

## **CHAPTER-I**

### **INTRODUCTION**

#### **1.0 INTRODUCTION**

The Navodaya Vidyalaya System is a unique experimental system of school education in India. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with quality education comparable to the best in a residential school system. Such children are found in all sections of society, and in all areas including the most backward. But so far good quality education has been available only to well-to-do sections of society, and the poor have been left out. It was felt that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them. These talented children otherwise would have been deprived of quality modern education which is traditionally available only in the urban areas. Such education would enable students from rural areas to compete with their urban counterparts on an equal footing. The National Policy on Education (1986) envisaged the setting up of residential schools to be called as Navodaya Vidyalaya (NVs) that would bring out the best of rural talent. Navodaya Vidyalayas are a countrywide chain of schools run by the Navodaya Vidyalaya Samiti (NVS) under the Department of Education, Ministry of Human Resource Development, Government of India. Unlike other schools, these Vidyalayas are located in rural areas, one in each district at present and they provide quality progressive education free of cost to talented rural children.

#### **1.1 THE NAVODAYA VIDYALAYA SYSTEM**

"The Navodaya Vidyalaya System" is unique experiment unparalleled in the annals of school education in India. Jawahar Navodaya Vidyalayas are unique educational institutions in India, imparting quality education to students mainly from rural background of each district throughout India.

##### **1.1.1 THE ORIGIN OF NAVODAYA VIDYALAYA SYSTEM**

The origin of Navodaya Vidyalaya can be traced to three ideas viz. 'excellence', 'equality of educational opportunity' and 'social justice'. More than four decade ago, the Education Commission (1964-1966), in its report stated that one of the important social objectives of education is to equalize opportunity, enabling the backward or under privileged classes and

individuals to use education as a lever for improvement of their condition. Every society that values social justice and is anxious to improve the lot of the common person and cultivate all available talent must ensure progressive equality of opportunity to all sections of a society. This is the only guarantee for the building up of an egalitarian and humane society in which the exploitation of the weak will be minimized.

The Education Commission (1964-1966) cited regional imbalances in the availability of educational institutions and noted, "Like all ideas in life, perfect equality of educational opportunity is probably unattainable however in a good system of education, there should be a continuous attempt to identify factors which tend to create significant forms of inequality and to adopt measures either to eliminate them altogether or at least to reduce them to the minimum."

Since, most of the privately managed institutions those days were located in the cities, and the Government of India because of its concern for equality took a decision to set up pace setting schools in every district of India. These schools were expected to provide quality education to children, especially from rural areas, irrespective of their parent's economic status.

This decision was made as a part of the National Policy on Education in 1986 in India. The policy recommendations in respect of pace setting schools are given below:

- “1. It is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them.
2. Pace setting schools intended to serve this purpose will be established in various parts of the country on a given pattern, but with full scope for innovation and experimentation. Their broad aims will be to serve the objective of excellence, to couple with equality and social justice (with reservation 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 full potential, and most importantly, to become catalyst of a nation-wide programme of school improvement. These schools will be residential and free of charge.”

With these recommendations, a Task Force was set up to work out the details in respect of setting up and working of Navodaya Vidyalaya. The recommendations of the Task Force were part of the Programme of Action (1986). The Task Force worked out a two-part

programme for education of bright children. Part one was for potentially high achievers particularly in the areas that are substantially not covered by the present system; part second was a programme for gifted students who could be expected to make original contribution in their subject areas if properly nurtured. The Task Force proposed that under the scheme of Navodaya Vidyalayas (NVs) for catering to the category of high achievers, one Navodaya Vidyalaya will be set up in each district during the seventh five-year plan period. The NVs were to have 75% reservation for the children from rural areas with reservation for SC and ST according to their actual population in the district but in no case less than 15% and 7% respectively. As far as possible, girls were to constitute one-third of student population in every Navodaya Vidyalaya. It was further proposed that Navodaya Vidyalayas were to be affiliated to the Central Board of Secondary Education.

The two model schools later converted into Navodaya Vidyalaya and set up at Amravati (in Maharashtra) and Jhajhar (in Haryana) in 1985-86. The Navodaya Vidyalaya Samiti was registered on 20<sup>th</sup> February 1986. The first meeting of the Navodaya Vidyalaya Samiti was held on 28<sup>th</sup> November, 1986. The Navodaya Vidyalaya Schools were started in 1986 by Rajiv Gandhi, the Prime Minister of India. Six years after the introduction of Navodaya Vidyalaya Scheme (1986), the Programme of Action (1992) reported that so far 280 NVs had been set up in 29 States and Union Territories. Initially, Assam, Tamil Nadu, and West Bengal did not accept the Navodaya Vidyalaya Scheme though later on, Assam accepted it. Also noted that before 1991 these schools were designated simply as Navodaya Vidyalaya while in 1991. Navodaya Vidyalaya was designated as Jawahar Navodaya Vidyalaya as a mark of respect for Pandit Jawaharlal Nehru, The first Prime Minister of India.

### **1.1.2 OBJECTIVES OF NAVODAYA VIDYALAYA SCHEME**

The Navodaya Vidyalaya Scheme was launched by the Government of India with the following broad objectives:

1. To provide good quality modern education including a strong component of cultural values, environment awareness and physical education to talented children in rural areas irrespective of their family's socio-economic condition.
2. To ensure that all students of NVs attain a reasonable level of competence in three languages as envisaged in three language formula.
3. To serve in each district as focal points for improvement in the quality of school education through sharing of experiences and facilities.

These broad objectives lead to the following six specific objectives.

#### **1.1.2.1 SIX SPECIFIC OBJECTIVES:**

1. To provide good quality modern education with an inherent component of culture.
2. To inculcate values.
3. To create an environmental awareness.
4. To encourage activities for physical and intellectual development.
5. To help attainment of language competencies as envisaged in three-language formula.
6. To serve the districts, wherein the schools are situated, as model schools sharing with schools around their experiences and resources.

With a view to attain above objectives, Navodaya Vidyalaya Samiti (NVS) insists on the following salient features of Navodaya Vidyalaya System.

#### **1.1.3 SALIENT FEATURES OF NAVODAYA VIDYALAYA SYSTEM**

- ✚ Residential facility for all students whether from rural or urban areas.
- ✚ Meeting full expenses on students' board and lodging, uniform, books, stationary and travel by bus or rail to and from home to school.
- ✚ Teaching up to class VIII through the medium of regional languages, from class IX onwards in English medium for Mathematics and Science and Hindi medium for Social Studies.
- ✚ Providing freedom for innovation and experimentation.
- ✚ Use of modern teaching aids and technology for interactive teaching.
- ✚ Necessary arrangements for physical education, games, sports, yoga, cultural activities and art education.
- ✚ Specific programmes for inculcating dignity of labour through work experience.
- ✚ Programmes aimed at promoting environmental awareness.
- ✚ Attempting emotional and national integration through one year migration programmes for class IX.
- ✚ Organizing hostel and school life as educational inputs for all round development of learner's personality.

These features of the programmes of NVs have made this scheme substantially different from other school education systems.

#### **1.1.4 ORGANIZATIONAL STRUCTURE**

In Organizational structure, the Samiti is the head, which controls all Navodaya Vidyalaya located in different states of India.

##### **1.1.4.1 THE NAVODAYA VIDYALAYA SAMITI**

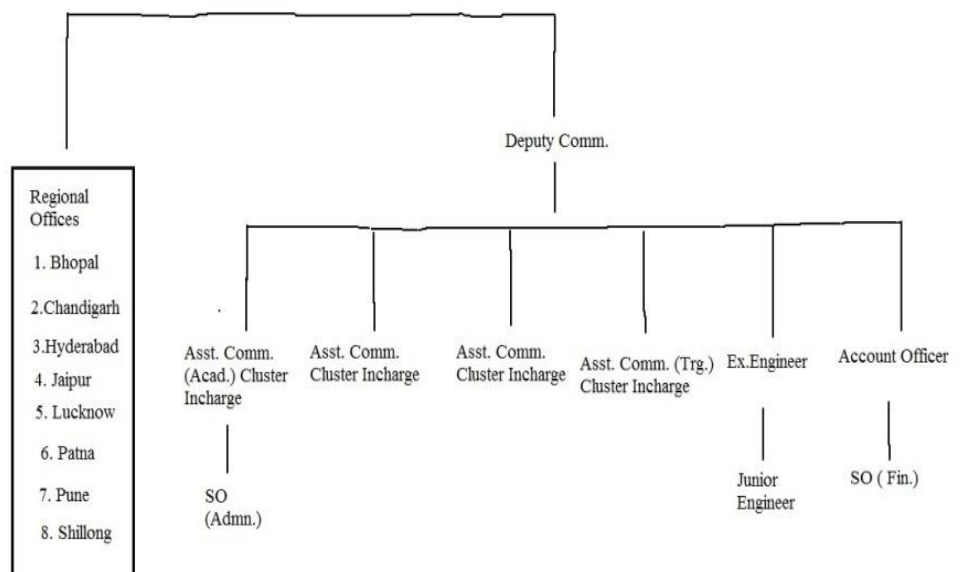
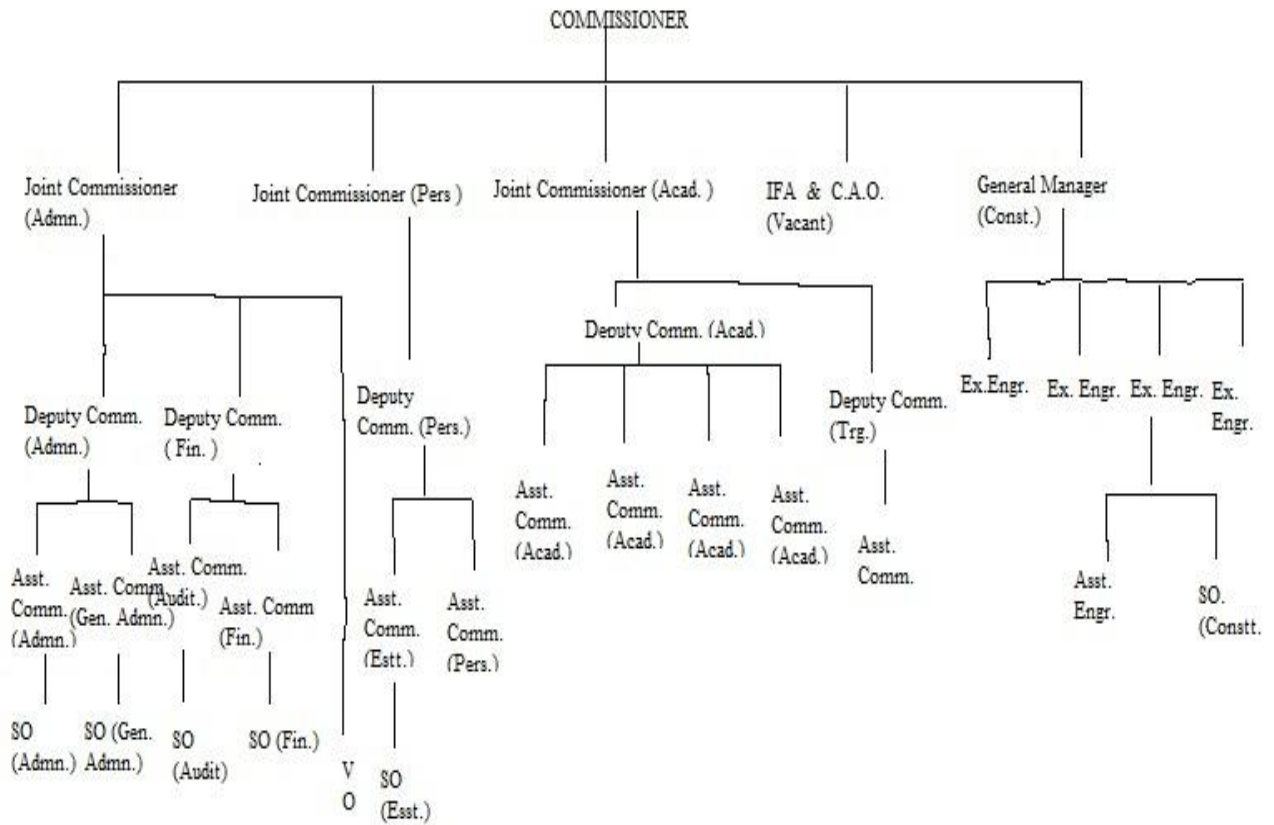
The Samiti also often called as the Navodaya Vidyalaya Samiti. The Navodaya Vidyalaya Samiti (NVS) runs Navodaya Vidyalayas, which is an autonomous organization under the Ministry of Human Resource Development (MHRD), Department of Secondary & Higher Education, and Government of India. The Chairman of the Samiti is the Hon'ble Minister of Human Resource Development. Hon'ble Minister of State for Education in the Ministry of Human Resource Development is the Vice Chairman of the Samiti.

The Samiti functions through an Executive Committee under the chairmanship of Hon'ble Minister of Human Resource Development. It is responsible for the management of all affairs including allocation of funds to the Samiti and has the authority to exercise all powers of the samiti. The Executive Committee is assisted by two Sub-Committees, i.e. Finance Committee and Academic advisory Committee, in its functions.

The executive head of the administrative pyramid is the Commissioner who executes the policies laid down by the Samiti's Executive Committee. He/She is assisted at the Headquarters level by Joint Commissioners, Deputy Commissioners and Assistant Commissioners. At the Regional level, he/she is assisted by the Deputy Commissioners and Assistant Commissioners. The Samiti has established 8 Regional Offices for the administration and monitoring of Navodaya Vidyalaya under their jurisdiction throughout India. For each Vidyalaya, there is a Vidyalaya Advisory Committee and a Vidyalaya Management committee for the general supervision of the Vidyalaya. The District Magistrate of the concerned district is the Chairman of the Vidyalaya Management Committee with local educationists, public representatives and officers from the District as members. The NVS headquarter is presently located at B-15, Sector-62, NOIDA, UTTAR PRADESH.

### 1.1.4.2 ORGANISATIONAL CHART OF NAVODAYA VIDYALAYA SAMITI

ORGANISATIONAL CHART OF NAVODAYA VIDYALAYA SAMITI



### **1.1.4.3 REGIONAL OFFICES OF NAVODAYA VIDYALAYA SAMITI THROUGHOUT INDIA**

There are eight regional offices established at Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna, Pune and Shillong with jurisdiction over different States and UTs. In addition, included states in each region are given in the following table no: 1.1

Table No: 1.1 Regional Offices of Navodaya Vidyalaya Samiti Throughout India.

<b>Regional Offices</b>	<b>States Included</b>
1. Bhopal	Madhya Pradesh, Orissa, Chhattisgarh.
2. Chandigarh	Himachal Pradesh, Punjab, J&K & Chandigarh U.T.
3. Hyderabad	Andhra Pradesh, Karnataka, Kerala, Pondicherry, Lakshadweep & A.& N. Islands
4. Jaipur	Haryana, Delhi, Rajasthan
5. Lucknow	Uttaranchal, Uttar Pradesh
6. Pune	Maharashtra, Gujarat, Goa, Dadra Nagar Haveli, Diu, Daman
7. Patna	Jharkhand, Bihar, West Bengal
8. Shillong	Arunachal Pradesh, Nagaland, Meghalaya, Manipur, Tripura, Sikkim, Assam, Mizoram

### **1.1.5 THE GROWTH OF NAVODAYA VIDYALAYA SYSTEM**

Navodaya Vidyalaya Scheme started during the academic session 1985-86 with just two experimental schools. According to the Navodaya Vidyalaya Samiti (2002) reported to the MHRD, INDIA that during 1986-87, their number rose to 83. The session 1987-88 witnessed the establishment of the largest number of NVs ; as many as 126 new NVs were sanctioned and established during that year. Another 47 NVs were set up during 1988-89, followed by another 5 next year. At the end of the year 1989-90, the total numbers of NVs were 261. The year 1990-91 was devoted to consolidation of the NVs and strengthening of their educational programmes as well as resources. During the next two years i.e. 1991-92 and 1992-93, another 63 NVs were established and their number rose to 324. The period 1993-95 witnessed the establishment of another 49 NVs, increasing their total number to 373. By the end of 2000-01, total number rose to 440. During 2001-2002, total number of NVs rose to 451.

