

A Study of Third-Language Achievement in Jawahar Navodaya Vidyalayas of Himachal Pradesh

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Abstract

The present study was undertaken to study the third-language achievement in Jawahar Navodaya Vidyalayas (JNVs) of Himachal Pradesh. In this study descriptive survey method employed to investigate the third language achievement in Jawahar Navodaya Vidyalayas (JNVs). For the study, a sample of 240 Class X students was selected from all the twelve JNVs of Himachal Pradesh by selecting 20 students from each JNV. The students were selected randomly from among those who's complete third-language achievement records for Classes VI, VII, VIII, and IX were available in the respective schools. Students who were admitted through the Class IX lateral entry test or who had participated in the migration programme during Class IX were excluded from the sample, as their achievement records for all four classes were not available in the concerned JNVs. Therefore, only those students with complete and continuous achievement records from Classes VI to IX were considered for inclusion in the study. The required data were collected from the annual achievement records maintained by the schools. Data were analysed using percentage analysis. The study examined the third -language achievement of Class X students during their Classes VI to IX and compared the achievement levels of students across different JNVs of Himachal Pradesh to identify variations in third-language performance. The findings showed that third-language achievement in Jawahar Navodaya Vidyalayas of Himachal Pradesh is largely effective and supports the continued strengthening of multilingual education practices. The study also highlighted the need for sharing effective instructional practices among JNVs and providing targeted academic support to students requiring additional assistance in third-language learning.

Keywords: Achievement, Jawahar Navodaya Vidyalayas, Third Language, Class X students

INTRODUCTION

Language plays a vital role in shaping a person's identity, and it is an essential tool for communication and education. Language is not only a means of communication but is also closely connected with culture, identity, and social relationships. India has a rich linguistic diversity, with different states and regions having their own languages and cultural traditions. In such a diverse setting, language education has an important place in the school curriculum as it can help students understand different languages and cultures and develop a sense of respect for linguistic diversity (Mittsure Technologies LLP, 2025). Keeping this diversity in view, the Three-Language Formula was recommended by the Education Commission,

commonly known as the Kothari Commission (1964–66). According to the Education Commission (1966), language education should contribute to national integration, preservation of cultural heritage, and intellectual development. The formula aimed to promote the learning of more than one language while giving due importance to the regional language and the cultural background of learners. According to the Three- Language Formula, the students should learn three languages in school. The first language is generally the regional language or mother tongue, which helps children remain connected with their cultural identity and is particularly important during the early years of education. The second language may be Hindi in non-Hindi-speaking states, while students in Hindi-speaking states may learn another Indian language. English forms another important component as it enables learners to communicate beyond their immediate linguistic environment and provides access to a wide range of educational and knowledge resources. Thus, the purpose of the Three-Language Formula extends beyond learning different languages; it also seeks to promote understanding of linguistic diversity, cultural interaction, and broader social and educational connections among students. The importance of language education becomes particularly relevant in residential schools where students come from different linguistic, social and geographical backgrounds. This approach to multilingual learning has particular relevance in Jawahar Navodaya Vidyalayas (JNVs), where students from different linguistic and cultural backgrounds study together in a residential setting. An important feature of the JNV system is the migration scheme, under which students of Class IX are exchanged between two selected JNVs located in different linguistic regions/states. This scheme provides students with an opportunity to live and study in a different cultural and linguistic environment. In this framework, the teaching of the third language is linked with the linguistic background of the partner region/state. JNVs located in Hindi-speaking areas are linked with JNVs in non-Hindi-speaking areas and vice versa. Therefore, students get an opportunity to learn the language of their partner state, along with gaining familiarity with its culture and traditions. Thus, teaching a third language in JNVs has significance beyond classroom learning. The objective of promoting national integration can be achieved by interaction among students belonging to different linguistic and cultural regions. Studying third language achievement in JNVs of Himachal Pradesh can therefore provide an understanding of students' performance in a language that is associated with the linguistic context of their partner state. The present study focuses on the third-language achievement in Jawahar Navodaya Vidyalayas of Himachal Pradesh and examines Class X students' achievement in third language during Classes VI to IX.

