CHAPTER – I
INTRODUCTION

ORIGIN OF THE STUDY:

Education has been long accepted as a vital instrument for the development as well as for modification of a society. It is for this reason that education has been assigned a pivotal position by a nation for achieving its Constitutional objectives and implementing its mandates. It is needless to say that the influence of education starts impinging upon the personality of an individual right from his birth. In fact its influence continues up to the last moment of the individual's death, continued to influence till the last moment of his death. If this be the position of education, those who hold the reins of administration of the nation and are deeply interested in its development - economic, social, emotional, moral, political, technological, scientific and in other relevant life areas; will have to design a blue-print which will be conductive to the achievement of this important objective.

Education manifests its effect at two levels - formal and informal. The formal effects of education are manifested through the educational institutions and the informal effects get manifested through the institutions of family, society, physico-psycho-biological environment and the state. The formal system of education operates at four levels, namely, pre-elementary, elementary, secondary and
higher. Although each level of education has its own distinct existence and role in shaping the personality of an individual learner, the secondary level of education has been accepted as the backbone of the entire body of education. The reason is this stage offers to the growing individual learner opportunity to enter into an arena, which is commensurate to his inherited potentials and acquired abilities. This observation implies that the secondary learner has the choice of joining a professional/vocational career, an academic career through higher education and a technical career through a technical institution and fine arts area through the skills developed from continuous subjection to experiences pertaining to music, fine arts, painting, drawing and in other areas of life.

It is a common knowledge that the secondary education is imparted through various types of institutions. As for example, there are secondary institutions, usually grant received from the State Government but managed by Private Bodies, the Central Schools which are primarily being administered by the Ministry of Human Resource and Development of the Central Government, the State Government Schools governed by the Ministry of Education of a State Government, the Sainik Schools governed by the Ministry of Defence, Government of India and the Navodaya Vidyalayas established by the Ministry of Human Resource and Development; Government of India. All these four types of secondary educational institutions are
performing their roles in the context of objectives of secondary education laid down by Secondary Education Commission, 1953. Though all these four types of institutions have their educational system with four basic components, namely, curriculum, transaction of curriculum, designing of teaching-learning situations and evaluation of the learning outcomes. Yet, variation have been observed in terms of quality of their behaviour products such as cognitive, psychomotor and affective. In this study an effort has been made to study the achievement and adjustment at students among in Jawahar Navodaya Vidyalaya and Kasturba Gandhi Balika Vidyalaya. Another point worth mentioning at this stage is that but for Navodaya Vidyalayas, no other type of secondary institution subjects its learners to teaching learning situations which may help them to achieve commensurate to their talents and potentialities. The institutions of Navodaya Vidyalayas, infact were conceived for helping the talented adolescents of rural background or from socio-economically low strata of the society. Though, Navodaya Vidyalayas were established primarily for achieving this laudable objective, no research study has so far been conducted in the country which can confidently yield answer to the question, how much successful Navodaya Vidyalayas have been in realizing the earlier mentioned objectives. As such, it becomes important to ascertain the effectiveness of the Navodaya Vidyalayas in
helping the talented and gifted children to achieve commensurate to the level of their talent and giftedness.

Research conducted on the institutional effectiveness during the preceding more than five decades have borne out that institutional effectiveness and organizational climate of an institution go hand in hand. If this be so, a study of the organizational climate of Navodaya Vidyalayas becomes even more important than a case study of any one of Navodaya Vidyalaya. The researcher observed that no credible empirical study has so far been conducted which can throw light on the present status of organizational climate of Navodaya Vidyalayas. The present study is an offspring of these observations. The study, therefore, aims at a scientific study of the organizational climate of Navodaya Vidyalayas.

In the context of what has been discussed above, it seems relevant at this stage to understand the structure and operational functioning of Navodaya Vidyalayas and the characteristics and effects of organizational climate. The succeeding paragraphs attempt to describe these two significant components of the research study in hand.

**THEORETICAL BACKGROUND OF THE STUDY:**

**NAVODAYA VIDYALAYAS:**

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Education,
primarily the school education, has traditionally been the responsibility of the State Governments. The underlying philosophy being that education be provide in the context of local environment and requirements.

The Education Commission (1964-66) had *inter alia* recommended that the highest priority should be given to the creation of certain percentage of schools as 'quality schools' which would serve as pace-setting institutions. Attempts were, accordingly, made from time to time to set up some schools for imparting good education in the form of multi-purpose schools and model schools but this was done mostly at the state level. Further, in view of certain practical difficulties, regarding competition of local claims of the institutions, transferability of their Principals/teachers and inadequate financial recoveries, it was not found practicable to select some schools/institutions within the existing system for a pace-setter improvement programme.

However, with the 42nd amendment to the Constitution in 1976, education has been brought in the 'Concurrent List', leading to a new sharing of responsibility between the Union Government of India and the States in respect of this vital area of national life. While the role and responsibility of the states in regard to education remains essentially unchanged, the Union Government has to accept a larger responsibility to reinforce the national and integrative character of
education to maintain quality and standards to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advance study and in general to promote excellence at all levels of the educational pyramid throughout the country. The Central Government now thus clearly has a right to intervene directly in the field of school education and, indeed, it has a duty to do so in view of the universal concern regarding poor standards of school education in the country.

Education is a unique investment in the present and future. It is, therefore, essential for all the individuals of our country to receive education. But it is also a universally accepted fact that children with special talents or aptitude should be provided opportunities to proceed at a faster pace by making quality education available to them, irrespective of their capacity to pay for it. The children from the rural areas who are generally from poor families could not, however, afford to reach the existing good schools which are mostly located in the urban areas.

