CHAPTER-6

CONCLUSIONS AND SUGGESTIONS
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6.1 Main Findings

6.2 Suggestions
Secondary education is considered the crucial stage in the educational hierarchy as it not only prepares students for higher education but also for the market. The Government of India intervenes at the secondary level of education at two levels:

1. At Institutional level i.e. by setting up autonomous organizations such as like NCERT, CBSE, NIOS, NVS, KVS and CTSA

2. Through centrally sponsored schemes such as scheme for boarding and hostel facilities for girls students of higher secondary schools; integrated education for disabled children; Information and Communication Technology (ICT) in schools and quality improvement in schools.¹

The study of JNV scheme under National Policy of Education 1986 was done with the objective of studying administration and performance of JNVs in Punjab. The aspects studied were as follows:

1. Network of JNVs in India
2. Human Resource Management in JNVs
3. Delivery of Services with special reference to Punjab.

A comprehensive research methodology was adopted to analyze the hypotheses that had been formulated at the outset and to logically arrive at some conclusions.

The study used both primary and secondary data. The secondary data was taken from books, journals, government documents, newspapers’ articles and the internet. Official documents and publications of the concerned authorities subject to their permission were referred to. Primary data was collected through observational field visits and formal and informal interviews. Interview schedules were administered to key officials of NVS, Regional Office, Chandigarh, Director, Navodaya Leadership Institute, principals and teaching & non-teaching staff members and parents of students of JNVs. Telephonic interviews and electronic mails were also used to get information from officials & ex-officials of NVS, DCs, principals of various

¹ National University of Educational Planning and Administration (2009), Status of Education in India National Report, New Delhi P. 20
selected districts, DEOs, Heads of various educational bodies such as NCERT, CBSE and KVS. However, majority of them did not respond to the emails sent to them. Questionnaires were also administered to a sample of 200 students of JNVs in each selected district i.e. JNV Muktsar, Nawanshahar, Patiala and Ropar. The data, thus, collected was critically analyzed.

6.1 Main Findings

The main findings of the study have been presented below hypothesis-wise.

Hypothesis 1

The network of JNVs had grown as per the scheme.

JNVs were set up under the National Policy of Education 1986. The JNV scheme envisioned setting up of one JNV in each district of the country. It started with two schools (in Amravati and Jhajjar districts) in 1986. Annual Reports of Navodaya Vidyalaya Samiti (NVS) showed that JNVs were established across various districts of India with JNVs over the passage of years. By 2013, NVS had established 596 JNVs all over India barring Tamil Nadu. However, 61 districts (districts including of Tamil Nadu) remained to be covered at the time of this study.

All states accepted the JNV scheme barring Tamil Nadu and West Bengal. These two states did not accept the scheme mainly due to the adoption of Hindi, which is taught under the ‘Three Language Formula’ in these schools. In addition, West Bengal did not accept the scheme due to the state being ruled by an opposition party. It did not want to fall in line with the diktat of a central government scheme. However, with a change in the government West Bengal accepted the scheme in 2003-04. The Samiti is persistent in its attempts to start JNVs in Tamil Nadu too and cover the entire country.

Thus, it can be said that the network of JNVs has grown over the years as per plan. Only one state remains out of its ambit due to political reasons.
Hypothesis 2

The three tier system i.e. Headquarters (NVS), RO, and JNVs, of the Samiti was functioning properly.

The JNVs are governed by an autonomous organization called Navodaya Vidyalaya Samiti under the MHRD. The Samiti works through its Executive Committee that has two subcommittees, namely, Academic Advisory Committee and Finance Committee. The heads of the various educational institutes such as NCERT, CBSE and KVS are the members of these committees.

The Executive Committee makes rules and regulations while implementation takes place through the officers of the Samiti. The Principal Executive Officer of the Samiti is the Commissioner who is assisted by Joint Commissioners, Deputy Commissioners, Assistant Commissioners and so on. The researcher faced a lot of difficulties on account of the unwillingness of the officials to disclose anything.

