), GENDER (Gender), GRADE (Grade), SES (Socioeconomic status), SOCCAT (Social category), PCTOTAL(Psychological Capital), PS TOTAL (Academic Perservence), DTOTAL (Academic Self-Discipline), T TOTAL(Teacher-student Relationship), LCTOTAL(Learning Culture)

Highly Significant Negative Correlation of $-.306(**)$ was found between Socioeconomic status and School Performance, suggesting that more number of students of low Socioeconomic status were studying in High Performing School which was Gurugram JNV. Negative Correlation $-.228(*)$ was found between social category and Teacher-Student relationship. The students from disadvantaged category had good relationship with their teachers in JNVs. Highly Significant positive co-relation of $.707(**)$ was found between

Psychological Capital and Academic Perseverance suggesting that the Psychological Capital was related with the Academic Perseverance. Hence, Psychological capital can enhance Academic Perseverance .Highly Significant positive correlation of .500(**) was found between Psychological Capital and Academic Self- Discipline. Which means that the Psychological Capital of the students was related with their Academic Self- Discipline attribute.In other words, psychological capital lead to Academic Self-Discipline.

Highly Significant positive co-relation of .435(**) was found between Academic Self - Discipline and Academic Perseverance meaning there by Academic Self –Discipline lead to Academic Perseverance in the students. Negative correlation of -.197(*) which was found between Learning Culture and Academic Self- Discipline indicates that the learning culture of the school had no relation with the Academic Self- Discipline. Learning methods and beliefs were not related Academic Self- Discipline.Negative correlation of -.197(*) which was observed between Learning Culture and Academic Self- Discipline. Which means that the learning culture of the school had no relation with Academic Self -Discipline of the students.

Correlations of Learning Culture AND FACTORS WITH Teacher-Student Relationship FACTORS

Table No. 4.65Correlation amongdimensions of Teacher-Student Relationship with dimensions of learning culture

	Transf ormati ve Educat ional Ethos	Learni ng method	Teac hing mode s	Attitud e toward s Learni ng	Teache r charact eristics	Stude nt centr ed learni ng	Resp ect for diver sity	Life- long educati on	Reflective learning	LC TOT AL
Leadership	.072	-.128	.092	.009	-.037	-.042	.029	.057	.095	.043
Understanding	.092	-.023	.009	.038	-.166	-.006	-.018	.178	.033	.066
Uncertain	.019	.134	.028	.071	.097	.133	.090	.067	.008	.076
Admonishing	-.190	-.061	.071	-.041	-.003	.049	-.039	-.079	-.102	-.162
Helpful/Friendly	.124	.040	.088	.054	.027	-.046	.046	.075	.077	.122
Student Responsibility/Free dom	.056	.067	.018	-.011	-.066	.133	-.022	.184	.018	.074
Dissatisfied	-.053	-.030	-.035	.033	.007	.075	-.096	-.032	-.015	-.040
Strict	-.194	.017	-.074	-.005	-.035	.056	-.100	-.027	-.032	-.156
Dominance	-.141	-.086	-.001	.003	-.066	.024	-.079	.019	.044	-.127

	Transformati ve Educational Ethos	Learni ng method	Teach ing mode s	Attitud e toward s Learni ng	Teache r charact eristics	Stude nt centr ed learni ng	Resp ect for diver sity	Life- long educati on	Reflective learning	LC TOT AL
Cooperation	.117	.009	.052	.050	-.077	-.028	.015	.139	.060	.102
Submission	.053	.133	.031	.036	.011	.182	.039	.180	.018	.103
Opposition	-.139	-.052	.019	-.003	.002	.073	-.080	-.064	-.067	-.116
Proximity	.014	-.040	.084	.061	-.096	.035	-.059	.115	.012	.018
Influence	-.045	.050	.023	.029	-.032	.154	-.019	.150	.041	.002
TTOTL	-.017	.006	.059	.049	-.070	.105	-.043	.146	.029	.011

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The table above shows the relationship of dimensions of Teacher-Student Relationship with dimensions of Learning Culture. No correlation was found between the Teacher-Student Relationship and Learning Culture, this was an interesting finding.

Table No. 4.66 Correlations between Learning Culture factors with Discipline Factors

	Focused	Mental preparedness-	Delay gratification	Psychologic al endurance	Disstract ion	DTOTAL
Transformative Educational Ethos	-.219(*)	-.060	.057	-.095	-.044	-.179
Learning method	-.143	-.040	.061	-.095	-.148	-.140
Teaching modes	-.035	-.009	-.087	-.213(*)	.025	-.085
Attitude towards Learning	-.034	-.050	.038	-.044	.066	-.027
Teacher characteristics	-.128	-.043	.010	-.045	-.116	-.126
Student centred learning	-.122	-.018	.003	.072	.005	-.070
Respect for diversity	.003	.082	.089	-.033	-.009	.037
Life-long education	-.139	.033	-.112	.048	-.108	-.117
Reflective learning	-.022	.009	.029	-.247(*)	.025	-.053
LCTOTAL	-.230(*)	-.054	.046	-.117	-.072	-.197(*)

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

A significant negative co-relation of $-.219(*)$ was found between transformative education ethos and focused. The items assessing transformative education ethos factor in the Learning Culture questionnaire assessed the child's attitude towards learning being capable of

transforming his life. While the items assessing focused factor in the Academic self-discipline questionnaire describes the child's ability to follow a routine in his life. From the above co-relation it can be inferred that with higher was the transformative education ethos lower was the focus.

A significant negative co-relation of $-.213(*)$ was found between Psychological endurance and teaching modes. The items assessing the Psychological endurance in the Academic Self Discipline questionnaire assessed the child's ability to keep working hard even if he got high marks. While the teaching modes in the Learning Culture questionnaire assessed child's ability to accept teachers and the dominance of teachers. From the above co-relation it can be inferred that with increase in acceptance of the teachers and dominance of the them. There was decrease in the child's ability to keep working hard.

A significant negative co-relation of $-.247(*)$ was found between Psychological endurance and reflective learning. The items in the reflective learning factor of Learning Culture questionnaire assessed the child's ability to retain curiosity without studying for long period of hours and his ability to understand rules and regulations. From the above correlation can be inferred that with increase in child's ability to retain curiosity there was a decrease in his ability to retain working hard even if he got high marks. $-.230(*)$ between Learning Culture in total and focus of the students. From the above correlation can be inferred that with increase in child's ability to focus there was a decrease in conventional idea of Learning Culture as formulated.

Table No. 4.67 Correlations of Learning Culture factors with Academic Perseverance Factors

	Motivati on-	Dedicati on	Persistenc e	Preparedn ess-	Interest-	Will Power	Efficiency	PS TOTAL
Transformative Educational Ethos	-.108	.032	-.113	.029	-.013	.033	.151	-.015
Learning method	-.082	-.009	-.010	-.002	.149	.042	.064	.013
Teaching modes	.177	.026	-.016	.096	-.028	.065	.004	.109
Attitude towards Learning	.105	.039	-.021	.123	-.024	.135	.185	.140

	Motivati on-	Dedicati on	Persistenc e	Preparedn ess-	Interest-	Will Power	Efficiency	PS TOTAL
Teacher characteristics	-.001	-.007	-.095	-.047	.150	-.050	.121	-.002
Student centred learning	-.079	-.053	.026	-.004	.064	-.026	.117	-.006
Respect for diversity	.031	-.038	-.059	.019	-.033	-.030	.207(*)	.029
Life-long education	-.047	-.143	-.054	.066	.099	-.046	.039	-.028
Reflective learning	.158	.116	-.029	.069	.043	.189	.016	.156
LCTOTAL	-.083	.012	-.102	.043	.044	.047	.173	.013

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

A significant positive co-relation was found between respect for diversity and efficiency. The items assessing respect for diversity in the Learning Culture questionnaire assessed the teachers' ability to accept the student from varied background and different achievers. While the items assessing efficiency in the Academic Perseverance questionnaire assessed the ability of the child to finish his work on time. It can be inferred that with increase in the acceptance of the diverse students as part of the learning culture school increased the efficiency of the students also increased.

Table No. 4.68The correlation of Learning Culture with the dimensions of psychological capital.

	Self- motivatio n and optimism	Resilienc e	self- Efficacy	Goal Oriented ness	self- regulatio n	Hope	PCTOTA L
Transfor mative Educatio nal Ethos	-.108	-.068	-.056	.020	-.007	.081	-.069
Learning method	.008	.130	.018	.072	-.138	-.008	.027
Teaching modes	-.120	-.043	.192	.065	.139	.176	.030
Attitude towards Learning	.033	-.058	.176	.089	.202(*)	.102	.113

	Self-motivation and optimism	Resilience	self-Efficacy	Goal Orientedness	self-regulation	Hope	PCTOTAL
Teacher characteristics	-.049	.025	-.028	.096	.037	.101	.020
Student centred learning	-.050	.066	-.014	.047	-.018	.025	-.002
Respect for diversity	-.074	-.118	.080	-.065	.077	.017	-.051
Life-long education	-.005	.022	-.044	.078	-.134	.068	-.004
Reflective learning	.045	.059	.225(*)	.071	.053	.146	.127
LCTOTAL	-.098	-.029	-.007	.053	-.012	.094	-.036

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The table above shows the co-relation of Learning Culture and Psychological Capital. A significant positive co-relation of .225(*) was found between Reflective learning and self – efficacy.

A significant positive co-relation was found between Reflective learning and self –efficacy. The items assessing Reflective learning factor in the learning culture questionnaire assessed the curiosity and the ability of the child to reflect on what he/she has learned. While the items assessing self–efficacy determined the confidence of the child to contribute in classroom discussion and feel confident in representing his problems in front of his teachers and peers. It can be inferred that the higher was the Reflective learning seen in the child higher was his self –efficacy or confidence to participate and represent his problems.

Table No. 4.69 Correlation of Teacher-student relationship with the dimensions of psychological capital

	Self-motivation and optimism	Resilience	self-Efficacy	Goal Orientedness	self-regulation	Hope	PCTOTAL
Leadership	-.162	-.149	.047	-.134	-.110	.056	-.160
Understanding	-.218(*)	-.279(**)	.023	-.162	-.206(*)	-.059	-.267(**)
Uncertain	-.048	-.133	.012	.077	.311(**)	.214(*)	.059
Admonishing	.120	.031	.155	.114	.268(**)	.157	.204(*)
Helpful/Friendly	-.251(*)	-.262(**)	.066	-.180	.012	.006	-.224(*)
Student Responsibility/Freedom	-.239(*)	-.093	-.089	-.306(**)	-.038	-.113	-.264(**)
Dissatisfied	-.086	.181	-.232(*)	.003	.245(*)	.050	.013
Strict	.272(**)	.312(**)	.183	.218(*)	.179	.151	.362(**)
Dominance	.148	.200(*)	.227(*)	.116	.096	.201(*)	.243(*)
Cooperation	-.255(*)	-.294(**)	.048	-.186	-.107	-.030	-.267(**)
Submission	-.210(*)	-.153	-.059	-.183	.164	.048	-.163
Opposition	.016	.127	-.053	.066	.299(**)	.119	.123
Proximity	-.310(**)	-.251(*)	.010	-.172	.153	.077	-.222(*)
Influence	-.071	.004	.093	-.070	.184	.159	.023
TTOTL	-.210(*)	-.136	.057	-.134	.186	.131	-.110

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The table above shows the co-relation of Teacher-student relationship with Psychological Capital. A significant negative co-relation of $-.218(*)$ was found between Understanding and self motivation and optimism. A significant negative correlation of $-.279(**)$ was found between Understanding and Resilience. A significant negative correlation of $-.206(*)$ was found between Understanding and Self Regulation. A significant negative correlation of $-.267(**)$ between Understanding and Psychological Capital Total. A significant positive correlation of $.311(**)$ between Uncertain and Self- Regulation. A positive co-relation of $.214(*)$ was found between Uncertain and Hope. A significant positive co-relation of $.268(**)$ Between Admonishing and Self Regulation, A positive co-relation of $.204(*)$ was found between admonishing and Psychological Capital Total.

A significant negative co-relation of $-.251(*)$ between Helpful/Friendly and Self Motivation and Optimism. A significant negative co-relation of $-.262(**)$ Helpful/Friendly and Resilience. A significant negative co-relation of $-.224(*)$ was found between Helpful/Friendly and Psychological Capital total. A negative co-relation of $-.239(*)$ was found between

Student Responsibility and Self Motivation and Optimism. A significant negative co-relation of $-.306^{**}$ was found between Student Responsibility and Goal Orientedness. A significant negative co-relation of $-.264^{**}$ was found between Student Responsibility and Psychological Capital Total. A significant negative co-relation of $-.232^{*}$ was found between Dissatisfied and self efficacy. A significant positive co-relation of $.245^{*}$ was found between Dissatisfied and Self- Regulation. A positive co-relation of $.272^{**}$ was found between Strict and Self Motivation and Optimism. A significant positive co-relation of $.312^{**}$ was found between Strict and Resilience. A significant positive co-relation of $.218^{*}$ was found between Strict and Goal Orientedness. A significant positive co-relation of $.362^{**}$ was found between strict and psychological capital total.

Table No. 4.70 Correlation between Teacher- student relationship and Academic perseverance Correlations

	Motivation	Dedication	Persistence	Preparedness	Interest	Will Power	Efficacy	PSTOTAL
Leadership	-.091	-.198(*)	-.062	-.071	-.036	.183	.001	-.123
Understanding	-.183	-.233(*)	-.221(*)	-.084	-.184	.081	.070	-.229(*)
Uncertain	.080	.036	-.069	.084	-.133	-.075	.252(*)	.063
Admonishing	.189	-.048	.150	.099	.014	.123	-.110	.119
Helpful/Friendly	-.186	-.102	-.317(**)	-.114	-.103	-.099	.057	-.239(*)
Student Responsibility/Freedom	-.328(**)	-.248(*)	-.079	-.120	.042	-.085	.149	-.235(*)
Dissatisfied	-.057	.100	.224(*)	.048	-.031	-.050	.171	.101
Strict	.280(**)	.150	.268(**)	.199(*)	.154	.050	-.131	.296(**)
Dominance	.215(*)	-.006	.226(*)	.147	.129	.201(*)	-.134	.205(*)
Cooperation	-.201(*)	-.183	-.291(**)	-.107	-.156	-.008	.069	-.254(*)
Submission	-.197(*)	-.164	-.102	-.038	-.051	-.110	.269(**)	-.138
Opposition	.072	.033	.220(*)	.085	-.011	.039	.041	.128
Proximity	-.186	-.201(*)	-.158	-.055	-.210(*)	.027	.128	-.200(*)
Influence	-.021	-.130	.059	.060	.040	.038	.125	.019
TTOTAL	-.114	-.183	-.054	.003	-.094	.036	.140	-.100

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

A significant negative co-relation was found between Leadership and Dedication. Dedication in the Academic Perseverance questionnaire assessed the qualities of the child to stay motivated and persistent in doing hard work to make impossible things possible. From the above co-relation it can be said that the dedication of the students was not affected by the Leadership qualities of the teachers.

A significant positive co-relation was found between strict and motivation. Motivation in the Academic Perseverance questionnaire assessed the qualities of the child to stay motivated to complete his work on time. While the strict in the teacher-student relationship questionnaire described the austere and intimidating qualities of the teacher. Hence it can be said that the more strict was the teacher the more students were found motivated to complete their task on time.

A highly significant positive co-relation was found between strict and persistence. Persistence in the academic perseverance questionnaire assessed the continuity in the child to complete his task on time and the ability to stay motivated thought-out. From the above co-relation it can be said that more austere or strict was the teachers the more students were found able to complete their tasks on time.

A positive co-relation was found between strict and academic perseverance. This means that the more strict. A significant positive co-relation of .215(*) was found between dominance and motivation. A significant positive co-relation of .226(*) was found between dominance and persistence. A significant positive co-relation of .205(*) was found between dominance and academic perseverance. A highly significant positive co-relation of .269(**) was found between submission and Efficiency. A significant positive co-relation of .220(*) was found between opposition and persistence. A significant negative co-relation of -.201(*) was found between proximity and significant negative co-relation was found between Leadership and Focused. The items assessing the Leadership factor described the capacity of the teacher to have an influence on his learners. It described how much the teacher is able to act confidently in the class. While the items assessing focus factor in Academic-self discipline questionnaire assessed the ability of the child to stay motivated and following a timetable in his life. Hence it could be inferred that with increase Leadership quality of the teacher there was decrease in Focus of the students.

A highly significant negative co-relation was found between Leadership and Delay Gratification. The items assessing Delay Gratification in Academic-self discipline questionnaire assessed the ability of the child to stay away from short term pleasure. Hence it could be inferred that with increase Leadership quality of the teacher there was decrease Delay Gratification.

A significant negative co-relation was found between Leadership and Distraction. Items assessing Distraction in Academic-self discipline questionnaire assessed the ability of the child to study without having any plan in advance. From the above co-relation it could be

inferred that with increase Leadership quality of the teacher there was decrease in Distraction means studied prepared a timetable or a schedule for studying.

A highly significant negative co-relation was found between Leadership and Academic-self Discipline. From the above co-relation it could be inferred that with increase Leadership quality of the teacher there was decrease in Academic-self Discipline of the students.

Table No. 4.71 Correlation of the dimensions of Teacher-Student Relationship with the dimensions Academic self -Discipline for the total sample

	Focused	Mental preparedness-	Delay gratification	Psychological endurance	Distractions	Academic-self discipline (total)
Leadership	-.206(*)	.012	-.261(**)	-.171	-.197(*)	-.262(**)
Understanding	-.289(**)	-.124	-.239(*)	-.222(*)	-.094	-.345(**)
Uncertain	.077	.013	-.009	.294(**)	.095	.132
Admonishing	.288(**)	.119	.011	.119	-.008	.253(*)
Helpful/Friendly	-.324(**)	-.118	-.283(**)	-.216(*)	-.122	-.380(**)
Student Responsibility/Freedom	-.335(**)	-.157	-.370(**)	.009	-.023	-.354(**)
Dissatisfied	.116	-.058	-.019	.314(**)	.337(**)	.182
Strict	.288(**)	.137	.020	.179	.140	.299(**)
Dominance	.129	.151	-.192	.046	-.016	.095
Co-operation	-.333(**)	-.131	-.284(**)	-.238(*)	-.117	-.394(**)
Submission	-.205(*)	-.110	-.284(**)	.188	.042	-.185
Opposition	.233(*)	.032	-.005	.257(**)	.199(*)	.253(*)
Proximity	-.199(*)	-.136	-.366(**)	-.054	.044	-.257(**)
Influence	-.079	.007	-.335(**)	.173	.022	-.084
Teacher-Student Relationship (total)	-.153	-.071	-.387(**)	.066	.037	-.188

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Correlations

A significant negative co-relation of $-.206(*)$ was found between Leadership and Focused. The items assessing the Leadership factor described the capacity of the teacher to have an

influence on his learners. It described how much the teacher is able to act confidently in the class. While the items assessing focus factor in Academic-self discipline questionnaire assessed the ability of the child to stay motivated and following a timetable in his life. From the above co-relation it could be inferred that with increase Leadership quality of the teacher there was decrease in Focus of the students.

A highly significant negative co-relation of $-.261(**)$ was found between Leadership and Delay Gratification. The items assessing Delay Gratification in Academic-self discipline questionnaire assessed the ability of the child to stay away from short term pleasure. From the above co-relation it could be inferred that with increase Leadership quality of the teacher there was decrease Delay Gratification. A significant negative co-relation of $-.197(*)$ was found between Leadership and Distraction. Items assessing Distraction in Academic-self discipline questionnaire assessed the ability of the child to study without having any preplan. From the above co-relation it could be inferred that with increase Leadership quality of the teacher there was decrease in Distraction means studied prepared a timetable or a schedule for studying.

A highly significant negative co-relation of $-.262(**)$ was found between Leadership and Academic-self Discipline. From the above co-relation it could be inferred that with increase Leadership quality of the teacher there was decrease in Academic-self Discipline of the students. A highly significant negative co-relation was found between Understanding and Focused. The items assessing understanding factor in the teacher-student relationship questionnaire assessed the quality of the teacher to connect with his students, while the items assessing focus factor in Academic-self Academic Self discipline questionnaire assessed the ability of the child to stay motivated and following a timetable in his life. From the above co-relation it can be inferred that with increase in Understanding there was decrease in focus. A significant negative co-relation was found between Understanding and Delay Gratification. Hence it can be inferred that with increase in Understanding there was decrease in delay gratification or short term pleasure of the student. A significant negative co-relation of found between Understanding and Psychological Endurance. The items assessing Psychological Endurance factor in Academic-self discipline questionnaire assessed the ability of the child to stay motivated even if he gets good marks in his exams. He should continue to study throughout. From the above co-relation it can be inferred that with increase in Understanding there was decrease in Psychological Endurance of the child.

Regression analysis

The regression analyses were carried out to know the impact of predictor or independent variable on dependent variable.

Table No. 4.72 Regression analysis for Academic Self-Discipline as dependent variable and predicted by Learning Culture.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.197 ^a	.039	.029	11.51671	.039	3.951	1	98	.050

a. Predictors: (Constant), LCTOTAL

Table No. 4.73 ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	523.999	1	523.999	3.951	.050(a)
	Residual	12998.191	98	132.635		
	Total	13522.190	99			

a Predictors: (Constant), LCTOTAL Learning Culture

b Dependent Variable: DTOTAL Academic Self-Discipline

Table No. 4.74 Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	100.888	10.527		9.584	.000
	LCTOTAL	-.126	.063	-.197	-1.988	.050

a Dependent Variable: DTOTAL

Table No. 4.75 Regression analysis for Academic Self-Discipline as dependent variable and predicted by Teacher-Student relationship.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.188 ^a	.035	.025	11.53714	.035	3.590	1	98	.061

a. Predictors: (Constant), TTOTL

Table No. 4.76ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	477.845	1	477.845	3.590	.061(a)
	Residual	13044.345	98	133.106		
	Total	13522.190	99			

a Predictors: (Constant), TTOTL Teacher-student Relationship

b Dependent Variable: DTOTAL Academic Self-Discipline

Table No. 4.77Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	100.522	10.845		9.269	.000
	TTOTL	-.140	.074	-.188	-1.895	.061

a Dependent Variable: DTOTAL

Table No. 4.78Regression analysis for Academic Perseverance as dependent variable and predicted by Teacher-Student relationship.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.013 ^a	.000	-.010	10.69633	.000	.018	1	98	.894

a. Predictors: (Constant), LCTOTAL

Table No. 4.79ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
-------	--	----------------	----	-------------	---	------

1	Regression	2.025	1	2.025	.018	.894(a)
	Residual	11212.335	98	114.412		
	Total	11214.360	99			

a Predictors: (Constant), LCTOTAL Learning Culture

b Dependent Variable: PSTOTAL Academic Perseverance

Table No. 4.80 Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	79.127	9.777		8.093	.000
	LCTOTAL	.008	.059	.013	.133	.894

a Dependent Variable: PSTOTAL

Table No. 4.81 Regression analysis for Academic Perseverance as dependent variable and predicted by Teacher-Student relationship.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.100 ^a	.010	.000	10.64414	.010	.981	1	98	.324

a. Predictors: (Constant), TTOTL

Table No. 4.82 ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	111.183	1	111.183	.981	.324(a)
	Residual	11103.177	98	113.298		
	Total	11214.360	99			

a Predictors: (Constant), TTOTL

b Dependent Variable: PSTOTAL

Table No. 4.83 Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	90.276	10.006		9.022	.000
	TTOTL	-.068	.068	-.100	-.991	.324

a Dependent Variable: PSTOTAL

Table No. 4.84 Regression analysis for Psychological Capital as dependent variable and predicted by Learning culture

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.036 ^a	.001	-.009	12.61951	.001	.127	1	98	.722

a. Predictors: (Constant), LCTOTAL

Table No. 4.85ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.291	1	20.291	.127	.722(a)
	Residual	15606.699	98	159.252		
	Total	15626.990	99			

a Predictors: (Constant), LCTOTAL

b Dependent Variable: PCTOTAL

Table No. 4.86Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	109.083	11.535		9.457	.000
	LCTOTAL	-.025	.069	-.036	-.357	.722

a Dependent Variable: PCTOTAL

Table No. 4.87Regression analysis for Psychological Capital as dependent variable and predicted by Teacher- student relationship

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.110 ^a	.012	.002	12.55163	.012	1.192	1	98	.278

a. Predictors: (Constant), TTOTL

Table No. 4.88ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	187.725	1	187.725	1.192	.278(a)
	Residual	15439.265	98	157.544		
	Total	15626.990	99			

a Predictors: (Constant), TTOTL

b Dependent Variable: PCTOTAL

Table No. 4.89Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	117.797	11.799		9.984	.000
	TTOTL	-.088	.081	-.110	-1.092	.278

a Dependent Variable: PCTOTAL

Table No. 4.90Regression analysis for Psychological Capital as dependent variable and predicted by both Learning culture and Teacher- student relationship

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.115 ^a	.013	-.007	12.60841	.013	.650	2	97	.524

a. Predictors: (Constant), LCTOTAL, TTOTL

Table No. 4.91ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	206.711	2	103.355	.650	.524(a)
	Residual	15420.279	97	158.972		
	Total	15626.990	99			

a Predictors: (Constant), LCTOTAL, TTOTL

b Dependent Variable: PCTOTAL

Table No. 4.92Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	121.712	16.396		7.423	.000
	TTOTL	-.088	.081	-.109	-1.083	.282
	LCTOTAL	-.024	.069	-.035	-.346	.730

a Dependent Variable: PCTOTAL Psychological Capital

Table No. 4.93Regression analysis of Academic Perseverance as dependent variable and predicted by both Learning culture and Teacher- student relationship

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.101 ^a	.010	-.010	10.69773	.010	.496	2	97	.610

a. Predictors: (Constant), LCTOTAL, TTOTL

Table No. 4.94ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	113.545	2	56.772	.496	.610(a)
	Residual	11100.815	97	114.441		
	Total	11214.360	99			

a Predictors: (Constant), LCTOTAL, TTOTL

b Dependent Variable: PSTOTAL

Table No. 4.95Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	88.895	13.911		6.390	.000
	TTOTL	-.068	.069	-.100	-.987	.326
	LCTOTAL	.008	.059	.015	.144	.886

a Dependent Variable: PSTOTAL

Table No. 4.96Regression analysis of Academic self-Discipline as dependent variable and predicted by both Learning culture and Teacher- student relationship**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.271 ^a	.073	.054	11.36599	.073	3.836	2	97	.025

a. Predictors: (Constant), LCTOTAL, TTOTL

Table No. 4.97ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	991.178	2	495.589	3.836	.025(a)
	Residual	12531.012	97	129.186		
	Total	13522.190	99			

a Predictors: (Constant), LCTOTAL, TTOTL

b Dependent Variable: DTOTAL Academic Self-discipline

Table No. 4.98 Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	120.880	14.780		8.178	.000
	TTOTL	-.139	.073	-.186	-1.902	.060
	LCTOTAL	-.125	.063	-.195	-1.993	.049

a Dependent Variable: DTOTAL

The impact of learning culture was found to have limited/restricted impact on student development than teacher-student relationship. The R-Square values indicate the impact.

Teacher –student relationship as a predictor, independent or influencing variable impacted psychological capital 1 percent which was determined by R-Square, academic perseverance 1 percent and academic self-discipline 3 percent respectively.

Learning culture as a predictor, independent or influencing variable impacted psychological capital.01 percent, academic perseverance 0 percent and academic self-discipline 3 percent respectively.

Learning culture and teacher-student relationship together as a predictor, independent or influencing variable impacted psychological capital.01 percent, academic perseverance 1 percent and academic self-discipline 7 percent respectively. In a nutshell, learning culture and teacher-student relationship impacted academic self-discipline than psychological capital and academic perseverance. It was found academic perseverance was least influenced by predictor variables.

Qualitative Analysis

Focus Group Discussion Transcription JNV MOHTUKA (PERFORMING SCHOOL)

Group 1 consisted of 15 students from grade seven 7 boys and 8 girls.

Group 2 consisted of 15 students from grade tenth 7 boys and 8 girls.

Moderator giving instruction- Whatever we will talk here will remain amongst us. So please feel free to answer. The discussion will remain confidential and no student will be named.

Moderator -Aapke school ki sabse positive baat kya hai?

(What is the positive aspect of your school?)

Group1- humhre dost.

(Our friends) (Cheerfully)

Group 2- Humhre dost aur teachers. Teachers jab bhi humhe jarurt hoti hai toh humhre sath rehte hai. Humhra khyal rakhte hai. Jab bhi koi dikkat ho toh humhra sath detey hai. Agar choth lag jaye toh hospital leke jatey hai.

(Our friends and teachers. Are teachers are available for us whenever we need them. They take care of us all the time. Whenever we are in any kind of trouble we can always consult them. Whenever we get hurt they take us to the hospital).

Moderator- Kya aap sab log isse sehmat hai?

(Do both the groups agree with this).

Group 1- Yes.

Group 2- Yes hum unhe consult kar saktey hai but unse sirf academics ki hi baat kar saktey hai (in disgust) personal nahi. Humhe unse personal problems share karna pasand nahi hai (shrugging).

(Yes we can consult them. But most of the times we can only talk to them when the problem is related to academics (with disgust). Not personal. We do not like sharing our personal problems with our teachers) (shrugging)

THEME 1- POSITIVE ASPECT OF SCHOOL.

Students mentioned that friends and teachers are the positive aspect of our school initially. But when students were asked whether they all agree that teachers are the positive aspect of the school or not they denied because they believe that they can only talk to teachers about academic problems but not about personal problems.

Moderator to group 2- Kyu?? Kya apke school mai counsellor hai apki problems share karne k liye?

(Why. Do you have a counsellor in your school to share your problems?)

Group 1- Ha hai. Pechle month hi aaye hai. Hum unse apni academic ya padai ki problems share karte hai.

(We have a counsellor. He was appointed last month. We share our problems with them. We share about our academic problems with them.)

Group 2- Ha hai par humhe apni personal baatey share karna pasand nahi hai. Unke paas bus ek hi solution hota hai aisi baato k liye wo hai humhre parents ko complain kardena. (in disgust)

(Yes we do have but we don't like sharing our personal problems. As the only solution they have to these issues is calling our parents and complaining them about it). (in disgust)

Moderator facing Group 2 – (in surprising voice) Kyu?? Kya kabhi aisa hua hai ki apne personal baatey share kari ho aur un logo ne apke parents ko sari baatey bata di ho?

(in surprising voice)(Why has anyone amongst you has shared any personal problems and faced such consequences).

Group 2- Ha humhre classmates ne. Unhe wapis ghar bheja gaya hai iss wajah. Principals and teachers ne bhej diya tha.

(Yes our classmates have. They were sent back home for a week by the principal and the teachers).

THEME- 2 COUNSELLOR IS THERE, BUT NOT FOR PERONAL PROBLEMS

The Government of India has mandate the Navodaya Vidyalaya Samiti to necessarily have two counsellors in each school, one male and one female (5000 more seats in Navodaya Vidyalayas, two counsellors per school, 2019). In the initial conversation students agreed that JNV MOHTUKA has counsellor for sharing their problems. But students lamented that they do not like sharing their personal problems with them because the only solution to such problems the counsellors have is complaining the parents about it. Students mentioned that some their classmates have tried sharing personal problems with the counsellors but ultimately the students were sent back home by the principal and teachers.

Moderator- Why do you think that your friends are a positive aspect of the school?

Group1- Humri padai mai madaad karte hai. Hum log sath rehte hai, ek family k jaise hai. (They help us in studies. We live together. We are like a family).

Group 2- Humri haar chez mai madaad karte hai. Humhre iss saal waise bhi board exams hai toh hum sath hi padhte hai. Sath khelte hai. Hum log ek dusre k sath zadatar samay sath bitate hai. Hum log raat ko padhte hai and ek dusre ki madad karte hai.

(They help us with everything. We have our board examinations this year. We study together. Play together. Spend a significant amount of time together. We study late night and help one another)

Moderator- Acha, iss school mai toh different caste or background k students aatey hai. Kya kabhi adjustment mai problem aayi hai aap, logo ko?

(Alright! In this school there are students from different category and background. Have you ever had any adjustment issue with each other?)

Group 1- Nahi kabhi nahi.(All speaking)

No never (All speaking)

Group 2- Nahi, hum ho jatey hai ek dusre k sath adjust. Shuruwat mai jaise seher se jo bache aatey hai wo Hindi boltey hai, unhe problem hoti hai thodi but dhire dhire wo bhi adjust hojatey hai. Zadatar bache toh Gaon se hi aatey hai or same hi language boltey hai toh adjustment mai to kabhi koi aisi problem nahi aati hai.

(No we get adjusted with each other. Some students from the urban background speak Hindi, they have difficulty adjusting with initially us but gradually they get adapted. Most of the students are from rural background and they speak the same language as us, they do not have problems adjusting with each other).

Moderator- Acha yahan ki local language kya hai?

(What is the local language of this area?)

Group 2- Dehati used hoti hai locally.

(Dehati language is used locally)

Group 1- Dehati.

Moderator- Toh jo bache Hindi boltey hai unhe dikkat hoti hai Dehati bolne wale students k sath?

(So the students who speak Hindi, do they have difficulty interacting with students who speak Dehati).

Group 2- Nhai kuch hi words hotey hai jo different hotey hai local language mai. Jaise agar aisa hota hai ki bache ko kuch samaj nahi aaraha hai. Toh Hindi mai translate karke bata detey hai use.

(No, only some words are different in the local language. If at all there is any word which the child is not able to comprehend. The person who speaks this language will tell translate it in Hindi)

THEME 3- FRIENDS THERE FOR EACH OTHER, NO ADJUSTMENT ISSUES

Students from different class, caste and regional background come to JNV and study together. When students were asked if they have any adjustment issue with each other they denied. Although they mentioned that students who come from urban areas have some problems initially because of the language barrier as students from rural areas communicate in local language. But this problem gets resolved gradually as the students from rural areas help comprehend the words which are different to the students from urban background. Students mentioned that they all are like a family. They live together, study together and help each other in studies.

Moderator- Acha jaise aap sab sath hi rehtey ho. Kya aapas mai ladai wagera bhi hoti rehti hai?

(You all stay together, do you pick up fights or arguments often)

Group 1- Ha kabhi kabhi. Zada time to ma'am pen ki wajah se hi hoti hai.

(Yes, sometimes. But ma'am usually it is because of pen).

Group 2- Ha sath rehte hai toh ladai wagera hona toh normal si baat hai.

(Yes we stay together. Pick up fight is normal).

Moderator – Toh jisse ladai hoti hai use kitne dino tak baat nahi hoti?

(For how many days you do not talk to the person you pick up fight with)

Group 2- Maximum 2 days.

Group 1- Max 4 ya 5 din, hum logo ko sath rehna hai “bina baat kare nahi reh saktey hai”

(4 or 5 days. “We have to stay together always. “We cannot stay without talking to each other”_

THEME 4-FIGHTS HAPPEN BUT NEVER LAST LONG

Moderator- Kya apko family ki yaad aati hai?

(Do you miss your family?)

Group 1- kabhi kabhi

(Sometimes)

Group 2- Bhaut kam. Ye log hamari family hai. Hum inhi k sath rehte hai.

(Seldom. We live with them. They are our family)

Moderator addressing Group 2- Jaise apne kaha ki apki family ab yahan hai. Toh 2 saal baad toh aap log chale jaogay. Ye soch k kabhi bura feel hota hai?

(Now as you said that you have a family here. But you will get passed out from this school after two year. Does this thought makes you sad?)

Group 2- Hamesha (in depressed voice). Humhre seniors batate hai ki “Navodian jab school enter karta hai jab itna nahi roha balki jab rota hai jab school ka farewell hota hai”. Attachment hojati hai yahan apne dosto se aur inke bina life k barey mai sochna bhaut difficult hai. Yahn bhaut strict time-table hota hai aur bhaut kam resources. Ye kaha jata hai ki “Ek Navodian Kahi Bhi Survive Kar Sakta Hai” (Cheerfully)

(Always (in depressed voice). Our seniors tell us a Navodian cries more not when he enters the school but when it is time to bid farewell to it. We get attached with our peers and it is difficult to lead a life without them. We have a strict time-table and access to minimal resource. It is often said “A Navodian Can Survive Anywhere” (Cheerfully)

THEME 5-LIVING A LIFE WITHOUT FRIENDS IS DIFFICULT

When students were asked whether they miss their family? They responded that their family is here and seldom do they miss their family. For Navodian (Students of Navodaya) imagining a life without friends is very difficult. The attachment gets so strong that they

might have cry less when they entered the residential school but more when it's time to bid farewell.

Moderator – How are your seniors.

Group 1- Kafi supportive hai. Help karte hai hamesha.

(They are really supportive. They always help us).

Group 2- Khas nahi hai. Hum sirf apne house k seniors se hi baat karte hai. Baki seniors se nahi hoti itni baat chit. Uska ek reason ye bhi hai ki baki seniors ka alag dormitory hota hai.

(They are not that good. We only talk to seniors from our house, we stay with them and we interact more with them. We do not interact with seniors from other houses. One of the reasons being a separate dormitory for them)

Moderator – Kya aap logo mai unity hai?

(Do you have unity amongst yourself)

Group 1- Yes.

Group 2- Unity grade wise hoti hai. Agar koi ladai hojatai hai toh poora batch khada rahega ek dusre k liye. (Students laughing)The unity is grade wise. Ladkiyo k bhi ladai hojati hai seniors k sath (Students laughing)

(The entire grade will stand up for each other. (Students laughing).If there is any fight, the entire batch stand up for each other. Girls also pick up cat fight with their seniors) (Students laughing).

Moderator- Ek room mai kitne bache hotey hai.

(How many students stay in one room?)

Group 1- 5

Group 2- Senior class mai 10 students sath rehte hai

(10 students stay together in senior classes)

THEME 6-UNITY

Students mentioned that their seniors are not that good and many times students pick up fights with their seniors. But unity remains within the juniors be across gender. But unity is batch wise. The entire batch stands up for itself.

Moderator addressing group 2- JNV ki migration policy hoti hai jisme ki bache ek JNV se dusre JNV jatey hai ek saal k liye. Kya ap mai se koi dusre JNV gaya hai. Agar haa toh kaunse state k JNV mai gaye thay? Apne wahan kya seekha?

(JNVs have a policy of migration where students from JNV of one state migrate and spend one year in another JNV of a different state with a different cultural background. Has anyone amongst experienced this. If yes, how was your experience there? Which state did you go to? What did you learn there?)

Group 2- (2 Students) Yes hum Gondiya gaye thay Maharashtra mai. Experience thik thak tha, kuch khas nahi. Mai iss school mai khush hu kyuki humhre dost yahan hai. Jo bache Gondiya se yahan aatey hai woh humse bhaut alag hotey hai, unhe koi fashion sense nahi hoti hai. Na woh low waist jeans pehntey hai. Sirf padhai par dhyan detey hai (All Laughing)

(2 students responding) (We went to Gondia in Maharashtra. The experience was fine it wasn't very good. I am happy to be in this school as I have my friends here. I learned the culture of Maharashtra. The students who come from Gondia to this JNV are very different from us. They do not have any fashion sense. They do not wear low waist trouser or body fight clothes like us. They only concentrate on their studies). (All Laughing)

Moderator addressing group 2- But padahi pr to aap log bhi dhyan detey ho toh wo log aapse different kahan huye?

(But you also concentrate on your studies. Then how are they different from you)

Group 2- Unke sochne ka tarika bhaut alag hota hai. Wo exam waley din mai nahatey bhi nahi hai kyuki unhe lagta hai ki jo bhi padha hai sab beh jayega (Students laughing).

(Their perceptions and way of living is very different. They do not bathe on examination days as they believe whatever we have learned will get washed away) (Students laughing).

THEME 7- DIFFERENCES WITH STUDENTS OF GONDIA

When students were asked about their migration to the other JNV pertaining to the migration policy in JNVs. Students mentioned that they went to JNV Gondia in Maharashtra. Students from JNV Gondia came to this school. The perceptions and way of living of the students from Gondia are quite different from the students of JNV, Mohtuka.

Moderator- Kya apke seniors ne apko kabhi bully kiya hai?

(Have your senior ever bullied you?)

Group 1- Ha, jab bhi unhe playground clean karna hota hai toh wo humse hi saaf karwatey hai kabhi khud nahi karte, kyu ki uneh pasand nahi hai ye karna.