REVIEW OF RELATED LITERATURE

Gulhane (2002) revealed in his study that there is no significant difference between students of JNVs of Maharashtra and Gujarat in the attainment of competence in the third language, which is Hindi. **Singha (2022)** conducted a study to see the effect of the three-language formula on upper primary students in West Bengal and found that most of the students learn, read, speak and prefer to study in their mother tongue rather than English, and very few students expressed interest in learning a third language. **Aryaman (2023)** reported in his study on how Jawahar Navodaya Vidyalayas were changing the lives of students from disadvantaged backgrounds that students were developing their competency in a third language, that is, Bangla. **Ray et al. (2023)** undertook a study on the Three Language Formula in the National Education Policy, 2020 of India: From the Stakeholders' Perspectives and found that the obstacles in the implementation of language policy as envisaged by the NEP 2020 are teachers' inadequacy and lack of proper training. Further, it was found that the majority of parents expressed that they would like their

wards to study English as their second or third language. **Jeyaraj (2025)** conducted a study, “Rethinking the Three-language Formula in Plurilingual India: Towards a Pragmatic Bilingual Model”. The study conducted qualitative content analysis of policy documents, state government reports, and educational outcomes and suggested that the three-language formula needs realignment in favour of a bilingual model that emphasises local language preservation while equipping learners for global competence by teaching English. **Maurya (2026)** concluded in his study “The Three-Language Formula in India: A narrative review of language policy, multilingual education, and contemporary challenges” that the TLF's impact has been influenced by the state-level political environment, language ideology, institutional capacity, teacher availability, and the increasing socio-economic value of English.

NEED AND SIGNIFICANCE OF THE STUDY

The Three-language formula is a significant aspect of India's language education policy aimed at promoting multilingualism and national integration. Jawahar Navodaya Vidyalayas have played an important role in the implementation of the Three-language formula for decades through the migration scheme and promoting cultural and linguistic integration among students from different states. The present study is significant as it examines third language achievement in JNVs of Himachal Pradesh and provides insight into students' achievement in the third language during classes VI to IX. By examining achievement levels across different JNVs, the study provides insights into the status and patterns of third-language achievement in these schools and effectiveness of third language teaching and learning practices in JNVs. Further, the review of related literature shows that although several studies have been conducted to examine the Three-Language Formula and its implementation, research focusing specifically on third language achievement in Jawahar Navodaya Vidyalayas are limited. In the context of Jawahar Navodaya Vidyalayas (JNVs), where the three-language formula has been implemented since the inception of the policy, studies conducted in the area of the third language taught in the schools are scarcely available. Thus, observing the research gap in the area, the investigator took up the present study to fill the gap. The findings of the study may help administrators, school principals and teachers to understand the status of third-language achievement in JNVs and further to plan academic support measures, appropriate teaching strategies and language enrichment activities for students who face difficulties in learning an additional language.

OBJECTIVES OF THE STUDY

The following objectives were framed in this study:

- To study the third-language achievement of Class X students in Classes VI to IX in Jawahar Navodaya Vidyalayas in Himachal Pradesh.
- To compare the third-language achievement of Class X students among different Jawahar Navodaya Vidyalayas in Himachal Pradesh.

METHODOLOGY

The present study employed the descriptive survey method to investigate the third language achievement in Jawahar Navodaya Vidyalayas (JNVs) of Himachal Pradesh. The population of the study consists of all Class X students presently studying in the twelve JNVs functioning in twelve distinct districts of Himachal Pradesh. For the purpose of the study, a sample of 240 Class X students was selected from these twelve JNVs by selecting 20 students from each school. The students were selected randomly from

among those students whose complete third language achievement records for Classes VI, VII, VIII and IX were available in the respective schools. Students who were admitted through the Class IX lateral entry test or who had participated in the migration programme during Class IX were excluded from the sample, as their achievement records for all four classes were not available in the concerned JNVs. Therefore, only those students with complete and continuous achievement records from Classes VI to IX were considered for inclusion in the study. The required data were collected from the annual achievement records maintained by the schools. After collection, the data were scrutinised, classified, and tabulated. The achievement scores were categorised in predetermined percentage categories for meaningful interpretation and comparison. Percentages were calculated to determine the distribution of students across different achievement levels in each class. The findings were presented through tables and interpreted to examine the pattern of third language achievement of students in the third language.

