CHAPTER - V
SUMMARY AND CONCLUSION

1. **Introduction**

The Government of India has launched 'Jawahar Navodaya Vidyalaya' (JNV) Scheme, which is essentially residential in nature, in the year 1985-86 with a view to provide good quality modern education including strong component of culture, inculcation of values, awareness of environment, adventurous activities and physical education to the talented children predominantly from the rural areas without regard to their families socio-economic condition, free of cost. Under this scheme district-wise admission to Standard VI of the JNV is made on the basis of an admission test.

It is a matter of common experience of all those concerned with JNVs that students of JNVs coming from different places in the district, staying with unknown students in dormitories, learning new curriculum taught largely by interactive methods, participating in a large number of co-curricular activities and subjected to continuous and comprehensive evaluation are by and large facing a number of adjustment problems in these areas. As
such, it was decided to investigate the adjustment problems of students of JNVs in the State of Karnataka with particular reference to these areas. As such, it was decided to investigate the adjustment problems of students of JNVs in the State of Karnataka with particular reference to these areas.

1. The Problem

1.1 The broad objectives of the study are:

i. To investigate the adjustment problems of students studying in JNVs;

ii. To compare the adjustment problems of students studying in JNVs when they are classified according to their sex, locality and SES;

iii. To identify the causes of adjustment problems of students studying in JNVs; and

iv. To offer suggestions to help students studying in JNVs to overcome the adjustment problem.

1.2 The adjustment areas considered in the study are:

i. Residence,

ii. Food,

iii. Peer-group,
iv. Curriculum,
v. Co-curriculum,
vi. Class-room teaching, and

1.3 The specific objectives of the study are:

1. To investigate the residence adjustment problems of students studying in JNVs;

2. To investigate the food adjustment problems of students studying in JNVs;

3. To investigate the peer-group adjustment problems of students studying in JNVs;

4. To investigate the curriculum adjustment problems of students studying in JNVs;

5. To investigate co-curriculum adjustment problems of students studying in JNVs;

6. To investigate class-room teaching adjustment problems of students studying in JNVs;

7. To investigate evaluation adjustment problems of students studying in JNVs;
8. To compare residence adjustment problems of students studying in JNVs when they are classified according to their sex, locality and SES;

9. To compare food adjustment problems of students studying in JNVs when they are classified according to their sex, locality and SES;

10. To compare peer-group adjustment problems of students studying in JNVs when they are classified according to their sex, locality and SES;

11. To compare curriculum adjustment problems of students studying in JNVs when they are classified according to their sex, locality and SES;

12. To compare co-curriculum adjustment problems of students studying in JNVs when they are classified according to their sex, locality and SES;

13. To compare class-room teaching adjustment problems of students studying in JNVs when they are classified according to their sex, locality and SES;

14. To compare evaluation adjustment problems of students studying in JNVs when they are classified according to their sex, locality and SES;

15. To identify the causes of residence adjustment problems of students studying in JNVs;
16. To identify the causes of food adjustment problems of students studying in JNVs;
17. To identify the causes of peer-group adjustment problems of students studying in JNVs;
18. To identify the causes of curriculum adjustment problems of students studying in JNVs;
19. To identify the causes of co-curriculum adjustment problems of students studying in JNVs;
20. To identify the causes of class-room teaching adjustment problems of students studying in JNVs;
21. To identify the causes of evaluation adjustment problems of students studying in JNVs;
22. To offer suggestions to help students studying in JNVs to overcome residence adjustment problems;
23. To offer suggestions to help students studying in JNVs to overcome food adjustment problems;
24. To offer suggestions to help students studying in JNVs to overcome peer-group adjustment problems;
25. To offer suggestions to help students studying in JNVs to overcome curriculum adjustment problems;