The National Policy in Education, (1986) had envisaged that pace-setting schools, intended to serve the above purpose, would be established in various parts of the country on a given-pattern, but with full scope for innovation and experimentation. Their broad aim would be to serve the objective of excellence coupled with equity and social justice (with reservations for SCs and STs) to promote national
integration by providing opportunities to the talented children, largely rural, from different parts of the country to live and learn together, to develop their potential and most importantly, to become catalysts of a nation-wide programme of school improvement.

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 to and from 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 interactive 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)

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. Initially it ran as a separate scheme, but was merged with the SSA programme with effect from 1st April, 2007. With the RTE Act, 2009 coming into force with effect from 1st April 2010, and the SSA
Framework of implementation being revised to correspond to the RTE Act, the KGBV component of SSA would also be implemented in the overall context of child rights and child-entitlements and in harmony with the spirit and stipulations of the Act.

Scope/Coverage of the scheme: KGBVs can be opened in Educationally Backward Blocks (EBBs), previously defined on a composite criteria of blocks with a rural female literacy rate below the national average (46.13%: Census 2001) and gender gap in literacy higher than the national average (21.59%: Census 2001). Within these blocks, priority was given to areas with:

- Concentration of tribal population, and/or a large number of girls out of school;
- Concentration of SC, ST, OBC and minority populations, and/or a large number of girls out of school;
- Areas with low female literacy; or
- Areas with a large number of small, scattered habitations that do not qualify for a school

The criteria of eligible blocks were revised with effect from 1st April, 2008 to include the following:

- EBBs with rural female literacy below 30%; and
- Towns/cities having minority concentration (as per the list identified by Ministry of Minority Affairs) with female literacy
rate below the national average (53.67% from Census 2001 and 68.34% from Census 2011).

In 2010-11 opening of KGBVs has been extended to all EBBs with rural female literacy below the national average as per Census 2001.

**Objective:** The objective of KGBV is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools at upper primary level.

**Strategies:** Initially, KGBVs shall be opened in rented or other available government buildings. Once land has been identified, suitable buildings shall be constructed. The unit cost of new KGBVs hostel buildings has been revised since October 2010 to conform to the State PWD Schedule of Rates (SOR). The minimum area for KGBV hostel buildings shall be calculated based on basic amenities and requirements as indicated below:

- For 50 children the carpet area of the building would be approximately 80 sq.ft/child
- For 100 children the carpet area of the building would be approximately 60 sq.ft/child

Such residential schools will be set up only in those EBBs that do not have residential schools at upper primary level for girls under any other scheme of Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs. This shall be ensured by the district level
authority of SSA at the time of actual district level planning of KGBV initiatives by coordinating with the other Departments/Ministries.

The components of the scheme will be as follows:

(i) Setting up of residential schools where there are a minimum of 50 girls predominantly from the SC, ST and minority communities available to study in the school at the elementary level. The number can be more than 50 depending on the number of eligible girls. Three possible models for such school have been identified and revised financial norms for the same are:

**Model I:** Schools with hostels for 100 girls

**Recurring cost:** Rs 32.07 lakh

Recurring cost for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

a. In case the enrolment exceeds 100 children, a head teacher as per RTE norms will be provided with unit cost of Rs 20000/- per month.

b. An additional teacher with a salary of Rs 15000/- per month will be provided when enrolment exceeds 105 children based on 1:35 ratio as per RTE Act.

c. An additional assistant cook with a salary of Rs 4500/- per month will be provided for every additional enrollment of 50 girls.

**Non-recurring** (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs7.25 lakh

**Non-recurring** (Other than building, boundary wall, drinking water & sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

**Model II:** Schools with hostels for 50 girls

**Recurring Cost:** Rs 23.95 lakh

**Recurring cost for intake of additional girls:** To be worked out proportionately based on the number of intake of additional girls.

**Non-recurring** (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs 5.375 lakh

**Non-recurring** (Other than building, boundary wall, drinking water & sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

**Model III:** Hostels in existing schools for 50 girls

**Recurring Cost:** Rs 17.95 lakh

**Recurring cost for intake of additional girls:** To be worked out proportionality based on the number of intake of additional girls.

**Non-recurring** (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs 5.375 lakh
Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

Additional Salary @ Rs 3 lakh per annum for additional enrollment over and above 50 girls but up to 100 girls for providing part time teachers, Assistant cook etc.

Note: Replacement of bedding (Once in three years @ Rs 750/- per child)

- The intake of girls could be increased from the existing level of 50 to 100 in blocks with a high number of out of school/dropout girls for which the recurring & non-recurring grants will be increased commensurate to additional enrollment of girls.

- Item-wise details are given in Appendix A, B & C.

(ii) To provide necessary infrastructure for these schools

(iii) To prepare and procure necessary teaching learning material and aids for the schools

(iv) To put in place appropriate systems to provide necessary academic support and for evaluation and monitoring

(v) To motivate and prepare the girls and their families to send them to residential school
(vi) At the primary level the emphasis will be on the slightly older girls who are out of school and were unable to complete primary schools (10+). However, in difficult areas (migratory populations, scattered habitations that do not qualify for primary/upper primary schools) younger girls can also be targeted.

(vii) At the upper primary level, emphasis will be on girls, especially, adolescent girls who are unable to go to regular schools.

(viii) In view of the targeted nature of the scheme, 75% girls from SC, ST, OBC or minority communities would be accorded priority for enrolment in such residential schools and only thereafter, 25% girls from families below poverty line,

(ix) Established NGOs and other non-profit making bodies will be involved in the running of the schools, wherever possible. These residential schools can also be adopted by the corporate groups.

**Implementation, Monitoring and Evaluation**

The SSA State Implementation Society will be the implementing agency of the KGBV at state level. Therefore, funds for this programme will be routed through the SSA society of the state. At the state level a 'Gender Coordinator' will be appointed who will look after the KGBV. In States where Mahila Samakhya (MS) programme is operational, the SSA society may give preference to the MS Society
for implementing KGBV in the blocks of MS operations provided that the MS Society in the state is willing to undertake the implementation of the programme. In such states, the SSA society shall transfer the approved funds to MS Society for implementation of the programme. The monitoring and evaluation of the component will be done by the State SSA Society. In blocks where MS or in blocks where MS has not given its concurrence to implement KGBV the implementation of this component will be through the SSA.

