Chapter VII
SUMMARY OF THE THESIS

7.1 Introduction

The idea of wealth has been analysed and understood from different aspects viz. sociological, political, and economic. Yet, the question that is sustained throughout is-what is capital? Merriam-Webster dictionary defines capital, as "*an accumulated good devoted to the production of other goods*"; in Collins dictionary, capital means either "*wealth, in whatever form, used or capable of being used to produce more wealth*" or "*an accumulated stock of such wealth or its value*". Capital, therefore, can be perceived as the resources that are utilized, invested, accumulated, and mobilized in pursuit of producing other resources or providing momentum to achieve goals.

The classical concept of capital was extensively deliberated by Karl Marx in his seminal book, *Das Kapital*, in 1890. According to Marx (1890), the commodity is the germplasm of capital. A commodity, for Marx (1890), is an object which has the potential to satisfy human needs. This usefulness of a commodity creates its "use-value," which is expressed qualitatively. Marx (1890) adds that commodities when looked at from the lens of quantitative perception have a certain "exchange value". The exchange value is different for different commodities. However, the utility of an object is independent of the exchange value. An object with no use-value, thus, has no exchange-value; resulting in the labour contained in it as a waste.

A commodity's utility and exchange value are also contingent upon human labour. Marx (1890) asserts that the product of human labour satisfies social desires, which may be perceptible or imperceptible, indicating a social tint in human labour. Fukuyama (1996) agrees that there is hardly any form of economic activity that does not require social collaboration. This provides a humane aspect to the seemingly mechanical economic arenas. Lin (2008) points out that capital in any situation is processed twice. First, as the resources that are being produced or altered as investments. Second, as investments offered in the marketplace for profit. Hence, the first step of the process is where capital becomes an outcome of production; in step two, the capital will act as a causal factor of a production process.

As an economist, Loury (1976, 1981), perceives social capital in situations involving an individual's social status and family background and its effect on individual earning prospects. He observes that the economic structure was tightly woven into the social structure. He identifies family as the first socializing agent in a child's life where parents allocate resources not to survive but to ensure that their child is trained well to develop a certain set of skills. Loury (1976, 1981) sees this allocation of resources towards their child's welfare as an act of altruism on the parents' part. Since each family has access and possession to a certain set of resources, there is a difference in the extent to which the investment towards the child is being made; affecting the rate of return of their children. Within a family, if there is an unequal distribution of resources between offspring, it can result in the low performance of one offspring compared to another. Based on these observations, Loury (1976, 1981) defines social capital as a set of resources that exist in family relationships and community associations by being valuable for a child's cognitive and social progress.

Bourdieu (1988) posits that capital exists primarily in three forms, which are economic, cultural, and social capital. As per Bourdieu (1986), social capital is "*the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition.*" Woolcock (2001) points out the sociological foundations in Bourdieu's (1988) conception of social capital. Woolcock (2001) further concurs that members of society are dependent on various networks of assets. Some of these assets may not be accessible through other forms such as economic or cultural capital but are observed to be accessible due to their acquaintances and recognitions that individuals develop as a member of a group. This indicates that social relations have the potential to increase access to different resources, including education. Bourdieu (1986,1988) adds that when an individual faces a problem or undergoes a struggle, social relationships have the capability to help an individual to solve and get by it. Therefore, making the social relationship a resource by transforming it into social capital.

Coleman (1988) defines social capital by its "function" wherein social capital is not a "single entity" but rather "a collection of different entities." These different entities have two things in common- firstly, "social structure" and secondly, "actors to take actions." Lin (2008) elaborates that to understand any aspect of a structure and to qualify as

capital, one must see if it adds some value for actors. Coleman (1990) contends that social capital essentially resides in the relationship between the actors. This implies that social capital is not individualistic in nature and is rather driven by purposive actors who are part of a purposive organization.