26. To offer suggestions to help students studying in JNVs to overcome co-curriculum adjustment problems;

27. To offer suggestions to help students studying in JNVs to overcome classroom teaching adjustment problems; and

28. To offer suggestions to help students studying in JNVs to overcome evaluation adjustment problems.

1.4 The specific objectives 8 to 14 quoted above are translated into the following 21 research hypotheses.

1. Boys and girls differ significantly in the number and nature of residence adjustment problems;

2. Rural and urban students differ significantly in the number and nature of residence adjustment problems;

3. Students belonging to different SES differ significantly in the number and nature of residence adjustment problems;

4. Boys and girls differ significantly in the number and nature of food adjustment problems;
5. Rural and urban students differ significantly in the number and nature of food adjustment problems;

6. Students belonging to different SES differ significantly in the number and nature of food adjustment problems;

7. Boys and girls differ significantly in the number and nature of peer-group adjustment problems;

8. Rural and urban students differ significantly in the number and nature of peer-group adjustment problems;

9. Students belonging to different SES differ significantly in the number and nature of peer-group adjustment problems;

10. Boys and girls differ significantly in the number and nature of curriculum adjustment problems;

11. Rural and urban students differ significantly in the number and nature of curriculum adjustment problems;

12. Students belonging to different SES differ significantly in the number and nature of curriculum adjustment problems;

13. Boys and girls differ significantly in the number and nature of co-curriculum adjustment problems;
14. Rural and urban students differ significantly in the number and nature of co-curriculum adjustment problems;

15. Students belonging to different SES differ significantly in the number and nature of co-curriculum adjustment problems;

16. Boys and girls differ significantly in the number and nature of classroom teaching adjustment problems;

17. Rural and urban students differ significantly in the number and nature of classroom teaching adjustment problems;

18. Students belonging to different SES differ significantly in the number and nature of classroom teaching adjustment;

19. Boys and girls differ significantly in the number and nature of evaluation adjustment problems;

20. Rural and urban students differ significantly in the number and nature of evaluation adjustment problems; and

21. Students belonging to different SES differ significantly in the number and nature of evaluation adjustment problems.
1.5 **Scope of the Study**

The study is confined to students studying in Standard VII of JNVs for two reasons:

i. Students admitted to Standard VI may require one or two years to adjust themselves to the new environment.

ii. Newly admitted students to Standard VI may not be in a position to pinpoint their adjustment problems.

2. **Design of the Study**

2.1 **Tools**

Seven adjustment problems check-lists, viz., Residence Adjustment Problems Check-list (RAPC), Food Adjustment Problems Check-list (FAPC), Peer-group Adjustment Problems Check-list (PAPC), Curriculum Adjustment Problems Check-list (CAPC), Co-Curriculum Adjustment Problems Check-list (CCAPC), Class-room Teaching Adjustment Problems Check-list (CTAPC), and Evaluation Adjustment Problems Check-list (EAPC) were constructed using scientific procedure. The content & intrinsic validities and stability & consistency reliabilities of the above said seven check-lists are given below:
Table 5.1: Validity and Reliability of the Seven Adjustment Problems Check-lists (No. of judges = 5; No. of students = 50)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Check-list</th>
<th>Validity</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Content</td>
<td>Intrinsic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stability</td>
<td>Consistency</td>
</tr>
<tr>
<td>1.</td>
<td>Residence Adjustment Problem Check-list (RAPC)</td>
<td>Yes</td>
<td>0.853 to 0.727</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.877</td>
</tr>
<tr>
<td>2.</td>
<td>Food Adjustment Problems Check-list (FAPC)</td>
<td>&quot;</td>
<td>0.742 to 0.570</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.755</td>
</tr>
<tr>
<td>3.</td>
<td>Peer-group Adjustment Problems Check-list (PAPC)</td>
<td>&quot;</td>
<td>0.748 to 0.575</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.758</td>
</tr>
<tr>
<td>4.</td>
<td>Curriculum Adjustment Problems Check-list (CAPC)</td>
<td>&quot;</td>
<td>0.738 to 0.544</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.812</td>
</tr>
<tr>
<td>5.</td>
<td>Co-Curriculum Adjustment Problems Check-list (CCAPC)</td>
<td>&quot;</td>
<td>0.624 to 0.619</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.786</td>
</tr>
<tr>
<td>6.</td>
<td>Class-room Teaching Adjustment Problems Check-list (CTAPC)</td>
<td>&quot;</td>
<td>0.812 to 0.710</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.843</td>
</tr>
<tr>
<td>7.</td>
<td>Evaluation Adjustment Problems Check-list (EAPC)</td>
<td>&quot;</td>
<td>0.825 to 0.887</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.942</td>
</tr>
</tbody>
</table>
2.2 Interview Schedule