Training for teachers and staff at the residential schools will be coordinated by the District Institutes of Educational Training, Block Resource Centres and the Mahila Samakhya Resource Groups.

**State Support Group:** An Advisory State level coordination committee/SRG as approved under the NPEGEL scheme shall provide direction and support to the programme. This group will consist of nominees from relevant State Government Departments, Government of India, experts in the field of girls education, educationists etc. The selection of an appropriate model of the school and its location would be done by this Committee based on the recommendation of the district committee implementing the NPEGEL and the new proposed scheme district level implementing agency for KGBV.

**National Support Group:** The National Resource Group (NRG) created under the Mahila Samakhya programme at the National level shall provide inputs on conceptual issues and concerns arising in the
programme, and advice GOI on policy matters concerning the education of girls. This group will provide the interface with research and training institutions, women's movement, educationists and non-governmental institutions and also bring in other experiences of educating girls.

Since the NRG, consists of a small number of persons and meets only two to three times in a year, smaller sub committees of the NRG created for specific inputs, like gender training of teachers, development of gender based teaching learning material, development of audio visual programmes etc. will co-opt additional persons from relevant institutions or experts for the purpose.

**Methodology:** Based on the number of girls and the type of residential school to be provided, the selection of the model of the school to be selected would be done by a State Level Committee based on the recommendation of the District Committee for the purpose. The proposal shall be forwarded to the cell at the national level who shall appraise them with the help of external agencies/consultants, where necessary. Finally, the Project Approval Board of SSA will approve these plans.

**Funding Pattern or release of funds:** The funding pattern of the Central Government and States/UTs for the KGBV scheme will be the same as per the Sarva Shiksha Abhiyan, as it is a component of SSA with effect from 1st April, 2007.
The provisions for KGBV will be in addition to the provisions already made under other components of SSA and for NPEGEL. The SSA Society shall ensure convergence of KGBV with NPEGEL and Mahila Samakhya programme. It shall also ensure that funds allocated are appropriately utilized and there is no duplication of activities.

The Government of India would directly release funds to the SSA State Implementation Society. The State Government will also release its share to the State Implementation Society. Funds will be released thereafter to the Mahila Samakhya Society wherever applicable. In states where MS is not being implemented, the implementation will be through the SSA Society.

The State Society should open a separate Savings Bank Account for operating the funds of KGBV. State Government should also release its matching share to the State SSA Society through a separate budget head. Separate accounts will have to be maintained at district and sub-district structures, accordingly.

ORGANIZATIONAL CLIMATE:

Having described the structure, functioning and objectives of Navodaya Vidyalayas, it seems relevant at this stage to describe the conceptual framework of the present study under the following sections:

1. Nature of Organization
2. Educational Institution as an Organization
3. Organizational Environment

4. Organizational Climate

5. Dimensions of Organizational Climate

6. Institutional Differences in Organizational Climate.

**Nature of Organization:**

Different authorities have tried to define an organization in different ways. Stogdill (1950) says that: "A group may or may not have leaders". If it has leaders, it is an organization because at least some of the members are thereby differentiated from the others as to the responsibility or role expectation in relation to some common purpose. He further says that an organization can be regarded to have three sets of variables (i) inputs (ii) mediators or processors and (iii) Outputs. Each variable is assumed to be complex in its structure. In this Psychotherapy it has been labeled as "treatment environment". Candrill" (1958) asserted that interactive effects of the child and setting together contributed more information about behaviour than did either the child or the setting alone.

Endler and Hunt (1968) also emphasized the role of the environment in the treatment of mental disorder. Researches of Moos (1968) led to the conclusion that "persons, settings, modes of responses, and their interactions each contributed statistically significant and practically important proportions of the total variance in behaviour". All these researches tend to bring out a fact that
assessment and manipulation of organizations milieus would go a long way in the treatment of the mentally ill.

The concept of environment has been considerably used in education also. In education it is considered a component of the total environment in which the learner is supposed to be continuously affecting and, in turn, is affected by the various forces impinging upon him. Each learner is supposed to be living in a unique educational environment. This uniqueness of the environment is considered responsible for differences in the academic achievement. Educational environment has been defined as "the conditions, processes and psychological stimuli which affect the educational achievement of the child". It refers to those forces in the environment of the learner which have the potentiality to contribute to the academic development of the learner. These forces may be a part of the school environment, home environment, or the environment of various other social organizations.

Hunt and Sullivan (1974) consider such activities as teaching methods, and institutional programmes as well as school climate to be the features of the educational environment.

**Organizational Climate:**

The Organizational climate is considered just as an aspect of the total environment of the organization. Thus, a distinction that is drawn between the organizational environment and organizational climate is
that of 'part' and the 'whole'. Organizational climate constitutes one specific dimension of the total environment. Katz and Kahn (1966) tend to define "climate" of an organization as its culture. They hold a view that every organization develops its own culture or climate with its own taboos, folkways, and mores. This climate, to them, reflects both the norms and the values of the formal system and their reinterpretation in the informal system. Halpin and Craft (1963) say that organizational climate refers to the feelings which exist in an organization and the variability in these feelings as one moves organization to organization. As one moves from one school to another, he finds that each has a "personality" of its own. It is this personality that we describe as the organizational climate. According to them organizational climate is understood and measured on the basis of three essential premises:

First, groups rather than isolated individuals, form the basic building blocks of organization; second, these groups are interlinked by their functional and hierarchical ties; and third, the functioning patterns prevailing outside a given group primarily those above it, affect correspondingly functional pattern within that focal group.

