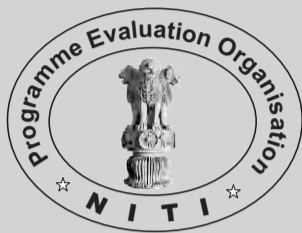


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Evaluation Study on Navodaya Vidyalaya Smiti (NVS)

PEO Report No.226



NITI AAYOG
Programme Evaluation Organisation
Government of India
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Preface

The National Policy on Education 1986, envisaged setting up of pace setting residential schools called Jawahar Navodaya Vidyalayas (JNV) with an aim of providing excellence coupled with equity and social justice. Consequent to this, Navodaya Vidyalaya Samiti (NVS) was registered as a Society under the Societies Registration Act (XXI of 1860) on 28th February, 1986. Jawahar Navodaya Vidyalayas are run by NVS, which is an autonomous Organization of Department of School Education & Literacy, Ministry of Human Resource Development. NVS is a Central Sector scheme fully funded by the Central Government with its headquarters at New Delhi.

The NVS system is a novel intervention in the chronicles of school education in India and elsewhere. Its crux lies in inclusion of talented rural and backward children as the target group to be able to provide them with quality education comparable to the best in a residential school system. These deserving rural children would be provided subsidized, state-of-the art education and a scope for all-round development and empowerment. This would brace them up to compete on equal footing with their urban counterparts and all round quality education would no longer remain an all-urban preserve.

Presently the JNVs are spread in 27 States and 7 Union Territories. These are co-educational residential schools fully financed and administered by the Government of India through an autonomous organization. Admissions in JNVs are made through the Jawahar Navodaya Selection Test (JNVST) at Class VI. The medium of instruction in JNVs is the mother-tongue or regional language up to Class VIII and English thereafter for Maths and Science and Hindi for Social Science. Students of the JNVs appear for class X and XII class examinations of the Central Board of Secondary Education (CBSE). While education in the schools is free including boarding, lodging, uniforms and textbooks, a nominal fee of Rs. 200/- per month is being paid by the children from class IX to XII. However, children belonging to SC/ST, girls, physically handicapped and from the families whose income is below poverty line are exempted from payment of fees.


The Samiti has eight Regional Offices located in different States for administration of Vidyalayas under their respective regions. For each Vidyalaya, there is a Vidyalaya Advisory Committee (VAC) and a Vidyalaya Management Committee (VMC) for the general supervision of the Vidyalaya. Both these Committees are chaired by the District Magistrate/ District Collector of the District and manned with local educationists, public representatives and officials from the District as members.

The Development Evaluation Advisory Committee (DEAC) under the Chairmanship of Dy. Chairman, Planning Commission entrusted PEO to conduct evaluation study on NVS Scheme. The study was conducted by PEO, in-house (by utilizing the field units of PEO viz. Regional Evaluation Offices & Project Evaluation Offices).

Keeping in view the objectives of the scheme, different study instruments designed were used to capture information /data on different JNV parameters by the field team during the survey. Apart from canvassing schedules with various stakeholders, Focus Group Discussions (FGDs) were also held with the identified target groups to amass qualitative feedback.

I hope the findings of the study will be of interest to all including the policymakers, for making the scheme more effective in achieving the desired goals. The findings of the study reveal that the scheme helped in bringing excellence among rural talents in education and different extracurricular activities and inculcating values and learning of life skills in live environment. There is a need for strengthening the infrastructure, augmenting manpower and addressing the concerns of all the stakeholders of the existing schools. For making the scheme more geographically spread and removing the bottlenecks in getting the land and accommodation for JNVs, the efforts from central authorities and responses from State and local authorities are also solicited to make the benefits of the scheme available in every district of the country.

The study received constant support from Secretary, of the erstwhile Planning Commission. The study design was prepared by Dr. R C Dey, Ex-Director, PEO. The data analysis and writing of report was done by Ms. Lopa Banerjee, Research Officer, REO, Kolkata and Shri M K Mishra, Economic Officer, REO, Kolkata under the guidance and supervision of Shri R K Jena, Director, REO, Kolkata. I would like to thank all my PEO field units for carrying out the intense field investigations for this study. I hope the lessons learnt from the findings of the present study will help the policy makers and implementing agencies to make the scheme more effective in achieving the desired objectives and more rural talents will come under the umbrella of JNVs in their pursuit for excellence.