Interview Schedules, namely, Residence Adjustment Schedule (RAS), Food Adjustment Schedule (FAS), Curriculum Adjustment Schedule (CAS), Co-Curriculum Adjustment Schedule (CCAS), Class-room Teaching Adjustment Schedule (CTAS), and Evaluation Adjustment Schedule (EAS), were prepared using systematic procedure with a view to seek the specific causes of the adjustment problems and suggestions to improve the adjustment of students.

2.3 Sample

There were 18 JNVs in the Karnataka State during the year 1990-91. From the population of 18 JNVs with 1049 students, 10 JNVs were selected at random. JNVs from different regions of the State are represented in the study. In all, 49 + 71 + 40 + 40 + 41 + 40 + 62 + 65 + 76 + 64 = 548 pupils were involved in the present study. For selecting students from each JNV random sampling technique was used.

Description of the sample involved in the study is given in the following table:
Table 5.2: Description of the Sample (n = 548)

<table>
<thead>
<tr>
<th>Sex</th>
<th>Locality</th>
<th>SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Girls</td>
<td>Rural</td>
</tr>
<tr>
<td>370</td>
<td>178</td>
<td>404</td>
</tr>
</tbody>
</table>

Total 548 548 548

2.4 Collection of Data

Seven adjustment problems check-lists - residence, food, peer-group, curriculum, co-curriculum, class-room teaching, evaluation - were administered to 548 Ss. The investigator personally visited each JNV in order to collect data relating to adjustment problems. The data were collected by administering 4 check-lists in the forenoon session and 3 in the afternoon session.

Since one of the objectives of the study was to investigate adjustment problems of Ss when they are classified according to sex, locality and SES, the related data were obtained during the above said visits to the JNVs using 'Personal Data Proforma' and a modified "A Common Socio-Economic Status Scale for Rural and Urban Areas" (1:24).
This scale was prepared in 1969, as such modification was felt necessary in the light of the raising cost index.

In order to identify the causes of adjustment problems being experienced by majority of students and to offer suggestions for improving their adjustment, schedules/interview schedules were administered to 4 principals, 20 teachers and 80 students from the 4 selected JNVs for the collection of related data/views.

2.5 Statistical Techniques Used for Analysis of Data

In order to test the hypotheses set up in the present study, Chi-square ($\chi^2$) test was employed. The formula for Chi-square test is given below:

$$\chi^2 = \frac{\sum (f_o - f_e)^2}{f_e} \text{ with df. } = (r-1)(c-1)$$

Where $\sum$ = sum of;

- $f_o$ = number of observed frequencies; and
- $f_e$ = number of expected frequencies

3. Findings of the Study

The problems being experienced by the majority of students are found to be:
1. Unhappiness due to unpleasant comments of the inmates (76.45)

2. Irritation due to unpleasant comments of house-master/mistress (65.69)

3. Allergy to the food served in the mess (74.08)

4. Never remember the mess food during the vacations (71.16)

5. Lack of delicious food in the mess (63.50)

6. Imposition of too many conditions and rules in the mess (61.86)

7. Getting less marks in Hindi subject even with more efforts (65.14)

8. Requirement of more time to fully understand the items taught in English subject (56.75)

9. Not finding pleasure in work-experience activities (64.23)

10. Lack of variety of co-curricular activities (55.83)

11. Finding teaching methods beyond our learning capacity (76.27)

12. No liking for grading system for non-scholastic areas (63.32)
13. No liking for testing only in school subjects like Science, Mathematics, Social Studies and Languages (61.49)

14. No liking for continuous testing (57.11)

(Figures in parenthesis indicate percentage of students experiencing the adjustment problem)

According to the views of principals, teachers, students and personal experience of the investigator, the main specific causes of the above stated adjustment problems are:

**Problem-1 : Causes**

The causes of this adjustment problem ultimately have their roots in:

i. The nature of students, and

ii. Culture of the students' families.

