Quality Education for Rural Population in India- A Case Study of Jawahar Navodaya Vidyalaya

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Abstract:

Jawahar Navodaya Vidyalayas are acting as a focal point for the improvement in the quality of school education for rural population. The present study was conducted to find out whether these JNVs providing quality education to the rural talented population (Students)? For the present study a population of principals, teachers and the students of class XII, which are studying in JNVS; Jaffrakala and Mungeshpur, New Delhi was taken. From this population 2 principals, 24 teachers and 24 students of both the schools have been selected for the given study. Sample is selected from this population purposively. A readymade questionnaire of MIPQ, principal's questionnaire, student's questionnaire and data information Blank for complete information regarding both the schools were used for this study. The questionnaire is in the form of statements and respondents were asked to respond freely. Descriptive method with qualitative analysis has been used in the present study. The 'Quality Indicators' are explored and their relation with 'Quality Education' has been observed through academic and co-curricular activities. Detailed information concerning the current status of the phenomenon has been collected and analyzed. The finding of the case study clearly emphasized on the need for improving working style of official management, requirement of linkage with outside community, more coordination between the principal and teachers for the betterment of the school, more Co-curricular activities to be organized to buildup the confident personality among students, and improvement in the infrastructural facilities etc. for the quality improvement of the JNVs.

Key words: India, quality education, rural population, Jawahar Navodaya Vidyalaya

Introduction

Jawahar Navodaya Vidyalayas are acting as a focal point for the improvement in the quality of school education for rural population. The researcher wanted to draw attention of the people through case study. Are these JNVs providing quality education to the rural talented population (Students)?

The quality of education is determined by the kind of humans it produces. In education, where shaping of a person takes place, quality is more holistic in concept. Quality in education cannot be restricted to the suppliers satisfaction and even apparent customers satisfaction in terms of employability. There is the inner world in human life; quality education includes processes that nurture the seeds of inner development.

The emphasis was always on principal as a leader who can transform the schools into futuristic schools, which can develop the human resource as a value and this transforms the child into a confident being. The attempt was to identify the infrastructural facilities available in the school and perceptions of teachers and students about their schools. What and how they learn from their school's activities and thus the student's academic performance and CCA activities help in building up the institutions better. In India and abroad various studies have been conducted in field. It is clear from these studies that there is an awakening in the minds of people for quality education of the institutions.

Schools which are running for the specific purposes can cater to the needs of the special population like rural children of India.

Reviews:

In India much work has been done related to this field. **Malik and Kumar (1994)** has studied the training needs of heads of educational institutions like a pace setting schools, like NVS and found that there is a continuous need of training of heads of these schools for overall better administration of the schools **.** **Gulhane (2002)** evaluated a Navodaya Vidyalayas scheme in Maharastra and Gujrat to assess the effectiveness of Navodaya Vidyalayas with reference to inculcation of values , the quality of school education and found it effective in inculcation of values. **Varghese (1995)** has conducted a research in the schools of Madhya Pradesh for school facilities and learner achievement and found that achievement scores showed a systematic improvement with improvement in the facilities of the school. **Khaprde, Srivastava and Meganathrn (2005)** jointly conducted in depth case studies of three successful Navodaya schools and explored the management devices in these schools. The results of this study indicated that these successful schools have adopted participative management system in running day to day activities of the school, gave people autonomy but also made them accountable for successful completion of the tasks, followed democratic methods of taking decisions, adopted innovative pedagogical methods and evaluation devices etc. **Sahney (2002)** conducted a diagnostic study to investigate the total quality management in higher education in India in engineering and management institutions. The study suggested that educational institutions must introduce and implement design characteristics (quality elements) such as clear and specific policies and procedures, strategies and operational planning, effective and efficient leadership etc. **Haridas (1992)** conducted an evaluative study to appraise the functioning and performance of the Navodaya Vidyalayas of the earliest stage of the implementation of the

scheme and found that it would be helpful in the promotion of the objective of national integration.

In foreign also a lot of work has been done in this field. **Henscheid (1996)** has conducted the research study on Residential learning communities and the freshman year. The theory emerging from this analysis is that freshmen in residential learning communities housed inside freshmen living centers are not motivated to interact around academic subjects. **Hins (1996)** examined the relationship between the building condition and students' achievement and behavior and found that these are strongly positively correlated. **Reid (1994)** investigated the perceptions of institutional quality among mid level Community college administrators. The study focused upon the academic quality of the institution. And found that the administrators perceived quality as a multi-dimensional indicator. **Debranski (1996)** did a case study of share decision –making in a large urban high school and found that there is no model for shared decision making in operation within the school system. **Cuffe (1996)** recognized the concept of vision. This study supported the idea that the visionary principals have healthier school climate, ungenerous greater loyalty to the principal and greater commitment to the organization.

