A COMPARATIVE STUDY OF ORGANIZATIONAL CLIMATE OF JAWAHAR NAVODAYA VIDYALAYA (JNV) AND KASTURBA GANDHI BALIKA VIDYALAYA (KGBV) WITH REGARD TO STUDENT ADJUSTMENT & ACADEMIC ACHIEVEMENT

INTRODUCTION:

The Ministry of Human Resource Development (Department of Education) has accordingly formulated a scheme under which it has been decided to set up residential co-educational schools, to be called 'Navodaya Vidyalayas' on an average one in each district. The intention is that talented children from the rural areas, specially from the lower income groups, should also have educational opportunities similar to those available in urban areas and to the more privileged groups.

Navodaya Vidyalayas are run by the Navodaya Vidyalaya Samiti which is an autonomous organization under the Ministry of Human Resource Development and has been registered as a society under the Societies Registration Act (XXI of 1860) at New Delhi, on 28th February, 1986.

The broad aims for establishment of Navodaya Vidyalayas are to serve the objective of excellence coupled with equity, to promote national integration, provide opportunities to the talented children to develop their full potential, and to facilitate the process of school improvement. Within this broad framework, the specific objectives of this scheme are as follows:
(i) 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 talented children predominantly from the rural areas, without regard to their family's socio-economic conditions.

(ii) To ensure that all students of Navodaya Vidyalayas attain a reasonable level of competence in three languages as envisaged in the Three Language Formula.

(iii) To serve in each district, as focal points for improvement in quality of school education in general through sharing of experiences and facilities.

**Salient Features of Navodaya Vidyalayas:**

(i) Navodaya Vidyalayas are residential co-educational institutions, primarily for children from rural areas. Hence, admission of children from urban areas is restricted to a maximum of one fourth. Efforts are made to ensure that at least one-third of students in each Vidyalaya are girls.

(ii) Education in Navodaya Vidyalayas, including boarding and lodging as well as the expenses on uniform, text-books, stationery, rail/bus fare from and to the home etc., is free for all students.

(iii) Navodaya Vidyalayas will be affiliated to the Central Board of Secondary Education, New Delhi.
(iv) Full scope will be provided for innovation and experimentation and there will be inter-active teaching in preference to lecture teaching.

(v) The Vidyalayas will have adequate laboratories and modern teaching aids like radio, TV and micro-computers.

(vi) Physical education, games, sports, yoga, cultural activities, fine arts, work experience and educational excursions are promoted.

(vii) Specific programmes are undertaken to imbibe dignity of labour and awareness of the environment. Life in the hostels is organized as an integral component of the educational process.

(viii) Three language formula will be followed and there will be a migration of 20% students from each Navodaya Vidyalaya to another Navodaya Vidyalaya from Hindi speaking areas to Non-Hindi speaking areas and vice versa. The migration will be at the level of Class-IX.

Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the enrolment for girls from SC, ST, OBC or
minority communities. For the remaining 25% priority is accorded to girls from families below poverty line. The pattern of financing is 75:25 ratio of sharing between the Centre and the States during the Tenth Five Year Plan.

The scheme is being implemented in 24 States and 1 UT namely: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Dadar & Nagar Haveli, Jharkhand, Gujarat, Haryana, Himachal Pradesh, Karnataka, Jammu and Kashmir, Madhya Pradesh, Chattisgarh, Manipur, Maharashtra, Meghalaya, Mizoram, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttaranchal and West Bengal.

Jawahar Navodaya Vidyalaya (JNV) are running since 1986 to shape education. Of talented students of rural India as 70% students in these Institutions are admitted from rural area and 30% from urban area. Centrally 100% in Kasturba Gandhi Balika Vidyalaya (KGBV) are females and they are from socially an economically backward parents how to types of schools differ in their organizational climate and interms of personality characteristics and academic satisfaction of the student.

**STATEMENT OF THE PROBLEM**

A Comparative Study of Organizational Climate of Jawahar Navodaya Vidyalaya (JNV) and Kasturba Gandhi Balika Vidyalaya
(KGBV) with Regard to Student Adjustment & Academic Achievement.

**OBJECTIVES OF THE STUDY:**

Present study will be tented to achieve following in the aptitude:

1. To compare the organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).
   
   1.1 To compare the disengagement dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).
   
   1.2 To compare the alienation dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).
   
   1.3 To compare the esprit dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).
   
   1.4 To compare the intimacy dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).
   
   1.5 To compare the psycho-physical hindrance dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).
1.6 To compare the control dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

1.7 To compare the production-emphasis dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

1.8 To compare the humanized dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

2. To compare the adjustment of the students studying in Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

2.1 To compare the emotional adjustment of the students studying in Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

2.2 To compare the social adjustment of the students studying in Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

2.3 To compare the educational adjustment of the students studying in Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).
3. To compare the academic achievement of the students studying in Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

HYPOTHESES OF THE STUDY:

The following hypotheses will be formulated and listed–

1. Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Organization Climate.

1.1 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Disengagement Dimension of their Organization Climate.

1.2 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Alienation Dimension of their Organization Climate.

1.3 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Esprit Dimension of their Organization Climate.

1.4 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Intimacy Dimension of their Organization Climate.

1.5 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Psycho-physical Hindrance Dimension of their Organization Climate.
1.6 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Controls Dimension of their Organization Climate.

1.7 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Production Emphasis Dimension of their Organization Climate.

1.8 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Humanized Thrust Dimension of their Organization Climate.

2. Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Adjustment.

2.1 Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Emotional Adjustment.

2.2 Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Social Adjustment.

2.3 Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Educational Adjustment.
3. Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Academic Achievement.

METHOD OF RESEARCH:

Survey method will be used in the research.

POPULATION OF THE STUDY:

All female students studying in Jawahar Navodaya Vidyalaya (IJV) and Kasturba Gandhi Balika Vidyalaya (KGBV) will be serve as population of the study.

SAMPLE OF TEH STUDY:

200 female students studying in Jawahar Navodaya Vidyalaya (IJV) and 200 female students Kasturba Gandhi Balika Vidyalaya (KGBV) will be selected randomly as sample of study. Besides, 15 Jawahar Navodaya Vidyalaya (JNV) and 17 Kasturba Gandhi Balika Vidyalaya (KGBV) will be taken as sample units of study.

TOOLS:

Following tools will be used for data collection:

- To measure school organization climate questionnaire developed by Dr. Motilal Sharma was used.
- To measure "adjustment" of female students "Adjustment Inventory for Secondary Schools Students" (AISS) developed by A.K.P. Sinha and R.P. Singh was used.
To measure the "academic achievement" developed by researcher was used.

STATISTICAL TECHNIQUE:

In the present study Mean, S.D. & t-test etc. statistical techniques will be used.

DELIMITATIONS OF THE STUDY:

1. The study has delimited to Western U.P..
2. The study has delimited to Kasturba Gandhi Balika Vidyalaya and Jawahar Navodaya Vidyalaya only.
3. Study has delimited to organizational climate, adjustment and academic achievement only.
4. Study has delimited to VIII class girls student only.