Thus, the organizational climate is the result of behaviour of individual teachers, their interaction with other teachers and with the principal; and the interaction of a group of teachers with other teachers and the principal and the interaction of a group of teachers with other
teachers, working in the school or school system. The pattern of functioning of the school principal, who is above all teachers operating in the school in the hierarchy, affects the functional and behavioural pattern of teachers. The impact is transmitted through perceptions and information shared by teachers. Variables like sex, age, academic and professional qualifications, teaching experience, in service training of teachers and material inputs like school plant, instructional material and teaching aids etc., are all related to climate.

Hence the organizational climate is the resultant or the accumulated effect of the ways in which the principal interacts with teachers and the teachers interact among themselves and with pupils. The variables mentioned above have also their impact on the climate as they are reflected in the interaction process that goes on in the school and the relationships that accrue the school community.

Sharma (1973) has defined organizational climate in terms of "Interaction that takes place between organizational ingredients as they fulfill their prescribed roles while satisfying their individual needs. It is the resulting condition within the schools of social interaction among the teachers and between the teachers and the principal and between the teachers and the students".

Sargent (1967) says "Organizational climate is a concept which embraces the milieu of personalities of the principal and teachers
interacting within the sociological and psychological framework of an institution".

To summarize, organizational climate of an educational institution is the product of the relationships between the principal and his staff, between teachers and his students and of the teachers among themselves. The interaction takes place within the sociological and the psychological framework of the institution as they fulfill their prescribed roles while satisfying their individual needs.

**Dimensions of Organizational Climate:**

The description presented in the foregoing section explains, in a very general way, what the organizational climate means. But, such descriptions don't help much when the question of measuring climate arises. For measuring the organizational climate it needs to be defined in operational manner. In the past, several attempts have been made by various scientists to specify the major dimensions of the climate, so that it maybe subjected to measurement.

The pioneer work in this field has been done by Halpin and Crafts (1963). They have defined climate of the school with reference to the behaviours of the teachers and the principals. They identified eight dimensions of the climate Disengagement, Hindrance, Esprit, Intimacy as reflected in the behaviour of teachers and Aloofness, Production Emphasis, Thrust and Consideration as reflected in the behaviour of the principals. A configuration of these elements defines
the climate of the school in their approach. They reduced these eight dimensions to six broad and more comprehensive dimensions or types of climates - open, autonomous, controlled, familiar, paternal and closed. They developed a tool, OCDG (Organizational Climate Description Questionnaire). The rationale underlying OCDG of Halpin assumes, first, that something actually exists which can properly be called organizational climate. Further, it is also assumed that organizational climate is closely related to the perceived behaviours of teachers and principals. Sharma (1973) using both the R-Technique and the Q-Technique identified six types of climate. These were open climate, autonomous climate, controlled climate, paternal climate and closed climate. Paterson and Central et.al. (1970) envisaged climate as the composite effect of several dimensions such as Institutional Esprit, Institutional Aesthetic Extra Curriculum, concern for Improvement of Society, concern for undergraduate learning, concern for advancing knowledge, meeting local needs, difficulty, freedom demo crating governance, self-study and planning, concern for innovation, humans diversity. To measure these dimensions he developed an Institutional Functioning Inventory (IFI) in 1970. Research has used the following dimensions of organizational climate.

Disengagement

- Alienation
- Esprit
Intimacy
- Psycho-physical hindrance
- Controls
- Production-emphasis
- Humanized Thrust

Institutional Differences in Organizational Climate:

There are no two opinions that the institutions differ among themselves with respect to their organizational climates. Just as differences are found among individuals with respect to their personalities, differences are found to exist among organizations and institutions with respect to their climate. Studies of organizations and institutions have clearly demonstrated this fact. Hence, this has been found of great interest how they differ from one another. In their original study Halpin and Craft (1963) administered their OCDQ in 71 elementary schools in various parts of the country. It was found that the schools varied in their climate profiles. In some schools teachers thought morale was high; in others some what lower. In some schools the principal was rated high on consideration. This was the situation found on other scales of OCDQ also. Sharma (1973) has also demonstrated that schools differ in terms of their climates.

Thus, efforts have been made to measure organizational climates of various types of institutions found in the society. Considering that climate is an important variable that affects the
organizational behaviour and institutional effectiveness, a large number of researchers have tried to survey and know how institutions differ with respect to their climates. Such a trend is found in almost all the fields, industry, education, medicine, social and religious fields. In the field of education climate studies have focused on Hindi medium institutions. A review of related literature has revealed that there is a great dearth of such studies conducted on English medium schools. It was in this background that the researcher was led to conduct a comparative study of the climates of Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas of Meerut Region, Saharanpur Region and Agra Region.

Thus, efforts have been made to measure organizational climates of various types of institutions found in the society.

**ADJUSTMENT:**

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. Man among all living beings has the highest capacities to adapt to new situations. Man being a social animal not only adapt to physical demands but also adjust to social pressures in society. The term adjustment was used by the psychologist for adaptation strictly for varying conditions of social or inter-personal relations in the society. Adjustment mean reaction to the demands and pressure of social environment imposed upon the individual. The demand may be internal or external to whom the
individual has to react. A child has to follow certain beliefs and set of values which the family follows. His personality develops in the continuous process of interaction with his family environment. Everyone wants to be socially accepted by other persons. If a person obeys social norms, beliefs and set of values, he may be called a well adjusted person. If he satisfies his needs by antisocial means then he is called maladjusted. Psychologists have interpreted adjustment from two important points of views, one, adjustment as an achievement and another, adjustment as a process. Adjustment as achievement lays emphasis on the quality or efficiency of adjustment and adjustment as a process lays emphasis on the process by which an individual adjusts in his external environment. Adjustment as a process is of major importance for psychologists, teachers & parents. Piaget (1952) has studied the adjective process from different angles. He used the term accommodation and assimilation to represent the alternation of one self or environment as a means of adjustment. A person who carries his values and standard of conduct without any change and maintains these, in spite of major changes in the social climate, is called assimilator. The person who takes his standard from social context and changes his beliefs in accordance with the altered values of the society, is called accommodator. Dexter (1927) wrote about adjustment that in a wider sense the word adjustment is used as practically synonymous to the adaptation.
Erik Eikous's statement of individual development (1968), "The ability to accommodate one self to changing circumstances is a mark of maturity", could easily be interpreted as definition of "adjustment". Adjustment is a general term used by both educationist and layman. The later, however, tend to use the term as desirable behaviour. But it's a general terms which can note either good or Poor adjustment. The general significance of the term lies in its application to the degree of success or failure of a human being in meeting its needs. A though adjustment implies the attainment of a more favourable relationship with ones environment, it does not necessarily mean the attainment of static condition contentment, or peace of mind. Nor does being adjusted mean that a person does not feel upset, angry, sad, prostrated or afraid. Adjustment is the ability to select appropriate and effective measures to meet the demands of the environment while maintaining a healthy attitude towards the circumstances.