(Yes, whenever they are asked to clean the playing ground, they get it cleaned by us. They do not do it, they do not like it)

Group 2- Balki hum unhe bully na karde (All laughing). Seniors ki juniors se ladai hoti rehti hai par hum in situation mai sath khade rehet hai. Koi bhi aisi cheez hoti ha ya kaam hota hai jo humhre seniors nahi karna chatey hai toh wo humse hi krwatey hai aur hum unhe mana nahi kar saktey hai.

(Instead we will bully them (All laughing). But yes seniors often pick up fights with juniors. But we stay united in such situations. If there is anything which our seniors do not want to do they will always ask us to do it and we cannot deny them).

Moderator addressing group 2- Kyu? Kyu nahi mana kar saktey ho jo kaam ap nhai karna chahtey?

(Why can't you deny for the work which you do not want to do?)

Group 2- Nahi kar saktey bus.

(We cannot do it)

THEME 8- BULLYING

Students from both group 1 and group 2 mentioned that bullying is prevalent in the school. The seniors get the chores done by juniors which they do not want to do themselves and the juniors cannot deny to them.

Moderator- Apko kya kya facilities provide ki jati hai?

(What are the facilities that are provided to you?)

Group 2- Humhre yahan sarey games hai. Humhra school School Games Federation of India ka part hai. Students ne zonal yahan tak ki National level bhi qualify kar rakha hai kafi sports mai. Humhre yahan Scout guide bhi hai. (One student with immense joy), Maine National level qualify kiya hai Football mai.

(We have every game in our school. We are a part of School Game Federation of India. Students have qualified Zonal as well as National level in many games from our school. We have Scout guide as well for the students)

(One participant with immense joy) (I have qualified National level in Football).

Group 1- Hum sarey games khelte hai, Football, Basket ball, Badminton. Taekwondo, Open gym wagher waghera.

(We play every game. Football, Basket ball, Badminton. Taekwondo, Open gym etc)

Moderator- Are there any other facilities which are provided in this school?

Students of group 2 talking amongst themselves discussing whether they have left out any facility while answering.

Group 2- Nhai ye sab hi hai jo batayaa hai.

(No, everything has been mentioned)

Moderator- Kya apne school mai aake koi new hobbies develop ki hai?

THEME 9- FACILITIES PROVIDED

Students mentioned that every game facility is provided in their school. Their school is a part of the School Game Federation of India and students have qualified Zonal as well as National Level in games.

(Are there any new hobbies that you have developed after coming to JNV?)

Group 1- Akele rehne ki. Ap humhe akele rehne par daar nahi lagta

(We have developed a hobby of staying alone. We are not afraid of staying alone anymore).

Group 2- (talking amongst themselves, threatening students of grade seven)Koi nae woh toh hum daara denge bhoot ki kahani suna k

(group 2 talking amongst themselves, threatening students of grade seven “Do not worry we will instil the fear amongst you by telling you about the horror stories of this hostel”)

Group 1 (Stops talking).

Group 2- Cooking ka interest develop hogaya hai. Hum secretly maggi or parantha bhi banatey hai hostel mai. Stage fear bhi overcome hogaya hai kyu ki har bache ko apni house assembly k time par stage par bolna hi padhta hai.

(We have developed an interest for cooking. We secretly cook Maggi and Paranthas in our hostel. We have overcome stage fear as every student has to a necessarily speak on the stage during the in-house assembly).

THEME 10- NEW HOBBIES

Students mentioned that they have developed new hobbies after coming in this school like cooking. Many students have overcome the stage fear because they have speak in public whenever they have to conduct in house assembly.

Moderator – Apke teachers kaise hai? Ap kisi teacher se close ho?

(How are your teachers for you? Is there any teacher who you are close to?).

Group 2- Sirf teacher k jaise hi hai. Abhi tak toh kisi bhi teacher k close nahi hai.

(They are only like a teacher. As of now we are not close to any teacher here).

Group 1- Teachers ache hai but jab bhi hum koi galti kar detey hai toh humhe marte hai (in distressed voice).

(Teachers are good. But they beat us whenever we commit any mistake) (in distressed voice).

Moderator- What is the best part of being in JNV?

Group 2- Humhre dost, Sath padhna and sath badhna

(Our friends, Learning together and growing together).

Group 1- Friends.

THEME 11- BEST PART OF JNV ARE FRIENDS NOT THE TEACHERS

When students were asked what they love the most about JNV. They mentioned their friend, living with them and growing with them. Teachers however are not the best part because they punish students. Students are not attached to them.

Moderator- Kya koi student union hai apke yahn jahan aap apni baat rakh sako,

(Is there a student union in your school. Where you can put forward your grievances and concerns?)

Group 1- Humhe iss barey mai jakari nahi hai.

(We are not aware about it).

Group 2- Nahi, humre yahan house monitors hotey hai jo hostel se related problems principal ko bata denge but personal problems k liye koi facility nahi hai. Agar koi dikkat hai toh aap counsellor ko bata saktey ho but jaise wo indifferent rehte hai bache apne tak hi baat ko rakhna prefer karte hai.

(No we have house monitors who can tell the head teacher about any issues in the hostel premise but for personal grievances we do not have any facilities. If anything is bothering us we can tell the counsellor about it but seeing the indifferent attitude they have students prefer to keep it to themselves).

Moderator – How is your head teacher? Kya woh apse daily interact karte hai.

(How is your head teacher? Does he interact with you all on a daily basis?)

Group 1- No.

Group 2- Nahi wo sirf house captain se baat karte hai humse nahi.

(No he only interacts with the house captains not with us).

Moderator addressing group 2- Kya unhone kabhi apke sath baat nahi ki?

(Has he never interacted with you all?).

Group 2- Nhai unka abhi appointment hua hai. Abhi tak toh unhone humhe koi baat nahi ki.

(No, he has been recruited very recently, as of now he has not interacted with us).

THEME 12- STUDENT UNION AND HEAD TEACHER

Students mentioned that they were not aware about any student union existing in their school. However if there is any issue which the students might be facing they can communicate it to their respective house captains who will then tell the head teacher about it. When the students were asked whether the head teacher interacts with them or not? They denied that no interaction has taken place till now. One reason being his recent appointment.

Moderator – Apke school mai kya improvements ki jarurt hai. Apke school k negative aspects kya hai?

(What improvements are required in your school. What are the negative aspect of your school?).

Group 1- Our teachers. Woh humhe galat honey par marte pitey hai

(Our teachers. They beat us and punish us whenever we are wrong).

Group 2- Mobile Phone and Internet ki yaad aati hai. Agar humhe online kuch bhi padhna hota hai toh padh hi nahi patey hai kyu adhe se zada time to Internet down hi rehta hai. Computer period 45 minutes ka hota hai. Usme bhi zadatar time to roll call mai hi waste hojata hai.

(We miss our mobile phone and internet. If we want to learn anything online we cannot do so as the internet services are. We have a computer period for 45 minutes but that is not enough for us as half of the time the internet services are shut, also most of the time gets wasted in the roll call).

Moderator addressing group 2- Toh aap apne head teacher ko kyu nahi batate ho ye baat

(Why don't you raise this concern to your head teachers).

Group 2- Humne ye baat house captains ko batayi hai, unhone principal sir bataya bhi hai par kuch hua nahi hai. Ye pechle 4 saal se chal raha hai.

(We have communicated this issue to our house captains and they have raised this issue to the head teacher as well but nothing has been done. This has been happening for past 4 years).

Moderator to group 1- Koi aur issue jo aap face kar rahe ho. Please batao.

(Are there any other issues which you all are facing? Please tell).

Group 2 to group 1- (In stern voice) Batao bey Junior

(In stern voice) Tell Juniors

Group 1- No ma'am.

Moderator- Is there anything else which bothers you about this school? Anything you would like to be changed.

Group 1- Humhe apne teachers nahi pasand woh humhe martey bhi hai aur dantey bhi hai. (We do not like when our teachers beat and scold us) (in disgust)

Group 2- Yahan par ratne mai zada viswas rakhtey hai. Daily life problems par focus nahi karte. Jo books mai likha hota hay hum unhe hi rattey hai.

(There is more focus on rote memorization rather than learning and understanding. They do not focus on daily life problems. We only cram what is written in the textbook).

Moderator addressing Group 1- Are there any daily life example given by the teacher to make understanding better?

Group 1- Nahi, hum jo books mai likha hota hai use hi yaad karte hai.

(No ma'am. We only learn the formulas and the textbook).

Group 2- Sirf formulas hi ratwatey hai. Class mai hum jo bhi yaad karte hai use apni daily lives se relate nahi kar patey hai.

(Only formulas are memorized whatever we learn in the classroom we are not able to relate it to our everyday lives).

THEME 13- IMPROVEMENTS REQUIRED

Students mentioned that corporal punishment is prevalent within the school and teachers hit students for any mistake committed. Apart from this there is more emphasis on rote memorization rather than relating the content to the daily life problems.

Moderator- Kya apke yaha Children with Special Needs ya handicapped children hai?

(Are there any Children with Special Needs in your school or a handicapped child in this school?)

Group 2- Nahi, specified to hai policy mai par yahan koi bacha hai nahi. Yahan handicapped bache nahi teacher hai.(All laughing)

(No. NVS specifies in its policy that there should be students with special needs in school. But we do not have any. Handicapped students are not there but handicapped teachers are)

(All laughing)

Moderator- You mean disabled teachers, right?

Group 2- No, Dimag se handicapped hai

(Their mind is handicapped. They are not). .

Siren rings- Seniors commanding their juniors in a stern voice-jao re juniors period lag gaya hai (Go juniors, the period has started). Ma'am itne bhi seniority nhi hai yahan hum jab se khade hai ye baithey hai (Ma'am there is no seniority/hierarchy here. We seniors have been standing all this while and the juniors are sitting comfortably).

Moderator- How is the justice achieved in this school? If someone commits a mistake how is the justice achieved?

Group 2- Parents ko bulatey hai. Complain karte hai parents ko. Students ko suspend karte hai. Aur parents ko bache ko counsel karne ko boltey hai taki bacha future mai kabhi aisi mistake dubara na kare.

(They call the parents of that child, complain about him to his/her parents and send him/her back home. The students are suspended. They ask the parents to counsel the child so that he does not commit the same mistake ever again).

Group 1- Humhe dantey and marte hai, jab bhi parent teacher meeting hoti hai toh humhre maa baap ko complain karte hai.

(They beat and scold us. They complain to our parents whenever there is a parent- teacher meeting).

Moderator- Par apke yaha toh counsellor hai toh fir kyu bacho ko wapis ghar bhej dete hai?

(But you do have a counsellor in your school for counselling, then why are students sent back home?)

Group 2- Counsellor contract basis par hai, counselling kar saktey hai. Parents zada better counselling karengey. Counsellor kabhi bhi personal matters mai nahi ghusta.

(Our counsellor is on contract basis. Parents can council better, the counsellors do not interfere in personal matters).

Moderator addressing group 2- You are in a teenage age. Having attraction towards the opposite sex is normal at your age. Have you or any of your classmates ever shared such matters with your teachers as they are like your guardian here?

Group 2 (Smirking)- Kabhi bhi nahi. Teacher usko bhaut negative way mai le letay hai and sabko bata detay hai including humhre maa baap and principal sir ko bhi. They do not understand us. They will send us back home and worst cases mai bacha expel bhii hosakta hai (in disgust). Teachers humhra mazak udayengey, isliye behtar hai ki unse ye sab chheez chupa kar hi rakhi jaye. Ye log humhri baat nahi suntey. Yahan par even normal talk bhi allowed nahi hai. Teachers jab bhi koi ladka ya ladki baat karte hai toh bhaut suspicious rehte hai.

(Smirking)- (Never, the teacher takes it in a very negative way. They will tell everyone about it including our parents and head-teachers. They do not understand us (in disgust). They will send us back home and in worst cases the students might be expelled. Teachers will make fun of us, so it is better to keep things hidden from them. They do not listen to us. Even the normal talk with girls is not relented. Teachers are suspicious of the boys or girls who talk to their peers of opposite sex).

Moderator- Par co-educational hotay huye opposite sex se baat karna toh bhaut normal si baat hai na. Kya yahan ka mahual teacher ki thinking ko influence karta hai?

(But being a co-educational school talking to your peer of opposite sex is normal. Is it the context which guides teacher's mindset?)

Group 2- Nahi mahul ka kuch bhi lena dena nahi hai. JNVs toh sarey hi gaon mai hotay hai seher se dur. Bache zada bahar bhi nahi jatey hai. Ye haar JNV ka hi scene hai. sirf yahann ka nahi. Apko apne opposite sex k peer k sath duri bana k rakhi padhti hai. Kyu ki teachers ko lagta hai ki agar bacha kisi bhi tarah k relationship mai padh gaya toh uski padhai ka nuksan hoga hi.

(No context has anything to do with it. Every JNV is located in the rural areas away from city life, so the students do not go out often. This phenomenon is seen across JNV. It is not particular to this school. A gap has to be maintained from your peers of opposite sex. Teachers think that if any student gets involved in any kind of relationship it will necessarily harm their academics).

Moderator- Agar jaise koi bacha apni personal life mai bhaut zada hi pareshan hai itna ki wo depression and anxiety k level mai pahoch gaya hai. Tab aap log kya karte ho?

(If any student going through difficult time in personal life to the extent that they face depression and anxiety. Then what do you do?)

Group 2- All laughing and looking at the boy who recently had a break up with his partner.

Moderator- Please do not laugh at him.

Moderator requesting that boy to speak his view point on the question asked.

Group 2- Hum apas mai hi sulja letey hai. I told my best friend about it. Ye best part hai JNV ka aap apni sari problems apne best friend k sath share karsaktey ho, Apko teacher ki jarurt hi nahi hai” Hum sab dost hai. (With immense joy)

(We tackle it amongst ourselves. I told my best friend about it. “That is the best part of being in JNV. You can share your problems with your best friend, you do not have to go to any teacher. We are all friend”). (With immense joy).

THEME 14- NO SPACE FOR PERSONAL PROBLEMS AND RELATIONSHIP

Students mentioned that whenever there is any personal problem which might be disturbing them they solve it amongst themselves. They never talk to any other teacher or counsellor about it as the teachers and counsellors are not considered worthy by the students to share their personal problems with. Students also mentioned that there is no space for any space for any relationship with the opposite sex as it is considered as a hinderence in academic life of the students by the teachers.

Moderator- Here there are students from different category, religion and economic background. Do you think students from a particular disadvantaged category are discriminated against by the teachers or by their peers?

Group 1- No.

Group 2- No. The best part of JNV is unity in diversity hai. Koi kisi k against discrimination nahi karta hai, chahe woh pehla saal ho ya akhri. Hum infact ek dusre ki caste k barey mai bhi nhi pochtey hai. Ye best baat hai JNV ki (claiming adamantly). Navodaya caste system ko khatam karta hai. Koi amir garib ya koi kisi se upar nahi hai. Friendship yahan caste k basis par nahi hoti hai.

(The best part of being in JNV is that there is unity in diversity. No one discriminates against anyone be it initially or be it in the last year of the school. We do not even ask about each other caste. This is the best part about JNV (claiming adamantly). Navodaya annihilates the caste system. No one is above anyone. There is no rich poor. Friendships are not formed on the basis of caste).

Moderator- Aagr koi disadvantaged group ka bacha class mai first aata hai toh kya dusre bache jo general caste se hoty hai uski achievement mai khush hoty ha ya nahi?

(If any student from a disadvantaged category excels in your class, are students from the advantaged category happy about his success or do they envy him/her?)

Group 2- Humhri class mai aise bache hai. Hum unse jaltey nahi hai. Humhre beecha mai koi casteism nahi hai, JNV mai hi koi casteism nahi hai.

(There are such students in our class. We do not envy them. There is no casteism amongst us. There is no casteism in this JNV).

THEME 15-JNV ANNIHILATES CASTE AND CLASS

Students mentioned that there is no casteism or classisms in JNVs. Friendships are not formed on the basis of caste or class. Students never envy the success of any other student because of his background.

Moderator – Yahan washroom kitne time baad saaf hoty hai?

(How often are the washrooms cleaned here?)

Group 1- Saaf hoty hai, roz saaf hoty hai (discussing amongst themselves)

(They are clean. They are cleaned everyday) (discussing amongst themselves).

Group 2- Everyday. They are clean.

Moderator- What are the safety measure in you school?

Group 2- Humre yaha fire extinguishers and CCTV Cameras hai.Poora campus CCTV camera ki nigrani mai hai. Sabko dekha jar raha hai (All Laughing)

(We have fire extinguishers and CCTV cameras. Here we have 33 cameras. The entire premises are under the CCTV surveillance. We are also been watched) (All laughing).

Moderator- Kya apke yahan chori wagera hoti rehti hai.Kya cheezo ki chori hoti hai?

(Is stealing common in your school? Which things are stolen?)

Group 1- Ha uniforms chori hoti hai, money and pen, pencil wagera chori hota hai

(Yes. Uniforms are stolen, money and stationary is stolen).

Group 2- Ha kabhi kabhi hojati hai. Money, uniforms, pen, pencil, books wagera chori hojati hai.Bhaut baar hamri class mai se paise chori hojatey hai.

(Yes stealing happens sometimes. Money, uniforms and stationary is stolen. Money has been stolen from our class many times).

Moderator- How are such issues resolved?

Group 1- Teachers se complain krte hai and uss bache ko dant padhti hai. Teacher uss bache k parents ko complain kardete hai PTM mai.

(We complain to our teachers and then they scold that student. They complain about them to their parents in the parent teacher meeting).

Group 2- Hum log aapas mai hi nipta leety hai kyu ki jo cheez kho gayi woh wapis toh aane wali hai nahi. Par agar ko bacha complain kar bhi deta hai toh jo chori karta hai uske parents ko complain ki jati hai parent teacher meeting mai.

(We usually resolve it amongst ourselves because anyways we are not going to get back the thing lost so there is no point complaining about it. If at all any student complains the teachers about it. The teachers complain about this students (who steals) to his/her parents in the parent teacher meeting).

THEME 16-PHYSIOLOGICAL AND PSYCHOLOGICAL SAFETY

Students mentioned that the physiological safety is provided by the school. Washrooms and kept cleans and CCTV cameras are installed in order to ensure it. However stealing is common in the premises from stationary items to money. But students prefer resolving issues amongst themselves rather than complaining teachers about it.

Moderator- yahn PTMs kaisi hoti hai, kya sabhi bacho k maa baap regularly attend karte hai.

(How are parent teacher meeting conducted in this school? Do all parents attend it regularly).

Group 2- nahi sabhi k maa baap nahi aa patey hai kyu ki zadar time wo log khet k kaam mai busy rehte hai. PTMs saal mai ek baar hoti hai. Par PTC (Parent Teacher Council) regularly hoti hai, jo bhi maa- baap PTC ka hissa banana chahtey hai wo principal sir ko apna naam de saktey hai. PTC takes place in the muti-purpose hall (Pointing toward the hall) PTC members fixed hotey hai. Unhe regularly attend karni hoti hai.

(Not all are able to come because they are engaged in agricultural work most of the time. We have PTMs once a year. But parent teacher council are conducted regularly. Whoever wants to be a part of the council can give their names to the head teacher. The PTC takes place in this Multi-purpose hall (pointing toward the hall). PTC members have to attend it regularly. They are fixed).

Moderator- Acha yahan PTMs kis tarah ki hoti hai. Kya ye log aap sabhi ki complain karte hai? Kya aap logo ko PTMs se daar lagta hai?

(What is the nature of PTMs in you school. Do the teachers complain about you people to your parents? Are you all scared of PTMs?).

Group 2- ye log humhre barey mai sari baatey humhre maa- baap ko bata detey hai. Kuch bache jo smart hotey hai koi na koi bahana bana detey hai parents ko taki woh log PTMs attend hi na kare(Smiling). Humhe maa baap ko jhut bolna padhta hai. Teachers jin bacho ko pasand karte hai unke liye humsha partial rehtey hai, unki complain nahi karte.

(They tell everything about us to our parents. Many students are smart enough they do not call their guardians whenever they think that the teacher will complain against him/her (smiling). The child will make any excuse to his parent so that they do not come for the

meeting. We have to lie to our parents. Teachers are always partial toward the students whom they like, the teachers never complain against them).

Moderator addressing group 1- Apka PTMs ko leke kya vichar hai?

(What is your viewpoint about the PTMs conducted here).

Group 1- Normal, Jo bhi shaitan bache hotay hai unke maa- baap ko teachers jaroor bulatey hai meeting mai.

(Normal. Parents of notorious students are called by the teachers to come for the meeting surely).

THEME 17- NATURE OF PTMs

Students described that they are afraid of Parent- Teacher Meeting which takes place once in a year. This is because the teachers always complain about the students to their parents. Students also have to lie to their parents so that they do not attend the meeting. Teachers are seen partial towards the students whom they like.

Moderator- How are the monitors decided?

Group 1- Teachers choose krte hai. Jo bhi bache ache marks latey hai unhe choose kiya jata hai.

(Our teachers decides them. Students who have good academic records are chosen).

Group 2- Junior classes mai toh teachers decide karte hai par senior class mai jo bacha zada influential hota hai ya jiske zada friends hotay hai wo hi monitor banta hai. Jaise jo authoritative hota hai. Voting system hota hai, jisko maximum votes miltey hai use monitor banaya jata hai.

(In junior classes the teachers have a take on who they want to give the responsibility to. But in seniors class the student who has maximum influence as in who has more friends and is an authoritative figure will be made the class monitor. Voting is taken against the candidate. The student who gets the maximum vote will get the responsibility).

THEME 18 – MONITOR – THE INFLUENTIAL FIGURE

Students describes that in junior classes the teachers have a take on who they want to give the responsibility to be the class monitor, usually they choose students who are academically good. But in the senior classes students who are influential or who have more friends are nominated. Then vote count is taken against every candidate whoever gets the maximum votes gets selected.

Moderator- Aagr koi aisa hai jiske friends hi nahi hai toh use toh kabhi responsibility hi nahi milegi.

(If any student does not have friends then will he never get the opportunity to be a class monitor?)

Group 2- Yahan aisa koi nahi hai jiske friends na ho.

(There is no student here who does not have friends).

Moderator-Ho sakta hai, kya pata aap logo ko pata na ho?

(It could be that you are not aware about such student?)

Group 2- Nahi aisa nahi hai, yahan sabke friends hai.

(No this is not the case. Everybody has friends here).

Moderator- teachers aise bache jo zada class mai bolte na ho ya jinke zada friends na ho unke sath kaise pesh aatey hai?

(How do the teacher treat such student who have no friends or who are not very vocal in the classroom).

Group 2- Pehli baat toh yahan aise bache hai nahi par aagr koi bhi serious issue ho toh teachers hamesh parents ko complain hi karte hai (all laughing)

(Firstly, we do not have any student like this. Will But if there is a serious issue then the teachers as always complain the parents about it) (all laughing)

Moderator- OK, Thank you everyone for your honest feedback.

THEME 19- WHAT ABOUT THE INTROVERTS?

The students who are influential and outspoken are always noticed but what about the students who are introverts or who have no friends how are they dealt with? Students claimed that there is no such child in the school. But if there is any serious matter with the child, the teachers complains it to the parents of the child.

FGD TRANSCRIPTION (High performing school– JNV Gurugram)

Group 1 consisted of 15 students from class 7th (Group consisted of 7 boys and 8 girls)

Group 2 consisted of 15 students from class 10th (Group consisted of 7 boys and 8 girls)

Moderator giving instruction- Whatever we will talk here will remain amongst us. So please feel free to answer. The discussion will remain confidential and no student will be named.

Moderator –Kya kya apko iss school ki positive baatey lagti hai jo apko isse pehle kisi bhi school mai nahi lagi. Kya positive baatey hai iss school ki jo apko help karti hai.

(What is the positive aspect of this school which you haven't experienced before? What are the positive aspects that helps you?)

Group1- Humhre dost (All speaking together) Humhre paper bahar se aatey hai toh acha lagta hai. Humhe ache se tayari krwate hai 10th class k liye.

(Our friends) (All speaking together)

Moderator facing Group 1- Toh ye log apki shuruwat se hi tayari karwate hai. Aisa base rakhtey hai ki apki shuruwat se hi boards k liye tayari hojaye.

(So they prepare you in advance for the examinations. The base is as such that your preparation for board examination gets started well in advance)

Group 1- Yes ma'am.

Moderator facing group 2- What are your thoughts about positive aspects.

Group 2 – Humhre dost log, games or sports. Ma'am yahan par residential school honey ki wajah se har koi co-operate karta hai

(Our peer, friends, games and sports. Being a residential school everyone co-operates with one another.)

Moderator- Har koi co-operate krta hai. Apke best friends bhi yahan par hai zadar logo k? Haina?

(Everyone co-operates. Maximum number of students have their best friends within the campus. Right?)

Group 2- Yes ma'am.

Moderator- Toh sab log co-operate karte hai. Kaise co-operate karte ho aap log ek dusre k sath. Aap log jaise apni family chodh k aaye ho. Kya kabhi family ki yaad aati hai.

(So how do you all co-operate with each other. You all have left behind you family to come here. Do you miss your family?)

Group1- Aati hai ma'am but dhire dhire hum log adjust ho rahe hai. Starting mai zada dikkat hoti thi.

(Yes ma'am but gradually we are adjusting to the environment. Initially we had more problems adjusting here).

Group 2 – Not really. Par haa kabhi kabhi zada yaad aati hai jaise birthday par (in low voice)

Not really. But sometimes we do miss them more than the other days for example on our birthdays (in low voice).

Moderator addressing group 2- Zada nahi aati hai jaise. Apko lagta hai ki aise co-operation jo aap logo mai hai usne apko help kiya hai.

(Ok you do not miss your family that much. How do you think this co-operation has helped in decreasing the amount of time you miss your family).

Group 2- Ma'am jaise hum sath padhtey hai toh ek dusre ki help karte hai, samjha detey hai. Notebook dikha detey hai kaam karne k liye.

(Ma'am we study together, we help each other, they help each other resolve doubts and we show notebook to each other to help complete the work).

Moderator- Acha aap log sab sath hi padhney ho and ek dusre ki help karte ho humesha padhai mai?

(So each one of you helps one another in studies everytime).

Group 1- Yes ma'am

Group 2- Yes.

THEME 1 – POSITIVE ASPECTS

Students' mentioned initially in the discussion, that the best aspect of the school is peer relationships. The students study and learn together. They help each other in their studies. Another aspect which the students considered positive aspect was the preparation for board classes from earlier grades itself. Students mentioned that the school prepares them well in advance.

Moderator- How are the teachers here? Apko ache lagte hai?

(How are the teachers here. Do you like them?)

Group 1-(Students in indistinct voice) Ha ache hai

(Yes, they are good)

Moderator- Sarey ache hai?

(Are all of them good?)

Group 1- (Laughing) sirf apne favourite teacher ki baat kar rahe hai

(Laughing) (we are only talking about our favourite teacher).

Moderator- Kya apke teachers' apke liye maa-baap k jaise hai?

(Are your teachers like parents for you?)

Group 1-(Only two students responded yes)

Moderator- Why only two students are agreeing. Baki bacho ko kya lagta hai ki maa- baap k jaise kyu nahi hai?

Group 1- (Silent)

Group 2- (Discussing amongst themselves) Padhai mai madaad kardetey hai, maa-baap k jaise toh nahi hai.

(Discussing amongst themselves). (They help us in our studies but they are not like parents for us).

THEME 2- TEACHERS ARE NOT LIKE PARENTS

When students were asked about the teachers in the school, they initially stated that they like their favourite teacher but they are not like parents for them. According to the students teachers only help in academics but do not take the role of parents.

Moderator- Kya ap sab log ek dusre k dost ho. Kya yahan ladka aur ladki alag alag dost hai?

(All shouting) Alag Alag hai

(All shouting) (there are different groups for boys and girls).

Moderator- Toh kya ladke ladkiyo se baat bhi nahi karte hai?

(So the boys do even talk to the girls).

All shouting- No, Maaam

Moderator- Why

(All discussing amongst themselves)

Moderator addressing group 2- Kyu nahi karte hai?

(Why don't they talk to each other)

Group 2 – Ma'am karletay hai but sirf kaam ki baat koi bhi extra baat nahi

(They do but only limited to something important, no extra talk).

Moderator- Alright. But kyu nhi karte hai.

(Alright but why don't they do it).

(Students discussing amongst themselves), One student from group 2- Nahi karte hai

(Students discussing amongst themselves), One student from group 2- They don't do it.

THEME 3- OPPOSITE SEX PEER RELATIONSHIP

Students mentioned that there are different groups for boys and girls. And students of opposite do not talk to each other. However they did not mention the reason behind it.

Moderator- Alright. What are the other positive points of your school?

Students discussing amongst themselves. One student from group 1- Competition

Moderator- Kis tarah k competition k barey mai baat kar rahe hai aap log?

(What kind of competition are you talking about)

Group 2 – Inter House competition hotey hai toh sab ek dusre ki help karte hai jeetne mai.

(We have Inter House competition, so every student helps one another to win the competition).

THEME 4- INTERHOUSE COMPETITION AND PEER RELATIONSHIPS.

Students mentioned that inter-house competition takes place in their school and the peers help one another to win the competition.

Moderator – Kya aap mai se kisi ne yahan par aake koi new interest develop kiya hai? Jaise aap logo ki music and other extra - curricular activities ki bhi classes hoti hogi na? Kuch aisi new hobby hai jo yahan aake develop hui hai.

(Is there any new hobby or interest that you people have developed after coming here. You all must be having classes for extra- curricular activities as well).

Group 1- Art

Group 2- Music

Group 1- Games, cricket.

THEME 5- NEW INTERESTS

When students were asked regarding the new interests or hobbies that they might have developed after coming to the school. They mentioned that they have developed interests for music, art and games like cricket.

Moderator- Alright. Is there anything that you think can be improved in this school, kuch sudhar hosakta hai. Kuch better hosakta hai students k liye.

(Alright is there anything that can be improved in your school or anything that can be made better for the students).

(Students discussing amongst themselves)

Moderator- Anything which you feel ki agar ye bhi hota humhre pass toh rehna yahan aur bhi better hojata. Kuch bhi aisa lagta ho aap logo ko?

(Anything which you feel that if that aspect or thing would have been available, living here would have been much better?)

(Students discussing amongst themselves)

Moderator- kuch aisa nahi hai jo aap logo ko lagata hai ki kami hai humhre school mai.

(Is there nothing which you feel is lacking in our school).

(Students discussing amongst themselves)

Moderator- Apko apni principal ma'am kaisi lagti hai?

(How is your principal ma'am?)

All students- Achi hai. Help karti hai humhri.

(She is good. She helps us).

Group 1- Daant nahi laagti hai.Dheere dheere pyar se samjhti hai. Problem ko solve kardeti hai. Abhi hai nahi ma'am yahan par.Patanahi kab ayngi.

(She doesn't scold us. She explains things in a very patient manner. She is not around, we don't know when she will come back).

THEME 6- HEAD TEACHER

When students were asked about their perception regarding their head teacher, they mentioned that they like her. They decribed that their head- teacher is very nice and patient. She resolves any issue which the students might be facing as quickly as possible.

Moderator- Kya aap logo ko apne mobile phone ki yaad aati hai? Kuch miss karte ho mobile phone k barey mai?

(Do you miss your mobile phone. Anything which you miss about your mobile phone?).

Group 2- No ma'am. Itna kuch nahi aati

(No ma'am. We don't really miss it).

Group 1- Aati hai. Kabhi kabhi games wagera jaise khlte thay mobile honey par.

(We do miss sometimes. We use to play games when we had mobile phones).

THEME 7- NOSTALGIA

Students of group 1 mentioned that they miss their mobile phone and they games that they played on it. However students of Group 2 did not miss it that much.

Moderator addressing group 1 – Do you miss your family. Ap log jab bhi family ki yaad aati hai toh kya karte ho?

(Do you miss your family? What do you do when you miss your family).

Group1- Dosto k sath baith jatey hai

(We sit with our friends).

THEME 8- WHEN THEY MISS THEIR FAMILY

Students were asked what they do whenever they miss their family. They responded that whenever they miss family, they sit with their friends.

Moderator- Apke yahn monitors kaise decide kiye jatey hai?

(How are the monitors decided in you school)

(Group 2 Students talking amongst themselves and discussing)

Group 1- Jo bhi acha hota hai padhne mai use bana detey hai teachers. Dimag dekhte hai

(Whoever is good in academics, the teachers make that student as the class monitor. They look at the brain).

Moderator- Kya class monitor change hosakta hai? Pore saal same hi rehta hai kya?

(How does the class monitor changes? Do class monitors remain same throughout the academic session).

Group 1- Poore saal hi rehta hai but agar shikyat ho jati hai toh change hojata hai.

(They remain same throughout but if there is a complaint against then they get changed)

Moderator- Kaise shikiyat hojati hai

(How is the complaint made?)

Group 1- Bache kardetey hai ya monitor hi boldeta hai ki class nahi samhali ja rahi hai.

(Either the students do it or the monitor himself does it that he is not able not handle the class)

THEME 9 – CLASS MONITORS AND HOW ARE THEY REPLACED

When students were asked how the class monitors are decided, they mentioned that academic record of the students is taken into consideration. Teachers decide who they would want to give the responsibility to. However students also mentioned that the class monitors may not necessarily remain sam throughout the academic session. They can be resplaced if there is any complaint against them or if the student himself is not able to fullfill the role.

Moderator-Acha yahan jaise apko koi bhi problem aati hai toh kis ko batate ho

(If there is any problem that you people face than whom you talk about it to).

Group 1- House masters and counsellors.

Moderator- Can you share your personal problems as well with them.

Group 2- Nahi ma'am personal batey nahi sirf padhai se related hi baatey batate hai.

(No ma'am we only share problems pertaining to academics).

Moderator- Why don't you share your personal problems with them.

Group 2- Because we do not feel like.Maan nahi karta.

(Because we do not feel like)

THEME 10- RESOLVING PROBLEMS

When students were asked regarding the mechanism of resolving problems which they might be facing. They mentioned that they can share their academic problems with the counsellors and house masters. But there is no one with whom they can share their personal problems with.

Moderator- Alright. What all other facilities are provided to you all.

Group 2- NCC Scouts is there.

THEME 11- OTHER FACILITIES

Students mentioned that they are also provided with the facility of NCC Scout Camps in their school.

Moderator- How are your seniors?

Group1- ache hai.

(They are good).

Moderator addressing Group 1- Ap logo ki aapas mai baat hoti hai. Seniors and juniors ki?

(Do the seniors and juniors talk amongst themselves?)

Group 1(Girls)- Ha hojati hai ma'am woh jaise humhri help kardetey hai. Samjha detey hai.

(Girls)- (Yes we do talk, they help us. They communicate with us).

Moderator- Boys ka kya kehna hai isme?

(What do the boys think about it?)

Group 1- Thik hi h hai ma'am.

(They are fine)

Moderator addressing group 2- What do you think about your seniors?

Group 2- Thik hai. Zada baat nahi hoti hai humhri unse. Sirf kaam ki baat hoti hai. Ma'am hum log aapas mai jada rehte hai. Classmates waghera k sath. Seniors log apne apas mai rehte hai.

(They are fine. We do not interact that often with them only if it is necessary we do. We stay with our classmates and all. Seniors stay within themselves)

Moderator- Have you ever been bullied?

Group 2- Ladai bhi huyi hai kafi baar toh. Juniors seniors ki ladai hoti rehti hai.

(We have picked up fights manytimes. Fights amongst the juniors and seniors is quite common)

THEME 12- THE SENIORS

When students were asked regarding their thoughts about the seniors. Girls of Group 1 described their seniors are good, they communicate with them. However the boys of the same group had a different take on it. They found their seniors satisfactory not good. Students of group 2 describes that they do not interact that often with their seniors. They stay amongst themselves. Group 2 also describe that fight amongst the juniors and seniors are quite common.

Moderator addressing group 2- Apki life mai agar koi aisi problem aajaye jo personal ho toh aap kis ko batate ho.

(If there is any personal problem then with whom do you talk about it?)

Group 2- Apne friends ko bata detey hai.

(We tell our friends about it)

Moderator- Apni teachers ko kabhi batate ho kya?

(Do you ever talk to you teachers about it?)

Group 2- Kabhi nahi pagal thodi hai hum. Woh toh sabko hi jake bata denge na.

(Never are we fools. If we tell our teachers about it they will tell it to everyone here)

Moderator addressing group 2- counsellor ko nahi baat saktey ho kya aap log?

(Can't you talk to you counsellor about it)

Group 2- Nahi hum batana prefer nahi krte hai.

(No, we do not prefer telling them about it).

Moderator – Principal ma'am jaise aap logo ne baatya ki achi hai toh unke sath bhi kabhi share nahi karte ho kya personal batey?

(As you mentioned earlier that your principal ma'am is understanding do you talk to you principal ma'am about your personal matters about it)

Group 2- Nahi ma'am aapas mai hi share karte hai or kisi ko bhi nhi batate hai.

(No ma'am we only share it amongst themselves. We do not tell anyone else about it).

THEME 13 – SHARING PERSONAL PROBLEMS

When students were asked about whom they share their personal problems with. They said that they share it amongst themselves. They do not share it with anyone else not even the counsellors or head teacher. The reason of not sharing problems with anyone else except the friends is that the personal secrets will divulge.

Moderator- Koi aisi negative batey hai jo apko lagta hai ki iss school mai better karni chahye teachers ko?

(Is there anything which you feel is negative about this school which the teachers around can make better?)

Group 2- teachers khud hi hai (All laughing)

(Teachers themselves are) (All laughing)

Group 1- Ma'am yahan abhi bhi corporal punishment hai Agar class mai koi bhi problem kardeta hai bacha toh teachers use dantey hai and agar house mai kardetea hai toh house masters dantey and martey hai.

(Corporal punishment is still practised here. If any student creates trouble in the classroom they teachers beat that student and if any student creates trouble in the house then the house masters scolds and beat that child)

Moderator- Isse toh aap logo ko bhaut pareshani hoti hogi na?

(This must be really troublesome for you right?)

Group 2- Yes ma'am

Group 1 – Yes.

Moderator – Yahan chori waghera hoti rehti hai kya? Kya kya chori hota hai?

(Is stealing common here. What all gets stolen?)

Group 1- Nhai pata iss barey mai. Pencil waghera hojatai hai baki toh aise kuch nahi hua.

(We are not aware about it, sometimes stationary items gets stolen. Nothing else has been stolen.)

Group 2- Yes money, uniforms

Moderator- OK thank you everyone for your honest feedback.

THEME 14 –THE NAGATIVE ASPECTS OF TEH SCHOOL.

When students were asked regarding the other negative aspects of the school which the teachers around can make better. Students humoursily described that the teacher themselves are the negative aspects. They mentioned that corporal punishment is still prevalent within the school. Stealing is another problem which the students reported. They mentioned that money and items like stationary and uniforms get stolen.

TRANSCRIPTION FOR JNV MOHTUKA, FGD WITH HEAD TEACHERS AND TEACHERS

Moderator- I will be asking some general question pertaining to the school culture, policies and practices. Please answer freely.

What do you think about the school culture of JNVs. How do you think that this school culture is different from the other schools?

Principal- See JNVs pehli baat toh ek residential schools hai. And residential school ka culture kisi bhi school se different hota hi hai. JNV mai ye hai ki talented bache aatey hai and rural areas k hotey hai. Different backgrounds k students sath padhtey hai.

(Firstly the JNVs are residential in nature. The school culture of any residential school is very different from other school. Talented students come to JNVs who are from rural areas. Students from different background study together).

THEME 1- SCHOOL CULTURE OF JNVs

When participants were asked about how the school culture of JNV is different from any other school? They described that being a residential school where talented students from rural background study, the school culture becomes different from any other school.

Moderator- What all facilities are provided to the students here? How is it different from the other school which are day boarding or any other residential school for that matter?

Principal- Everything, sab kuch hi bacho ko government free mai provide karti hai. Inki koi fee bhi nahi hoti hai 9th class tak toh, Ye bache different Olympiad wagera mai bhi jatey rehte hai. International bhi travel karte hai. Sarey expenses in bacho k government hi uthati hai. NCC Scout camp bhi hai.

Everything is provided by the government to these students, they do not have to pay any fee. These students participate in Olympiad as well as travel internationally. Every expense is barred by the government. NCC Scout camps are also there.

THEME 2- FACILITIES PROVIDED TO THE STUDENTS.

When participants were asked regarding the facilities provided to the students. They mentioned NCC Scouts, participation of students in Olympiad and travel internationally are some of the facilities that are provided to students by the school.

