



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor (RJIF): 8.4
IJAR 2024; 10(4): 111-115
www.allresearchjournal.com
Received: 25-01-2024
Accepted: 28-02-2024

Bimal Kumar Sahu
Assistant Professor of
Pedagogy of Social Sciences,
Gangadhar Meher University,
Sambalpur, Odisha, India

Dr. Partha Sarathi Mallik
Professor in Education,
Gangadhar Meher University,
Sambalpur, Odisha, India

Corresponding Author:
Bimal Kumar Sahu
Assistant Professor of
Pedagogy of Social Sciences,
Gangadhar Meher University,
Sambalpur, Odisha, India

Teaching learning practices of Jawahar Navodaya Vidyalaya, Nuapada: Perception of new entrants

Bimal Kumar Sahu and Dr. Partha Sarathi Mallik

DOI: <https://doi.org/10.22271/allresearch.2024.v10.i4b.11667>

Abstract

Jawahar Navodaya Vidyalaya system in India is an inimitable attempt to provide adequate opportunities to the rural talents in India through residential set up. It ensures to avail modern education for deprived children of rural area. The success of this initiative purely depends upon the availability of physical and human resource facilities, quality of teaching learning practices and the curricular and co-curricular activities. The present paper intends to explore the teaching learning satisfaction of new entrants, the innovative teaching learning practices, class room management style, medium of instruction practice, co-curricular activities in JNV, Nuapada. A quantitative method was adopted for the present study. Total 60 respondents (15 teachers, 40 students and 05 administrative staff) were selected purposively to collect data. Data were analyzed through simple percentage. It was found that the satisfaction level of the new entrants was not up to expectation level due to language barriers, lack of empathetic behavior of teachers, minimal interaction with teachers, lack of student friendly teaching methods and new food habits.

Keywords: Jawahar Navodaya Vidyalaya, new entrants, teaching learning practices

Introduction

The Navodaya Vidyalaya system is a unique experiment in the annals of school Education system in India. Its significance lies on the rural talents as the target group and the attempt to provide with them quality education in a residential school system. The modern education is only access by the urban children and large section of rural poor children is left out (Devi & Bajaj, 2021) [3]. They are depriving to avail the modern education. They are also precious part of the human resource of the country (Institutional Planning, NVS, 2023). The National Policy on Education-1986 envisaged the setting up of residential schools to be called Jawahar Navodaya Vidyalaya's that would bring out the best of rural talent (Singh & Mishra, 2018) [11]. The aim of establishing the Navodaya school in the country was very good but the success of the school system depends on the implementation of innovative teaching learning practices at the school (Balagopalan, 2003) [1] and effective school management (Khaparde & Srivastav, 2004) [5]. So, in this study the researcher has tried to explore the teaching learning satisfaction of new entrants of Jawahar Navodaya Vidyalaya Nuapada. The stakeholders like parents and students take decision to take admission in an institution in multiple criteria such as number of teachers and teaching quality (Pandey, 2019) [8], hostel facilities, fooding, safety and security, cocurricular activities etc. among them one of the most important criteria is quality of teaching and learning (Kiran & Murty, 2017) [6]. Similarly, from education point of view proper information based on research evidences can help them to either rectify their teaching quality or to retain existing teaching practices (Pandey, 2019) [8].

Background of the study

School plays an important role for the educational development of the children. School nurture the children in both scholastic as well as co-scholastic aspects. Scholastic development related to academic activities of the school and co-scholastic development related to the sports, health and hygiene, art and cultural activities (NCF, 2005). The parents are also more conscious about the learning of their children that's why they always focus on the teaching learning quality of the school.

Though the Jawahar Navodaya Vidyalaya ensuring the quality of teaching learning to the rural talents through selection test, the newly admitted students are facing some problem as they are come from Odia medium rural school (Dash, 2018) ^[2]. They are not comfortable in the medium of instruction that is English, they feel isolated in the hostel as they are newly staying in hostel, facing problem in adjustment (Vats & Kaur, 2017) ^[13] and also in teaching methods, non-Odia teachers are another factor of their dissatisfaction (Suryanarayan & Nayak, 2023) ^[12].

Significance of the study

Significance of conducting this study has been established from two main aspects, (a) perception of the new entrants (b) teaching learning practice of JNV. As the new entrants are belong to both urban and rural area, out of total admission 75% are from rural school and poor socio-economic background. Further out of total 33% are girls' students, including SCs and STs. In Odisha there are 31 JNVs, one in each district and two JNVs in Malkangiri district. Several initiatives have been taken by the govt. for the quality education for rural talent, but still the satisfaction level of the students is not up to the satisfactory level (Institutional Planning, NVS, 2023). As per the holistic development is concerned the school initiative and practice of effective teaching learning play important role for quality Education. The behavior of the teacher and other non-teaching staff are so crucial for the entrants. So, the present research study aims to explore the satisfaction level of the entrants in relation to the teaching learning practices followed in the school for the holistic development of the children. The study has also its rationality from the administrative perspective. By conductive this study, the administrative authority will be able to know about the importance of teaching learning practice for the new entrants, which will help to design suitable measures to enhance teaching learning quality to achieve holistic development.