The Samiti works as a three tier system, i.e. Samiti at apex level, the ROs at Regional level and the Vidyalayas at district level. The ROs are the link between the NVS and Vidyalayas. However, there were many grey areas in the working of the RO such as non-transparency and improper maintenance of records.

The JNV scheme envisioned setting up of JNVs in each district of India. These schools provide free residential and other facilities to the students. The residential set up comprises of 4 houses, namely, Shivalik, Udaigiri, Aravali and Nilgiri. The students are appointed prefects, vice prefects, captains and vice-captains to develop their leadership skills. However, the tasks performed by them did not develop any creative skills. They also adopted the same authoritarian approach on the lines of their teachers resulting in vitiating of the atmosphere. Further, the success of the residential system largely depended upon the dedication of the staff towards their duties. However, these duties were seen to be performed if the Principals as leaders led their team from front, otherwise duties were neglected by the staff.

In 1987, the Samiti decided to include district officials in Vidyalaya’s management. For this purpose, Vidyalaya Management Committee and Vidyalaya Advisory Committee were
proposed. However, only VMC came into existence and VAC remained a proposed committee in the documents of the Samiti. The VMC was assigned various functions such as supervision of the Vidyalaya’s functions, discipline maintenance among staff and students and selection of ‘Group D’ staff. Further, the Chairperson of VMC is authorized to counter sign the cheque above Rs. 10,000/- and also he can sanction leave to the principal of the JNV.

The VMC meetings were to be held thrice a year as per norms of the Samiti. However, it was found that the VMC met only once a year with variations in each Vidyalaya. Among the selected districts, two JNVs held the VMC meetings regularly. In one school it was irregular and yet in another the VMC had not met for the past two years (2010-12). However, the records of these meetings were provided by the DC of Nawanshahar only. It was found that the JNVs were struggling to get the presence of the district officials in the meetings. RO maintained records of the VMC meetings as per the norms of the Samiti and not as per the actual meeting held.

Thus, each level of JNVs was not functioning properly. The Samiti’s unwillingness to disclose information, improper maintenance of records by RO and avoidance of performance of duties by staff in JNVs came to light.

Hypothesis 3

The criteria laid down to set up JNVs had many lacunae.

The JNVs were set up as per the criteria laid down by the Samiti, under which the concerned state/UT has to provide 30 acres of land free of cost. The researcher found that while schools were being established according to norms as 30 acres of land was provided for them; however, there were many loopholes. The JNVs were being constructed on land selected on the basis of inaccurate reports of soil testing and water availability. In addition to this it was found that the inspection norms\(^2\) were also changed under the pressure of construction agencies. Thus, the attitude of the officials towards construction activities was apathetic.

\(^2\) Inspection norms for construction activities were changed to 50%, 90% and completion which were previously 30%, 60% and 90%.
Hypothesis 4

Inter-agency linkages of JNVs were supportive.

As mentioned earlier, in 1987, the Samiti decided to include district officials in its Vidyalaya Management Committee such as District Magistrate, Chief Medical Officer, Executive Engineer of PWD and so on. These officers were supposed to render their regular support to the JNVs in various provisions of the facilities such as repair works of Vidyalayas and organization of medical camps for students.

The VMC meetings were to be held thrice a year as per norms of the Samiti. However, it was found that the VMC met only once a year with variations in each Vidyalaya. Among the selected districts, two JNVs held the VMC meetings regularly. In one school it was irregular and yet in another the VMC had not met for the past two years (2010-12). The records of these meetings were provided by the DC of Nawanshahar only. It was found that the JNVs were struggling to get the presence of the district officials in the meetings due to their remote location. In addition, if they ever come the whole staff was engaged in their hospitality and transaction of business took second place. They became an extra burden of Vidyalayas’ time and expenditure. Moreover, the assurance to provide support by these officials remained on paper only.