Statement of the Problem:

"Quality education for rural population in India- A case study of Jawahar Navodaya Vidyalaya"

Objectives of the Study:

Following are the objectives of the study:
1. To define and describe the term quality education related to Indian Rural population.
2. To describe and design quality indicators related to education for rural population.

3. To study infrastructural facilities available in Jawahar Navodaya Vidyalaya in selected schools.
4. To study the quality of academic education, co-curricular activities in Jawahar Navodaya Vidyalayas.
5. To suggest improvement if any in providing quality education.

Methodology:

Sample of the Study:

For the present study a population of principals, teachers and the students of class XII, which are studing in JNVS; Jaffrakala and Mungeshpur, New Delhi was taken. From this population 2 principals, 24 teachers and 24 students of both the schools have been selected for the given study. Sample is selected from this population purposively.

Tools of the Study:

A readymade questionnaire of MIPQ, principal's questionnaire, students' questionnaire and data information Blank for complete information regarding both the schools were used for this study. The questionnaire is in the form of statements and respondents were asked to respond freely.

Analysis and Interpretation:

Analysis of data means processing the collected data in such a way that it explicit as well as meaning can be effectively inferred and interpreted. The analysis of data involved a number of closely related operations that are performed with a purpose of summarizing the data obtained in such a manner that it yielded answers to the research objectives.

The data so collected reflected the views of the principals, teachers, students through their responses. Information blank gives the factual information regarding the infrastructural facilities. The schemes of analysis kept focusing

the following questions in the mind of the researcher and accordingly she has been proceeded to arrange, treat and interpret the data collected through the tools.

i. Are the Quality indicators maintained in the JNVS those are feeding or open to rural population accordance with MIPQ developed by Marmar Mukhopadhyay?

ii. Are infrastructural facilities available or not, in selected schools through Institutional Information Blank?

iii. Whether these schools providing quality education as per quality indicators perceived by the researcher?

iv. If academic education & co-curricular activities are available or not? (Measured through MIPQ by Marmar Mukhopadhyay.)

Though it is difficult to draw definite conclusion in the total universe on the basis of such limited sample , yet some generalizations can be drawn for providing better understanding making suggestions for qualitative improvement in functioning JNVS.

In order to find out the present status of the schools provided by the school principals, teachers and students, the school wise data which has been collected through personal visits and administration of tools is placed below.

Table: 1 Scores on Sample Tabulation Sheet (Principal-1)

Sub Areas	Items	Scores	Items	Scores	Items	Scores	Items	Scores	Items	Scores	Total	Average
Customer Orientation	1	4	11	3	17	4	23	4	30	3	18	3.6
Client Education	5	3	12	4	18	4	24	4	31	3	18	3.6
Satisfaction with quality	2	4	6	3	19	4	25	4	32	3	18	3.6
Participation	7	3	13	4	20	4	26	4	33	3	18	3.6
Innovation	8	3	14	4	21	4	27	4	34	3	18	3.6
Parental Involvement	3	3	9	4	15	3	28	4	35	3	17	3.4
Linkage	4	3	10	3	16	3	22	4	29	3	16	3.2

The data in Table-1, clearly indicates that average scores are not ranging in high and lows. Therefore, it is simple inference that the principal of the school is having concern for the school. The principal is having leadership like quality.

Table: 2 Scores on Sample Tabulation Sheet (Principal-2)

Sub Areas	Items	Scores	Items	Scores	Items	Scores	Items	Scores	Items	Scores	Total	Average
Customer Orientation	1	4	11	4	17	4	23	3	30	3	**18**	**3.6**
Client Education	5	3	12	3	18	4	24	3	31	3	**16**	**3.2**
Satisfaction with quality	2	3	6	4	19	3	25	4	32	4	**18**	**3.6**
Participation	7	3	13	3	20	3	26	4	33	4	**17**	**3.4**
Innovation	8	4	14	3	21	3	27	3	34	3	**16**	**3.2**
Parental Involvement	3	3	9	3	15	3	28	2	35	3	**14**	**2.8**
Linkage	4	3	10	3	16	2	22	3	29	1	**12**	**2.4**

The data in the Table-2 clearly indicates that all average scores of parental involvement is 2.8 and linkage with outside agencies and community 2.4 seem to be low. Therefore, it is simple inference that the principal of the school is lacking behind on both above set areas of leadership.