Moderator- 9th class k baad fee deni hoti h kya in bacho ko?

Do students have to pay fee after 9th grade?

Principal- Nahi jo ache economically sound background, general caste k hotey hai sirf unhe fee deni hoti hai.

No, only economically well off students from the general category have to pay the fee.

THEME 3- WHO HAS TO PAY THE FEE?

Participants previously mentioned that every facility is provided to the students free of cost till grade 9th. However after grade 9th students from privileged background have to pay the fee.

Moderator- Acha there is a concept of mentoring in JNVs. What is it about?

Teacher 1- Jaise jo bache class mai poora nahi seekh patey ya kuch samaj nahi aata hai unhe toh un bacho ko teachers alag se padhate hai.

(The children who are not able to learn completely in the class or understand any concepts. Those students are taught separately by the teachers.)

Moderator- Do you think it helps.

Teacher 3- Yes it does, bache concept grasp karletey hai. Exams mai problem nahi aati hai fir.

(Yes it does. Students grasp the concepts completely. Then they do not have problem in examination)

THEME 4- MENTORING

When participants were asked about the mechanism of mentoring in JNVs. They responded that mentoring takes place for students who have difficult in grasping any concept in the class. The teachers tutor these students separately and this helps them in the examination. Students do not have any difficulty in understanding the concept during their exams.

Moderator- How do you resolve issues which the students might be facing? It can be anything pertaining to the hostel or in the classroom.

Principal- Mai khud jake unse baat karta hu. House k liye humhre yaha house masters as well as house captains hotey hai. Humhre yahan 4 house hotey hai. Koi aur issue ho jaise safety ka toh uske liye humhre yahan 19 baar roz attendance hoti hai. Safety priority hai.

(I myself go to the students to ask if there is any issue. For issues pertaining to house we have house masters as well as house captains. We have four different houses. If there is anything else for example safety than for that we take attendance 19 times of the student every day. Safety is our priority)

THEME 5- HOW ARE ISSUES RESOLVED?

When participants were asked about the resolving of issues? The head- teacher responded that he himself goes and talks to the students. For issues pertaining to house, there are house masters as well as house captains. However safety issues are of the utmost priority for the school.

Moderator- House captains kaise decide kiye jatey hai aap logo k yahan.

(How is the house captains decided in your school?)

Teacher 3- Academics as well as overall dekthey hai ki bacha samhal paye students ko. Help kare teachers ki jab jarurt ho. Jaise attendance mai.

We see the academic record and overall record. The student should be able to handle the class. He/she should help the teachers for example in roll call.

THEME 6- THE SELECTION OF HOUSE CAPTAINS

When participants were asked regarding the selection of house captains. They mentioned that overall record including the academic record of the students is taken into consideration. The house captains should be able to help the teacher whenever required.

Moderator- Do you think that the children who enter the school is grade sixth have issue of home sickness.

Teacher 2- Yes, shuruwat mai toh bache kya teachers ko bhi bhaut zada issues aatey hai. But dheere dheere adaptation hojati hai.

(Yes initially not just the students even the teacher face problems. But gradually we get adapted.)

THEME 7- HOMESICKNESS

When the participants were asked regarding the adjustments issue and home sickness faced by the students in the initial years of school. They mentioned that both the students as well as the teachers have adjustment problems and homesickness. However gradually they adapted to the environment.

Moderator- Acha, aaj maine bacho k sath hi lunch kiya tha. Toh ye dishes jo banti hai kaise decide ki jati hai, rotation mai banayi jati hai ye sab dishes?

(Alright, today I had lunch with the students today. Who decides the dishes which are made, are they made in rotation?)

Principal- Sab kuch defined hai Samiti se. Humhre yaha har bache ka budget hota hai usme se 1380 food ka hai. Budget ko hum log mix kardetey hai jaise accommodation, food ka and

ye khana jo banta hai wo bhi defined hai. Chart diya jata hai. Nutrition par focus karte hai. Mai meeting rakhta hu har mahine. Bache khud bhi menu decide karte hai yahan. Uske baad fir mai meeting rakhta hu pochta hu bacho se hi khane ki koi complaint ho toh batao to the point.

(Everything is defined by the Samiti. A chart is provided. We get the budget of 1380 for food. We have budget for every day spending per child. We mix the different budgets for example of accommodation and food. The food which is made is predefined. A chart is provided. Nutrition is our focus. Menu is also decided by the students here. I keep meeting with the students and ask them to tell if there is any complain regarding the food. They should tell to the point.

Moderator- So kaun kaun part hota hai iss meeting ka?Every student?

(So who all are a part of this meeting, every student?)

Principal- House captains and class monitors hote hai. Cook, mess in charge.

(House captains and class monitors, cook, mess in charge are the participants)

THEME 8- HOW FOOD IS TAKEN CARE OF

When participants were asked regarding the food provided to the students. The head teacher responded that menu is decided by the students of the school. However the nutrition chart is pre defined by the Samiti. The Head- Teacher mentioned that he holds a meeting with the house captains, class monitors, cook and mess in charge regarding issues pertaining to the meals provided.

Principals- main weekly inspection bhi krta hoon school. Electrician bhi hota hai. Sari lights hostels ki chalwa k dekhta hoon ki thik se sari chal rahi hai ya nahi. Kabhi raat ko bhi niklta hoon. Dekhne k liye students ko.

(I go for weekly inspection, electrician also goes along. I check every light in the hostel, if it is working properly or not. Sometimes I go out at night to check the students).

THEME 9- INSPECTION

The head teacher mentioned that he goes for weekly inspection to the hostels. The electrician goes along with him to ensure that every light is working. The head- teacher also goes to check on to the students during the night.

Moderator- How do you deal with the personal matters of students?

Principal- Kaise personal matters?

(What kind of personal matters?)

Moderator- Jaise kuch unki personal problems ho jo padhai se related na ho..

(Their personal matters which are not related to academics)

Teacher 1- Counsellor madam issi matters k sath deal karti hai.

(Counsellor ma'am deals with such matters)

THEME 10- RESOLVING PERSONAL MATTERS

When participants were asked regarding the solution to the personal matters of students which are not related to academics, they responded that they have counsellors in their school for dealing with such matters.

Moderator-Justice kaise achieve krte ho aap. Agar koi bacha galat kardeta hai toh.

(How is the justice achieved if any student commits any mistake?)

Principal- We talk with students. Unko ghar bhi bhejna padh sakta hai. Kyu ki aap peth (beat) bhi nahi saktey ho. Toh fir counselling hi madhyam bachta hai humhre pass.

(We talk with the students. They might as well be sent back home. As you cannot beat the students. Then we are left with only counselling as a medium)

THEME 11- HOW JUSTICE IS ACHIEVED?

When participants were asked regarding the justice provided to the students whenever they commit any mistake. They responded that they counsel the students as they cannot hit the child. The child might be sent back home in some cases.

Moderator- Holistic development par aap log kaise focus karte ho?

(How do you focus on the holistic development of students?)

Teacher 5- Bache yahan games, extra-curricular activities, international bacho se sekhna ye sab karte rehte hai. Toh har kisi par focus jata hai.

(Students here are involved in games and extra-curricular activities. They learn from international students. Hence everything gets focused)

THEME 12 – HOLISTIC DEVELOPEMENT

When participants were asked about how they focus on the holistic development of the students. They mentioned that they have a provision for extra-curricular activities and opportunities to interact with the international students

Moderator- Is there bullying in your school. If you see someone bullying the students. Then what do you do?

Teacher 3- Bullying wagera strictly mana hai humhre yahan.

(Bullying is strictly prohibited here)

Principal- Bullying wagera bilkul bhi nahi hoti hai yahan

(Bullying and all does not takes place here)

THEME 13- BULLYING

When participants were asked about the scenario of bullying in their school and what measures do they take whenever a student bullies? They adamantly denied that there is no bullying in their school. It is strictly prohibited.

Moderator- Are there students with special need in your school. Yahan par ramp bhi nahi hai. Agar koi bacha aata hai aisa then what would you do?

(Are there students with special needs in your school. There is no ramp here. If any such child with special needs come to your school what would you do?)

Principal- There are no such students in any JNV. Samiti se humne baat ki hai ramp banwane k liye dekhte hai kya hota hai.

(There are so such students in any JNV. We have asked Samiti to construct ramp. Lets see what will happen)

THEME 14- WHAT ABOUT INCLUSION?

When participants were asked whether they have any students with special needs in their school? They mentioned that there are no such students in any JNV. When they were inquired about the lack on inclusive infrastructure of their school, they mentioned that they have reported the problem to the Samiti and are waiting for their response.

Moderator- Yahan par different class, caste k students aatey hai, Kya apko aisa kabhi laga hai ki students ko adjustment mai problem aati ho?

(Here students from different class and caste come here. Do these students have adjustment problems)

Principal- (Shaking head in a no)

Teacher 2- Na.Yahan ye sab problems nahi hoti hai.

(No here we do not have such problems here)

Moderator- Thank you everyone. Thank you for your co-operation everyone.

THEME 15- ADJUSTMENT ISSUES

When participants were asked about their thoughts on the adjustability of students from different background, they mentioned that students here do not have any adjustment problems with each other.

FGD (TEACHER AND HEAD TEACHER) TRANSCRIPTION FOR JNV GURUGRAM- HIGH PERFROMING SCHOOL.

Moderator- I will be asking some general question pertaining to the school culture, policies and practices. Please answer freely.

What do you think about the school culture of JNVs. How do you think that this school culture is different from the other schools?

Principal- JNVs are very different when it comes to the school culture. Students, they live together in a family, it is indeed like a family and we are like parents for these students. They

are our responsibility and if anything goes wrong we are to be blamed rather than these students.

Teacher 1- Ek motherly figure jaise hai. These students are like a family for us. Our own children would be our secondary priority but these students are our primary responsibility.

THEME 1- PERCEPTIONS REGARDING THE SCHOOL CULTURE

When participants were asked about their perceptions on the school culture of JNVs? They mentioned that the school culture of is quite different from the other schools. Being a residential school, they are all like a family. Teachers are like parents for the students.

Moderator- What all facilities are provided to the students here? How is it different from the other school which are day boarding or any other residential school for that matter?

Principal- JNVs provide every facility to the students. Jaise toiletries wagera bhi school hi provide karta hai. (Toiletries etc are provided by the school itself) Navodaya focus on the overall development of the students. There are NCC Scouts camp, different Olympiad in which the students participate. We celebrate every festival. Students get peer mentoring, smart classes are there.

Moderator- What is peer mentoring?

Principal – if any student is not able to understand a concept clearly in the class then the child who has understood the concept can help the child after class. We also have mentoring group where students (for example slow learners) are assisted by the teachers in subjects where they are facing difficulties.

THEME 2- FACILITIES PROVIDED TO THE STUDENTS.

When participants were asked about the different facilities provided to the students. They mentioned that every basic facility is provided to the students. They have provision for NCC Scouts, Olympiads, smart classes and peer mentoring. Participants mentioned that in Peer mentoring students learn from one another.

Moderator- How do you resolve issues which the students might be facing? It can be anything pertaining to the hostel or in the classroom.

Teacher 2- If for example it is pertaining to the class, then hum log aaps mai resolve karletey hai. Students and teachers mil k (for example if it is pertaining to the class then students and teachers resolve it amongst themselves) But agar bada hota hai toh then we have a complete mechanism for it. (But if is it big matter then we have a complete mechanism to resolve it)

Moderator – What kind of mechanism?

Principal- If is something about the hostel then students communicate with the house masters or house captains first, then if they are not able to resolve it the matters goes to the vice-principal and then the principal. There is a proper channel. Even in the house we have house captains for different houses. We have four different houses.

THEME 3- MECHANISM FOR SOLVING PROBLEMS

When participants were asked about the mechanism of solving problems which the student might be facing? They mentioned that they have a proper channel for resolving issues at different level. Students first can communicate their problems with the teachers, house masters and the vice principal, if in case the solutions are not achieved by them, then the head teacher will steps in.

Moderator- How are the houses captains decide?

Principal-Students who are all rounder are chosen as house captain, we have to see the complete record of the child. We also have to consult the students as to who they would like the house captain would be.

Teacher 3- the student should be able to help the administration.

THEME 4- DECISION FOR HOUSE CAPTAINS

When participants were asked about how they decide the house captains. They mentioned that the see the complete record of the child and also consult the other students regarding who they would like their house captain to be. During the selection process they also take into consideration that the student should be able to help in administrative matters.

Moderator- Do you think that the children who enter the school is grade sixth have issue of home sickness.

Principal- No, in fact student of higher grade have homesickness on the contrary. Sixth wala bacha easily adapt hojata hai (Student of grade sixth grade gets adapted easily)

Vice-Principal- We indulge students in different kind of activities jaise smart classes and TV bhi dikhatay hai. It is easy to mould them (We indulge students in different kind of activities in smart classes and we also show them Television)

Principal- Parents always prepare their child to live in residential school in the initial stages. Means they prepare him well in advance.

THEME 5- HOMESICKNESS AND HOW IT IS RESOLVED.

When the participants were asked about their views on homesickness which students might be facing during initial years of schooling? They mentioned that students do not feel homesick during initial years because the parents prepare the child mentally and psychologically that he/she has to go to a residential school. The school also indulges the students in different kind of activities and shows them Television. Participants mentioned that on the contrary, they observe homesickness in students who are in higher grades.

Moderator- there are student from different background who come to JNVs do you think that these students have adjustment issues with each other.

Teacher4 – No, ye best cheez hai is school mai. (No this is the best thing in this school) They all live like a family together. I haven't come across any such incidence in my tenure in JNV ever.

THEME 6 – ADJUSTABILITY OF STUDENTS

When participants were asked whether they see any adjustment problems amongst the students from different background? They mentioned that students never face such issues in JNVs. That is the best part of being here.

Moderator- How do you deal with the personal matters of the students?

Teacher 1- there are counsellors in our school, the student can talk to them whenever they want to.

THEME 7- HOW PERSONAL MATTERS ARE RESOLVED?

When participants were asked about resolving the personal matters, they responded that they have counsellors who deal with such matters.

Moderator- How is the justice achieved in any matter of the students?

Principal- We talk with our students. We have a joint meeting with the students, house captain and the teachers.

THEME 8- HOW JUSTICE IS ACHIEVED?

When participants were asked how they provide justice is achieved in any matter pertaining to the students. The head- teacher responded they hold a joint meeting with the students, teachers and house captains.

Moderator- How often do you interact with the students?

Principal and teacher 2- Everyday during the assembly period.

Principal- I interact with them daily. I go for inspection in the classes.

THEME 9- HOW OFTEN INTERACTION WITH THE STUDENTS TAKES PLACE?

When participants were asked regarding the frequency of interaction with the students. They told that the interaction takes place everyday with their students during the assembly. The head teacher mentioned that he goes for inspection in the classes daily.

Moderator- What other facilities are provided to students for the holistic development of the learners?

Principal- Everything from the stationary item to food is provided by the government. I ensure that the food provided to the students is checked first by the teacher and I also check it myself. I go to the classes' everyday and interact with the students.

Moderator-How do you ensure that holistic development takes place?

Teacher5- teachers are available for the students whenever the child wishes to he can come and interact. We have games; our students are a part of the National Olympiad every year. We prioritize the needs of our students at every cost.

Principal- I ensure that every student participates in the class and in extra- curricular activities. Hum bacho ko alag alag games mai bhi involve karwate hai. Sarey games hai humhre yahan par.

(I ensure that every student participates in the class and in extra- curricular activities. We make the students participate in different games. We have every game in our campus)

THEME 10- ENSURING HOLISTIC DEVELOPMENT.

When participants were asked how they ensure that the holistic development of the students take place. They mentioned that they ensure that every child participates in the extra-curricular activity and prioritize their nutritional requirements. The school is a part of the national Olympiad every year. The needs of the students is of utmost importance for them.

Moderator- Do you focus on every festival equally?

Principal- Yes always

THEME 11- DIVERSITY IS CELEBRATED.

When the participants were asked whether they give equal importance to every festival. They agreed to it.

Moderator- How do you deal with bullying? Jaise kabhi seniors waghera bacho se kaam karwatey ho?

(How do you deal with bullying for example the senior students ask the juniors to do chores)

Teacher 5- Woh waise hi thoda bhaut krwatey honge as such nahi hai bullying. There is no bullying or ragging in our campus (adamantly denying)

(May be they would some chores done. But there is no bullying or ragging in our campus) (adamantly denying)

Teacher 4- It is not allowed. Ye sab Samiti bhi allow nahi karti hai. Bullying, ragging waghera allowed hi nahi hai aur na hum honey detey hai.

(It is not allowed. Even the Samiti does not approve of it. Bullying, ragging etc are not allowed and we do not let that happen)

THEME 12- NO RAGGING

When participants were asked about their views on dealing with ragging. They adamantly denied that no ragging takes place within the campus. It could be that the seniors might get chores done from the juniors but ragging does not exist. Even the Samiti prohibits ragging.

Moderator- the NVS policy states that there should be children with special needs in every JNV. Kya apke yahan aise bache hai?

(The NVS policy states that there should be children with special needs in every JNV. Do you have such student in your school?)

Principal- I think they don't even appear for the exams. Unke liye dikkat hogi, obviously ghar se dur rehna.

(I think they don't even appear for the exams. They will obviously have problem staying away from home)

Vice-Principal- Not just in this JNV, there are not many CWSN students in any JNV. They cannot stay away from their family. So parents do not prefer sending their child away.

Moderator- OK, Thank you everyone for your co-operation.Means a lot.

THEME 13- INCLUSION OF CHILDREN WITH SPECIAL NEEDS

When participants were asked whether they have any students with special needs in the school as mentioned by the policies of Samiti, they denied that they do not have any such student in the school. They mentioned that JNVs do not have such students in great number as paren
METHOD USED FOR QUALITATIVE RESEARCH

Focus Group Discussion

Focus Group Discussion was conducted with students as well as the teachers. FGD was administered to students of grade seventh and tenth separately in both the schools chosen for study. The FGD was conducted in order to procure information about the teacher- student relationship and the culture of school. The objective of FGD was to develop an understanding of the policies and practices. It also helped in developing understanding about the perceptions of students regarding the learning culture of their school.

FGD conducted with students helped in developing an understanding about the teacher- student and peer relationship within the school. Apart from students, FGD was also

conducted with the teacher (TGT as well as PGT) in both the schools in order to gain information about the school culture and the implementation of policies and practices framed by NVS. The focus group discussion with the teachers helped in developing an understanding about the type of leadership pattern prevalent in the school. It also helped in developing a holistic understanding of the school culture and its impact on student development.

Transcription for JNV Mohtuka, FGD Head teacher and Teachers

Moderator- I will be asking some general question pertaining to the school culture, policies and practices. Please answer freely.

What do you think about the school culture of JNVs. How do you think that this school culture is different from the other schools?

Principal- See JNVs pehli baat toh ek residential schools hai. And residential school ka culture kisi bhi school se different hota hi hai. JNV mai ye hai ki talented bache aatey hai and rural areas k hotey hai. Different backgrounds k students sath padhtey hai.

Firstly the JNVs are residential in nature. The school culture of any residential school is very different from other school. Talented students come to JNVs who are from rural areas. Students from different background study together.

Moderator- What all facilities are provided to the students here? How is it different from the other school which are day boarding or any other residential school for that matter?

Principal- Everything, sab kuch hi bacho ko government free mai provide karti hai. Inki koi fee bhi nahi hoti hai 9th class tak toh, Ye bache different Olympiad wagera mai bhi jatey rehte hai. International bhi travel karte hai. Sarey expenses in bacho k government hi uthati hai. NCC Scout camp bhi hai.

Everything is provided by the government to these students, they do not have to pay any fee. These students participate in Olympiad as well as travel internationally. Every expense is barred by the government. NCC Scout camps are also there.

Moderator- 9th class k baad fee deni hoti h kya in bacho ko?

Do students have to pay fee after 9th grade?

Principal- Nahi job ache economically sound background general caste k hotey hai sirf unhe fee deni hoti hai.

No, only economically well off students from the general category have to pay the fee.

Moderator- Acha there is a concept of mentoring in JNVs. What is it about?

Teacher 1- Jaise jo bache class mai poora nahi seekh patey ya kuch samaj nahi aata hai unhe toh un bacho ko teachers alag se padhate hai.

The children who are not able to learn completely in the class or understand any concepts. Those students are taught separately by the teachers.

Moderator- Do you think it helps.

Teacher 3- Yes it does, bache concept grasp karlety hai. Exams mai problem nahi aati hai fir.

Yes it does. Students grasp the concepts completely. Then they do not have problem in examination.

Moderator- How do you resolve issues which the students might be facing? It can be anything pertaining to the hostel or in the classroom.

Principal- Mai khud jake unse baat karta hu. House k liye humhre yaha house masters as well as house captains hotey hai. Humhre yahan 4 house hotey hai. Koi aur issue ho jaise safety ka toh uske liye humhre yahan 19 baar roz attendance hoti hai. Safety priority hai.

I myself go to the students to ask if there is any issue. For issues pertaining to house we have house masters as well as house captains . We have four different houses. If there is anything else for example safety than for that we take attendance 19 times of the student every day. Safety is our priority.

Moderator- House captains kaise decide kiye jatey hai aap logo k yahan.

How are the house captains decided in your school.

Teacher 3- Academics as well as overall dekhtey hai ki bacha samhal paye students ko. Help kare teachers ki jab jarurt ho. Jaise attendance mai.

We see the academic record and overall record. The student should be able to handle the class. He/she should help the teachers for example in roll call.

Moderator- Do you think that the children who enter the school is grade sixth have issue of home sickness.

Teacher 2- Yes, shuruwat mai toh bache kya teachers ko bhi bhaut zada issues aatey hai. But dheere dheere adaptation hojati hai.

Yes initially not just the students even the teacher face problems. But gradually we get adapted.

Moderator- Acha, aj maine bacho k sath hi lunch kiya tha. Toh ye dishes jo banti hai kaise decide ki jati hai, rotation mai banayi jati hai ye sab dishes ?

Alright, today I had lunch with the students today. Who decides the dishes which are made, are they made in rotation?

Principal- Sab kuch defined hai Samiti se. Humhre yaha har bache ka budget hota hai usme se 1380 food ka hai. Budget ko hum log mix kardetey hai jaise accommodation, food ka and ye khana jo banta hai wo bhi defined hai. Chart diya jata hai. Nutrition par focus karte hai. Mai meeting rakhta hu har mahine. Bache khud bhi menu decide karte hai yahan. Uske baad fir mai meeting rakhta hu pochta hu bacho se hi khane ki koi complaint ho toh batao to the point.

Everything is defined by the Samiti. A chart is provided. We get the budget of 1380 for food. We have budget for every day spending on a particular child. We mix the different budgets for example of accommodation and food. The food which is made is predefined. A chart is provided. Nutrition is our focus. Menu is also decided by the students here. I keep meeting with the students and ask them to tell if there is any complain regarding the food. They should tell to the point.

Moderator- So kaun kaun part hota hai iss meeting ka? Every student?

So who all are a part of this meeting, every student?

Principal- House captains and class monitors hote hai. Cook, mess in charge.

House captains and class monitors, .cook, mess in charge are the participant

Principals- main weekly inspection bhi krta hoon school. Electrician bhi hota hai.Lights chalwa k dekhta hoon ki thik se sari chal rahi hai ya nahi. Kabhi raat ko bhi niklta hoon. Dekhne k liye students ko.

I go for weekly inspection, electrician also goes along. I check every light in the hostel, if it is working properly or not. Sometimes I go out at night to check the students.

Moderator- How do you deal with the personal matters of students?

Principal- Kaise personal matters?

What kind of personal matters?

Moderator- Jaise kuch unki personal problems ho jo padhai se related na ho..

Their personal matters which are not related to academics.

Teacher 1- Counsellor madam issi matters k sath deal karti hai.

Counsellor ma'am deals with such matters.

Moderator-Justice kaise achieve krte ho aap. Agar koi bacha galat kardeta hai toh.

How is the justice achieved if any student commits any mistake.

Principal- We talk with students. Unko ghar bhi bhejna padh sakta hai. Kyu ki aap peth (beat) bhi nahi saktey ho. Toh fir counselling hi madhyam bachta hai humhre pass.

We talk with the students. They might as well be sent back home. As you cannot beat the students. Then we are left with only counselling as a medium.

Moderator- Holistic development par aap log kaise focus karte ho?

How do you focus on the holistic development of students?

Teacher 5- Bache yahan games, extra-curricular activities, international bacho se sekhna ye sab karte rehte hai. Toh har kisi par focus jata hai.

FGD (TEACHER AND HEAD TEACHER) TRANSCRIPTION FOR JNV GURUGRAM.

Moderator- I will be asking some general question pertaining to the school culture, policies and practices. Please answer freely.

What do you think about the school culture of JNVs. How do you think that this school culture is different from the other schools?

Principal- JNVs are very different when it comes to the school culture. Students, they live together in a family , it is indeed like a family and we are like parents for these students. They are our responsibility and if anything goes wrong we are to be blamed rather than these students.

Teacher 1- Ek motherly figure jaise hai. These students are like a family for us. Our own children would be our secondary priority but these students are our primary responsibility.

Moderator- What all facilities are provided to the students here? How is it different from the other school which are day boarding or any other residential school for that matter?

Principal- JNVs provide every facility to the students. Jaise toiletries wagera bhi school hi provide karta hai. (Toiletries etc are provided by the school itself) Navodaya focus on the overall development of the students. There are NCC Scouts camp, different Olympiad in which the students participate. We celebrate every festival. Students get peer mentoring, smart classes are there.

Moderator- What is peer mentoring?

Principal – if any student is not able to understand a concept clearly in the class then the child who has understood the concept can help the child after class. We also have mentoring group where students (for example slow learners) are assisted by the teachers in subjects where they are facing difficulties.

Moderator- How do you resolve issues which the students might be facing? It can be anything pertaining to the hostel or in the classroom.

Teacher 2- If for example it is pertaining to the class, then hum log aaps mai resolve karletay hai. Students and teachers mil k (for example if it is pertaining to the class then students and teachers resolve it amongst themselves) But agar bada hota hai toh then we have a complete mechanism for it. (But if is it big matter then we have a complete mechanism to resolve it)

Moderator – What kind of mechanism?

Principal- If is something about the hostel then students communicate with the house masters or house captains first, then if they are not able to resolve it the matters goes to the vice-

principal and then the principal. There is a proper channel. Even in the house we have house captains for different houses. We have four different houses.

Moderator- How are the houses captains decide?

Principal-Students who are all rounder are chosen as house captain, we have to see the complete record of the child. We also have to consult the students as to who they would like the house captain would be.

Teacher 3- the student should be able to help the administration.

Moderator- Do you think that the children who enter the school is grade sixth have issue of home sickness.

Principal- No, in fact student of higher grade have homesickness on the contrary. Sixth wala bacha easily adapt hojata hai (Student of grade sixth grade gets adapted easily)

Vice-Principal- We indulge students in different kind of activities jaise smart classes and TV bhi dikhatay hai. It is easy to mould them (We indulge students in different kind of activities in smart classes and we also show them Television)

Principal- Parents always prepare their child to live in residential school in the initial stages. Means they prepare him well in advance.

Moderator- there are student from different background who come to JNVs do you think that these students have adjustment issues with each other.

Teacher4 – No, ye best cheez hai is school mai. (No this is the best thing in this school) They all live like a family together. I haven't come across any such incidence in my tenure in JNV ever.

Moderator- How do you deal with the personal matters of the students?

Teacher 1- there are counsellors in our school, the student can talk to them whenever they want to.

Moderator- How is the justice achieved in any matter?

Principal- We talk with our students. We have a joint meeting with the students, house captain and the teachers.

Moderator- How often do you interact with the students?

Principal and teacher 2- Everyday during the assembly period.

Principal- I interact with them daily. I go for inspection in the classes.

Moderator- What other facilities are provided to students for the holistic development of the learners?

Principal- Everything from the stationary item to food is provided by the government. I ensure that the food provided to the students is checked first by the teacher and I also check it myself. I go to the classes everyday and interact with the students.

Moderator-How do you ensure that holistic development takes place?

Teacher5- teachers are available for the students whenever the child wishes to he can come and interact. We have games; our students are a part of the National Olympiad every year. We prioritize the needs of our students at every cost.

Principal- I ensure that every student participates in the class and in extra- curricular activities. Hum bacho ko alag alag games mai bhi involve karwate hai. Sarey games hai humhre yahan par.

I ensure that every student participates in the class and in extra- curricular activities. We make the students participate in different games. We have every game in our campus.

Moderator- Do you focus on every festival equally?

Principal- Yes always.

Moderator- How do you deal with bullying? Jaise kabhi seniors wagera bacho se kaam karwatey ho?

How do you deal with bullying for example the senior students ask the juniors to do chores.

Teacher 5- Woh waise hi thoda bhaut krwaletey hongee as such nahi hai bullying. There is no bullying or ragging in our campus (adamantly denying)

Maybe they would get it done. But there is no bullying or ragging in our campus(adamantly denying)

Teacher 4- It is not allowed. Ye sab Samiti bhi allow nahi karti hai. Bullying, ragging wagher allowed hi nahi hai aur na hum honey detey hai.

It is not allowed. Even the Samiti does not approve of it. Bullying, ragging etc are not allowed and we do not let that happen.

Moderator- the NVS policy states that there should be children with special needs in every JNV. Kya apke yahan aise bache hai?

The NVS policy states that there should be children with special needs in every JNV. Do you have such student in your school?

Principal- I think they don't even appear for the exams. Unke liye dikkat hogi obviously ghar se dur rehna.

I think they don't even appear for the exams. They will obviously have problem staying away from home.

Vice-Principal- Not just in this JNV, there are not many CWSN students in any JNV. They cannot stay away from their family. So parents do not prefer sending their child away.

Moderator- OK, Thank you everyone for your co-operation. Means a lot.

Concluding Remark:

Both quantitative and qualitative data analysis offered the perception of students and lived subjective experiences of students. The head teacher and teachers also provided rich knowledge about students in residential schools .JNVs are meant for quality and equity, aims to provide enabling and stimulating environment to poor talented rural children. This system of schooling play constructive role to develop human capital and high ability students who can equally participate in development of nation. The evidences from ground show that these schools provide a level playing field to a larger extent. However, there is scope for preparing benevolent teachers for personalised attention in residential schools for student development. Given the complex social realities, to prepare students to become future leaders in all walks of life, the continuous improvements of schools are critical.

Chapter 5

Discussion

5.1 Hypothesis 1-There will be no difference in culture (learning culture), teacher - student relationship and student development in high performing and performing JNVs.

This hypothesis was supported as the difference of t-test for the learning culture, teacher- student relationship, Psychological Capital, Academic Perseverance and Academic Self- Discipline in both the performing as well as the high performing JNV which were found statistically not significant. In other words, no significant difference was found in learning culture, teacher -student relationship and student development in high performing and performing JNVs. This is because the school management related policies and their implementation are comparable across all states. The policy vision, curriculum goals, teaching activities, teaching strategies, student evaluation and assessment are uniform across JNVs. The powerful epistemological beliefs of JNV school system leading to learning culture concerning the nature and scope of knowledge, definitions of knowledge, construction of knowledge and its evaluation are similar.

This can be explained by the educational values and beliefs of the larger society leading to personal beliefs of individuals about: 1. the organisation of knowledge: from simple and compartmentalized to complex and highly integrated; 2. the certainty of knowledge: from certain and absolute to tentative and evolving; 3. the source of knowledge: from handed down by omniscient authority to derived by reason; the control of knowledge attainment: from 'ability to learn is innate and fixed at birth' to 'ability to learn is acquired through experience'; 4. the speed of knowledge acquisition: from 'learning is quick or not at all' to 'learning is acquired gradually'.

Learners with simple epistemological beliefs view knowledge as discrete, absolute, passed down by authority, acquired quickly or not at all, and feel that the ability to learn is fixed at birth which are observed in collectivistic society (Schommer, 1990).

Learners with sophisticated epistemological beliefs see knowledge as complex and tentative, and believe the source of knowledge comes from active engagement with,

rather than passive absorption of, learning material are observed in individualistic society (Schommer 1994 Fox, 1994.Hofstede, 1990).

Collectivistic societal - cultural norms and values which affect the learning behaviour which can be observed like student-centred vs teacher-centred approaches, less supervision from the tutors vs close supervision by teachers, interactive and cooperative learning activities vs memorising through repetitive activities mediated by teacher-student relationship in group oriented settings (Atkinson, 1997; Carson, 1992; Chan, 1999; Chow, 1995; Fox, 1994). Teachers are to decide which knowledge is to be taught, and they are seen as the sources of authority and power. Students, on the other hand, are to accept information willingly, and only rarely to question or challenge teachers in the classroom. The learning strategies emphasized in this restricted system accept and comply with the societal norm, demand obedience and urge students to follow suit. This reflects that individual growth is intertwined with social involvement. Liu (2006) pointed out that the underlying principle of education must be viewed not so much as an encouragement to promote individuality; rather, it is to make individuals apprehend that they are part of a collective; thus, they have to conform to the norms and values of the collective. This educational influence makes an impact on an individual's adult life and shapes the behaviour and work values of the individual (Liu, 2001). This is also true with Indian culture as a part of Asian sub continent. The traditional values like respect for teacher's wisdom and knowledge and benevolent teacher-student relationship as cherished by Indian education system are found conform to the norms and values collectivistic society characterised by collective life, higher degree of masculinity, maximum degree of uncertainty avoidance, power distance and fatalism as highlighted by Hofstede(1990). The collectivistic societies in Asia are influenced by Confucian heritage culture (CHC) emphasises the ethics and values are the core of human society and relationship and have an influence on learning style of individuals (Cortazzi& Jin,2013). The epistemological beliefs in these societies are linked to learning cognitive processes as well as learners' active engagement and persistence inlearning.

Factor 1 of learning culture defines Transformative Educational Ethos which include the organisation of highly integrated knowledge, evolving nature of knowledge, knowledge attainment through experience, gradual knowledge acquisition process were reported as the beliefs of more than average students of JNVs. Though these

were sophisticated and complex educational values inspired by individualistic societies, they also reported the superiority of teachers and benevolent position of teachers. This indicates and recognizes the dualistic values of learning institutions that are in practice. The sub factors of learning culture revealed that the concept of learning, attitudes towards learning, aims of learning, methods of learning, teacher characteristics and role, student centred learning, respect for diversity, life-long education and reflective learning, more than average students revealed that they believe principle of education must be viewed as much as an encouragement to promote individuality but also restricted to accept and comply with the societal norm, demand obedience to the collective. They viewed that individual growth is intertwined with social involvement.

The t-tests of teacher-student relationship did not show any significant differences between two types of school because that the teacher-student relationship that prevails in the school is highly structured by the Navodaya Vidyalaya Samiti. No differences were found in the student development because the learning environment in which the students of JNVs are placed is similar across JNVs.

Factor 1 Leadership, in the Teacher-Student Relationship addressed the leadership qualities of the teacher including the confidence of the teacher to hold the attention, explaining things clearly, being enthusiastic about the subject and ability to explain things clearly. The students were reported to have same perception across the high performing and performing schools.

Factor 2 in the Teacher-Student Relationship include the Understanding abilities of the teachers including the ability of the teacher to understand when the students are not able to comprehend things in classroom, students being freely able to talk with the teacher when they are not comprehending, willing to explain things again, listening to the students and being patient with the students.

Factor 3 in the Teacher-Student Relationship addressed the Uncertain behaviour of the teacher including being hesitant, not knowing what to do in the class, letting students fool him/her and letting the students boss around him/her.

Factor 4 in the Teacher-Student Relationship questionnaire addressed the Admonishing behaviour of the teacher including the characteristic of the teacher to

get angry unexpectedly, being impatient and correcting the students to quickly whenever they commit a mistake.

Factor 5 in the Teacher-Student Relationship questionnaire addressed the helpful and friendly attitude of the teacher including the quality of the teacher to help students in their work and being trustworthy for the students. The students can trust this teacher and can depend on him.

Factor 5 in the Teacher-Student Relationship addressed the Student Responsibility/Freedom qualities of the teacher including the freedom of the students to decide things in this teacher's class, influencing the teacher, letting students fool around in the class and letting students get away with a lot in the class.

Factor 6 in the Teacher-Student Relationship described the student responsibility/freedom including teacher leniency and freedom to students in class. Factor 7 Dissatisfaction of the teacher including dissatisfaction from the students and putting students down. Factor 8 explained the strict attitude of the teacher for the students by giving very hard tests and being austere in his/her manner.

Only for opposition factor it was found significant which includes opposition and admonishing. The performing school reported to be higher on opposition which include dissatisfied and admonishing, indicating student perceive that teachers were dissatisfied, suspicious, put down students, opined student as cheat and not hopeful about students.

In performing school the students reported to perceive proximity with teachers and their teachers influence them equally.

More than average the students revealed that their teachers possessed the qualities which affected the teacher-student relationship prevalent in the school.

No statistical differences were found in the t tests of Psychological Capital, Academic Perseverance and Academic Self-Discipline of the students in high performing and performing JNVs. This indicates that the development of students were alike in two schools having different school performance. The differences in the school performance were noticed in the first domain -Enabling Resources of School. In other six domains Teaching-learning and Assessment, Learners' Progress, Attainment and

Development, Managing Teacher Performance and Professional Development, School Leadership and Management, Inclusion, Health and Safety and Productive Community Participation the performance of both the schools were found comparable.

5.2 Hypothesis 2- There will be no difference in learning culture, teacher-student relationship and student development across grades, gender, socioeconomic status and social categories in high performing and performing JNVs.

No differences were found in the t-tests of the learning culture, teacher-student relationship and student development across grades, gender, socioeconomic status and social categories in high performing and performing JNVs. This may be due to the learning culture, recruitment process of teacher, qualification of the teachers as well as the duties of the teachers is defined by the Samiti. All JNVs are having uniform policies relating to school infrastructure, teacher and student management. The demographic profiles of the students are similar across JNVs as it aims to cater to the underprivileged section of the society. The admission criteria and the reservation policy remain same in all JNVs. The diversity can be found in terms of the location or place of residence but not in terms of the section of the society they cater to.

5.3 Hypothesis 3- There will be no relationship among learning culture, teacher-student relationship, student development and student demographics in high performing and performing JNVs.

The hypothesis was also partially accepted based on the data obtained and its analysis. A highly significant positive correlation was found between Psychological capital and Academic Perseverance of the students. This implies that the Psychological skills and Academic Perseverance of the students were significantly related with each other. With increase in Psychological capital of the students the Academic Perseverance would be found to be also increased. A highly positive correlation was found between Psychological Capital and Academic Self-Discipline. This implies that Academic Self-discipline and the Psychological Capital of the students were related with one another. They both affect each other. In other words we can state that the psychological well-being is defined by the academic self-discipline of the students.

The results of the regression analysis suggests that socio-economic status, with a negative linear relationship, accounts for a significant amount of reading and math proficiency variability, indicating that students with lower SES status are less likely to do well in reading and math. However, some variance in reading and math proficiency can be attributed to the six SCS factors and years in the building. The study suggested that the academic achievement of the students from low socio-economic status was significantly impacted by the level of teacher-student relationship that prevailed in the schools.

French Sociologist, Pierre Bourdieu in his theory of social reproduction described that student achievement is described that the society is continuously reproduced by the different social class based on their control over the various resources (1977, 1984, 1986, 1993, 2011) (Brar, 2016.pg 3). Theory of practise begins with the premise that individual achievement in school is determined by the cultural capital with the child predisposes because of the social class which the child is a part of. In simple terms it is described as class based habits which the child already has. These class based habits help the child to excel in school (Brar, 2016.pg 3). A child acquires the cultural capital from his family and it conforms to the social class of which the child is a part of (ibid). The cultural capital gradually develops to what is known as *Habitus*, which are described as class based habits which the child adapts to. The students bring with them the *Habitus* in the classroom context as well.

Theory of practise argues that every social class has its own *Habitus*, but not all are equally values. For example school cherish the middle class values by providing artefacts, practices and language which are prevalent in the middle class than in lower class. This middle class value also shows up in the teacher- student relationship, teacher's relationship with the child's parents and the expectation the teacher has from his students (Lareau, 1987; Flere et al., 2010). The uniform which students have in some cases can also be characterized by middle class values (Morris, 2008). Theory of practise states that the achievement of the individual will depend upon the cultural capital of the students. If the individual does not have the cultural capital that is cherished by the school, then they are bound to remain marginalised and will be discriminated upon (Brar, 2016.pg 4).