**Problem-2 : Causes**

i. Nature of house-master/mistress,

ii. House-master/mistresses' ignorance of child-psychology, and

iii. Students' bad habits.
Problem-3: Causes

i. Repeated supply of the same food/tiffin

ii. Lack of cleanliness in the mess as well as on the part of cooks themselves

iii. Serving of improperly boiled food items

iv. Misconception of students regarding different kinds of food items

v. Lack of table mannerisms among the students, and

vi. Individual food habits

Problem-4: Causes

i. Uncleanliness of utensils

ii. Supply of monotonous food, lacking in quality, and

iii. Lack of co-ordination between Catering Assistant and teacher in-charge

Problem-5: Causes

i. Food habits of students

ii. Lack of variety of food served

iii. Rigid adherence to guidelines and menu prepared by JNV Samiti

iv. Difficulty in getting fresh fruits and vegetables
v. Use of excess oil, supply of half-baked chapati and watery curds, and
vi. Lack of modern equipments in the kitchen and inexperienced cooks.

Problem-6: Causes

Imposition of too many conditions and rules relating to:

i. Mess time

ii. Acceptance of food served

Problem-7: Causes

i. Rare use of Hindi in day-to-day life

ii. Heavy syllabus

iii. Grammatical differences between Hindi and Mother-tongue

iv. Not using effective methods of teaching Hindi, and

v. Lack of books in Hindi subject for collateral reading

Problem-8: Causes

i. Rare use of English in day-to-day life
ii. Lack of mastery in English among the teachers

iii. Absence of remedial teaching

iv. Discouraging students from asking clarifications

v. Lack of AV material

vi. Defective methods of teaching English

vii. Non-detention policy, and

viii. Learning too many languages

Problem-9: Causes

i. Lack of variety of activities in work-experience

ii. Lack of adequate facilities/materials required for work-experience

iii. Lack of understanding regarding aims and objectives of teaching and learning work-experience, and

iv. Organisation of work-experience activities in large groups where the students do not generally get opportunity to exhibit their individual skills

Problem-10: Causes

i. Non-organisation of rural games, group-songs, group-dance and dramatics, indoor
games, quiz competitions and celebration of rural festivals

ii. Lack of opportunities and resources for the collection of stamps, pictures and coins

iii. Non-organisation of NCC, NSS and CTCs

iv. Lack of materials and duly trained teachers in rural crafts

v. Inadequate play-ground facilities, and

vi. Shortage of funds for co-curricular activities

Problem-II: Causes

i. Non-preparation of lesson plans in advance by the teachers

ii. Rare use of variety of instructional aids by the teacher and programmes

iii. Lack of students' familiarity with the modern technique of teaching such as experimental, interactive, etc.

iv. Extensive use of English by the teacher while teaching, and

v. Rare use of BB to write significant points by the teacher
Problem-12: Causes

i. Grouping error - not indicating students' exact position in the group, and

ii. Lack of adequate tools in assessing achievement in non-scholastic areas

Problem-13: Causes

i. Treating non-scholastic subjects as subjects of secondary importance

ii. Loss of interest in non-scholastic area because of absence of regular testing, and

iii. Non-accessibility of immediate feedback in the absence of regular testing

Problem-14: Causes

i. Experiencing test anxiety

ii. Lack of comprehensiveness in continuous testing

iii. Non-consideration of marks scored in the continuous testing while promoting the students

iv. Failure of students to understand the purpose of continuous testing, and
v. Non-provision of immediate feedback

According to the views of principals, teachers, students and the personal experience of the investigator the main specific suggestions to overcome the above stated students' adjustment problems are:

**Problem-1 : Suggestions**

i. Students be oriented to the desired life style in the JNVs. In other words they should be sufficiently guided in understanding the new culture of the JNVs and to behave accordingly, and

ii. Problems arising out of deviations from the expected behaviour be settled through cordial discussions with the house-master/mistress