According to the Navodaya Vidyalaya Samiti (2011), at present at the end of the year 2011 total 585, Jawahar Navodaya Vidyalaya are functioning in India excluding Tamil Nadu.





In Gujarat, at present the total number of Jawahar Navodaya Vidyalaya are 25 by the end of 2010-11. From these Jawahar Navodaya Vidyalaya, 24 are functioning in the following districts namely : Amreli, Anand, Banaskantha, Bharuch, Bhavnagar, Dang, Dahod, Gandhinagar, Jamnagar, Junagadh, Kheda, Mehsana, Navsari, Narmada, Patan, Panchmahal, Porbandar, Rajkot, Sabarkantha, Surat, Surendra Nagar, Valsad and Vadodara. While one Jawahar Navodaya Vidyalaya sanctioned and is being established into the following district of Ahmedabad.

#### **1.1.6 BRIEF HISTORY OF JAWAHAR NAVODAYA VIDYALAYA, DIST: NARMADA**

JNV, Narmada was started on 15 December 2011 at Primary School No. 3 (Temporary Site) Kevadia Colony Town in district Narmada as a part of the Navodaya Vidyalaya System.

There are four classes VI, VII, VIII, IX going on in JNV, Narmada. There are 117 students including 71 boys and 46 girls studying in the vidyalaya. There are 11 teachers working in the vidyalaya. In Class VI 61 % students secured distinction in class VII 37% students secured distinction and in class VIII 41% students secured distinction. The Class IX has already started during the Session 2014-15

#### **1.1.7 GOALS OF JAWAHAR NAVODAYA VIDYALAYA, DIST: NARMADA**

-  To provide good quality modern education to the talented children predominantly from the rural areas without regard to their economic conditions.
-  To ensure that all students of Navodaya Vidyalaya attain a reasonable level of competence in three language formula.
-  To organize CCA to complement academic instruction.
-  To observe Days meaningfully so as to benefit the student.



### **1.1.7.1 OBJECTIVES OF JAWAHAR NAVODAYA VIDYALAYA, DIST: NARMADA**

1. To serve the objectives of excellence coupled with equity and social justice.
2. To provide good quality modern education, including a strong component of culture inculcation of values, awareness of the environment, adventure activities and physical education.
4. To ensure that all students of Navodaya Vidyalaya attain a reasonable level of competence in three languages as envisaged in the Three Language Formula;
5. To serve, in each district, as focal point for improvement in quality of school education through sharing of experience and facilities to them.

#### **VISION STATEMENT**

“COME TO LEARN, GO TO SERVE”

- We envisage identification and development of talented bright and gifted children predominantly from rural areas who are denied good educational opportunities.
- We aim at the respective districts as focal points for improving quality of education through sharing of experiences and facilities with consistent interaction and helping these institutions to develop as centers of academic excellence.

“Co-educational Residential Schools with Free Education”

Navodaya Vidyalaya offers free education to talented children from Class-VI to XII. Navodaya Vidyalaya is affiliated to the CBSE. Entry to a Navodaya Vidyalaya is co-educational is charged from students of Class IX to XII. The students belonging to SC, ST, categories, girls, disabled students and children of the families below poverty line are exempted from this free in Navodaya Vidyalaya system.

The residential school aims at academic excellence by imparting education to rural children by using ICT and other modern technologies. In addition to this it prepares the child to face life through giving various experiences and activities in Navodaya Vidyalaya system.

### **1.1.8 ADMISSION PROCEDURE IN JAWAHAR NAVODAYA VIDYALAYA, DIST: NARMADA**

Admissions in JNV, Dist: Narmada are made through the Jawahar Navodaya Vidyalaya Selection Test (JNVST) at class VI. Talented students from Narmada district are selected through it. This JNVST is designed and conducted each year by CBSE and are given admission to VI standard/class in the vidyalaya. The test is largely non-verbal and objective in nature and is designed to prevent any disadvantage to children from rural areas. Now admissions are also taken in Class IX. This “Lateral Entry” system of giving admission in other classes than VI is devised to fill the vacancies that arise due to withdrawal of admissions of the children who are admitted in class VI.

#### **1.1.8.1 ELIGIBILITY**

Since the Vidyalaya have an objective of providing opportunity and education to the underprivileged children of rural areas, the entrance examination has a list of eligibility criteria.

1. He/She must have studied V standard in a Government recognized school.
2. He/She must have in the age group of 9-13 years as on May first (No relaxation to anyone including SC/ST)
3. He/she must have studied III, IV, V standards in a Government recognized school in a rural area, to apply for a rural quota.
4. At least 75% of seats will be filled by candidates from rural areas and 25% from urban areas of the district.
5. He/She should first time appear in the entrance exam.

#### **1.1.8.2 RESERVATION**

Seats are reserved for the children of rural areas. At least 75% of the seats of districts are filled by candidates selected from rural areas and 25% seats are filled from the urban areas of the district. Reservation of seats in favor of children belonging to Schedule Castes and Schedule Tribes are also provided in proportion to their population in the concerned district. These reservations are interchangeable and over and above the candidates selected under open merit and one-third of the total seats are filled up by girls. These students are given free accommodation, food and clothing and are allowed to continue their studies till class XII. All expenses are borne by the Government of India.

### **1.1.9 MIGRATION SYSTEM**

Migration system is one of the most prominent salient features, which makes Jawahar Navodaya Vidyalaya different from other schools. Due to this system of migration students are able to get, chance to learn culture of the other states. Rituals, customs, traditions of the different states can be transferred from one state to another state by the way of migration system. So that cultural transmission can be presented among them.

### **1.1.10 STUDENTS' LIFE**

The students' life in Navodaya Vidyalaya is described in following paragraphs. It includes daily routine and residential life, academic life and house system.

#### **1.1.10.1 DAILY ROUTINE AND RESIDENTIAL LIFE**

Daily routine in the Navodaya Vidyalaya is generally as follows for all the students: It starts with morning at 5: 15 a.m. they wake up and go for the exercise, taking bath and getting dressed, Classroom teaching from 8: 00 a.m. to 1: 20 p.m. lunch, remedial study for 1: 30 hr. co-curricular activities, supervise study, dinner, self-study, going to bed at 10:00 p.m. All the students have to stay in the dormitories only. Here for girl's students and boy's students there are different dormitories available. House system is an integral part of the Navodaya Vidyalaya. Dormitory has been given name of houses such as Aravali, Nilgiri, Shivalik, Udaigiri. For each house, there is a House Master for boy's students and House Mistress for girl's students to look after them as appointed by the Principal. He/She is fully responsible for safety and security of them.

#### DAILY ROUTINE

(SESSION 2014-2015)

S.NO	ACTIVITIES	TIME
1	ROUSE	05:00 A.M
2	MORNING PT	5.30 – 6.00 A.M.
3	PERSONL CLEANLINESS	6.00 – 7.00 A.M.
4	BREAKFAST	7.15 – 7.50 A.M.
5	ROLL CALL & PRAYER	7.50 – 8.20
6	1 <sup>ST</sup> PERIOD	8.20 – 9.00 A.M.

7	2 <sup>ND</sup> PERIOD	9.00 – 9.40 A.M.
8	3 <sup>RD</sup> PERIOD	9.40 – 10.20 A.M.
9	4 <sup>TH</sup> PERIOD	10.20 – 11.00 A.M.
10	BREAK	11.00 – 11.10 A.M.
11	5 <sup>TH</sup> PERIOD	11.10 – 11.45 A.M.
12	6 <sup>TH</sup> PERIOD	11.45 – 12.20 P.M.
13	7 <sup>TH</sup> PERIOD	12.20 – 12.55 P.M.
14	8 <sup>TH</sup> PERIOD	12.55 – 01.30 P.M.
15	LUNCH	1.30 – 2.00 P.M
16	REMEDIAL TEACHING	3.30 – 5.00 P.M
17	EVE. SNACKS	5.00 – 5.10 P.M
18	EVENING ROLL CALL	5.10 – 5.15 P.M
19	GAMES & SPORTS	5.15 – 6.00 P.M
20	FRESH & CHANGE	6.00 – 6.25 P.M
21	SUPERVISED STUDY	6.30 – 7.30 P.M
22	DINNER	7.30 – 8.00 P.M
23	COUNSELLING BY HM/AHM MEETING & ETC	8.15 – 8.30 P.M
24	SELF – STUDY	8.30 – 10.00 P.M
25	LIGHT OFF	10.0 .M

### **1.1.10.2 ACADEMIC LIFE**

After admission in VI standard, the study is in Hindi medium till VIII standard. VIII onwards the medium becomes English language but Social Science remains in Hindi. The students of Board classes X and XII are provided with extra facilities to make a better environment for studies. In last two months of their academic year, they are exempted from daily Physical Training and evening games. They are also provided with tea in early morning and late night. The courses of these classes must be finished before February so that students can focus on studying according to their preferences, for the final board exams take place in March. Students till IX standard have 6 subjects, including a third language subject along with regular Hindi and English.

### **1.1.10.3 HOUSE SYSTEM**

Navodaya Vidyalaya is a residential school. Students are accommodated in six houses which are named as ARAVALI, NILGIRI, SHIWALIK, UDAIGIRI, JUNIOR GIRLS, SENIOR GIRLS, are accommodated in different hostels. Each house select a prefect every year, preferably a student of XI standard. Each house is supervised by House Master and Associate House Master. The role of teacher is extended into a local parent in this system. Girls stay in different hostel buildings than boys. They have two houses. For boys and girls, there is a common Mess. Students are provided with breakfast in the morning, lunch and dinner. A movie show is organized every Sunday in Multi-purpose Hall.

### **1.1.11 PROBLEMS FACED BY VIDYALAYA AND CHILDREN IN VIDYALAYA,**

#### **JNV, DIST: NARMADA**

The vidyalaya is functioning at Primary School No. 3 (Temporary Site) Kevadia Colony Town in district Narmada so the major problem is shortage of infrastructure facilities for academic, office, mess, hostels, library, computer room, laboratory and store room. The teachers also don't have their own separate residential quarters. There are no sufficient toilets and bathrooms for students in the vidyalaya. The major problems which the students face are homesickness, food, discipline, tasks, bullying and scolding, daily routine, accommodation. There is no playground for students to play in JNV, Narmada.

### **1.2 RATIONALE OF THE STUDY:**

The aim of Navodaya Vidyalaya is "Come to learn – Go to serve" and the motto is to ensure "Social Justice" to the talented children predominantly from rural areas. About twenty seven years has been passed since the establishment of first Navodaya Vidyalaya in India. Since then the number of Navodaya Vidyalaya increases considerably and now almost all states have these Navodaya Vidyalaya except Tamil Nadu. For effective functioning of any system, it is necessary to make study and evaluate on different aspects of the system.

Here, in case of Navodaya Vidyalaya residential system, the residential system studied on the following aspects that are adjustment problems which includes physical, emotional, social, mental and academic adjustment problems facing by students and their coping mechanism. Also, to study the output that is as positive outcomes of this residential system.

In Navodaya Vidyalaya, students have to experience a new type of academic life in terms of curriculum transaction, residential, activities, three language formula migration system and exposure to the various sophisticated infrastructural facilities. As students come from the various background into this environment. There can be many problems faced by both teachers and students. As mentioned earlier students join the Navodaya Vidyalaya at standard VI, come from different background and schools. As an individual form a group in a new environment which is altogether different in terms of residential life, food, teaching learning. In this situation students may face some problems which need to be studied due to residential system. Here their social and cultural aspects can be seen in residential system. Therefore, it is consider worthwhile to study it. There are problems exist during their stay in Navodaya Vidyalaya residential system for students, teachers and principals. Some problems during their stay in Navodaya Vidyalaya can be related with language, academic, food, health, hostel, dormitories and peer group interaction.

Also, here in the present study the investigator has not presumed that the students have to have some problems. They may face some problems or may not face it. The students including boys and girls are the most important parts of Navodaya Vidyalaya education system and it is only model vidyalaya having co-educational residential system. There is only one Navodaya Vidyalaya in each district establish and run by Govt. of India. The investigator wants to study the boys and girls adjustment problems separately and to know how much extent both boys and girls cope up with the problems in Navodaya Vidyalaya educational and residential system. The investigator has stayed in this Navodaya Vidyalaya and asked the students about followings related to adjustment problems which are related with academic and residential system; purposes, problems faced by students, some positive things of this academic and residential system.

From the review of related literature it was found that there is no study done on Navodaya Vidyalaya adjustment problems related with social, academic and residential system and also its coping mechanism. So this study will help to reduce the social, academic and hostel related problems in Navodaya Vidyalaya system.

### **1.3 STATEMENT OF THE PROBLEM:**

**“A case study of adjustment problems and coping mechanism of boys and girls in Navodaya Vidyalaya of Narmada district in Gujarat”**

#### **1.4 RESEARCH QUESTIONS**

1. What are the adjustment problems faced by Navodaya Vidyalaya?
2. What are the coping mechanisms used by Navodaya Vidyalaya students?
3. What are the social problems faced by students in Navodaya Vidyalaya Schools?
4. What are the academic problems faced by students in Navodaya Vidyalaya Schools?
5. What are the problems faced by students in Navodaya Vidyalaya Residential System?
6. Are the problems faced by girls and boys similar or different?

#### **1.5 OBJECTIVES OF THE STUDY:**

1. To study the social adjustment problems and coping mechanism of boys and girls in Navodaya Vidyalaya Schools of Gujarat.
2. To study the academic adjustment problems and coping mechanism of boys and girls in Navodaya Vidyalaya Schools of Gujarat.
3. To study the hostel adjustments problems and coping mechanism of boys and girls in Navodaya Vidyalaya Schools of Gujarat.
4. To compare the adjustment problems in boys and girls.
5. To compare the coping mechanism in boys and girls.

#### **1.6 DELIMITATIONS:**

1. This study is limited to Navodaya Vidyalaya of Narmada district in Gujarat.

**CONCLUSION:** The introduction chapter talks about the background and history of Navodaya Vidyalaya System and JNV, Dist: Narmada specifically and also shares the concerns of the students and problems they generally face. It talks about the rationale, research questions, objectives and delimitations.

## CHAPTER: II

### REVIEW OF RELATED LITERATURE

#### 2.0 INTRODUCTION

Review of related literature provides evidences that the researcher has digested with what is already known and done as part of research and what is unknown. Here review helps to eradicate the replication of what has been done and provides useful suggestion for progressive investigation. “The purpose of the literature review is to expand upon the context and background of the study, to help further define the problem” (Tuckman, 1977)

In this chapter, an effort has been made to provide an analysis of previous researches which have concern with present investigation. This is an important part of any research work as it gives a researcher a background of thinking in research problem. Review of related literature available in research journals, books, dissertations, thesis, dissertation abstracts and project reports is helpful to researcher to acquaint himself/herself with current knowledge in the field or area in which the study is to be conducted. Researcher takes the advantage of the knowledge which has accumulated in the past as the result of constant human endeavour. Research can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. One of the important steps in the planning of any research study is a careful review of the research journals, books, dissertations, thesis and other sources of information on the problem to be investigated. Therefore, a review of the related literature must precede any well planned study of the research problem.