Negative co-relation was found between Learning Culture and Academic Self- Discipline. This means that the learning culture of the school had no impact on the Academic Self Discipline of the students the students. Highly Significant Negative was found between Socio- Economic status and School Performance. This infers that students of low Socio- Economic status were studying in High Performing School which was JNV Gurugram. Negative Correlation of was found between social category and Teacher- Student Relationship. This means that a student of disadvantaged category had good Teacher- student relationship.

Highly Significant positive co-relation was found between Psychological Capital and Academic Perseverance. This means that the Psychological Capital was related with the Academic Perseverance. Hence it can be implied that they both impact each other.

Highly Significant positive co-relation was found between Psychological Capital and Academic Self Discipline. This means that the Psychological Capital of the students was related with their Academic Self Discipline attribute of the students. Highly Significant positive co-relation was found between Academic Self -Discipline and Academic Perseverance. This means that the Academic Perseverance was related with the Academic Self- Discipline of the students.

A highly significant negative co-relation was found between teacher- student relationship and delay gratification. **Bronfenbrenner** (1979) in his ecological system theory describes that environmental factors play a major role in the development of an individual. Taking into consideration the distinct nature of boarding school, this theory is significant in understanding the processes and experiences of boarding school students as compared to their day school student counterpart. The theory takes into consideration the different ecological models in which an individual is placed. According to Bronfenbrenner's Ecological Systems Theory there are five Ecological System in which an individual is placed. The five systems describes Bronfenbrenner (1979) are as follow. Micro system is the immediate environment of the child. This includes the child's family, school, peer and neighbourhood. **Madden** (2017) describes that schools which have a caring teacher-student relationship and a positive learning environment tend to have active participation of the students. The students are not seen as mere passive receivers. Their sense of partnership is realized by active student participation in reviewing and in selection of teachers (Madden, 2017, pg 34-35). The author

explains that a caring teacher-students relationship is not just developed alone. The leaders have a very crucial role in developing staff culture (Madden, 2017. pg 35). The principals in school practise collaborative leadership and the teachers are involved all the time focusing on the development of the students. Madden (2017) describe that transparency, commitment loyalty, trust and team work are the essential components of building a positive school culture (Madden, 2017. pg 36). The author describes positive culture as “*Strong positive learning cultures are places with a shared sense of what is important, a shared ethos of caring and concern, and a shared commitment to helping students learn*” (Madden, 2017. pg38).

5.4 Hypothesis 4-There will be no impact of learning culture and teacher-student relationship on Studentdevelopment.

This holds partially true as because impact of learning culture was found to have limited/restricted impact on student development than teacher-student relationship. Teacher – student relationship as a predictor, independent or influencing variable impacted psychological capital 1 percent, academic perseverance 1 percent and academic self-discipline 3 percent respectively.

Learning culture as a predictor, independent or influencing variable impacted psychological capital.01 percent, academic perseverance 0 percent and academic self- discipline 3 percent respectively.

Learning culture and teacher-student relationship together as a predictor, independent or influencing variable impacted psychological capital.01 percent, academic perseverance 1 percent and academic self-discipline 7 percent respectively. In a nutshell, learning culture and teacher-student relationship impacted academic self- discipline than psychological capital and academic perseverance. It was found academic perseverance was least influenced by predictor variables.

Positive as well as negative co-relation was also found in the factors of the Learning Culture, Teacher-Student Relationship, Psychological Capital, Academic Perseverance and Academic Self-discipline influencing each other. The following were the co-relation found in the different factors of the questionnairesaddressed.

A positive co-relation was found between Attitude towards learning and self- regulation. The items assessing Attitude towards learning factor in the learning culture questionnaire assessed the attitude of the students regarding the learning culture that prevailed in the school. While the items assessing self-regulation factor in the Psychological Capital questionnaire assessed the perceptions of the students regarding the learning culture of the school. It can be inferred that the higher was the learning culture of the school the higher was the Psychological Capital of the students.

A significant positive co-relation was found between Reflective learning and self – efficacy. The items assessing Reflective learning factor in the learning culture questionnaire assessed the curiosity and the ability of the child to reflect on what he/she has learned. While the items assessing self–efficacy determined the confidence of the child to contribute in classroom discussion and feel confident in representing his problems in front of his teachers and peers. It can be inferred that the higher was the Reflective learning seen in the child higher was his self –efficacy or confidence to participate and represent his problems.

A significant positive co-relation was found between respect for diversity and efficiency. The items assessing respect for diversity in the Learning Culture questionnaire assessed the teachers' ability to accept the student from varied background and different achievers. While the items assessing efficiency in the Academic Perseverance questionnaire assessed the ability of the child to finish his work on time. It can be inferred that with increase in the acceptance of the diverse students as part of the learning culture school increased the efficiency of the students also increased.

A significant positive correlation was found between Understanding and Psychological Capital. The Understanding included the openness of the teachers to accept the students and the teachers' ability to empathize with their students. It can be inferred that the inability of the teachers to understand the students clearly had an impact on the psychological capital of the students.

A significant positive correlation was found between Uncertain and Self- Regulation. The uncertain aspect in Teacher-Student Relationship questionnaire measures the unpredictability of the teacher. It measures attributes of hesitance and lack of confidence in him. Hence it can

be implied that with increase in the uncertain attitude of the teacher there was an increase in the child's ability to pursue academic goals.

A positive co-relation was found between Uncertain and Hope. The items in assessing Hope in the Psychological capital questionnaire assessed the child's ability to find ways around any problems. The co-relation above clearly explains that the uncertainty of the teachers had a significant impact on the ability of the child to find solution for any problems.

A highly significant positive co-relation was found between Admonishing and Self Regulation. Admonishing aspect in the teacher-student relationship measured the unexpected behaviour of the teachers. It included the items which assessed whether the teacher gets angry without any reason and arrogance of the teacher. Self regulation determined the ability of the students to pursue the academic goals that the students have set for themselves at present. It is clear that the admonishing attribute had a significant impact on the ability of the students to pursue their goals. From this inference we can imply that the students were actively pursuing the goals that they had set up for the subject which were taught by the uncertain teacher.

A positive co-relation was found between admonishing and Psychological Capital Total. Admonishing as mentioned earlier measured the unexpected behaviour of the teacher. Hence it is clear that the admonishing or unexpected behaviour of the teacher and the arrogance of the teachers clearly had an impact on the psychological capital of the students.

Impact of Learning Culture on the Academic self-discipline of the students

A significant negative co-relation was found between transformative education ethos and focused. The items assessing transformative education ethos factor in the Learning Culture questionnaire assessed the child's attitude towards learning being capable of transforming his life. While the items assessing focused factor in the Academic self-discipline questionnaire describes the child's ability to follow a routine in his life. It can be inferred that with higher was the transformative education ethos lower was the focus.

A significant negative co-relation was found between Psychological endurance and teaching modes. The items assessing the Psychological endurance in the Academic Self Discipline questionnaire assessed the child's ability to keep working hard even if he got high marks.

While the teaching modes in the Learning Culture questionnaire assessed child's ability to accept teachers and the dominance of teachers. It can be inferred that with increase in acceptance of the teachers and dominance of the them.

There was decrease in the child's ability to keep working hard.

A significant negative co-relation was found between Psychological endurance and reflective learning. The items in the reflective learning factor of Learning Culture questionnaire assessed the child's ability to retain curiosity without studying for long period of hours and his ability to understand rules and regulations. It can be inferred that with increase in child's ability to retain curiosity there was a decrease in his ability to retain working hard even if he got high marks

A negative co-relation between Learning Culture in total and focus of the students in Academic Perseverance. It can be inferred that with increase in child's ability to focus there was a decrease in conventional idea of Learning Culture as formulated.

A significant negative co-relation was found between Understanding and self motivation and optimism. The Understanding dimension included how much the teachers empathize with the students and how much he/she was open to accept the students. The Self motivation and Optimism included the motivation of students to pursue their academic goals and their confidence in themselves. The co-relation above clearly explains that although the Self motivation and optimism of the students is high but the teachers understanding of their students is low. This was very wellexplained by the students in the Focus Group Discussion conducted with students of both the school.

A highly significant negative correlation was found between Understanding and Resilience. The resilience included the aspects of students to manage difficulties and set back in class. This infers that that although the Teachers did not emphasise with the students and did not understood the students but the resilience of the students was high.

A significant negative correlation was found between Understanding and Self Regulation. Self regulation determined the ability of the students to pursue the academic goals that the students have set for themselves at present. The co- relationship above clearly explicates that the

although the teachers were not open to the students and did not empathize with them but students exhibited Self-Regulation within themselves.

A significant negative co-relation was found between Helpful/Friendly and Self Motivation and Optimism. The items in Helpful/ Friendly factor measured the attributes of friendliness, openness and the ability of the teacher to be open towards the students. While the Self motivation and Optimism included the motivation of students to pursue their academic goals and their confidence in themselves. The above co-relation inferred that more the teacher was found friendly, less the students were found serious in achieving the academic goals or even setting up goals for the subject which the teachers had taught.

A highly significant negative co-relation was found between Helpful/Friendly and Resilience. As mentioned above the items in helpful/friendly factor measured the ability of the teachers' to connect with the students and the teacher's ability to develop friendly bond with the students. While the items in Resilience factor measured the ability of the child to recover from stressful situations or difficult times which he faced in his academics. It can be inferred that more the teacher was found friendly and open to the students the lesser was the child's ability to deal with difficulties and stressful academic situations.

A significant negative co-relation was found between Helpful/Friendly and Psychological Capital total. From the above co-relation it can be implied that with increase in the helpful/friendly attributes of the teachers there was a decrease in Psychological Capital of the students as hypothesized conventionally.

A negative co-relation was found between Student Responsibility/ Freedom and Self Motivation and Optimism. The items in Student Responsibility/ Freedom factor measured the influence of students on their teacher and the freedom that the students could enjoy in the classroom. This freedom included also included the agency given to the students to let them decide things in class. The items in self motivation and optimism factor measure the student ability to actively pursue the academic goals that they have set for themselves. From the above co-relation it could be inferred that more the student had influence over the teacher or more the

agency student enjoyed less was their ability to pursue the academic goals. Hence if the students were given a choice they were not found to be academically pursuing their academic goals.

A highly significant negative co-relation was found between Student Responsibility/Freedom and Goal Orientedness. The items in Goal orientedness factor in the Psychological Capital Questionnaire measured the confidence of students in setting up target goals for themselves. Hence it could be inferred that more the freedom or influence the students enjoyed over the teachers in the class, less was their confidence to set up target for themselves.

A highly significant negative co-relation was found between Student Responsibility/ Freedom and Psychological Capital Total. From the above co-relation it can be inferred that the higher the students enjoyed agency and influence over the teachers the lesser was the psychological capital of the students as hypothesized conventionally.

A significant negative co-relation was found between Dissatisfied and self efficacy. The items in the dissatisfied factor of the teacher-student relationship questionnaire measured the dissatisfaction and distrust of the teacher on his/her students. While items in the self efficacy in the psychological capital questionnaire measured the contribution of the student in classroom discussion and his ability to discuss his problems in front of his teachers. Hence it can be inferred that the higher was the dissatisfaction of the teacher with the students the lower was the child's capability to discuss his problems and contribute in the classroom.

Impact of teacher-student relationship on the psychological capital of the student

A significant positive co-relation was found between Dissatisfied and Self- Regulation. As mentioned above the items in Dissatisfied factor of the teacher-student relationship questionnaire measured the dissatisfaction or distrust of the teacher for his/her student. The items in self regulation factor of the psychological capital questionnaire measured the motivation of the child in pursuing the academic goals and the inability of the child to recover

from setbacks which he might be facing in his academic. From the above co-relation it can be inferred that the higher was the dissatisfaction of the teacher with his students the higher was the incapability of child in recovering from academic setbacks.

A highly significant positive co-relation was found between Strict and Self Motivation and Optimism. The items in strict factor of the teacher-student relationship questionnaire measures the severity of the teacher and the intimidating attitude of the teacher. While the items in self motivation and optimism factor of the psychological capital questionnaire measures the student ability to actively pursue the academic goals that they have set for themselves. From above it can be inferred that more the students found teacher strict the higher was their ability to actively pursue the goalsthat they have set for themselves pertaining to the specific subject which the teacher might have taught.

A highly significant positive co-relation was found between Strict and Resilience. The items in the resilience factor of the psychological capital questionnaires measured the ability of the child to recover from stressful situations or difficult times which he faced in his academics. From the above co-relation it can be inferred that more the teacher was found strict by the students the higher was their ability to recover from the stressful academic situations. Or in other words it can be said that more the teacher was found strict greater the students had the capability to deal with stressful academic situations.

A positive co-relation was found between strict and goal orientedness. This implies that with increase in strictness attribute of the teacher. The items in Goal orientedness factor in the Psychological Capital Questionnaire measured the confidence of students in setting up target goals for themselves. From the above co-relation it could be inferred that more the more the students found their teacher strict the higher was their ability to set up target goals for themselves. It could be pertaining to the goals which the students might set for the specific subject which the strict teacher might be teaching.

A highly significant positive co-relation was found between strict and psychological capital total. From the above co-relation it could be inferred that the more the students found their

teachers strict the higher was the psychological capital of the students as hypnotized conventionally.

A significant positive co-relation was found between Dominance and Resilience. The items in the dominance factor measures the strictness and leadership qualities of the teachers when taken together in the teacher-student relationship questionnaire. While the items in the resilience factor measured the ability of the child to recover from stressful situations or difficult times which he faced in his academics. From the above co-relation it could be inferred that more the students found their teachers dominating and strict, the more ability the students had to recover from stressful academic situations. That implies that they could recover from stressful academic situations when they found their teachers exhibiting strictness and leadership qualities been exhibited together.

A significant positive co-relation was found between Dominance and self efficacy. Items in the Self-Efficacy factor of psychological capital questionnaire measured the confidence of student in contributing to the classroom discussion and the ability of the child to confidence in representing his performance in discussions with his teachers and peers. From the above co-relation it could be inferred that more the students found their teachers exhibiting dominance quality the more they had confidence contributing to classroom discussion in theclass.

A significant positive co-relation was found between Dominance and hope. The items assessing Hope in psychological capital questionnaire measured the ability of the student to find a solution to the problems that might come his way. From the above co-relation it could be inferred that he more the dominance quality the teachers exhibited the more hope students had in finding a solution to their problems.

A significant positive co-relation was found between Dominance and psychological capital total. From the above co-relation it could be inferred that dominance or leadership and strictness quality within the teachers had a positive impact on the psychological capital of the students as hypnotized conventionally.

A highly significant positive co-relation was found between opposition and self regulation. Opposition measured the dissatisfied and admonishing attributes when taken together in the teacher-student relationship questionnaire. The items in self regulation factor of the psychological capital questionnaire measured the motivation of the child in pursuing the academic goals and the inability of the child to recover from setbacks which he might be facing in his academic. From the co-relation above it could be inferred that with the increase in opposition factor there was increase in the motivation of the child to pursue the academic goals and the inability of the child to recover from setbacks which he might be facing in his academics.

A significant negative co-relation was found between co-operation and Self Motivation and Optimism. The co-operation measured the helpful/friendly attitude and the Understanding attitude of the teacher when taken together in the teacher- student relationship questionnaire. While the items in self motivation and optimism factor of the psychological capital questionnaire measured the student ability to actively pursue the academic goals that they have set for themselves. From the co- relation above it can be inferred that there was a negative co-relation of the helpful/friendly attitude and self motivation and optimism of the students. In order word the more the students found their teachers exhibiting Understanding attributed the loss was the student ability to actively pursue the academic goals that they might have set up for the subject which was taught by that particular teacher.

A highly significant negative co-relation was found between co-operation and Resilience. The items in the resilience factor measured the ability of the child to recover from stressful situations or difficult times which he faced in his academics. From the co-relation above it can be inferred that if the Co-operation increased the resilience amongst the students decreased. This implies that with increase in the increase in helpful/friendly attitude and the Understanding attitude of the teacher the lesser was the ability of the child to recover from stressful situations or difficult times which he might be facing in his academics.

A highly significant negative co-relation was found between co-operation and

psychological capital total. From the co-relation above it could be inferred that with the increase in co-operation attributes of the teacher there was decrease in the psychological capital of the students as formulated conventionally.

A significant negative co-relation was found between submission and Self Motivation and Optimism. Submission measured the student responsibility/freedom and uncertainty of the teacher when taken together. The items in self motivation and optimism factor of the psychological capital questionnaire measures the student ability to actively pursue the academic goals that they have set for themselves. From the co-relation above it could be inferred that with increase in submission attributes of the teacher there was decrease in student ability to actively pursue the academic goals they set for themselves.

A highly significant negative co-relation between proximity and self motivation and optimism. Proximity measures the cooperation and opposition attributes in the teacher-student relationship questionnaire when taken together. The items in self motivation and optimism factor of the psychological capital questionnaire measured the student ability to actively pursue the academic goals that they have set for themselves. From the above co-relation it can be inferred that with increase in proximity there was a decrease in student ability to actively pursue the academic goals.

A significant negative co-relation was found between proximity and Resilience. The items in the resilience factor in the psychological capital questionnaire measured the ability of the child to recover from stressful situations or difficult times which he faced in his academics. It can be inferred from the co-relation above that with increase in proximity attributes if the teachers there was decrease in ability of the child to recover from stressful situations or difficult times it could be related to the failures that the child might be facing or the set back he might be facing in his academics.

A significant negative co-relation was found between proximity and psychological capital total. It can be inferred from the co-relation above that with increase in proximity attributes if the teachers there was decrease in psychological capital of the students as hypothesized

conventionally

A significant negative co-relation was found between Teacher student relationship and Self Motivation and Optimism. From the co-relation above it can be inferred that with increase in teacher-student relation or with better teacher-student relationship the self Motivation and optimism decreased, The items in self motivation and optimism factor of the psychological capital questionnaire measured the student ability to actively pursue the academic goals that they have set for themselves. So in other words it can be stated that better teacher –student relationship, the ability of the child actively pursue the academic goals that they have set gets decreased.

Impact of teacher-student relationship on the academic perseverance of students

A significant negative co-relation was found between Leadership and Dedication. Dedication in the Academic Perseverance questionnaire assessed the qualities of the child to stay motivated and persistent in doing hard work to make impossible things possible. From the above co-relation it can be said that the dedication of the students was not affected by the Leadership qualities of the teachers.

A significant positive co-relation was found between strict and motivation. Motivation in the Academic Perseverance questionnaire assessed the qualities of the child to stay motivated to complete his work on time. While the strict in the teacher-student relationship questionnaire described the austere and intimidating qualities of the teacher. Hence it can be said that the more strict was the teacher the more students were found motivated to complete their task on time.

A highly significant positive co-relation was found between strict and persistence. Persistence in the academic perseverance questionnaire assessed the continuity in the child to complete his task on time and the ability to stay motivated thought-out. From the above co-relation it can be said that more austere or strict was the teachers the more students were found able to complete their tasks on time. A positive co-relation was found between strict and academic perseverance.

This means that the more strict was the teacher the more academic perseverance was found in the students. A significant positive co-relation was found between dominance and motivation. A significant positive co-relation was found between dominance and persistence. A significant positive co-relation was found between dominance and academic perseverance. A highly significant positive co-relation was found between submission and Efficiency.

A significant positive co-relation was found between opposition and persistence. The items assessing persistence in the Academic Perseverance questionnaire assessed the qualities of the student to keep working on the task given without getting distracted. From the above co-relation it is clear that the more opposition was found in the teacher the more students were found persistent in their studies.

Impact of teacher-student relationship on the Academic-self discipline of the students

A significant negative co-relation was found between proximity and Leadership. A significant negative co-relation was found between Leadership and Focused. The items assessing the Leadership factor described the capacity of the teacher to have an influence on his learners. It described how much the teacher is able to act confidently in the class. While the items assessing focus factor in Academic-self discipline questionnaire assessed the ability of the child to stay motivated and following a timetable in his life. Hence it could be inferred that with increase Leadership quality of the teacher there was decrease in Focus of the students.

A highly significant negative co-relation was found between Leadership and Delay Gratification. The items assessing Delay Gratification in Academic-self discipline questionnaire assessed the ability of the child to stay away from short term pleasure. Hence it could be inferred that with increase Leadership quality of the teacher there was decrease Delay Gratification.

A significant negative co-relation was found between Leadership and Distraction. Items assessing Distraction in Academic-self discipline questionnaire assessed the ability of the child to study without having any plan in advance. From the above co-relation it could be inferred that with increase Leadership quality of the teacher there was decrease in Distraction means studied prepared a timetable or a schedule for studying.

A highly significant negative co-relation was found between Leadership and Academic-self Discipline. From the above co-relation it could be inferred that with increase Leadership quality of the teacher there was decrease in Academic-self Discipline of the students.

A highly significant negative co-relation was found between Understanding and Focused. The items assessing understanding factor in the teacher-student relationship questionnaire assessed the quality of the teacher to connect with his students, while the items assessing focus factor in Academic-self Academic Self discipline questionnaire assessed the ability of the child to stay motivated and following a timetable in his life. From the above co-relation it can be inferred that with increase in Understanding there was decrease in focus.

A significant negative co-relation was found between Understanding and Delay Gratification. Hence it can be inferred that with increase in Understanding there was decrease in delay gratification or short term pleasure of the student

A significant negative co-relation of found between Understanding and Psychological Endurance. The items assessing Psychological Endurance factor in Academic-self discipline questionnaire assessed the ability of the child to stay motivated even if he gets good marks in his exams. He should continue to study throughout. From the above co-relation it can be inferred that with increase in Understanding there was decrease in Psychological Endurance of the child.

A highly significant negative co-relation was found between Understanding and Academic-self discipline. From the above co-relation it can be inferred that with increase in Understanding there was decrease in Academic-self discipline of the child.

A highly significant negative co-relation was found between Uncertain and Psychological Endurance. The items assessing Uncertain in Teacher-Student Relationship questionnaire assessed the qualities of unpredictability of the teacher and his lack of ability to have influence on his students. From the above co-relation it can be inferred that with increase in Uncertain behaviour of the teacher, there was decrease in Psychological Endurance of the child.

A significant negative co-relation was found between helpful/friendly and Psychological Endurance. From the above co-relation it can be inferred that with increase in helpful/friendly attitude of the teacher there was a decrease in the Psychological Endurance of the students.

A highly significant negative co-relation was found between helpful/friendly and Academic Self discipline. A highly significant negative co-relation was found between student responsibility and focused. The items assessing student responsibility in the teacher-student relationship questionnaire addressed the qualities of the teacher to let students decide for themselves, it addressed qualities where the students had influence over the teacher. From the above co-relation it can be inferred that with increase in student relationship there was decrease in the focused aspect.

A highly significant negative co-relation was found between student responsibility and delay gratification. From the above co-relation it can be inferred that with increase in student responsibility there was decrease in the delay gratification

A highly significant negative co-relation was found between student responsibility and Academic self-discipline. From the above co-relation it can be inferred that with increase in student responsibility there was decrease in the Academic self-discipline.

A highly significant negative co-relation was found between co-operation and psychological endurance. From the above co-relation it can be inferred that with increase in co-operation was a decrease in psychological endurance.

A highly significant negative co-relation was found between co-operation and Academic Self discipline. From the above co-relation it can be inferred that with increase in co-operation was a Academic Self discipline.

A significant negative co-relation was found between submission and focused. The items assessing submission assessed the uncertain and student responsibility and freedom when taken together. From the above co-relation it can be inferred that with increase submission there was a

decrease in focused quality of the students.

A highly significant negative co-relation was found between submission and delay gratification. From the above co-relation it can be inferred that with increase submission there was a decrease in delay gratification aspect.

A significant negative co-relation was found between proximity and focused. Proximity in the teacher-student relationship assessed the cooperation and opposition when taken together. From the above co-relation it can be inferred that with increase in Proximity there was a decrease in focused quality of the child.

A highly significant negative co-relation was found between proximity and delay gratification

A highly significant negative co-relation was found between proximity and Academic Self discipline

A highly significant negative co-relation was found between influence and delay gratification.

A highly significant negative co-relation was found between teacher- student relationship and delay gratification.

A highly significant positive co-relation was found between Admonishing and Focused. The items assessing Admonishing in Teacher-Student Relationship questionnaire assessed the qualities of arrogance and impatience in the teacher. From the above co-relation it can be inferred that with increase in Admonishing behaviour of the teacher, there was increase in Focus of the students.

A significant positive co-relation was found between Admonishing and Academic-self discipline. From the above co-relation it can be inferred that with increase in Admonishing behaviour of the teacher, there was increase in Academic-self discipline of the students

A significant positive co-relation was found between helpful/friendly and focused. The items

assessing in helpful/friendly factor in the Teacher-Student Relationship questionnaire assessed the qualities of friendly attitude of the teacher with his students and the ability of the teacher to be open to his learners. From the above co-relation it can be inferred that with increase in helpful/friendly attitude of the teacher there was an increase in focus of the students.

A highly significant positive co-relation was found between dissatisfied and psychological endurance. The items assessing dissatisfaction factor in the teacher- student relationship questionnaire assessed the quality of discontentment of the teachers with his students. From the above co-relation it can be inferred that with increase in dissatisfaction there was decrease in the psychological endurance.

A highly significant positive co-relation was found between dissatisfied and distraction. From the above co-relation it can be inferred that with increase in dissatisfaction there was increase in distraction of the students.

A highly significant positive co-relation of was found between strict and focus. The items assessing strict factor in the teacher-student relationship questionnaire assessed the intimidating attitude of the teacher. From the above co-relation it can be inferred that with increase in strictness of the teacher there was a decrease in the focused aspect of the students

A highly significant positive co-relation was found between strict and Academic self-discipline. From the above co-relation it can be inferred that with increase in strictness of the teacher there was a increase in Academic self- discipline of the students

A highly significant positive co-relation was found between co-operation and focused. The items assessing co-operation factor in the teacher-student relationship questionnaire assessed the helpful/friendly and understanding attributes when taken together. From the above co-relation it can be inferred that with increase in co- operation was a increase in focused quality of the students.

A significant positive co-relation was found between opposition and focused. Opposition in the

teacher-student relationship questionnaire assess the quality of dissatisfied and admonishing when taken together. From the above co-relation it can be inferred that with increase in Opposition there was an increase in focused quality of the child.

A significant positive co-relation was found between opposition and psychological endurance. From the above co-relation it can be inferred that with increase in Opposition there was an increase in psychological endurance

A significant positive co-relation was found between opposition and distraction. From the above co-relation it can be inferred that with increase in Opposition there was an increase distraction of the child.

A significant positive co-relation was found between opposition and Academic Self discipline.

Hence from the above co-relation it can be said that the culture(specifically the learning culture) of the school as well as the teacher-student relationship has a significant impact on the development of students. There is also supported by literature for instance **Madden** (2017) describes that schools which have a caring teacher-student relationship and a positive learning environment tend to have active participation of the students. The students are not seen as mere passive receivers.

Their sense of partnership is realized by active student participation in reviewing and in selection of teachers (Madden, 2017. pg 34-35). The author explains that a caring teacher-students relationship is not just developed alone. The leaders have a very crucial role in developing staff culture (Madden, 2017. pg 35). The principals in school practise collaborative leadership and the teachers are involved all the time focusing on the development of the students. Madden (2017) describe that transparency, commitment loyalty, trust and team work are the essential components of building a positive school culture (Madden, 2017. pg 36). The author describes positive culture as “*Strong positive learning cultures are places with a shared sense of what is important, a shared ethos of caring and concern, and a shared commitment to*

helping students learn” (Madden, 2017. pg38).

5.5 Hypothesis 5-There will be no difference in the experiences of students, teachers and school head in high performing and performing JNVs.

This holds partially true because the students in both the schools had similar and some different experiences pertaining to the following:

- Peers- Students in both the JNVs reported that the peer group relationship were very good. The peer group was their strength and the positive aspect.
- No adjustment issues or discrimination- Students of both the schools reported that they did not face any adjustment issues with their peers nor did they face any kind of discrimination on the basis of their caste.
- Counsellors- Students in both the JNVs reported that they did not share their personal problems with the counsellors. They could only share their academics problems with the counsellors. The experiences of the students were contrary to what the counsellors were actually appointed for.
- Bullying- Students of both the schools reported that bullying was prevalent in JNVs, Seniors got chores done by their juniors.
- Facilities provided- Students of both the schools reported of similar hostel facilities and games provided in the schools.
- New Hobbies- Students of both the schools reported that JNVs focused on extra-curricular activities like games music and art, because of the extracurricular activities provided in schools many students reported that they had developed new hobbies and interests after coming to the school,
- No space for opposite sex relationship- Students of both the schools had reported that talking to the peers of opposite sex was not permitted and there was no space for any opposite sex relationships.
- House captain were a medium- Students of both the schools reported that if they were facing any issue pertaining to the hostel they could report it to the house captain who would then convey the message to the headteacher.

- Monitors- Students of both the schools had reported that only students who performed well academically were made as captains. Every child was not given an equal chance.

Experiences of the teachers and head teachers.

Perception Regarding the school culture-Teachers as well as the head teachers of both the schools mentioned that JNVs have a very different culture because of the students who come here, facilities provided and because of the residential context of the schools.

Mechanism for solving problems-Teachers as well as the head teachers of both the schools told that the house captains are the first person to whom the students share their problems with then comes the role of house masters and then the vice-principal and then the principal.

Decision for house captains- Teacher as well as head teachers in both the schools told that the decision for house captains is based on the academic record of the student.

Diversity is celebrated- Teachers as well as head teachers of both the schools agreed that there is no discrimination in JNVs on the basis of caste or different background. Diversity is always celebrated in JNVs.

Ensuring holistic development-Teacher as well as head teachers in both the schools agreed that the school focuses on the holistic development of the students.

No ragging- Teacher as well as head teachers in both the schools agreed that there is no ragging in any JNVs. Navodaya Vidyalaya Samiti has zero tolerance to ragging, hence no ragging can take place in the school.

5.6 Concluding Remark

The quantitative and qualitative data highlighted the dynamics of teacher-student relation in residential schools. The data also offered an understanding of students' belief about their learning and their psychological development in such schools.

Chapter 6

Conclusion

The final chapter includes purpose of the study, statement of the problem, description of concepts used in the study, and research questions will be stated. The research methodology used in the current research including model of the study, sample, tools used and statistical tools used will be stated. Conclusions of the current study will be described. The implications of the findings for police leadership, limitations of the present study and the directions for the future research will be discussed.

6.1 Purpose of the study

Residential schools are an intensive form of education, in which students live in school, and visit their families only for weekends and vacations. Residential schools have a long tradition in India. Parents have been sending their children to residential school to improve learning outcome. Cookson and Persell (2008) argue that by sending children to residential school, parents hope to provide their children with a sense of discipline, and, thus, prepare them for leadership positions. Recently, residential schools have received renewed interest from policymakers seeking ways to enhance the academic progress. The explicit goal of residential schools is to substitute time at school to time at home, under the presumption that this will generate better outcomes for students. The boarding school dramatically increases the quantity and the quality of schooling inputs. (Behaghel, Chaisemartin&Gurgand, 2017). Students benefit from smaller classes, spending long hours in study room and reporting lower level of disruption in the class (ibid).

Students in a residential school spend 24 hours a day under the supervision of the teacher in fact the teacher is referred to as Loco Parentis (Legal Dictionary). Loco Parentis refers to an adult apart from the family member who takes care of the child (ibid) In a residential school the teachers are the adult who takes care of the students like their child. The environment in residential schools provides a particular ecological context in the socialization process different from those of day students, which allows the students to engage in a different set of activities and interactions with peers and staff, thus providing

differing opportunities for growth and development (Bronfenbrenner, 1970; Holden et al., 2010). The environment of residential school is like a family. The teacher-student relationship in residential school is very different from that of a day school. Teachers here play a much significant role as compared to day school. Not only do they deliver world-class teaching, they continue to mentor students outside the classroom on the playing fields, in the dorms and on their weekend trips and activities. This strengthens their relationship and makes students feel that teachers are approachable and accessible, which in turn improves academic performance and their willingness to learn. The close relationship between students and teachers means boarding school communities feel much closer and more connected. In these inspiring settings, teachers offer more than just academic support, easing the pressures on young children who spend long periods of time away from their families.

Bronfenbrenner in his theory of ecological system describes the importance of context in which an individual is placed has a significant impact on his development. The primary contexts include places or settings in which an individual spends maximum times. The qualities of relationships that perish in the primary contexts are significant for the overall development of personality of the individual. (Bronfenbrenner,1979) Taking into consideration that the child spends his entire day in a residential school with the teachers, peers and staff for significant number of years, these schools is likely to have a long lasting or a permanent impact on the overall development of the individual. The kind of relationships and communication that prevails in the school will have an impact on his future relationships as well. Hence understanding the relationship and the culture of residential school becomes crucial. This understanding will help in setting up standard for the teacher-student relationship in day school as well.

6.2 Significance of the study

JNVs were set up by the government of India in order to provide quality coupled with excellence to the rural talents of our nation who gets succumbed because of the expenses quality education entails. The learning culture as part of the school culture in any school defines policy vision, curriculum goals, teaching activities and strategies and evaluation

and assessment which define the kind of teacher student relationship that will prevail in the school. When taken together they determine the holistic development of the child. Researchers suggest that the teacher- student relationship in any school has a significant impact on the overall development of the students. In fact it is considered as one of the most important tool for the development of students, when trying to foster a favourable learning culture in any school. Students who receive the care and support of the teachers are more likely to have better learning outcomes (Boynton & Boynton, 2005; Spilt, Koomen, & Thijs, 2011; Skinner & Green, 2008; Rimm-Kaufman & Sandilos, 2012; Gehlbach, Brinkworth, & Harris, 2012).

Research suggests that teachers have a long term impact on how the students perceive themselves. If the teachers makes the child feel good about himself/herself, the child is more likely to have a positive self image of himself which will help in Identity Capital. Cohen(2016) describes that Identity Culture is our collection of personal traits. It describes how we build ourselves and how unique we are in solving everyday problems. It is build gradually but the environment in which a human being is placed has a very crucial impact on the identity culture. If the environment and the people are not supportive then the child is likely to develop a positive identity capital (Cohen, 2016). Hence it can be stated that teacher-student relationship affect is circumscribed not within the four walls of the classroom its effects go way beyond it). Therefore the first step to enhance the overall development of the students is to provide a supportive teacher-student relationship within the learning environment of which the child is a part of. It is about love and care, trust and dependence, dreams and aspirations. It has the festivity of friendship, the touch of a parent, the intellectual partnership of collegiality, love, devotion, faith and reverence (Pathak , 2017). Growing body of research also suggests that the school should focus on the social and emotional skills of the students in order to foster the holistic development of students. For instance Assessment framework on the OECD study of Social and Emotional Skills underlines that when the aim of the school is to provide quality education along with equity, it is very essential the schools should focus on development of students apart from academics. Developing social and emotional skills of the students

not only helps in cognitive abilities but also help the students adjust to the environment of which we are a part of. Respectful, tolerant and resourceful humans who work well with the people surrounding them and take personal and collective responsibility are increasingly becoming the foundation of the society (OECD, 2017, OECD, 2015) (OECD, 2019. pg 7).

In the back drop of theories and past researches, it was established that the learning Culture and Teacher-student relationship has an effect on student development. Especially considering JawaharNavodayaVidyalayas, the Government of India run residential schools whose mandate is to ensure quality and equity. The aim is to assimilate rural talent into the dominant society by ensuring: conducive environment for learning, to make them a better individual than his own community (Ananda,1994) and cherish students and teachers from diverse backgrounds which prepare them for their adult life. Hence the problem was formulated as *Effects of Culture and Teacher-Student Relationship on Student Development in the context of Jawahar Navodaya Vidyalaya Policies and Practices.*

6.3 Results

No significant difference was found in learning culture, teacher -student relationship and student development in high performing and performing JNVs. This is because the facilities, learning environment, teacher qualification and student diversity is similar across the JNVs. The learning culture and teacher-student relationship in both the school was found similar. This is because the Learning culture questionnaire administered to the students assessed qualities of Confucianism lays emphasis on social and ethical philosophy rather than religion. It emphasises the ethics and values are the core of human society and relationship (Cortazzi& Jin,2013) There was no significant difference found in the t-test of the learning culture in both the school. The teacher-student relationship t-tests also did not show any significant differences between the two, it is because that the teacher-student relationship that prevail in the school is highly structured by the NavodayaVidyalayaSamiti. No differences were found in the student development because the learning environment in which the students of JNVs are placed is similar

across. No significant differences were found in the learning culture, teacher-student relationship across the different demography variables selected for the research. This is because JNVs cater to similar section of the society irrespective of the location in which they are situated. There can be differences pertaining to the location but no differences are made in the sections of the society to which they cater to.

However a significant impact of the learning culture and teacher-student relationship was found. The factors pertaining to the Learning Culture, Teacher-Student Relationship, Psychological Capital, Academic Perseverance and Academic Self- Discipline. The experiences of the students, teachers as well as the head teachers were found more or less similar. Some differences were found pertaining to the proper infrastructure facilities available in High performing school.

6.4 Educational Implications

Very little is known about the school culture of residential schools in India. The present research will help provide one such literature. The research aims to study the effect of learning culture, teacher student relationship on the holistic development of the students in JNVs. The learning culture has a very significant critical for the overall development of the students. When it comes to the residential school the school culture acquires greater significance as the needs of the students go beyond the classroom. The residential school environment involves living together after the school hours. The overall physical, emotional, mental development, peer as well as the teacher-student relationship acquire even important position when it comes to serving the students from disadvantaged section of the society. When it comes to the idea of residential schools for the disadvantaged section of the society the belief is that the school will provide more learning hours, proper nutrition and conducive environment for the overall development of the students. Hence this implies that residential school should go beyond what the students what have gotten in their homes. They need to provide a little extra of everything (Residential School Report, 2015). The present research looks into the learning culture of the JNVs and teacher student relationship how it has an impact on the overall development of the students.

The research will help developing an understanding of policies and practices in JNVs and whether the policies are implemented as per the recommendations of the Samiti.

The research will help in developing an understanding of the school performance based on their self evaluation against the parameters defined by School Standard and Evaluation Framework developed by ShaalaSidhi. This will help in developing an understanding of the overall school culture of the schools chosen for the research.

The present research will help giving an understanding of the learning culture and teacher-student relationship and its effect on student development in the two sites chosen. This research will help in providing an understanding of the peer relationship that are seen in the two schools. It will help in developing a holistic understanding of the policies and practices culture of the two JNVs chosen.

Very little is known about the psychological capital of the students in a residential school. The present research will help giving an understanding of the psychological capital of the students in JNVs and how it has an impact on their academic achievement. The present research will help in developing an understanding of academic perseverance and academic self-discipline seen in students of residential school in India.

6.5 Delimitation

- This study is limited to the Jawahar Navodaya Vidyalaya located in Haryana only. The two Navodaya Vidyalaya selected for the present study were Jawahar Navodaya Vidyalaya Gurgaon, Ward No 2, Tehsil, Farukh Nagar, Haryana 122506

Jawahar Navodaya Vidyalaya, Mothuka, Faridabad

- This study was confined within the students, teachers and principals of the selected JNVs only.
- The study was limited to students from grade seventh and tenth only in the selected Navodaya Vidyalaya.
- The opinions were limited to students, staff and principals only.

- Non-teaching staff was not included in this research.
- In addition to this, access to resources was very limited resources over the internet and access to the library resource were also quite limited because of the unprecedented pandemic.
- Time was very short for such research.

6.6 Suggestions for further research

- A longitudinal study can be conducted on teacher-student relationship and student development can be undertaken.
- Sample size can be increased and more variables can be added.
- Cross- cultural comparison can be done. The comparison with Sainik schools and Ashram schools which are means of public can be done.
- Non-teaching staff can also be included.
- Case study method and ethnography are also suitable to understand residential life.
- Quantitative rigor can be achieved.

Appendix 1

ORIGINAL QUESTIONNAIRES

i) Original Questionnaire of Learning Culture as developed by Cortazzi & Jin (2013)

Instruction- *Following is some of the questions. Please tick mark the most appropriate response that comes to your mind instantly, do not leave any question unanswered. There is no right and wrong response. Your co-operation is highly appreciated. Mark your responses corresponding to the number. Thank you.*

1 Strongly Disagree	2 Disagree	3 Neither Disagree nor Agree	4 Agree	5 Strongly Agree
--	-----------------------------	---	--------------------------	-----------------------------------

1. There is no end to learning
2. Men are born the same, but learning makes them different.
3. Learning is like rowing upstream, not to advance is to drop back.
4. There is no fixed teacher for learning.
5. There is no royal road to learning
6. Learning makes wisdom obtainable.
7. In learning it is modest enough to consult one's inferior.
8. It is necessary to realize that diligence is the path through the mountains of books and hard work is the ship for sailing through the endless ocean of learning.
9. It's wise to pursue life- long learning.
10. Isn't it pleasure to learn and review from time to time.
11. Among any three people walking, one can find something to learn, for sure.
12. True knowledge is to acknowledge what is known is known and what is not know is not known.
13. Officialdom is natural outlet for scholars.
14. Within books, one can find houses of gold, within books, one can find ladies as fair as jade.