Life is a continuous process of adjustment. Throughout his life each individual experiences a continuous change in his environment and it creates certain socio-psychological needs. If his needs are satisfied he feels satisfied, otherwise the unfulfilled needs always creates dissatisfaction or problem of adjustment. The satisfaction of needs and process of adjustment depends upon a number of socio-psychological factors viz. home, environment, socio-economic status, health and emotional needs.
The dictionary of education defines adjustment as, "the process of finding and adopting modes of behaviour suitable to the environment or change in the environment".

Mitchell has defined adjustment as, "the process whereby an individual enters into a harmonious or healthy relationship with his environment physical or social."

In psychology adjustment can be defined as "any operation where by an organism or organ becomes more favourable related to the environment or the entire situation, environmental and internal."

Sinha (1971) maintains that the adjustment of an individual is a composite of five aspects of adjustment namely: Home, Health, Social, Emotional and Educational.

An individual is not born adjusted or maladjusted. An intellectually superior but emotionally and socially immature young one may have difficulty in making satisfactory adjustment to the attitude and behaviour of her/his chronologically older and emotionally more mature associates. The term adjustment refers to the extent to which an individual's personality functions efficiently in the world of people.

Adjustment can be classified under the following heads.

- **Emotional Adjustment:**

  Emotional adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors. This is
facilitated by cognitive process of acceptance and adaptation. Intellectual honesty, clarity and open minded allow for emotional expression which is again in tune with other emotional nature. Thus, mutual emotional expression rather than suppression or indulgence gives way to emotional balance. Thus, emotional maturity is obtained with right place for any thing emotional difficulties can be over come. Emotional adjustment is an important aspect of mental health and where it is compromised or not developed, psychopathology and mental disorder can result.

**Educational Adjustment:**

An Educational adjustment is something that the school does to help a child to learn. Baker and Siryk (1984) define educational adjustment as having a positive attitude towards academic goals, completing academic requirements, the effectiveness of their efforts to meet these requirements and their academic environment. Cognitive capacities of the children flower with physical and psychological maturity and opportunity in the school and in surroundings of children. When the blossoming potentialities, capacities and talents of the students are actualized the human resources achieve frutionation. Individual excellence possible on one hand by inculcating, cultivating and developing scientific attitude and a spirit of enquiry in the minds of the young and on the other hand by promoting creativity and innovativeness in them to deal with any challenging demands.
Students realistic perception of the situation develops the ability to deal with essentials, so that he/she is at ease with people at home and in school. Participation of students in the classroom activities brings in clarity of subject being studied, don't accumulate learning difficulties to turn as learning problems, facilitates optimum relationship with subject matter and transferability of it in relevant context.

A variety of staff in the school may make educational adjustment for the child under the supervision of the principals. Teachers and teacher aides make most of the every day adjustment. As key partner in the child's education, parents and careers should be aware of the main education adjustments being implemented for the child. All adjustments being made should maximise the child's ability to achieve educational outcomes. For the purpose of Education Adjustment Programme (EAP) the school records a sample of adjustments they are making for the child in the following areas on an Educational Adjustment Programme Profile:

- Curriculum
- Communication
  - Social participation/emotional well-being
- Health and personal care
- Learning environment/access.
Social Adjustment:

Social adjustment means the success with which people adjust to other people in general and to the group with which they are identified in particular. Well adjusted people have learned such social skills as the ability to deal diplomatically with others—both friends and strangers—so that others' attitude towards them will be favourable. People who make good social adjustment usually develop favourable social attitude such as willingness to help others, even if they are personally inconvenienced.

In American culture, today, parents and teachers are concerned about the kind of social adjustment children make. Most parents realize that there is a close relationship between a child's social adjustment and success. To ensure that children will make good social adjustment they provide them with opportunities to have social contacts with other children.

Teachers are concerned about the social adjustment of their students because they know that well accepted children are far more likely to do work in keeping with their capacities than those who are rejected or ignored by their classmates.

To determine how well adjusted children are socially four criteria can be applied:

- Overt performance: When children's social behaviour, as judged by the standard of the group with which they are identified, comes
upto group expectations, they will be accepted members of the group.

Adjustment to different groups: Children who can adjust reasonably well to the different groups with which they come in contact-adult as well as peer group-are regarded as socially well adjusted.

- Social attitude: Children must exhibit favourable attitude towards people, towards social participation, and towards their role in social group if they are to be judged as socially well adjusted.

- Personal satisfaction: To be socially well adjusted, children must reasonably satisfied with their social contacts and the role they play in social situations.

Making good social adjustment is far from easy. As a result, many children are poorly adjusted both socially and personally.

Adjustment leads to the following characteristics of adjustment.

- Adjustment helps a person to keep balance between our needs and the capacity to meet these needs.

- Adjustment implies changes in our thinking and way of life to the demands of the situation.