Research questions

The research work has been conducted on the basis of following research questions.

1. What are the teaching learning aspirations of entrants?
2. How the teaching learning practices are being followed in JNV Nuapada?
3. How is the class room management style in JNV Nuapada?
4. How cocurricular activities are conducted in JNV Nuapada?

Statement of the problem

The present study is entitled as "Teaching Learning Practices of JNV Nuapada: perception of new entrants"

Operational definition

Jawahar Navodaya Vidyalaya: The national policy on Education-1986 envisaged the setting up of residential schools to be called Jawahar Navodaya Vidyalayas that would bring out the best of rural talent.

New Entrants

Students who have attained in class-VI and completed only six months in the institution.

Objectives

The research study was conducted to meet the following objectives.

1. To explore the teaching learning satisfaction of the new entrants.
2. To explore the innovative teaching learning practices in JNV Nuapada.
3. To explore the class room management style in JNV Nuapada.
4. To explore the medium of instruction practice in JNV Nuapada.
5. To explore the co-curricular activities in JNV Nuapada.

Methodology

The researcher followed quantitative survey method for the present study.

Population

The population for the present study consisted of all teachers and students of the Jawahar Navodaya Vidyalaya of Odisha.

Sample

The researcher selected 60 respondents (15 teachers, 40 students and 05 administrative staffs) from Jawahar Navodaya Vidyalaya of Nuapada district, Odisha that determined the size of the sample.

Sampling technique

The researcher employed purposive sampling technique for the present study.

Tools

The data collected through questionnaire and semi structured interview schedule for the present study. Moreover, focus group discussion, interview, observation and field notes were used by the researcher to collect data from students.

Procedure of data collection

The researcher collected data through questionnaire and interview schedule as per the convenience and comfort of the informants such as students, teachers and administrative staffs. First of all, the researcher with the prior permission of the guide issued a permission letter to visit Navodaya Vidyalaya Nuapada. He talked with informants and discussed the purpose of the study and collected relevant data phase wise. He ensured them freedom of expression and assured them the collected information will be used for research purpose only and kept in confidential.

Delimitation of the study

The present study was delimited to Jawahar Navodaya Vidyalaya Nuapada. Further, the study was delimited to new entrants only (class vi and vii students).

Analysis and interpretation

The collected data were analyzed through appropriate statistical technique i.e., simple percentage calculation. This research work devoted for the analysis and interpretation of data and outcome of the study area. The results are based on the data collected from the stake holders like students, teachers and administrative staffs. The data collected from the stake holders using the tools such as

interview schedule, focussed group discussion and questionnaire have been analysed under the following tables and discussion.

Table 1: Language followed by teachers during classroom transaction

Sl. No.	Language	Percentage
1	Mother tongue	33.33%
2	English	40%
3	Hindi	26.67%

Table 1 indicate that out of 15 teachers 33.33% were following the mother tongue during class room transaction. 40% teachers were following English language during class room transaction and 26.67% teachers followed Hindi language during class room transaction. Language teachers were using their respective language during instruction and the social science and physical science teachers using English language during class room transaction.

Table 2: Opinion of the teachers regarding the suitable language for communication

Sl. No.	Suitable language	No. Of teachers	percentage
1	Odia	7	47%
2	Hindi	4	26.5%
3	English	4	26.5%

Table 2 indicates that the opinion of teachers about language for communication. 47% teachers are in favour of Odia language as the mother tongue of the students is Odia and most of the children are from rural area Odia medium school. 26.5% teachers are in favour of both Hindi and English language as they are language teacher and they are from Hindi back ground.

Table 3: Students are comfortable with the language of the teacher

Sl. No.	No of students	Yes/no	percentage
1	25	Yes	62.5%
2	15	no	37.5%

Table 3 indicates that 62.5% entrants are comfortable with the language of the teacher and 37% are not comfortable because they are from Odia medium school and rural background. They are not competent to adjust English and Hindi language.

Table 4: Teacher interaction with children

Sl. No	interaction	No. of teachers	percentage
1	Verbal	12	80%
2	Non-verbal	3	20%

The above table indicates that 80% teachers are interacting with the children verbally during non-schooling hour as JNV is a residential school and the teachers are the guardian of the children and taking all the responsibility. Only 20% teachers are communicating non-verbally.