Coleman (1988) acknowledges that, unlike economic capital, social capital is intangible since it exists within relationships. It functions toward effectiveness and has the potential to enhance the productivity of a group, given it has high social capital. This means that the group in which members trust each other extensively can accomplish more as compared to the one that does not. He further propounds that social capital adds an important value to the existing functions between actors of a social structure that could help them achieve their goals. At the same time, social capital aids in transitions such as micro to macro without causing much disruption to the social structure. This allows for the facilitation of resources, the combining of resources, at different levels, and for different individuals.

Coleman's thought on social capital is expounded by Putnam (1993) in his pivotal work, "Making Democracy Work: Civic Traditions in Modern Italy." According to Putnam (1993), community networks are beneficial to individuals as their ulterior motive is to generate relationships and networks that serve their own interests. Social contacts influence the physical and human capital in terms of the productivity of individuals and groups. While human capital is a distinctive feature of an individual, social capital is deeply entrenched in relationships. Putnam (2000) later attempts to establish a relationship between social capital, civic virtue, and political engagement. He iterates that while political participation requires relationships with a political institution, social capital is dependent on interpersonal relationships. Hence, Putnam (1993) believes that social capital is essential for the strength of government and development in terms of economic, physical, and human capital.

For Putnam (1993), elements such as trust, associations between civil societies, and norms not only instils conviction within a group but also reduces transaction costs and facilitates cooperation. Putnam (1993) identifies reciprocity as a defining characteristic of norms, which balances the exchange of goods of equal value or generalises where there is an imbalance in the exchange of goods. This happens when people help without expecting anything in return.

In the context of educational research, Mikiewicz (2021) asserts that the incorrect notion of social capital can be dispelled if one recognises that there are two significant factors on which evaluations can be based. Firstly, the individual characteristics of actors in education, such as students' values, attitudes, aspirations, and habits; and secondly, the structural factors in education, such as educational structures, processes of selection and allocation, educational performance, and status attainment.

Schools are an essential socializing force for social development and transformation. Chattopadhay (2014) sees schools as structural sites for the development of social capital among students or Bourdieu's (1986) field. Within its physical space, a school simultaneously converges a variety of individuals who carry their social connections from neighbourhoods, sports clubs, friends, families, and employment. Simultaneously, the school provides avenues for competition for the distribution of various forms of capital which may affect the experiences of a child who makes efforts to develop not only his cognition but to adapt and have access to different forms of capital. Arriaza and Rocha (2016) concur that classrooms are an important place in children's lives since the activities that are organised and conducted are meaningful, systematic, and intentionally curricular in nature, to provide a wide variety of cognitive experiences to the children.

According to Piaget (1967), a child enters the elementary stage with predominantly concrete operational mental processes. At this stage, Carney et al. (2011) reaffirms that a child begins to think logically about the real world yet remains somewhere rooted in concrete circumstances. There are both logical and arithmetic operations, along with the operations in the space and time dimensions. These operations are performed only on objects involving concrete situations. This, as per Mikiewicz (2021) leads to struggles within a child to generalize from one situation to another. Hazler and Carney (2002) add that behaviours such as school violence and teen suicide are connected to the environment, characterised by the reduced fostering of trust, faith, and a sense of helplessness relative to society.

In elementary school years, friends and groups of peers are known to take on central importance in a child's social life. Ding and Wu (2023) point out that this can lead to situations, where a child may be forced to opt for behaviour approved by their peers. Bourdieu (1986) views this as habitus, which is a series of dispositions, that influence a person's expectations of social life. Reay et al. (2005) consider habitus as a social norm,

which steers the thinking or behaviour of people and is created through a social process. Habitus, therefore, is said to be generated through social mechanisms, leading to movable, which can transform after some duration according to social context.

