



Status of Jawahar Navodaya Vidyalaya in Himachal Pradesh

Vandana

Department of Education, MIMT, Greater Noida, Uttar Pradesh, India

Abstract

This study is an attempt to investigate the organizational structure and various facilities like physical and human resources provided to the students of Jawahar Navodaya Vidyalayas. The study was conducted in four districts viz. Shimla, Solan, Hamirpur and Bilaspur from different regions of Himachal Pradesh. Sample was comprised of 25 students, 1 Principal, 2 Teachers from each of Navodaya Vidyalaya through convenient sampling. data was analysed qualitatively. The results show that the majority of teachers and students are satisfied by various facilities provided by Jawahar Navodaya Vidyalaya.

Keywords: status, jawahar nvodaya vidyalas, students

Introduction

The Government of India aims to provide educational opportunities for all and for this reason the Government of India launched many schemes for education such as Jawahar Navodaya Vidyalaya scheme. In 1986, the concept of Navodaya Vidyalaya Samiti came into existence during the Prime Minister ship of Late Rajiv Gandhi. Jawahar Navodaya Vidyalayas are a system of alternate schools for gifted students in India. They are run by Navodaya Vidyalaya Samiti, New Delhi, an autonomous organization under the Ministry of Human Resources Development, Department of school Education and Literacy, Government of India. JNVs are fully residential and co-educational schools affiliated to Central Board of secondary Education (CBSE), New Delhi, with classes from VI to XII standards. JNVs are specially tasked with finding talented children in rural areas in India and providing them with an education equivalent to the best residential school system, without regard to their family's socio-economic condition. Jawahar Navodaya Vidyalayas exists all over India, with the exception of Tamil Nadu, where anti hindi movements were wide spread during past times. There are approximately 598 JNVs across India (one school per district) as of 2011-12 academic year. This study is taken under the department of education, Himachal Pradesh University. The researcher wanted to see the functioning and various facilities provided to the students by Jawahar Navodaya Vidyalaya. Navodaya Vidyalayas are co-educational residential institutions providing free boarding and lodging, expenses on uniform, text books and Stationary etc. A number of studies have been conducted in this area. These studies show the salient features and significance of Navodaya Vidyalaya. Shukla (1988) [20] found in his study that Navodaya Vidyalayas are residential schools. Education in this institution including boarding, lodging, uniforms as well as books etc. are free for all students. The teachers are also provided free accommodation at the Vidyalaya campus so that teachers may be available to guide and promote co-curricular activities. In these Vidyalayas adequate laboratories and modern aids to education like radio, TV and computers are provided. Singh (1988) found that the institution of Navodaya Vidyalaya have become very popular among citizens, students and teachers. The Navodaya Vidyalayas

have been established to fulfill the socialist and democratic aims enshrined in the Indian constitution. Kusum lata (2009) found that the organizational structure of the JNV, Reckong Peo, and district Kinnaur is satisfactory. The school provides quality education.

The setting up of these model schools is a milestone in formation of egalitarian society. However, these objectives can only be achieved if these institutions work sincerely. Knowing about the working of these schools and problems faced by them is very important for further improvement of educational system of the schools. Manay (1982) [11] conducted a study on "Adjustment and Job satisfaction of married and unmarried lady teachers of Jawahar Navodaya Vidyalaya Jabalpur". His findings were (i) No significant difference in the job satisfaction of married and unmarried female teachers of JNV working in rural and urban areas. (ii) No significant difference was found in teaching aptitude of married and unmarried teachers at different categories of JNV working in rural and urban areas. (iii) Adjustment problems were observed in the context of married lower division teachers and upper division teachers whereas, no significant adjustment problems were observed in case of unmarried teachers. (iv) Difference in job satisfaction of married and unmarried female teachers of different categories working in JNV of rural and urban areas were not found to be significant.

Kashinath (1990) conducted a study on "Adjustment problems in Navodaya Vidyalayas". His study revealed that there is no significant difference in the total adjustment score of urban and rural boys and girls studying in Navodaya Vidyalayas, in respect to their emotional, social and educational adjustment. Pandey (1990) [14] conducted a study on "Problems of Navodaya Vidyalayas." His study points out some problems of Navodaya Vidyalaya. On the account of quota system talented students are unable to get admission unless they come from rural quota. On account of lack of facilities in the rural areas, the teachers get frustrated and find it difficult to get adjusted with the rural children. Therefore, admission policy should make provision for highly talented students against quota system. On the basis of above reviews the researcher feels that a number of studies have been conducted on Navodaya Vidyalaya in different states. But no as such studies has been conducted

in the district Hamirpur Solan, Bilaspur and Shimla of Himachal Pradesh.

So the researcher felt the need to undertake a study on the Status of Jawahar Navodaya Vidyalaya in Himachal Pradesh. The study helps to know about various facilities like physical and human resources provided to the students, the relationship of the teachers, students and principals, curriculum, the problems of students and kind of activities being executed in the JNVs.