**Problem-2 : Suggestions**

i. House-master/mistress be oriented in child-psychology and healthy ways of treating unwanted behaviour of students, and

ii. Students be made to understand the educational significance of co-curricular activities in the all-round development of personality
Problem-3: Suggestions

i. Supply of varied kinds of food/tiffin of good quality

ii. Maintaining cleanliness in the mess as well as on the part of cooks themselves

iii. Serving properly boiled food items

iv. Developing correct understanding of 'balanced diet' and nutritive values of different kinds of food items among students, and

v. Gradual introduction of common food with due respect for individual differences

Problem-4: Suggestions

i. Use of clean utensils

ii. Supply of variety of delicious food with good quality (i.e., with sufficient nutritive value), and

iii. Establishment of co-ordination and co-operation between Catering Assistants, teachers in-charge and students' committee

Problem-5: Suggestions

i. Understanding food habits of students
ii. Preparing delicious and variety of food items

iii. Flexibility in following guidelines and menu prepared by JNV Samiti

iv. Arrangements to procure fresh fruits and vegetables, quality oil, food grains, spices, etc.

v. Procuring modern equipments in the kitchen and appointment of experienced cooks

**Problem-6 : Suggestions**

i. Students be educated to appreciate and accept the rules relating to the mess and flexibility in introducing the said rules by the principals/wardens, and

ii. Students be given education to understand the nutritive value of each dish served

**Problem-7 : Suggestions**

i. Provision of opportunities in the institution for students to speak in Hindi

ii. Including only essential and practical aspects of Hindi in the syllabus of Standard VI and VII

iii. Highlighting grammatical differences among Hindi and mother-tongue
iv. Using activity-centred (pupil-centred) methods of teaching Hindi

v. Provision of Hindi books for collateral reading, and

vi. Use of remedial teaching

Problem-8 : Suggestions

i. Creation of opportunities in the institution for students to speak in English

ii. Organisation of enrichment programmes for teachers of English

iii. Use of diagnostic testing and remedial teaching technique

iv. Encouraging students to seek clarifications

v. Provision of AV material, and

vi. Emphasis on both fundamental as well as grammatical aspects of English

Problem-9 : Suggestions

i. Organisation of variety of activities in work-experience

ii. Provision of adequate facilities/materials required for work-experience

iii. Helping students to understand aims and objectives of learning/teaching 'work experience', and
iv. Organisation of small group activities so that students get an opportunity to give expression to their skills

Problem-10: Suggestions

i. Organisation of rural games, group-songs, group-dance, dramatics, indoor games, quiz competitions, etc.

ii. Celebration of rural festivals

iii. Provision of opportunities and resources for the collection of stamps, pictures and coins

iv. Organisation of NCC, NSS and CTCs

v. Provision of materials and appointment of duly trained teachers for rural crafts, and

vi. Provision of adequate play-ground facilities and sufficient funds

Problem-11: Suggestions

i. Regular preparation of lesson plans in advance by the teacher

ii. Use of variety of instructional aids and programmes (UGC & NCERT programmes)

iii. Gradual use of experimental and interactive methods
iv. Use of familiar terms preferably in regional language, and

v. Frequent use of BB by the teachers to draw figures, and to write significant ideas or concepts, important words, new words, etc.

**Problem-12 : Suggestions**

i. Exact marks along with the grades be given for achievement in non-scholastic area

ii. Preparation of adequate tools for the assessment of achievement in non-scholastic area, and

iii. Reduction of size of grade-intervals

**Problem-13 : Suggestions**

i. Treating both non-scholastic and scholastic subjects as subjects of equal importance

ii. Introduction of regular testing followed by immediate feed-back in non-scholastic area

**Problem-14 : Suggestions**

i. Making continuous testing comprehensive
ii. Consideration of continuous testing marks along with annual examination marks for promoting the students

iii. Educate the students regarding the importance of continuous testing, and

iv. Provision of immediate feedback as a integral part of continuous testing

4. Implications for JNVs

The implications of the findings of this study are:

4.1 Residence and Food Adjustments

In order to improve residence and food adjustments of students of JNVs, the following measures be undertaken:

1. Functioning of various aspects of Vidyalayas such as boarding and lodging be introduced to the fresh candidates immediately on their joining the Vidyalaya with emphasis on:

   a. Life style expected in the dormitories, dining hall along with the corresponding rules and regulations; and
   b. Balanced diet and nutritive value of different kinds of food items.
ii. The House-masters/mistresses be oriented to the psychology of pre-adolescent and the healthy methods and ways of treating his/her unwanted or undesirable behaviour.

iii. The head of the Vidyalaya may take suitable steps in respect of the following:

a. Maintaining cleanliness in the mess,

b. Supply of variety of quality food/tiffin and fresh fruits, without rigidly adhering to the menu supplied by JNV Samiti, and

c. Establishment of co-ordination and co-operation between agencies like Catering Assistant, teacher in-charge, and students committee.

4.2 Curriculum, Teaching and Evaluation Adjustments

In order to improve Curriculum, Teaching and Evaluation adjustments of students of JNWs the following measures be undertaken:

i. Revision of Hindi syllabus particularly for Standards VI and VII with emphasis on essential and practical aspects of the subject.
ii. Creation of opportunities to students to speak in Hindi as well as in English in the institution.

iii. Use of diagnostic testing and remedial teaching technique by the teachers.

iv. Provision and frequent use of audio-visual materials and provision of Hindi books for collateral reading.

v. Emphasis on both functional and grammatical aspects of teaching language in general and English in particular.


viii. Reduction of size of grade intervals for evaluation.

ix. Explaining the importance of Continuous and Comprehensive Evaluation to students.

x. Making continuous testing comprehensive.

xi. Provision of immediate feedback as an integral part of continuous testing,
xii. Consideration of continuous testing marks along with annual examination marks for promoting the students.

4.3 Co-curriculum - Organisation - Evaluation

In order to improve co-curriculum - organisation (teaching) and evaluation adjustments of students of JNVs the following measures be undertaken:

1. Explaining the aims and objectives of organising different co-curricular activities in the institute.

ii. Organisation of variety of co-curricular activities including indigenous games.

iii. Provision of adequate facilities/materials and sufficient funds for co-curricular activities

iv. Organisation of small group activities so that each student gets an opportunity to give expressions to his/her skills.

v. Treating both non-scholastic and scholastic subjects as subjects of equal importance.

vi. Preparation of adequate tools for the assessment of achievement in non-scholastic area.
vii. Introduction of continuous and comprehensive testing followed by immediate feedback in non-scholastic area.

The principals and teachers may sincerely try to implement the above stated suggestions which, it is felt, will improve the various adjustments of Standard VII students studying in Jawahar Navodaya Vidyalayas of Karnataka.

5. Suggestions for Further Research

As the present investigation was being conducted, a need for undertaking few specific research studies relating to the field was felt. The suggestions for such studies are enumerated below under two categories:

1. Studies that arise out of the limitations of the present investigation;
   and

2. Studies that are related to the problem.

1. Studies arising out of the limitations of the present investigation

   1. The study be conducted involving students of other classes;
ii. The study be duplicated involving adequate samples of principals, teachers and students for identifying causes of adjustment problems using interview schedule; and

iii. Cross validation of the findings of the present study.

2. Studies related to the problem

i. A study of the effectiveness of suggestions offered in this study in improving the various adjustment of JNV students be conducted;

ii. A study of the academic problems of teachers of JNVs may be undertaken;

iii. A critical study of administration of JNV scheme;

iv. Administrative problems of principals of JNVs;

v. A study of the cumulative effect of seven-year integrated course offered in JNVs on the products of these institutions;

vi. A study of problems of students migrating after passing Standard VII from south to north and vice-versa;

vii. A study of problems arising out of use of different media of instruc-
tion for teaching different subjects in Standard VIII;

viii. 'Cost-benefit analysis' of JNV scheme; and

ix. Standardisation of admission test used for selection of students for JNVs.