7.2 Implications of the Review

Portes (1998) and Morrow (1999) criticized the paradoxical definition of social capital by Coleman (1988) which incepted an erratic chain reaction of studies. Coleman (1988) conceived the idea of social capital by utilizing High School and Beyond (HSB) data to show the effect of social capital on dimensions of trust, norms, intergenerational closure, and networks. By following Coleman's path, most of the studies have relied on secondary databases such as NELS, CEPS, KELS, NLSY, YiN, and many more. At the same time, some studies have used Cronbach alpha to measure the internal consistency of scales, and questionnaires. The absence of Validity, specifically construct validity, remains a cause of concern as neither the survey databases employed nor the indicators in them such as family size, and the number of siblings, etc. present an accurate picture of nature and factors leading up to the development of social capital from the process of socialization. The survey designs have used scales and even subscales, which again limits the responses of the participants. The nature of interviews conducted in some of the survey designs did not provide a clear picture as to what actions by the people led to the possession of social capital, especially in an educational setting.

The studies have tried to understand the social capital effects of individuals, educational institutions, families, neighbourhoods, or communities on different educational-related aspects, but could not point out the clear picture of possession of what type of social capital could lead to desirable educational outcomes. The studies presented a positive effect of social capital on educational achievement, school success, well-being, belongingness, and others across gender, race, and community. Such uniform findings across the studies raise a question as to whether social capital generates, manifests, and sustains in the same way across all social contexts. Thus, it is important to note that the indicators used were derived from different continents and different social settings, hence it becomes necessary to contextualize the research on social capital.

It was observed that most of the studies employed the assistance of a team of research assistants to collect data through surveys, interview the participants, and even transcribe the interviews. According to Bogdan and Biklen (2007), working in a team ensures a

deeper penetration in the field with respect to access to the participants. This ensures that the study conducted gives more productive and valid results. It was observed that even studies that adopted qualitative methodologies, such as narrative research and case studies relied on pre-meditated indicators and conducted interviews and observations around them. This again points out biases and the 'finding what I want to find' attitude.

The studies have used sophisticated statistical tools such as regression models and structural equation models. These analyses can present the findings based on an existing tool that the researcher(s) have administered with a pre-conceived notion about the existence of social capital and its dimensions. This directly undermines the principle of doing research objectively and free from bias.

7.3 Research Design

The present study follows a qualitative framework of research. This means that the strategies employed put emphasis on words rather than the quantification of data. In view of Bryman (2016), qualitative research resides in the embodiment of social reality as an individual's creation. Candy (1991) opines that inquiry is always value-laden. This is because the researcher is a part of the society. These values, in turn, influence our entire research process right from the conception of the study to the reporting of the data related to it.

A Case study is qualitative research, according to Stake (1995), that concentrates on one or more cases in their natural context. In the realm of educational research, a case study is posited by Gerring (2004) as a meticulous examination of a single unit to understand larger or analogous units. These units are bounded spatially with respect to a phenomenon, observed at one time or at different times over a large period. In other words, case studies provide a setting by exploring one's reality, thus allowing one to identify distinctive features of an institution across all the cases. Mills et al. (2009) highlight that case studies are not only done to create knowledge and understanding but also to gain experience from a phenomenon. Therefore, it is usually idiographic in nature.

A Case study significantly relies on the interaction between a researcher and the participant. The success of a case study, therefore is dependent on the mutual trust and the dynamics that the researcher and participant share. This allows a researcher,

according to Mills et al. (2009), to triangulate data through various sources and methods including one's observations and discussions. Therefore, it offers freedom to the researcher to conduct the study and change the plans if the need arises.

The current study followed an Instrumental Case Study design with an interpretive approach. An instrumental case study design, according to Stake (1995) is employed to draw a deeper understanding of a particular issue, revisit generalizations, or theory-building. Here, the case itself is secondary yet plays a supportive role in facilitating an understanding of a phenomenon. Thus, the case is detailed based on its context, and the activities are scrutinized. The foundation of an instrumental case study design as per the view of Stake (1995) is a collaboration between the researcher and participant(s) to reconstruct their experiences. It offers a 'thick description' of a certain individual, institution, site, or group(s). Concurrently, Stake (1995) warns that an instrumental case study does not allow a scope of generalizing as done in quantitative research. Rather, it tries to identify patterns and themes that are comparable to other cases.