It will help in highlighting the strengths and weaknesses of the Navodaya Vidyalaya. This can also help to know the perception of teachers about organization and administration, availability of infrastructure, teaching-learning process curriculum and Job satisfaction. It will further enable the researcher to make valuable suggestions to the policy framers and administrators.

This study may bring into light that Jawahar Navodaya Vidyalaya is promoting national integration by providing opportunities to talented children largely rural, from the different parts of the country to live and learn together.

Statement of the Problem

“Status of Jawahar Navodaya Vidyalayas in Himachal Pradesh”.

Objectives of the study

The following objectives will be laid down for the present investigation:

1. To study the organizational structure of Jawahar Navodaya Vidyalaya in Himachal Pradesh.
2. To study the availability of Physical and Human resources in Jawahar Navodaya Vidyalaya of Himachal Pradesh

Delimitation of the study

The study was restricted to only four districts of Himachal Pradesh viz. Shimla, Solan, Bilaspur and Hamirpur.

Methodology

For achieving the objectives of the study descriptive survey method was adopted.

Sample of the study

For the present study, the convenient and random sampling method was used. From all the Jawahar Navodaya Vidyalayas in Himachal Pradesh, the investigator has selected 4 Navodaya Vidyalayas of District Hamirpur, Shimla, Solan and Bilaspur by his convenient. The researcher has selected 25 students randomly and one Principal and two teachers from each of selected Navodaya Vidyalaya through convenient sampling.

Tools

Three questionnaires and one check list were designed for the collections of data. These questionnaires have been used for students, teachers and principal to elicit useful information about availability of physical and human resources, administration, incentives provided by the government and functioning of Navodaya Vidyalayas.

1. Questionnaire for Students
2. Questionnaire for Teachers
3. Questionnaire for Principal
4. Check list

Main findings and conclusion

Objective no. 1

One of the objectives of the study is to know the organizational structure of Jawahar Navodaya Vidyalaya in Himachal Pradesh.

Organizational Structure of Jawahar Navodaya Vidyalaya

Jawahar Navodaya Vidyalayas known as JNV are Indian schools for the talented children and from a part of the system of gifted education. The objectives of the scheme are to provide good quality modern education to the children predominantly from rural areas, without regard to family's socio-economic condition.

The Navodaya Vidyalaya Scheme is the most precious gift that the country men have received from their Late Prime Minister Rajeev Gandhi.

“Navodaya Vidyalaya scheme is a quest for equality and Quality- the best school for the best children, no matter what their background-economic, cultural, social (Rajeev Gandhi)”.

The National Policy on Education 1986, envisaged setting up of pace setting residential schools, named as Jawahar Navodaya Vidyalayas, with an aim of providing excellence coupled with equity and social justice. Consequent to this, Navodaya Vidyalaya Samiti was registered as a Society, under the Societies Registration Act XXI of 1860.

They are located all over the country, except Tamil Nadu. There are approximately 598 JNVs across India as of 2010. They offer quality education to all the students who get selected through the administration process which includes All India Entrance, help at district level.

The Navodaya Vidyalayas System is a unique experiment unparalleled in the annals of the school education in India and elsewhere. Its significance lies in the selection of talented rural children as the target group and attempted to provide with quality of education comparable to the best in a residential school system. Such children are found in all section of society and in all areas including the most backward. But so far, good quality education has been available only to the well-to-do sections of society and the poor have been left out. It was felt that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it. These talented children otherwise would have been deprived of quality modern education traditionally available only in the urban areas. Such education would enable students from rural areas to complete with their counterparts on an equal footing.

The National Policy on Education -1986 envisaged the setting up of residential schools, to be called Jawahar Navodaya Vidyalayas that would bring out the best of rural talent.

Navodaya vidyalaya samiti

Navodaya Vidyalayas are run by Navodaya Vidyalaya Samiti (NVS, an autonomous organization under the Ministry of Human Resources Development, Department of School education and Literacy, Government of India. The Chairman of the Samiti is the Honorable Minister of Human Resource Development.

The Samiti functions through an Executive Committee under the chairmanship of Honorable Minister of HRD. The Executive Committee is responsible for the management of all affairs including allocation of funds to the Samiti and has the authority to exercise all powers of the Samiti. It is

assisted by two Sub-Committees i.e. Finance Committee and academic Committee, in its functions.

The executive head of the administrative pyramid is the Commissioner who executes the policies laid down by the Samiti's Executive Committee. He / She is assisted at the Headquarters level by the Joint Commissioners, Deputy Commissioners and Asstt. Commissioners. At the regional level, he / she is assisted by the Deputy Commissioners and Asstt. Commissioners.