15. Learning is aimed at broad knowledge, deep questioning, careful thinking, clarification and faithful action.
16. The gentleman keeps learning for the betterment of his future endeavours.
17. Learning without thinking leads to confusion, learning without thinking ends in confusion
18. With learning one can earn high pay.
19. To learn step by step.
20. Skilfulness comes from practise.
21. To gain knowledge of the new by reviewing the old.
22. Achievements are reached by hard work rather than recklessness.
23. To inquire for knowledge with earnestness and reflect on it with self- practise.
24. The deeper meaning will become evident once you read the book a hundred times over.
25. To learn by rote.
26. Learning and reflection should be integrated.
27. To learn by analogy and infer things from one fact.
28. Teachers are superior whereas students are inferior.
29. Teachers should set good examples for students.
30. Teachers and elders are those who deserve due respect.
31. In pursuit of virtue do not be afraid to overtake your teacher.
32. He who teaches me for one day should be treated as my father for life.
33. Teachers should never be weary of teaching.
34. To provide enlightenment and guidance in teaching.
35. To instruct only when someone bursts with eagerness for learning enlighten only when someone bubbles but fails to express himself.
36. To learn things by heart in silence, to retain curiosity despite much study.
37. To make entertainment a medium of education.
38. To enrich teaching with literature, conduct, loyalty and trustworthiness.
39. To suit the teaching to the ability of students.
40. To teach without reservation.

ii) Original Questionnaire of Teacher- Student Relationship as developed by Wubbles and Levy (1991)

This questionnaire asks you to describe the behaviour of your teacher. This is NOT a test. Your opinion is what is wanted. This questionnaire has 48 sentences about the teacher. For each sentence, circle the number corresponding to your response.

For example: Always This teacher expresses himself/herself clearly.

Never

Always

0

1

2

3

4

If you think that your teacher always expresses himself/herself clearly, circle the 4. If you think your teacher never expresses himself/herself clearly, circle the 0. You also can choose the numbers 1,2 and 3 which are in between. If you want to change your answer, cross it out and circle a new number. Thank you for your cooperation.

1. This teacher talks enthusiastically about her /his subject
2. This teacher trusts us.
3. This teacher seems uncertain.
4. This teacher gets angry unexpectedly.
5. This teacher explains things clearly.
6. If we don't agree with this teacher, we can talk about it
7. This teacher is hesitant
8. This teacher gets angry quickly.
9. This teacher holds our attention.
10. This teacher is willing to explain things again
11. This teacher acts as if she/he does not know what to do
12. This teacher is too quick to correct us when we break a rule
13. This teacher knows everything that goes on in the classroom
14. If we have something to say, this teacher will listen.
15. This teacher lets us boss her /him around
16. This teacher is Impatient.
17. This teacher. is a good leader.
18. This teacher realises when we don't understand.
19. This teacher is not sure what to do when we fool around.

20. It is easy to pick a fight with this teacher.
21. This teacher acts confidently.
22. This teacher is patient.
23. it's easy to make a fool out of this teacher
24. This teacher is sarcastic.
25. This teacher helps us with our work.
26. We can decide some things in this teacher's class.
27. This teacher thinks that we cheat.
28. This teacher is strict.
29. This teacher is friendly.
30. We can influence this teacher.
31. This teacher thinks that we don't know anything.
32. We have to be silent in this teacher's class.
33. This teacher is someone we can depend on.
34. This teacher lets us fool around in class.
35. This teacher puts us down.
36. This teacher's tests are hard.
37. This teacher has a sense of humour.
38. This teacher lets us get away with a lot in class.
39. This teacher thinks that we can't do things well.
40. This teacher's standards are very high.
41. This teacher can take a Fake.
42. This teacher gives us a lot of free time in class
43. This teacher seems dissatisfied.
44. This teacher is severe when marking papers.
45. This teacher's class is pleasant
46. This teacher is lenient.
47. This teacher is suspicious.
48. We are afraid of this teacher

iii) Original Questionnaire on Psychological Capital as developed by Luthans, Youssef, and Avolio (2007)

Participant No.: _____ Date: _____ Instructions:
 Below are statements that describe how you may think about yourself right now. Use the following scale to indicate your level of agreement or disagreement with each statement.

Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6
--------------------------------------	-----------------------------	--------------------------------------	-----------------------------------	--------------------------	-----------------------------------

1. I feel confident analyzing a long-term problem to find a solution.
2. I feel confident in representing my performance in meetings with instructors/faculty.
3. I feel confident contributing to discussions during class instruction.
4. I feel confident helping to set targets/goals for myself.
5. I feel confident contacting people outside the class (e.g., other instructors, head of the KSU Aviation Department) to discuss problems.
6. I feel confident presenting information to a group of colleagues
7. If I should find myself in a jam, I could think of many ways to get out of it
8. At the present time, I am energetically pursuing my training goals.
9. There are lots of ways around any problem.
10. Right now I see myself as being pretty successful in training.
11. I can think of many ways to reach my current aviation training goals.
12. At this time, I am meeting the goals that I have set for myself.
13. When I have a setback in class/in the flight simulator/flying, I have trouble recovering from it, moving on.
14. I usually manage difficulties one way or another during training.
15. If I have to, I can be “on my own,” so to speak, when flying.
16. I usually take stressful flight situations in stride.
17. I can get through difficult times in training because I’ve experienced difficulty before
18. I feel I can handle many things at a time during flight situations.
19. When things are uncertain for me in class/in flight simulator/in the air, I usually expect the best.
20. If something can go wrong for me training-wise, it will.

21. I always look on the bright side of things regarding my training process
22. I'm optimistic about what will happen to me in the future as it pertains to flying.
23. As a trainee, things never work out the way I want them to
24. I approach pilot training as if "every cloud has a silver lining."

iv) Original questionnaire for Academic Perseverance as developed by Van Blerkom (1996)

DIRECTIONS: For each of the following statements, circle a number (1, 2, 3, 4, or 5) that best represents your past or present behaviour.

- 1 - This is not at all descriptive of me.
- 2 - This describes my behaviour on rare occasions.
- 3 - This describes my behaviour about half of the time.
- 4 - This describes my typical behaviour.
- 5 - This is extremely descriptive of me.

Questions

1. Once I start a project, I am highly motivated and work continuously on it until it is completed.
2. I have a severe problem with procrastination (putting things off)
3. In high school I was very diligent about completing my homework; my work was always completed.
4. At home, I was always very good about completing chores without delay.
5. I can remember times in my life when I never seemed to have able to complete tasks that I started.
6. The most difficult thing for me is getting started on a project. Once I start, I find it relatively easy to complete.
7. In college, I always make it a habit of reading text assignments before class.
8. Although I get started on a project relatively quickly, my real problem is finishing the work.
9. If given a choice between working on a project or watching television, I often choose to watch television.
10. When I have a project to complete, I often remember other projects, chores, tasks, etc. that seem more important.
11. I consider myself a highly organized person.

12. I find it very easy to motivate myself to complete a task.
13. Although I have a good history at completing tasks, I have to work hard at staying motivated.
14. I tend to cram for exams.
15. When preparing for exams, I typically spread out my studying over several days.
16. When a term project is assigned, I begin working on it soon after the assignment is made.
17. I usually stall term assignments a week or two before they are due.
18. I tend to think of myself as lazy.
19. I can work hard on reasonable assignments, but I tend to procrastinate when I think that the instructor expects too much from me.
20. I could complete assignments much more easily if I didn't have so many other important things going on in my life.
21. I have difficulty setting priorities, deciding what needs to be accomplished first.

v) *Original questionnaire developed by Fatih Sal (2016) to assess Academic Self-discipline*

Items

23. I repeat my modules after class I make a preparation before class.
36. I do not allow my choices to be dictated by impulses of my feelings.
17. I have my own study time table.
19. I use my study time wisely.
12. I study randomly.
30. I imagine something else while I am in class.
40. If I have planned to study, I can refuse to hang around with my best friend
49. I do not use my Facebook account while studying even though I desire it much.
25. I am cognitively ready before starting to study.
33. I organise my study place where there are not any distracters.
35. I remove everything that disturbs me.
15. I know what to study before start studying.

- 26. I do not use Facebook while studying.
 - 31. I keep myself away from distracting elements to study effectively.
 - 18. I know how to study.
 - 46. If I got higher mark, I give up studying
 - 48. I sustain attention focus despite distractions, boredom, or fatigue.
-

Original Head Teacher Questionnaire as developed by Douglas B (1953)

ORIGINAL Questionnaire

- 1) Present evidence that the vision is a shared vision
- 2) Uses the guide and defines decisions
- 3) Maintain a steady flow of two way communication to keep the vision alive and important
- 4) Leads the faculty and community in a thorough understanding of the relationship between the learning needs of students and the NC Standard Course of Study of the study.
- 5) Ensure that there is an appropriate and logical alignment between the school's curriculum and the state's accountability program.
- 6) Ensure that appropriate differentiation in curriculum is available to those students with exceptional needs.
- 7) Manages time to be an instructional leader as a priority
- 8) Provide targeted and challenging professional development activities designed to improve teachers' strength in reaching all students.
- 9) Arrange for teachers to teach in settings and circumstances that draw to their strengths and highest abilities.
- 10) Uses data from local and state testing and assessment programs to develop formative instructional strategies to improve the effectiveness of daily classroom instruction.
- 11) Monitor student achievement throughout the year, using both classroom and testing data to assess progress.

- 12) Monitor student performance on a regular basis, offering pathways through improved teaching practices.
- 13) Monitor student achievement throughout the year, using both classroom and testing data to assess progress.
- 14) Produces student achievement results that are commensurate with basic principal of the state's accountability system
- 15) Communicates the results of his/her leadership to appropriate audiences and constituencies
- 16) Provide a promote climate that is safe and orderly.
- 17) Create an organisational climate that provides rewards and incentives for accomplishments of teachers as well as students
- 18) Assure that curricular, co-curricular and extracurricular programs are designed, appropriately implemented, evaluated and refined.
- 19) Ensure that all the faculty members are involved in the critical decisions that may affect them.
- 20) Involve all the community stakeholders in the planning and development activities which affect the school.
- 21) Establishes partnership with area businesses, institutions of higher education, and community groups to strengthen collaborative programs that support the accomplishment of school goals.
- 22) Keep appropriate audience and constituencies informed about the school and functions.
- 23) Share the school's achievement data with appropriate outside audience and enlist their assistance to influence higher student achievement.
- 24) Stay well informed about professional issues and share these information appropriate groups.
- 25)
- 26) Develop with faculty leadership a set of performance indicator which enables the school to monitor and benchmark its performance and progress among similar cluster of organisation.
- 27) Uses student performance data to effect changes in school programs as well as in the attitudes within the school family about the required changes.
- 28) Possesses and maintain the required energy necessary to meet the responsibilities and expectations of the position

- 29) Creates and sustain a nurturing and caring environment
- 30) Maintains learning environment designed to helps others be as successful as they choose to be.
- 31) Demonstrates adherence to values, beliefs and attitudes that inspire others to a higher level of performance
- 32) Incorporates qualities of fairness and honesty in administering all aspects of school management program.
- 33) Protects the privacy rights and confidentiality in matters dealing with students and staff.
- 34) Communicates a commitment to the dignity and contribution of all cultures.
- 35) Assures that all children have equal access to all parts of the school curricular, co-curricular and extracurricular programs
- 36) Uses a wide range of opportunities to celebrate the diverse cultures represented in the school and its community.
- 37) Ensures that established policies and procedures are in place enforced equitably for all participants in the school.
- 38) Opens the school and its functions to public scrutiny, where appropriate
- 39) Fulfils the legal and contractual responsibilities and administer those same responsibilities on the staff.
- 40) Shapes public policy to provide quality education for students
- 41) Ensures that established policies and procedures are in place, widely disseminated through faculty and student handbook and equitable enforced for all participants in the school
- 42) Provides professional development and community engagement regarding new laws or new interpretation of the existing laws and policies.
- 43) Uses fiscal resource efficiently and effectively to provide the materials and people needed to help the school to be effective.
- 44) Uses time and space effectively to encourage the best efforts for the school's success.
- 45) Manages the school staff effectively, encouraging contribution to their best efforts to the school's success.
- 46) Provides effective supervision of school support services and classified staff.
- 47) Uses sound and effective principles for selecting new staff both professional and classified

- 48) Includes appropriate faculty in recruitment, hiring and mentoring opportunities.
- 49) Ensures that new hires are properly brought into the school culture effectively
- 50) Provides specific guidance for teachers trying to solve instructional problems
- 51) Helps new teachers gain expertise and confidence in their teaching.
- 52) Appropriately use the standards of performance evaluation to help both new and experienced teachers to develop as accomplished professionals
- 53) Constantly monitor the school teacher's turnover rate using comparative benchmark indicators from other school similar to his/her own.
- 54) Ensures that people who require information to perform effectively receive it in a timely manner.
- 55) Uses technology to facilitate more effective access to school generated data.
- 56) Submits accurate data and reports on time
- 57) Develops and monitor a safe school plan, anticipating potential trouble spots and dealing with them in advance.
- 58) Develops and distribute student handbook with information about rules, requirements and expectations for student conduct and potential consequence.
- 59) Handles the misconduct of students and teachers in a firm, fair and consistent manner

Appendix 2

Contextualised Questionnaires

i) Contextualised Learning Culture Questionnaire for Students

Instruction- *Following are some of the questions. Please tick mark the most appropriate response that comes to your mind instantly, do not leave any question unanswered. There is no right and wrong response. Answer Freely.*

1 Strongly Disagree	2 Disagree	3 Neither Disagree nor Agree	4 Agree	5 Strongly Agree
-----------------------------------	----------------------	--	-------------------	----------------------------

- | | | | | | |
|---|---|---|---|---|---|
| 1. There is no end to learning | 1 | 2 | 3 | 4 | 5 |
| 2. Men are born about the same, but learning makes them different. | 1 | 2 | 3 | 4 | 5 |
| 3. Learning is for the overall development of the individual | 1 | 2 | 3 | 4 | 5 |
| 4. There is no fixed teacher for learning. | 1 | 2 | 3 | 4 | 5 |
| 5. There is no easy way for learning. | 1 | 2 | 3 | 4 | 5 |
| 6. Learning makes person wise. | 1 | 2 | 3 | 4 | 5 |
| 7. Books are the treasure of knowledge. | 1 | 2 | 3 | 4 | 5 |
| 8. Learning is aimed at broad knowledge, deep questioning, careful thinking, clarification and faithful action. | 1 | 2 | 3 | 4 | 5 |
| 9. Everyone should keep learning for the betterment of his future. | 1 | 2 | 3 | 4 | 5 |
| 10. Learning without thinking is meaningless | 1 | 2 | 3 | 4 | 5 |
| 11. With education I can get high paid job. | 1 | 2 | 3 | 4 | 5 |
| 12. In learning it is alright to consult your juniors. | 1 | 2 | 3 | 4 | 5 |
| 13. Learning is a life-long process | 1 | 2 | 3 | 4 | 5 |
| 14. You can learn from anyone | 1 | 2 | 3 | 4 | 5 |

15. You can learn from everywhere	1	2	3	4	5
16. In this school teachers are superior whereas students are inferior.	1	2	3	4	5
17. Teachers set good examples for their students	1	2	3	4	5
18. Teachers here are like parent for us.	1	2	3	4	5
19. Teachers here enjoy teaching	1	2	3	4	5
20. Teachers make learning joyful	1	2	3	4	5
21. I believe in learning step by step	1	2	3	4	5
22. I believe that skilfulness comes from repeated practise	1	2	3	4	5
23. I believe in success comes from continuous hard work	1	2	3	4	5
24. I believe in learning by heart	1	2	3	4	5
25. I think about what I have learned in my classroom	1	2	3	4	5
26. Whatever I learn in my class I apply it in my daily life.	1	2	3	4	5
27. Teaching must facilitate new knowledge and guidance.	1	2	3	4	5
28. Learning takes place when students are eager to learn and when he tries to speak but fails to express himself.	1	2	3	4	5
29. To learn things is to by heart it in silence and to still to retain curiosity without studying for long hours.	1	2	3	4	5
30. Teaching is about providing enlightenment and guidance to students	1	2	3	4	5
31. I like teaching which is enriched by literature, science and ethics.	1	2	3	4	5
32. Teaching should be the according to the abilities of every child.	1	2	3	4	5
33. Teaching must encourage academic freedom.	1	2	3	4	5
34. English is difficult for me.	1	2	3	4	5
35. My peers are caring and helpful.	1	2	3	4	5
36. Students should be exposed to culture of English Teaching.	1	2	3	4	5
37. Education teaches a student about life.	1	2	3	4	5
38. Student accept varied teaching styles	1	2	3	4	5
39. I accept scheduling class time.	1	2	3	4	5

- | | | | | | |
|--|---|---|---|---|---|
| 40. I understand rules and regulations. | 1 | 2 | 3 | 4 | 5 |
| 41. I accept varied friends from different background. | 1 | 2 | 3 | 4 | 5 |
| 42. Students can give opinion in the class. | 1 | 2 | 3 | 4 | 5 |
| 43. Teachers treat different achievers equally. | 1 | 2 | 3 | 4 | 5 |

ii) Contextualised Teacher- Student Relationship Questionnaire for Students

Instruction- Following are some of the questions. Please tick mark the most appropriate response that comes to your mind instantly, do not leave any question unanswered. Please respond freely to the alternatives which you think is the most applicable. There is no wrong or right answer

Thank you

If you think your teacher never expresses the behaviour mentioned mark 1 and if you think your teacher always expresses the behaviour mentioned you can mark 5. You can choose between 2- 4 as well .If you want to change your answer cross it and circle the new number. Thank you for your cooperation.

Never 1	Seldom 2	Sometimes 3	Usually 4	Always 5
--------------------	---------------------	------------------------	----------------------	---------------------

Please fill in the details below-

Teacher's Name _____ ***Class*** _____

- | | | | | | |
|--|---|---|---|---|---|
| 1. The teacher talks enthusiastically about his/her subject. | 1 | 2 | 3 | 4 | 5 |
| 2. The teacher trusts us | 1 | 2 | 3 | 4 | 5 |
| 3. This teacher seems uncertain. | 1 | 2 | 3 | 4 | 5 |
| 4. This teacher gets angry unexpectedly. | 1 | 2 | 3 | 4 | 5 |
| 5. This teacher explains things clearly. | 1 | 2 | 3 | 4 | 5 |
| 6. If we do not agree with the teacher we can talk about it. | 1 | 2 | 3 | 4 | 5 |
| 7. This teacher is hesitant. | 1 | 2 | 3 | 4 | 5 |
| 8. This teacher gets angry quickly. | 1 | 2 | 3 | 4 | 5 |
| 9. This teacher holds our attentions. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|---|---|---|---|---|---|
| 10. This teacher is willing to explain things again. | 1 | 2 | 3 | 4 | 5 |
| 11. This teacher acts as if he/she does not know what to do. | 1 | 2 | 3 | 4 | 5 |
| 12. This teacher is too quick to correct us when we break a rule. | 1 | 2 | 3 | 4 | 5 |
| 13. This teacher knows everything that goes in a classroom. | 1 | 2 | 3 | 4 | 5 |
| 14. If we have something to say this teacher will listen. | 1 | 2 | 3 | 4 | 5 |
| 15. This teacher let us boss him/her around. | 1 | 2 | 3 | 4 | 5 |
| 16. This teacher is impatient. | 1 | 2 | 3 | 4 | 5 |
| 17. This teacher is a good leader. | 1 | 2 | 3 | 4 | 5 |
| 18. This teacher realizes when we do not understand. | 1 | 2 | 3 | 4 | 5 |
| 19. This teacher is not sure what to do when we fool around. | 1 | 2 | 3 | 4 | 5 |
| 20. It is easy to pick a fight with this teacher. | 1 | 2 | 3 | 4 | 5 |
| 21. This teacher acts confidently. | 1 | 2 | 3 | 4 | 5 |
| 22. This teacher is patient. | 1 | 2 | 3 | 4 | 5 |
| 23. It is easy to make a fool out of this teacher. | 1 | 2 | 3 | 4 | 5 |
| 24. This teacher is sarcastic. | 1 | 2 | 3 | 4 | 5 |
| 25. This teacher helps us with our work. | 1 | 2 | 3 | 4 | 5 |
| 26. We can decide some things in this teacher's class. | 1 | 2 | 3 | 4 | 5 |
| 27. This teacher thinks we cheat. | 1 | 2 | 3 | 4 | 5 |
| 28. This teacher is strict. | 1 | 2 | 3 | 4 | 5 |
| 29. This teacher is friendly. | 1 | 2 | 3 | 4 | 5 |
| 30. We can influence this teacher. | 1 | 2 | 3 | 4 | 5 |
| 31. This teacher thinks we don't know anything. | 1 | 2 | 3 | 4 | 5 |
| 32. We have to be silent in this teacher's class. | 1 | 2 | 3 | 4 | 5 |
| 33. This teacher is someone we can depend on. | 1 | 2 | 3 | 4 | 5 |
| 34. This teacher lets us fool around in the class. | 1 | 2 | 3 | 4 | 5 |
| 35. This teacher puts us down | 1 | 2 | 3 | 4 | 5 |
| 36. This teacher tests are hard. | 1 | 2 | 3 | 4 | 5 |
| 37. This teacher has a sense of humour. | 1 | 2 | 3 | 4 | 5 |
| 38. This teacher lets us get away with a lot in class. | 1 | 2 | 3 | 4 | 5 |

39. This teacher thinks we can't do things well. 1 2 3 4 5
40. This teacher's standards are very high. 1 2 3 4 5
41. This teacher can take joke. 1 2 3 4 5
42. This teacher gives us a lot of free time in class. 1 2 3 4 5
43. This teacher seems dissatisfied. 1 2 3 4 5
44. This teacher is severe when marking paper. 1 2 3 4 5
45. This teacher's class is pleasant. 1 2 3 4 5
46. This teacher is lenient. 1 2 3 4 5
47. This teacher is suspicious. 1 2 3 4 5
48. We are afraid of this teacher. 1 2 3 4 5

iii) Contextualized Psychological Capital Questionnaire for Students

Instructions: Below are the statements that describe how you may think about yourself **right now**. Use the following scale to indicate your level of agreement or disagreement with each statement. Whatever response comes to your

There is no right or wrong response. Answer freely.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6

1. I feel confident analyzing a long-term problem to find a solution. 1 2 3 4 5 6
2. I feel confident in representing my performance in discussions with front of my teachers and peers. 1 2 3 4 5 6
3. I feel confident contributing to discussions during class instruction. 1 2 3 4 5 6
4. I feel confident helping to set targets/goals for myself. 1 2 3 4 5 6
5. I feel confident contacting people outside the class (e.g., other instructors, head and teachers) to discuss problems. 1 2 3 4 5 6
6. I feel confident presenting information in a group of friends. 1 2 3 4 5 6
7. If I should find myself in a problem, I could think of many ways to get out of it. 1 2 3 4 5 6

8.	At the present time, I am energetically pursuing my academic goals.	1	2	3	4	5	6
9.	There are lots of ways around any problem.	1	2	3	4	5	6
10.	Right now I see myself as being pretty successful in studies.	1	2	3	4	5	6
11.	I can think of many ways to reach my academic goals.	1	2	3	4	5	6
12.	At this time, I am meeting the goals that I have set for myself.	1	2	3	4	5	6
13.	When I have a setback in class, I have trouble recovering from it, moving on.	1	2	3	4	5	6
14.	I usually manage difficulties one way or another during studies.	1	2	3	4	5	6
15.	If I have to, I can be “on my own,” so to speak, in studies.	1	2	3	4	5	6
16.	I usually take stressful academic situations in stride.	1	2	3	4	5	6
17.	I can get through difficult times in studies because I’ve experienced difficulty before.	1	2	3	4	5	6
18.	I feel I can handle many things at a time during study situations.	1	2	3	4	5	6
19.	When things are uncertain for me in class I usually expect the best.	1	2	3	4	5	6
20.	If something can go wrong for me academic-wise, it will.	1	2	3	4	5	6
21.	I always look on the bright side of things regarding my learning process.	1	2	3	4	5	6
22.	I’m optimistic about what will happen to me in the future as it pertains to learning.	1	2	3	4	5	6
23.	As a student, things never work out the way I want them to.	1	2	3	4	5	6
24.	I approach my studies as every effort has returns though not immediate.	1	2	3	4	5	6

iv) Contextualized Academic Perseverance Questionnaire for Students

Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6
------------------------------------	-----------------------	------------------------------------	---------------------------------	--------------------	---------------------------------

1.	Once I start my work, I am highly motivated and work continuously on it until it is completed.	1	2	3	4	5	6
2.	I have a severe problem with postponing things.	1	2	3	4	5	6
3.	My work is always complete on time.	1	2	3	4	5	6
4.	The most difficult thing for me is getting started with any task, but once I get started. I find it relatively easy to complete.	1	2	3	4	5	6
5.	I always make it a habit of preparing in advance for class	1	2	3	4	5	6
6.	Although I get started on a task relatively quickly, my real problem is finishing the work.	1	2	3	4	5	6
7.	If given a choice between working on a assignment or piece of work and watching television, I often choose to watch television.	1	2	3	4	5	6
8.	When I have a assignment to complete, I often remember other assignments or tasks, etc. that seem more important.	1	2	3	4	5	6
9.	I consider myself a highly systematic.	1	2	3	4	5	6
10.	I find it very easy to motivate myself to complete an assignment.	1	2	3	4	5	6
11.	I motivate and monitor myself in boarding school as well.	1	2	3	4	5	6
12.	I can control my impulse of indulging in immediate pleasure like using social media, gossiping.	1	2	3	4	5	6
13.	Although I have a good record of completing my work on time but I have to work hard to stay motivated.	1	2	3	4	5	6
14.	When preparing for exams, I typically spread out my studying over several days.	1	2	3	4	5	6
15.	When a term assignment is assigned, I begin working on it soon after the assignment is made.	1	2	3	4	5	6
16.	I usually start assignments a week or two before they are due.	1	2	3	4	5	6
17.	When an assignment is given, I begin working on it soon after assignment is made.	1	2	3	4	5	6
18.	I could do my assignments more easily if i do not have so many other important things going on in life.	1	2	3	4	5	6
19.	I have difficulty setting priorities, deciding what needs to be accomplished first.	1	2	3	4	5	6
20.	I am good at completing task on time.	1	2	3	4	5	6
21.	I prepare a plan action to complete my work before due date.	1	2	3	4	5	6
22.	The skills that I have help me to excel.	1	2	3	4	5	6
23.	I think sheer hard work can make impossible things possible.	1	2	3	4	5	6

v) *Contextualized Academic Self- Discipline Questionnaire for Students*

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6

1.	I wake up on the same time everyday	1	2	3	4	5	6
2.	I repeat my modules after class I make a preparation before class.	1	2	3	4	5	6
3.	I do not allow my choices to be controlled by impulses of my feelings.	1	2	3	4	5	6
4.	I have my own study time table.	1	2	3	4	5	6
5.	I use my study time wisely.	1	2	3	4	5	6
6.	I study randomly.	1	2	3	4	5	6
7.	I imagine something else while I am in class.	1	2	3	4	5	6
8.	If I have planned to study, I can refuse to hang around with my best friend.	1	2	3	4	5	6
9.	I do not use my social media account while studying even though I desire it much.	1	2	3	4	5	6
10.	I am cognitively ready before starting to study.	1	2	3	4	5	6
11.	I organise my study place where there are not any kind of distraction.	1	2	3	4	5	6
12.	I remove everything that disturbs me.	1	2	3	4	5	6
13.	I know what to study before starting.	1	2	3	4	5	6
14.	I remove all the distracting elements before studying.	1	2	3	4	5	6
15.	I know how to study.	1	2	3	4	5	6
16.	If I get high marks, I stop studying	1	2	3	4	5	6
17.	I pay attention on my studies despite of distractions, boredom or fatigue.	1	2	3	4	5	6
18.	I am focused on my work.	1	2	3	4	5	6
19.	I hate routine life.	1	2	3	4	5	6
20.	My routine life helps me to excel.	1	2	3	4	5	6

vi) Contextualised Questionnaire for Head teacher

Questionnaire

(Head Teacher)

Instruction- *Following are some of the questions. Please tick mark the most appropriate response that comes to your mind instantly, do not leave any question unanswered. Thank you there is no right and wrong response.*

Demographic Information

Gender-

- Male
- Female
- Others

Schooling _____

Where have you done your schooling from.

- Rural
- Urban
- Other (Please specify)

What kind of school it was

- Government
- Private
- Aided
- Residential
- Day Boarding.
- Other (Please specify)

Years of Teaching Experience _____

Years spent in current school _____

Subject Specialization (Please specify) _____

Permanent Address

Which community do you belong?

- Scheduled Caste
- Scheduled Tribe
- Other Backward Classes
- General
- Others

Which religion do you belong to?

- Hindu
- Islam
- Christian
- Sikh
- Jain
- Buddhism
- Others

Annual Income-

Is your spouse also a head teacher?

- Yes
- No

Is he/she a PGT Teacher?

- Yes
- No

Is he/she a TGT Teacher?

- Yes
- No

1) We have a shared vision of JNV.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

2) We use this vision to guide and define decisions.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

3) I maintain a steady flow of two way communication with the teachers as well as students to keep the vision alive and important.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

4) I lead the faculty and community in a thorough understanding of the relationship between the learning needs of students and the Standard Course of Study prescribed in the curriculum.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

5) I ensure that there is an appropriate and logical alignment between the school's curriculum and the state's accountability program.

- Strongly Disagree

- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

6) I ensure that appropriate differentiation in curriculum is available to those students with exceptional needs.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

7) My priority is to manage time effectively.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

8) I provide targeted and challenging professional development activities designed to improve teachers' strength in reaching all students.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

9) I arrange for teachers to teach in settings and circumstances that draw to their strengths and highest abilities.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

10) We use data from local and state testing and assessment programs to develop formative instructional strategies to improve the effectiveness of daily classroom instruction.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

11) We monitor student achievement throughout the year, using both classroom and testing data to assess progress.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

12) We monitor student performance on a regular basis, offering pathways through improved teaching practices.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

13) We monitor student achievement throughout the year, using both classroom and testing data to assess progress.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

14) We produce student achievement results that are commensurate with basic principal of the state's accountability system.

- Strongly Disagree
- Disagree

- Neither Disagree nor agree
- Agree
- Strongly Agree

15) I communicate the results of our leadership to appropriate audiences and constituencies.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

16) We provide a promote climate that is safe and orderly.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

17) We create an organisational climate that provides rewards and incentives for accomplishments of teachers as well as students.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

18) I assure that curricular, co-curricular and extracurricular programs are designed, appropriately implemented, evaluated and refined.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

19) I assure that all the faculty members are involved in the critical decisions that may affect them.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

20) I involve all the community stakeholders in the planning and development activities which affect the school.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

21) We believe in establishing partnership with area businesses, institutions of higher education, and community groups to strengthen collaborative programs that support the accomplishment of school goals.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

22) We keep appropriate audience and constituencies informed about the school and functions.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

23) We share the school's achievement data with appropriate outside audience and enlist their assistance to influence higher student achievement.

- Strongly Disagree

- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

24) We stay well informed about professional issues and share these information appropriate groups.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

25) I along with my faculty develop a set of performance indicator which enables the school to monitor and benchmark its performance and progress among similar cluster of organisation.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

26) We use student performance data to effect changes in school programs as well as in the attitudes within the school family about the required changes.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

27) We possess and maintain the required energy necessary to meet the responsibilities and expectations of the position.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree

- Strongly Agree

28) We create and sustain a nurturing and caring environment.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

29) We maintain learning environment designed to help others be as successful as they choose to be.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

30) We demonstrate adherence to values, beliefs and attitudes that inspire others to a higher level of performance.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

31) I incorporate qualities of fairness and honesty in administering all aspects of school management program.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

32) I protect the privacy rights and confidentiality in matters dealing with students and staff.

- Strongly Disagree

- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

33) We communicate a commitment to the dignity and contribution of all cultures.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

34) We assure that all children have equal access to all parts of the school curricular, co-curricular and extracurricular programs.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

35) We use a wide range of opportunities to celebrate the diverse cultures represented in the school and its community.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

36) We ensure that established policies and procedures are in place enforced equitably for all participants in the school.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

37) We open the school and its functions to public scrutiny, where appropriate.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

38) I fulfil my legal and contractual responsibilities and administer those same responsibilities on my staff.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

39) We shape public policy to provide quality education for students.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

40) We ensure that established policies and procedures are in place, widely disseminated through faculty and student handbook and equitable enforced for all participants in the school.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

41) We provide professional development and community engagement regarding new laws or new interpretation of the existing laws and policies.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree

- Strongly Agree

42) We use fiscal resource efficiently and effectively to provide the materials and people needed to help the school to be effective.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

43) There is effective use of time and space effectively to encourage the best efforts for our school's success.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

44) I manage the school staff effectively, encouraging contribution to their best efforts to the school's success.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

45) I provide effective supervision of school support services and classified staff.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

46) We use sound and effective principles for selecting new staff both professional and classified.

- Strongly Disagree
- Disagree

- Neither Disagree nor agree
- Agree
- Strongly Agree

47) We include appropriate faculty in recruitment, hiring and mentoring opportunities.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

48) I ensure that new recruits are properly brought into the school culture effectively.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

49) We provide specific guidance for teachers trying to solve instructional problems.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

50) We help new teachers gain expertise and confidence in their teaching.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

51) We appropriately use the standards of performance evaluation to help both new and experienced teachers to develop as accomplished professionals.

- Strongly Disagree

- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

52) We constantly monitor the school teacher's turnover rate using comparative benchmark indicators from other JNVs.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

53) I ensure that people who require information to perform effectively receive it in a timely manner.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

54) We use technology to facilitate more effective access to school generated data.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

55) We submit accurate data and reports on time.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

56) We develop and monitor a safe school plan, anticipating potential trouble spots and dealing with them in advance.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

57) We develop and distribute student handbook with information about rules, requirements and expectations for student conduct and potential consequence.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

58) We handle the misconduct of students and teachers in a firm, fair and consistent manner.