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Place : New Delhi

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List of Abbreviations

AIDS	:	Acquired Immuno-deficiency Syndrome
AIEEE	:	All India Engineering Entrance Examination
AIPMT	:	All India Pre Medical Test
APL	:	Above Poverty Line
B.Ed	:	Bachelor of Education
CBRI	:	Central Building Research Institute
CBSE	:	Central Board of Secondary Education
CCA	:	Co-curricular Activities
CCE	:	Continuous and Comprehensive Evaluation
CEMC	:	Consultancy Evaluation cum Monitoring Committee
CET	:	Common Entrance Test
CHC	:	Community Health Centre
CPWD	:	Central Public Works Department
DEAC	:	Development Evaluation Advisory Committee
DRS	:	Development and Research Services (New Delhi)
ENT	:	Ear Nose Throat
FCSA	:	Faculty-cum-System Administrator
FGD	:	Focus Group Discussion
HM	:	House Master
ICT	:	Information and Communication Technology
IIM	:	Indian Institute of Management
IIPA	:	Indian Institute of Public Administration
ISTM	:	Institute of Secretariat Training and Management
IIT	:	Indian Institute of Technology
IT	:	Information Technology
JNV	:	Jawahar Navodaya Vidyalaya

JNVST	:	Jawahar Navodaya Selection Test
KVS	:	Kendriya Vidyalaya Sangathan
M&R	:	Maintenance & Repairs
MIS	:	Management Information System
MoU	:	Memorandum of Understanding
NCC	:	National Cadet Corps
NCERT	:	National Council of Educational Research and Training
NDA	:	National Defence Academy
NGO	:	Non-Governmental Organisations
NIT	:	National Institute of Technology
NLI	:	Navodaya Leadership Institute
NRHM	:	National Rural Health Mission
NSS	:	National Service Scheme
NTSE	:	National Talent Search Examination
NVS	:	Navodaya Vidyalaya Samiti
OBC	:	Other Backward Classes
PEO	:	Programme Evaluation Organisation/ Project Evaluation Office
PGT	:	Post Graduate Teacher
PH	:	Physically Handicapped
PRI	:	Panchayati Raj Institutions

Executive Summary

Navodaya Vidyalaya Samiti (NVS) is a Central Sector scheme fully funded by the Central Government. The National Policy on Education 1986, envisaged setting up of pace setting residential Navodaya schools, called Jawahar Navodaya Vidyalayas (JNVs), with an aim of providing academic excellence coupled with equity and social justice.

As decided by the DEAC (Development Evaluation Advisory Committee), PEO, Planning Commission along with its field offices of REOs/PEOs undertook the evaluation of the scheme. The present evaluation study uses a multi-stage simple random sampling methodology for selection of 20 states, 56 JNVs (one in each sample district), 112 teachers (2 in each JNV), 1176 beneficiary students (21 in each JNV), 280 beneficiary parents (5 in each JNV) and 392 non-beneficiary students (7 in each district), subject to their availability. The study reference period is from 2006-2007 to 2011 – 2012.

1. JNVs' Management

Although the roles of Committees at the NVS (HQ) level have not been assessed, it is observed that some issues are long pending for approval at the appropriate level. Also, some long standing problems have not been addressed.

At the school level, the functions assigned to Vidyalaya Advisory Committee (VAC) are of assistance in nature. It has no authority and no power to make recommendations. Although the provision for constitution of VAC is given in the MoU, only 78% schools have VAC meetings regularly.

On the other hand Vidyalaya Management Committee which has been given controlling power on funding, is present in all schools and 89% schools have regular meetings of VMC. In some cases VMC and in most cases VACs are very actively contributing to the development of schools. In most cases VACs dealt on the issues other than academics.

However, there is no MIS system in place. There is also no fixed and uniform pattern of progress reporting at JNV and RO levels.

2. Coverage of Scheme

As per Govt. of India's policy of establishing one JNV in each district of the country, 576 JNVs have so far been established out of 664 districts. Tamil Nadu had from the start refrained from joining the scheme leaving 32 districts out of JNVs. 20 additional JNVs have been sanctioned for the districts having large concentration of SC/ST. However, it is seen that many districts having largest concentrations of SC/ST are left out.

Out of 596 schools, 78 schools are functioning in the temporary buildings and 10 JNVs are not functional. Failure of the State governments to provide 30 acres of suitable land and

temporary buildings is cited as the main stumbling block for uncovered districts and non-functional JNVs.

On an average 4000 (50 times the available seats) are applying for the 80 available seats, implying only about top 2% of the applicants get berth in JNVs. 59% of the Principals of the selected JNVs feel that the norm of one JNV in each district to cater to quality education of rural population is not sufficient.

3. Flow of Funds

Most of the JNVs/districts in the sample viz. 46 out of 56 JNVs have expressed that the amount of fund allocated (both overall and head-wise) is adequate and also released timely to the JNVs. The exceptions to this are the JNVs in the nine districts of Una (Himachal Pradesh), Samba (Jammu & Kashmir), Rewari (Haryana) , Buxar (Bihar), Gumla (Jharkhand), Kapurthala (Punjab) and Thoubal, Senapati and Imphal West (Manipur), which have opined that the fund allocation to the respective JNVs have been either inadequate or untimely or both. Major problem reported in most of the States is the gross inadequacy of funds for the maintenance and restoration of JNV buildings. This problem was unanimously reported by the surveyed JNVs in the States of Himachal Pradesh, Jammu & Kashmir, Haryana, Punjab and Manipur. In the States of Bihar and Jharkhand, it was reported that there is paucity of funds released on the heads of lab equipment, development of sports and expansion of sports facility, purchase of computer hardware, infrastructure and lastly, training. In general, the schools and ROs do not have much flexibility with respect to funds as norms for allocation are fixed and uniform across all JNVs.

