

Chapter – I: Introduction

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1.1 Background of the Study

“When the world is open to migration, it benefits not only the migrants themselves but also the countries they come to and the countries they leave behind.”

- Madeleine Albright

Migration has been an integral component of human civilization, continuously influencing socio-cultural and economic structures. In contemporary India, internal migration has taken on an ever more significant role due to multiple factors such as economic opportunities, urbanization, environmental challenges, and evolving social dynamics. According to the Census of India (2011), nearly 450 million people were classified as migrants—amounting to approximately 37% of the overall population. This statistic not only underscores the prevalence of migration in India but also highlights the magnitude of its impact on various segments of society, including the educational sector.

For school-going children, migration is far more than a mere geographical relocation. It represents a radical change in everyday life—a shift that affects their social environment, language of instruction, peer networks, and the very nature of academic curricula. The abrupt transition can disrupt the continuity of education, often leading to challenges in adapting to new academic standards and social settings. UNESCO (2019) has documented that such disruptions may lead to issues relating to emotional stability and academic performance. Students frequently encounter obstacles such as unfamiliar regional languages, differing syllabi, and new school environments, all of which have the potential to adversely affect their academic trajectory.

1.1.1 Evolution of Educational Migration in India

Historically, migration in India has been driven by the search for better opportunities, both economic and educational. Over time, however, the notion of migration in education has evolved into a well-planned intervention in certain schools, such as Jawahar Navodaya Vidyalayas. Established under the National Policy on Education (1986), these schools were designed not only to deliver quality education but also to foster social equity and national integration through innovative practices. One such

practice is the Migration Scheme, which has been tailored to expose students to diverse cultural, linguistic, and academic perspectives.

1.2 Jawahar Navodaya Vidyalayas: An Overview

Jawahar Navodaya Vidyalayas (JNVs), established under the National Policy on Education (1986), represent a unique experimental initiative in the domain of residential education. These schools, managed by the Navodaya Vidyalaya Samiti under the Ministry of Education, Government of India, these are fully residential schools and provide free, high-quality education from Class VI to Class XII primarily to talented rural children. With the objective of promoting national integration and social equity, JNVs admit students from diverse linguistic, cultural, and socio-economic backgrounds. The JNV system was conceived with the dual aims of bridging the gap between rural and urban educational opportunities and of promoting national unity by integrating children from diverse linguistic and cultural backgrounds into a common learning environment.

1.2.1 Objectives of Navodaya Vidyalaya Samiti

- To establish, endow, maintain, control, and manage schools (hereinafter called the 'Navodaya Vidyalaya') and to do all acts and things necessary for or conducive to the promotion of such schools which will have the following objectives:
- To provide good quality modern education-including a strong component of culture inculcation of values, awareness of the environment, adventure activities and physical education- to the talented children predominantly from the rural areas without regard to their family's socio-economic condition.
- To provide facilities, at a suitable stage, for instruction through a common medium, viz., Hindi and English, all over the country.
- Offer a common core-curriculum to ensure comparability in standards and to facilitate and understand the common and composite heritage of our people.
- To progressively bring students from one part of the country to another in each school to promote national integration and enrich the social content.
- To serve as a focal point for improvement in quality of school education through training of teachers in live situations and sharing of experiences and facilities.

- To establish, develop, maintain and manage hostels for the residence of students of Navodaya Vidyalayas.
- To aid, establish and conduct other institutions as may be required for the furtherance of the Society's objects in any part of India.
- To do all such things as may be considered necessary, incidental or conducive to the attainment of all or any of the objects of the society.

1.2.2 Migration in Navodaya Vidyalaya Samiti (NVS)

Embedded within the JNV framework is the Migration Scheme—a carefully structured program that mandates the inter-regional exchange of students. Typically, about 30% of the student of Class IX from non-Hindi-speaking states is exchanged with students from Hindi-speaking states for one academic session. This planned migration is not merely an administrative exercise but a deliberate educational strategy intended to nurture a broader understanding of India's pluralism and foster intercultural dialogue among students.