- Strongly Disagree
- Disagree
- Neither Disagree nor agree
- Agree
- Strongly Agree

Appendix 3
DATA SHEET

Demographic Coding:

Name-
Gender-
Male
Female
Others
Date of Birth
Native Place/ Home Town-
Previous Schooling from
Town
Village
Others(Please specify)
Type of School-
1) Government
2) Private
3) Aided
4) Residential
5) Day Boarding.
Others (Please specify)
Medium of Instruction in previous school-
Languages you read-
Languages you can speak-
Languages you can write-
Language spoken at home-
<i>Family Status</i>
Number of Siblings-
Education Status of siblings-
First Sibling Education
Second Sibling Education
Mother's Education
Father's Education
Mother's Income
Father's Income-

Demographic Data

Participant	Gender	D.O.B (Year)	Grade	Previous School	Type of School	Moi in Previous School	Lang You Can Read	Lang You Can Speak	Lang You Can Write	Lang Spoken At Home	No. of Siblings	Edu. Status of First Sibling	Education Status of Second Sibling In School 1	Education Status of Third Sibling	Education Status of 4th Sibling	Mother Education	Father Education	Mother Income	Father's Income	Social Category
Location Gurugram																				
2	2	2003	1	1	1	4	8	8	7	4	2	3				2	2	1	1	1
2	1	2002	1	1	2	4	8	8	7	3	3	1		1		2	2	1	1	3
2	2	2007	2	1	2	4	7	7	7	3	2	1		1		2	3	1	2	3
2	1	2007	2	2	2	4	7	7	7	3	3	3		4	1	2	3	1	1	1
2	1	2008	2	1	2	4	7	7	7	3	1	3				3	4	1	3	3
6	2	2003	1	2	2	4	7	7	9	3	4	3		1	1	1	3	1	3	2
2	1	2006	2	2	2	4	7	7	7	3	2	1		1		2	3	1	1	1
2	1	2004	1	1	2	4	7	7	7	9	1	1				2	2	2	1	3
2	1	2007	2	2	2	4	7	7	7	3	1	1				2	2	3	1	3
2	1	2008	2	1	1	4	7	7	7	3	3	1		1	1	2	4	1	1	2
2	2	2003	1	1	2	4	7	7	7	3	2	1		1		2	2	1	1	1
2	2	2002	1	1	2	4	7	7	7	4	3	1		1	1	3	3	1	1	3
2	2	2006	2	1	2	4	8	8	7	3	2	1		1		2	3	1	1	2
2	2	2003	1	1	1	4	7	7	7	3	2	1		1		2	2	1	1	2
2	2	2003	1	1	2	4	7	7	7	3	1	3		3		2	3	1	3	1
2	2	2003	1	1	2	4	8	8	9	3	3	3			1	2	2	2	3	4
2	2	2007	2	1	2	4	7	7	7	3	3	1		1	1	2	2	1	3	2
2	2	2005	2	1	1	4	7	7	7	3	2	1		1		1	2	1	1	1
2	1	2008	2	2	2	4	8	8	7	4	2	1		1		2	2	1	1	1
2	1	2004	1	2	4	4	8	8	7	3	2	1		1		2	2	1	1	2
2	1	2004	1	2	2	4	8	8	7	3	2	1		1		1	2	2	1	1
2	1	2004	1	1	2	4	7	7	7	9	1	1				1	2	2	1	4
2	2	2008	2	2	2	4	9	7	7	3	1	1				3	2	1	1	2
2	2	2003	1	1	2	4	7	7	7	3	2	3		1		2	2	2	1	1
2	2	2004	1	1	2	4	7	7	7	3	2	1		1		2	3	2	1	3
2	2	2006	2	2	2	4	7	7	7	3	1	1				2	3	1	3	1
2	1	2006	2	2	2	4	7	7	7	3	2	1		1		2	3	1	1	2
2	2	2004	1	1	2	4	7	7	7	3	3	3		3	1	2	2	1	1	4
2	1	2007	2	2	2	4	7	7	7	3	3	3		4	1	2	3	1	2	2
2	1	2003	1	1	2	4	7	7	7	3	1	3				3	4	1	2	1
2	2	2004	1	1	2	4	7	7	7	3	2	1		1		3	3	1	1	2
2	2	2008	2	1	2	4	7	7	7	3	3	1		1	1	2	2	1	1	2
2	1	2007	2	1	2	4	7	7	7	3	2	1		1		1	3	1	1	1
2	1	2004	1	2	4	4	8	8	7	3	1	1				2	2	1	2	1
2	2	2003	1	1	2	4	7	8	7	3	2	1		1		2	2	1	1	2
2	2	2003	1	1	2	4	7	7	7	3	1	3				2	3	1	1	4
2	1	2004	1	1	2	4	7	7	7	3	1	1				2	2	1	1	3
2	2	2006	2	1	2	4	8	8	7	3	2	1		1		1	2	1	1	4
2	1	2005	1	1	2	4	7	7	7	3	1	1				1	2	1	1	3
2	2	2004	1	1	1	4	8	8	7	4	1	1				2	2	1	1	2
2	1	2005	1	1	1	4	8	8	7	3	3	1		1	1	1	2	1	1	3
2	1	2006	2	1	2	4	7	7	7	3	2	1		1		2	3	1	1	4
2	1	2007	2	1	2	4	7	7	7	3	1	1				1	3	1	1	2
2	2	2002	1	1	2	4	7	7	7	3	1	1				1	2	1	1	4
2	2	2007	2	1	1	4	7	7	7	3	1	1				1	2	1	1	4
2	2	2007	2	1	2	4	7	7	7	4	2	1		1		2	3	1	1	4

Participant	Gender	D.O.B (Year)	Grade	Previous School	Type of School	Moi in Previous School	Lang You Can Read	Lang You Can Speak	Lang You Can Write	Lang Spoken At Home	No. of Siblings	Edu. Status of First Sibling	Education Status of Second Sibling In School 1	Education Status of Third Sibling	Education Status of 4th Sibling	Mother Education	Father Education	Mother Income	Father's Income	Social Category
2	2	2006	2	1	1	4	8	8	7	3	2	1	1				3	1	1	2
2	1	2007	2	1	2	4	8	8	7	3	1	1				2	2	1	1	1
2	1	2007	2	1	1	4	7	7	7	3	1	1				1	3	1	1	3
2	1	2007	2	2	2	4	7	7	7	3	2	1	2			3	3	1	3	4
LOCATION 1 Faridaabd																				
1	1	2005	1	1	2	4		7	7	9	1	1				2	2	2	3	1
1	1	2007	2	1	1	4		7	7	3	1	3				2	2	1	2	4
1	1	2002	1	2	1	4		7	7	3	1	1				1	2	1	2	4
1	1	2007	2	2	2	4		7	7	3	1	1				2	2	1	2	1
1	2	2006	2	1	5	4		7	7	3	1	1				2	1	1	1	3
1	2	2007	2	1	2	4		7	7	3	2	1	1			1	3	1	2	4
1	1	2008	2	1	2	4		7	7	3	2	1	1			2	1	1	3	4
1	2	2003	1	1	2	4		7	7	3	2	1				2	1	1	1	1
1	2	2002	1	1	2	4		7	7	4	3	1	1	1		3	3	1	3	3
1	1	2007	2	1	2	4		7	7	4	2	1	1			2	1	1	1	1
1	1	2007	2	1	2	4		7	7	1	1	1	1			2	1	1	3	1
1	1	2002	1	2	2	4		9	7	3	2	1	1			2	2	1	1	3
1	1	2003	1	1	2	4		7	7	3	1	3				3	4	1	3	1
1	2	2004	1	1	2	4		7	7	3	2	1	1			3	3	1	1	3
1	2	2007	2	1	2	4		7	7	3	3	1	1	1		2	1	1	1	3
1	1	2006	2	2	2	4		7	7	3	2	1	1			2	1	1	1	1
1	1	2004	1	1	2	4		7	7	3	1	1				1	1	1	1	3
1	1	2004	1	1	1	4		7	7	3	1	1	1			1	2	1	1	3
1	2	2002	1	1	2	4		9	9	3	2	1	1			1	1	1	1	1
1	1	2007	2	1	2	4	1	7	7	3	1	1				1	1	1	1	3
1	2	2006	2	1	1	4		7	7	4	1	1	1			2	1	1	3	4
1	1	2002	1	1	1	4	1	7	7	3	1	1				2	1	1	1	2
1	2	2006	2	2	2	4	1	7	7	3	2	3	1			2	2	1	3	1
1	2	2007	2	1	2	4		7	7	3	1	1				2	1	1	1	4
1	2	2007	2	1	2	4		7	7	4	2	3	1			2	2	1	3	2
1	2	2007	2	1	2	4		7	7	4	2	3	1			2	2	1	3	1
1	2	2006	2	1	2	4		7	7	3	1	1				2	2	1	3	3
1	1	2004	1	1	2	4		7	7	3	3	1	1	1		2	3	1	3	2
1	1	2004	1	1	4	4		7	7	3	1	1				3	3	1	3	4
1	2	2003	1	1	2	4		7	7	3	2	1	1			2	2	1	1	1
1	2	2004	1	1	2	4		7	7	4	3	1	1	1		3	3	1	3	4
1	1	2003	1	1	1	4		7	7	3	1	1				2	3	1	3	2
1	1	2004	1	2	2	4		7	7	3	2	1	1			2	2	1	1	2
1	1	2004	1	2	4	4		7	7	3	2	1	1			2	2	1	1	4
1	1	2003	1	1	2	4		9	7	3	2	1	1			2	2	1	1	4
1	2	2004	1	1	2	4		8	7	4	2	1	1			1	3	1	1	2
1	1	2007	2	1	2	4		7	7	3	1	1				1	2	1	1	4
1	2	2004	1	1	1	4		7	7	9	1	3				2	3	1	3	1
1	1	2004	1	2	2	4		7	7	3	1	1				2	2	1	1	2
1	1	2004	2	1	2	4		7	7	3	1	1				2	2	1	1	2
1	2	2007	1	1	1	4		7	7	3	1	1				3	3	2	1	3
1	2	2009	2	1	1	4		7	7	3	1	3				1	3	1	3	3
1	2	2007	2	1	1	4		7	7	3	2	1	1			2	2	1	1	4
1	2	2008	2	1	2	4		9	7	3	3	1	1	3		2	2	1	1	2
1	1	2008	2	1	2	4		7	7	3	1	3				3	3	1	3	3

Participant	Gender	D.O.B (Year)	Grade	Previous School	Type of School	Moi in Previous School	Lang You Can Read	Lang You Can Speak	Lang You Can Write	Lang Spoken At Home	No. of Siblings	Edu. Status of First Sibling	Education Status of Second Sibling In School 1	Education Status of Third Sibling	Education Status of 4th Sibling	Mother Education	Father Education	Mother Income	Father's Income	Social Category
1	1	2008	2	1	2	4		7	7	3	1	1				1	2	1	1	4
1	1	2006	2	2	2	4		7	7	3	1	3				2	2	1	3	3
1	1	2009	2	2	4	4		7	7	3	2	1	1			1	2	1	3	3
1	1	2005	1	1	1	4		7	7	3	1	1				2	2	1	3	4
1	2	2009	2	1	1	4		7	7	3	1	1				2	2	1	3	4
1	2	2005	1	1	1	4		7	7	3	1	1					2	1	1	3

Learning culture coding

Learning Culture	Questions
LC1	There is no end to learning
LC 2	Men are born about the same, but learning makes them different.
LC3	Learning is for the overall development of the individual
LC4	There is no fixed teacher for learning.
LC5	There is no easy way for learning.
LC6	Learning makes person wise.
LC7	Books are the treasure of knowledge.
LC8	Learning is aimed at broad knowledge, deep questioning, careful thinking, clarification and faithful action
LC9	Everyone should keep learning for the betterment of his future.
LC10	Learning without thinking is meaningless
LC11	With education I can get high paid job.
LC12	In learning it is alright to consult your juniors.
LC13	Learning is a life-long process
LC14	You can learn from anyone
LC15	You can learn from everywhere
LC 16	In this school teachers are superior whereas students are inferior.
LC 17	Teachers set good examples for their students
LC 18	Teachers here are like parent for us.
LC 19	Teachers here enjoy teaching
LC 20	Teachers make learning joyful
LC 21	I believe in learning step by step
LC 22	I believe that skillfulness comes from repeated practice
LC 23	I believe in success comes from continuous hard work
LC 24	I believe in learning by heart
LC 25	I think about what I have learned in my classroom
LC 26	Whatever I learn in my class I apply it in my daily life.
LC 27	Teaching must facilitate new knowledge and guidance.
LC 28	Learning takes place when students are eager to learn and when he tries to speak but fails to express himself
LC 29	To learn things is to by heart it in silence and to still to retain curiosity without for long hours
LC 30	Teaching is about providing enlightenment and guidance to students
LC 31	I like teaching which is enriched by literature, science and ethics.
LC 32	Teaching should be the according to the abilities of every child.
LC 33	Teaching must encourage academic freedom.
LC 34	English is difficult for me.
LC 35	My peers are caring and helpful.
LC 36	Students should be exposed to culture of English Teaching.
LC 37	Education teaches a student about life.
LC 38	Student accept varied teaching styles
LC 39	I accept scheduling class time.
LC 40	I understand rules and regulations.
LC 41	I accept varied friends from different background.
LC 42	Students can give opinion in the class.
LC 43	Teachers treat different achievers equally.

Responses	Corresponding choice
1	Strongly disagree
2	Disagree
3	Neither disagree or agree
4	Agree
5	Strongly Agree

Learning culture data

Participants	LC 1	LC 2	LC 3	LC 4	LC 5	LC 6	LC 7	LC 8	LC 9	LC 10	LC 11	LC 12	LC 13	LC 14	LC 15	LC 16	LC 17	LC 18	LC 19	LC 20	LC 21	LC 22	LC 23	LC 24	LC 25	LC 26	LC 27	LC 28	LC 29	LC 30	LC 31	LC 32	LC 33	LC 34	LC 35	LC 36	LC 37	LC 38	LC 39	LC 40	LC 41	LC 42	LC 43				
1	4	4	4	4	5	4	4	4	5	5	5	3	5	5	5	5	3	4	4	4	3	4	4	5	4	3	4	4	3	3	4	4	4	3	2	4	4	5	5	4	4	4	2	2			
2	4	5	3	4	4	4	5	4	4	5	5	4	5	4	4	5	5	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	2	3	4	4	4	4	4	4	4	4	3	2			
3	3	4	4	4	5	4	4	5	4	4	5	5	4	4	5	4	5	4	4	4	4	4	4	5	5	4	5	4	5	4	2	4	4	4	4	5	5	4	4	4	4	4	2	2			
4	4	4	4	4	5	4	3	4	4	5	5	5	4	5	5	4	4	3	3	4	4	4	5	4	2	4	5	5	5	4	4	4	3	2	3	4	4	5	4	5	4	3	1				
5	3	4	4	5	5	3	3	4	3	3	2	5	4	3	3	4	4	4	3	4	4	3	3	4	4	4	3	4	4	4	3	4	4	3	2	4	5	3	4	4	3	3	2				
6	2	3	4	4	3	4	4	3	3	4	5	4	2	4	3	4	1	2	3	3	2	3	3	3	3	4	3	2	3	3	4	4	4	1	2	4	4	4	4	4	4	2	2	1			
7	4	4	4	5	3	4	3	4	4	4	5	3	4	4	4	4	2	3	3	4	4	4	5	4	4	5	4	2	3	4	4	4	3	2	3	5	5	4	4	4	3	2	2				
8	3	3	5	4	3	4	3	3	5	3	2	4	3	4	3	4	3	3	3	4	3	4	4	2	4	4	4	3	3	4	4	4	4	4	4	4	4	5	5	4	4	4	3	3			
9	4	4	5	4	4	5	3	4	5	3	4	4	5	4	5	5	2	3	4	4	2	4	4	3	4	4	3	4	3	4	4	4	4	4	1	4	4	4	4	4	4	5	2	1			
10	4	4	5	4	5	5	3	4	4	4	3	4	5	5	5	3	3	2	3	4	4	4	4	4	4	4	4	4	4	4	4	4	2	5	4	5	5	5	5	5	4	4	2				
11	4	3	4	4	4	5	3	3	5	4	3	3	5	5	5	5	3	2	3	3	4	4	5	3	5	5	5	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2			
12	4	4	4	4	2	4	4	4	4	5	4	4	4	4	4	4	2	2	3	3	4	4	4	3	4	5	4	5	3	5	5	5	4	2	5	5	5	5	4	4	5	3	1				
13	4	2	5	4	3	4	4	4	5	5	4	3	5	5	5	5	4	4	3	3	4	4	4	4	5	5	5	5	5	5	5	5	2	5	5	5	5	5	5	5	5	5	3	3			
14	3	3	4	4	4	4	3	5	5	4	4	2	4	2	2	4	2	3	3	4	4	5	5	3	4	4	4	4	4	4	4	4	4	2	4	4	4	4	5	5	3	3	2				
15	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	3	1	3	3	4	4	4	3	5	5	4	4	3	4	4	5	4	2	5	5	5	4	4	5	4	2	2			
16	5	2	5	5	5	5	5	5	5	5	5	5	5	5	5	3	2	2	3	3	4	4	4	4	3	5	5	4	4	4	4	4	2	4	4	4	4	4	4	5	5	3	3				
17	4	2	4	4	2	4	4	5	5	5	2	4	5	5	5	3	4	4	3	4	4	4	4	4	4	5	2	2	3	4	4	4	4	2	4	4	4	4	4	4	4	4	4	1			
18	1	1	3	2	2	4	5	5	5	5	3	4	4	3	3	3	4	3	1	3	3	3	4	3	3	3	3	4	3	3	4	4	4	2	5	5	5	5	5	5	5	5	3	3			
19	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	3	3	3	3	3	3	4	4	3	3	5	4	4	3	3	3	4	4	2	5	5	5	5	4	4	3	2	2				
20	4	4	4	4	4	4	4	4	5	5	5	4	5	5	5	3	3	2	3	2	4	5	5	4	5	4	5	5	3	5	4	5	5	2	5	4	4	5	5	5	5	5	2	2			
21	3	3	4	4	4	5	5	5	5	5	5	2	5	2	2	5	1	1	3	1	2	4	4	5	5	4	4	4	2	4	4	4	4	2	5	3	5	5	5	5	5	3	3				
22	1	1	3	3	2	4	3	3	5	4	4	3	2	2	2	4	2	3	3	4	4	4	4	3	4	4	4	3	3	3	3	3	3	3	3	3	3	1	4	4	5	5	5	4	4	2	1
23	4	4	4	4	3	4	5	5	4	5	5	4	5	5	5	3	3	3	3	4	4	5	5	5	5	5	5	5	5	3	4	4	5	5	3	4	4	5	5	4	4	4	2	5			
24	4	4	5	5	3	4	5	5	5	3	5	3	3	3	3	3	3	3	2	3	3	3	4	3	4	3	4	3	3	4	4	4	4	2	4	4	4	4	4	4	4	4	3	2			
25	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	3	2	3	4	4	4	4	4	4	4	4	4	5	5	2	5	4	5	5	5	5	5	5	2	2				
26	5	5	5	5	2	5	2	5	5	4	2	5	5	5	5	5	2	2	3	3	4	4	4	4	4	5	3	5	3	3	3	4	5	5	1	3	4	4	4	5	5	5	3	3			

Participants	LC1	LC2	LC3	LC4	LC5	LC6	LC7	LC8	LC9	LC10	LC11	LC12	LC13	LC14	LC15	LC16	LC17	LC18	LC19	LC20	LC21	LC22	LC23	LC24	LC25	LC26	LC27	LC28	LC29	LC30	LC31	LC32	LC33	LC34	LC35	LC36	LC37	LC38	LC39	LC40	LC41	LC42	LC43			
55	5	5	5	5	3	5	5	5	4	5	5	5	5	5	3	3	3	3	3	4	5	5	5	4	5	5	5	3	5	5	5	5	3	4	5	5	5	4	4	4	4	2	5			
56	2	2	3	3	2	4	3	3	4	5	5	3	2	2	2	5	2	2	3	4	4	4	5	3	4	4	4	3	3	3	3	3	3	3	2	4	4	4	4	4	4	4	2	1		
57	5	4	4	4	5	4	4	4	5	5	5	3	5	5	5	5	3	4	4	3	4	4	5	4	3	4	4	3	3	4	4	4	3	2	4	4	5	5	4	4	4	4	2	2		
58	5	4	5	5	3	4	5	5	4	4	5	4	5	4	5	3	3	3	3	4	5	5	5	4	5	5	5	3	4	4	5	5	3	4	4	5	5	4	4	4	4	2	5			
59	1	1	3	3	1	5	3	3	4	5	4	3	2	1	2	5	3	3	3	3	4	4	4	5	3	4	5	4	3	3	3	3	3	3	3	2	5	5	5	4	4	4	4	2	2	
60	5	5	4	5	3	5	5	5	5	5	4	5	4	5	4	3	3	4	3	5	4	4	5	4	5	4	5	5	3	4	4	5	4	3	4	4	5	5	4	5	4	5	4	1	1	
61	5	4	5	5	3	4	5	5	5	4	5	4	5	5	5	3	3	3	3	3	4	5	5	5	5	5	5	5	3	4	5	5	5	3	5	4	5	5	4	5	5	4	5	4	2	4
62	2	2	3	3	2	4	3	3	5	5	5	3	1	1	2	4	3	2	3	4	4	4	4	4	3	4	4	5	3	3	3	3	3	3	3	1	4	4	4	4	4	4	4	2	2	
63	2	1	3	3	2	4	3	3	4	4	4	3	1	1	2	5	2	2	3	5	4	4	4	4	3	4	4	4	3	3	3	3	3	3	3	3	1	4	4	5	4	5	4	4	2	1
64	5	5	5	4	3	4	5	4	4	4	5	5	5	4	4	3	1	3	1	4	4	5	4	4	4	5	5	5	3	5	5	5	5	5	3	4	5	5	5	5	4	4	4	2	5	
65	2	4	5	5	3	4	5	5	5	4	5	4	5	5	5	3	3	3	3	4	5	5	5	5	5	5	5	5	3	4	5	5	5	5	3	5	4	5	5	4	5	4	5	4	2	4
66	1	2	3	3	2	4	3	3	5	5	5	3	1	1	2	4	3	2	3	4	4	4	4	4	3	4	4	5	3	3	3	3	3	3	3	3	1	4	4	4	4	4	4	4	2	2
67	4	5	5	5	5	5	3	5	4	3	4	5	4	4	4	5	3	3	4	4	2	4	5	3	4	4	3	4	3	4	5	4	5	1	4	4	4	4	4	5	4	4	2	1		
68	5	5	4	5	3	5	5	4	5	4	5	5	5	5	5	3	3	3	3	4	5	5	5	5	5	5	5	5	3	4	5	5	5	3	5	4	5	5	4	5	5	4	5	4	2	4
69	1	2	3	3	2	5	3	3	5	4	5	3	1	2	2	4	3	1	3	4	4	4	4	4	3	4	4	5	3	3	3	3	3	3	3	1	4	4	4	4	4	5	4	4	2	2
70	5	5	4	4	3	5	4	5	4	4	4	5	4	4	5	3	3	3	3	4	5	5	5	4	5	5	4	5	3	5	5	5	5	3	4	5	5	5	5	4	5	5	1	2		
71	5	1	3	3	2	4	3	3	4	4	4	3	2	2	2	4	3	3	3	5	4	4	4	4	3	4	4	4	3	3	3	3	3	3	3	2	4	5	4	5	5	5	5	2	2	
72	3	4	5	5	3	4	5	5	5	4	5	4	5	5	5	3	3	3	3	4	5	5	5	5	5	5	5	5	3	4	5	5	5	3	5	4	5	5	4	5	5	4	5	4	2	4
73	1	2	3	3	2	4	3	3	5	5	5	3	1	1	2	4	3	2	3	4	4	4	4	4	3	4	4	5	3	3	3	3	3	3	3	1	4	4	4	4	4	4	4	2	2	
74	4	5	5	5	5	5	3	5	4	3	4	5	4	4	4	5	3	3	4	4	2	4	5	3	4	4	3	4	3	4	5	4	5	1	4	4	4	4	4	5	4	4	2	1		
75	5	5	4	4	3	4	5	4	5	4	4	5	4	4	4	3	1	3	1	4	4	5	5	4	4	5	5	4	3	5	5	4	5	3	4	5	5	5	4	5	4	5	4	2	5	
76	4	5	5	5	3	5	5	5	5	4	4	5	5	4	5	3	3	3	3	5	5	5	5	5	5	5	5	5	3	5	5	5	5	3	5	5	5	5	5	5	5	5	5	1	2	
77	3	1	3	3	2	5	2	3	4	4	4	3	2	2	2	4	3	3	3	5	4	4	4	4	3	4	4	4	3	3	3	3	3	3	2	5	5	5	5	4	4	5	2	1		
78	5	5	5	4	4	4	3	4	5	3	4	5	4	5	5	5	3	2	4	5	2	4	4	3	4	4	3	4	3	4	5	4	4	1	5	4	4	5	4	4	4	4	3	3		
79	5	4	4	4	4	5	3	4	5	3	4	4	5	4	5	5	2	3	4	4	2	4	4	3	4	4	3	4	3	4	4	4	4	1	4	4	4	4	4	5	4	5	2	1		
80	5	4	4	4	5	5	3	4	4	4	3	4	5	5	5	3	3	2	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	5	4	5	5	5	5	4	4	2		
81	5	5	5	5	5	5	3	5	4	3	4	5	4	4	4	5	3	3	4	4	2	4	5	3	4	4	3	4	3	4	5	4	5	1	4	4	4	4	4	4	4	4	2	1		
82	5	5	4	5	3	5	5	4	5	4	5	5	5	5	5	3	3	3	3	4	5	5	5	5	5	5	5	5	3	4	5	5	5	3	5	4	5	5	4	5	5	4	5	4	2	4

Participants	LC 1	LC 2	LC 3	LC 4	LC 5	LC 6	LC 7	LC 8	LC 9	LC 10	LC 11	LC 12	LC 13	LC 14	LC 15	LC 16	LC 17	LC 18	LC 19	LC 20	LC 21	LC 22	LC 23	LC 24	LC 25	LC 26	LC 27	LC 28	LC 29	LC 30	LC 31	LC 32	LC 33	LC 34	LC 35	LC 36	LC 37	LC 38	LC 39	LC 40	LC 41	LC 42	LC 43			
83	4	4	5	5	3	4	4	5	4	4	4	5	5	4	5	3	3	3	3	5	5	5	5	5	5	4	5	3	4	5	5	5	5	4	5	5	4	5	5	4	5	4	5	1	2	
84	1	1	3	3	2	5	2	3	4	4	4	3	2	2	2	4	3	3	3	5	4	4	4	4	3	4	4	4	3	3	3	3	3	3	3	2	5	5	5	5	4	4	5	2	1	
85	4	5	5	4	4	4	3	4	5	3	4	5	4	5	5	5	3	2	4	5	2	4	4	3	4	4	3	4	3	5	5	4	4	1	5	4	5	5	4	4	5	3	3			
86	2	2	1	3	3	1	5	1	3	5	4	4	3	2	1	2	4	3	3	3	5	5	4	4	3	4	4	5	3	3	3	3	3	3	2	4	5	5	5	5	4	4	5	2		
87	4	5	5	5	3	5	5	5	4	5	5	4	5	4	5	3	3	3	3	5	5	5	5	5	5	5	5	5	3	4	4	5	5	3	4	4	5	5	4	4	4	4	2	2		
88	1	2	3	3	1	4	3	3	4	5	5	3	1	2	1	5	3	2	3	4	4	4	5	3	4	4	4	3	3	3	3	3	3	3	3	1	4	4	4	4	4	4	4	2	1	
89	4	5	5	5	3	5	5	5	4	5	5	5	5	5	5	3	3	3	3	4	5	5	5	4	5	5	5	5	3	5	5	5	5	3	4	5	5	5	3	4	4	4	2	5		
90	1	2	3	3	2	4	3	3	4	5	5	3	2	2	2	5	2	2	3	4	4	4	5	3	4	4	4	3	3	3	3	3	3	3	2	4	4	4	4	4	4	4	2	1		
91	3	1	3	3	1	5	3	3	4	5	4	3	2	1	2	5	3	3	3	4	4	4	5	3	4	5	4	3	3	3	3	3	3	3	2	5	5	5	4	4	4	4	2	2		
92	3	5	4	5	3	5	5	5	5	5	4	5	4	5	4	3	3	4	3	5	4	4	5	4	5	4	5	5	3	4	4	5	4	3	4	4	5	5	4	5	4	5	4	1	1	
93	2	4	5	5	3	4	5	5	5	4	5	4	5	5	5	3	3	3	3	4	5	5	5	5	5	5	5	3	4	5	5	5	3	5	4	5	5	5	5	5	4	2	4			
94	1	2	3	3	2	4	3	3	5	5	5	3	1	1	2	4	3	2	3	4	4	4	4	4	3	4	4	5	3	3	3	3	3	3	3	3	1	4	4	4	4	4	4	4	2	2
95	5	4	5	5	3	4	5	5	4	4	5	4	5	4	5	3	3	3	3	4	5	5	5	4	5	5	5	5	3	4	4	5	5	3	4	4	5	5	3	4	4	4	2	5		
96	2	1	3	3	1	4	3	3	4	5	5	3	2	1	2	5	3	2	3	4	4	4	5	3	4	4	4	3	3	3	3	3	3	3	1	4	4	4	4	4	4	4	2	2		
97	2	1	3	3	1	5	3	3	4	5	4	3	2	1	2	4	3	3	3	5	4	5	5	3	4	4	4	3	3	3	3	3	3	3	1	4	4	5	4	5	4	4	2	1		
98	4	4	4	4	3	4	4	4	4	4	5	5	5	4	4	3	3	3	3	4	4	5	4	4	4	5	5	5	3	5	5	5	5	5	3	4	5	5	5	4	4	4	2	5		
99	3	2	3	3	2	4	3	3	4	5	5	3	2	2	2	5	2	2	3	4	4	4	5	3	4	4	4	3	3	3	3	3	3	3	2	4	4	4	4	4	4	4	2	1		
100	1	1	3	3	1	5	3	3	4	5	4	3	2	1	2	5	3	3	3	4	4	4	5	3	4	5	4	3	3	3	3	3	3	2	5	5	5	4	4	4	4	2	2			

Teacher-Student Relationship Coding

Teacher Student Relationship	Questions
TSR 1	Teacher talks enthusiastically about his/her subject.
TSR 2	The teacher trusts us
TSR 3	This teacher seems uncertain.
TSR 4	This teacher gets angry unexpectedly.
TSR 5	This teacher explains things clearly.
TSR 6	If we do not agree with the teacher we can talk about it.
TSR 7	This teacher is hesitant.
TSR 8	This teacher gets angry quickly.
TSR 9	This teacher holds our attentions.
TSR 10	This teacher is willing to explain things again.
TSR 11	This teacher acts as if he/she does not know what to do.
TSR 12	This teacher is too quick to correct us when we break a rule.
TSR 13	This teacher knows everything that goes in a classroom.
TSR 14	If we have something to say this teacher will listen.
TSR 15	This teacher let us boss him/her around.
TSR 16	This teacher is impatient.
TSR 17	This teacher is a good leader.
TSR 18	This teacher realizes when we do not understands
TSR 19	This teacher is not sure what to do when we fool around.
TSR 20	It is easy to pick a fight with this teacher.
TSR 21	This teacher acts confidently.
TSR 22	This teacher is patient.
TSR 23	It is easy to make a fool out of this teacher.
TSR24	This teacher is sarcastic.
TSR 25	This teacher helps us with our work.
TSR 26	We can decide some things in this teacher's class.
TSR 27	This teacher thinks we cheat.
TSR 28	This teacher is strict.
TSR 29	This teacher is friendly.
TSR 30	We can influence this teacher.
TSR 31	This teacher thinks we don't know anything.
TSR 32	We have to be silent in this teacher's class.
TSR 33	This teacher is someone we can depend on.
TSR 34	This teacher lets us fool around in the class.
TSR 35	This teacher puts us down
TSR 36	This teacher tests are hard.
TSR 37	This teacher has a sense of humor.
TSR 38	This teacher lets us get away with a lot in class.
TSR 39	This teacher thinks we can't do things well.
TSR 40	This teacher's standards are very high.
TSR 41	This teacher can take joke.
TSR 42	This teacher gives us a lot of free time in class.
TSR 43	This teacher seems dissatisfied.
TAR 44	This teacher is severe when marking paper.
TSR 45	This teacher's class is pleasant.
TSR 46	This teacher is lenient.
TSR 47	This teacher is suspicious.
TSR 48	We are afraid of this teacher

Responses	Corresponding choice
1	Never
2	Seldom
3	Sometimes
4	Usually
5	Always

Teacher-Student Relationship Data

P a r t i c i p a n t s	T S R 1	T S R 2	T S R 3	T S R 4	T S R 5	T S R 6	T S R 7	T S R 8	T S R 9	T S R 10	T S R 11	T S R 12	T S R 13	T S R 14	T S R 15	T S R 16	T S R 17	T S R 18	T S R 19	T S R 20	T S R 21	T S R 22	T S R 23	T S R 24	T S R 25	T S R 26	T S R 27	T S R 28	T S R 29	T S R 30	T S R 31	T S R 32	T S R 33	T S R 34	T S R 35	T S R 36	T S R 37	T S R 38	T S R 39	T S R 40									
1	3	4	3	2	4	5	1	2	2	2	3	3	3	5	1	1	4	3	2	2	4	2	1	1	5	4	3	2	5	4	3	2	5	2	3	4	5	3	4	3	4	2	3	2	3	3	2	1	
2	5	5	2	1	5	5	1	1	5	4	1	4	4	5	3	1	5	5	1	2	5	4	2	1	5	5	1	3	5	5	2	3	5	1	1	4	5	3	1	2	5	5	1	2	5	5	1	1	
3	5	5	2	1	5	1	1	5	4	1	4	4	5	3	1	5	5	4	1	1	4	4	2	4	5	5	1	4	5	5	2	3	3	5	1	1	4	5	3	1	2	5	5	2	4	5	4	3	
4	2	3	4	3	2	1	1	3	4	5	2	5	3	4	1	4	5	3	2	1	5	3	4	5	3	5	4	4	2	3	3	5	4	3	2	4	4	3	1	5	3	4	3	4	1	2	1	2	
5	3	1	1	3	2	3	1	3	5	3	5	1	2	1	1	1	3	1	1	1	5	1	1	5	3	1	5	5	2	1	1	3	2	1	5	3	1	1	5	5	2	2	5	4	1	1	3	5	
6	5	4	1	3	5	5	1	4	5	5	1	5	5	5	1	3	5	5	1	1	5	5	1	3	5	3	1	1	2	5	4	1	3	4	3	1	4	5	4	1	3	3	1	3	3	4	4	3	
7	4	3	5	4	3	1	1	3	3	4	2	3	4	4	5	3	4	3	4	1	5	3	1	4	4	3	2	5	5	2	3	5	4	4	2	3	5	2	3	4	4	2	3	2	3	3	3	5	
8	4	2	5	3	3	1	1	4	4	2	3	5	2	3	1	5	3	1	2	1	5	3	3	1	3	4	2	4	2	1	1	3	2	1	3	3	2	1	3	5	2	1	2	2	1	3	3	4	
9	3	1	5	4	3	2	1	4	3	2	1	2	4	3	1	5	3	1	2	2	4	3	1	4	3	4	2	5	3	3	2	5	2	3	3	3	4	1	3	3	4	3	3	4	1	2	3	5	
10	5	4	1	1	5	5	1	1	5	5	1	3	4	5	1	1	3	3	3	1	5	5	1	4	5	3	4	1	5	5	5	1	3	5	5	1	5	3	2	5	4	4	1	1	5	4	2	1	
11	5	3	2	1	5	5	1	3	5	5	1	5	3	4	1	1	3	3	3	2	3	3	3	1	3	3	3	5	4	3	1	3	5	3	1	3	3	3	1	1	3	1	1	1	5	5	2	3	
12	5	5	2	1	5	5	1	1	5	5	1	5	5	5	1	1	5	5	5	1	5	4	1	5	5	5	4	1	5	3	1	3	5	5	1	1	5	1	1	1	1	4	4	1	1	5	4	2	3
13	5	4	1	1	5	1	1	1	5	5	1	5	3	4	1	5	1	3	5	1	5	1	1	3	3	3	4	4	1	1	3	1	3	1	1	3	1	3	1	5	3	3	1	3	1	1	1	5	
14	5	5	1	1	5	5	1	1	5	5	1	3	5	5	1	1	5	5	5	1	5	5	1	4	5	3	4	1	5	5	1	3	5	5	1	6	5	3	1	5	4	3	1	1	5	5	1	3	
15	5	4	1	1	5	5	1	1	5	5	1	3	4	5	1	1	5	5	5	1	5	5	1	4	5	4	4	1	5	2	2	4	5	5	1	2	5	3	2	5	5	4	1	1	5	4	1	1	
16	5	5	2	1	5	5	1	2	5	5	1	5	3	5	1	1	5	5	5	1	5	5	1	2	5	4	2	3	4	5	2	4	5	4	1	1	4	3	1	2	4	1	1	2	5	5	1	3	
17	3	2	5	5	1	1	1	5	3	1	4	5	3	3	1	5	1	3	5	1	5	2	1	1	1	5	3	5	1	1	3	5	1	1	3	5	1	1	3	5	1	1	4	5	1	1	4	5	5
18	5	2	3	3	4	1	2	4	3	5	4	5	5	3	1	5	4	1	2	1	5	1	1	1	3	5	3	5	1	1	3	3	1	3	4	3	3	1	3	5	1	1	4	3	1	1	4	3	
19	4	5	2	1	5	5	1	1	5	5	1	5	5	5	1	1	5	4	1	1	5	5	1	2	5	3	1	3	4	3	2	4	3	1	1	2	4	1	1	2	3	1	1	1	4	1	2	1	
20	3	4	3	4	3	4	3	5	5	4	3	5	3	2	5	3	4	3	3	4	4	3	2	3	4	3	2	5	5	4	3	4	4	2	2	5	4	4	2	4	4	5	3	4	3	3	3	4	
21	5	5	1	3	5	5	1	1	5	5	1	5	4	5	1	1	5	5	1	1	5	5	1	1	5	1	1	2	5	4	1	3	4	3	1	4	5	4	1	3	3	2	1	3	4	4	3	3	

P a r t i c i p a n t s	T S R		T S R		T S R		T S R		T S R		T S R		T S R		T S R		T S R		T S R		T S R		T S R		T S R		T S R		T S R		T S R		T S R		T S R														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	
2	4	4	2	2	5	2	3	2	4	4	5	4	3	2	3	2	3	3	2	1	3	2	1	2	4	4	2	3	4	4	4	3	2	2	1	2	3	3	3	3	4	2	2	2	5	2	2	1	
2	5	5	1	1	5	5	1	2	4	5	1	4	4	5	1	1	5	4	2	2	5	4	2	3	5	4	1	2	4	2	1	2	4	2	4	2	5	1	1	3	4	4	2	1	4	4	2	4	
2	4	5	2	1	5	5	3	1	5	5	4	4	5	5	1	1	5	5	1	1	2	3	1	2	5	5	1	1	5	3	1	3	5	1	1	1	3	4	3	2	2	3	5	5	3	3	5	3	
2	5	5	1	1	5	5	1	1	4	5	2	5	4	5	3	2	5	4	1	2	5	4	2	2	5	3	1	3	4	4	2	3	2	2	1	3	4	1	2	2	4	3	2	5	4	1	1	2	
2	6	3	2	5	5	1	4	3	2	1	5	4	5	1	2	2	1	1	3	4	5	3	4	3	2	1	1	3	5	5	3	3	4	5	2	2	4	5	4	3	4	2	1	3	4	1	5	5	
2	7	2	3	4	1	2	1	1	1	2	3	1	5	4	3	1	1	5	5	1	1	5	4	1	3	1	3	4	3	2	2	3	2	1	2	1	2	5	3	3	1	3	4	3	4	5	5	5	2
2	8	4	3	3	1	4	2	3	3	5	4	3	2	1	3	2	1	5	3	2	1	4	1	3	2	4	4	2	3	4	4	2	3	4	1	3	3	5	4	3	2	4	3	2	4	3	4	4	2
2	9	5	5	2	1	5	4	1	1	2	5	3	1	5	5	5	5	5	4	3	3	4	4	1	2	5	4	1	1	5	2	3	1	2	1	5	1	4	4	2	3	4	3	1	1	5	3	1	1
3	0	5	5	2	1	5	4	1	1	2	5	3	1	5	5	5	5	5	4	3	3	4	4	1	2	5	4	1	1	5	2	3	1	2	1	5	1	4	4	2	3	4	3	1	1	5	3	1	1
3	1	2	3	4	1	2	1	1	1	2	3	1	5	4	3	1	1	5	5	1	5	4	1	3	1	2	4	3	2	2	3	2	1	2	1	2	5	3	3	1	3	4	3	4	5	5	5	2	5
3	2	3	1	4	4	3	2	1	4	3	2	1	2	5	3	1	4	3	1	2	2	5	3	1	5	3	4	2	4	3	3	2	4	2	3	3	3	4	1	3	3	4	1	3	5	1	2	3	4
3	3	4	4	1	1	4	4	1	1	5	5	1	3	4	5	1	1	4	5	4	1	5	4	1	4	5	3	4	1	4	4	1	3	5	4	1	1	5	3	2	5	4	4	1	1	4	5	2	1
3	4	5	3	2	1	4	4	1	3	4	5	1	5	3	5	1	1	3	3	3	2	3	3	3	1	3	3	3	4	5	3	1	3	4	3	1	3	3	3	1	1	3	1	1	5	5	1	3	
3	5	4	4	2	1	5	5	1	1	5	5	1	5	5	5	1	1	4	4	5	1	5	4	2	5	5	5	5	1	5	3	1	3	4	4	1	1	4	1	1	1	5	5	1	1	4	4	2	3
3	6	4	4	1	1	4	1	1	1	4	4	1	5	3	4	2	5	1	3	5	1	5	2	1	3	3	3	4	4	1	1	3	1	3	1	1	3	2	3	1	5	3	3	1	3	1	2	1	4
3	7	5	5	2	1	4	5	1	1	4	4	2	3	5	5	1	1	5	5	4	1	5	4	2	4	5	3	4	1	4	4	1	3	5	5	1	1	4	3	1	4	4	3	2	1	5	4	1	3
3	8	2	3	4	1	2	1	1	1	2	3	1	4	4	3	1	1	4	4	1	1	4	4	1	3	1	3	4	3	2	2	3	2	1	2	1	2	5	3	3	1	3	4	3	4	4	4	4	2
3	9	5	3	3	1	4	2	3	3	4	5	3	2	1	3	2	1	5	3	2	1	4	4	3	1	5	5	2	3	4	4	2	3	4	1	3	5	5	4	3	2	4	3	2	5	3	5	5	2
4	0	3	2	4	4	1	5	3	2	1	4	4	4	2	2	2	2	1	1	3	4	4	3	4	3	2	2	3	4	4	3	4	4	2	2	4	4	4	3	4	2	1	3	4	1	5	2	5	5
4	1	4	2	3	3	5	1	2	4	3	4	4	4	5	3	2	5	4	2	1	5	1	1	3	3	3	4	3	4	1	1	3	3	1	3	4	3	3	1	3	4	1	1	5	3	2	1	5	3

Participants	TSR										TSR										TSR										TSR																		
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10									
82	3	2	4	4	1	5	3	2	1	4	4	4	2	2	2	2	1	1	3	4	4	3	4	3	2	2	3	4	5	3	4	4	2	2	4	4	4	3	4	2	1	3	4	2	5	2	5	5	
83	4	3	5	4	3	1	1	3	3	4	2	3	4	4	5	3	4	3	4	1	5	3	1	4	4	3	2	5	5	2	3	5	4	4	2	3	5	2	3	4	4	2	3	2	3	3	3	5	
84	2	3	4	3	2	1	1	3	4	5	2	5	3	4	1	4	5	3	2	1	5	3	4	5	3	5	4	4	2	3	3	5	4	3	2	4	4	3	1	5	3	4	3	4	1	2	1	2	
85	4	5	2	1	5	5	3	1	5	5	4	4	5	5	1	1	5	5	1	1	2	3	1	2	4	4	1	1	5	3	1	3	5	1	1	1	3	4	3	2	2	2	5	5	3	3	5	3	
85	4	4	2	2	5	2	3	2	4	4	3	4	3	2	3	2	3	3	2	1	3	2	1	2	4	4	2	3	4	4	4	3	2	2	1	2	3	3	3	3	4	2	2	2	5	2	2	1	
87	4	4	1	1	4	1	1	1	4	4	1	5	3	4	2	5	1	3	5	1	5	2	1	3	3	3	4	4	1	1	3	1	3	1	1	3	2	3	1	5	3	3	1	3	1	2	1	4	
88	5	5	2	1	4	4	1	2	4	5	1	4	4	4	1	1	4	4	5	1	4	4	2	5	5	5	4	2	5	3	1	3	4	4	1	1	4	2	2	2	5	4	1	2	4	4	2	3	
89	5	3	2	2	4	4	2	3	4	4	1	5	3	5	1	1	3	3	3	2	3	3	3	1	3	3	3	4	4	3	1	3	4	3	1	3	3	3	1	1	3	1	1	5	5	1	3		
90	4	4	1	1	4	4	1	1	5	5	1	3	4	5	1	1	4	5	4	1	5	4	1	4	5	3	4	1	4	4	1	3	5	4	1	1	5	3	2	4	4	4	1	1	4	5	2	1	
91	3	1	4	4	3	2	1	4	3	2	1	2	5	3	2	4	3	1	2	2	5	3	1	5	3	4	2	4	3	3	2	4	2	3	3	3	4	1	3	3	5	3	3	5	1	2	3	4	
92	3	5	3	2	4	4	1	2	2	2	3	3	3	4	2	2	5	3	2	2	5	2	2	1	4	4	3	2	4	4	4	3	2	4	2	3	4	5	3	4	3	5	2	3	2	3	3	2	1
93	5	5	1	1	4	4	1	2	5	5	1	4	3	4	1	1	4	5	4	1	5	5	1	2	5	4	2	3	4	5	2	4	5	4	1	1	4	3	1	2	4	1	1	2	4	4	1	3	
94	5	3	3	1	4	2	3	3	4	5	3	2	1	3	2	1	5	3	2	1	4	4	3	1	5	5	2	3	4	4	2	3	4	4	2	3	4	1	3	4	5	4	3	2	4	3	5	5	2
95	4	4	2	1	4	5	1	1	4	5	5	5	4	1	1	5	2	1	5	5	1	2	3	3	4	3	1	3	4	3	2	4	4	1	1	2	4	1	2	2	3	2	2	4	1	2	2	2	
96	3	4	3	4	3	4	3	5	5	4	3	5	3	2	5	3	4	3	3	4	4	3	2	3	4	3	2	5	5	4	3	4	4	2	2	5	4	4	2	4	4	5	3	4	3	3	3	4	
97	2	3	4	1	2	1	1	1	2	3	1	4	4	3	1	1	4	4	1	4	4	1	3	1	3	4	3	2	2	3	2	1	2	5	3	3	1	3	4	3	4	4	4	4	4	2	4	4	4
98	4	2	3	3	5	1	2	3	4	4	4	5	3	2	5	4	2	1	1	5	1	1	3	3	4	3	4	1	1	3	3	1	3	4	3	3	1	3	4	1	1	5	3	2	1	5	3	3	
99	5	5	1	3	5	5	1	1	5	5	1	5	4	5	1	1	5	5	1	1	5	5	1	1	5	1	1	2	5	4	1	3	4	3	1	4	5	4	1	3	3	2	1	3	4	4	3	3	
100	4	4	2	2	4	3	1	1	4	5	1	3	5	4	1	1	3	5	1	1	4	4	1	3	4	4	2	2	4	1	1	2	4	1	1	1	3	1	1	1	3	1	1	1	5	4	1	3	