4. Admission Procedure- The Hunt for Meritorious Students

About one fifth of the principals of the selected schools are not satisfied with the admission procedure. 11% of the selected teachers feel that the admission process is not transparent and fair. Malpractices adopted at some examinations centers is the main reason for the dissatisfaction of the principals and teachers. And, half of the students who could not get admission in JNVs feel that genuine students are not selected. Non-transparency in the admission procedure is the major cause of concern, as opined by these students.

There is substance in the claim that the parents of the children who are studying in JNVs represent the middle income service class. Some principals (12.5%) are of view that there should be income criteria for the admission test.

There is general feeling among the parents and children, especially those who have not been selected for admission, that to know the techniques of solving questions in the admission tests, one needs orientation/training (which is mainly affordable to the urban children, service class and rich parents). 10 school principals have suggested changing the pattern of questions asked in the admission test.

About half of the students of JNV are from the families who enjoy the proximity of JNVs or self-awareness, which is due to the poor dissemination of information by the JNVs and State officials.

5. School Infrastructures

Though the infrastructure norms are fixed and uniform across all JNVs, there are clear deviations from these norms, especially in respect of adequacy of classrooms, computer and internet facilities as well as the hostel facilities. Overcrowding aspect in hostel rooms as well as the classrooms has already been documented in the above discussion in detail. Also, there is clear concern for safety and security as voiced by the FGD members in most of the States and the need to post security personnel, fortify boundary walls as well as post resident doctors for medical emergencies emerge as the most common suggestions.

All the JNV (beneficiary) students, i.e. 100% responded that library facilities are available in school. About 94.5% students also mentioned that books of all subjects are available. 98% students mentioned that they visit the library for studies and about 81% visit the library on weekly basis. Many senior students feel that the books are inadequate than the juniors. Although 99% students said that they do have computer labs in the JNVs, about 62% said that there were adequate numbers of computers for use in these labs. The overall atmosphere of the JNV as well as the hostel is considered congenial by more than 95% of the JNV students interviewed. Jammu & Kashmir, Arunachal Pradesh, Bihar and Jharkhand reported major dissatisfaction with respect to adequate and comfortable sitting arrangements in classrooms.

Regarding hostel facilities, about 80% students said that their parents are allowed to visit them in JNV hostels. However, majority (about 65%) mentioned that no separate chairs/tables are provided to hostel residents for studying comfortably. About 77% of the teachers reported that the children stay comfortably in the hostel rooms and mostly toiletries are supplied to the children on a monthly basis. 93% of the teachers opined that the warden checks the hostels regularly and only 26% recorded that guesthouses are available for visiting parents. 86% of the beneficiary parents reported that their wards feel comfortable with hostel roommates and 12% responded that guesthouses are available for them when they are visiting their wards in the JNVs.

6. Computer Facilities

Authorities of all the selected schools have reported that computers are made available to each group of students. However there is no internet connectivity in 11% of schools. 37% students feel the numbers of computers are not adequate. The smart schools are not only worse with regard to adequacy of computers, they also have problems with regard to other support systems too. Although senior students use computers more frequently, only 16%

students of class XII use computer daily. There are also 15% students in class XII who have never used computer. Almost all children opined that computer teachers are available daily.

7. Role of Teachers

20% of teachers' posts are lying vacant. There is small increase in the sanctioned posts while number of teachers in position has decreased. The vacant posts are filled through contractual teachers. The impact of unavailability of teachers is felt where there is problem with the availability and quality of contractual teachers. Majority of teachers feel that there is a transfer policy which is for the benefit of the teachers. The satisfaction level is little biased towards females.

Most of the teachers feel that the quality of education is very good. They are satisfied with the curriculum. Teachers think that to improve the quality of teaching, warden(s) should be appointed along with the provision of other supporting staff and good infrastructure.

There is no method devised for identifying and developing the talents of the students. It is done through the personal observation by the teachers. However, majority of parents feel that teachings are effective and teachers are able to develop talent of the students. Organization of extra remedial classes is the main technique used for the academically average and poor students.

Majority of teachers feel that the accommodation provided are adequate, safe and secure. However, there are big variations in responses among the teachers of different states.

Only 69% teachers feel that teaching in a JNV is of good status and valuable. Heavy burden of non-teaching activities resulted in disappointment among rest of the 31% teachers. Absence of pension provision for some teachers is another reason of concern. House mastership and mess management are the two main non-academic duties creating trouble to the teachers and also impacting the teaching quality.

About half of the teachers feel that the remoteness of the school is unsuitable to them. With variations among regions, 72.3% teachers feel that the overall environment of JNV is pleasant and congenial.

8. Inspection and Grievance Redressal

An inbuilt Grievance Redressal Mechanism has been adopted at NVS (RO) and NVS (Hqrs.) level. In addition, there is a provision of online registration of grievances on the NVS website. Broadly, the types of grievances received are settlement of bills, non-grant of leave, pay fixation/anomaly, settlement of dues of ex-employees and non-grant of up-gradation in time.

