

TABLE OF CONTENT

| Serial Number | Particulars | Page Number |
|--|---|-------------|
| I. | DECLARATION | i |
| II. | CERTIFICATE | ii |
| III. | ACKNOWLEDGMENT | iii |
| IV. | TABLE OF CONTENT | vi |
| V. | LIST OF TABLES | xi |
| VI. | LIST OF FIGURES | xii |
| VII. | LIST OF APPENDICES | xiii |
| VIII. | LIST OF PHOTOGRAPHS | xiv |
| IX. | LIST OF ABBREVIATIONS | xv |
| Serial Number | Content | Page Number |
| Chapter I | | 1-31 |
| A Conceptual Exploration of Social Capital in Education | | 1-31 |
| 1.1 | Introduction | 1 |
| 1.2 | Capital: A Prologue | 3 |
| 1.3 | Theorizing Social Capital | 5 |
| 1.3.1 | <i>Pierre Bourdieu's Notion of Social Capital</i> | 5 |
| 1.3.2 | <i>James Coleman's Conception of Social Capital</i> | 7 |
| 1.3.3 | <i>Robert Putnam's Insights on Social Capital</i> | 10 |
| 1.4 | Social Capital in Elementary Education: A Panoramic View | 11 |
| 1.5 | Policies Insights on Social Capital and Initiatives with a Special Focus on Elementary Education in Rajasthan | 14 |
| 1.6 | Elementary Education in Rajasthan | 19 |
| 1.7 | School as an Agent of Fostering Social Capital | 22 |
| 1.7.1 | <i>Structural Dimension</i> | 23 |
| 1.7.2 | <i>Cognitive Dimension</i> | 25 |
| 1.7.3 | <i>Relational Dimension</i> | 26 |
| 1.8 | Rationale of the Study | 27 |
| 1.9 | Research Questions | 29 |

| | | |
|--|---|--------------|
| 1.10 | Statement of the Problem | 29 |
| 1.11 | Title of the Study | 29 |
| 1.12 | Objectives of the Study | 29 |
| 1.13 | Explanation of the Term | 30 |
| 1.14 | Delimitation of the Study | 30 |
| 1.15 | Scheme of Chapterisation | 30 |
| Chapter II | | |
| A Literary Exploration of Social Capital in Education | | 32-47 |
| 2.1 | Background of the Chapter | 32 |
| 2.2 | Research Trends | 33 |
| 2.2.1 | <i>Dawn of Social Capital in Educational Research (2000-2004)</i> | 33 |
| 2.2.2 | <i>Social Capital Renaissance in Educational Research Landscape (2005-2009)</i> | 34 |
| 2.2.3 | <i>Synergising Social Capital Research in Education (2010-2014)</i> | 36 |
| 2.2.4 | <i>Methodological Oblivion in Social Capital Research (2015-2019)</i> | 38 |
| 2.2.5 | <i>Paradigm Shift in Social Capital Research in Educational Landscape (2020-2023)</i> | 40 |
| 2.3 | Conceptual Implications of the Review | 41 |
| 2.3.1 | <i>Impact of Social Capital on Academic Achievement</i> | 42 |
| 2.3.2 | <i>Influence of Social Capital on Educational Attainment</i> | 43 |
| 2.3.3 | <i>Effect of Social Capital on Education-Related Psychosocial Attributes</i> | 44 |
| 2.4 | Methodological Implications of the Review | 46 |
| 2.5 | Conclusion | 47 |
| Chapter III | | |
| Methodological Framework and In-Situ Investigation | | 48-65 |
| 3.1 | Philosophical Foundations of the Study | 48 |
| 3.2 | Research Design | 49 |
| 3.3 | Defining the Field | 51 |
| 3.4 | Sampling | 53 |
| 3.5 | Entering the Field | 54 |
| 3.5.1 | <i>Formally Entering the Field in the Pre-COVID-19 Time</i> | 54 |
| 3.5.2 | <i>Re-Entering the Field in the Post-COVID-19 Time</i> | 55 |
| 3.6 | Tools and Techniques for Data Collection | 58 |
| 3.6.1 | <i>Semi-structured Interview</i> | 58 |