Thus, JNVs inter-agency linkages of JNVs were not supportive.

Hypothesis 5

Human Resource Management in JNVs was sound.

Aforesaid hypothesis was studied under various sub-hypothesis as follows:

a) Recruitment and selection procedures were transparent.

b) Personnel were imparted training from time to time.

c) The employees were satisfied with the service conditions.

d) There was a shortage of staff.

a) Recruitment and selection procedures were transparent.

NVS and its Executive Committee laid down different rules and regulations for the recruitment and selection of the personnel in JNVs and associated institutions. During the initial
years of the inception of scheme the personnel were deputed from the government and private organizations having some relevant experience in teaching and schools administration. These personnel were absorbed later with the consent of their parent organization.

At present, recruitment in JNVs is done annually at two levels i.e. National level by the NVS and at Vidyalaya Level by the concerned JNV’s Vidyalaya Appointment Committee headed by the Assistant Commissioner of Regional Office. To advertise and to select for permanent posts was a prerogative of the NVS; however, contractual posts could be filled in at Vidyalaya level. Two divergent views with regard to recruitment emerged wherein the newly appointed and contractual employees considered it as a fair and transparent process while the senior teachers believed otherwise. Both of them cited reasons for having their own opinions. On one hand, newly recruited staff said that they were selected on basis of merit and without any external influence. However, senior teachers narrated many examples in permanent and contractual positions which supported their view that the selected personnel had a relation with senior officials.

Further, indirect recruitment i.e. promotions were based on merit in interdepartmental exams and good remarks in ACRs. It was found that the interdepartmental exams were neither regular nor transparent. Further, good remarks in ACRs depended upon the good rapport of the teachers with the superiors.

Thus, while the recruitment and selection was said to be fair and transparent, it was not found to be so.

b) Personnel were imparted training from time to time.

NVS has given due importance to training and a full fledged training calendar for various personnel is prepared at the start of the academic year. The NVS has established five training centers at Chandigarh, Goa, Pune, U.P. and Andhra Pradesh, to provide training to its employees. The training courses were designed according to the capacity of the staff. For example, the administrative staff such as principals and officers in RO was trained to develop leadership skills. Teaching staff trained to develop their teaching skills. It was found that teaching staff were imparted regular trainings while the non-teaching staff were only imparted induction
training. Various shortcomings such as unclear objectives of trainings, trainings during academic sessions as well, a highly theoretical approach were found. Further, it was found that teachers did not apply their training to their teaching such as teaching through computers. Furthermore, informal interviews revealed that huge funds were allocated for the training which had to be utilized by the authorities. Thus, trainings were organized from time to time and these funds were utilized. However, the training programs were not evaluated.

c) The employees were satisfied with the service conditions.

The staff in JNVs was governed by Central Civil Services (CCS), CCA (Classification, Control, Appeal) Rules, 1965. The staff was highly satisfied by the remuneration laid down by these. However, these rules did not cover many situations in the NVS. The NVS included procedure for termination of employees’ services in its own rules to deal with situations of this nature where the unethical actions of its employees (sexual harassment) brought a bad name to the organization. There were a number of factors contributing to the dissatisfaction of the staff.

The location of Vidyalayas at rural and remote areas, as a primary service condition, was the major problem of staff. They felt that they were isolated from society and their families. In addition, the staff who has small children did not get crèche facility and good primary schools in such locations. Furthermore, biased transfer and promotion policy and unlimited working hours added to dissatisfaction of the teachers in JNVs. Apart from the above states service conditions, indifferent behavior of parents and students also contributed to their dissatisfaction.

Thus, majority of teachers were unsatisfied with the service conditions in JNVs.

d) There was a shortage of staff.

The JNVs were short of staff. Approximately 20% shortage was reported by RO due to attrition and difficult work conditions as mentioned above. In addition, contractual staff and daily wagers considered low wages as a reason not to take the job which added to the problem of shortage of staff.