The inspection norms for NVS authorities range from one to three times in a year for the States surveyed. In general, most States meet the norms for frequency of inspection by NVS authorities. Inspections by the school staff are the most regular and frequent as compared to

the inspection by other authorities. In fact, the Principal or a senior teacher acts as the hostel warden and takes rounds of the school and hostel almost every day as well as conducts surprise checks, as reported unanimously by the sampled JNV beneficiary students. Other inspections by District staff and police happen mostly as and when need arises. Broad areas of improvement pointed out by the inspection authorities were more use of ICT/audio-visual aids by teachers, more attention towards safety and security of girl children, more emphasis on quality of remedial classes and communication in English, cleaner and well equipped JNV dormitories, more innovations in teaching and so on.

9. Medical and Health Facilities

About 90% of the JNV students responded that medical and health check-up facilities are indeed available in the JNV school campuses. Only 34% students reported that JNV has appointed a resident doctor and 99% confirmed the availability of medicines. About 36% of the students also said that health check-ups happen weekly and/or monthly in the JNVs. 19% responded that laboratory facilities for medical reasons are available in JNVs. Also, 87.3% responded that medical facilities are provided for emergency cases.

Deeper analysis has revealed that Andhra Pradesh, Kerala, Uttar Pradesh, Uttarakhand, Maharashtra, Gujarat, Manipur and Arunachal Pradesh are some of the States that have performed better than the rest in terms of provision of health facilities. Since good health is a prerequisite for superlative academic and extracurricular performance and forestalling of dropouts in JNVs, this aspect needs to be closely monitored by JNV authorities. The provision of doctors, medical laboratories and emergencies need to be emphasized across the board as there are wide variations in responses of beneficiaries on these three health parameters in particular.

10. Education and Excellence

NVS Students performed better in the board exams as compared to any other government or government aided schools. There is great variation among regions in performance in X and XII board examinations. Hyderabad is the best and Shillong is the worst performing region for the last 14-15 years. Schools having tagged “Smart School” do not perform better than the rest of the schools. About 83 percent teachers feel that the quality of education is very good. Majority of teachers who have school going children preferred JNVs for their wards. Quality of education and all round development in JNVs are the main reasons for this preference.

11. Pace Setting

About 87.5% Vidyalyayas reported that they are providing support to schools in the neighborhood in the field of quality of education. Organizing computer education programmes for the students of such schools is the activity undertaken by the most of the JNVs. However, it appears that this objective has not been properly defined at the highest/top

level. Many of the non-JNV students think that the other schools are lagging behind in the field of quality education and the basic features of JNVs should be replicated in their schools.

12. Suggestions and Recommendations

Some of the suggestions arrived at on the basis of our findings, analyses and discussions with the stakeholders are as under:

- The government should look into the State specific problems immediately for their inability to provide sufficient land of 30 acres to JNVs as well as the provision of temporary accommodation for establishing JNVs in 56 uncovered districts.
- There is a need to make management committees of JNVs more professional and effective and to put in place a MIS system and a fixed and uniform system of progress reporting at JNV level.
- PRIs need to be sensitized to garner the support of local bodies, villagers, NGOs and SHGs for JNV management and support activities. Ice-breaking may be done to ensure that a sense of alienation existing in general among the rural populace in the vicinity, perceiving the JNV as a fully owned Central government institution, is reduced.
- Allocation of adequate funds for the maintenance and repair and for augmenting the infrastructure is desired. Also, given that the terrain, culture, State specific characteristics and JNV building designs vary widely, the uniform allocation norm may affect fund flow to JNVs in specific cases. This aspect needs to be examined.
- There is a need to relook into the admission procedure and criteria for making it more accessible for rural talent. An income criterion for admission is desirable as the chunk of parents with their wards studying in JNVs fall in the middle income or service category.
- Heavy burden of non-teaching activities corrodes teachers' performance and quality of teaching. About one-fifth of the teachers have suggested appointment of permanent wardens as house wardenship severely eats into the teaching time. Nearly 12% of the JNV principals pointed out that appointment of regular teaching and non-teaching staff should be made. Lack of group D staff was another problems area in manpower addressed by several JNVs.
- Beefing up the health activities in JNVs with regular doctors, potable drinking water along with adolescent counseling sessions for handling depression and mental ailments in children are deemed necessary.
- Career orientation programmes are needed in NVS from the lower classes itself.

- Skill based curriculum, value added and job based education, more activity based learning and emphasis on environmental education are other suggestions emanating out of the discussions with FGD members.
- The whole migration policy need to be reexamined as it is not fulfilling the stated JNV objective of national integration in true spirit. On the contrary, it has induced some tremors on the quality of education and environment of school, like indiscipline and unruliness in school campuses.
- It was observed that JNVs are not performing their assigned role to serve as a focal point for improvement in quality of school education through training of teachers in live situations and sharing of experience and facilities. The pace setting activities are limited to conducting some infrequent computer training and other programmes. The scope to converge this scheme with Madhyamik Shiksha Yojana and other State Government initiatives may be explored. There is need of proper coordination with the State Governments on this issue.