ANALYSIS AND INTERPRETATION

A) Achievement of Students in Third Language during Class VI: The following table shows the achievement of the students in third language during their Class VI in all the twelve JNVs:

Table 1: Achievement of Students in Third Language during their Class VI

Name of the School	Total no. of Students	Achievement during Class VI							
		90% and above		75% - 89%		60%-74%		Below 60%	
		No.	%	No.	%	No.	%	No.	%
JNV Lahaul Spiti	20	5	25	10	50	4	20	1	5
JNV Kinnaur	20	15	75	3	15	1	5	1	5
JNV Shimla	20	5	25	12	60	3	15	-	-
JNV Solan	20	-	-	-	-	-	-	20	100
JNV Bilaspur	20	6	30	9	45	4	20	1	5
JNV Hamirpur	20	6	30	3	15	8	40	3	15
JNV Kangra	20	12	60	8	40	-	-	-	-
JNV Una	20	13	65	5	25	2	10	-	-
JNV Sirmour	20	16	80	3	15	1	5	-	-
JNV Mandi	20	8	40	8	40	4	20	-	-
JNV Kullu	20	9	45	10	50	1	5	-	-
JNV Chamba	20	14	70	6	30	-	-	-	-
Total	240	109	45	77	32	28	12	26	11

From Table 1, it can be inferred that:

- The third-language achievement of students during Class VI was generally satisfactory across most Jawahar Navodaya Vidyalayas of Himachal Pradesh. Out of 240 students, 45% of the students secured 90% and above, indicating a high level of achievement in the third language. Further, 32% of the students scored between 75% and 89%, while 12% of the students obtained marks between 60% and 74%. Only 11% of the students scored below 60 %. The findings further indicated that above three-fourths of the students (77.5%) achieved 75 % or above in the third language.

- JNV Sirmour has shown the highest proportion (80%) scoring 90% and above followed by JNV Kinnaur (75%), JNV Chamba (70%), JNV Una (65%), JNV Kangra (60%), JNV Kullu (45%) and JNV Mandi (40%). Also, JNV Bilaspur and JNV Hamirpur had only 30%, and JNV Lahaul Spiti and JNV Shimla had only 25% of the students in the highest achievement category. None of the students from JNV Solan fell in this category.
- Also, in the category of 75%-89%, the highest percentage of students was from JNV Shimla (60%), followed by JNV Lahaul Spiti and JNV Kullu (50% each), JNV Bilaspur (45%) and JNV Kangra and JNV Mandi (40% each). The minimum percentage in this category was shown by JNV Kinnaur, JNV Hamirpur and JNV Sirmour (15% each). None of the students from JNV Solan fell in this category.
- Further, in the category of 60-74%, 40% of the students from JNV Hamirpur, followed by JNV Bilaspur and JNV Mandi (20% each), were recorded. None of the students from JNV Solan fell in this category.
- In the category of 60% and below, no student from JNV Shimla, JNV Kangra, JNV Una, JNV Sirmour, JNV Mandi, JNV Kullu and JNV Chamba was recorded. The weakest performance was observed in JNV Solan, where all the students scored below 60%, indicating a substantial difference from the achievement patterns of other JNVs.