#### 2.1 RELATED LITERATURE

**Kashinath** (1990) conducted a study entitled “A Study of adjustment among migrated Hindi and Non-Hindi speaking students studying in Navodaya Vidyalaya”, with a sample of 212 IX class students covering four Navodaya Vidyalaya. A questionnaire developed by Sinha and Sinha (1984) was administered and finding of the study were as followed: 1. Non-Hindi speaking students are better emotionally, socially and educationally adjusted than Hindi speaking students when taken together. 2 Hindi and Non-Hindi speaking boys do not differ significantly in respect of their emotional and educational adjustment but there is a significant difference between these two groups in area of social adjustment. 3 Hindi and Non-Hindi speaking girls do not differ significantly in respect of their emotional and educational



adjustment. 4 Hindi and Non-Hindi speaking rural students do not differ significantly in respect of their emotional and educational adjustment. However these two groups differ significantly in social adjustment. 5 Hindi speaking boys and Non-Hindi speaking girls, Hindi speaking girls and Non-Hindi speaking urban students do not differ significantly in respect of emotional, social and educational adjustment.

**Rao and Mittal** (1984) conducted a study entitled “In-depth study of the government of India scheme of scholarship in approved residential secondary schools”. In it sample of 500 students, parents of the students who had dropped out of the scheme, and teachers of the schools taken. The study revealed the following results: 1. The problems encountered by the students were of social and personal adjustment, particularly at the initial stage. This was because of varying personal and social-economic background. In addition, the students had difficulty in developing a sense of National Integration, due to association of students from the other socio-economic and cultural groups. 2. For low performance and dropping out, students gave study of new language, involvement in co-curricular activities and lack of guidance from teachers. While personal results cited were ill health, inability to adjust to the new environment and financial hardship. 3. Majority of the students had difficulty in communicating and in following classroom instructions because of their lack of English language competency resulting in poor adjustment and even lead to drop out sometimes. 4. 17% teachers were not satisfied with the remedial teaching. 5. Most of parents including those of dropouts felt that residential school life developed good study habits, good manners, self-discipline, self-confidence, positive attitude in general.

**Mathew, M. J.** (1990) conducted a study entitled “Implementation of Navodaya Vidyalaya Scheme- A Case Study in Gujarat State”. The main objective is to study the Implementation of Navodaya Vidyalaya Programme with specific reference to nature and composition of staff and students, perception of students and teachers, appropriateness and adequacy of resources (human, material and financial), relevance of instructional programme. The investigator administered questionnaires and interview schedule to principal, teachers and senior students of the vidyalaya. The findings of the study were as follows: 1. The composition of students in the school is according to the plan of the Navodaya Vidyalaya among the rural children and especially girls. 2 There is a need of an inspection and change in the mode of the recruitment of teachers. People with innovative mind should be recruited and trained extensively on the residential system. 3 More facilities for both students and staff need to be provided. 4. Curriculum should be made more dynamic and rural oriented. 5. The concept of secularism

and socio-cultural integration need to be strengthened. 6. Modern technology should be out into operation to enhance the effectiveness of teaching-learning process.

**Begur, R.** (1997) conducted a study entitled “A study of Adjustment problems of students in a Navodaya Vidyalaya”. Objectives of this study were to identify the adjustment problems of VI and IX standard students, to compare the nature of adjustment problems of students with regard to sex, residential background and socio economic status, and to suggest remedial measures for better adjustment. The data were collected by different tools and techniques viz. questionnaire, participant observation, socio-metric techniques, unstructured interview. Finding of the study shows that students had a series of emotional problems of students. Teachers who were very strict and did not allow students to express their feelings were also found as stimuli for emotional problems of students. The need for a support programme for teachers was identified which would help students for better adjustment.

**Ramchandra. Rao** (2001) conducted a study entitled “Development of an in-service training programme for Navodaya Vidyalaya teachers in meeting student’s emotional needs”. Objectives of this study were to identify the emotional needs of the students in a Navodaya Vidyalaya, to develop an in-service programme for teachers of Navodaya Vidyalaya in meeting, student’s emotional needs, to implement and study the effectiveness of developed programme. The data were collected by using different tools and techniques viz. questionnaire on counselling, participant observation, unstructured interview, the style profile of interaction role in organization scale (SPIRO-M), and reaction scale for feedback. Finding of the study shows that 1. Disciplinary problems had decreased in the vidyalaya, they were happy for having learnt effective way to deal with students. 2. Emotional climate of the classroom was more healthy and relaxed 3. They were confident in their own abilities to handle own abilities, to handle difficult behaviour and problems. 4. Their job became less burdensome and their relationship was healthier with their colleagues and family. 5. Their behaviour was appropriate and student’s counselling was done whenever students approached them. 6. Students were learning to solve their problems without using force/manipulation.

**Talwar** (1993) conducted a study entitled “An investigation into the Adjustment problems of students in Jawahar Navodaya Vidyalayas”, with a sample of all VII class students in seven Jawahar Navodaya Vidyalaya in Karnataka. The investigator constructed a questionnaire covering seven areas of adjustment viz, food, residential life, classroom teaching, curriculum, co-curricular activities, peer group and evaluation. The findings of the study were presented

in terms of the items on questionnaire as follows: 1. Unhappiness due to unpleasant comments of classmates (74.45%). 2. Irritation and unhappiness due to unpleasant comments of the House Master/Mistress.(72.35%) 3.Lack of delicious food in the Mess (65.75%) 4. Never remember food of mess during vacation. 5. Requirement of more time to fully understand the items taught in subject i.e. English. 6. Finding teaching methods beyond ones' learning capability. 7. No-liking for continuous comprehensive evaluation.

## **2.2 IMPLICATIONS FOR THE PRESENT STUDY**

Through reviewed of related studies, the researcher has come across that studies reviewed above are three kinds. (1) Studies conducted on adjustment problems of the students. (2) Studies conducted on evaluation of the programme itself either of residential education programme or of Navodaya Vidyalaya scheme. (3) One study conducted on Development of an in-service training programme for Navodaya Vidyalaya teachers. Three studies conducted on adjustment problems of students in Navodaya Vidyalaya like Talwar (1993), Begur (1997) and Kashinath (1990).

Begur (1997) study shows that students had a series of emotional problems. Kashinath (1990) was investigated into the difference among rural-urban, male-female, Hindi speaking and non-Hindi speaking students with respect to social, emotional and educational adjustment. Talwar (1993) study has identified some of the adjustment problems of VII class students in Navodaya Vidyalaya. In addition, study conducted on evaluation of the programme or scheme to give a picture of different dimensions of adjustment problems of students in residential schools. Rao and Mittal (1984) show that adjustment problems of students are due to lack of English language competency and lack of guidance from teachers. Matthew (1990) show that there is a need to enhance awareness of Navodaya Vidyalaya among the rural children. Ramchandra Rao (2001) shows effectiveness of an in-service training programme for Navodaya Vidyalaya teachers to meet student's emotional needs.

From the above studies, following implications can be drawn for the present study

It was found that there is no study done on Navodaya Vidyalaya adjustment problems related with social, academic and residential system and also its coping mechanism. So this study will help to reduce the social, academic and hostel related problems in Navodaya Vidyalaya system. This study has also an attempt to study adjustment problems and its coping mechanism.

**CONCLUSION:** The review of related literature chapter talks about the literature which helps the researcher to attain knowledge related with the research problem. Review of related literature available in research journals, books, dissertations, thesis, dissertation abstracts and project reports is helpful to researcher to acquaint himself/herself with current knowledge in the field or area in which the study is to be conducted. The next chapter talks about research methodology. It gives us an idea about how the study would be conducted. It must be planned carefully.

## **CHAPTER: III**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

Methodology is one of the most important aspects in any research work. It gives us an idea about how the study would be conducted. The methodology of any research work needs proper attention and care for its planning and execution. It decides the structures of the study and its outcomes; as such it is regarded as the heart of any research design. No research work can be undertaken successfully without proper thinking and planning. Thus planning and preparation of research design is a fundamental step in the process of research. It must be planned carefully so as to attain perfect result of the research problem.

There are four main features of the research methodology: design, sampling, data collection and data analysis. It includes a detailed description about the methods which are used in the conduct of the study, type of the data needed for the study, the tools and techniques used for data collection and the procedure by which it has been collected.

The detailed outline is provided about the nature of the population, the size of the samples, the methods of sampling, tools, procedure of data collection, data analysis methods to be employed and reasons for selecting such method and how data will be organized and presented for analysis and interpretation.

#### **3.1 RESEARCH DESIGN**

The research design includes multiple case studies of the sample students in Navodaya Vidyalaya of Narmada in Gujarat.

#### **3.2 POPULATION:**

The population of the present study comprises of students of all the Navodaya Vidyalaya of Narmada in Gujarat.

#### **3.3 SAMPLE:**

The Sample for the proposed study were selected randomly. Number of these students was 20 including 10 girls and 10 boys from each class respectively.

### **3.4 TOOLS AND TECHNIQUES FOR DATA COLLECTION:**

Questionnaire: In order to know the adjustment problems of students, a questionnaire was designed by the researcher. This questionnaire included open ended as well as close-ended questions.

Observation was also used as a technique to study the adjustment problems of the sample students. The investigator is also a teacher at the same vidyalaya so observations and anecdote were recorded in a separate notebook at Navodaya Vidyalaya, Narmada.

### **3.5 PROCESS OF TOOL VALIDATION:**

Tools were prepared by the investigator herself i.e. a questionnaire, it was sent to the field experts to establish its content validity in terms of appropriateness of the items and language used. According to the suggestions of the experts the further modifications was done. Then these tools were administered to collect data for the research problem.

### **3.6 PROCEDURE OF DATA COLLECTION**

The researcher personally visited Navodaya Vidyalaya School of Narmada and collected data by giving the sample students the questionnaire.

### **3.7 PROCEDURE OF DATA ANALYSIS**

The major portion of the data will be quantitative in nature. Therefore the data will be analysed quantitatively by analysing the content procured through questionnaire. The data collected will be analysed with suitable statistical techniques keeping in mind the objectives of the research problem.

**CONCLUSION:** The present chapter talks about research methodology. It gives us an idea about how the study would be conducted. It must be planned carefully. The next chapter is mainly focused on analysis and interpretation of the data collected to find out how far the stated objectives of the study have been realized.

## **CHAPTER: IV**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.0 INTRODUCTION**

Data analysis defined as “processing the information or data that has been collected using specific tool(s) in order to draw results and concrete conclusion”. Analysis of the data is the heart of the research process. This present chapter is mainly focused on analysis and interpretation of the data collected to find out how far the stated objectives of the study have been realized. Here the researcher tried to analyze the data objective wise quantitatively using percentage responses. The major concern of the present research work as described in the previous chapter is a case study of adjustment problems and coping mechanism of boys and girls in Navodaya Vidyalaya of Narmada district in Gujarat. And to find out how the different variables considered would affect the adjustment problems and coping mechanism.

#### **4.1 OBJECTIVES OF THE STUDY:**

1. To study the social adjustment problems and coping mechanism of boys and girls in Navodaya Vidyalaya Schools of Gujarat.
2. To study the academic adjustment problems and coping mechanism of boys and girls in Navodaya Vidyalaya Schools of Gujarat.
3. To study the hostel adjustments problems and coping mechanism of boys and girls in Navodaya Vidyalaya Schools of Gujarat.
4. To compare the adjustment problems in boys and girls.
5. To compare the coping mechanism in boys and girls.

#### **4.2 DATA ANALYSIS AND INTERPRETATION**

Data collection was done using a questionnaire and teacher’s observation. The researcher had personally visited the JNV, Dist: Narmada, took permission from the principal, the data was collected from students and teachers personally by the researcher. Data was collected from 5 teachers and 80 students (40 boys and 40 girls) of standard VI, VII, VIII, IX at JNV, Dist: Narmada.




Further the data collected in the form of responses obtained from students was analyzed using content analysis and percentage. The detailed analysis is presented in the following sections.

#### 4.2.1 SOCIAL ADJUSTMENT PROBLEMS AND COPING MECHANISM

##### **Tasks related problems**

From the collected data it was found that 81.25 % of students like to do all their tasks by themselves whereas 18.75 % of students don't like to do all their tasks by themselves. Out of them 43.75 % of boys and 37.50 % of girls don't have tasks related problems whereas 6.25 % of boys and 12.50 % of girls have tasks related problems.

##### **Coping mechanism:**

-  12.50 % of students including 3.75 % of boys and 8.75 % of girls manage the tasks with their friends. They take help of their friends.
-  1.25 % of students including 1.25 % of boys and 0 % of girls manage the tasks with the help of their parents.
-  5 % of students including 1.25 % of boys and 3.75 % of girls do their tasks forcibly.

##### **Interpretation**

The students both boys and girls have tasks problems such as washing clothes, utensils, shoes and socks, arrangement of bedding items, doing homework, cleaning the room etc. in hostels. 18.75 % of students including 6.25 % of boys and 12.50 % of girls don't like to do their tasks by themselves. They (12.50 %) do their tasks such as washing clothes, arrangement of bedding items, doing homework with the help of their friends. 1.25% students take their parents' help to do their works i.e. washing clothes, on Sunday. Some students (5%) don't like but do their tasks or works forcibly. The girls have more problems than boys to do their tasks in the vidyalaya. The reasons are that the girls' students are not habitual than boys students to do their works by themselves and there are no sufficient infrastructure facilities such as hostels, mess, classroom and bathrooms. Most of the girls' students belong from higher class families whereas the boys' students belong from middle class families so the family background is also responsible for the students' adjustment problems in Navodaya Vidyalaya residential system.

##### **Favourite Activities such as painting, dancing etc. related problems**

From the collected data it was found that 45 % of students get to do their favourite activities whereas 55 % of students don't get to do their favourite activities such as dancing, painting etc. Out of them 22.50 % of boys and 22.50 % of girls don't have



problems whereas 27.50 % of boys and 27.50 % of girls have problems of not getting chance to do their favourite activities in Navodaya Vidyalaya system.

#### **Coping mechanism:**

- ✚ 32.50 % of students including 15 % of boys and 17.50 % of girls do their favourite activities whenever there are big celebrations or functions such as Navratri, Ganesh Chaturthi, Annual Day etc. in the vidyalaya. i. e. JNV, Dist: Narmada.
- ✚ 11.25 % of students including 7.50 % of boys and 3.75 % of girls do their favourite activities at their home.
- ✚ 10 % of students including 3.75 % of boys and 6.25 % of girls do their favourite activities in hostels.
- ✚ 1.25 % of students including 1.25 % of boys and 0 % of girls go to play outside on Sunday.

#### **Interpretation**

The students both boys and girls have favourite activities such as dancing and painting etc. related problems. 55% of students don't get opportunities to do their favourite activities such as dancing, painting etc. in the vidyalaya. Out of 55% of students 27.50% of boys and 27.50% of girls have such problems. The functions/festivals such as Navratri, Ganesh Chaturthi, Anniversaries of great personalities, Annual Day etc. are celebrated. 32.50% of students including both 15% boys and 17.50% girls do activities such as dancing, painting etc. during such kinds of celebrations. 11.25 % students do their favourite activities at home whereas 10% students in hostels and 1.25% go outside on Sunday. Both boys and girls have equal problems and coping mechanism.

#### ✚ **Participation in co-curricular activities**

From the collected data it was found that 95 % of students participate in the co-curricular activities whereas 5 % of students don't participate in the co-curricular activities organised by the vidyalaya. Out of them 47.50 % of boys and 47.50 % of girls participate in the co-curricular activities whereas 2.50 % of boys and 2.50 % of girls feel hesitation and lack of confidence to participate in co-curricular activities in Navodaya Vidyalaya system.