1.2.3 Policy Objectives and Structure of the Migration Scheme

The migration policy of JNVs is multi-layered in its objectives and meticulously structured in its implementation. The primary goals include:

- **Promotion of National Integration:** By facilitating student exchanges between regions with distinct linguistic and cultural identities, the policy aims to cultivate a spirit of national unity and shared identity.
- **Development of Multilingual Competence:** The scheme supports the Three-Language Formula, encouraging students to become proficient in their regional language, Hindi (or the language of the host region), and English. This multilingual approach is vital in a country as linguistically diverse as India.
- **Holistic Academic and Personal Development:** Beyond the academic sphere, the migration program is designed to enrich students' social skills, emotional resilience, and cultural awareness. Immersive exposure to different regional customs and academic methodologies provides students with invaluable life skills.

In its implementation, the migration scheme adheres to a structured process. A lottery system or equally transparent selection mechanism is used to choose the participating

students. Detailed support systems, including language assistance, counseling, mentorship, and cultural assimilation programs, are put in place to ease the transition for migrant students. These measures are intended to minimize the potential academic disruption and enable a smooth adaptation to the new environment.

1.2.4 The Dual Nature of Migration: Advantages and Challenges

While the migration scheme is celebrated for its potential to enhance cultural and educational exchange, it also raises several pertinent challenges. Migrant students, when exposed to new linguistic and cultural milieus, may encounter several hurdles:

- **Language Barriers:** One of the most immediate challenges is the difficulty of adapting to a different regional language. Even if the medium of instruction remains standardized (as is typically the case with CBSE curricula), daily interactions—both academic and social—might suffer due to a lack of proficiency.
- **Cultural and Social Adjustment:** Beyond language, students must acclimate to varying food habits, climatic conditions, and social norms. This cultural dislocation can be stressful and may inhibit not only academic performance but also emotional well-being.
- **Pedagogical Differences:** Differences in teaching styles and methodologies between regions can initially cause confusion among migrant students, affecting their ability to keep pace with their non-migrant peers.
- **Emotional and Psychological Stress:** The separation from familiar environments and support systems often leads to feelings of isolation and anxiety.

Despite these challenges, research underscores the importance of the migration initiative. Studies indicate that once provided with adequate support and resources, migrant students tend to overcome initial barriers and ultimately benefit from enhanced cognitive flexibility, improved communication skills, and a broader worldview. In the context of the NEP 2020 and NCFSE 2023, which advocate for inclusive and holistic education, the migration policy of JNVs represents a significant alignment with national educational reforms. These policies emphasize experiential learning, multilingual education, and context-responsive pedagogical practices that are central to the success of the migration scheme.

1.2.5 Integration with National Educational Reforms

The National Education Policy 2020 has introduced sweeping changes aimed at making education more inclusive, learner-centric, and equitable. Among its core tenets is the emphasis on multilingual education and the incorporation of modern teaching methodologies alongside traditional value-based instruction. The migration scheme in JNVs aligns perfectly with these principles by exposing students to diverse linguistic experiences and advocating for the inclusion of cultural and social learning within a robust academic framework.

Moreover, the National Curriculum Framework for School Education (NCFSE) 2023 reinforces the need for an educational model that is adaptable, continuous, and sensitive to the needs of all students—especially those from migratory backgrounds. The framework calls for differentiated teaching approaches to accommodate diverse learning styles, further validating the need for specialized support for migrant students. This alignment ensures that the migration policy does not exist in isolation but is a critical component of a broader national strategy to uplift and integrate all learners.

1.3 Rationale of the Study

Migration within the context of education is often discussed in relation to socio-economic displacement, but in India's Jawahar Navodaya Vidyalaya (JNV) system, it takes on a unique and policy-driven form. The migration scheme in JNVs, where a selected group of Class IX students are relocated from one linguistic region to another for a year, is designed to promote national integration, multilingualism, and cultural exchange. However, while the cultural and linguistic objectives of this policy have been emphasized in administrative literature, its impact on academic performance remains insufficiently explored.

This study is necessary because despite uniform infrastructure, curriculum (CBSE), and teaching practices across JNVs, students undergoing migration face challenges such as language barriers, emotional dislocation, and cultural adjustment, all of which can influence their academic engagement and performance. The absence of targeted empirical studies on how these migration experiences affect students' academic outcomes creates a gap in both academic research and policy implementation.