B) Achievement of Students in Third Language during Class VII: The Following table shows the achievement of the students in third language during their Class VII in all the twelve JNVs:

Table 2: Achievement of Students in Third Language during their Class VII

Name of the School	Total no. of Students	Achievement during Class VII							
		90% and above		75% - 89%		60%-74%		Below 60%	
		No.	%	No.	%	No.	%	No.	%
JNV Lahaul Spiti	20	-	-	8	40	12	60	-	-
JNV Kinnaur	20	7	35	6	30	7	35	-	-
JNV Shimla	20	4	20	15	75	1	5	-	-
JNV Solan	20	1	5	6	30	8	40	5	25
JNV Bilaspur	20	7	35	8	40	4	20	1	5
JNV Hamirpur	20	7	35	8	40	4	20	1	5
JNV Kangra	20	15	75	5	25	-	-	-	-
JNV Una	20	7	35	9	45	2	10	2	10
JNV Sirmour	20	16	80	3	15	-	-	1	5
JNV Mandi	20	8	40	9	45	2	10	1	5
JNV Kullu	20	9	45	10	50	1	5	-	-
JNV Chamba	20	10	50	6	30	4	20	-	-
Total	240	91	38	93	39	45	19	11	4

From Table 2, it can be inferred that:

- Out of the total students, 38% of the students scored 90% and above, 39% of them scored between 75% and 89%, 19% of them scored between 60% and 74%, and only 4% of the students scored below 60%. The findings indicate that the overall achievement of students in third language during Class VII was highly satisfactory. A large majority of students (77%) obtained marks above 75% and only a

small proportion of students (4%) scored below 60%. The distribution of achievement also revealed that 39% of the students fall in the 75–89% category, followed closely by those scoring 90% and above (38%).

- A comparison of achievement across different JNVs shows considerable variation among schools. JNV Sirmour (80%) had shown the highest proportion of students scoring 90% and above, followed by JNV Kangra (75%), JNV Chamba (50%), JNV Kullu (45%), JNV Mandi (40%) and JNV Kinnaur, JNV Bilaspur, JNV Hamirpur and JNV Una (35% each). Also, 20% of the students from JNV Shimla, 5% of the students from JNV Solan and none of the students from JNV Lahaul Spiti fall in this category.
- JNV Shimla had the highest proportion of students (75%) in the 75–89% achievement category followed by JNV Kullu (50%), JNV Una (45%), JNV Mandi (45%), JNV Bilaspur (40%), and JNV Hamirpur (40%) showed substantial proportions of students in this category.
- In the 60–74% category, the highest percentage of students (60%) from JNV Lahaul Spiti fell, followed by JNV Solan (40%) and JNV Kinnaur (35%), indicating comparatively moderate achievement levels. No student from JNV Kangra and JNV Sirmour fell within this category.
- In the case of low achievement (below 60%), JNV Solan had shown the highest proportion of students (25%), followed by JNV Una (10%). JNV Bilaspur, Hamirpur, Sirmour, and Mandi each had 5% of students in this category, whereas Lahaul Spiti, Kinnaur, Shimla, Kangra, Kullu, and Chamba had no students scoring below 60%.

C) Achievement of Students in Third Language during Class VIII: The Following table shows the achievement of the students in third language during their Class VIII in all the twelve JNVs:

Table 3: Achievement of Students in Third Language during their Class VIII

Name of the School	Total no. of Students	Achievement during Class VIII							
		90% and above		75% - 89%		60%-74%		Below 60%	
		No.	%	No.	%	No.	%	No.	%
JNV Lahaul Spiti	20	-	-	9	45	10	50	1	5
JNV Kinnaur	20	8	40	7	35	4	20	1	5
JNV Shimla	20	14	70	5	25	1	5	-	-
JNV Solan	20	5	25	10	50	5	25	-	-
JNV Bilaspur	20	8	40	10	50	1	5	1	5
JNV Hamirpur	20	17	85	3	15	-	-	-	-
JNV Kangra	20	10	50	10	50	-	-	-	-
JNV Una	20	13	65	5	25	2	10	-	-
JNV Sirmour	20	11	55	5	25	2	10	2	10
JNV Mandi	20	12	60	8	40	-	-	-	-
JNV Kullu	20	10	50	7	35	3	15	-	-
JNV Chamba	20	8	40	5	25	7	35	-	-
Total	240	116	48	84	35	35	15	5	2

From Table 3, it can be inferred that:

- During Class VIII, 48% of the total students scored 90% and above, 35% of them scored between 75% and 89%, 15% of them scored between 60% and 74%, and only 2% of the students scored below 60%. The data indicated a very high level of achievement in third language during Class VIII. A large majority of students (83%) obtained marks above 75%, in which nearly half of the students (48%) secured 90% and above. The proportion of students scoring below 60% was negligible (2%), indicating that only a very small number of students experienced difficulty in achieving the expected learning outcomes.
- Also, the highest percentage of students (85%) at JNV Hamirpur scored 90% and above, followed by JNV Shimla (70%), JNV Una (65%), JNV Mandi (60%), and JNV Sirmour (55%). These schools demonstrated exceptionally high achievement in the third language. Further, in JNV Kangra, Kullu, and Sirmour, 50%, 50%, and 55% of students, respectively, fell in the highest achievement category. JNV Kinnaur, Bilaspur, and Chamba each had 40% of students scoring 90% and above, while JNV Solan recorded 25% in this category. Notably, JNV Lahaul Spiti had no students scoring 90% and above.
- In the 75–89% category, JNV Solan, JNV Bilaspur and JNV Kangra recorded the highest proportion of students (50% each), followed by JNV Lahaul Spiti (45%), JNV Mandi (40%), and JNV Kullu and JNV Kinnaur (35% each).
- In the 60–74% category, JNV Lahaul Spiti recorded the highest percentage of students (50%), followed by JNV Chamba (35%), JNV Solan (25%), and JNV Kinnaur (20%). This suggests comparatively moderate achievement levels in these schools.
- Below 60%, only five students out of the total students fell in this category. JNV Sirmour had shown the highest proportion (10%), while JNV Lahaul Spiti, Kinnaur, and Bilaspur each had 5% of students in this category. No student scored below 60% in Shimla, Solan, Hamirpur, Kangra, Una, Mandi, Kullu, and Chamba.

D) Achievement of Students in Third Language during Class IX: The Following table shows the achievement of 220 students in third language during their Class IX in eleven JNVs of Himachal Pradesh. JNV Una has not been included in the achievement analysis because no third language was taught in Class IX in that school.

Table 4: Achievement of Students in Third Language during their Class IX

Name of the School	Total no. of Students	Achievement during Class IX							
		90% and above		75% - 89%		60%-74%		Below 60%	
		No.	%	No.	%	No.	%	No.	%
JNV Lahaul Spiti	20	2	10	17	85	1	5	-	-
JNV Kinnaur	20	7	35	5	25	3	25	5	25
JNV Shimla	20	5	25	12	60	2	10	1	5
JNV Solan	20	2	10	13	65	5	25	-	-
JNV Bilaspur	20	8	40	9	45	1	5	2	10
JNV Hamirpur	20	6	30	12	60	2	10	-	-
JNV Kangra	20	3	15	15	75	2	10	-	-

JNV Una	No third language was taught during Class IX.								
JNV Sirmour	20	11	55	7	35	2	10	-	-
JNV Mandi	20	3	15	13	65	4	20	-	-
JNV Kullu	20	12	60	8	40	1	5	-	-
JNV Chamba	20	2	10	10	50	6	30	2	10
Total	220	61	28	121	55	29	13	10	4

From Table 4, it can be inferred that:

- 28% of the students secured 90% and above marks, 55% of the students secured 75–89% marks, 13% secured 60–74% marks, and only 4% of the students obtained marks below 60%. The findings indicate that the large majority of students (83%) have scored above 75%. The proportion of students achieving marks below 60% is comparatively small.
- Among the schools, JNV Kullu (60%) recorded the highest percentage of students scoring 90% and above, followed by JNV Sirmour (55%), JNV Bilaspur (40%), JNV Kinnaur (35%), JNV Hamirpur (30%) and JNV Shimla (25%), whereas JNV Kangra and JNV Mandi (15% each), JNV Lahaul Spiti, JNV Solan, and JNV Chamba (10% each) reported the lowest proportion of students in this highest achievement category.
- Also, JNV Lahaul Spiti had shown highest percentage of students (85%) falling in the category 75% to 89%, followed by JNV Solan and JNV Mandi (65% each), JNV Shimla and JNV Hamirpur (60% each), JNV Chamba (50%), JNV Bilaspur (40%), JNV Kullu (40%), JNV Sirmour (35%) and minimum from JNV Kinnaur (25%).
- Further, in the range of 60%-74%, the highest percentage of students fell was from JNV Chamba (30%), followed by JNV Solan and JNV Kinnaur (25% each), whereas the minimum percentage in this category was recorded by JNV Lahaul Spiti, JNV Bilaspur and JNV Kullu (5% each).
- The percentage of students scoring below 60% was highest in JNV Kinnaur (25%), followed by JNV Bilaspur and JNV Chamba (10% each), while no student scored below 60% in JNV Lahaul Spiti, Solan, Hamirpur, Kangra, Sirmour, Mandi, and Kullu. These findings suggest that overall, third-language achievement in Class IX was satisfactory across most JNVs, although variations existed among schools.