#### **Coping mechanism:**

- ✚ 5 % of students including 2.50 % of boys and 2.50 % of girls do such activities in hostels.

### **Interpretation**

Both boys and girls have equal problems and coping mechanism. They do such activities in hostels. There are no separate music and art rooms.

#### **✚ Games and sports related problems**

From the collected data it was found that 72.50 % of students get an opportunity to play the games and sports whereas 27.50 % of students don't get an opportunity to play the games and sports. Out of them 36.25 % of boys and 36.25 % of girls don't have games and sports related problems whereas 13.75% of boys and 13.75 % of girls have games and sports related problems.

#### **Coping mechanism:**

- ✚ 8.75 % of students including 5 % of boys and 3.75 % of girls bring their interested games and sports such as badminton, chess, carom, cricket etc. from home and play during games and sports period.
- ✚ 16.25 % of students including 6.25 % of boys and 10 % of girls request to Physical Education Madam to play their favourite games during games and sports period.
- ✚ 2.50 % of students including 2.50 % of boys and 0 % of girls go to play outside on every Sunday.

### **Interpretation**

The students both boys and girls have games and sports related problems. 27.50% of students including 13.75% of boys and 13.75% of girls don't get opportunities to play games and sports. 8.75% of students bring their interested games such as carom, chess, badminton, cricket etc. from their home and play during games and sports period. 15% of students request to Physical Education Madam to play their favourite games during games period. Both boys and girls have equally games and sports related problems and coping mechanism. There are no separate playgrounds available for both boys and girls and there are no sufficient games and sports items available in the sports rooms.

#### **✚ Guidance/Counselling related problems**

From the collected data it was found that 92.50 % of students get proper guidance/counselling by their House Master. Whereas 7.50 % of students don't get proper guidance/counselling by their House Master when they are in difficulties or problems. Out of them 50 % of boys and 42.50 % of girls have no

guidance/counselling related problems whereas 0 % of boys and 7.50 % of girls have guidance/counselling related problems.

**Coping mechanism:**

- ✚ 2.50 % of students including 0 % of boys and 2.50 % of girls complain to principal.
- ✚ 5 % of students including 0 % of boys and 5 % of girls solve their problems by themselves.

**Interpretation**

The students have problems such as poor academic performance, not maintaining discipline, quarrelling with fellow students, coming late in class, remain absent in co-curricular activities, homesickness, not doing their duties in hostels. The teachers need to provide guidance/counselling to them. The girls (7.50%) students only have guidance/counselling related problems. They solve their problems by themselves. The House Mistress is not ready to listen to the girls' problems. The boys students don't have any guidance/counselling related problems.

✚ **House Master/Mistress related problems.**

From the collected data it was found that 91.25 % of students are happy with their House Master/Mistress whereas 8.75 % of students are not happy with their House Master/Mistress. Out of them 50 % of boys and 41.25 % of girls don't have House Master/Mistress related problems whereas 0 % of boys and 8.75 % of girls have House Master/Mistress related problems.

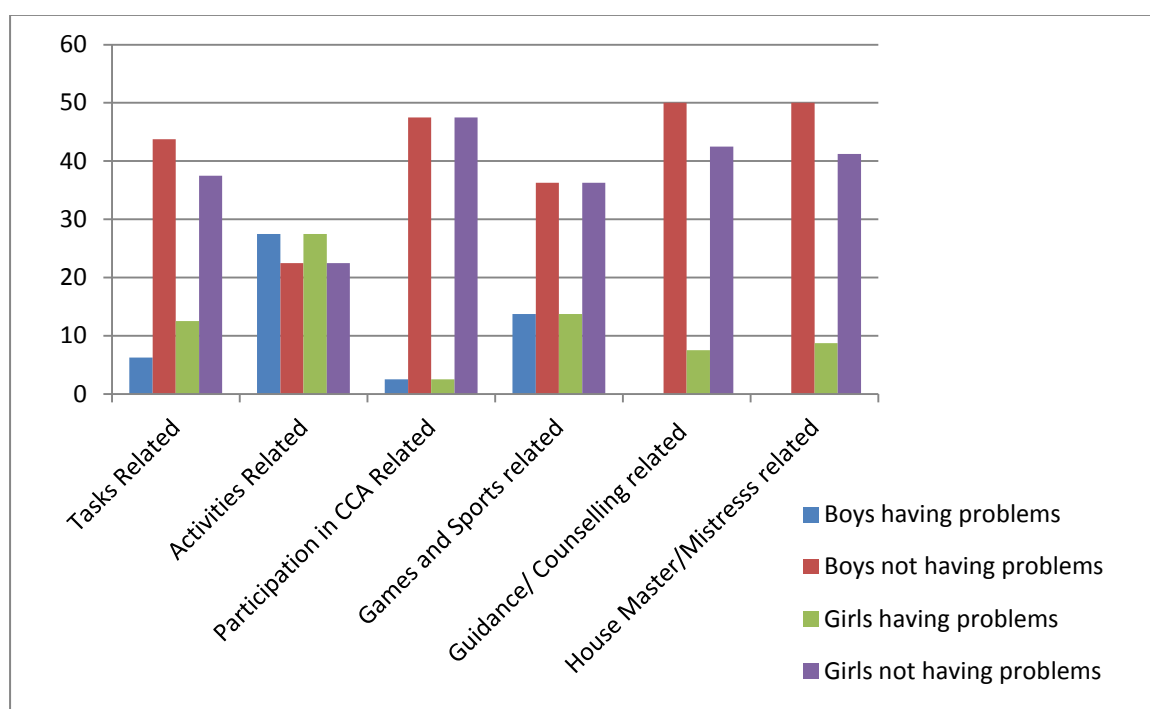
**Coping mechanism:**

- ✚ 6.25 % of students including 0 % of boys and 6.25 % of girls get every time scolding and being angry on them.
- ✚ 2.50 % of students including 0 % of boys and 2.50 % of girls think that their House Mistress doesn't ready to understand or listen to their problems.

**Interpretation**

The House Master/Mistress is sole responsible for safety and security of the students in Navodaya Vidyalaya residential system. The girls (8.75%) students have House Mistress related problems. Their House Mistress is very narrow minded and not giving freedom to girls' students in hostels. They are not happy with their H.M. because she is not ready to listen and understand their problems.

## OVERVIEW OF SOCIAL ADJUSTMENT PROBLEMS



The students have problems related to social adjustment in the Navodaya residential school. The social adjustment has been visualized in terms of taking care of their own tasks individually or with help of friends, sports related tasks, activity related tasks and guidance and counselling related adjustment problems and their coping mechanism. They are as follows; tasks problems such as washing clothes, utensils, shoes and socks, arrangement of bedding items, cleaning the room etc. in hostels. 18.75 % of students including 6.25 % of boys and 12.50 % of girls don't like to do their tasks by themselves. The girls have more problems than boys to do their tasks in Navodaya Vidyalaya residential system. The reasons are that the girls' students are not habitual than boys students to do their works by themselves and there are no sufficient infrastructure facilities such as hostels, mess, classroom and bathrooms. 55% of students don't get opportunities to do their favourites activities such as dancing, painting etc. in the vidyalaya. Out of 55% of students 27.50% of boys and 27.50% of girls have such problems. Both boys and girls have equal problems and coping mechanism. They do such activities in hostels. There are no separate music and art rooms available in the vidyalaya. The students have games and sports related problems. 27.50% of students including 13.75% of boys and 13.75% of girls don't get opportunities to play games and sports. 8.75% of students bring their interested games such as carom, chess, badminton, cricket etc. from their home and play during games and sports period. 15% of students request to Physical Education Madam to play their favourite games during games period. Both boys and girls

have equal games and sports related problems. There are no separate playgrounds available for both boys and girls and there are no sufficient games and sports items available in the sports room. The students have problems such as poor academic performance, not maintaining discipline, quarrelling with fellow students, coming late in class, remain absent in co-curricular activities, homesickness, not doing their duties in hostels. The teachers need to provide guidance and counselling to them. The girls (7.50%) students only have guidance and counselling related problems. The House Mistress is not ready to listen to the girls' problems. The girls (8.75%) students have House Mistress related problems. They are not happy with their H.M. because she is not ready to listen and understand their problems. The students (55%) have more problems in activities such as dancing, painting etc. related problems whereas the students have less problems in participation in co-curricular activities. The boys' students don't have problems in guidance/counselling and House Master/Mistress related problems.

#### **4.2.2 ACADEMIC ADJUSTMENT PROBLEMS AND COPING MECHANISM**

##### **✚ Daily routine related problems**

From the collected data it was found that 62.50 % of students like to follow a daily routine whereas 37.50 % of students don't like to follow a daily routine decided by the principal. Out of them 36.25 % of boys and 26.25 % of girls don't have daily routine related problems whereas 13.75 % of boys and 23.75 % of girls have daily routine related problems.

##### **Coping mechanism:**

- ✚ 27.50 % of students including 11.25 % of boys and 16.25 % of girls must follow daily routine forcibly.
- ✚ 2.50 % of students including 2.50 % of boys and 0 % of girls don't like to get up early in the morning. They request Night watchman to wake up early in the morning every day except Sunday.
- ✚ 7.50 % of students including 0 % of boys and 7.50 % of girls follow daily routine because they study in JNV, Dist: Narmada.

##### **Interpretation**



The students both boys and girls have daily routine related problems. 37.50% of students don't like to follow daily routine decided by the principal because the students remain busy throughout the day. 27.50% of students follow daily routine

forcibly. The girls (23.75%) have more problems than boys (13.75%) related with daily routine in the vidyalaya. The Navodaya Vidyalaya daily routine is very much different from the other non- residential schools and the girls students take more time to adjust with daily routine in Navodaya Vidyalaya system.

#### **Discipline related problems**

From the collected data it was found that 67.50 % of students said teachers don't impose rules and regulations strictly whereas 32.50 % of students said teachers impose rules and regulations strictly. Out of them 36.25 % of boys and 31.25 % of girls don't have discipline related problems whereas 13.75 % of boys and 18.75 % of girls have discipline related problems

#### **Coping mechanism:**

-  23.75 % of students including 12.50 % of boys and 11.25 % of girls follow rules and regulations forcibly.
-  8.75 % of students including 1.25 % of boys and 7.50 % of girls request teachers to be liberal and give freedom to them.

#### **Interpretation**

The students both boys and girls have discipline related problems. 32.50% of students said that teachers impose rules and regulations strictly. 23.75% of students don't like but follow rules and regulations forcibly. 8.75% of students request teachers to be liberal with them. The girls (18.75%) have more problems than boys (13.75%) related with discipline in the vidyalaya. The rules and regulations are more strict than the other day and non-residential schools and the House Master/Mistress is completely responsible for safety and security of the students in Navodaya Vidyalaya residential system.

#### **Teaching methods related problems**

From the collected data it was found that 87.50 % of students are comfortable with teaching methods whereas 12.50 % of students are not comfortable with teaching methods in the classroom. Out of them 42.50 % of boys and 45 % of girls don't have problems with teaching methods whereas 7.50 % of boys and 5 % of girls have problems with teaching methods in the classroom.

#### **Coping mechanism:**

- ✚ 6.25 % of students including 6.25 % of boys and 0 % of girls discuss with their friends.
- ✚ 5 % of students including 1.25 % of boys and 3.75 % of girls say teachers to teach again in classroom.
- ✚ 1.25 % of students including 0 % of boys and 1.25 % of girls clear their doubts with teachers after the period.

### **Interpretation**

The students both boys and girls have problems related with methods of teaching in the classroom. 12.50 % of students are not able to understand the teaching points properly in the classroom. Most of the students in Navodaya Vidyalaya come from the Gujarati Medium schools and they are not habitual to study completely in English Medium in the classroom. The boys (7.50%) have more problems than girls (5%) in the classroom. They take help of their friends and teachers to understand the topics which are not cleared in the classroom.

### **✚ Time related problems in the classroom.**

From the collected data it was found that 81.25 % of students said teachers give sufficient time to fully understand the topics taught whereas 18.75 % of students said teachers don't give sufficient time to fully understand the topics taught in the classroom. Out of them 40 % of boys and 41.25 % of girls have no time related problems whereas 10 % of boys and 8.75 % of girls have time related problems. They don't get sufficient time to fully understand the topics taught in the classroom.

### **Coping mechanism:**

- ✚ 11.25 % of students including 7.50 % of boys and 3.75 % of girls take help of their friends in hostels.
- ✚ 2.50 % of students including 1.25 % of boys and 1.25 % of girls take help of reference books i.e. digest.
- ✚ 5 % of students including 1.25 % of boys and 3.75 % of girls go to teachers after academic time to solve their doubts, problems.

### **Interpretation**



The students both boys and girls have time related problems in the classroom. 18.75% of students said that teachers don't give sufficient time to fully understand the teaching points in the classroom. They are slow learners students and need more time to understand the topics in the classroom and some teachers teach little fast to

complete the syllabus in time in the classroom. They take help of reference books friends and teachers during supervise study and remedial periods to understand unclear teaching points, problems.

#### **Doubts related problems in the classroom**

From the collected data it was found that 93.75 % of students said teachers solve their doubts in the classroom whereas 6.25 % of students said teachers don't solve their doubts clearly in the classroom. Out of them 46.25 % of boys and 47.50 of girls don't have doubts related problems whereas 3.75 % of boys and 2.50 % of girls have doubts related problems in the classroom.

#### **Coping mechanism:**

-  3.75 % of students including 3.75 % of boys and 0 % of girls take help with their friends.
-  2.50 % of students including 0 % of boys and 2.50 % of girls ask questions to clear their doubts in the classroom.



#### **Interpretation**

The students both boys and girls have doubts related problems. 6.25% of students said teachers don't clear their doubts in the classroom. The boys (3.75%) have more problems than girls (2.50%) in the classroom. Some students don't have proper knowledge of English language. They are not comfortable to study in English. They take help of friends and request teachers to explain in Hindi in the classroom.

#### **Teaching-learning environment related problems**

From the collected data it was found that 65 % of students said environment is appropriate for teaching-learning in the classroom whereas 35 % of students said that environment is not appropriate for teaching-learning in the classroom. Out of them 33.75 % of boys and 31.25 % of girls don't have problems with teaching-learning environment whereas 16.25 % of boys and 18.75 % of girls feels problems related with teaching-learning environment in the classroom.

#### **Coping mechanism:**

-  13.75 % of students including 8.75 % of boys and 5 % of girls complain to teachers in the classroom.
-  12.50 % of students including 0 % of boys and 12.50 % of girls with their friends try to make best environment in the classroom.



- ✚ 8.75 % of students including 7.50 % of boys and 1.25% of girls clear their doubts during free time with teachers in Navodaya Vidyalaya system.

### **Interpretation**

The students both boys and girls have educational environment related problems. 35 % of students said that environment is not appropriate for teaching-learning in the classroom. The discipline is not maintained in the classroom. They complain teachers and try to maintain discipline in the classroom.

### **✚ Syllabus completion related problems**

From the collected data it was found that 78.75 % of students said teachers complete syllabus in time in the classroom whereas 21.25 % of students said teachers don't complete syllabus in time in the classroom. Out of them 38.75 % of boys and 40 % of girls said teachers complete syllabus in time in the classroom whereas 11.25 % of boys and 10 % of girls have problems related with syllabus completion in Navodaya Vidyalaya system.

### **Coping mechanism:**

- ✚ 3.75 % of students including 2.50 % of boys and 1.25 % of girls do it by themselves in hostels.
- ✚ 8.75 % of students including 5% of boys and 3.75 % of girls understand the topics with the help of reference books i. e. Digest.
- ✚ 8.75 % of students including 3.75 % of boys and 5 % of girls request teachers to complete the syllabus in the classroom.