Thus, Human Resource Management in JNVs with regard to recruitment, staffing, training, service conditions was found to have many lacunae.
Hypothesis 6

The aims and objective of JNVs were fulfilled.

Aforesaid hypothesis was studied under various sub-hypothesis as follows:

a) Vidyalayas were providing education to children predominantly from rural areas.
b) Vidyalayas were identifying talented children (deserving) of their special programme.
c) Quality education was being provided in Vidyalayas.
d) National integration through exchange of students between Hindi and Non-Hindi speaking states is being promoted.

a) Vidyalayas were providing education to children predominantly from rural areas.

The JNV scheme provided reservation for 75% rural, 25% urban, 33% girls’ 15% SC and 7.5 % ST students. In addition, 3% seats were reserved for physically challenged students. National statistics showed that JNVs were providing education largely to rural students. The figures from outcome budget of Government of India, showed that JNVs had 77% rural, 24% SC, 18% STs and 36% girls students students in the past six years (2007-13) on their rolls. These were above the national norms set up and was appreciated by the MHRD. However, the percentage of urban students remained below allocated seats i.e. 25%.

The Chandigarh region i.e. Punjab, Himachal Pradesh, Jammu and Kashmir, has failed to attract rural children in JNVs since a large number of seats remained vacant. Jammu and Kashmir witnessed highest average of vacant seats i.e. 11 followed by Punjab in 7, 5 in Himachal Pradesh and 4 in Chandigarh for the past five years (2007-12). In addition, high number of drop-outs at all levels in Punjab was witnessed among JNVs which added to the problem of vacancy in seats.

Thus, Vidyalayas in Punjab were having deficient intake, high number of drop-outs and not meeting the norms of percentages of reservation of reserved category students.

b) JNVs were identifying and nurturing talented children under their special program.

Talent is a special quality of the child that could be dancing, singing, performing arts or intellectual ability. Entry to JNVs could be made at thee points i.e. at class VI through
JNVST conducted by the CBSE; at class IX through national level test conducted by the NVS and at class XI on the basis of class X Board/State Board results. JNVST comprised of questions on mental ability, arithmetic and language. The search of talent through JNVST was under question on the basis of its pattern which majority of the candidates could not qualify. In addition, nurturing of talent in JNVs was not in practice. Music and sports were encouraged sporadically otherwise the focus in JNVs remained to achieve academic benchmarks laid down by the Samiti. Further, the JNVST had many problems such as decline in the number of appeared candidates, malpractices during examinations, non-transparent process due to non-conveying of marks by NVS. Students’ intake in JNVs remained low in comparison to the allocated seats. High number of drop-out and percentage of retention of the students remained an unsolved problem in JNVs.

Thus, there was neither the identification of talent nor its nurturing was taking place in JNVs.

c) Quality education was being given in the Vidyalayas.

NVS had defined various aspects of quality education with terms such as: modern education, usage of English, inculcation of values and culture, environment awareness, pace setting activities and national integration through migration.

Modern education of JNVs revolved mainly around computer aided learning. It was found that this learning and teaching was showcased only during inspections. Further, English as a language of global importance could not be spoken and written by majority of the students in JNVs. Inculcation of values, culture, environment awareness, pace setting activities, national integration were all part of value education in JNVs. These aspects were incorporated in the texts of the Samiti. However, in practice, these aspects lacked the zeal and spirit at administrative levels. For example, on one hand, where students were taught about the environment awareness issues on the other hand the higher officials, teachers demonstrated poor environment practices by lavish usage of paper in day to day working. Further, very few students participated rest of the aspect of quality education, for instance, during class IX, migration was done among mere 30% of students, pace setting activities present in text of Samiti and were not actually being organized, environment awareness rallies by few children to the nearby village.
Thus, various aspects of quality education in JNVs were not being followed with zeal and suffered many lacunae.

d) National integration was being promoted through the migration policy.