The essence of the Interpretive approach rests on the attempt to find and interpret the meaning in a context by the researcher. According to Garrick (1999), the Interpretive approach provides a scope to recognize individuals as active in their social, political, and historical context. This leads to the development of autonomy in terms of thoughts, judgment, perception, and ideas. Thus, one can understand and make meaning out of the 'lived experience' of individuals as participants rather than limiting through determinacy, rationality, and prediction.

From a case study perspective, an interpretive approach focuses on human meaning, human behaviour, and human action in terms of the social context; allowing it to be interpreted. Idiographic efforts, such as, observations are made to understand the entirety of a phenomenon, person, or group of persons. These undertakings allow one to describe social actions taken by an individual or a group of individuals. Thereby making a case study, as per Mills et al. (2009) both a process and a product of inquiry.

The basis of the case study includes sampling and selection of the field, entering the field, data collection, and data analysis. Below are these points discussed in detail under separate sub-sections.

7.4 Defining the Field

By understanding the concept of the case study and its related assumptions, I explored many schools in Jaipur. I came across SFS school through one of my contacts. The SFS school was a Private Unaided Recognised Upper Primary School located in the periphery of Jaipur city. Typically, there are many schools in Jaipur city that are affiliated with the Rajasthan Board of Secondary Education (RBSE). The SFS school was established in 2000 by an Air Force couple and was affiliated with RBSE. The school did not have any permanent infrastructure and hence would shift within an area after some time. Apart from this, the school was largely dominated by teachers and students of a particular community. A school like this was something that I never heard of. This could be due to reasons such as my exposure to a realm of schools that has been limited to a permanent infrastructure, which remains the same for a long time, and a consistent number of students and teachers. This led to a curiosity to understand how social capital generates and sustains in such a school, and how the school is being thought of by its community members.

7.5 Tools and Techniques for Data Collection

During the fieldwork, the data was collected from different sources, namely students, teachers, parents, and principal. In the upcoming sub-sections, a comprehensive presentation of the employed tools and techniques has been done.

Semi-structured Interviews

The semi-structured interview is one of the common but efficient tools employed in qualitative research. It aids a researcher to explore aspects or events, that are not observable or took place at some other time but are relevant in the context of the study. According to Bryman (2016), semi-structured interviews have a contextual tonality to the questions. It offers a scope to the researcher to vary the sequence of the questions and even pose further questions to receive significant information from the participants. For me, semi-structured interviews became one of the important tools to collect data as they allowed me to explore a variety of subjects. The questions put forth allowed the participants to share their experiences in a safe cocoon within the school.

To have fruitful interviews, Yow (1994) points out that it is important to develop an interview guide. According to Patton (2014), an interview guide outlines the exhaustiveness of data due to pre-decided coverage of topics and issues. Thereby

making the interview a conversational activity rather than an exercise. I developed an interview guide for students, teachers, and principal. I kept in mind to avoid any jargon and ask questions using simple and comprehensible words. I modified my interview guide constantly regarding words, length of questions, and complexity. Some of these questions had common dimensions such as problems and issues they face in school, and their perception of the school and other members. However, there were many sets of questions that were developed separately. The interview guide for the principal focused on aspects like the vision of the school, administrative issues, support from teachers, support from the community, expectations from teachers, and school success.

The interview guide for teachers focused on their qualifications, subjects they teach in school, previous experience of school, comparing school with their previous schools, conditions in which they joined, and their relationship with each other, and with students. The interview guide of students explored their family background, aspirations, friendships, their views about teaching, views about teachers, and relationships.