- Adjustment gives us the ability and strength to bring desirable changes in the state of our environment.

- Adjustment is physiological as well as psychological.
Adjustment is multi-dimensional.

Adjustment brings us happiness and contentment.

To sum up these characteristics we can say that adjustment is a condition or state in which one feels that one's needs have been (or will be) full filled and one's behaviour conforms to the needs of a given environment or the environment is changed (or will be changed) in a manner as it comforts to the needs of individual".

**Dimensions of Adjustment in School:**

1. Adjustment to academic, co-curricular & school routine.
2. Psychological adjustment.
3. Adjustment to and within the self.
4. Social adjustment.

Adjustment to academic, co-curricular and school routine includes over-coming learning problems and instructional difficulties. Satisfactory progress in exploratory experiences and choice of appropriate courses in accordance with 3 A's: age, ability & aptitude.

Psychological adjustment includes development of good memory, development of desirable interest, desirable attitude and development of good temper.

Adjustment to and within the self implies self understanding and acceptance, proper insight into needs, attitudes and values, over coming emotional difficulties, maintenance of health and personal hygiene.
Social adjustment means harmonious relationships with pupils and teachers, feeling socially acceptable, proper understanding of social needs and requirements, understanding group goals and meeting effectively social requirements of the home, peer groups, culture and the community.

**Adjustment Programme in the School:**

- Achievement testing, interpretation and follow up.
- Diagnostic testing, interpretation and follow up.
  
  Identification and analysis of adjustment problems.
- Providing suitable educational and other experiences in accord with individual needs and capacities.
- Use of variety of instructional method.
- Individual and group remedial work.
- Evaluation and coordination of class room reports, anecdotal records etc.
- Students participation in school management.
  
  Organisation of rich co-curricular programme.
- Communication of educational & occupational information.
- Parent's cooperation in education.
- School-community coordination.

The class room teacher plays a most strategic role in manipulating the environment to bring about an improved adjustment.
of students. Raymond N., Hatch and Buford Steffere describe the role of the class room teacher in providing a healthy class room environment that would complement the adjustment process of each student as under:

Teacher should provide a class room climate that permits young people to feel free to express themselves and to put forth their best efforts as individuals and as member of groups. Teacher should recognise that a student who "causes no trouble," may be experiencing serious emotional conflicts and also recognises that chronic behaviour cases may be sent to specialists for diagnosis and treatment. Teacher should accepts that every student is different and due to this difference he will achieve according to his needs.

Common Adjustment Problems of Students and Role of the School:

*Lack of Interest in School Work:*

Many a time the school is less appealing to the students. The best way to help a student who lacks interest is school work is to find out his interest and then to tie these interest to school work. Experience indicates that by giving a disinterested student something he likes to do, the school accords him recognition and approval, and stimulates to increase his efforts and widen his interests. In the selection of the various school subjects, undue emphasis should not be laid on school marks or parents' wishes. The interest of the child should be measured through various techniques. If, it may be
discovered that many students are placed with the wrong teacher, then a change of teacher may be advisable.

❖ **Lack of Proper Study Schedule:**

There is a great need to guide the students in preparing their study schedules. While planning the study schedule some principles should be kept in mind:

- The same subject may be studied at the same time of the day and at the same age.
- Some time for review must be provided daily.
- The same topic must be studied on the same day it is taught in the class.

❖ **Insufficient Study Habits:**

Students should be made familiar with the following basic study principles.

- Practice recalls while reading.
  - Know and keep in mind the purpose of lesson assigned.
- Raise questions while reading.
- Study the same subject at the same time and at the same place.
  - Takes notes as they proceed.
- Keep attention focused on the job at hand.

❖ **Adjustment to Emotional Disturbances:**

The nature of emotions must be understood by the teachers.
Since reading and lecturing are to be avoided by the counsellors, they will need a great deal of skill in the delicate business of establishing rapport with the self adolescent students and of encouraging the adolescent to help himself.

- **Adjustment with the School Discipline:**
  
  Sometimes schools expects too much from students who must submit to teachers who may be tyrannical sometime. Schools should not implant habits of unquestioning obedience which inhibits the growth of young people towards true independence. The teacher should be considerate to the needs of the adolescent.

- **Vocational Adjustment:**
  
  Miserable is the man who has a job in which he/she is not increasingly interested. The school should assume the responsibility for vocational guidance.

**Criteria for Good Adjustment:**

No universal criteria can be set for all times to come because criteria involve values judgment which differ from culture to culture and from generation to generation within the same culture. Four criteria have been evolved by the psychologists to judge the adequacy of adjustment.

- **Physical Health:**
  
  The person should be free from physical ailments in order to be well adjusted.
Psychological Comfort:

One of the most important facts of adjustment is that individual has no psychological diseases as obsession, compulsion, anxiety and depression etc.

Work Efficiency:

The person, who makes full use of his occupational or social capacities, may be termed as well adjusted in his/her social set up.

Social Acceptance:

If a person obeys social norms, beliefs and set of values may be called as well adjusted.

Maladjustment and Conditions is School:

Although the adjustment is a life long process which starts from the birth and many good habits which are developed at home may help in future adjustment of the child. There are certain conditions in schools which may lead to maladjustment.

1. Inadequate Training of Teachers-Teachers who are not properly trained commit such blunders in handling children and their problems, out of ignorance of child behaviours may lead to maladjustment. Teacher partiality and autocratic attitude are also important factors which create tension and anxiety in children.

2. Inadequate Curriculum- Children have several physiological, social and psychological needs at different developmental stages. Needs of the children are not met in our present day curriculum.
3. **Lack of Recreational Facilities** - Children who do not get facilities after classroom in the form of play, library, debates, discussions etc. may manifest maladjustment.

4. **Classroom Climate** - If the social climate of the classroom is charged with emotions because of the relationship between the teacher & students and students & students it may lead to a number of problems and may result in maladjustment.