NVS’s migration policy enabled an exchange program of 30% of students in class IX between hindi speaking and non-hindi speaking region and vice versa. Main findings in this regard were as follows:

a. Migration was a reason for drop-out among junior students.

b. The students of other states in class IX who had come to schools of Punjab under migration policy, remained in their own groups. They presented dance in cultural programs without mixing taking local students. Hence, defeating the purpose of national integration.

c. The senior most classes had enjoyed their migration in class IX since they got the chance to visit a state other than Punjab.

d. While, on one hand, students liked the policy of migration; on the other hand, the teachers/principals/officers were not ready to go to other regions to serve. Among them, especially the staff that was basically from Punjab, stalled their transfers for many years. Thus, promotion of national integration was being done at students’ level, the staff did not willingly participate in this.

Hypothesis 7

i) Physical infrastructure facilities of JNVs satisfy the norms.

JNVs were providing the required infrastructure facilities to its students. However, regular maintenance of the infrastructure was not being done. Some facilities such as medical room or libraries could not be used properly either due to negligence towards the duties by the staff. Computer laboratories were provided to students without internet connection. Further, either the computer teacher was absent or the computers were non-functional which rendered the computer facilities inadequate.

Aforesaid hypothesis was studied under various sub-hypothesis as follows:
a) The distribution of books, uniforms and day to day amenities were on time.
b) The food and drinking water provided was wholesome and hygienic.
c) Residential facilities for students were adequate.
d) JNVs located close to the Regional Office had better access to facilities.

a) The distribution of Books and uniforms and other day to day amenities were on time.

The students received free books, uniforms and day to day amenities such as tooth brush, hair oil, soaps etc. It was found that the students did not get uniform at the start of academic session due to delay of stitching process. Further, the compromised quality and brand of day to day amenities and fabric was a big problem; this could be attributed to corrupt purchase practices of these items.

The distribution of books during the academic session was found to be on time. These books had to be used for three consecutive years by the students. The students were unhappy about using and on fine being charged for damaged condition of the books. The students were also blamed by their teachers for being careless about their use of items provided to them free of charge.

b) The food and drinking water provided was wholesome and hygienic.

Three committees were formed by the NVS to check and supervise the quality of food at different levels. They were the Mess Committee at Vidyalaya Level headed by the Principal, Mess Committee at Regional Level headed by the Deputy Commissioner, RO and Mess Committee at District Level headed by the Additional District Magistrate. In addition, members of Parents Teachers Council (PTC) were also involved to check the quality of food being served to the students. It was found that only the Mess Committee at Vidyalaya Level was active in the schools and other committees remained on paper only.

Majority students did not complain about the food. Only students in JNV Ropar complained about the food served to them tasting bad. Food was cooked in JNVs kitchen and eaten in messes which were generally infested with seasonal insects or stray dogs and surrounded by slushy areas. JNVs provided RO water purifier to its students; however, the number of RO water purifiers varied. For example, JNV Muktsar had only one common RO water purifier
which was near girls’ mess. The other JNVs had separate RO water purifiers for boys’ and girls’ mess. The location of the water purifier was unapproachable at the time of academic sessions in JNVs since none of JNV had RO water purifiers in the academic block.

c) Residential facilities for students were adequate.

All JNVs have placed their students in four houses, namely, Arawali, Shivaliks, Udayagiri and Nilgiri. Each house had four blocks where 40 students resided. Residential facilities for the students lacked basic provisions. Non-functional fans, tubes, insufficient daylight, insufficient number of bathrooms, improper grounds and boundary walls, uneven internal roads, no lighting provision on internal road, no power back-up, erratic timings for repairs and whitewash were some major problems of residents in hostels of the Vidyalayas.

d) JNVs located close to the Regional Office had better access to facilities.