### **Interpretation**

The students both boys and girls have syllabus completion related problems. 21.25 % of students said teachers don't complete syllabus in time in the classroom. The teachers have also other duties to maintain registers such as furniture, toilet items, uniforms, shoes, other equipment, mess and hostels. They take help of friends, reference books and request teachers to take extra class to complete the syllabus in the classroom.

### **✚ Problems related with teachers in the classroom.**

From the collected data it was found that 87.50 % of students don't have problems related with teachers in the classroom. Whereas 12.50 % of students have problems related with teachers in the classroom. Out of them 43.75 % of boys and 43.75 % of

girls don't have problems with teachers whereas 6.25 % of boys and 6.25 % of girls have problems with teachers in the classroom.

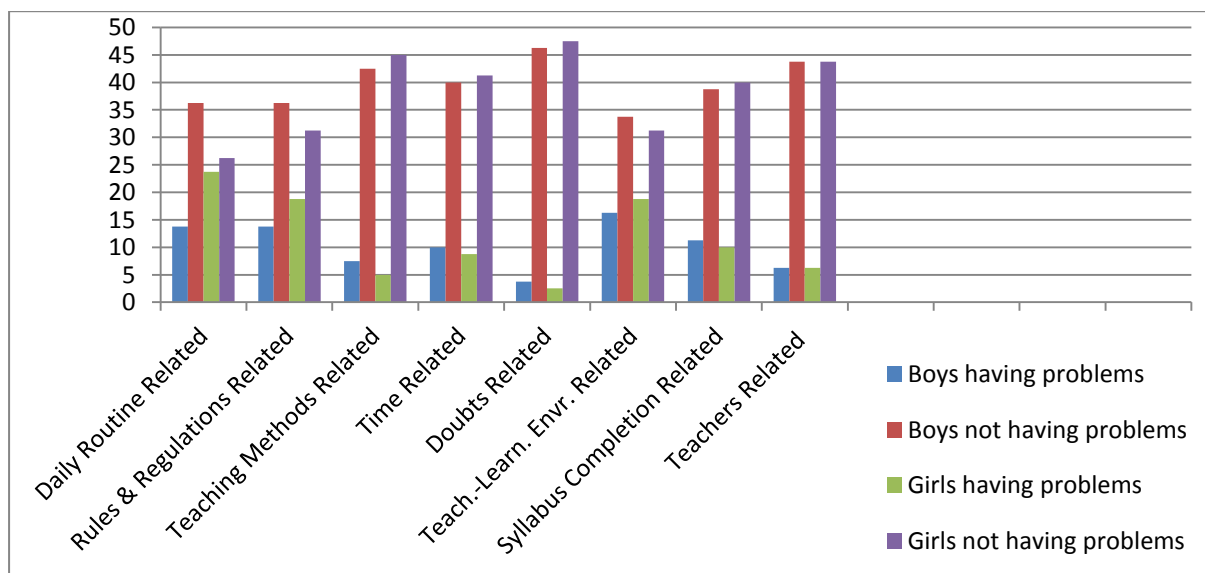
**Coping mechanism:**

- ✚ 6.25 % of students including 0 % of boys and 6.25 % of girls said some teachers make gender discrimination in the classroom. They request teachers not to discriminate students on the basis of gender.
- ✚ 2.50 % of students including 2.50 % of boys and 0 % of girls said some teachers don't clear doubts in the classroom. They clear their doubts with their friends in hostels.
- ✚ 3.75 % of students including 3.75 % of boys and 0 % of girls said some teachers don't come to take period in the classroom. They go to staffroom and call the teachers to take period in the classroom.

**Interpretation**

12.50 % of students have problems related with teachers such gender discrimination as making differences between boys and girls, not clearing their doubts and not coming to take the periods in the classroom. Sometimes the teachers are busy in official works. They request teachers not to discriminate students on the basis of gender in the classroom.

**OVERVIEW OF ACADEMIC ADJUSTMENT PROBLEMS**



The academic adjustment of students of Navodaya residential school is described below. The components of the academic adjustment were: daily routine, rules and regulations, teaching learning environment, teaching method, syllabus completion,

clarifying doubts, classroom related problems, time related problems and their coping mechanisms. The students have daily routine related problems. 37.50% of students don't like to follow daily routine decided by the principal because the students remain busy throughout the day. 27.50% of students follow daily routine forcibly. The girls (23.75%) have more problems than boys (13.75%) related with daily routine in the vidyalaya. The Navodaya Vidyalaya daily routine is very much different from the other non-residential schools and the girls students take more time to adjust with daily routine in Navodaya Vidyalaya system. 32.50% of students said that teachers impose rules and regulations strictly. 23.75% of students don't like but follow rules and regulations forcibly. 8.75% of students request teachers to be liberal with them. The girls (18.75%) have more problems than boys (13.75%) related with discipline in the vidyalaya. The girls students need very open and flexible environment in compare to boys in the vidyalaya. The rules and regulations are more strict than the other day and non-residential schools and the House Master/Mistress is completely responsible for safety and security of the students in Navodaya Vidyalaya residential system. 12.50 % of students are not able to understand the teaching points properly in the classroom. The boys (7.50%) have more problems than girls (5%) in the classroom. Most of the students in Navodaya Vidyalaya come from the Gujarati Medium schools and they are not habitual to study completely in English Medium in the classroom. They take help of their friends and teachers to understand the topics which are not cleared in the classroom. 18.75% of students said that teachers don't give sufficient time to fully understand the teaching points in the classroom. They are slow learners students and need more time to understand whatever the teachers teach in the classroom. Some teachers teach little fast to complete the syllabus in time in the classroom. They take help of reference books friends and teachers during supervise study and remedial periods to understand unclear teaching points, problems. 6.25% of students said teachers don't clear their doubts in the classroom. The boys (3.75%) have more problems than girls (2.50%) in the classroom. Some students don't have proper knowledge of English language. They are not comfortable to study in English. They take help of friends and request teachers to explain in Hindi in the classroom. 35 % of students said that environment is not appropriate for teaching-learning in the classroom. They complain teachers and try to maintain discipline in the classroom. The teachers need to maintain discipline in the classroom. 21.25 % of students said teachers don't complete syllabus in time in the classroom. The teachers have also

other duties to maintain registers such as furniture, toilet items, uniforms, shoes, other equipment, mess and hostels. They take help of friends, reference books and request teachers to take extra class to complete the syllabus in the classroom. 12.50 % of students have problems related with teachers such gender discrimination as making differences between boys and girls, not clearing their doubts and not coming to take the periods in the classroom. Sometimes the teachers are busy in official works. They request teachers not to discriminate students on the basis of gender in the classroom. The students (37.50%) have more problems in daily routine related problems whereas the students (6.25%) have less problems in doubts related problems in the classroom.

#### **4.2.3 HOSTEL ADJUSTMENT PROBLEMS AND COPING MECHANISM**

##### **+ Homesickness related problems**

From the collected data it was found that 41.25 % of students don't feel homesickness whereas 58.75 % of students feel homesickness in hostels. Out of them 35 % of boys and 6.25 % of girls don't have homesickness related problems whereas 15 % of boys and 43.75 % of girls feel homesickness in Navodaya Vidyalaya residential system.

##### **Coping mechanism:**

- + 12.50 % of students including 11.25 % of boys and 1.25 % of girls go to office and phone to their parents.
- + 3.75 % of students including 2.50 % of boys and 1.25 % of girls start playing games and sports.
- + 5 % of students including 1.25 % of boys and 3.75 % of girls don't do anything and sit quietly.
- + 26.25 % of students including 0 % of boys and 26.25 % of girls start crying in hostels.
- + 3.75 % of students including 0 % of boys and 3.75 % of girls go to their home.
- + 6.25 % of students including 0 % of boys and 6.25 % of girls keep themselves busy in other works and remember their parents in hostels.
- + 1.25 % of students including 0 % of boys and 1.25 % of girls think about their goals.

##### **Interpretation**





Homesickness is the major problem which the students face in Navodaya Vidyalaya residential system. 58.75 % of students feel homesickness in hostels because they come from different kinds of social setup and family. The girls (43.75%) have more homesickness than boys (15%) in Navodaya Vidyalaya. Every Sunday one or two films are shown to students to provide entertainment to them. First Sunday of every

month is kept as a Parents day. The Parents are allowed to meet their wards and take them for outing to the markets. . The hostel environment is totally different from the family environment and the students come from different kind of social set up and family. The girls' students need much open and flexible kind of environment than boys in hostels. Some students come first time outside away from their parents and family. The girls' students take more time to adjust in the vidyalaya. Most of the girls' students belong from higher class families whereas the boys' students belong from middle class families so the family background is also responsible for the students' adjustment problems in Navodaya Vidyalaya residential system.

#### **Bullying, teasing or scolding related problems**

From the collected data it was found that 40 % of students don't get bullying, teasing or scolding whereas 60 % of students get bullying, teasing or scolding in hostel or classroom. Out of them 17.50 % of boys and 22.50 % of girls don't have bullying, teasing or scolding related problems whereas 32.50 % of boys and 27.50 % of girls face bullying, teasing or scolding in Navodaya Vidyalaya residential system.

#### **Coping mechanism:**

-  23.75 % of students including 13.75 % of boys and 10 % of girls complain to teachers or principal.
-  22.50 % of students including 12.50 % of boys and 10 % of girls don't do anything and avoid them.
-  7.50 % of students including 6.25 % of boys and 1.25 % of girls get angry.
-  6.25 % of students including 0 % of boys 6.25% of girls also tease or beat her/him.

#### **Interpretation**

The students reside 24 hours in Navodaya vidyalaya residential campus so they have more bullying, teasing or scolding related problems. 60 % of students get bullying, teasing or scolding in hostel or classroom. 23.75% students complain to teachers or principal whereas 22.50% students don't do anything and avoid them. 6.25% of girls also tease or beat her/him. The boys (32.50%) have more problems than girls (27.50%). The boy's students are more mischievous and naughty than girls' students in the vidyalaya. The teachers provide counselling to students and try to minimise the problems.

### **✚ Food related problems**

From the collected data it was found that 38.75 % of students get their favourite and delicious food whereas 61.25 % of students don't get their favourite and delicious food in dining hall. Out of them 20 % of boys and 18.75 % of girls don't have food related problems whereas 30 % of boys and 31.25 % of girls have food related problems in mess room.

#### **Coping mechanism:**

- ✚ 25 % of students including 12.50 % of boys and 12.50 % of girls bring food or snacks from the outside market.
- ✚ 32.50 % of students including 16.25 % of boys and 16.25 % of girls eat their own snacks given by their parents.
- ✚ 1.25 % of students including 0 % of boys and 1.25 % of girls go outside on Sunday and eat whatever they like in market.
- ✚ 2.50 % of students including 1.25 % of boys and 1.25 % of girls complain to principal.

#### **Interpretation**

The students both boys and girls have food related problems. Every student's taste is different so it is not easy to provide every student's favourite food in mess room. 61.25 % of students don't get their favourite and delicious food in Dining Hall. 25% students bring their favourite food or snacks from the outside market. 32.50% of students eat their own snacks given by their parents in hostels. The girls (31.25%) have more food related problems than boys (30%) in the vidyalaya. The girls' students take more time to adjust in Navodaya vidyalaya residential system.

### **✚ Accommodation related problems**

From the collected data it was found that 48.75 % of students said sufficient accommodation in hostels whereas 51.25 % of students said there is no sufficient accommodation in hostels. Out of them 18.75 % of boys and 30 % of girls don't have accommodation related problems whereas 31.25 % of boys and 20 % of girls have problems related with accommodations.

#### **Coping mechanism:**

- ✚ 42.50 % of students including 30 % of boys 12.50 % of girls manage the problems with their friends in hostels.

- ✚ 8.75 % of students including 1.25 % of boys and 7.50 % of girls complain to principal.

### **Interpretation**

JNV, Narmada is functioning at the temporary site at Primary School No:3, Kevadia Colony, Dist: Narmada. There is a shortage of accommodation. 51.25 % of students said hostel accommodation is not sufficient. 42.50% of students manage the problems with their friends in hostels. There are also shortage of toilets and bathrooms.

### **✚ Problems of comfort related to Hostels**

From the collected data it was found that 63.75 % of students are comfortable in hostels whereas 36.25 % of students are uncomfortable in hostels. Out of them 33.75 % of boys and 30 % of girls are comfortable in hostels whereas 16.25 % of boys and 20 % of girls are not comfortable in hostels.

### **Coping mechanism:**

- ✚ 26.25 % of students including 12.50 % of boys and 13.75 % of girls manage with the problems.
- ✚ 2.50 % of students including 2.50 % of boys and 0 % of girls trying to concentrate on their study in hostels.
- ✚ 1.25 % of students including 1.25 % of boys and 0 % of girls request the House Master to solve their problems.
- ✚ 6.25 % of students including 0 % of boys and 6.25 % of girls request their parents to take T. C. from the vidyalaya. i. e. JNV, Dist: Narmada.

### **Interpretation**

The vidyalaya is functioning at the temporary site and the academic and residential building is not in good conditions. 36.25% students are uncomfortable in hostels. 26.25% students manage with the problems. The girls (20%) have more problems than boys (16.25) in the vidyalaya. It is difficult for girls than boys to adjust in such a temporary building where there are no sufficient facilities available in the vidyalaya campus of JNV, Narmada.

### **✚ Facilities such as bedding items, electricity, water, fan etc. related problems.**

From the collected data it was found that 78.75 % of students said bedding items, electricity, water, fan facilities are provided whereas 21.25 % of students said the facilities such as bedding items, electricity, water, fan, are not provided in hostels. Out

of them 35 % of boys and 43.75 % of girls don't have facilities related problems whereas 15 % of boys and 6.25 % of girls have facilities related problems.

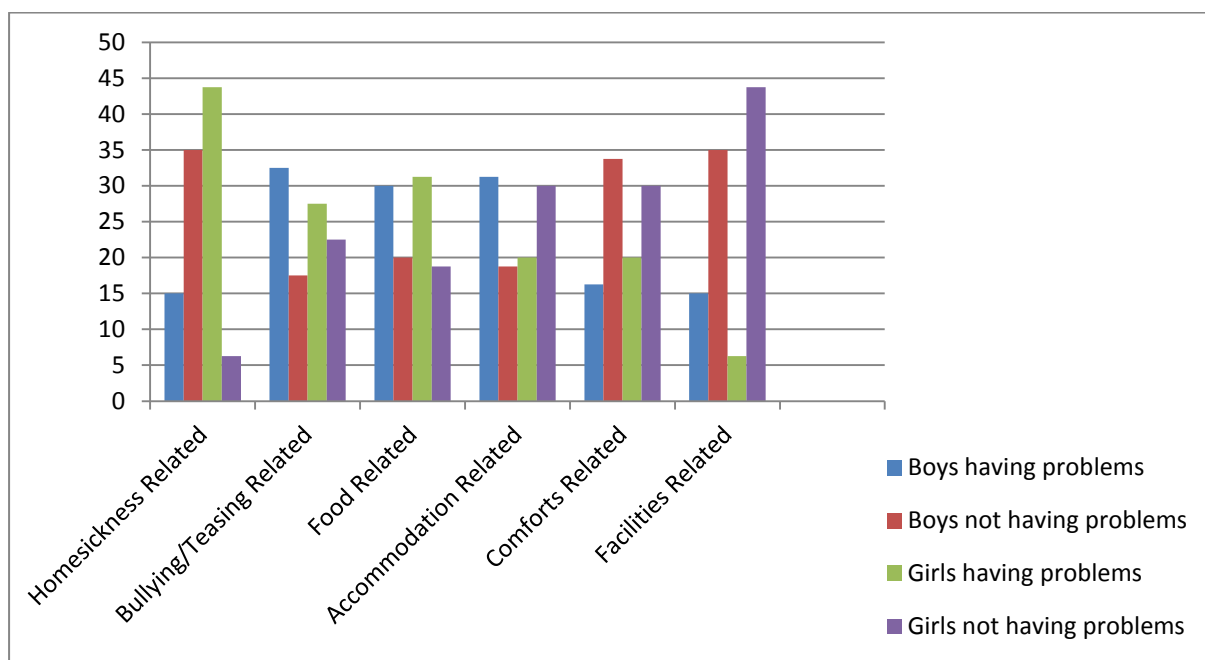
**Coping mechanism:**

- ✚ 17.50 % of students including 11.25 % of boys and 6.25 % of girls complain to principal.
- ✚ 3.75 % of students including 3.75 % of boys and 0 % of girls manage with the problems.