Chapter 1

An Introduction to Navodaya Vidyalayas

1.1 Introduction:

The National Policy on Education 1986, envisaged setting up of pace setting residential schools, named as Jawahar Navodaya Vidyalayas (henceforth, 'JNVs'), with an aim of providing excellence coupled with equity and social justice. Consequent to this, Navodaya Vidyalaya Samiti was registered as a Society, under the Societies Registration Act XXI of 1860. Navodaya Vidyalayas are run by the Navodaya Vidyalayas Samiti (NVS) which is an autonomous Organization of the Ministry of Human Resource Development, Department of School Education & Literacy. The Minister of Human Resource Development is the Chairman and Minister of State of Human Resource Development (Education) is the Vice-Chairman of the Navodaya Vidyalaya Samiti.

The Navodaya Vidyalaya System is a novel experiment in the chronicles of school education in India and elsewhere. Its crux lies in inclusion of talented rural and backward children as the target group to be able to provide them with quality education comparable to the best in a residential school system. These deserving rural children would be provided subsidized, state-of-the art education and a scope of an all-round development and empowerment so that they can compete on equal footing with their urban counterparts and quality, job-oriented education no longer remains an all-urban preserve.

Presently the JNVs are spread in 27 States and 7 Union Territories. These are co-educational residential schools fully financed and administered by Government of India through an autonomous organization, NVS. Admissions in JNVs are made through the Jawahar Navodaya Selection Test (JNVST) at Class VI. The medium of instruction in JNVs is the mother-tongue or regional language up to Class VIII and English thereafter for Maths and Science and Hindi for Social Science. Students of the JNVs appear for X and XII class examinations of the Central Board of Secondary Education (CBSE). While education in the schools is free including boarding, lodging, uniforms and textbooks, a nominal fee of Rs. 200/- per month will have to be paid by the children from IX to XII classes. However, children belonging to SC/ST, girls, physically handicapped and from the families whose income is below poverty line are exempted from payment of fees.

1.2 Management

NVS is a Central Sector scheme fully funded by the Central Government with its headquarters at New Delhi that manages the chain of JNVs all over the country. NVS functions through an Executive Committee under the Chairmanship of the Union Minister of Human Resource Development, and the Union Minister of State for Education is its Vice-Chairman. The Executive Committee is assisted by the Finance Committee and Academic Advisory Committee in its functions.

The Samiti has eight Regional Offices for administration of Vidyalayas under their respective regions. These offices are located at places in different States. For each Vidyalaya, there is a Vidyalaya Advisory Committee (VAC) and a Vidyalaya Management Committee (VMC) for the general supervision of the Vidyalaya. Both these Committees are chaired by the District Magistrate/ District Collector of the District and manned with local educationists, public representatives and officials from the District as members.

The organization hierarchy chart of NVS Headquarters (from Section Officer and above) and NVS Regional Offices can be seen at Annex 1.1 and 1.2 respectively.

1.3 Objectives of Navodaya Vidyalayas

The broad objectives of NVS are:

- To serve the objectives of excellence coupled with equity and social justice.
- To promote national integration by providing opportunities to talented children, largely rural, from different part of the country, to live and learn together and develop their full potential.
- 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 ensure that all students of Navodaya Vidyalayas attain a reasonable level of competence in three language as envisaged in the Three Language Formula; and
- To serve, in each district, as focal point for improvement in quality of school education through sharing of experiences and facilities.

1.4 Salient Features of Navodaya Vidyalayas

- JNVST: Entrance on the basis of Merit: Navodaya Vidyalayas draw their student from the talented children, selected on the basis of a merit test, called the Jawahar Navodaya Vidyalaya Selection Test (JNVST), designed, developed and conducted by NCERT initially and now, by the CBSE. The test is held annually on All India basis and at block and district levels. It is objective, class neutral and is so designed as to ensure that rural children are not at disadvantage.
- Reservation for Rural, S.C.s, S.T.s and Girl Students: Admissions in JNVs are primarily for children from the rural areas, with provision of 75% seats for rural children. Seats are reserved for children from SC and ST communities in proportion to their population in the district but not less than the national average. 1/3rd of the seats are for girl students. 3% of the seats are for disabled children.
- Co-educational Residential Schools with Free Education: JNVs offer free education to the talented children from Class VI to XII. They are affiliated to CBSE. Entry to JNVs is in Class VI only along with the lateral entry into Class IX & XI. Each JNV is a coeducational residential institution providing free boarding and lodging, uniforms,

text books, stationery, to and fro rail/bus fare. However, a nominal fee @ Rs. 200/- per month is charged from the students of Classes IX to XII for Vidyalaya Vikas Nidhi. The students belonging to SC, ST, categories, girls, disabled students and children of the families below poverty line are exempted from this fee.