Regional offices of navodaya vidyalaya samiti

The Samiti has established 8 Regional Offices for the administration and monitoring of Navodaya Vidyalayas under their jurisdiction. For each Vidyalaya, there is a Vidyalaya advisory Committee and a Vidyalaya Management Committee for the general supervision of the Vidyalayas. District Magistrate of the concerned district is the chairman of Vidyalaya level committee with local

educationists, public representatives and officers from the district as members. The Vidyalaya Management Committee has two sub-committees i.e. Vidyalaya purchase Advisory Sub-Committee and Vidyalaya Appointments Sub Committee.

The Regional Offices of Navodaya Vidyalayas Samiti are located at Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna, Pune and Shillong with jurisdiction over different states and UTs. The regional Offices are headed by a Deputy Commissioner.

Objective no. 2

The second objective of the research is to study the availability of Physical and Human resources in Jawahar Navodaya Vidyalaya of Himachal Pradesh. For achieving this objective a check list was used for checking the availability of the physical and human resources provided in Jawahar Navodaya Vidyalayas

Table 1: Objective no. 2(A) Availability of Physical Resources

Sr. No.	Resources	Available	Percentage	Unavailable	Percentage
1	The roadway to Navodaya Vidyalaya	3	75	01	25
2	Transport facility to the Vidyalaya from city	4	100	-	-
3	The adequate classrooms in the Vidyalaya	4	100	-	-
4	Air and Ventilation in the classes	4	100	-	-
5	The furniture in the classrooms	4	100	-	-
6	Blackboard in the classes	4	100	-	-
7	Teaching aids in the classrooms	3	75	01	25
8	Library in the Navodaya Vidyalayas	4	100	-	-
9	Reading room in the Library	2	50	2	50
10	Internet facility in the library	1	25	3	75
11	Play ground in the School	4	100	-	-
12	Conference room in the Navodaya Vidyalaya	4	100	-	-
13	Science Laboratories in the Navodaya Vidyalaya	4	100	-	-
14	Staff Room in the Navodaya Vidyalaya	4	100	-	-
15	Principal Room in the Navodaya Vidyalaya	4	100	-	-
16	Separate Washrooms for the Boys	4	100	-	-
17	Separate Washroom for the Girls	4	100	-	-
18	Facility of Boy's Hostel	4	100	-	-
19	Facility of Girl's Hostel	4	100	-	-
20	Furniture in Hostels	4	100	-	-
21	Air and Ventilation Facility in the Hostels	4	100	-	-
22	Adequate Bathrooms in the Hostels	1	25	1	75
23	Mess/ Dining hall in the Hostels	4	100	4	100
24	Hygienic Food	3	75	01	25
25	Adequate Sitting facility in mess	4	100	-	-
26	Water Facility	4	100	-	-
27	Water Purifiers in the Navodaya Vidyalaya	4	100	-	-
28	Sweepers in the Hostels	4	100	-	-

It was found that that all Navodaya Vidyalayas have Transport facility, adequate classrooms, blackboards, furniture and air and ventilation facility. All the Navodaya Vidyalayas (100%) have conference room, science laboratories, staff-room, Principal room, separate

washrooms for girls and boys, water facility and hostel facility. Majority of Navodaya Vidyalayas have Library but only 25% have reading room and internet facility in the library.

Table 2: Objective no. 2(B) Availability of Human Resources

Sr. No.	Resources	Available	Percentage	Unavailable	Percentage
1	Teaching staff for all subjects	4	100	00	100
2	Adequate Staff Members in the Laboratory	3	75	01	25
3	Adequate Staff members in the Library	4	100	-	-
4	Infirmery in the Navodaya Vidyalaya	4	100	-	-
5	Guidance and Counseling faculty	1	25	3	75
6	Adequate Mess workers	4	100	-	-
7	Housemasters in Boy's and girl's Hostels	4	100	-	-
8	Class III and Class IV workers in the Navodaya Vidyalaya	4	100	-	-

It is clear that, the 100% Navodaya Vidyalayas have adequate teachers, staff members in library, Mess workers, Housemasters in boy's and girl's hostels, infirmary and class III & IV workers. Only 25% Navodaya Vidyalayas have Guidance and counseling faculty.

Hence it is clear that, there should be adequate teachers and Guidance and counseling facility in the Navodaya Vidyalayas.

Educational implications

In view of the conclusion drawn from the study, following implications may be drawn for education

1. This study reveals that infrastructural facilities are concerned like laboratory, playground and accommodation facilities were satisfactorily. Authority of the institution should make appropriate provisions for library, adequacy of water supply, repair of toilets, bathrooms and hostel facilities.
2. Authority of institution should make provision for reading room in library and proper connection of internet. Students should be motivated to use internet for educational purpose and career planning.
3. The role of teachers is prominent in contributing to the organizational climate. The teachers can make efforts to inculcate and nurture these characteristics to improve the organizational climate of their school which will also achievement of students. The very popular saying goes as would be teachers so would be the students, nevertheless teachers are the maker, shaper and a guiding agent for students personality.

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