Table: 3 Comparison Between Principals as Leaders Perception

SUB THEMES		Principal -1	Principal -2
1.	**Customer Orientation**	3.6 =	3.6
2.	**Client Education**	3.2<	3.6
3.	**Satisfaction with quality**	3.6=	3.6
4.	**Participation**	3.4<	3.6
5.	**Innovation**	3.2<	3.6
6.	**Parental Involvement**	2.8<	3.4
7.	**Linkage**	2.4<	3.2

The Table-3 shows that average score of the seven area of principal's concern for the School is compared with the average scores of the same areas of the principal's concern of the other school; it is not the same, except in 2 area i.e. customer orientation and satisfaction with quality.
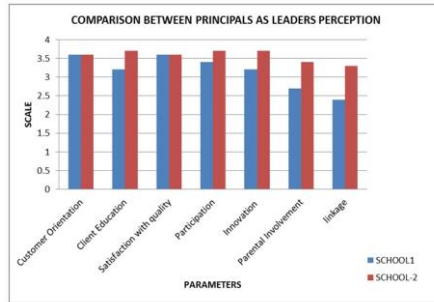
Graph: 1

Table: 4 Sample Tabulation Sheet (Teachers-1)

TEACHER NO.	1	2	3	4	5	6	7	8	9	10	11	12	AVERAGE
SUB THEMES													
Principals	-16	17	10	-14	-16	-7	-4	-3	-12	-6	-6	2	9.42
Teacher	12	16	12	12	2	16	4	15	3	10	2	-1	8.75
Linkage	20	15	-2	-7	-20	4	-10	-5	-15	-10	-8	-3	9.91
Students	4	10	15	13	0	5	4	20	-2	16	4	7	8.33
CCA	-2	16	13	-1	-14	13	-4	14	-10	4	4	1	8.00
Teaching	13	14	1	18	7	12	8	18	10	16	9	3	11.75
Office	4	1	3-4	7	-6	11	0	13	-1	6	7	3	5.25
Relation	0	16	17	11	-15	4	2	11	-4	12	-5	-1	8.16
Resources	0	18	11	5	-1	16	5	12	2	20	-2	9	8.41
Exam	10	16	16	18	5	18	4	16	16	16	2	7	12.0
Satisfaction	-7	10	7	0	-8	7	-4	7	11	2	-5	-3	5.91

The table-4 indicates following trends:

✓ In each area there is wide divergence in the perception of teachers, i.e. 17 to 3 on principal as leaders.

✓ There are divergences among the area, i.e. from a maximum average score of 12 in exam to 5.25 in office management.

✓ It is clear from the table, that there are apparent relationships between two areas, i.e. is relatively high scores of 11.75 and 12 in teaching and exams.

✓ Inconsistencies, i.e. teaching quality as indicated by a score of 11.75 but not showing any job satisfaction by a score of 5.91.

Table 5. Average Score in Sub Areas of the MIPQ

Teacher no	Score< 8.72	Scores 8.72 +
Sub themes		
Principals		9.42
Teacher		8.75
Linkage		9.91
Students	8.38	
CCA	8.00	
Teaching		11.75
Office	5.25	
Relation	8.16	
Resources	8.41	
Exam		12.00
Satisfaction	5.91	

The table-5 indicates that all areas with scores above 8.72 are stronger areas and all below that are weaker areas. This shows that there is need for improvement.

Graph: 2
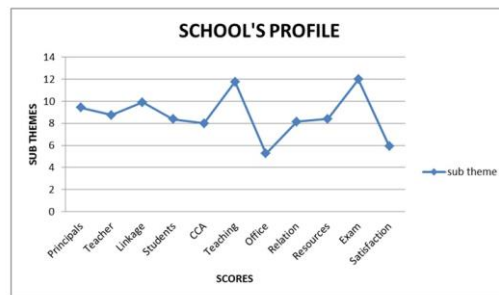
Table: 6 Comparison between School's Profile Based on Teachers' Perceptions

SUB THEMES		School-1	School -2
1.	Principals	9.42 <	10.41
2.	Teacher	8.75 >	8.67
3.	Linkage	9.91 >	6.33
4.	Students	8.33 <	8.83
5.	CCA	8.00 <	11.75
6.	Teaching	11.75 <	13.50
7.	Office	5.25 >	5.08
8.	Relation	8.16 <	10.50
9.	Resources	8.41 <	9.33
10.	Exam	12.00 <	12.33
11.	Satisfaction	5.91 <	6.41

The Table-6 shows that the average score of eleven indicators of the teacher's perception of school is compared with the average scores of the same indicators of the teacher's perceptions of the other school, it is not the same. It varies high and low in two selected schools.