- Adherence to Three Language Formula: The Regional Language is generally the medium of instruction from Class-VI to VIII and from Class- IX onwards, it is English for Science and Mathematics and Hindi for Humanities subjects.
- Promotion of National Integration: JNVs aim at inculcating values of national integration through the inter-regional exchange of students between Hindi and Non-Hindi speaking States. Efforts are made to promote better understanding of the unity in diversity and cultural heritage through various activities.
- Location of Jawahar Navodaya Vidyalayas: JNVs are located in rural areas across the country. The State Government is to offer cost-free land and rent-free temporary buildings for the setting up of a Navodaya Vidyalaya.

1.5 Academic Excellence

In JJNVs, all out efforts are made to develop competencies among the students in scholastic and non-scholastic areas of education which leads to an effective personality development. Indicated below is the comparison of average pass percentage of NVS with other school systems like Kendriya Vidyalayas and independent schools wherein Navodaya's average pass percentage is higher than the national average of other schools affiliated to CBSE.

TABLE 1.1: CLASS-X & XII EXAMINATIONS

Comparison of Pass Percentage of NVS with other School Systems

Schools	Class-X		Class-XI	
	2012	2013	2012	2013
CBSE	98.19	98.76	80.19	82.10
NVS	99.58	99.73	95.96	96.14
KVS	99.36	99.70	94.13	94.81
Independent	98.20	99.46	80.11	82.31

1.6 Students' Profile

To provide a progressive and forward looking school system in the rural areas, the scheme provides for a reservation of 75% students from the rural areas. Reservation to SC/ST students is in proportion to their population subject to a minimum of national average of these categories. 33% seats are reserved for girl students. 2, 24,659 students were on the rolls of JNVs at the end of the academic session 2011-12.

The percentage of students belonging to SC/ST categories, in JNVs is well above the national norms (15% SC & 7.5% ST) as indicated in table 1.2. Thus they are serving rural students, especially girls, SC & ST students in the excess of national average. This has also been appreciated by the Standing Committee of Parliament on the Ministry of Human Resource Development.

Table 1.2: Social & Gender Category Percent in all NVS schools in 2011-12

Year	SC	ST	General	Girls	Boys	Rural	Urban
2011-12	24.79%	18.17%	57.04%	37.37%	62.63%	78.08%	21.92%

1.7 Organizational Structure

1.7.1 The Samiti

JNVs are run by NVS which is an autonomous organization under the Department of School Education and Literacy, Govt of India. The Chairman of the Samiti is the Hon'ble Minister of Human Resource Development. Hon'ble Minister of State for Education in the Ministry of H.R.D. is the Vice Chairman of the Samiti.

The Samiti functions through an Executive Committee under the Chairmanship of Hon'ble Minister of HRD. It is responsible for the management of all affairs including allocation of funds to the Samiti and has the authority to exercise all powers of the Samiti. The Executive Committee is assisted by two Sub-Committees, i.e. Finance Committee and Academic Advisory Committee, in its functions.

The executive head of the administrative pyramid is the Commissioner who executes the policies laid down by the Samiti's Executive Committee. He/she is assisted at the Headquarters level by Joint Commissioners, Deputy Commissioners and Asstt. Commissioners. At the Regional level, he/she is assisted by the Deputy Commissioners and Asstt. Commissioners.

The Samiti has established 8 Regional Offices for the administration and monitoring of Navodaya Vidyalayas under their jurisdiction. For each Vidyalaya, there is a Vidyalaya Advisory Committee and a Vidyalaya Management Committee for the general supervision of the Vidyalaya. District Magistrate of the concerned district is the Chairman of Vidyalaya level Committee with local educationists, public representatives and officers from the District as members. The Vidyalaya Management Committee has two sub-committees i.e. Vidyalaya Purchase Advisory Sub-Committee and Vidyalaya Appointments Sub-Committee.

1.7.2 Regional Offices

Eight Regional Offices are established at Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna, Pune & Shillong with jurisdiction over different States and UTs.

Table 1.3: Regional Offices of JNVs

	Regions	No. of JNVs	States & No. of JNVs (as on 31.3.2012)
1.	Bhopal	98	Madhya Pradesh (50), Chhattisgarh (17), Orissa (31).
2.	Chandigarh	52	Punjab (21), Himachal Pradesh (12), J&K (18) & Chandigarh U.T. (1).
3.	Hyderabad	73	Andhra Pradesh (24), Karnataka (28), Kerala (14), Pondicherry (4), A. &N. Islands (2) & Lakshadweep (1).
4.	Jaipur	56	Rajasthan (34), Haryana (20), Delhi (2).
5.	Lucknow	83	Uttar Pradesh (70), Uttaranchal (13).
6.	Patna	81	Bihar (39), Jharkhand (24), West Bengal (18).
7.	Pune	64	Maharashtra (33), Gujarat (26), Goa (2), Daman & Diu (2), Dadra & Nagar Haveli (1).
8.	Shillong	88	Meghalaya (8), Manipur (9), Mizoram (8), Arunachal Pradesh (16), Nagaland (11), Tripura (4), Sikkim (4), Assam (28).
	Total	595	

1.8 Admissions

Talented students from each district are selected through an All India Level exam conducted each year by CBSE and are given admission to 6th standards/class in the JNVs of respective districts. Till 1998, the Jawahar Navodaya Vidyalaya Selection Test (JNVST) was conducted by the Central Board of Secondary Education. The test is largely non-verbal and objective in nature and is designed to prevent any disadvantage to children from rural areas. Now admissions are also taken against vacant seats in class VII, VIII and IX and X. From academic year 2008-09, admissions were allowed in class VIII. These admissions were conducted through an objective and descriptive test containing questions on English, Mathematics, Science and Social Sciences.