The interviews happened a couple of times, punctuated by the COVID-19 pandemic from March 2020 to November 2023. In many cases, the recorder caused hesitation among respondents to which at times I had to resort to pen and paper. The transcriptions of interviews helped me to revisit the participants with more areas to explore and fill the gaps that were encountered.

Informal Conversation

Webb et al. (1966) observe that as compared to when no evaluation is taking place, the conduct of the participant changes if they are aware of being under evaluation, irrespective of the degree of naturalness present in the interaction between the researcher and the participant. This was one of the lessons that I learned during my data collection in the form of an epiphany that the recording of everything cannot happen every time.

Therefore, I gradually learned to be open, attentive, and sensitive to casual conversations that happened with parents, teachers, principal, and students. These conversations provided insights into their feelings and views about various aspects such as their feelings about schools, their perception of the leadership, and many more. The informal conversations happened outside the school, in the staff room, during lunch breaks, and in preparation for a festival celebration or any other event. This increased the scope of

acquiring data as sometimes the participant would engage in a conversation, that they might not have, had they been aware of being on record. Thus, informal conversations became one of the mainstays of my source of data.

Participant Observation

Participant observation is another good technique to collect data from participants. However, for me, this did not happen overnight. Being a participant observer is a two-way street. By merely deciding for oneself, participant observation does not happen. Gold (1958) points out the spectrum of observers that allows the extent of one's participation.

My initial detachment could be credited to the naivety I had as a researcher. As Gold's (1958) complete observer, the initial days in the field were a concoction of doubt and fear about how to navigate myself in a new environment. I observed that whenever I passed by a class, the teachers would stop teaching, come out, and ask if I needed anything. I would be asked to leave the room during the meetings. I realized that this 'strangeness' was mutual as having a stranger in their midst was a new experience for them as well as much it was for me to be there.

I slowly acquired the role of Gold's (1958) observer-as-participant as I increased the frequency of my interactions and visits. The observation during this time was more formal in nature with limited opportunities for participation. This superficiality of participation transformed my persistence to become Gold's (1958) participant-as-observer as I became a part of the school activities in the form of teaching classes and organizing activities. At this point in time, I, as a researcher was also at risk of 'becoming native,' as warned by Levine et al. (1980). I, therefore, would consciously remind myself about my intentions of being in the field, and my purpose of interacting with participants with empathy.

Field Notes

According to Bryman (2016), field notes are generally used as a reflective tool by ethnographers as a "detailed chronicle of events, conversations, and behaviours." It is important that as a researcher we accept the threat posed by the frailties of the human mind can be misleading. Field notes are sometimes written as quick notes about an

incident or behaviour on the field. The inconspicuous prompts added in it serve as a trigger to write an elaboration about the day on the field.

I initially carried a notebook with me and would instantly note down if I was unable to record it. This caused reluctance among the participants about talking to me as they would insist on sharing what I was writing, a persistent issue faced by researchers as per Lofland and Lofland (1995). Later, I would record the field notes in my voice while I was in the field, which were later transcribed. I also depended on making mental notes where it was not feasible to either write or record or could be deemed inappropriate, such as attending the staff meeting. I would later write down the moment as soon as I got some space away from the participants. Thus, these field notes became an important pillar of my study.

Using Listening Skill

As a researcher, Parul (2016) highlights that it was important to listen to the participants. This listening was not merely limited to being focused on getting the answers we wanted. In one of the semi-structured interviews, the interviewee talked about her family life, husband, divorce, and life as a single mother. I could not find anything conclusive in that recorded interview during my transcription. But the behaviour of that interviewee changed towards me who would later come upfront and later became a key informant about the school. In retrospect, I realized that listening, as Palmer-Mehta (2016) points out is a powerful tool that has the potential to change the nature and quality of our interactions.

I consciously tried to create an environment where the respondents could talk freely. This increased my confidence in myself over the probable organic nature of the information I secured through semi-structured interviews, informal conversations, and even during my observations. Hence, through listening I noticed the shift in the usage of words, ideas, and perceptions that participants had about the school, colleagues, students, and even me. This difference of opinion was indicative of the hesitation and distrust that the participants still harboured; the causes of which I explored.