Psychological Capital Coding

Psychological Capital	QUESTIONS
PSYC 1	I feel confident analyzing a long-term problem to find a solution
PSYC 2	I feel confident in representing my performance in front of my teachers and peers
PSYC3	I feel confident contributing to discussions during class
PSYC 4	I feel confident helping to set targets/goals for myself.
PSYC5	I feel confident contacting people outside the class (e.g., other teacher head teachers) to discuss problems.
PSYC 6	I feel confident presenting information in a group of friends.
PSYC 7	If I should find myself in a problem, I could think of many ways to get out of it.
PSYC 8	At the present time, I am energetically pursuing my academic goals
PSYC 9	There are lots of ways around any problem.
PSYC 10	Right now I see myself as being pretty successful in studies.
PSYC 11	I can think of many ways to reach my academic goals.
PSYC 12	At this time, I am meeting the goals that I have set for myself.
PSYC 13	When I have a setback in class flying, I have trouble recovering from it. Moving on
PSYC 14	I usually manage difficulties one way or another during studies
PSYC 15	If I have to, I can be “on my own,” so to speak, in studies.
PSYC 16	I usually take stressful academic situations in stride.
PSYC 17	I can get through difficult times in studies because I’ve experienced difficulty before
PSYC 18	I feel I can handle many things at a time during study situations
PSYC 19	When things are uncertain for me in class I usually expect the best
PSYC 20	If something can go wrong for me academic-wise, it will.
PSYC 21	I always look on the bright side of things regarding my learning process
PSYC 22	I’m optimistic about what will happen to me in the future as it pertains to learning
PSYC 23	As a student, things never work out the way I want them to.
PSYC 24	I approach my studies as every effort has returns though not immediate

Responses	Corresponding Choice
1	Strongly Disagree
2	Disagree
3	Somewhat Disagree
4	Somewhat Agree
5	Agree
6	Strongly Agree

Psychological Capital data

Participants	PSY C 1	PSY C 2	PSY C 3	PSY C 4	PSY C 5	PSY C 6	PSY C 7	PSY C 8	PSY C 9	PSY C 10	PSY C 11	PSY C 12	PSY C 13	PSY C 14	PSY C 15	PSY C 16	PSY C 17	PSY C 18	PSY C 19	PSY C 20	PSY C 21	PSY C 22	PSY C 23	PSY C 24
1	5	4	4	6	6	4	4	3	4	3	2	5	4	4	5	4	5	3	1	3	4	6	3	4
2	5	4	4	4	4	4	5	3	6	4	4	4	2	4	6	4	4	5	4	3	4	3	3	4
3	4	4	5	4	4	4	5	3	6	4	4	4	5	3	6	4	4	5	5	3	4	3	3	4
4	4	6	5	5	4	5	3	6	4	6	4	2	1	4	3	3	4	5	4	4	6	5	4	6
5	6	2	4	5	2	2	6	6	6	5	6	4	5	6	4	6	6	5	6	6	5	6	6	6
6	2	2	3	2	4	4	4	4	3	3	2	3	5	2	2	4	2	2	2	3	2	2	1	4
7	4	5	4	3	6	4	5	3	4	4	3	4	3	4	4	4	5	3	4	3	3	4	3	5
8	4	6	5	5	5	6	3	6	6	5	6	4	6	4	5	4	5	4	4	5	5	6	3	6
9	3	6	5	5	5	6	5	6	5	4	6	4	6	5	4	3	5	4	5	5	5	6	6	6
10	4	6	4	4	4	4	4	4	6	3	5	1	2	4	4	4	4	4	3	5	4	6	5	5
11	5	6	4	5	6	6	4	5	5	5	5	4	4	4	5	4	5	4	4	4	3	5	2	6
12	4	6	5	6	4	5	4	6	5	3	5	3	6	4	4	4	4	5	2	5	6	5	3	5
13	3	6	5	6	5	6	5	5	6	5	6	5	1	5	4	5	6	5	3	2	2	4	6	6
14	3	5	4	5	6	6	5	5	5	5	4	3	6	6	4	5	4	5	2	5	6	6	6	4
15	4	5	5	6	5	5	5	6	5	5	6	4	6	5	4	4	4	4	3	5	4	6	6	6
16	5	6	4	6	4	5	4	6	5	5	6	4	6	5	4	5	4	3	6	2	5	6	5	5
17	6	5	5	6	5	5	5	6	5	5	5	4	6	5	6	5	6	5	5	4	6	6	6	6
18	5	4	2	6	6	6	6	6	5	5	6	4	5	5	5	4	5	4	5	4	5	4	2	6
19	5	5	5	6	5	5	5	6	6	5	6	5	1	5	6	1	5	6	5	1	6	6	4	6
20	3	5	5	4	5	6	3	5	4	5	6	5	4	4	4	4	5	5	5	4	6	6	6	6
21	5	5	5	6	5	6	4	6	5	5	5	5	5	6	6	1	6	5	5	1	6	6	2	5
22	5	4	4	5	4	5	4	5	5	5	5	4	2	4	5	4	5	4	5	2	6	4	2	4
23	5	4	5	6	3	6	5	6	5	6	4	5	2	6	6	2	6	5	6	1	6	5	3	6
24	3	2	3	2	5	3	4	2	4	4	5	3	4	3	3	5	4	3	4	5	4	3	2	4
25	6	5	4	5	4	5	5	6	5	5	5	6	3	5	5	1	5	5	5	1	6	5	5	6

Participa nts	PSY C 1	PSY C 2	PSY C 3	PSY C 4	PSY C 5	PSY C 6	PSY C 7	PSY C 8	PSY C 9	PSY C 10	PSY C 11	PSY C 12	PSY C 13	PSY C 14	PSY C 15	PSY C 16	PSY C 17	PSY C 18	PSY C 19	PSY C 20	PSY C 21	PSY C 22	PSY C 23	PSY C 24
26	3	4	5	4	6	5	6	5	6	5	6	5	4	5	4	4	2	3	4	5	6	4	5	5
27	4	2	1	4	5	6	3	6	2	5	6	2	2	4	4	4	4	4	5	4	6	6	5	6
28	2	2	4	3	4	5	6	3	6	3	4	4	3	3	4	4	4	3	5	3	4	3	5	3
29	4	3	1	6	4	4	5	4	5	6	6	3	5	1	4	1	3	3	2	3	4	2	1	2
30	4	2	1	5	4	4	4	4	4	5	5	3	4	1	4	1	2	2	1	2	4	1	1	1
31	4	2	1	4	5	6	3	6	2	5	6	2	2	4	4	4	4	4	5	4	6	6	5	6
32	3	5	5	5	5	5	5	6	5	4	6	4	5	5	4	3	5	4	5	5	5	5	5	5
33	4	6	4	4	4	4	4	4	5	3	5	2	2	4	4	4	4	3	5	4	5	5	5	5
34	5	5	4	5	6	5	4	5	5	5	5	4	4	4	5	4	5	4	4	4	3	5	2	5
35	4	5	6	5	4	6	4	5	5	3	5	3	5	4	4	4	4	6	2	5	5	5	3	5
36	3	5	5	5	5	6	5	5	6	5	5	5	1	5	4	5	5	5	3	2	2	4	6	6
37	3	5	4	5	5	5	5	5	5	5	4	3	6	5	4	5	4	5	2	5	5	6	5	4
38	4	2	1	4	5	5	3	5	2	5	5	2	2	4	4	4	4	4	5	4	5	5	5	5
39	2	2	4	3	4	5	5	3	5	3	4	4	4	3	4	4	4	3	6	3	4	3	5	3
40	3	4	6	4	4	5	5	4	5	5	5	5	4	5	4	4	2	3	4	6	5	4	6	5
41	5	4	2	6	6	5	6	5	5	5	5	4	6	5	5	4	5	4	5	4	5	4	2	5
42	3	5	5	4	5	6	3	5	4	5	6	5	4	4	4	4	6	6	6	5	5	5	5	6
43	5	5	5	5	6	6	5	6	5	5	6	6	1	6	6	1	5	6	5	1	5	5	4	5
44	5	4	4	5	5	4	4	3	4	3	2	6	5	5	6	5	6	3	1	3	4	5	3	4
45	4	5	5	6	5	5	5	5	6	6	5	4	6	6	4	4	4	4	3	5	4	5	5	5
46	6	5	4	5	4	5	4	5	6	5	5	4	5	6	4	5	4	3	6	2	5	5	6	5
47	5	6	6	5	5	5	5	5	5	6	5	4	5	5	6	5	6	5	5	4	6	6	3	6
48	3	4	4	5	3	3	3	4	2	5	3	3	3	4	4	5	3	3	4	4	2	4	2	2
49	2	2	4	3	4	5	5	3	5	3	4	4	3	3	4	4	4	3	6	3	4	3	5	3
50	4	5	5	6	5	5	5	5	6	6	5	4	6	6	4	4	4	4	3	5	4	5	5	5
51	6	6	5	6	5	5	4	6	5	5	6	4	5	2	5	2	2	5	5	4	6	6	4	5
52	6	6	5	6	5	5	6	6	5	6	6	4	5	2	5	2	2	5	4	6	6	4	5	5
53	5	5	4	5	4	5	3	5	5	6	6	3	5	6	4	4	5	6	5	4	5	4	3	6

Participa nts	PSY C 1	PSY C 2	PSY C 3	PSY C 4	PSY C 5	PSY C 6	PSY C 7	PSY C 8	PSY C 9	PSY C 10	PSY C 11	PSY C 12	PSY C 13	PSY C 14	PSY C 15	PSY C 16	PSY C 17	PSY C 18	PSY C 19	PSY C 20	PSY C 21	PSY C 22	PSY C 23	PSY C 24
54	6	6	5	6	5	5	4	6	5	6	5	4	5	2	5	2	2	5	5	4	4	6	4	5
55	2	4	4	6	5	5	5	4	5	5	4	2	2	3	5	3	4	3	4	5	3	3	4	4
56	5	4	6	1	6	2	5	3	6	1	5	3	6	3	4	2	6	1	2	4	6	1	6	6
57	6	5	3	6	5	5	6	5	4	4	5	4	5	5	4	5	6	5	6	4	5	2	6	2
58	4	2	5	3	6	3	6	3	4	3	4	2	2	6	3	2	6	2	4	1	3	2	6	3
59	5	4	4	6	6	6	5	4	5	5	6	5	4	5	4	6	5	4	6	5	5	6	6	5
60	6	6	5	6	5	5	6	6	3	6	2	6	6	2	6	2	2	2	5	4	4	6	4	5
61	5	5	4	5	6	5	5	4	5	4	5	4	3	3	4	5	5	4	5	5	4	6	5	5
62	3	4	5	6	5	6	5	6	1	4	5	3	3	4	5	1	5	6	5	4	5	2	4	5
63	4	3	3	4	5	5	6	5	6	4	5	3	6	4	6	3	2	3	2	4	4	3	4	3
64	6	6	5	6	5	6	5	6	6	4	5	5	2	2	3	2	3	5	2	5	5	2	5	5
65	4	3	5	3	6	1	3	5	3	5	2	5	3	4	6	5	6	4	5	3	5	2	4	6
66	5	6	3	5	3	4	6	3	5	5	6	5	6	6	2	4	5	4	4	3	3	5	6	5
67	3	5	5	6	6	6	2	4	5	1	6	2	4	3	3	5	5	1	5	2	4	6	3	4
68	4	5	5	5	4	4	5	5	4	5	6	5	3	4	4	3	4	5	5	3	5	4	4	5
69	5	4	5	6	4	6	5	6	5	4	5	6	1	3	6	1	3	3	6	5	4	6	6	6
70	1	2	6	2	4	4	2	5	2	4	3	6	2	5	3	5	1	3	6	1	6	2	5	4
71	6	4	6	6	5	6	5	5	4	5	5	6	1	6	6	6	6	6	5	4	6	6	5	5
72	5	5	4	5	6	4	5	6	5	4	5	6	6	5	4	5	5	4	5	5	6	6	5	5
73	4	3	2	3	2	1	6	1	6	1	4	1	5	5	4	5	5	3	4	5	5	5	6	5
74	6	6	4	6	4	3	5	5	6	4	6	5	5	4	5	3	5	5	4	5	5	5	4	4
75	3	4	5	5	2	5	3	5	4	3	6	5	4	2	4	6	4	1	5	1	5	4	6	4
76	3	4	4	5	2	5	4	5	4	4	3	5	5	3	4	5	5	5	6	2	4	5	5	4
77	5	5	3	4	2	4	5	2	4	2	4	3	5	2	1	4	2	5	2	4	3	2	4	4
78	6	6	5	6	5	5	6	5	6	6	5	4	5	4	5	2	2	4	5	4	6	6	4	5
79	6	6	5	6	5	4	3	6	5	6	4	4	5	2	5	2	3	4	5	4	3	5	4	5
80	6	6	4	5	2	5	4	5	4	3	6	5	4	3	4	5	5	4	5	1	5	4	5	6
81	4	2	1	5	4	4	4	4	4	4	5	5	3	4	1	4	1	2	2	1	2	4	1	1

Participa nts	PSY C 1	PSY C 2	PSY C 3	PSY C 4	PSY C 5	PSY C 6	PSY C 7	PSY C 8	PSY C 9	PSY C 10	PSY C 11	PSY C 12	PSY C 13	PSY C 14	PSY C 15	PSY C 16	PSY C 17	PSY C 18	PSY C 19	PSY C 20	PSY C 21	PSY C 22	PSY C 23	PSY C 24
82	3	4	5	4	4	5	5	4	5	5	4	5	4	5	4	4	2	3	4	6	5	4	6	5
83	4	5	4	3	6	4	5	3	4	4	3	4	6	4	4	4	5	3	4	3	4	3	5	5
84	4	6	5	5	4	5	3	6	4	6	4	2	1	4	3	3	4	5	4	4	6	5	4	6
85	3	2	3	2	5	3	4	2	4	4	5	3	4	3	3	5	4	3	4	5	4	3	2	4
86	5	4	4	4	4	5	4	5	5	5	5	4	2	4	5	4	5	4	5	2	6	4	2	4
87	3	5	5	5	5	6	5	5	6	5	5	5	1	5	4	5	5	5	3	2	2	4	6	6
88	4	5	6	5	4	6	4	5	5	3	5	3	5	4	4	4	4	6	2	5	5	5	3	5
89	5	5	4	5	6	5	4	5	5	5	5	4	5	4	4	5	4	4	4	5	3	5	2	5
90	4	6	4	4	4	4	4	4	5	3	5	2	2	4	4	4	4	4	3	5	4	5	5	5
91	3	5	5	5	5	5	5	6	6	4	6	4	5	5	4	3	5	4	5	5	5	5	5	5
92	5	4	4	5	5	4	4	3	4	3	2	6	5	5	6	5	6	3	2	3	4	6	3	4
93	5	6	4	5	4	5	4	5	5	5	5	4	5	6	4	5	4	3	6	2	5	5	6	5
94	5	6	6	5	5	5	5	5	5	6	6	4	5	5	6	5	6	5	5	4	5	6	5	6
95	5	5	5	5	6	6	5	6	5	5	6	6	1	6	6	1	5	5	5	1	5	5	4	5
96	3	5	5	4	5	6	3	5	4	5	6	5	4	4	4	4	5	5	5	4	6	6	6	6
97	4	2	1	4	5	5	3	5	2	5	5	2	2	4	4	4	4	4	5	4	5	5	5	5
98	5	4	2	6	6	5	6	5	5	5	5	4	6	5	5	4	5	4	5	4	5	4	2	5
99	4	4	4	5	4	5	4	5	4	4	4	4	4	5	5	2	5	4	4	2	5	5	1	5
100	6	6	5	6	5	4	3	6	5	6	4	4	5	2	5	2	3	4	5	4	3	5	4	5

Academic Perseverance coding

Perseverance	Question
PS 1	Once I start my work, I am highly motivated and work continuously on it until IT IS COMPLETED
PS 2	I have a severe problem with postponing things.
PS3	My work is always complete on time.
PS 4	The most difficult thing for me is getting started with any task, but once I getstarted. I find it relatively easy to complete.
PS 5	I always make it a habit of preparing in advance for class
PS 6	Although I get started on a task relatively quickly, my real problem isfinishing the work.
PS 7	If given a choice between working on a assignment or piece of work and watching television. I choose to watch TV
PS 8	When I have a assignment to complete, I often remember other assignments
PS 9	I consider myself a highly systematic.
PS 10	I find it very easy to motivate myself to complete an assignment.
PS 11	I motivate and monitor myself in boarding school as well.
PS 12	I can control my impulse of indulging in immediate pleasure like using socialmedia, gossiping.
PS 13	Although I have a good record of completing my work on time but I have towork hard to stay motivated.
PS 14	When preparing for exams, I typically spread out my studying over severaldays.
PS 15	When a term assignment is assigned, I begin working on it soon after theassignment is made.
PS 16	I usually start assignments a week or two before they are due.
PS 17	When an assignment is given, I begin working on it soon after assignment ismade.
PS 18	I could do my assignments more easily if i do not have so many other important things going on in my life
PS 19	I have difficulty setting priorities, deciding what needs to be accomplished first
PS 20	I am good at completing task on time.
PS 21	I prepare a plan of action to complete my work before due date
PS 22	the skills that I have help me to excel
PS 23	I think sheer hard work can make impossible things possible

Responses	Corresponding choice
1	This doesn't describe me
2	This describes my behavior in rare situation
3	This describes my behavior half of the time
4	This describes my typical behavior
5	This completely describes me

Academic Perseverance data

Participants	PS 1	PS 2	PS 3	PS 4	PS 5	PS 6	PS 7	PS 8	PS 9	PS 10	PS 11	PS 12	PS 13	PS 14	PS 15	PS 16	PS 17	PS 18	PS 19	PS 20	PS 21	PS 22	PS 23
1	3	3	4	4	3	4	2	5	4	4	3	2	4	4	3	5	4	5	4	4	5	5	5
2	3	3	3	3	1	3	3	2	2	3	4	4	3	3	3	4	4	2	4	3	4	4	4
3	3	3	3	4	1	3	2	2	3	3	4	4	3	2	2	3	3	2	4	3	4	3	3
4	4	3	5	4	3	2	2	4	3	2	3	2	4	3	4	5	3	5	4	5	3	3	4
5	5	2	3	5	3	2	3	4	3	3	4	3	4	4	3	4	5	5	4	5	4	4	4
6	3	3	3	2	2	3	4	4	2	2	3	3	3	5	2	4	2	5	3	2	2	2	3
7	2	4	3	4	2	4	5	4	2	3	3	4	4	4	3	3	5	4	2	3	4	4	4
8	4	4	5	3	2	3	2	4	3	3	5	2	2	5	4	5	4	5	4	5	5	5	5
9	5	3	3	5	5	2	3	5	4	4	4	3	3	4	4	4	4	4	2	4	4	5	5
10	2	4	3	4	3	4	5	5	2	2	3	4	3	3	4	3	2	4	2	3	3	5	5
11	4	2	2	4	1	5	2	1	2	3	2	4	3	2	2	4	2	2	4	5	4	3	5
12	2	3	3	3	3	4	5	4	4	4	3	4	2	4	4	3	3	5	4	5	4	4	5
13	5	3	5	5	1	5	5	5	5	5	4	5	4	5	5	5	2	5	3	5	4	3	5
14	4	3	3	5	3	3	4	4	4	4	4	4	4	4	3	3	4	3	3	3	4	4	5
15	5	2	5	5	5	3	3	4	4	4	3	3	4	5	5	5	5	5	5	5	4	5	4
16	4	3	3	3	4	2	5	4	3	4	2	5	5	4	3	4	3	5	4	3	4	5	3
17	5	2	5	5	5	3	3	5	4	4	3	3	4	5	5	5	5	5	3	5	5	5	5
18	5	2	4	5	5	5	5	2	4	5	5	3	3	4	3	4	3	3	3	3	3	5	3
19	4	2	4	5	5	1	1	2	5	5	5	5	1	3	5	3	5	3	2	5	5	5	5
20	5	4	3	4	5	2	3	4	4	5	3	4	3	4	3	4	3	4	3	5	2	1	4
21	5	2	4	4	3	1	2	3	4	4	5	4	4	2	3	3	4	5	2	5	5	5	5
22	4	3	4	5	2	2	1	3	4	4	3	1	4	3	3	3	4	2	4	5	2	3	5
23	4	2	5	4	3	2	3	1	4	5	5	1	5	3	5	5	4	1	4	5	4	5	5
24	4	5	4	3	3	4	3	2	4	3	5	3	4	4	3	2	4	3	3	3	5	3	4
25	4	2	5	4	3	1	2	1	5	5	5	2	5	4	4	4	1	5	2	4	5	4	5
26	4	3	5	3	1	4	3	1	3	5	3	4	5	4	5	1	5	5	2	5	5	4	4

Participants	PS 1	PS 2	PS 3	PS 4	PS 5	PS 6	PS 7	PS 8	PS 9	PS 10	PS 11	PS 12	PS 13	PS 14	PS 15	PS 16	PS 17	PS 18	PS 19	PS 20	PS 21	PS 22	PS 23
27	3	2	1	2	2	5	3	5	3	5	2	2	3	5	2	2	3	5	3	1	2	5	5
28	3	3	1	3	1	4	1	3	4	5	3	1	3	2	5	5	5	3	3	2	4	4	3
29	3	5	1	1	3	4	1	3	3	3	4	2	3	4	2	4	1	2	3	2	2	3	1
30	2	4	1	4	3	3	1	2	2	3	1	3	4	2	4	1	1	3	2	2	2	3	1
31	3	2	1	2	2	5	3	5	3	5	2	2	3	5	2	2	3	5	3	1	2	5	5
32	5	3	3	5	5	2	3	5	4	4	4	3	3	4	4	4	4	4	2	4	4	5	5
33	2	4	3	4	3	4	4	4	2	2	3	4	3	3	4	3	2	4	2	3	3	4	4
34	4	2	2	4	1	5	2	1	2	3	2	4	3	2	2	4	2	2	4	4	4	3	4
35	2	3	3	3	3	4	5	4	4	4	3	4	2	4	4	3	3	4	4	4	4	4	4
36	5	3	5	5	1	5	5	5	5	5	4	5	4	5	5	5	2	5	3	5	4	3	2
37	4	3	3	4	3	3	5	4	4	4	5	4	4	4	3	3	4	3	3	3	4	4	4
38	3	2	1	2	2	4	3	5	3	4	2	2	3	5	2	2	3	5	3	1	2	4	4
39	3	3	1	3	1	5	1	3	4	4	3	1	3	2	4	4	4	3	3	2	4	4	3
40	4	3	4	3	1	5	3	1	3	4	3	4	4	4	5	1	5	5	2	5	5	5	5
41	5	2	4	5	5	4	5	2	4	4	5	3	3	4	3	4	3	3	3	3	3	4	3
42	5	4	3	5	4	2	3	4	4	5	3	4	3	4	3	4	3	4	3	5	2	1	5
43	4	2	5	5	4	1	1	2	4	4	5	5	1	3	4	3	4	3	2	4	4	5	5
44	3	3	5	5	4	4	2	4	5	4	3	2	4	4	3	4	5	4	4	4	4	4	4
45	4	2	4	4	4	2	2	3	3	3	2	2	3	4	4	4	4	4	4	4	3	4	4
46	5	3	3	3	5	2	4	4	3	5	2	4	4	5	3	5	3	5	4	3	4	4	3
47	5	2	5	5	4	3	3	5	5	4	3	3	5	5	5	4	5	4	3	5	4	5	5
48	3	3	3	4	1	3	2	2	3	3	4	4	3	2	2	3	3	2	4	3	4	3	3
49	3	3	1	3	1	5	1	3	5	4	3	1	3	2	4	4	4	3	3	4	5	5	3
50	4	2	4	4	4	2	2	3	3	3	2	2	3	4	4	4	4	4	4	4	3	4	4
51	5	3	5	5	5	5	2	4	5	5	5	1	5	2	3	1	2	4	2	5	5	5	5
52	5	3	5	5	5	5	2	4	5	5	5	1	5	2	3	1	2	4	2	5	5	5	5
53	3	1	5	4	3	4	3	4	5	5	5	3	4	3	5	4	3	5	4	3	1	3	3
54	5	3	5	5	5	5	2	4	5	5	5	1	5	2	3	1	2	4	2	5	5	5	5

Participants	PS 1	PS 2	PS 3	PS 4	PS 5	PS 6	PS 7	PS 8	PS 9	PS 10	PS 11	PS 12	PS 13	PS 14	PS 15	PS 16	PS 17	PS 18	PS 19	PS 20	PS 21	PS 22	PS 23
55	2	4	2	4	5	5	5	4	3	4	4	2	2	2	2	3	2	3	2	2	2	2	5
56	5	1	5	5	5	5	3	2	4	2	3	3	3	5	4	5	3	5	4	3	4	1	2
57	5	4	3	5	3	5	5	4	5	3	3	4	2	3	1	4	3	5	3	4	5	4	3
58	3	4	3	5	1	3	5	4	2	3	5	1	3	5	3	4	2	3	2	4	3	2	5
59	5	3	4	5	5	4	3	4	5	4	5	3	4	5	4	4	5	5	5	4	3	4	5
60	5	3	5	5	5	5	1	4	5	5	5	1	5	2	3	1	5	2	4	5	5	4	5
61	4	3	4	3	5	4	3	3	4	4	4	3	5	3	5	4	5	4	3	3	4	4	4
62	3	5	4	3	3	5	1	5	3	4	4	3	4	3	3	4	4	1	1	5	4	3	3
63	1	2	1	2	1	2	1	1	5	4	1	3	3	1	5	1	5	2	3	4	2	3	4
64	4	2	5	4	5	3	4	4	3	4	4	3	2	4	2	3	3	4	3	4	4	3	4
65	5	3	2	4	3	5	5	4	3	4	3	4	5	1	2	3	4	5	3	4	2	4	3
66	5	4	5	4	3	5	3	4	4	3	5	3	4	4	3	3	5	1	3	4	3	2	5
67	1	1	1	2	1	5	5	5	1	1	1	1	1	1	5	1	1	5	5	1	1	1	5
68	4	4	3	4	5	2	3	4	4	3	4	3	3	4	4	5	3	4	3	4	4	4	3
69	5	1	4	5	3	1	3	4	3	2	3	2	4	4	2	4	5	2	5	3	4	2	5
70	4	5	2	3	4	4	4	4	3	3	3	2	5	2	5	1	4	2	4	2	3	4	5
71	5	2	5	5	3	1	1	2	3	5	5	1	5	5	5	2	4	5	3	5	4	5	5
72	4	3	4	3	5	4	5	4	4	3	5	3	4	3	5	3	4	3	5	3	4	4	3
73	2	2	3	5	3	3	5	3	4	1	2	1	1	1	1	3	3	2	1	1	2	1	2
74	5	2	3	5	4	3	2	5	4	4	4	5	4	4	5	3	5	5	4	5	4	5	5
75	2	3	3	3	4	4	4	5	3	3	5	5	1	3	3	2	2	4	2	3	5	4	5
76	5	2	3	5	3	4	1	5	3	4	5	5	5	4	3	1	2	5	5	3	2	3	5
77	4	3	3	4	2	3	2	4	2	3	2	4	3	4	2	4	2	3	4	3	4	2	3
78	5	3	5	5	5	5	2	4	5	5	5	1	5	2	3	2	4	4	2	5	5	5	5
79	5	3	5	4	5	5	1	4	5	5	5	1	5	1	3	1	5	2	3	5	5	4	4
80	2	3	3	3	4	4	4	5	3	3	5	5	1	3	3	2	2	4	2	3	5	4	5
81	2	4	1	4	3	3	1	2	2	3	2	3	1	2	3	1	3	1	1	2	1	1	2
82	4	3	4	3	1	5	3	1	3	4	3	4	4	4	5	1	5	5	2	5	5	5	5

Participants	PS 1	PS 2	PS 3	PS 4	PS 5	PS 6	PS 7	PS 8	PS 9	PS 10	PS 11	PS 12	PS 13	PS 14	PS 15	PS 16	PS 17	PS 18	PS 19	PS 20	PS 21	PS 22	PS 23
83	2	4	3	4	2	4	5	4	2	3	3	4	4	4	3	3	5	4	2	3	4	4	4
84	4	3	5	4	3	2	2	4	3	2	3	2	4	3	4	5	3	5	4	5	3	3	4
85	4	5	4	3	3	4	3	2	4	3	5	3	4	4	3	2	4	3	3	3	5	3	4
86	4	3	4	5	2	2	1	3	4	4	3	1	4	3	3	3	4	2	4	5	2	3	5
87	5	3	5	5	1	5	5	5	5	5	4	5	4	5	5	5	2	5	3	5	4	3	5
88	2	3	3	3	3	4	5	4	4	4	3	4	2	4	4	3	3	4	4	4	4	4	4
89	4	1	1	4	2	5	2	1	2	3	2	4	3	2	2	4	2	2	4	4	4	3	4
90	2	4	3	4	3	4	4	4	2	2	3	4	3	3	4	3	2	4	2	3	3	4	4
91	5	3	3	5	5	2	3	5	4	4	4	3	3	4	4	4	4	4	2	4	4	5	5
92	3	3	5	5	4	4	2	4	5	4	3	2	4	4	3	4	5	4	4	4	4	4	4
93	5	3	3	3	5	2	4	4	3	5	2	4	4	5	3	5	3	5	4	3	5	4	3
94	5	4	5	5	4	3	3	5	5	5	3	3	5	5	5	4	5	4	3	5	4	5	5
95	4	2	4	5	4	1	1	2	4	4	5	5	1	3	4	3	4	3	2	4	4	5	5
96	5	4	3	4	5	2	3	4	4	5	3	4	3	4	3	4	3	4	3	5	2	1	4
97	3	2	1	2	2	4	3	5	3	4	2	2	3	5	2	2	3	5	3	1	2	4	4
98	5	2	4	5	4	5	2	4	4	4	3	3	4	3	4	3	3	3	3	3	4	3	4
99	5	2	4	4	3	1	2	3	4	4	5	4	4	2	3	3	4	5	2	5	5	5	5
100	5	3	5	4	5	5	1	4	5	5	5	1	5	1	3	1	5	2	3	5	5	4	4

Academic Self - Discipline Coding

DISCIPLINE	Questions
D1	I wake up on the same time everyday
D2	I repeat my modules after class I make a preparation before class.
D3	I do not allow my choices to be controlled by impulses of my feelings.
D4	I have my own study time table.
D5	I use my study time wisely.
D6	I study randomly.
D7	I imagine something else while I am in class.
D8	If I have planned to study, I can refuse to hang around with my best friend.
D9	I do not use my social media account while studying even though I desire it much.
D10	I am cognitively ready before starting to study.
D11	I organize my study place where there are not any kind of distraction.
D12	I remove everything that disturbs me.
D13	I know what to study before starting.
D14	I remove all the distracting elements before studying.
D15	I know how to study.
D16	If I get high marks, I stop studying
D 17	I pay attention on my studies despite of distractions, boredom or fatigue.
D18	I am focused on my work.
D 19	I hate routine life.
D 20	My routine life helps me to excel.

Responses	Corresponding choice
1	Strongly Disagree
2	Disagree
3	Somewhat Disagree
4	Somewhat Agree
5	Agree
6	Strongly Agree

Academic Self Discipline Data

Partici pants	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12	D 13	D 14	D 15	D 16	D 17	D 18	D 19	D 20
1	5	4	3	2	4	5	4	4	3	4	4	2	2	2	6	3	4	5	1	3
2	2	3	4	3	3	2	2	4	4	4	4	3	4	3	4	3	4	4	3	4
3	2	3	4	3	3	4	2	4	3	4	4	3	4	3	4	3	4	4	4	2
4	5	4	4	4	5	2	2	4	2	4	6	5	4	5	5	2	2	5	2	5
5	6	4	5	6	5	6	6	5	5	5	5	5	4	4	4	4	4	5	1	5
6	5	4	3	4	4	5	4	3	5	4	5	4	5	4	5	4	4	4	5	3
7	3	2	5	3	4	5	4	5	5	4	5	5	6	4	5	4	4	5	6	5
8	5	3	4	6	5	5	3	6	5	5	5	6	5	6	5	6	5	5	2	4
9	3	2	5	4	5	2	5	5	6	4	5	5	6	5	6	1	5	6	5	5
10	4	2	4	2	3	5	5	2	3	2	3	2	3	2	4	2	2	4	4	4
11	4	5	5	3	5	3	4	5	4	3	5	5	5	5	5	2	2	5	5	5
12	4	2	4	3	4	4	3	2	5	4	4	3	5	4	4	2	4	4	2	4
13	6	4	5	6	5	5	3	5	2	2	3	2	2	3	4	2	2	4	4	4
14	5	2	5	4	5	5	3	6	3	4	4	5	5	5	6	1	6	5	2	5
15	4	4	5	4	4	5	2	5	3	4	6	2	5	1	5	2	1	4	2	3
16	5	4	5	3	3	5	5	3	4	5	4	2	4	3	5	3	3	4	4	4
17	5	4	4	5	5	5	4	6	5	6	5	6	5	6	5	6	5	6	5	3
18	6	6	4	5	5	6	4	4	5	4	5	4	5	5	6	4	4	5	5	5
19	2	5	4	5	4	3	2	5	4	6	6	6	5	6	5	1	4	5	3	5
20	2	4	4	5	4	3	5	2	3	4	5	5	5	4	6	2	5	5	6	2
21	3	5	3	4	6	4	2	4	6	6	5	6	6	6	6	1	4	6	2	6
22	4	4	4	4	6	2	4	5	6	4	4	5	4	5	5	1	4	4	3	4
23	2	5	5	6	5	5	1	5	6	6	4	5	6	6	1	1	6	6	5	5
24	3	3	5	4	4	6	6	5	5	4	3	3	3	3	4	5	4	4	6	5
25	5	4	2	6	6	5	2	3	6	5	5	5	5	5	6	1	5	6	2	5
26	1	2	4	5	4	4	5	5	6	2	4	5	6	6	5	1	5	6	4	6
27	1	2	3	2	3	4	4	5	5	5	5	6	6	6	5	2	4	5	6	5
28	2	3	4	2	2	4	3	2	2	4	4	3	3	3	4	4	4	3	6	3
29	2	3	4	5	1	2	2	4	3	5	3	3	3	2	1	3	2	2	5	6
30	2	3	4	5	1	2	2	4	3	5	3	3	3	2	1	3	2	2	5	6
31	1	2	3	2	3	4	4	5	5	5	5	6	6	6	5	2	4	5	6	5
32	3	1	5	4	5	2	5	5	5	4	5	5	6	5	6	1	5	5	5	5
33	4	2	4	2	3	5	5	2	3	1	3	2	3	1	4	1	1	4	4	4
34	4	6	5	3	4	3	4	6	5	3	6	5	5	6	5	1	2	5	5	6
35	4	2	4	3	4	4	3	2	5	4	4	3	5	4	4	2	4	4	2	4
36	5	4	5	5	5	5	3	5	2	2	3	2	2	3	4	1	2	4	4	5
37	6	2	5	4	5	5	1	5	3	4	4	6	6	6	6	1	6	5	2	5

Partici pants	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12	D 13	D 14	D 15	D 16	D 17	D 18	D 19	D 20
38	1	1	3	2	3	4	4	5	5	5	5	5	5	6	5	2	4	5	6	5
39	2	3	4	2	2	4	3	2	2	4	4	3	3	3	4	4	4	3	5	3
40	1	2	4	6	4	4	6	5	6	2	4	5	6	5	5	1	5	6	4	5
41	5	6	4	6	6	6	4	4	6	4	5	4	5	6	5	4	4	5	5	4
42	2	4	4	5	4	3	5	2	3	4	6	5	5	4	6	2	5	5	6	2
43	1	2	4	5	4	2	2	6	4	6	5	6	5	5	5	1	4	5	3	5
44	4	4	3	2	4	5	4	4	3	4	4	1	1	1	6	2	1	6	1	3
45	4	4	6	5	4	5	1	6	3	4	5	2	6	1	5	2	1	4	2	2
46	4	3	4	2	2	4	4	2	3	4	3	1	3	2	4	2	2	3	3	3
47	6	4	4	5	5	5	4	5	5	5	5	6	5	5	5	6	5	5	5	3
48	2	3	4	3	3	4	2	4	3	4	4	3	4	3	4	3	4	4	4	1
49	2	3	4	2	2	4	3	2	2	4	4	3	3	3	4	4	4	3	5	3
50	4	4	6	5	4	5	1	6	3	4	5	2	6	1	5	2	1	4	2	2
51	4	6	5	4	5	6	4	4	1	5	6	6	6	5	6	1	5	6	3	5
52	5	6	5	6	6	6	5	4	1	6	6	6	6	6	6	1	5	6	3	5
53	4	4	5	6	5	6	6	6	5	4	5	4	6	4	6	1	5	6	1	6
54	4	6	5	4	5	6	4	4	1	5	6	6	6	5	6	1	5	6	3	5
55	2	2	3	6	3	5	6	4	2	6	5	2	5	2	5	4	3	3	6	3
56	4	3	2	6	5	3	6	4	2	4	3	5	6	2	3	5	2	3	3	3
57	4	6	5	5	5	4	4	4	1	4	3	2	1	6	3	2	1	5	6	3
58	5	6	2	6	3	1	2	5	1	3	6	4	3	2	6	6	3	4	1	5
59	4	5	6	4	3	2	6	5	4	5	6	4	3	5	6	4	3	4	5	6
60	4	6	5	4	4	5	4	4	1	5	6	6	6	5	6	1	6	3	6	5
61	5	3	3	3	4	4	5	5	4	4	3	5	5	4	3	4	5	3	2	1
62	5	3	5	5	6	3	5	5	3	2	1	6	3	5	2	1	5	4	3	1
63	3	2	2	3	1	4	5	6	4	4	4	3	2	4	3	4	4	3	6	3
64	1	2	4	1	5	1	4	3	6	4	6	5	2	5	6	2	5	6	2	5
65	1	2	4	1	5	1	4	6	1	1	4	5	4	4	5	2	3	4	3	4
66	6	3	4	6	5	4	3	2	1	4	5	6	1	3	4	3	2	5	3	6
67	1	1	1	1	1	5	6	1	3	2	1	6	5	4	3	2	1	1	5	1
68	5	5	4	2	5	4	4	5	4	4	5	5	5	4	5	1	5	5	2	4
69	6	5	4	4	6	5	2	5	5	4	4	5	2	6	3	5	4	3	6	1
70	4	4	4	5	4	3	4	5	5	5	5	3	5	4	4	3	4	5	4	5
71	5	5	6	6	6	6	5	6	6	6	6	6	6	6	5	1	5	6	1	6
72	4	5	3	2	6	5	6	5	6	4	3	5	6	4	3	5	6	2	5	6
73	6	4	4	5	4	4	5	4	1	4	5	4	4	5	3	2	4	3	3	2
74	5	5	5	5	6	1	3	5	3	4	5	3	3	4	4	2	3	5	3	5
75	5	4	3	2	4	5	4	4	6	5	4	4	5	5	5	1	3	5	3	5
76	1	3	1	5	5	4	2	1	6	5	6	6	6	6	5	1	5	6	1	5
77	6	5	4	6	2	3	4	6	3	4	5	5	3	2	5	1	4	5	4	5