Provision of facilities largely depended upon four factors: i) district officials; ii) higher officials of NVS and ROs; iii) community/parents participation and; iv) Location of the JNVs. Location of the JNVs was remote and far from the main population. As a result, many infrastructural related problems remained unaddressed. Further, community participation and willingness of the district officials towards JNVs betterment and improvement was found to be lower in JNVs of Punjab.

ii) The monitoring and performance evaluation of JNVs in Punjab was as per the norms of national evaluating agencies. (NVS, CBSE).

Monitoring of JNVs was done at three levels i.e. Vidyalaya level, RO level and NVS level. Monitoring at Vidyalaya level was a regular process during academic session upto 2 pm. However, many staff members skipped duties after academic sessions. Performance of staff depended on the leadership quality of a principal and establishment of a work culture by his team.

Monitoring of JNVs was done at three levels i.e. Vidyalaya, RO and NVS. Monitoring at Vidyalaya level was a regular (monthly, fortnightly & daily) process during academic session upto 2 pm. Many staff members skipped duties after the academic sessions. Notably, sometimes, monitoring led to harsh behavior and corporal punishment for male students.
Monitoring at RO level, called panel inspection was an annual process in JNVs which had many lacunae such as prior notification of inspections that provided them ample time to maintain/correct their records; absence of follow up of the inspection; suppression of the Vidyalayas’ problems were significant ones discussed. Problems of the students and prevalent corruption did not come to light even in the course of regular annual inspections. They were suppressed at RO level. Thus, the purpose behind the inspections was defeated. They merely complete the formality of filling the records. The problems remained unacknowledged for years. The inspections reports submitted to the Samiti, did not recommend any improvement in teaching methodology of the teachers in JNVs. The Samiti was not satisfied with the prescriptive nature of inspection reports as it did not provide an implementable plan of action.

Further, students’ evaluation in JNVs was not being done properly. The main problem highlighted was to meet the benchmarked levels of the Samiti. Their limited syllabus allowed teachers to make students cram questions which would appear in examination. This was done to meet the benchmarked level of the Samiti. However, they were unable to perform well in their board exams. Hence, students’ evaluation was manipulated in non-Board classes by the teachers.

**Hypothesis 8**

**There was a satisfactory provision of feedback in JNVs.**

NVS had also set up norms for grievance redressal mechanism for students of JNVs. Two types of norms set up by the NVS i.e. installation of grievance box in each JNVs and grievance redressal mechanism at its own levels were in contradiction. The norms detailed were not found to be followed in practice. For instance, the norms for grievance redressal mechanism provided by the Samiti stated that complaints/grievances should be in writing and put into the grievance box. The box was to be opened by an official nominated by the District Collector. However, the schools asked for written complaints to be submitted to the Principals of JNVs. Thus, there was a contradiction between the norms laid down and those followed by the schools.

Grievance redressal followed a hierarchical channel in the JNVs i.e. aggrieved student > houseprefect> assistant house master> housemaster>vice principal and finally the Principal. The student could directly approach the housemaster, bypassing house prefect and assistant house master. Various shortcomings were found to be prevalent such as inappropriate location of the
grievance box, misleading nomenclature of the grievance box, callous attitude of the Vidyalays’ staff, non-observance of open house by JNVs, preference of oral complaints by the students rather than in writing and so on. These shortcomings hindered the students’ free expression of their problems.

Students’ had various major and minor complaints which were largely unaddressed in the JNVs. Minor complaints were mainly concerned with poor maintenance of infrastructure, whereas, major complaints were mainly pertaining to staff’s behavior, lack of exposure to the outer world, corporal punishment and so on. The complaints regarding maintenance of infrastructure were brought forward freely; however, other complaints remained unvoiced by the students. The major problems in redressal of these complaints were the insensitive attitude of the authorities, non-transparent working of the Regional Office, Chandigarh and suppressing the information.

Thus, many lacunae were found in grievance redressal mechanism for the students in JNVs which was the main reason for dissatisfaction among students.