Documents

The realm of research is founded on proof. While doing research documents such as research articles, journals, theses, publications, and reports helped me to frame my

research questions. Later, I used the information and findings of these studies to corroborate my findings. This was done to provide much stronger support to my findings, thereby adding to the existing body of knowledge about social capital in a regional context that resonates closer to Indian roots. In addition to this, I was shown lesson planners by the teachers, but access to see the content was vehemently denied.

7.6 Data Analysis

For Bogdan and Biklen (2007) qualitative data analysis encompasses organizing data, generating codes, categories, and themes, identifying patterns among themes, and finally interpreting the data in the form of a write-up. Indeed, a properly channelled analysis of data could convert a researcher's raw data to meaningful findings. Strauss (2003) says that a qualitative analysis of data must be done at different levels of explicitness, abstraction, and categorization.

The data analysis began the moment I entered the field. During my initial days of investigation, I came across challenges pertaining to the sources of the information and validation of the acquired information. At this point, every experience, and every interaction became an object of inquiry. However, later as I dived deeper into data collection, I became more confident about my analysis.

The qualitative data analysis for the current study is based on Miles et al. (2014) framework, which is done in three distinctive stages viz., data condensation and data display ultimately leading to drawing conclusions. Based on this framework, the following sub-sections, have provided details about the steps such as transcription of data, organizing, coding, and categorizing, thematic generation, and categorization, and lastly interpretation and reporting.

Transcription of data

During my stay in the field, I interacted with different members of the school through semi-structured interviews and informal conversations. While I recorded the semi-structured interviews as audio, I would write the conversations that were off-record in a small notebook. This formed a part of my transcription. I transcribed the semi-structured interviews verbatim in English and Hindi. This was done because many times teachers and students would answer in Hindi. I avoided the transliteration of the data and wrote in Hindi language. Despite coming from the same region many times, the teachers often

used local dialect and words, whose meanings were checked by someone who knew that dialect.

Organizing, Coding, and Categorizing

The first step of the qualitative data analysis framework as given by Miles et al. (2014), is data condensation. While I was in the field, my primary focus was to gather data. I periodically transcribed my interviews. I would read them again to understand how to proceed. However, during data collection, I collected data from so many sources that at one point I became flustered about its organization. The data condensation allowed me to select, and simplify the data which was obtained in the form of field notes, transcripts of interviews, observations, and interactions. This was done by separating semi-structured interviews, informal conversations, and observations that I noted in my field notes into different codes and categories. The transformed data was then extracted to identify concepts and patterns. By doing this step, there was an ease of identifying patterns.

Thematic Generation and Thematic Categorization

The data display as per Miles et al. (2014) was the second step that entailed a comprehensive assembly of information that allows one to draw conclusions. Once I was able to categorize, I was able to identify themes. By corroborating with the research questions and objectives, I generated more categories that in turn led to a much clearer understanding of the pattern. This helped me to gain much-needed clarity for interpreting the data and reporting the findings.

Interpretation and Reporting

According to Miles et al. (2014) a researcher, should refrain from jumping to conclusions based on the initial data. During the fieldwork, I consciously left room for scepticism toward the information I obtained. Thus, it ended up making the initial conclusions equivocal. As the study proceeded my engagement with the participants increased. This provided a relative ease of access to the information that aided in identifying repetitive patterns and meanings. Thus, the final conclusions drawn from verification and re-verification were tested on the credibility, confirmability, and robustness of the data by triangulating from different sources.

7.7 Findings

The findings of the study have been presented below as follows:

SFS school is a low-fee private recognised upper primary school that shifted its location before and after the COVID-19 pandemic.

The students and teachers called the school a "temple of knowledge" and a "place of learning." The principal and teacher believed that education is critical in instilling values and morals among the students.