A total of 75% seats in a district are filled by candidates selected from rural areas and the remaining seats are filled from urban areas of the district. One third of the total seats are filled up by girls. SCs/STs also have due reservations of 15% and 7.5% respectively and these reservations increase with the increase of SC/ST population in the concerned district. There is a provision for reservation of 3% seats for disabled children.

1.9 Eligibility

Since the Vidyalayas have an objective of providing opportunity and education to the underprivileged children of rural areas, the entrance examination has a list of eligibility criteria. They require the student to be:

- (1) A student of V standard by a Government recognized school
- (2) In the age group of 9-13
- (3) A student of III, IV and V in a Government recognized school in a rural area to apply for a rural quota
- (4) Not appearing in JNVST for a second time.

1.10 Facilities for the Students in JNVS

Education in the JNVs includes free boarding & lodging, uniform, textbooks, stationery, and rail/ bus fare from school to the homes, etc. for all students.

1.11 Fee Structure

An amount of Rs.200/- per student per month as Navodaya Vikas Nidhi is collected from students of classes IX to XII, However, S.C, S.T, girls , disabled students and the students from below poverty line are exempted from paying Navodaya Vikas Nidhi. The fee is collected on monthly basis for the whole year.

1.12.1 Students Enrolment in JNVs, as on 30.09.2009 is as under:-

Table 1.4: JNV Enrolment as of 30.9.2009 (Source: NVS website)

Number	Boys	Girls	Rural	Urban	Gen.	SC	ST
207168	131445	75723	161640	45528	120528	50367	36273
%Age	63.45	36.55	78.02	21.98	58.18	24.31	17.51

1.12.2 Year-wise registration figures for admission in Class VI are as under:-

Table 1.5: Students Registration Year-wise for Class VI

S.No	Year	No. of Students Registered	No. of Students Appeared	No. of sStudents Selected
1	JNVST 2004-05	936423	876405	31664
2	JNVST 2005-06	985875	822331	32773
3	JNVST 2006-07	1166676	1042460	35605
4	JNVST 2007-08	1387421	1235288	36364

1.13 Budgetary Allocation and Expenditure of the Samiti

The programmes and activities of the Samiti are fully financed by the Ministry of HRD. The year wise detail of budget allocation, release and expenditure is a under:-

Table 1.6: Year Wise Budget of JNVs

(Amount in Crores)

Sl. No	Year	Plan			Non-Plan		
		Budget Allocation	Released by Ministry	Exp. by NVS	Budget Allocation	Released by Ministry	Exp. by NVS
1	2005-06	571.00	571.00	572.77	150.85	150.85	157.47
2	2006-07	653.50	653.50	658.70	165.15	165.15	170.09
3	2007-08	910.00	910.00	902.28	194.80	194.80	195.14
4	2008-09	1290.00	1290.00	1208.36	259.87	259.87	273.39
5	2009-10	1300.00	1300.00	1311.32	341.29	341.29	362.95
6	2010-11	1385.00	-	-	376.40	-	-

1.14 Location

The establishment of a JNV was envisaged in each district of the country. The opening of a NVS is based on the proposal received from the concerned State/UT along with the following:

- 30 acres of suitable land free of cost (relaxation to the extent of at least 10 acres on case to case basis); and
- sufficient space in the building and other infrastructure free of rent for at least three to four years which could accommodate 240 students and staff for running the Vidyalaya till the Samiti constructs its new building at the permanent site.

1.15 Coverage of the Scheme

The Scheme is being implemented in all States except Tamil Nadu due to its insistence of nonuse of Hindi as medium of instructions for Social Science and Humanities in classes IX to XII as per the policy adopted by NVS. Total 576 JNVs have so far been established out of 664 districts.

Chapter 2

Objectives and Methodology of the Study

2.1 Proposed Evaluation

The Development Evaluation Advisory Committee (DEAC) under the Chairmanship of Dy. Chairman of the erstwhile Planning Commission entrusted Programme Evaluation Organization (PEO) to conduct evaluation study on NVS Scheme. The study was to be conducted in-house (by utilizing the field units of PEO viz. Regional Evaluation Offices & Project Evaluation Offices).

PEO constituted the Consultancy Evaluation Cum Monitoring Committee (CEMC) for guiding and monitoring the progress of the study and to provide guidance on the preparation of the study design including objectives of the study methodology, instruments of observations and guidance on the identification and development of appropriate input, activity, output and impact indicators for assessing the performance of the implementation of the scheme and to ensure quality of data collections, drafting of the report, etc.

PEO prepared the design of study and discussed it in the meeting of Technical Group of PEO and incorporated suggestion given by the technical group.