Table 5: Method of interaction followed by the teacher with children

Sl. No.	Methods	No. of teachers	percentage
1	Friendly manner	9	60%
2	Normal manner	5	33%
3	Irritating manner	1	7%

Table 5 indicate that 60% teachers are following friendly method of interaction with the new entrants and 33% are following normal method of interaction. Sometime the teachers are also behaving in an irritating way that is only 7%.

Table 6: Identification of the problem of the children

Sl. No.	Methods	No of teachers	percentage
1	Personal interaction	12	79%
2	Interaction with friends/peers	2	14%
3	Observation	1	7%

As a residential school the teachers are solely nurturing the children. When the teachers are identifying the problem of the new entrants 79% are following personal interaction method. 14% teachers are also collecting information from the friends of the children and 7% teachers are identifying the problem through observation.

Table 7: Innovative steps taken by the teacher to increase learning ability of entrants

Sl. No.	Activity	No of teachers	percentage
1	Group	9	60%
2	Individual	4	27%
3	Play act	2	13%

JNV is a pace setting organisation of govt. of India. The teachers are also hard working by following different innovative steps. 60% teachers are following group activity as their innovative way of teaching learning, 27% are following individual activity as their innovative way of teaching. 13% teachers are also following play act method as their innovative way basically in case of language teaching learning.

Table 8: Teachers followed lesson plan for teaching learning

	Yes	No
No of teacher	14	1
Percentage	93%	7%

Table 8 analyse that the teachers use lesson plan for teaching learning. 93% teachers are using lesson plan during class room teaching, 7% teachers are not using lesson plan.

Table 9: Teacher conduct group activity

Sl. No.	Activity	No of teachers	percentage
1	Project work	5	33%
2	Quiz	4	27%
3	Game	3	20%
4	Debate	2	13%
5	Mock parliament	1	7%

According to CBSE curriculum the teachers are following different activity methods to impart education and enhance teaching learning skills. Out of total number of teachers 33% are conducting project work, 27% are quiz test, 20% are game activity, 13% are debate competition and 7% are conducting mock parliament respectively.

Table 10: Teachers followed the remedial teaching

Sl. No.	Test	No. of teachers	percentage
1	Pre-remedial	11	73%
2	Post-remedial	4	27%

The teachers are also following remedial teaching methods for the improvement of slow learners. Out of 15 teachers 73% are conducting pre-remedial test and 27% are conducting post-remedial test.

Table 11: Evaluation method followed by teachers

Sl. No.	Test	No of teachers	Percentage
1	Class test	9	60%
2	Formative test	15	100%
3	Summative test	15	100%

As per the curriculum and evaluation followed by samiti 60% teachers are conducting class test, all the teachers i.e.,

100% are conducting formative test and summative test respectively.

Table 12: Teachers use TLM during teaching learning

Sl. No.	Yes	No
No. of teachers	13	2
percentage	87%	13%

Table 12 indicates that out of 15 teachers 87% are using teaching learning material during class room teaching and 13% are not using teaching learning material.

Table 13: Activities adopted by the teachers for proper involvement of entrants in teaching learning process

Sl. No.	Activities	No of teachers	Percentage
1	Thought provoking question answer	4	26%
2	Discussion	5	33%
3	Clarification of doubts	9	55%
4	Learning with playing	10	67%
5	Story telling	11	72%
6	Power point presentation	7	52%

The teachers are adopting different creative activities for proper involvement of the new entrants in the teaching learning process. Out of total 26% are adopting thought provoking question answer, 33% are discussion, 55% are

clarification of doubts, 67% are learning with playing, 72% are storytelling and 52% are power point presentation activities are following respectively.

Table 14: Initiatives taken by the teachers for the social development of the entrants

Sl. No.	Initiatives	No. of teachers	Percentage
1	Making them free to express their view	12	78%
2	Counselling programme	11	72%
3	AEP programme	2	13%
4	Moral value-based teaching	10	66%
5	Teaching them social adjustment	13	84%
6	Group activities	14	88%
7	CCE activities	15	100%

To achieve the all-round development goal of education social development initiatives are following by the teachers. Out of total 78% are making them free to express their view, 72% are counselling programme, 13% are AEP programme,

66% are moral value-based teaching, 84% are teaching them social adjustment, 88% are group activities and 100% are CCE activities initiated respectively.

Table 15: Steps taken by the teacher for intellectual development of the entrants

Sl. No.	Steps	No. of teachers	Percentage
1	Reading books other than text	12	80%
2	Quiz, debate, essay competition	13	90%
3	Asking case studies	5	35%
4	Reading newspaper, magazine, periodical etc.	13	90%

The above table indicates that the teachers following steps for the intellectual development of the new entrants. Out of 15 teachers 80% teachers are reading book other than text,

90% are quiz, debate, essay competition and curricular activities, 35% are asking case studies and 90% are reading newspaper, magazine, periodical etc.