1.3.1 Addressing the Gap in Literature

A review of the extant literature reveals that most discussions on migration within education tend to focus on socio-economic displacement or macro-level cultural integration. Fewer studies have delved into the intricate interplay between a planned, institutional migration scheme and its effects on standardized academic performance. This study, therefore, attempts to bridge that gap by investigating whether the educational and emotional benefits of the migration scheme translate into measurable academic success when compared to non-migrant students within the same residential framework.

Thus, this research is timely and significant because:

- It bridges the gap between policy intention and ground-level educational outcomes.
- It provides evidence-based insights for school leaders and policymakers to improve academic support systems for migrant students.
- It contributes to the limited literature on internal educational migration in India, particularly within JNVs.
- It aligns with national goals of inclusive, integrated, and equitable education as envisioned by NEP 2020.

By examining the relationship between migration and academic performance in JNVs, this study aims to inform future educational policies and practices to better support the diverse needs of all students.

1.4 Research Questions

To guide the empirical inquiry, the study is driven by the following research questions:

1. How does migration influence the academic performance of students in Jawahar Navodaya Vidyalayas?
2. Are there significant differences in academic outcomes between migrant and non-migrant students within the same residential and curricular system?
3. What are the differences in academic performance between migrated boys and migrated girls, and what underlying factors contribute to these differences?
4. What specific challenges—academic, psychological, or social—do migrant students face, and how effective are the support mechanisms (such as language

assistance, counseling, and peer mentoring) provided by JNVs in mitigating these challenges?

1.5 Statement of the Problem

The problem is stated as, "**Role of the Migration Program on the Academic Performance of Students of Jawahar Navodaya Vidyalaya**"

1.6 Objectives of the Study

The study has following objectives:

1. To compare the academic performance of JNV students before and after their participation in the migration program.
2. To compare the academic outcomes between migrants and non-migrants students.
3. To compare the academic performance between migrated boys and migrated girls after participating in the migration program.

1.7 Null Hypotheses

In order to systematically test the research objectives, the study posits the following null hypotheses:

1. $H_{0.1}$: There is no significant difference in the academic performance of JNV students before and after their participation in the migration program.
2. $H_{0.2}$: There is no significant difference in the academic outcomes between migrants and non-migrants students.
3. $H_{0.3}$: There is no significant difference in the academic performance of migrated boys and migrated girls after participating in the migration program.

1.8 Operational Definitions

For clarity and consistency throughout this study, the following key terms are defined as follows:

- **Migration-** In the context of this study, migration refers to the institutional exchange program where 30% of Class IX students from JNVs located in non-Hindi speaking states migrate to JNVs in Hindi-speaking states (and vice versa)

for one full academic session. This process is planned and managed under clearly defined policy guidelines.

- **Academic Performance-** Academic performance is measured through the final scores, grades, and standardized test results of the students. In this study, academic achievement (annual result) is used as a quantifiable indicator to evaluate the impact of the migration program on student outcomes.
- **Jawahar Navodaya Vidyalaya (JNV) -** This term refers to the network of fully residential schools established under the Navodaya Vidyalaya Samiti, aimed at providing quality education to talented rural children regardless of their socio-economic backgrounds.

1.9 Delimitations of the Study

To ensure the research remains focused and manageable, the following delimitations have been established:

1. The study is confined to JNVs located in four districts of Madhya Pradesh—Betul, Dewas, Raisen, and Shajapur.
2. The research exclusively focuses on Jawahar Navodaya Vidyalayas. Other types of schools, such as government day schools, Kendriya Vidyalayas, or private institutions, are outside the scope of this study.
3. The focus is restricted to Class IX students. Migratory experiences and their academic impacts among students in other grades are not examined here.
4. The study analyzes academic data solely from the academic session 2023–24. Observations and findings are therefore specific to this period and may need to be contextualized should trends evolve in subsequent years.
5. This study compares migrated students against non-migrated students within the selected JNVs. Students arriving through mechanisms other than the formal migration scheme (such as lateral entries or transfers) are excluded from the analysis.
6. While the study acknowledges that migration may also influence emotional, psychological, and social aspects of learning, the primary emphasis remains on academic performance as measured by quantifiable indicators.