5. **Examination System** - Examination is a necessary evil in our education system. The present system of examination does harm to our students. It creates stress and strain in the mind of students. A constant anxiety is produced by it. Students work under excessive strain and stress during examination. The system of examining scripts does not do justice to the examinees. Many students commit suicide because of failure in the examination.

**ACADEMIC ACHIEVEMENT:**

Academic achievement is of paramount importance, particularly in the present socio-economic and cultural context. Academic achievement of students has been a matter of concern for long and its predictor has assumed enormous importance in view of its practical value. The dictionary of education (Good 1945) defines the "Academic Achievement as the knowledge attained or skill developed in school subjects usually designated by test scores or by marks assigned by the teachers". Academic Achievement is the major
concern of educational policy makers of every country. Great emphasis has placed on academic achievement right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance rather than aspiration and quality. Thus the school tends to emphasize achievement which facilitates among other things, the process of role allocation for the social system. The school performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out avenues for advancement, again, primarily in term achievement.

Achievement assessments "are designed to determine what students know. Presumably they reflect what has been taught in school". Gay believes that "although progress has been made in the last three decades most of the knowledge taught, and consequently the achievement tests, continue to be Eurocentric."

Academic achievement is related to the acquisition of principles and generalization and the capacity to perform efficiently certain manipulations, objectives, symbols and ideas. The assessment of academic achievement has been largely confined to the evaluation in terms of information, knowledge and understanding. It is universally accepted that the acquisition of actual data is not an end in itself but that an individual who has received education should show evidence of having understood it. But, for obvious reason, the essay type of
tests and examinations are largely used form to measure the amount of
information which the students have acquired.

Academic achievement of students has become an index of
child future in this highly competitive world. It is only a drop in the
vast sea of education. Low and Angeler et al in 1998 studied the
achievement orientation and fear of success in Asian American
college students. Study was designed to examine the achievement
orientation and fear of academic success. Achievement orientation
predicted fear of academic success with gender and perceived
discrepancies from parental achievement. Values contributing minimal
additional variance. Social oriented achievement was related to high
fear of academic success, whereas an individualistic orientation
buffered against such conflicts.

The student at school is trained to accept the hierarchy based on
achievement. This helps him to be released from the family status in
certain ways. His/her personal status is inevitably a direct function of
the position he/she achieves, mainly in the formal classroom setting.

The word 'achievement' in used as a name for "ability to do" or
"ability to respond in appropriate ways to stimuli and situation in a
given field". Achievement in a given field consists of the modifiable
connections that have been establishment in it. "Ability to add
integers" designates a group of modifiable connections. In measuring
achievement, we attempt to describe in qualitative terms the number
of modifiable connections that have been established, or the strength of a group of established connections, and frequently we attempt to describe both of these things.

As the word "achievement" is commonly used, there is an implication that it represents relatively permanent controls of conduct. Studies of forgetting show that modifiable stimulus – response connections tend to deteriorate if they are not exercised, especially in the case of connections only recently established. This fact has been observed by teachers who criticize the achievement of certain pupils by saying that they learn for recitation period and then forget it. 'Cramming' is used to designate a type of learning whose outcomes are largely temporary.

The achievement of a pupil at a given time is not fully described unless his position on the curve of forgetting is specified. If his achievement is measured following a period of practice, it is certain that in the absence of continued exercise the connection will deteriorate rapidly during the following days. On the other hand, if pupil's achievement is measured at a time several days after his last practice, the deterioration of the connections will be much less rapid during the future. Hence, a given degree of achievement means one thing if it has been preceded by a recent period of practice and another thing if it is several days or weeks removed from a period of practice.
The kind, number, and strength of the modifiable connections that a pupil learns, and strength of the modifiable connections that a pupil has acquired can be ascertained only by observing his responses to appropriate stimuli. A pupil’s achievement can be known in no other way. It is probably true that achievement has a neural basis and that, as a pupil learn, changes take place in certain of his neurons, especially in the synaptic endings; but their is no way of identifying and measuring these changes. Consequently the process of achievement measurement includes, (1) securing an appropriate performance, that is, one which may be used as an index of the pupil’s achievement, and (2) describing this response in qualitative terms. In studying the measurement of achievement, teacher’s attention should be focused upon the nature and arrangement of the test exercises, and the plan of scoring the responses secured.

The measurement of achievement by measuring performance implies that performance and achievement are related in such a way that the former may be taken as a dependable index of the latter. The indirect measurement of achievement by measuring performance is, under the best conditions, only moderately satisfactory, and frequently is distinctly unsatisfactory.

Academic achievement of learner is the primary concerns of all type of educational endeavors. Particularly at the secondary school stage, great emphasis is laid on academic achievement, right from the
beginning of formal education. To a certain extent achievement test is a good tool for timely appraisal of the students learning which will form the basis for improvement, refinement and modification of the teaching learning process.

Here are some current trends in classroom assessment (Hambleton, 1996; National Research Council, 2001):

- Using at least some performance-based assessment. Historically, classroom assessment has emphasized the use of objective tests, such as multiple-choice, which have relatively clear, unambiguous scoring criteria. In contrast, performance assessments require students to create answers or products that demonstrate their knowledge or skill. Examples of performance assessment include writing an essay, conducting an experiment, carrying out a project, solving a real-world problem, and creating a portfolio.

- Examining higher-level cognitive skills. Rather than assess only content knowledge, as many objective tests do, a current trend is to evaluate a student's higher-level cognitive skills, such as problem solving, critical thinking, decision making, drawing of inferences, and strategic thinking.

- Using multiple assessment methods. In the past, assessment meant using a test—often a multiple-choice test—as the sole means of assessing a student. A current trend is to use multiple
methods to assess students. Thus, a teacher might use any number of these methods: a multiple-choice test, an essay, an interview, a project, a portfolio, and student evaluations of themselves. Multiple assessments provide a broader view of the child’s learning and achievement than a single measure.