**Interpretation**

The students have facilities such as bedding items, electricity, water, fan etc. related problems 21.25 % of students said the facilities such as bedding items, electricity, water, fan, are not provided in hostels. 17.50% students complain principal to provide facilities in hostels. 3.75% students manage with the problems. The boys (15%) have more problems than girls in the vidyalaya. The students need sufficient facilities to adjust in the Navodaya Vidyalaya educational and residential system.

**OVERVIEW OF HOSTEL ADJUSTMENT PROBLEMS**



The hostel adjustment of students of Navodaya residential school is described below. The components of the academic adjustment were: homesickness, bullying, teasing problems, food, accommodation, comforts related problems, facilities related problems and their coping mechanisms. Homesickness is the major problem which



the students face in Navodaya Vidyalaya residential system. 58.75 % of students feel homesickness in hostels. The girls (43.75%) have more homesickness than boys (15%) in Navodaya Vidyalaya. The hostel environment is totally different from the family environment and the students come from different kind of social set up and family. The girls' students need much open and flexible kind of environment than boys in hostels. Some students come time outside away from their parents and family. The girls' students take more time to adjust in Navodaya vidyalaya residential system. The students reside 24 hours in Navodaya vidyalaya residential campus so they have more bullying, teasing or scolding related problems. The students are not matured. They are very mischievous and naughty. 60 % of students get bullying, teasing or scolding in hostel or classroom. 23.75% students complain to teachers or principal whereas 22.50% students don't do anything and avoid them. 6.25% of girls also tease or beat her/him. The boys (32.50%) have more problems than girls (27.50%). The boy's students are more mischievous and naughty than girls' students in the vidyalaya. The teachers provide counselling to students and try to minimise the problems

Most of the students have food related problems. Every student's taste is different so it is very difficult to provide every student's favourite and desired food in mess room. 61.25 % of students don't get their favourite and delicious food in Dining Hall. 25% students bring their favourite food or snacks from the outside market. 32.50% of students eat their own snacks given by their parents in hostels. The girls (31.25%) have more food related problems than boys (30%) in the vidyalaya. The girls' students take more time to adjust in Navodaya vidyalaya residential system. The vidyalaya is functioning at the temporary site at Primary School No:3, Kevadia Colony, Dist: Narmada. There is a shortage of accommodation. 51.25 % of students said hostel accommodation is not sufficient. 42.50% of students manage the problems with their friends in hostels. There are also shortage of toilets and bathrooms. The vidyalaya academic and residential buildings are not in good conditions. 36.25% students are uncomfortable in hostels. 26.25% students manage with the problems. The girls (20%) have more problems than boys (16.25) in the vidyalaya. It is difficult for girls than boys to adjust in such a temporary building where there are no sufficient facilities available in the vidyalaya campus of JNV, Narmada. 21.25 % of students said the facilities such as bedding items, electricity, water, fan, are not provided in hostels. 17.50% students complain principal to provide facilities in hostels. 3.75%

students manage with the problems. The boys (15%) have more problems than girls (6.25%) in the vidyalaya. The students need sufficient facilities to adjust in the Navodaya Vidyalaya educational and residential system. The students (58.75%) have more problems of homesickness whereas the students have less problems in facilities related problems.

#### 4.2.4 COMPARISON OF THE ADJUSTMENT PROBLEMS IN BOYS AND GIRLS.

ADJUSTMENT PROBLEMS IN GIRLS	ADJUSTMENT PROBLEMS IN BOYS
<b>Social Adjustment</b>	<b>Social Adjustment</b>
✚ Tasks related problems: 12.50 % of girls have tasks related problems.	✚ Tasks related problems: 6.25 % of boys have tasks related problems.
✚ 27.50 % of girls have problems of not getting chance to do their favourite activities in NV System	✚ 27.50 % of boys have problems of not getting chance to do their favourite activities in NV System
✚ 2.50 % of girls feel hesitation and lack of confidence to participate in co-curricular activities in NV system.	✚ 2.50 % of boys feel hesitation and lack of confidence to participate in co-curricular activities in NV system.
✚ 13.75 % of girls have games and sports related problems.	✚ 13.75% of boys have games and sports related problems.
✚ 7.50 % of girls have guidance/counselling related problems.	✚ 0 % of boys have guidance/counselling related problems.
✚ 8.75 % of girls have House Master/Mistress related problems.	✚ 0 % of boys have House Master/Mistress related problems.
<b>Academic Adjustment</b>	<b>Academic Adjustment</b>
✚ 23.75 % of girls have daily routine related problems.	✚ 13.75 % of boys have daily routine related problems.
✚ 18.75 % of girls have discipline related problems.	✚ 13.75 % of boys have discipline related problems
✚ 5 % of girls have problems with teaching methods in the classroom.	✚ 7.50 % of boys have problems with teaching methods in the classroom.

✚ 8.75 % of girls have time related problems.	✚ 10 % of boys have time related problems.
✚ 2.50 % of girls have doubts related problems in the classroom.	✚ 3.75 % of boys have doubts related problems in the classroom.
✚ 18.75 % of girls have problems related with teaching-learning environment in the classroom.	✚ 16.25 % of boys have problems related with teaching-learning environment in the classroom.
✚ 10 % of girls have problems related with syllabus completion in NV System.	✚ 11.25 % of boys have problems related with syllabus completion in NV System.
✚ 6.25 % of girls have problems with teachers in the classroom.	✚ 6.25 % of boys have problems with teachers in the classroom.
<b>Hostel Adjustment</b>	<b>Hostel Adjustment</b>
✚ 43.75 % of girls feel homesickness in Navodaya Vidyalaya residential system.	✚ 15 % of boys feel homesickness in Navodaya Vidyalaya residential system.
✚ 27.50 % of girls' face bullying, teasing or scolding in Navodaya Vidyalaya residential system.	✚ 32.50 % of boys' face bullying, teasing or scolding in Navodaya Vidyalaya residential system.
✚ 31.25 % of girls have food related problems.	✚ 30 % of boys have food related problems.
✚ 20 % of girls have problems related with accommodations.	✚ 31.25 % of boys have problems related with accommodations.
✚ 20 % of girls are not comfortable in hostels.	✚ 16.25 % of boys are not comfortable in hostels.
✚ 6.25 % of girls have facilities related problems.	✚ 15 % of boys have facilities related problems.

✚ Social adjustment when compared between boys and girls it was found that 12.50 % of girls and 6.25 % of boys have tasks related problems. 27.50 % of girls 27.50 % of boys have problems of not getting chance to do their favourite activities such as

dancing, painting etc. 2.50 % of girls and 2.50 % of boys feel hesitation and lack of confidence to participate in co-curricular activities in NV system. 13.75 % of girls and 13.75% of boys have games and sports related problems. 7.50 % of girls and 0% of boys have guidance/counselling related problems. 8.75 % of girls and 0% of boys have House Master/Mistress related problems. The girls' students have more social adjustment problems than boys in the vidyalaya. Most of the girls' students belong from higher class families whereas the boys' students belong from middle class families so the family background is also responsible for the students' social adjustment problems in Navodaya Vidyalaya residential system.

✚ Academic adjustment when compared between boys and girls it was found that 23.75 % of girls and 13.75 % of boys have daily routine related problems. 18.75 % of girls and 13.75 % of boys have discipline related problems. 5 % of girls and 7.50 % of boys have problems with teaching methods in the classroom. 8.75 % of girls and 10 % of boys have time related problems. 2.50 % of girls and 3.75 % of boys have doubts related problems in the classroom. 18.75 % of girls and 16.25 % of boys have problems related with teaching-learning environment in the classroom. 10 % of girls and 11.25 % of boys have problems related with syllabus completion in NV System. 6.25 % of girls and 6.25% have problems with teachers in the classroom. The girls' students have more problems than boys in daily routine and discipline related problems whereas the boys have more problems than girls related with teaching methods, time and doubts related problems in the classroom, syllabus completion and teachers related problems. The girls' students are academically more sincere and intellectual than boys in the vidyalaya. The family background is also responsible for the students' academic adjustment problems in Navodaya Vidyalaya residential system

✚ Hostel adjustment when compared between boys and girls it was found that 43.75 % of girls and 15 % of boys feel homesickness in Navodaya Vidyalaya residential system. 27.50 % of girls and 32.50 % of boys face bullying, teasing or scolding in Navodaya Vidyalaya residential system. 31.25 % of girls and 30 % of boys have food related problems. 20 % of girls and 31.25 % of boys have problems related with accommodations. 20 % of girls and 16.25 % of boys are not comfortable in hostels. 6.25 % of girls and 15 % of boys have facilities related problems. The girls have more problems than boys related with homesickness and food related problems whereas the boys have more problems than boys related with bullying and teasing,

accommodation, comforts and facilities related problems. Some students come first time outside away from their parents and family and staying in hostels. The problems are more it is because of the functioning of the vidyalaya at the temporary building but if the vidyalaya functions at the permanent building, the problems would be decreased in the vidyalaya, JNV, Narmada.

#### 4.2.5 COMPARISON OF THE COPING MECHANISM IN BOYS AND GIRLS.

COPING MECHANISM IN GIRLS	COPING MECHANISM IN BOYS
<p style="text-align: center;"><b>Social Adjustment</b></p> <p>✚ 8.75 % of girls manage the tasks with their friends. They take help of their friends. 0 % of girls manage the tasks with the help of their parents. 3.75 % of girls do their tasks forcibly.</p>	<p style="text-align: center;"><b>Social Adjustment</b></p> <p>✚ 3.75 % of boys manage the tasks with their friends. They take help of their friends. 1.25 % of boys manage the tasks with the help of their parents. 1.25 % of boys do their tasks forcibly.</p>
<p>✚ 17.50 % of girls do their favourite activities whenever there are big celebrations or functions such as Navratri, Ganesh Chaturthi, Annual Day etc. 3.75 % of girls do their favourite activities at their home. 6.25 % of girls do their favourite activities in hostels. 0 % of girls go to play outside on Sunday.</p>	<p>✚ 15 % of boys do their favourite activities whenever there are big celebrations or functions such as Navratri, Ganesh Chaturthi, Annual Day etc. 7.50 % of boys do their favourite activities at their home. 3.75 % of boys do their favourite activities in hostels. 1.25 % of boys go to play outside on Sunday.</p>
<p>✚ 2.50 % of girls do such activities in hostels.</p>	<p>✚ 2.50 % of boys do such activities in hostels.</p>

<p>✚ 3.75 % of girls bring their interested games and sports such as badminton, chess, carom, cricket etc. from home and play during games and sports period. 10 % of girls request to Madam to play their favourite games during games and sports period. 0 % of girls go to play outside on every Sunday.</p>	<p>✚ 5 % of boys bring their interested games and sports such as badminton, chess, carom, cricket etc. from home and play during games and sports period. 6.25 % of boys request to Madam to play their favourite games during games and sports period. 2.50 % of boys go to play outside on every Sunday.</p>
<p>✚ 2.50 % of girls complain to principal. 5 % of girls solve their problems by themselves.</p>	<p>✚ 0 % of boys complain to principal. 0 % of boys solve their problems by themselves.</p>
<p>✚ 6.25 % of girls get every time scolding and being angry on them. 2.50 % of girls think that their House Mistress doesn't ready to understand or listen to their problems.</p>	<p>✚ 0 % of boys get every time scolding and being angry on them. 0 % of boys think that their House Mistress doesn't ready to understand or listen to their problems.</p>
<p style="text-align: center;"><b>Academic Adjustment</b></p> <p>✚ 16.25 % of girls must follow daily routine forcibly. 0 % of girls don't like to get up early in the morning. They request Night watchman to wake up early in the morning every day except Sunday. 7.50 % of girls follow daily routine because they study in JNV, Narmada.</p>	<p style="text-align: center;"><b>Academic Adjustment</b></p> <p>✚ 11.25 % of boys must follow daily routine forcibly. 2.50 % of boys don't like to get up early in the morning. They request Night watchman to wake up early in the morning every day except Sunday. 0 % of boys follow daily routine because they study in JNV, Narmada.</p>
<p>✚ 11.25 % of girls follow rules and regulations forcibly. 7.50 % of girls request teachers to be liberal and give freedom to them.</p>	<p>✚ 12.50 % of boys follow rules and regulations forcibly. 1.25 % of boys request teachers to be liberal and give freedom to them.</p>

<p>✚ 0 % of girls discuss with their friends. 3.75 % of girls say teachers to teach again in classroom.1.25 % of girls clear their doubts with teachers after the period.</p>	<p>✚ 6.25 % of boys discuss with their friends. 1.25 % of boys say teachers to teach again in classroom. 0 % of boys clear their doubts with teachers after the period.</p>
<p>✚ 3.75 % of girls take help of their friends in hostels.1.25 % of girls take help of reference books i.e. digest.3.75 % of girls go to teachers after academic time to solve their doubts, problems.</p>	<p>✚ 7.50 % of boys take help of their friends in hostels.1.25 % of boys take help of reference books i.e. digest.1.25 % of boys go to teachers after academic time to solve their doubts, problems.</p>
<p>✚ 0 % of girls take help with their friends. 2.50 % of girls ask questions to clear their doubts in the classroom.</p>	<p>✚ 3.75 % of boys take help with their friends. 0 % of boys ask questions to clear their doubts in the classroom.</p>
<p>✚ 5 % of girls complain to teachers in the classroom.12.50 % of girls with their friends try to make best environment in the classroom. 1.25% of girls clear their doubts during free time with teachers in Navodaya Vidyalaya system.</p>	<p>✚ 8.75 % of boys complain to teachers in the classroom.0 % of boys with their friends try to make best environment in the classroom.7.50 % of boy clear their doubts during free time with teachers in Navodaya Vidyalaya system.</p>
<p>✚ 1.25 % of girls do it by themselves in hostels. 3.75 % of girls understand the topics with the help of reference books i. e. Digest. 5 % of girls request teachers to complete the syllabus in the classroom.</p>	<p>✚ 2.50 % of boys do it by themselves in hostels. 5% of boys understand the topics with the help of reference books i. e. Digest. 3.75 % of boys request teachers to complete the syllabus in the classroom.</p>