FINDINGS OF THE STUDY

The major findings of the study are as follows:

- The overall achievement of students in the third language was satisfactory throughout Classes VI to IX, with a large majority of students securing 75% and above marks in all four classes.
- The highest overall achievement was observed during Class VIII, where 83% of students secured 75% and above marks, and only 2% scored below 60%, indicating the strongest performance among all classes. In Class VI, 77.5% of students scored 75% and above, while 11% scored below 60%. This was the highest proportion of low achievers among the four classes. In Class VII, 77% of students secured 75% and above marks, and only 4% scored below 60%, reflecting a generally high level of achievement. In Class IX, 83% of students obtained 75% and above marks, whereas only 4% scored below 60%, indicating that students maintained a satisfactory level of third-language achievement by the end of Class IX.

- Considerable variation in achievement was observed among different Jawahar Navodaya Vidyalayas, indicating differences in performance levels across schools.
- JNV Sirmour consistently demonstrated high achievement levels. It recorded the highest proportion of students scoring 90% and above in Classes VI and VII and remained among the better-performing schools in Classes VIII and IX.
- JNV Hamirpur showed exceptional achievement in Class VIII, where 85% of students scored 90% and above, the highest among all schools in that class.
- JNV Kullu recorded the highest proportion of students scoring 90% and above in Class IX (60%), indicating outstanding performance at the secondary level.
- JNV Una did not teach a third language during Class IX; therefore, its Class IX achievement could not be included in the comparative analysis.
- The proportion of students scoring below 60% remained low in most schools (except JNV Solan during Class VI) and classes, suggesting that the majority of students attained at least a reasonable level of competence in the third language.
- The findings indicate that the implementation of third-language teaching in Jawahar Navodaya Vidyalayas of Himachal Pradesh has generally been effective in helping students achieve satisfactory levels of language proficiency during Classes VI–IX. This is reflected in the consistently high percentages of students scoring 75% and above across all four classes.

EDUCATIONAL IMPLICATIONS

- The consistently high achievement levels of students across Classes VI–IX indicate that third-language teaching in JNVs is generally effective and reflects successful implementation of the Three-Language Formula in JNVs. Thus, the existing instructional practices may therefore be continued and further strengthened. The findings reinforce the importance of multilingual education in promoting linguistic competence and national integration.
- Schools such as JNV Sirmour, Hamirpur, Kullu, and other high-performing JNVs demonstrated better achievement levels. Their teaching strategies, classroom practices, and assessment methods may be documented and shared with other JNVs to improve overall performance.
- Regular assessment and monitoring of third-language learning outcomes can help identify learning difficulties at an early stage and enable timely academic interventions. Although the proportion of low achievers was small, some students scored below 60%. Special remedial teaching, language enrichment activities, and individualised support may help such students attain the expected level of proficiency.
- The variation in achievement among different JNVs suggests the need for continuous professional development programmes for third-language teachers. Training in innovative pedagogical approaches, language teaching methodologies, and use of educational technology may further enhance student achievement.
- Educational planners and the Navodaya Vidyalaya Samiti may continue to provide adequate teaching-learning resources, trained teachers, and academic supervision to sustain and further improve third-language achievement in JNVs.

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