- Having high performance standards. Another trend is the demand for high performance standards, even world-class performance standards, for interpreting educational results. Some experts say that world-class performance standards are driving contemporary classroom assessment by providing goals, or targets, to attain (Taylor, 1994). However, as we saw in chapter 15, questions arise about who should set these standards and whether they should be set at all.

- Using computers as part of assessment. Traditionally, computers have been used to score tests, analyze test results, and report scores. Today, computers increasingly are being used to construct and administer tests, as well as to present different assessment formats to students in a multimedia environment. With coming advances in technology, assessment practices are likely to be very different from traditional paper-and-pencil tests (Vander Linden, 1995).

- Trends in assessment also include emphasizing integrated rather than isolated skills, giving students more feedback, and making standards and criteria public rather than private and secretive.
A great many students seem not get credit commensurate with their known or rated abilities. Many a time we often find a student with average abilities excel. The baffling facts which have come into lime light, are that inspite of having similar educational facilities, environment, aspiration and even intelligence academic achievement of students differ from one another.

It is of extreme importance to educators in general and teacher in particular, to know why some students achieve high while others achieve low in the same school environment. Are there any inherent characteristics in students which play a role in this discrimination. Several attempts have been made to identify the main determinants of achievement which led to studies involving both cognitive and non-cognitive variables. Academic achievement is not an undimensional function, it is a multi-dimensional activity. Academic achievement has to be studied in terms of psychological correlates in order to identify the factors which are important in affecting the academic achievement at school level. Academic achievement is the end product of all educational endeavour. To a great extent the academic achievement of the students affects their future success and performance. Owing to which the researcher took this variable for the present study.

NEED & IMPORTANCE OF THE STUDY:

Education of females is an important area of research. From the above discussion it is clear that there is a lack of educational
opportunities for females and where the opportunities are available they are not being availed by the same due to many reasons. Inadequate education of females leads to many problems in various spheres of life.

**Educational:** The present study has significant educational implications. Teaching and learning are two important educational functions of an educational institution. These functions mostly depend on the organizational climate of an institution. The better is the organizational climate, adjustment and academic achievement of an institution, the better will be the teaching performances of its teachers and consequently the greater will be the learning gains of the students studying in it.

It is, therefore, important to assess the quality of the Organizational climate, adjustment and academic achievement of an institution, so that its effectiveness can be judged. It may then be possible for us to evaluate the effectiveness of the institution in achieving its objectives.

There are three types of secondary educational institutions in Western regions of Uttar Pradesh. These are - Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalaya. All these two types of schools have been established to achieve the objectives of education set-up by Secondary Education Commission (1953), National Education Commission (1964-1966), and New Education Policy (1986). Which
of these three types of educational institutions are more successful in achieving its objectives can be ascertained by its organizational climate, adjustment and academic achievement. In this regard the present study will be of significant value. It will not only determine the comparative effectiveness of organizational climate, adjustment and academic achievement of these institutions, but will also be of value in identifying the strengths and weaknesses of an institution under comparison.

The study, in hand, aims to probe the mutual relationship, perceptions, attitudes, values and teaching-learning behaviours as well as administrative behaviours of the teachers, learners and principals of an educational institution. Needless to say all these are issues in which psychology is basically interested. Conclusions drawn by the study, therefore, will be of interest to a psychologist.

The quality of education and large depends on the quality of organizational climate, adjustment and academic achievement of an educational institution. It is, therefore, important to study the organizational climate, adjustment and academic achievement of Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalaya.

The reason for undertaking this study by the researcher, being a man himself, was that the researcher wanted to investigate the various problems of females. This is because, it would provide information to researchers, theoreticians and policy makers in future regarding issues
related to openness, adjustment and achievement that might be specific to female students. Unfortunately, this area is under researched; hence, this study could assist in filling the vacuum in this area.

**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:**

The study has been designed with a view to achieve objectives as under:

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 have been 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.

DEFINITION OF KEY TERMS INVOLVED:

Organizational Climate: In the present study organizational climate means total teaching learning environment of secondary schools.

Bloom regards organizational environment as "....a network of forces and factors which surround, engulf and play on the individual ... The environment is a shaping and reinforcing force which acts on the individual".

Miskel defines "Climate" with special reference to interpersonal relations of people in the Organizations. He calls this "interpersonal climate" and defines it as "the social environment" within an organization. To him "The climate is a result of the behaviours,
attitudes and perceptions of the individuals with in the building as they interact with each other"

**Adjustment:** It is a process by which a living organism maintains a balance between its needs and circumstances that influence the satisfaction of these needs.

Shaffer, L.S. "Adjustment is the process by which living organism maintains a balance between his needs and the circumstances that influence the satisfaction of these needs".

Smith, H.C. "A good adjustment is one which is both realistic and satisfying. At least in the long run, it reduces to a minimum the frustrations, the tensions and anxieties which or person must endure."

Gates, A.S. and Jersied, A.T. "Adjustment as a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment".

**Academic Achievement:** Academic achievement is the outcome of the ability. Achievement is the acquisition of knowledge, and skill, it is a kind of performance which is demonstrated by some ability by a student. Achievement is the successful accomplishment or performance in particular subjects, areas or course usually reasons of skill, hard work.

Jawahar Navodaya Vidyalaya: Jawahar Navodaya Vidyalaya refers to secondary education institutions established by Ministry of Human Resource and Development, Government of India for imparting
education to gifted and socio-economically backward children of rural and urban slum area on full residential basis.

**Kasturba Gandhi Balika Vidyalaya:** Kasturba Gandhi Balika Vidyalaya programme established in 2004 for primary education institutions by State and Central Government equally 50-50 percent for SC/ST and Minority girl children of rural and urban slum area on full residential basis.

**DELIMITATIONS OF THE STUDY:**

1. The study has delimited to West 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.