Before the COVID-19 pandemic, activities such as morning assembly and lunch breaks had practices like young students being assisted by older students and sharing lunch boxes.

The teachers, principal, and students had strong interpersonal relationships. However, the interpersonal connections with the parents were limited. Expectations, obligations, and their fulfilment were found to play an important role in developing relationships between students, teachers, parents, and principal. Trust was also found to play a crucial role in fostering a sense of community among the students.

The school had multiple information channels between and among students, teachers, parents, and principal. Furthermore, these information channels were streamlined to improve communication within the school community.

The students' aspiration was influenced by their teacher and family members as they chose to pursue high-performing careers like teachers, doctors, and defence. Teachers also aspired to be remembered for their teaching style and called teaching a "calling" rather than an "occupation."

The relationship among the teachers had blurred professional and personal boundaries.

Before the COVID-19 pandemic, the students were involved in sports such as cricket, football, kho-kho and kabaddi; cultural activities such as celebration of festivals like Basant Panchami; and artistic activities such as dancing. However, after COVID-19, their participation and engagement in these activities reduced.

The principal adopted a multi-faceted role of teacher, mentor, and administrator. The leadership style of the principal was criticised implicitly by the teachers.

The teachers and principal refrained from explicitly talking about conflict and resolution. Rather the conflict resolution was done discreetly.

The teachers were involved in the decision-making processes in the school.

After the COVID-19 pandemic, the school experienced a structural change by being shifted to a smaller building. There were fewer students in number, hence, varying age groups of students were made to sit together, leading to the formation of multigrade classrooms.

Students opined that English Language Proficiency and success were positively associated with each other.

Students made a distinction between friend and best friend based on the extent to which they would share their innermost concerns and thoughts. However, some of the associations in the form of friendships led to students concealing their knowledge and cheating in examinations.

Longevity of association and relationships also affected the social capital within the school community.

The school mitigated the gender biases among the female students, which they faced at home.

The school relaxed its uniform policy considering financial constraints that emerged due to the COVID-19 pandemic.

The COVID-19 pandemic affected the students' social, cognitive, and emotional engagement in the school which was seen in the form of switching off the video during the online classes, not sitting for longer time during the classes, and physical fights in the school. The transition to online classes reduced the access of many students, which affected their engagement and learning in the school after the schools reopened.

Post-COVID-19 pandemic efforts were made by the school to revive the engagement and interaction with the community through initiatives like summer camp and celebration of festivals.

7.8 Implication of the Study

By drawing the implications of the study, an attempt has been made to provide a road map to conduct further research. Apart from this, implications behave as avenues on which the body of knowledge builds and disseminates.

From the study, it was observed that more conscious and explicit approaches and strategies need to be pondered upon in order to instil a sense of belonging and trust at the global level among the students. Therefore, the policy-makers and strategists must delve deeper to develop social capital within the school students, which can have a lasting effect on their cognitive, social and emotional assignation.

Furthermore, the study highlights the importance of parental involvement in the education of the school. In the cases, where the school shows signs of increased conflict and lack of cooperation, the school can provide an avenue for the parents to engage in decision-making as well by convening a parent-teacher association. This could provide a medium for everyone to come together and discuss the issues pertaining to the school. The shifting schools should be provided the governmental aid to stabilise themselves in a particular place. This could result in more credibility, increased access and better quality and retention of students who often leave the school as it physically becomes inaccessible.

The study offers opportunities for the school administration and teachers to reflect on the quality and extent of social interactions.

7.9 Suggestions for further studies

- More case studies can be conducted at different levels of school to gain a better and contextual understanding of social capital within the Indian school.
- The interrelationship between individual, interpersonal, and institutional dimensions can be studied to have a more focused understanding of social capital.
- Studies can also be done on the relationship between social capital and school success.
- The studies can be done on the role and effect of the implementation of the philosophy of NEP 2020 across various levels of education.