| | | |
|-----------------------------------|--|--------------|
| 3.6.2 | <i>Informal Conversation</i> | 59 |
| 3.6.3 | <i>Participant Observation</i> | 60 |
| 3.6.4 | <i>Field Notes</i> | 60 |
| 3.6.5 | <i>Using Listening Skills</i> | 61 |
| 3.6.6 | <i>Documents</i> | 61 |
| 3.7 | Data Analysis | 62 |
| 3.7.1 | <i>Transcription of Data</i> | 62 |
| 3.7.2 | <i>Organizing, Coding, and Categorizing</i> | 62 |
| 3.7.3 | <i>Thematic Generation and Thematic Categorization</i> | 63 |
| 3.7.4 | <i>Interpretation and Reporting</i> | 63 |
| 3.8 | Ethical Considerations | 63 |
| 3.9 | Conclusion | 65 |
| Chapter IV The Setting | | 66-82 |
| 4.1 | Introduction | 66 |
| 4.2 | Rajasthan | 66 |
| 4.2.1 | <i>Present Context of Rajasthan</i> | 67 |
| 4.2.2 | <i>Socio-Linguistic Profile of Rajasthan</i> | 67 |
| 4.3 | Jaipur District | 67 |
| 4.3.1 | <i>History of Jaipur</i> | 68 |
| 4.3.2 | <i>Administrative System</i> | 69 |
| 4.3.3 | <i>Demographic Structure</i> | 69 |
| 4.3.4 | <i>Occupational System</i> | 71 |
| 4.3.5 | <i>Educational Profile</i> | 74 |
| 4.4 | Recapitulating COVID-19 Pandemic | 76 |
| 4.5 | Overview of Impact of COVID-19 on Education | 77 |
| 4.5.1 | <i>School Closures</i> | 77 |
| 4.5.2 | <i>Economic Crisis</i> | 78 |
| 4.5.3 | <i>Long-run Costs</i> | 78 |
| 4.6 | About the Case Study: SFS School | 79 |
| 4.6.1 | <i>History of SFS School</i> | 79 |
| 4.6.2 | <i>Catchment Area</i> | 79 |
| 4.6.3 | <i>Information about the Principal</i> | 80 |
| 4.6.4 | <i>Information about the Teachers</i> | 80 |
| 4.6.5 | <i>Information about the Students</i> | 81 |
| 4.6.6 | <i>Information about the Parents</i> | 81 |
| 4.7 | Conclusion | 81 |

| Chapter V Analysis and Interpretation | | 83-151 |
|--|--|---------------|
| 5.1 | Introduction | 83 |
| 5.2 | Individual Dimension of Social Capital | 83 |
| <i>5.2.1</i> | <i>Aspiration in Students</i> | <i>84</i> |
| <i>5.2.2</i> | <i>Perception of the School Among School Community</i> | <i>85</i> |
| <i>5.2.3</i> | <i>Perception About Self</i> | <i>90</i> |
| <i>5.2.4</i> | <i>Opportunities for Development</i> | <i>91</i> |
| <i>5.2.5</i> | <i>Learning Orientation Among Students</i> | <i>92</i> |
| <i>5.2.6</i> | <i>Communication and Information-sharing behaviour of the School Community</i> | <i>94</i> |
| <i>5.2.7</i> | <i>Motivation Among Teachers</i> | <i>96</i> |
| <i>5.2.8</i> | <i>Contextual Interpretive Insights</i> | <i>98</i> |
| 5.3 | Interpersonal Dimension of Social Capital | 103 |
| <i>5.3.1</i> | <i>Student-Student Relationships</i> | <i>103</i> |
| <i>5.3.2</i> | <i>Student-Teacher Relationships</i> | <i>107</i> |
| <i>5.3.3</i> | <i>Teacher-Teacher Relationships</i> | <i>111</i> |
| <i>5.3.4</i> | <i>Teacher-Principal Relationships</i> | <i>115</i> |
| <i>5.3.5</i> | <i>Community Engagement</i> | <i>117</i> |
| <i>5.3.6</i> | <i>Collaborative Decision-making</i> | <i>121</i> |
| <i>5.3.7</i> | <i>Contextual Interpretive Insights</i> | <i>122</i> |
| 5.4 | Institutional Dimension of Social Capital | 127 |
| 5.4.1 | School Infrastructure | 128 |
| <i>5.4.1.1</i> | <i>School Location</i> | <i>128</i> |
| <i>5.4.1.2</i> | <i>School Building</i> | <i>128</i> |
| <i>5.4.1.3</i> | <i>School Office</i> | <i>130</i> |
| <i>5.4.1.4</i> | <i>Classroom</i> | <i>131</i> |
| 5.4.2 | Functioning of the School | 131 |
| <i>5.4.2.1</i> | <i>School Policy</i> | <i>131</i> |
| <i>5.4.2.2</i> | <i>School Uniform</i> | <i>134</i> |
| <i>5.4.2.3</i> | <i>Curriculum and Workload</i> | <i>135</i> |
| <i>5.4.2.4</i> | <i>Academic Year</i> | <i>135</i> |
| <i>5.4.2.5</i> | <i>Time-table</i> | <i>136</i> |
| 5.4.3 | School Culture | 137 |
| 5.4.4 | Leadership | 139 |
| 5.4.5 | Teaching-Learning Process | 141 |
| <i>5.4.5.1</i> | <i>Planning and Preparation</i> | <i>142</i> |

| | | |
|---|---|----------------|
| 5.4.5.2 | <i>Classroom Instruction</i> | 142 |
| 5.4.5.3 | <i>Assessment of Students</i> | 144 |
| 5.4.5.4 | <i>Penalty in School</i> | 145 |
| 5.4.5.5 | <i>Support System by School</i> | 145 |
| 5.4.5.6 | <i>Contextual Interpretive Insights</i> | 146 |
| 5.5 | Final Thoughts | 151 |
| Chapter VI | | |
| Crafting the Tapestry: Findings, Conversations and Potential Futures | | 153-162 |
| 6.1 | Findings | 153 |
| 6.2 | Discussion of the Findings | 155 |
| 6.3 | Conclusion of the Study | 160 |
| 6.4 | Implications of the Study | 161 |
| 6.5 | Limitations of the Study | 161 |
| 6.6 | Suggestions for Further Studies | 162 |
| Chapter VII | | |
| SUMMARY OF THESIS | | 163- |
| BIBLIOGRAPHY | | 179-198 |
| APPENDICES | | 199-210 |