<p>✚ 6.25 % of girls said some teachers make gender discrimination in the classroom. They request teachers not to discriminate students on the basis of gender. 0 % of girls said some teachers don't clear doubts in the classroom. They clear their doubts with their friends in hostels. 0 % of girls said some teachers don't come to take period in the classroom. They go to staffroom and call the teachers to take period.</p>	<p>✚ 0 % of boys said some teachers make gender discrimination in the classroom. They request teachers not to discriminate students on the basis of gender. 2.50 % of boys said some teachers don't clear doubts in the classroom. They clear their doubts with their friends in hostels. 3.75 % of boys said some teachers don't come to take period in the classroom. They go to staffroom and call the teachers to take period in the classroom.</p>
<p style="text-align: center;"><b>Hostel Adjustment</b></p> <p>✚ 1.25 % of girls go to office and phone to their parents. 1.25 % of girls start playing games and sports. 3.75 % of girls don't do anything and sit quietly. 26.25 % of girls start crying in hostels. 3.75 % of girls go to their home. 6.25 % of girls keep themselves busy in other works and remember their parents in hostels. 1.25 % of girls think about their goals and try to cope up with the problem.</p>	<p style="text-align: center;"><b>Hostel Adjustment</b></p> <p>✚ 11.25 % of boys and go to office and phone to their parents. 2.50 % of boys start playing games and sports. 1.25 % of boys don't do anything and sit quietly. 0 % of boys start crying in hostels. 0 % of boys go to their home. 0 % of boys keep themselves busy in other works and remember their parents in hostels. 0 % of boys think about their goals and try to cope up with the problem.</p>
<p>✚ 10 % of girls complain to teachers or principal. 10 % of girls don't do anything and avoid them. 1.25 % of girls get angry. 6.25% of girls also tease or beat her/him.</p>	<p>✚ 13.75 % of boys complain to teachers or principal. 12.50 % of boys don't do anything and avoid them. 6.25 % of boys get angry. 0 % of boys also tease or beat her/him.</p>



<p>✚ 12.50 % of girls bring food or snacks from the outside market. 16.25 % of girls eat their own snacks given by their parents. 1.25 % of girls go outside on Sunday and eat whatever they like in market. 1.25 % of girls complain to principal.</p>	<p>✚ 12.50 % of boys bring food or snacks from the outside market. 16.25 % of boys eat their own snacks given by their parents. 0 % of boys go outside on Sunday and eat whatever they like in market. 1.25 % of boys complain to principal.</p>
<p>✚ 12.50 % of girls manage the problems with their friends in hostels. 7.50 % of girls complain to principal.</p>	<p>✚ 30 % of boys manage the problems with their friends in hostels. 1.25 % of boys complain to principal.</p>
<p>✚ 13.75 % of girls manage with the problems. 0 % of girls trying to concentrate on their study in hostels. 0 % of girls request the House Master to solve their problems. 6.25 % of girls request their parents to take T. C. from the vidyalaya, JNV, Narmada.</p>	<p>✚ 12.50 % of boys manage with the problems. 2.50 % of boys trying to concentrate on their study in hostels. 1.25 % of boys request the House Master to solve their problems. 0 % of boys request their parents to take T. C. from the vidyalaya, JNV, Narmada.</p>
<p>✚ 6.25 % of girls complain to principal. 0 % of girls manage with the problems.</p>	<p>✚ 11.25 % of boys complain to principal. 3.75 % of boys manage with the problems.</p>

✚ Coping mechanism when compared between boys and girls it was found that 3.75 % of boys and 8.75 % of girls manage the tasks with their friends. They take help of their friends. 1.25 % of boys and 0 % of girls manage the tasks with the help of their parents. 1.25 % of boys and 3.75 % of girls do their tasks forcibly. 15 % of boys and 17.50 % of girls do their favourite activities whenever there are big celebrations or functions such as Navratri, Ganesh Chaturthi, Annual Day etc. in the vidyalaya. 7.50 % of boys and 3.75 % of girls do their favourite activities at their home. 3.75 % of boys and 6.25 % of girls do their favourite activities in hostels. 1.25 % of boys and 0 % of girls go to play outside on Sunday. 2.50 % of boys and 2.50 % of girls do such co-curricular activities in hostels. 5 % of boys and 3.75 % of girls bring their

interested games and sports such as badminton, chess, carom, cricket etc. from home and play during games and sports period. 6.25 % of boys and 10 % of girls request to Physical Education Madam to play their favourite games during games and sports period. 2.50 % of boys and 0 % of girls go to play outside on every Sunday. 0 % of boys and 2.50 % of girls complain to principal. 0 % of boys and 5 % of girls solve their problems by themselves. 0 % of boys and 6.25 % of girls get every time scolding and being angry on them. 0 % of boys and 2.50 % of girls think that their House Mistress are not ready to understand or listen to their problems. The girls are better than boys in social adjustment's coping mechanism.

✚ Coping mechanism when compared between boys and girls it was found that 11.25 % of boys and 16.25 % of girls must follow daily routine forcibly. 2.50 % of boys and 0 % of girls don't like to get up early in the morning. They request Night watchman to wake up early in the morning every day except Sunday. 0 % of boys and 7.50 % of girls follow daily routine because they study in JNV, Narmada. 12.50 % of boys and 11.25 % of girls follow rules and regulations forcibly. 1.25 % of boys and 7.50 % of girls request teachers to be liberal and give freedom to them. 6.25 % of boys and 0 % of girls discuss their teaching doubts with their friends. 1.25 % of boys and 3.75 % of girls say teachers to teach again in classroom. 0 % of boys and 1.25 % of girls clear their doubts with teachers after the period. 7.50 % of boys and 3.75 % of girls take help of their friends in hostels. 1.25 % of boys and 1.25 % of girls take help of reference books i.e. digest. 1.25 % of boys and 3.75 % of girls go to teachers after academic time to solve their doubts, problems. 3.75 % of boys and 0 % of girls take help with their friends to clear their doubts in the classroom. 0 % of boys and 2.50 % of girls ask questions to teachers to clear their doubts in the classroom. 8.75 % of boys and 5 % of girls complain to teachers make proper environment in the classroom. 0 % of boys and 12.50 % of girls with their friends try to make best environment in the classroom. 7.50 % of boys and 1.25 % of girls clear their doubts during free time with teachers in Navodaya Vidyalaya system. 2.50 % of boys and 1.25 % of girls complete syllabus by themselves in hostels. 5 % of boys and 3.75 % of girls understand the topics with the help of reference books i. e. Digest. 3.75 % of boys and 5 % of girls request teachers to complete the syllabus in the classroom. 0 % of boys and 6.25 % of girls said some teachers make gender discrimination in the classroom. They request teachers not to discriminate students on the basis of gender. 2.50 % of boys and 0 % of girls said some teachers don't clear doubts in the classroom. They clear their

doubts with their friends in hostels. 3.75 % of boys and 0 % of girls said some teachers don't come to take period in the classroom. They go to staffroom and call the teachers to take period in the classroom. The girls are better than boys in academic adjustment's coping mechanism.

✚ Coping mechanism when compared between boys and girls it was found that 11.25 % of boys and 1.25 % of girls go to office and phone to their parents. 2.50 % of boys and 1.25 % of girls start playing games and sports. 1.25 % of boys and 3.75 % of girls don't do anything and sit quietly. 0 % of boys and 26.25 % of girls start crying in hostels. 0 % of boys and 3.75 % of girls go to their home. 0 % of boys and 6.25 % of girls keep themselves busy in other works and remember their parents in hostels. 0 % of boys and 1.25 % of girls think about their goals. 23.75 % of students including 13.75 % of boys and 10 % of girls complain to teachers or principal. 12.50 % of boys and 10 % of girls don't do anything and avoid them. 6.25 % of boys and 1.25 % of girls get angry. 0 % of boys 6.25 % of girls also tease or beat her/him. 12.50 % of boys and 12.50 % of girls bring food or snacks from the outside market. 16.25 % of boys and 16.25 % of girls eat their own snacks given by their parents. 0 % of boys and 1.25 % of girls go outside on Sunday and eat whatever they like in market. 1.25 % of boys and 1.25 % of girls complain to principal. 30 % of boys 12.50 % of girls manage the problems with their friends in hostels. 1.25 % of boys and 7.50 % of girls complain to principal. 12.50 % of boys and 13.75 % of girls manage with the problems. 2.50 % of boys and 0 % of girls trying to concentrate on their study in hostels. 1.25 % of boys and 0 % of girls request the House Master to solve their problems. 0 % of boys and 6.25 % of girls request their parents to take T. C. from the vidyalaya. 11.25 % of boys and 6.25 % of girls complain to principal. 3.75 % of boys and 0 % of girls manage with the problems. The boys are better than girls in hostel adjustment's coping mechanism.

**CONCLUSION:** The present chapter is mainly focused on analysis and interpretation of the data collected to find out how far the stated objectives of the study have been realized. The next chapter talks about summary and conclusions which includes major findings of the present study, discussion, implications and conclusions.

## **CHAPTER: V**

### **SUMMARY AND CONCLUSIONS**

#### **5.0 INTRODUCTION**

The Navodaya Vidyalaya System is a unique experimental system of school education in India. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with quality education comparable to the best in a residential school system. Such children are found in all sections of society, and in all areas including the most backward. But so far good quality education has been available only to well-to-do sections of society, and the poor have been left out. It was felt that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them. These talented children otherwise would have been deprived of quality modern education which is traditionally available only in the urban areas. Such education would enable students from rural areas to compete with their urban counterparts on an equal footing. The National Policy on Education (1986) envisaged the setting up of residential schools to be called as Navodaya Vidyalaya (NVs) that would bring out the best of rural talent. Navodaya Vidyalayas are a countrywide chain of schools run by the Navodaya Vidyalaya Samiti (NVS) under the Department of Education, Ministry of Human Resource Development, Government of India. Unlike other schools, these Vidyalaya are located in rural areas, one in each district at present and they provide quality progressive education free of cost to talented rural children.

#### **5.1 RATIONALE OF THE STUDY:**

The aim of Navodaya Vidyalaya is “Come to learn – Go to serve” and the motto is to ensure “Social Justice” to the talented children predominantly from rural areas. About twenty seven years has been passed since the establishment of first Navodaya Vidyalaya in India. Since then the number of Navodaya Vidyalaya increases considerably and now almost all states have these Navodaya Vidyalaya except Tamil Nadu. For effective functioning of any system, it is necessary to make study and evaluate on different aspects of the system.

Here, in case of Navodaya Vidyalaya residential system, the residential system studied on the following aspects that are adjustment problems which includes physical, emotional, social, mental and academic adjustment problems facing by students and their coping mechanism. Also, to study the output that is as positive outcomes of this residential system.

In Navodaya Vidyalaya students have to experience a new type of academic life in terms of curriculum transaction, residential, activities, three language formula migration system and exposure to the various sophisticated infrastructural facilities. As students come from the various backgrounds into this environment, there can be many problems faced by both teachers and students. As mentioned earlier students join the Navodaya Vidyalaya at standard VI, come from different background and schools. As an individual form a group in a new environment which is altogether different in terms of residential life, food, teaching learning. In this situation students may face some problems which need to be studied due to residential system. Here their social and cultural aspects can be seen in residential system. Therefore, it is consider worthwhile to study it. There are problems exist during their stay in Navodaya Vidyalaya residential system for students, teachers and principals. Some problems during their stay in Navodaya Vidyalaya can be related with language, academic, food, health, hostel, dormitories and peer group interaction.

Also, here in the present study the investigator has not presumed that the students have to have some problems. They may face some problems or may not face it. The students including boys and girls are the most important parts of Navodaya Vidyalaya education system and it is only model vidyalaya having co-educational residential system. There is only one Navodaya Vidyalaya in each district establish and run by Govt. of India. The investigator wants to study the boys and girls adjustment problems separately and to know how much extent both boys and girls cope up with the problems in Navodaya Vidyalaya educational and residential system. The investigator has stayed in this Navodaya Vidyalaya and asked the students about followings related to adjustment problems which are related with academic and residential system; purposes, problems faced by students, some positive things of this academic and residential system.

From the review of related literature it was found that there is no study done on Navodaya Vidyalaya adjustment problems related with social, academic and residential system and also its coping mechanism. So this study will help to reduce the social, academic and hostel related problems in Navodaya Vidyalaya system.

## **5.2 STATEMENT OF THE PROBLEM:**

**“A case study of adjustment problems and coping mechanism of boys and girls in Navodaya Vidyalaya of Narmada district in Gujarat”**

### **5.3 RESEARCH QUESTIONS**

1. What are the adjustment problems faced by Navodaya Vidyalaya?
2. What are the coping mechanisms used by Navodaya Vidyalaya students?
3. What are the social problems faced by students in Navodaya Vidyalaya Schools?
4. What are the academic problems faced by students in Navodaya Vidyalaya Schools?
5. What are the problems faced by students in Navodaya Vidyalaya Residential System?

### **5.4 OBJECTIVES OF THE STUDY:**

1. To study the social adjustment problems and coping mechanism of boys and girls in Navodaya Vidyalaya Schools of Gujarat.
2. To study the academic adjustment problems and coping mechanism of boys and girls in Navodaya Vidyalaya Schools of Gujarat.
3. To study the hostel adjustments problems and coping mechanism of boys and girls in Navodaya Vidyalaya Schools of Gujarat.
4. To compare the adjustment problems in boys and girls.
5. To compare the coping mechanism in boys and girls.

### **5.5 DELIMITATIONS:**

This study is limited to Navodaya Vidyalaya of Narmada district in Gujarat.

### **5.6 METHODOLOGY**

There are four main features of the research methodology: design, sampling, data collection and data analysis. It includes a detailed description about the methods which are used in the conduct of the study, type of the data needed for the study, the tools and techniques used for data collection and the procedure by which it has been collected.

The detailed outline is provided about the nature of the population, the size of the samples, the methods of sampling, tools, procedure of data collection, data analysis methods to be employed and reasons for selecting such method and how data will be organized and presented for analysis and interpretation.

### **5.7 POPULATION:**

The population of the present study comprises of students of all the Navodaya Vidyalaya of Narmada in Gujarat.

## **5.8 SAMPLE:**

The sample for the proposed study will be selected randomly. Number of these students will be 20 including 10 girls and 10 boys from each class respectively.

## **5.9 TOOLS AND TECHNIQUE FOR DATA COLLECTION**

Questionnaire: In order to know the adjustment problems of students, a questionnaire will be designed by the researcher. This questionnaire will include open ended as well as close-ended questions.

Observation was also used as a technique to study the adjustment problems of the sample students. The investigator is also a teacher at the same school so observations and anecdote were recorded in a separate notebook at Navodaya Vidyalaya, Narmada.

## **5.10 DATA COLLECTION**

The researcher personally visited Navodaya Vidyalaya School of Narmada.

## **5.11 DATA ANALYSIS**

The major portion of the data will be quantitative in nature. Therefore the data will be analysed quantitatively by analysing the content procured through questionnaire. The data collected will be analysed with suitable statistical techniques keeping in mind the objectives of the research problem.

## **5.12 MAJOR FINDINGS OF THE STUDY**

Major findings of the study are given below as per the objectives of the study.

### **SOCIAL ADJUSTMENT:**

- ✚ Tasks problems such as washing clothes, utensils, shoes and socks, arrangement of bedding items, cleaning the room etc. are in hostels. 18.75 % of students including 6.25 % of boys and 12.50 % of girls don't like to do their tasks by themselves.
- ✚ 55% of students including 27.50% of boys and 27.50% of girls don't get opportunities to do their favourites activities such as dancing, painting etc. in Navodaya Vidyalaya system.
- ✚ 5% of students including 2.50% of boys and 2.50% of girls don't participate in the co-curricular activities organised by the vidyalaya. They do such activities in hostels.

- ✚ 27.50% of students including 13.75% of boys and 13.75% of girls don't get opportunities to play games and sports.
- ✚ The girls (7.50%) students only have guidance/counselling related problems. The boys don't have guidance/counselling related problems.
- ✚ The girls (8.75%) students have only House Mistress related problems. The boys don't have House Master related problems.
- ✚ The students (55%) including 27.50% of boys and 27.50% of girls have more problems related with favourite activities such as dancing, painting etc. whereas the students (5%) including 2.50% of boys and 2.50% of girls have less problems related with participation in co-curricular activities in JNV, Narmada.