6.2 Suggestions

1. Regarding Establishment of JNVs

i) JNVs should be established with a prior survey in the concerned district. Site selection should be near residential areas rather than remote areas. A major problem of JNVs was that of its construction and inability to attract students since JNVs were located in remote areas which resulted a number of vacant seats at various levels. A proper site selection will solve many other problems of JNVs as well such as pertaining to shortage of staff and availability of work labour.

ii) Smaller plot of land should demanded for the Vidyalaya’s construction to maintain it properly.

iii) No more JNVs should be set up in Punjab. Maintenance of existing JNVs should be taken care of.

iv) Ongoing construction and new construction of JNVs should be inspected periodically to avoid the usage of construction material of inferior quality.
v) Tamil Nadu government should be made clear about the benefits of the scheme. Alumni of JNVs should be involved in the process.

2. Regarding Human Resource Management

i) Vacant positions of staff should be filled at the earliest on regular and contractual posts.

ii) Training should be imparted to both non-teaching and teaching staff of JNVs. Capacity building through trainings of the staff of JNVs should include not only conventional training but also imbibing right values, developing a client-centric culture within the organization and raising the motivation and morale of the staff.

iii) Training should have a proper follow up. It should be applied in day to day life by the staff.

iv) Some more training institutes should be opened to cover all regions and to facilitate the staff to attend training programs.

v) The staff has been granted with new pension scheme. In addition, staff should have a transparent transfer and promotion policy. Further the staff should be appointed according to the seats filled by the JNVs; this will motivate staff to retain students.

3. Regarding Infrastructure of JNVs

i) Maintenance work such as white wash, repair of taps, fans, grass cutting in playgrounds and other infrastructure should be undertaken during vacations in Vidyalayas. In addition, district officials should support to provide timely services to students such as maintenance of buildings, organization of medical camps etc. Parents and communities should be involved to pressurize district officials for their coordination.

ii) Electricity back up arrangements should be made by using renewable energy such as solar panels.

4. Regarding Jawahar Navodaya Vidyalaya Selection Test (JNVST)

i) The JNVST should be widely publicized done. Advertisements on Doordarshan and Radio should be regular and ongoing.
ii) JNVST should be revised. An objective type of test does not necessarily brings the talent of a student. Inclusion of writing skills and verbal tests should be considered.

iii) Malpractices in JNVST should be checked and stopped.

iv) Nurturing of talent should take place in JNVs. Students brilliant in music and sports should be encouraged to develop their talent. Proper allocation of funds should be made and used to nurture their talents. Further, career counseling should be done for students.

5. Regarding Vacant Seats and Drop-outs

i) The vacant seats should be filled at each level. Girls students should be encouraged to account for at least 50% of seats.

ii) The students should be provided a good/friendly atmosphere in the Vidyalayas so that they continue at the Vidyalayas in higher classes.

6. Quality Education in JNVs

i) ICT should be routinely used for class teaching.

ii) English should be taught properly to students. Regular workshops to develop English speaking and writing skills should be organized.

iii) Inculcation of values should start from highest level. Principals, teachers and officers themselves should exhibit their values and set an example in day to day life so that students learn them by seeing their behavioral aspects such as politeness, saving environment by using less papers, ready to serve other regions etc.

iv) Linkages between JNVs and higher education institutions should be established.

7. Regarding Provision of Day to Day Facilities and Amenities

a) Food and Water

i) The students should be provided food in clean and hygienic conditions.

ii) Catering staff should be provided proper uniform and gloves.

iii) Number of water coolers should be increased. Academic blocks should also have RO water facility.

iv) Amenities like hair oil, soaps, tooth brush etc. must be of good quality.
v) The students’ mess expenditure should be reviewed annually. In addition, there should be allocation of regular funds for diet of players.

b) Uniform
i) Cloth used should be of better quality that should not fade away or torn off.