Table 16: Steps taken by the teachers for physical development of the children

Sl. No	Steps	No. of teachers	Percentage
1	Daily PET exercise	15	100%
2	Monthly physical check up	13	90%
3	Checking food habits	14	95%
4	Games and sports	14	95%
5	Yoga camp	13	80%
6	Food and nutrition counselling	11	72%

Table 16 indicates that the steps taken by the teachers for physical development of the children. Out of 15 teachers 100% teachers are contributing towards daily PET exercise, 90% are monthly physical check-up, 95% are checking food habits, 95% are games and sports activities, 80% are yoga camp and 72% are food and nutrition counselling.

Findings

On the basis of the analysis and interpretation of the data presented through the table and analysis the researcher found some major finding.

- From the study it was found out that language is still creating obstacle for the learner as only 33% teachers are following mother tongue which is reducing the satisfaction level of the entrants.
- Around 40% students are not comfortable with the language of the teacher.
- Though the children are new in the residential system and staying away from the parents at the early age they need friendly support and care of the teacher, but 40% teacher are not empathetic towards students.
- Teacher interaction with the students is also very less due to language barrier.
- The problem of the students is not properly identified, 20% students are depriving to share and interact with the teacher directly.
- Around 70% students are satisfied with the remedial teaching followed by the teacher, 30% students are still away from the remedial care of the teachers.
- Teachers are not careful about involvement of the students in different activities, only 33% teachers are following discussion method in teaching learning.
- Food and nutrition are also an issue for the entrants to adjust with new food habits.

Educational implication

The present study will help the policy maker to frame the policy by giving importance to teaching learning practices. The study will also help the teachers to organise effective practices to enhance satisfaction level of the students. The study also places a major role for administrative authorities to facilitate more activities in the Vidyalaya to achieve satisfaction level of students and parents.

Suggestion

The present study will help the future researchers to conduct study in teaching learning process by taking large scale sample. The study recommended that research work can be done on the carrier making of JNV pass out students. Further research can be done on assessment of students' excellence after passing class XII.

References

1. Balagopalan S. Understanding educational innovation in India: The case of Eklavya interviews with staff and teachers. *Contemp Educ Dialogue*. 2003;1(1):97-121.
2. Dash N. Teaching-learning process for tribal students in Ekalavya model residential schools and Jawahar Navodaya Vidyalaya in Odisha: an evaluative study. *Int J Creat Res Thoughts*; c2018. ISSN 2320-2882.
3. Devi K, Ratnoo S, Bajaj A. Impact of socio-economic factors on students' academic performance: A case study of Jawahar Navodaya Vidyalaya. In: *International Conference on Innovations in Bio-Inspired Computing*

- and Applications. Cham: Springer International Publishing; c2021. p. 774-785.
4. Goswami MNB. Teachers' Role in Jawahar Navodaya Vidyalayas: A Study. *Institutional Planning, NVS*; c2023.
5. Khaparde MS, Srivastava AK, Meganathan R. Successful school management in India: Case studies of Navodaya Vidyalaya. *Educ Res Policy Pract*. 2004;3:243-265.
6. Kiran NC, Murthy CG. Academic Task Commitment among the Students of Jawahar Navodaya Vidyalayas (JNVs) and Kendriya Vidyalaya (KVs). *Int J Indian Psychol*, 2017, 4(4).
7. NCERT, N. National curriculum framework 2005. No. id: 1138; c2007.
8. Pandey B. Ensure quality education for all in India: Prerequisite for achieving SDG 4. In: *2030 Agenda and India: Moving from Quantity to Quality: Exploring Convergence and Transcendence*; c2019. p. 165-196.
9. Poonima M. Kothari Commission Report (1964-66). In: *Vision of Education in India*. Routledge; c2020. p. 108-125.
10. Ramamurthy S, Pandiyan K. National policy on education 2016: A comparative critique with NPE 1986. *Econ Political Weekly*; c2017. p. 46-53.
11. Singh B, Mishra P. Curriculum and pedagogic approaches in the context of Indian knowledge tradition and the draft of NPE-2016. *GYANODAYA-The J of Progressive Educ*. 2018;11(1):65-73.
12. Suryanarayana NVS, Nayak A, Hemalata S. A Study of Inferiority Complex on Language Learning Skills of Scheduled Tribe Students of KGBV Schools in Vizianagaram District. *J Namib Stud Hist Politics Culture*. 2023;33:4659-4669.
13. Vats N, Kour N. Effect of Perceived Stress on Adjustment of Jawahar Navodaya Vidyalaya (JNV) Migrants in Relation to Gender. *MIER J Educ Stud Trends Pract*; c2017. p. 146-153.