Graph:3
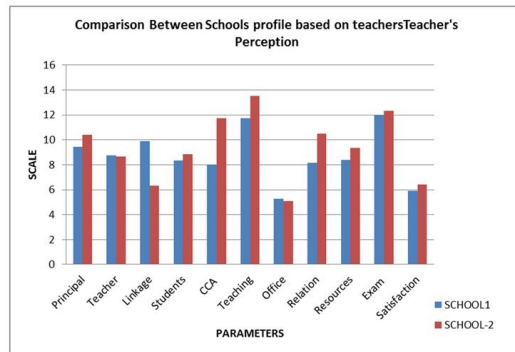
Table: 7 Sample Tabulation Sheet (Students-1)

Students No.	1	2	3	4	5	6	7	8	9	10	11	12	Total	Average
Item No.														
1	4	3	3	4	4	3	3	4	4	4	3	4	43	3.58
2	4	4	3	3	4	4	3	4	4	3	3	4	43	3.58
3	4	4	4	4	4	3	4	4	3	3	4	3	44	3.67
4	3	4	3	3	4	4	3	4	4	3	4	4	43	3.58
5	4	4	1	3	4	4	3	3	4	3	4	3	40	3.33
6	2	4	2	2	4	4	4	3	3	3	4	4	39	3.25
7	4	3	3	2	4	3	4	4	3	3	3	3	39	3.25
8	3	3	2	3	4	3	3	4	4	2	4	4	39	3.25
9	4	4	3	3	4	4	3	4	4	3	3	4	43	3.58
10	4	4	3	4	4	3	3	4	4	3	3	3	42	3.50

In the table-7, average score 3.25 (for no. 6,7,8) indicates that the students are not very sure for teachers' non partial attitude. Atmosphere can be created, where the faith can be developed among students towards their school.

Table: 8 Sample Tabulation Sheet (Students-2)

| Students No. Item No.	1	2	3	4	5	6	7	8	9	10	11	12	Total	Average
1	2	3	4	4	4	3	4	3	3	4	4	4	42	3.50
2	3	2	4	3	4	4	3	4	4	4	4	4	43	3.58
3	3	2	4	4	3	3	4	4	4	3	4	3	41	3.42
4	4	4	4	4	4	3	4	4	4	4	4	4	47	3.92
5	3	3	4	3	3	4	4	4	3	4	4	4	43	3.58
6	3	2	2	3	4	4	3	4	3	3	3	1	35	2.92
7	4	4	4	3	2	3	3	4	3	3	4	3	40	3.33
8	4	4	1	3	3	4	4	3	4	3	3	4	40	3.33
9	4	4	3	4	4	4	4	4	4	4	3	4	46	3.83
10	3	3	4	4	3	4	4	4	4	3	3	3	42	3.50

In the table-8, average score 2.92 (for no. 6) indicates that the students are not very believing in their teachers' non partial attitude. Improvement is needed in the teacher's behaviour so thet teacher-student bond can be improved.

Table: 9 Comparison between School Students on the Basis of Their Views

Item No.	SCHOOL-1	SCHOOL-2
1	3.58 >	3.50
2	3.58 =	3.58
3	3.67 >	3.42
4	3.58 <	3.92
5	3.33 <	3.58
6	3.25 >	2.92
7	3.25 <	3.33
8	3.25 <	3.33
9	3.58 <	3.83
10	3.50 =	3.50

The Table-9 shows that when the average score of the 10 statements of students for one school is compared with average scores of the same statements of the students of other school, it is not the same except in two items, i. e. 3.58 and 3.50. Scores in other items vary in the two selected schools.

Graph: 4
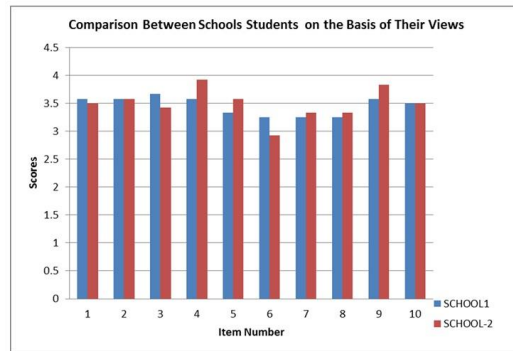
Findings of the Study:

The main findings are as follows:

1. There is a need for improving working style of official management.
2. There is a requirement of linkage with outside community.
3. The principal and teachers can work together for the betterment of the school.
4. The bond between teachers and students can be strengthened.
5. There is a need for organizing more CCA to build up the confident personality among students.
6. The principal as a leader can take a lead to make the school to reach the heights.
7. Infrastructural facilities can be improved.
8. The school involves parents to take their ideas to improve the quality education.
9. Teachers and parents can work for developing holistic personality of the child.

Conclusion:

The case study of the two selected schools clearly shows there is a need for providing more facilitative school climate in both the schools. Though JNVs are working for the quality improvement of school education but still there is a need of focusing on some important factors like, improvement of infrastructure, improvement of working style of official management, involvement of parents and their ideas to improve the quality of education etc. The findings of above research can be utilized for the further improvement.

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