8. Monitoring at Vidyalaya level/Regional level and Samiti level

i) Internal monitoring of staff should be done properly. Principals should establish a work culture and supervise the staff regularly. The students should not suffer due to negligence/avoidance of duties by the staff.

ii) External evaluation of JNVs should be a requirement. Independent agencies should be given this task.

iii) Ranking of JNVs should be done. Each and every aspect of JNVs should be considered: i) enrolment and retention of students in JNVs ii) Infrastructure iii) Students’ achievement and involvement in various activities not only academic but sports, music and dance and others iv) Atmosphere and environment for students v) staff position in JNVs vi) Record keeping vii) transparency viii) Follow up of Inspections or evaluation i.e. corrective actions taken.

iv) Records should be maintained properly by RO. Transparency in financial matters should not only be preached but practiced as well. Websites of NVS, ROs and JNVs should be maintained in a uniform manner. They must have their annual reports which must include students free provisions, enrolments, students’ achievements, contact of parents teachers council members, meeting minutes of important committee, co-curricular activities, pace-setting activities etc. They should be updated regularly.

v) NVS should keep follow-up of all of its instructions to JNVs. Staff should be recruited to inspect working of ROs and JNVs. In addition, recommendations of evaluating agencies should be adopted at the earliest.

9. Regarding grievance redressal mechanism for students

i) Students in JNVs should be encouraged to voice their problems. An impartial system to address their grievances should be adopted. In addition, authorities of National
Commission for Protection of Children Rights should visit JNVs regularly and talk to students in private. Action should be taken against staff members who use corporal punishment in any form. Staff members should be counseled regarding behavioral issues and feedback from students taken subsequently.

ii) Corporal punishment in any form should be checked in JNVs and strict action against teachers practicing this should be taken.

iii) Staff of JNVs should be regularly trained to develop their soft skills.

iv) Students should be provided a healthy environment in JNVs during their critical growing years. Adolescence Education Programme should be followed in spirit.

In addition, major recommendations of the 154th Parliamentary Committee on Functioning of JNVs, 2005 should be adopted. These are summarized below:

a) Apart from providing the requisite basic infrastructure, provision for fire safety should also be made on priority basis to make school buildings safer. Regular inspections should be made to see that buildings and other infrastructure is properly maintained. The school authorities should also discuss the problem of maintenance of building in the Parents Teachers Meetings, so that parents can pressurize the district and local NVS authorities.

b) Department should take steps for conducting a survey for analyzing the reasons for low intake of student in JNVs with particular focus on the JNVs having very low enrolment figures and, based on the findings of the survey, take remedial action.

c) All the JNVs should be covered under Computer Literacy scheme at the earliest. The maintenance and connectivity with internet should be ensured to get optimum utilization of computers. The Committee recommended that all the teachers should be encouraged and suitably trained to work on computers.

d) More Vidyalayas may be covered under the ‘SMART VIDYALAYAS’ scheme. Local M.P. and MLA can be associated for extending funds to such Vidyalayas for purchasing computers.

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e) All efforts should be made to complete the admissions on time so that the studies of children do not suffer. The admissions in JNVs is a long process, therefore, it should begin early enough to be completed by March/April along with that of other schools.

f) Outside agencies should also be roped in for specialized counseling on the career options available, both inside as well as outside the country. There should also be counseling on various financial options available in the form of study loans/assistanceships provided by banks and other bodies. The students should also be taken on study visits to premier institutes of education like, IITs, IIMs, and IISCs etc. for an exposure to the academic/professional atmosphere in order to motivate them to set high goals and endeavor to achieve them.

g) There is need for providing proper lighting and fencing around the schools to avoid any untoward incident.

h) NVS should initiate a special drive for filling all the sanctioned posts of hostel staff of JNVs at the earliest. If any changes are required to be made in the recruitment procedure, steps may also be taken in this regard.

i) Efforts should be made for making adequate first-aid facilities in each school to meet the emergency health care requirements of the boarders.

j) The vacancies of teachers in Navodaya Vidyalayas should be anticipated well in advance and efforts should be made to complete the process of appointments well before the start of an academic session.