#### **ACADEMIC ADJUSTMENT:**

- ✚ 37.50% of students including 23.75% of girls and 13.75% of boys have daily routine related problems.
- ✚ 32.50% of students including 18.75% of girls and 13.75% of boys have rules and regulations related problems.
- ✚ 12.50% of students including 7.50% of boys and 5% of girls have problems than related with teaching methods in the classroom.
- ✚ 18.75% of students including 10% of boys and 8.75% of girls said that teachers don't give sufficient time to fully understand the teaching points in the classroom.
- ✚ 6.25% of students said teachers don't clear their doubts in the classroom. 3.75% of boys and 2.50% of girls have problems related with doubts in the classroom.
- ✚ 35 % of students including 16.25% of boys and 18.75% of girls said that environment is not appropriate for teaching-learning in the classroom.
- ✚ 21.25 % of students including 11.25% of boys and 10% of girls said teachers don't complete syllabus in time in the classroom.
- ✚ The students (37.50%) including 13.75% of boys and 23.75% of girls have more problems related with daily routine whereas the students (6.25%) including 3.75% of boys and 2.50% of boys have less problems related with doubts in the classroom.

#### **HOSTEL ADJUSTMENT:**

- ✚ Homesickness is the major problem which the students face in Navodaya Vidyalaya residential system. 58.75 % of students including 43.75 % of girls and 15 % of boys feel homesickness in Navodaya Vidyalaya residential system.



- ✚ 60 % of students including 32.50% of boys and 27.50% of girls get bullying, teasing or scolding in hostel or classroom.
- ✚ 61.25% of students including 31.25% of girls and 30% of boys have food related problems in the vidyalaya. The girls' students take more time to adjust in Navodaya vidyalaya residential system.
- ✚ 51.25% of students including 31.25% of boys and 20% of girls have accommodation problems.
- ✚ 36.25% of students including 20% of girls and 16.25% of boys have comforts related problems. It is difficult for girls than boys to adjust in such a temporary building where there are no sufficient facilities available in the vidyalaya campus of JNV, Narmada.
- ✚ 21.25 % of students including 15% of boys and 6.25% of girls said the facilities such as bedding items, electricity, water, fan, are not provided in hostels.
- ✚ The students (58.75%) including 15% of boys and 43.75% of girls have more homesickness problems whereas the students (21.25%) including 15% of boys and 6.25% of girls have less problems related with facilities in JNV, Narmada.

### **COMPARISON OF ADJUSTMENT PROBLEMS IN BOYS AND GIRLS**

- ✚ Social adjustment when compared between boys and girls it was found that 12.50 % of girls and 6.25 % of boys have tasks related problems. Both boys (27.50%) and girls (27.50%) have equal favourite activities such as dancing, painting etc. related problems. Both boys (2.50%) and girls (2.50%) have equal co-curricular activities related problems. Both boys (13.75%) and girls (13.75%) have equal games and sports related problems. The girls only have guidance/counselling and House Master/Mistress related problems.
- ✚ Academic adjustment when compared between boys and girls the girls (23.75%) have more problems than boys (13.75%) related with daily routine in the vidyalaya. The girls (18.75%) have more problems than boys (13.75%) related with rules and regulations. The boys (7.50%) have more problems than girls (5%) related with teaching methods in the classroom. The boys (10%) have more problems than girls (8.75%) related with time in the classroom. The boys (3.75%) have more problems than girls (2.50%) related with doubts in the classroom. The girls (18.75%) have more problems than boys (16.25%) related with teaching-learning environment in the

classroom. The boys (11.25%) have more problems than girls (10%) related with syllabus completion in the classroom.

- ✚ Hostel adjustment when compared between boys and girls it was found that 43.75 % of girls and 15 % of boys feel homesickness in Navodaya Vidyalaya residential system. The girls (43.75%) have more homesickness than boys (15%) in Navodaya Vidyalaya, Narmada. The boys (32.50%) have more problems than girls (27.50%) related with bullying, teasing and scolding in classroom or hostels. The girls (31.25%) have more problems than boys (30%) related with food in the vidyalaya. The boys (31.25%) have more problems than girls related with accommodations. The girls (20%) have more problems than boys (16.25) related with comforts in the vidyalaya. The boys (15%) have more problems than girls (6.25%) related with facilities such as electricity, water, fan, bedding items etc. in JNV, Narmada.

### **COMPARISON OF COPING MECHANISMS IN BOYS AND GIRLS**

- ✚ Coping mechanism when compared between boys and girls it was found that 3.75 % of boys and 8.75 % of girls manage the tasks with their friends. They take help of their friends. 1.25 % of boys and 0 % of girls manage the tasks with the help of their parents. 1.25 % of boys and 3.75 % of girls do their tasks forcibly. 15 % of boys and 17.50 % of girls do their favourite activities whenever there are big celebrations or functions such as Navratri, Ganesh Chaturthi, Annual Day etc. in the vidyalaya. 7.50 % of boys and 3.75 % of girls do their favourite activities at their home. 3.75 % of boys and 6.25 % of girls do their favourite activities in hostels. 1.25 % of boys and 0 % of girls go to play outside on Sunday. 2.50 % of boys and 2.50 % of girls do such co-curricular activities in hostels. 5 % of boys and 3.75 % of girls bring their interested games and sports such as badminton, chess, carom, cricket etc. from home and play during games and sports period. 6.25 % of boys and 10 % of girls request to Physical Education Madam to play their favourite games during games and sports period. 2.50 % of boys and 0 % of girls go to play outside on every Sunday. 0 % of boys and 2.50 % of girls complain to principal. 0 % of boys and 5 % of girls solve their problems by themselves. 0 % of boys and 6.25 % of girls get every time scolding and being angry on them. 0 % of boys and 2.50 % of girls think that their House Mistress doesn't ready to understand or listen to their problems. The girls are better than boys in social adjustments coping mechanism.

✚ Coping mechanism when compared between boys and girls it was found that 11.25 % of boys and 16.25 % of girls must follow daily routine forcibly. 2.50 % of boys and 0 % of girls don't like to get up early in the morning. They request Night watchman to wake up early in the morning every day except Sunday. 0 % of boys and 7.50 % of girls follow daily routine because they study in JNV, Narmada. 12.50 % of boys and 11.25 % of girls follow rules and regulations forcibly. 1.25 % of boys and 7.50 % of girls request teachers to be liberal and give freedom to them. 6.25 % of boys and 0 % of girls discuss their teaching doubts with their friends. 1.25 % of boys and 3.75 % of girls say teachers to teach again in classroom. 0 % of boys and 1.25 % of girls clear their doubts with teachers after the period. 7.50 % of boys and 3.75 % of girls take help of their friends in hostels. 1.25 % of boys and 1.25 % of girls take help of reference books i.e. digest. 1.25 % of boys and 3.75 % of girls go to teachers after academic time to solve their doubts, problems. 3.75 % of boys and 0 % of girls take help with their friends to clear their doubts in the classroom. 0 % of boys and 2.50 % of girls ask questions to teachers to clear their doubts in the classroom. 8.75 % of boys and 5 % of girls complain to teachers make proper environment in the classroom. 0 % of boys and 12.50 % of girls with their friends try to make best environment in the classroom. 7.50 % of boys and 1.25 % of girls clear their doubts during free time with teachers in Navodaya Vidyalaya system. 2.50 % of boys and 1.25 % of girls complete syllabus by themselves in hostels. 5 % of boys and 3.75 % of girls understand the topics with the help of reference books i. e. Digest. 3.75 % of boys and 5 % of girls request teachers to complete the syllabus in the classroom. 0 % of boys and 6.25 % of girls said some teachers make gender discrimination in the classroom. They request teachers not to discriminate students on the basis of gender. 2.50 % of boys and 0 % of girls said some teachers don't clear doubts in the classroom. They clear their doubts with their friends in hostels. 3.75 % of boys and 0 % of girls said some teachers don't come to take period in the classroom. They go to staffroom and call the teachers to take period in the classroom. The girls are better than boys in academic adjustments coping mechanism.

✚ Coping mechanism when compared between boys and girls it was found that 11.25 % of boys and 1.25 % of girls go to office and phone to their parents. 2.50 % of boys and 1.25 % of girls start playing games and sports. 1.25 % of boys and 3.75 % of girls don't do anything and sit quietly. 0 % of boys and 26.25 % of girls start crying in hostels. 0 % of boys and 3.75 % of girls go to their home. 0 % of boys and 6.25 % of

girls keep themselves busy in other works and remember their parents in hostels. 0 % of boys and 1.25 % of girls think about their goals. 23.75 % of students including 13.75 % of boys and 10 % of girls complain to teachers or principal. 12.50 % of boys and 10 % of girls don't do anything and avoid them. 6.25 % of boys and 1.25 % of girls get angry. 0 % of boys 6.25% of girls also tease or beat her/him. 12.50 % of boys and 12.50 % of girls bring food or snacks from the outside market. 16.25 % of boys and 16.25 % of girls eat their own snacks given by their parents. 0 % of boys and 1.25 % of girls go outside on Sunday and eat whatever they like in market. 1.25 % of boys and 1.25 % of girls complain to principal. 30 % of boys 12.50 % of girls manage the problems with their friends in hostels. 1.25 % of boys and 7.50 % of girls complain to principal. 12.50 % of boys and 13.75 % of girls manage with the problems. 2.50 % of boys and 0 % of girls trying to concentrate on their study in hostels. 1.25 % of boys and 0 % of girls request the House Master to solve their problems. 0 % of boys and 6.25 % of girls request their parents to take T. C. from the vidyalaya. 11.25 % of boys and 6.25 % of girls complain to principal. 3.75 % of boys and 0 % of girls manage with the problems. The boys are better than girls in hostel adjustments coping mechanism.

### **5.13 DISCUSSION**

In Navodaya Vidyalaya, students have to experience a new type of academic life in terms of curriculum transaction, residential, activities, three language formula, migration system and exposure to the various sophisticated infrastructural facilities. As students come from the various backgrounds into this environment, there are many problems faced by both teachers and students. As mentioned earlier students join the Navodaya Vidyalaya at standard VI, come from different background and schools. As an individual form a group in a new environment which is altogether different in terms of residential life, food and teaching learning. In this situation students face social, academic and hostel adjustment problems which were studied due to residential system. The students face social adjustment related problems such as tasks, activities, games and sports, guidance and counselling, House Master/Mistress related problems. There are shortage of infrastructure facilities and insufficient accommodations in JNV, Narmada. Kashinath (1990) also found similar result the non Hindi and Hindi boys and girls had no problems related to emotional and educational aspects but they differed significantly in the social adjustment aspect.

The students face academic adjustment related problems such as daily routine, rules and regulations, teaching methods, time, doubts related in the classroom, syllabus completion and teachers related problems. Talwar (1993) found that the students at Navodaya Vidyalaya need delicious food, which was also found by the investigator. Talwar also reported more time to be devoted to English language teaching, similar finding was found by the investigator. Begur R.(1997) found teachers are strict and do not allow space for expression of feelings. Investigator also found similar results 32.50% of students said that teachers impose rules and regulations strictly. M.J. Matthew (1990) found similar finding students and teachers have problems related to the infrastructure facilities and modern facilities. Investigator also found problems of adjustment due to infrastructure facility. Begur R. (1997) found homesickness as a problem in the residential school system similar problem was found by the investigator. The students face hostel adjustment related problems such as homesickness, bullying and teasing, food, accommodation, comforts and facilities related problems. 58.75 % of students feel homesickness in hostels. The girls (43.75%) have more homesickness than boys (15%) in Navodaya Vidyalaya, Narmada.

#### **5.14 SUGGESTIONS FOR FURTHER RESEARCH**

The present study is a case study conducted in JNV, Dist: Narmada with the objectives of finding the students adjustment problems and their coping mechanism. The study is limited to JNV, Dist: Narmada. In future study can be conducted in any Navodaya Vidyalaya of Gujarat or throughout India.

It is worth to initiate the further research.

- An in-depth study can be conducted on social adjustment problems of students and their coping mechanism in Navodaya Vidyalaya Residential System.
- An in-depth study can be conducted on academic adjustment problems of students and their coping mechanism in Navodaya Vidyalaya Residential System.
- An in-depth study can be conducted on hostel adjustment problems of students and their coping mechanism in Navodaya Vidyalaya Residential System.
- A study can be conducted on problems faced by teachers in Navodaya Vidyalaya system.

#### **5.15 IMPLICATIONS AND CONCLUSIONS**

The study over all revealed that Navodaya Vidyalaya is the best educational and residential system which provides quality education to poor and needy students coming from rural backgrounds throughout India. It is a big unique educational and residential system, in which students face social, academic and hostel related problems but they are capable and able to cope up with all the problems. The students face social adjustment related problems such as tasks, activities, games and sports, guidance and counselling, House Master/Mistress related problems. The girls have more social adjustment problems than boys related with tasks, guidance/counselling and House Master/Mistress related problems. The students face academic adjustment related problems such as daily routine, rules and regulations, teaching methods, time, doubts related in the classroom, syllabus completion and teachers related problems. The girls' students have more problems than boys related with daily routine, rules and regulations whereas the boys' students have more academic problems than girls related with teaching methods, time and doubts related problems, syllabus completion and teachers related in the classroom. The students face hostel adjustment related problems such as homesickness, bullying and teasing, food, accommodation, comforts and facilities related problems. The girls have more problems than boys related with homesickness and food related problem whereas, the boys have more problems than girls related with bullying and teasing, accommodation, comforts and facilities related problems. The homesickness of the students can be reduced by providing guidance/counselling, giving entertainment and favourable food to them. The students also face food related problems. It is very difficult to provide such a food which can satisfy needs and desires of each and every student in the vidyalaya. The teachers play the roles of friend, philosopher, guide and parents with them. The students both boys and girls face adjustment problems in Navodaya Vidyalaya educational environment and residential system. The girls face more adjustment problems than boys in Navodaya Vidyalaya residential system. Through this study we can find many social, academic and hostel related problems which the students face in Navodaya Vidyalaya educational and residential system. We can also find students' coping mechanism, how do they cope up the problems. The girls are better than boys in social and academic adjustments coping mechanisms whereas the boys are better than girls in hostel adjustments coping mechanisms.

Homesickness, food, bullying and teasing are the common problems which can be found in any residential educational system. Through this study, the problems related with tasks, activities, games and sports, guidance/counselling, House Master/Mistress, daily routine,

rules and regulations, teaching methods, time and doubts related in the classroom, syllabus completion, teachers, accommodations, comforts and facilities related problems. The present study helps to minimise the problems and to find out the solutions of the problems which the students face in the schools like Navodaya Vidyalaya educational and residential system. The teachers along with the principal, as a part of the vidyalaya system always put their efforts to create best educational environment and healthy atmosphere in hostels and try to minimise the problems in the Navodaya Vidyalaya System.

### **Implications for Navodaya Vidyalaya Samiti, New Delhi**

- ✚ To provide for better infrastructure facilities in JNV, Narmada
- ✚ To provide for good playgrounds for students in JNV, Narmada

### **Implications for principal, JNV, Narmada**

- ✚ To take care of syllabus completion in time in classroom
- ✚ To have a special class on spoken English
- ✚ To provide for games and sports equipments
- ✚ To provide better food for children

### **Implications for teachers teaching at Navodaya Vidyalaya, Narmada**

- ✚ Teachers must patiently listen to the problems of students
- ✚ Teachers to be trained in the life skill and soft skill components
- ✚ Teachers to be trained in guidance and counselling skills
- ✚ Teachers to be little liberal in their discipline
- ✚ To take care of doubts related problems in the classroom