Partici pants	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12	D 13	D 14	D 15	D 16	D 17	D 18	D 19	D 20
78	6	5	5	4	6	6	5	4	1	5	6	4	6	5	6	1	5	6	3	4
79	5	6	4	5	4	5	3	4	2	4	6	5	6	5	6	1	6	6	3	5
80	5	4	3	2	4	5	4	4	6	5	4	4	5	5	5	1	3	5	3	5
81	2	3	4	5	1	2	2	4	3	5	3	3	3	2	1	3	2	2	5	6
82	1	2	4	6	4	4	5	5	6	2	4	5	5	5	5	1	5	5	4	5
83	3	2	5	3	4	5	4	5	5	4	5	5	6	4	5	4	4	5	6	5
84	5	4	4	4	5	2	2	4	2	4	6	5	4	5	5	2	2	5	2	5
85	3	3	5	4	4	6	6	5	5	4	3	3	3	3	4	5	4	4	6	5
86	4	4	4	4	6	2	4	5	6	4	4	5	4	4	5	1	4	4	3	4
87	5	4	5	5	5	5	3	5	2	2	3	2	2	3	4	1	2	4	4	5
88	4	2	4	3	4	4	3	2	5	4	4	3	5	4	4	2	4	4	2	4
89	4	6	5	3	4	3	4	6	5	3	6	5	5	6	5	1	2	5	5	5
90	4	2	4	1	3	5	5	2	3	1	3	2	3	1	4	1	1	4	4	4
91	3	1	5	4	5	2	5	5	5	4	5	5	5	5	6	2	5	5	5	5
92	4	4	3	2	4	5	4	4	3	5	5	2	2	1	6	2	4	5	1	3
93	4	3	4	2	2	4	4	2	3	4	3	1	3	2	4	2	2	3	3	3
94	6	4	4	5	5	5	4	5	5	5	5	6	5	5	5	6	5	5	5	3
95	1	2	4	5	4	2	2	6	4	6	5	6	5	5	5	1	4	5	3	5
96	2	4	4	5	4	3	5	2	3	4	5	5	5	4	6	2	5	5	6	2
97	1	1	3	2	3	4	4	5	5	5	5	5	5	6	5	2	4	5	6	5
98	5	6	4	6	6	6	4	4	6	4	5	4	5	6	5	4	4	5	5	4
99	3	5	3	4	6	4	2	4	6	6	5	6	6	6	6	1	4	6	2	6
100	5	6	4	5	4	5	3	4	2	4	6	5	6	5	6	2	6	6	3	5

Head Teacher Demographic Coding

Gender
Male
Female
Others
Schooling
Rural
Urban
Others
School Type
Government
Private
Aided
Residential
Day Boarding
Others
Years of Teaching Experience
Years spent in current school
Subject specialization
Address
Community you belong to
Religion you belong to
Annual Income
Is spouse a head teacher
Is he/she a TGT
Is he/she a PGT

Head Teacher Questionnaire Coding

Head Teacher	Questions
HT 1	We have a shared vision of JNV.
HT2	We use this vision to guide and define decisions.
HT 3	I maintain a steady flow of two way communication with the teachers as well as students to keep the vision alive and important.
HT4	I lead the faculty and community in a thorough understanding of the relationship between the learning needs of students and the Standard Course of Study prescribed in the curriculum.
HT5	I ensure that there is an appropriate and logical alignment between the school's curriculum and the state's accountability program.
HT6	I ensure that appropriate differentiation in curriculum is available to those students with exceptional needs.
HT7	1) My priority is to manage time effectively.
HT8	8) I provide targeted and challenging professional development activities designed to improve teachers' strength in reaching all students.
HT9	1) I arrange for teachers to teach in settings and circumstances that draw to their strengths and highest abilities.
HT10	1) We use data from local and state testing and assessment programs to develop formative instructional strategies to improve the effectiveness of daily classroom instruction.
HT11	1) We monitor student achievement throughout the year, using both classroom and testing data to assess progress.
HT 12	1) We monitor student performance on a regular basis, offering pathways through improved teaching practices.
HT 13	1) We monitor student achievement throughout the year, using both classroom and testing data to assess progress.
HT 14	1) We produce student achievement results that are commensurate with basic principal of the state's accountability system.
HT 15	1) I communicate the results of our leadership to appropriate audiences and constituencies.
HT16	1) We provide a promote climate that is safe and orderly.
HT 17	1) We create an organizational climate that provides rewards and incentives for accomplishments of teachers as well as students.
HT 18	1) I assure that curricular, co-curricular and extracurricular programs are designed, appropriately implemented, evaluated and refined.
HT 19	1) I assure that all the faculty members are involved in the critical decisions that may affect them.
HT 20	I involve all the community stakeholders in the planning and development activities which affect the school
HT 21	1) We believe in establishing partnership with area businesses, institutions of higher education, and community groups to strengthen collaborative programs that support the accomplishment of school goals.
HT 22	1) We keep appropriate audience and constituencies informed about the school and functions.
HT 23	1) We share the school's achievement data with appropriate outside audience and enlist their assistance to influence higher student achievement.
HT 24	We stay well informed about professional issues and share these information appropriate groups

Head Teacher	Questions
HT 25	1) I along with my faculty develop a set of performance indicator which enables the school to monitor and benchmark its performance and progress among similar cluster of organization.
HT 26	1) We use student performance data to effect changes in school programs as well as in the attitudes within the school family about the required changes.
HT 27	1) We possess and maintain the required energy necessary to meet the responsibilities and expectations of the position.
HT 28	We create and sustain a nurturing and caring environment.
HT 29	1) We maintain learning environment designed to helps others be as successful as they choose to be.
HT 30	1) We demonstrate adherence to values, beliefs and attitudes that inspire others to a higher level of performance.
HT 31	1) I incorporate qualities of fairness and honesty in administering all aspects of school management program.
HT 32	1) I protect the privacy rights and confidentiality in matters dealing with students and staff.
HT 33	1) We communicate a commitment to the dignity and contribution of all cultures.
HT 34	1) We assure that all children have equal access to all parts of the school curricular, co-curricular and extracurricular programs.
HT 35	1) We use a wide range of opportunities to celebrate the diverse cultures represented in the school and its community.
HT 36	1) We ensure that established policies and procedures are in place enforced equitably for all participants in the school.
HT 37	1) We open the school and its functions to public scrutiny, where appropriate.
HT 38	1) I fulfill my legal and contractual responsibilities and administer those same responsibilities on my staff.
HT 39	1) We shape public policy to provide quality education for students.
HT 40	1) We ensure that established policies and procedures are in place, widely disseminated through faculty and student handbook and equitable enforced for all participants in the school.
HT 41	1) We provide professional development and community engagement regarding new laws or new interpretation of the existing laws and policies.
HT 42	1) We use fiscal resource efficiently and effectively to provide the materials and people needed to help the school to be effective.
HT 43	1) There is effective use of time and space effectively to encourage the best efforts for our school's success.
HT 44	1) I manage the school staff effectively, encouraging contribution to their best efforts to the school's success.
HT 45	1) I provide effective supervision of school support services and classified staff.
HT 46	1) We use sound and effective principles for selecting new staff both professional and classified.
HT 47	1) We include appropriate faculty in recruitment, hiring and mentoring opportunities.
HT 48	1) I ensure that new recruits are properly brought into the school culture effectively.
HT 49	1) We provide specific guidance for teachers trying to solve instructional problems.
HT 50	1) We help new teachers gain expertise and confidence in their teaching.
HT 51	1) We appropriately use the standards of performance evaluation to help both new and experienced teachers to develop as accomplished professionals.
HT 52	1) We constantly monitor the school teacher's turnover rate using comparative benchmark

Head Teacher	Questions
	indicators from other JNVs.
HT 53	I ensure that people who require information to perform effectively receive it in a timely manner
HT 54	We use technology to facilitate more effective access to school generated data.
HT 55	1) We submit accurate data and reports on time.
HT 56	1) We develop and monitor a safe school plan, anticipating potential trouble spots and dealing with them in advance.
HT 57	1) We develop and distribute student handbook with information about rules, requirements and expectations for student conduct and potential consequence.
HT 58	We handle the misconduct of students and teachers in a firm, fair and consistent manner

Responses	Corresponding choice
1	Strongly Disagree
2	Disagree
3	Neither disagree nor agree
4	Agree
5	Strongly Agree



राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान

(मानित विश्वविद्यालय)

17-बी, श्री अरविंद मार्ग, नई दिल्ली 110 016

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi 110 016

EPABX 91-11-2656 5600, 2654 4800 Fax 91-11-2685 3041, 2686 5180

E-mail nuepa@nuepa.org Website www.nuepa.org

January 05, 2020

To Whom It May Concern

This is to certify that Ms. Yashmita is a registered M.Phil Scholar at National Institute of Educational Planning and Administration. She is currently, researching and collecting data pertaining to approved area of research, titled:

Effects of Culture and Teacher - Student Relationship on Student Development in the Context of Jawahar Navoday Vidyalay Policies and Practices

It is requested that she may be facilitated and assisted in accessing and collecting relevant information.

It may be noted that, NIEPA assures privacy, anonymity and confidentiality of all collected data.

Rasmita Das Swain

Dr. Rasmita Das Swain
Associate Professor, NIEPA

References

- A. Block, *Red Ties and Residential Schools*, Philadelphia: University of Pennsylvania Press, 2004
- Adams,D.W.(1995). *Education for Extinction: American Indians and the Boarding School Experience 1875- 1928* Lawrence, Kansas: University Press of Kansas.
- Adelson N.(2005).The embodiment of inequity: health disparities in aboriginal Canada. *National Library of Medicine*. DOI: [10.1007/BF03403702](https://doi.org/10.1007/BF03403702)
- Ahonen ,A.K. (n.d.). “Does perseverance substitute intelligence.” Retrieved from <https://peda.net/jyu/ruusupuisto/en/archive/perseverance>
- Ashraf, R.Godbey,J.M, Shrikhande,M.M,. &Widman,T.A,. (2018). Student Motivation and Perseverance: Do They Explain College Graduation. *Journal of the Scholarship of Teaching and Learning*. Vol 18(3), pp. 87-115
- *Ashram School and the Life in IT*. (2017).Retrieved fromhttp://shodhganga.inflibnet.ac.in/bitstream/10603/64437/11/11_chapter%204.pdf
- Amsalu, A. (2002). The relationship among school culture, teacher`s commitment, and students achievements in secondary schools of Benishangul Gumuz Regional state. Addis Ababa University, (unpublished MA thesis).
- *ANOVA Test: Definition, Types, Examples*. Statistics how to. Retrieved from <https://www.statisticshowto.com/probability-and-statistics/hypothesis-testing/anova/>
- Annual Report JNV https://drive.google.com/file/d/1bsVbjqnxzR_-m6PRdzuW8pbphhPsgUBC/view
- Alexander, M. J. (2007). *Growth through social justice*. *Frontline*, 24(21): 15-26.
- Bandura,A.(1997) “*Social development theory*”. Retrieved from <https://www.simplypsychology.org/bandura.html>
- Bandura, A. (1997a). *Self-efficacy: The exercise of control*. New York: Freeman.

- Bodirsky M, Johnson J.(2008). Decolonizing diet: healing by reclaiming traditional Indigenous foodways. *Cuizine.The Journal of Canadian Food Cultures*. Vol1(1).pp-1–26.doi <https://doi.org/10.7202/019373ar>CopiedAn erro
- Beers,B., &Westfall,P. (2020).*Regression Definition*. Retrieved from <https://www.investopedia.com/terms/r/regression.asp>
- Berry, D.(2012). Inhibitory control and teacher–child conflict: Reciprocal associations across the elementary-school years. *Journal of Applied Developmental Psychology*. Vol 33.pp 66-76
- Bracken, Bruce A., and R. Michelle Crain. 1994. Children’s and Adolescents’ Interpersonal Relations: Do Age, Race, and Gender Define Normalcy.*Journal of Psycho educational Assessment*.Vol 12 (1),pp14–32.
- Brennan.M.C, Fostering Community through the House System at Most Holy Trinity Catholic School. *Journal of Catholic Education*,15 (2).pp 325-356. DOI 10.15365/joce.1502112013
- Bühler.G. *The Laws of Manu*. Vol. 25 of The Sacred Books of the East. Oxford: Clarendon Press, 1886
- Cadet,L.H.,(2014), Linton Hall Military School Memories: One Cadet’s Memoir Paperback.*Independent Publishing Platform*. ISBN 978-1-4959-3196-3
- Cambridge Dictionaries Online. (2016). *Meaning of “self-discipline” in the English Dictionary*. Cambridge: Cambridge University Press.Retrieved 8 March, 2016 from <http://dictionary.cambridge.org/dictionary/english/self-discipline>
- *Centrally Sponsored Scheme of Establishment of Ashram Schools in Tribal Sub-Plan Areas*. (2008). Retrieved from <https://www.tribal.nic.in/writereaddata/Schemes/AshramSchoolGuideline.pdf>
- Chandra, S.S, Sharma, R.K. 2004. *Principles of Education*. New Delhi.
- Chandwani, N. (2019). The importance of the Gurukul system and why Indian education needs it. *The Times of India*
- Chen, J. (2019). *Skewness*. Retrieved from <https://www.investopedia.com/terms/s/skewness.asp>

- Cohen,L, Manion,L, Morrison.K.(2007)“*Research Methods in education*” (sixth ed). London and New York. Routledge Taylor and Francis Group
- Cormick, M.P., Connar, E.E., Cappella, E.,McClowry, S.G.,(2013). Teacher–child relationships and academic achievement: A multilevel propensity score model. *Journal of School Psychology*. pp 611-624.
- Cortazzi, M & Jin,L. (1996b) Cultures of learning:Language classroom in China. In H, Coleman(Ed.), *Society and the language classroom*, Cambridge:Cambridge University Press,
- Cortazzi, M & Jin,L.(1996a) State of the art article: English teaching and learning in China. *Language Teaching*. Vol 29(2),
- Coleman, James S. (1997). “Output-Driven Schools: Principles of Design.” Pp. 13-38 in *Redesigning American Education*, edited by J. S. Coleman, B. Schneider, S. Plank, K. S. Schiller, R. Shouse, H. Wang, and S. A. Lee. Boulder, CO: Westview Press. . 1988. “Social Capital in the Creation of Human Capital.” *American Journal of Sociology* 94:S9S-S120
- Cortazzi, M & Jin,L (2013), “*Researching Cultures of Learning :International perspective on Language Learning and Education*”, United Kingdom: Palgrave Macmillian
- Data in Introduction (comparison chart) <https://factly.in/jnv-kvs-ahead-rest-cbse-results/>
- Das Gupta, Jyotirindra. (1969). *Official Language Problems and Policies in South Asia*, Vol. 5 of *Current Trends in Linguistics*, Mouton: The Hague.
- Das,S.K.(1978). *Sahibs and Munshis: An Account of the College of Fort William*. New Delhi: Orion Publishing House.
- Datu, J. A,D.,Valdez J, P, M & King.(2015). Perseverance Counts but Consistency Does Not! Validating the Short Grit Scale in a Collectivist Setting. *Springer DOI* 10.1007/s12144-015-9374-2.

- DeFranzo, S. E. (2011). "What's the difference between qualitative and quantitative research". Retrieved from <https://www.snapsurveys.com/blog/qualitative-vs-quantitative-research/>
- De Ridder, D., Lensvelt-Mulders, G., Finkenauer, C. F., Stok, M., & Baumeister, R. F. (2012). Taking stock of self-control: A meta analysis of how trait self-control relates to a wide range of behaviors. *Personality and Social Psychology Review*, 16, 76–99.
- Dentan, R. K., Endicott, K., Gomes, A., & Hooker, M. B. (1997). "Malaysia and the Original People. A Case Study of the Impact of Development on Indigenous Peoples," *Oxford University Press*. pp. 128-150.
DOI: <https://doi.org/10.1017/S0022463400017781>
- Downer, J., Driscoll, K. & Pianta, R. (2020). *Teacher-Child Relationships*. ENCYLOPEDIA.com. Retrieved from <https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/teacher-child-relationships>
- Duckworth, A. L., & Seligman, M. E. P. (2005). *Self-discipline outdoes IQ in predicting academic performance of adolescents*. *Psychological Science*, 16, 939–944.
- Dua, H. R. (1985). *Language Planning in India*. New Delhi: Harnam Publications.
- Dua, H. R. (1986). Directions of Research on Multilingualism in India. *Sociolinguistics*. Vol XVI(1), pp.9-19.
- Dua, H. R. (2001). *Science Policy, Science Education and Language Planning*. Mysore: Yashoda Publication.
- Dua, H. R. (2008). *Ecology of Multilingualism; Languages, Culture and Society*. Mysore: Yashoda Publication.
- Dweck, C. S. (2006). *Mindset: the new psychology of success*. New York: Random House.
- *Exploratory Research: What are its Methods and Example*, (2020). Retrieved from <https://www.formpl.us/blog/exploratory-research>

- EDUCATION IN INDIA. (n.d.).pp. 255-272 .Retrieved from <https://nios.ac.in/media/documents/SecIHCour/English/CH.18.pdf>
- Evan, N.J.,Forney, D.S,Guido, F.M,Patton, L. D, Renn, K.A.,(2010).*Student Development in College:Theory, Research and Practise*.(2nd ed). United states of America: Jossey-Bass
- G. Ananda.(1994). *Ashram Schools in Andhra Pradesh*. New Delhi, Commonwealth Publishers, pp. 66-71. ISBN 10: 8171692931
- Gangrade. K.D. *Methods of data collection:Questionnaire and Schedule*.pg 354-364
- Gatens, B. *Giving Them Grit: How to Build Perseverance in Children*. Retrieved from <https://blog.sharetolearn.com/curriculum-teaching-strategies/giving-them-grit-how-to-build-perseverance-in-children/>
- Ghosh, S.C.(2001) The history of Education in Ancient India (New Delhi: *Munshiram Manoharlal Publishers Pvt. Ltd.*
- Ghose, J. (2014). Working of Ashram Schools in Tribal Areas.PRS Legislative Research.
- Gil, J. (2005)."Harry Potter - All Things to All People?" . *Proceedings of the first Harry Potter conference on the UK*. Retrieved from <http://accio.org.uk/05/proc/gilljames.pdf>
- Good, T.L., and Brophy, J.E. (1997). *Looking in Classrooms*, 7th ed. New York: Longman.
- Goh, S.C., & Fraser, B. J. (1998). Teacher interpersonal behaviour, classroom environment and student outcomes in primary mathematics in Singapore. *Learning Environments Research*, 1,pp-199–229
- Gorbunovs,A,. Kapenieks,A,.and Cakula,S,. (2016) *Self-discipline a key indicator to improve learning outcomes in e-learning environment*. pp 256-262. International Conference; Meaning in Translation: Illusion of Precision, MTIP2016, 11-13 May 2016, Riga, Latvia

- Gorbunovs, A., Kapenieks, A. (2012). Competences Development Process Recording for Multi-Competence e-Course. *Proceedings of the International Scientific Conference "Society, Integration, Education"* (vol. 1), (pp. 261–272). School Pedagogy, Higher Educational Institutions Pedagogy, Lifelong Learning. Rezekne, May 25th–26th.
- Government of India (Ministry of Defence). *Establishment of Sainik Schools*. 2018. Government of India. Retrieved from <https://www.toppr.com/bytes/sainik-schools/>
- Hamre, Bridget K., and Robert C. Pianta. 2001. *Early Teacher-Child Relationships and the Trajectory of Children's School Outcomes through Eighth Grade*. *Child Development* 72 (2): 625–638.
- Hamari J, Koivisto J, Sarsa H. 2014. Does gamification work? A Literature Review of Empirical Studies on Gamification. DOI: 10.1109/HICSS.2014.3770
- Haar, J.M, Roche MA, Luthans F. 2014. Testing the power of followership: Do leaders' psychological capital and engagement influence follower teams or is it viceversa? *Acad. Manag. Proc.* doi: 10.54651AMBPP.2014.11058
- Haig-Brown, Celia. (1998). *Resistance and Renewal*. Surviving the Indian Residential School. Vancouver, BC : Arsenal Pulp Press.
- Hanson, E. (n.d.). *Indigenous Foundations*. Retrieved from https://indigenousfoundations.arts.ubc.ca/the_residential_school_system/
- Hanson, E. (n.d.). *The Residential School System*. Retrieved from https://indigenousfoundations.arts.ubc.ca/tRobersthe_residential_school_system/
- Haig-Brown, Celia. (1998). *Resistance and Renewal: Surviving the Indian Residential School*. Vancouver: Arsenal Pulp Press.
- Hause, H. (2019, September, 30th). *Boarding Schools in the USA*. Retrieved from <https://www.youtube.com/watch?v=ZBoAOvgF2g&t=339s>

- Hofmann, W., Luhmann, M., Fisher, R.R., Vohs, K.D., & Baumeister, R.F. (2013). Yes, but are they happy? Effects of trait self-control on affective well-being and life satisfaction. *Journal of Personality*, 82 (4), 265–277. DOI: 10.1111/jopy.12050.
- Hofmann, W., Baumeister, R. F., Förster, G., & Vohs, K. D. (2012). Everyday temptations: An experience sampling study of desire, conflict, and self-control. *Journal of Personality and Social Psychology*, 102, 1318–1335.
- Howes, Carollee, and Claire E. Hamilton. 1993. *The Changing Experience of Child Care: Changes in Teachers and in Teacher-Child Relationships and Children's Social Competence with Peers*. *Early Childhood Research Quarterly* 8 (1): 15–32.
- Howes, Carollee, Claire E. Hamilton, and Catherine C. Matheson. 1994. *Children's Relationships with Peers: Differential Associations with Aspects of the Teacher-Child Relationship*. *Child Development* 65 (1): 253–263.
- Howes, Carollee, Catherine C. Matheson, and Claire E. Hamilton. 1994. *Maternal, Teacher, and Child-Care History Correlates of Children's Relationships with Peers*. *Child Development* 65 (1): 264–273.
- Indian Education Commission 1964-66"PB Works. 2015.
- Ivankova,N,V.(2006). Using mixed methods sequential explanatory design: from theory to practice. *Sage Journals*.Vol.18(3)20.[doi:10.1177/1525822X05282260](https://doi.org/10.1177/1525822X05282260)
- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Sage Journals*, Vol18(1), pp.3–20. [doi-https://doi.org/10.1177/1525822X05282260](https://doi.org/10.1177/1525822X05282260)
- J C Aggarwal (2009). *Landmarks In The History Of Modern Indian Education*, (6th ed). Vikas Publishing House. [ISBN 9788125924029](https://doi.org/10.1177/1525822X05282260)
- Jin,L & Cortazzi, M. (1993) *Cultural orientation and academic language use*. In D, Graddol. Thampson and M.Byram (Eds), *Language and culture*. Clevedon: Multilingual Matters.

- Jin,L & Cortazzi, M.(1995) *A cultural synergy model for academic language use*. In P,Bruthiaux.,T, Boswood and B,Du-Babcock. (Eds), *Exploration in English for professional communication*. Hong Kong: City University of Hong Kong .
- Johnson.B.(2000).The Politics, Policies and Practices in Linguistic Minority Education in the People’s Republic of China: the Case of Tibet,” *International Journal of Educational Research*. Vol 33 (6). pp593-600
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*. Vol33(7).pp14-26.
- Kapur, R. (2018). *Education in Ashram Schools*. From [https://www.researchgate.net/publication/323829671 Education in Ashram Schools](https://www.researchgate.net/publication/323829671_Education_in_Ashram_Schools)
- Krueger, R. A. (1988) *Focus Groups: A Practical Guide for Applied Research*. Beverly Hills, CA: Sage Publication
- Kuhumba,S (2018) *Amartya Sen’s capability approach as theoretical foundation of human development published in Journal of Sociology and Development*.pp 127-145
- Kuokkanen.R (2003). "Survivance" in Sami and First Nations Boarding School Narratives: Reading Novels by Kerttu Vuolab and Shirley Sterling,” *American Indian Quarterly* Vol27 (3). pp. 705-708
- Kennedy 2019 “*Parents’ Biggest Worries About Boarding School*” April 08, 2019 Boarding School Review. URL <https://www.boardingschoolreview.com/blog/parents-biggest-worries-about-boarding-school>
- Kennedy 2019 “*Teaching in a Boarding School*” May 03, 2019 URL <https://www.boardingschoolreview.com/blog/teaching-in-a-boarding-school>
- Kenton, W. (2019) *Kurtosis*. Retrieved from <https://www.investopedia.com/terms/k/kurtosis.asp>
- *Loco parentis Legal Dictionary*, <https://legaldictionary.net/in-loco-parentis> retrieved on 9th april

- Luthans 2002a, Luthans et al. 2004, Luthans & Youssef 2004). Positive Psychological Capital: Measurement and Relationship with Performance and Satisfaction. *Leadership Institute Faculty Publications*. Vol 11, pp. 541–572
- Luthans, F. (2002). The need for and meaning of positive organization behavior. *Journal of Organizational Behavior*, Vol 23(6), 695–706. <https://doi.org/10.1002/job.165>
- Luthans, F., & Youssef, C. M. (2007). Emerging Positive Organizational Behavior. *Journal of Management*, Vol 6, pp.321-349
- Luthans, F., & Jensen, S. M. (2002). Hope: A New Positive Strength for Human Resource Development. *Sage Journal*, Vol 1(3), 304–322. doi-
<https://doi.org/10.1177/1534484302013003>
- Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive edge*. Oxford University Press
- *Madrasah, Muslim Education Institution*. [.Encyclopaedia Britannica](https://www.britannica.com/entry/madrasah)
- Madden, J.(2017). Four Pillars to Building a Positive School Culture. *International Journal of Innovation, Creativity and Change*. Vol 3(2)
- Maheshwari, V.K. (2012). *Education during medieval India*. Retrieved from <http://www.vkmaheshwari.com/WP/?p=512>
- Malakar, S.N. (2014). *A study of educational cooperation and technical training programme between India and Kenya (1990-2002)*. Shodhganga
- Masten, A. S., & Reed, M.-G. J. (2002). Resilience in development. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology*, pp. 74–88. Oxford University Press.
- Maslowski, R. (2001). *School culture and school performance: an explorative study into the organizational culture of secondary schools and their effects*. Enschede: Twente University Press (TUP).
- [McLeod, S. \(2019\) “Likert Scale Definition, Examples and Analysis”, Simple psychology.](https://www.simplypsychology.org/likert-scale-definition-examples-analysis/)

- Mehta,P.(n.d.). *Development of Education in India after Independence*. Retrieved from <http://www.economicdiscussion.net/articles/development-of-education-in-india-after-independence/2293>
- Mehta, R.(2016). Effect of discipline and Self- discipline in student’s life. *International Research journal of Management Sociology & Humanities*. Vol 7(3), pp.28-35 ISBN 2277-9809
- Mercinah, R. & Nirmala, D. *THE IMPORTANCE OF STUDENT-TEACHER RELATIONSHIP IN SCHOOLS*. Retrieved from https://www.academia.edu/8058067/THE_IMPORTANCE_OF_STUDENT-TEACHER_RELATIONSHIP_IN_SCHOOLS
- Mlecko, J. (1982), The Guru in Hindu Tradition. *Numen*, Volume 29 (1), pp33-61
- Mohanraj, G.(2018).*Sainik Schools: Admission, Entrance Exams, Syllabus and More – Toppr*
- Morgan, D. L. (1988) *Focus Groups as Qualitative Research*. (2nd .ed)Beverly Hills, CA: Sage Publications. DOI <https://dx.doi.org/10.4135/9781412984287>
- Muller, C.(n.d.). The Role of Caring in the Teacher-Student Relationship for At-Risk Students. pp (241-255)
- Muller, C, Susan Roberta Katz, and Janelle Dance,L. (1999). “*Investing in Teaching and Learning: Dynamics of the Teacher-Student Relationship from Each Actor’s Perspective.*” *Urban Education* 34:292-337.
- Ministry of Education. *Report of the Education Commission - 1964-66*.

New Delhi. Government of India

- Ministry of Human Resource and Development. (1987).*Navodaya Vidyalaya Scheme*. New Delhi : Navodaya Vidyalaya Samiti, Government of India.
- Ministry of Human Resource and Development.(1986). *National Policy of education*. New Delhi: National Council Of Educational Research And Training

- Nabong, T, A.(2015). *Creating a Learning Culture for the Improvement of your Organization*. Training Industry. Retrieved from <https://trainingindustry.com/articles/professional-development/creating-a-learning-culture-for-the-improvement-of-your-organization/>
- Nguyen, P., & Terlouw, C.,(2006). Culturally appropriate pedagogy: The case of group learning in a Confucian Heritage Culture Heritage. *Research Gate*. DOI: 10.1080/14675980500502172
- Noddings, N. & Shore, P. (1984). *Awakening the inner eye: Intuition in education*. New York: Teachers College Press.
- Noddings, N. (1992). *The challenge to care in schools: an alternative approach to education*. New York: Teachers College Press.
- Noddings, N. (1996). The Cared-for. In S. Gordon, P. Benner, & N. Noddings (Eds.), *Caregiving: Readings in knowledge, practice, ethics, and politics* (pp. 21-39). Philadelphia: University of Pennsylvania Press.
- OECD Study on Social and Emotional Skills. OECD Policies for better lives. Retrieved from <http://www.oecd.org/education/cei/social-emotional-skills-study/>
- Orientalist-Anglicist Controversy.(n.d.). Retrieved from <https://neostencil.com/upsc-modern-history-orientalist-anglicist-controversy>
- Owens, L, M. & Ennis, C, D.(2005) The Ethic of Care in Teaching: An Overview of Supportive Literature. *Quest*, Vol57(4),pp.392-424
- Oxford Dictionaries . (2016). Definition of “self-discipline” in English. Oxford: Oxford University Press. Retrieved from <http://www.oxforddictionaries.com/definition/english/self-discipline>.
- Oxford Research. *Encyclopaedia Education*. Oxford Research Encyclopaedia Retrieved from <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-59?rskey=pb4Bin&result=1>

- Lexico. *Self Discipline*. Retrieved from <http://www.oxforddictionaries.com/definition/english/self-discipline>
- Palatty, V. R. (2009). *Cathedrals of development: A critique on the developmental model of Amartya Sen*. Bangalore: Christ University Press.
- Passini,S, Molinari.L& Speltini.G. (2015).A validation of the Questionnaire on TeacherInteraction in Italian secondary school students:the effect of positive relations on motivationand academic achievement. *Social Psychology of Education* . DOI OI: 10.1007/s11218-015-9300-3
- Patida, R.(n.d.). “Suffering Through the Education System: The Sami Boarding School,” Sami Culture. University of Texas History Website. Retrieved from <https://www.laits.utexas.edu/sami/dieda/hist/suffer-edu.htm>
- Pianta, Robert C. 1997. *Adult-Child Relationship Processes and Early Schooling*. Early Education and Development 8 (1): 11–26.
- Prabhu, P.H.,(1958). *Hindu Social Organisation*. Popular Prakashan. ISBN-10: 8171542069
- Q. Beresford,& G. Partington. (2003). *Reform and Resistance in Aboriginal Education*. Crawley: University of West Australia Press. ISBN 9781742583891
- Rajaram,K. (2013). Followers of Confucianism or a New Generation? Learning Culture of Mainland Chinese: In Pursuit of Western-Based Business Education Away from Mainland China. *International Journal of Teaching and Learning in Higher Education* .Vol 25(3), pp 369-377. ISBN 1812-9129
- R. Carr-Hill. (2005). *The Education of Nomadic Peoples in East Africa: Review of Relevant Literature*. Paris, Unesco Publishers
- R. Manne, “Aboriginal Child Removal and the Question of Genocide, 1900-1940, in A. Dirk Moses (ed). *Genocide and Settler Society*, New York, Berghahn Books

- Report of the Education Commission.(1970). *National Council of Educational Research and Training*.Vol(1), pp- 2-264
- Reeves,D,(2004). *Assesing Educational Leaders*. California, Corwin Press
- Reivich, K., & Shatté, A. (2002). *The resilience factor: 7 essential skills for overcoming life's inevitable obstacles*. New York: Broadway Books
- Roberts, J.(2005). *First Nations, Inuit, and Métis Peoples: Exploring their Past, Present, and Future*. Toronto: Emond Publishing. ISBN 978-1-55239-167-9
- Robinson, J.(2012). *Why is Perseverance Important*. Retrieved from <https://jackrobinson.com/why-is-perseverance-important/>
- Robinson,S.& Paten, S. (2008). The question of genocide and Indigenous child removal: the colonial Australian context, *Journal of Genocide Research*, Vol.10(4), 501-518, DOI: [10.1080/14623520802447818](https://doi.org/10.1080/14623520802447818)
- Rodgers, R. F. (1990c). Student development. In U. Delworth, G. R. Hanson, & Associates, *Student services: A handbook for the profession* (2nd ed., pp. 117 – 164). San Francisco:
- Ryan, Richard M., Jerome D. Stiller, and John H. Lynch. 1994. Representations of Relationship to Teachers, Parents, and Friends as Predictors of Academic Motivation and Self-Esteem. *Journal of Early Adolescence*.Vol 14 (2).pp 226–249
- Satyamurti, C.(2015). *Mahabharata: A Modern Retelling* (2nd ed): W. W. Norton Company
- Sal, F. *A New Academic Self-discipline Questionairre*. January, 2016.Retrieved from https://www.researchgate.net/publication/301614292_A_New_Academic_Self-discipline_Questionairre
- Sanford, N. (1967). *Where colleges fail: The study of the student as a person*. San Francisco: Jossey - Bass.

- Sarva Shiksha Abhiyan.(n.d.).“Education of Tribal Children in India,” Report. Government of India.
- Sasson, R. (2016). *What is self-discipline? Definitions*. Retrieved 1 March, 2016 from <http://www.successconsciousness.com/blog/innerstrength/what-is-self-discipline-definitions/>
- Sen, A. (2000). *Development as freedom*. New Delhi: Oxford University Press.
- Sen, A. (1993). *Capability and well-being*. In Martha Nussbaum & Amartya Sen (Eds.), *Quality of Life* (pp. 30-53). Oxford: Clarendon Press.
- Sen, A. (1999). *Capabilities and commodities*. New Delhi: Oxford University Press.
- Sharma.V.K. (2019). *Importance of discipline in school life*. Retrieved from <https://www.ecoleglobale.com/blog/importance-of-discipline-in-students-life/>
- Shorten, A. Smith, J. (2017) Mixed methods research: expanding the evidence base. *BMJ Journal*. doi. [10.1136/eb-2017-102699](https://doi.org/10.1136/eb-2017-102699)
- Silvervarg,A. Haake, A & Gulz,M. (2018). “*Perseverance Is Crucial for Learning. “OK! but Can I Take a Break?”*”Retrieved from <https://www.researchgate.net/publication/325849748>
- Singh,S. (2012). *Aurobindo’s Vision on Education*. Retrieved from <http://schoolofeducators.com/2012/04/aurobindos-vision-on-education/>
- Singh, M. *Growth of Western Education in British India*. pp.1-7. Retrieved from https://www.academia.edu/12215764/GROWTH_OF_WESTERN_EDUCATION_IN_BRITISH_INDIA
- Singh,M. *GROWTH OF WESTERN EDUCATION IN BRITISH INDIA*. pp 1-7
- Smith.A,*Historical Overview of Boarding Schools: A Comparative Study*. Retrieved from https://www.un.org/esa/socdev/unpfii/documents/E_C_19_2009_crp1.pdf
- Singh, B.P. (1980), *Aims of Education in India*, Delhi: Ajanta Publication.
- Stolp, S., & Smith, S. C. (1995). Transforming school culture: stories, symbols, values, and the leader’s role. Eugene, OR: ERIC Clearinghouse on Educational Management

- Study International Staff. (2019). *Boarding schools that foster a productive learning environment*. Retrieved from <https://www.studyinternational.com/news/boarding-schools-that-foster-a-productive-learning-environment/>
- Sumner, W. G. (1906). *Folkways a Study of the Soiological Importance of Usages Manners Customs Mores and Morals*. New York: Ginn and Company
- Snyder, C. R. (Ed.). (2000). *Handbook of hope: Theory, measures, and applications*. Academic Press.
- Surbhi S.(2018).*Difference Between Qualitative and Quantitative Research*. Retrieved from <https://keydifferences.com/difference-between-qualitative-and-quantitative-research.html>
- T. Fitzgerald, (1977). *Education and Identity*, Wellington, New Zealand Council for Educational Research
- The Texas Education Agency. 1999–2000. *Texas Student Assessment Program Technical Digest for the academic year 1999–2000*. NCS Pearson, Harcourt Educational Measurement Measurement Incorporated, and Beta Inc661 school) Retrieved From <https://www.indiatoday.in/education-today/news/story/hrd-minister-ramesh-pokhriyal-inaugurates-five-jnv-13-kvs-divd-1608549-2019-10-12>
- The school education system in India: An overview. (2019).*British Council*. ISBN 978-0-86355-944-0
- Teacher- Student Relation. *Thesaurus*. Retrieved from <https://www.thefreedictionary.com/teacher-student+relation>
- Trennert.R.A.(1982). *Educating Indian Girls at Non reservation Boarding Schools, 1878-1920*. Oxford University Press, Vol. 13(3). pp. 271-290.
- 2019.”5000 more seats in Navodaya Vidyalayas, two counsellor per school.” *The Indian Express*.
- Tripathi.S. (2001). *DISBILITIES OF VARNA IN SMRITI LITERATURE*,

- D. W. Adams, (1995). *Education for Extinction., American Indians and the Boarding School Experience, 1875-1928.* University Press of Kansas
- United Nations Development Programme. *HUMAN DEVELOPMENT REPORT (1990).* Retrieved from http://hdr.undp.org/sites/default/files/reports/219/hdr_1990_en_complete_nostats.pdf
- *Ways of knowing: A framework for health research.* 2003. National Collaborating Centre for Aboriginal Health
- Wilk, P., Maltby, A. & Cooke, M. (2017). Residential schools and the effects on Indigenous health and well-being in Canada—a scoping review. *Public Health Rev.* Vol38 (8) <https://doi.org/10.1186/s40985-017-0055-6>
- Wentzel, Kathryn R. 1998. *Social Relationships and Motivation in Middle School: The Role of Parents, Teachers, and Peers.* Journal of Educational Psychology 90 (2): 202–209.
- Wilk,P., Maltby, A., &Cooke, M. (2017). Residential schools and the effects on Indigenous health and well-being in Canada—a scoping review. *Public Health Reviews.* Vol 38, (8). Doi- <https://doi.org/10.1186/s40985-017-0055-6>
- Wood's Despatch of 1854 by Sir Charles Wood
- The Woodstock School. Eliciting Greatness Since 1854. Retrieved from <https://www.woodstockschool.in/>
- Wubbels, T., & Levy, J. (1991). A comparison of interpersonal behaviour of Dutch and American teachers. *International Journal of Intercultural Relations.* Vol15(1).pp 1–18
- Wubbels, T., Créton, H., Levy, J., & Hooymayers, H. (1993). The model for interpersonal teacher behavior. In T. Wubbels & J. Levy (Eds.), *Do you know what you look like? Interpersonal relationships in education* (p. 13–28). Falmer Press/Taylor & Francis, Inc.
- Wubbels, T., & Levy, J. (1993) *Do You Know What You Look Like: Interpersonal Relationships in Education.* London, Washington DC. The Falmer Press

- Wubbels, T., Brok, P. D., Tartwijk, J. V., & Levy, J. (2012). *Interpersonal Relationships in Education: An Overview of Contemporary Research*. Rotterdam, Boston, Netherlands: Sense Publisher
- Yadav, B. (2002). *Encyclopaedia of Teaching* (Vol. 1). New Delhi: Anmol Publications Pvt. Ltd. *Year 12 Arts and Humanities Summer Residential*. Retrieved from <https://www.pem.cam.ac.uk/study-here/access-and-outreach/events-prospective-students/year-12-arts-and-humanities-summer>