2.2 Objectives of the Evaluation Study

- (i) To evaluate the coverage of the scheme and to find out the percentage of students scored more than 60% in class X & XII grade/ exam respectively, social category wise i.e. (SC, ST, OBC & disabled) as well as gender wise.
- (ii) To examine the dropout rate from various classes of NVS school.
- (iii) To enquire about Navodaya Leadership Institute (N.L.I) regarding its establishment and activities undertaken.
- (iv) To examine the status of 33 smart schools as a pace setter in ICT programme as well as to enquire whether there is any bridge course for SC, ST and rural students.
- (v) To examine the extent of land utilization and to find out the other possibilities of land utilization by conducting other promotional activities.
- (vi) To assess how the schools are benefitting from the active participation of the State/ district authorities and how much it has contributed.
- (vii) To assess the flow of funds, its adequacy and timeliness during 2005 to 2010.
- (viii) To assess the quality of physical infrastructure available in JNVs including computer lab, library, science laboratories, facilities conditions of hostels, environment of the schools and quality of sanitation facility.
- (ix) To examine the socio-economic profile of JNV student/ parents.
- (x) To assess the future profile of students those who have passes out of JNVs.

- (xi) To verify JNVs contributions in promotion of national integration/ social integration and understanding the common and composite heritage of our people by assessing the way of effect NVS is having on other schools in the vicinity through NCC, NSS, sports & cultural programme and also with regard to performance of students in NVS in comparison with other schools.
- (xii) To assess the teacher students ratio, adequacy of human resources and also the skill development programme (training facilities) available for the teachers.
- (xiii) To examine the medical and health facilities in schools, food and nutritional aspects of residents (inmates) & verify adherence to programme guidelines.
- (xiv) To assess the dysfunctional ties in implementation of this scheme, if any, including the punctuality of teachers and students.
- (xv) To examine the fee structure of the NVS in comparison to other schools in order to assess per student recurring cost.
- (xvi) To identify the major constraints, if any, and to come up with recommendations for improving the classroom process, comprehensive evaluation methods and infrastructure improvement required.

2.3 Proposed Indicators

In order to redress the objectives the following indicators have been proposed:-

- a. Physical and financial progress State wise.
- b. Infrastructure facilities observed by field evaluation teams.
- c. Skill Development, training centers available for teachers training.

2.4 Reference Period

From 2006-2007 to 2011 – 2012

2.5 Study Methodology

In order to address the objectivities, systematic simple random sampling methodology is followed for selection of State/ District/ Institutions & beneficiaries.

2.6 Selection of States

NVS has its Head Quarters at New Delhi and eight regional officers at Bhopal, Chandigarh, Jaipur, Hyderabad, Lucknow, Patna, Pune and Shillong. Regional Offices considered as zone for selection of the States. Two States have been selected under each of the regional office, one State with highest fund utilized and highest performance and the other with the lowest fund utilized and lowest performance than the region averages. Following 16 States are selected.

Table 2.1: States selected for the Evaluation Study

S. No.	Zones	States
1	Bhopal	1) Chhattisgarh, 2) Orissa
2	Chandigarh	1)Himachal Pradesh, 2) J&K
3	Hyderabad	1) Karnataka, 2) Kerala
4	Jaipur	1) Rajasthan, 2) Haryana
5	Lucknow	1) Uttar Pradesh, 2) Uttarakhand
6	Pune	Maharashtra, 2) Gujarat
7	Shillong	1) Manipur, 2) Assam
8	Patna	1) Bihar, 2) Jharkhand

2.7 Selection of NVS School

Districts/ NVS were selected on the basis of NVS fund utilization data during the years 2005 to 2010 on simple random sampling basis on the following criterion:

Table 2.2: Criteria for Number of District(s) Selection in States

S.No.	Total of District in the State (N)	No. of District to be selected
1	Up to 15	2
2	16 to 25	3
3	26 to 35	4
4	Above 35	5

The selected districts/ NVS in the sample states are as under

Table 2.3 : Districts Selected for the Evaluation Study

SN	Zones	States	No. Districts to be selected
1	Bhopal	1.Orissa 2.Chhattisgarh	i)Bolangir, ii) Phulbani, iii) Nuapada, iv) Kalahandi i)Raigarh, ii) Raipur, iii) Bilaspur
2	Chandigarh	1.Himachal 2 J&K	i Solan, ii) Una i) Samba, ii) Badgam
3	Hyderabad	1. Karnataka 2. Kerala	i) Dakshina Kannada, ii) Gulbarga, iii) Chikmangalore i) Idduki, ii) Kasargod
4	Jaipur	1.Rajasthan 2.Haryana	i)Bharatpur,ii) Sirohi, iii) Jhalawar,iv) Sawai Madhopur i)Rewari, ii) Panchkula
5	Lucknow	1. Uttar Pradesh 2. Uttarakhand	i)Unnao, ii) Kudhinsht, iii) Meerut , iv) G.B. Nagar, v) Varansi-1 i) U. S. Nagar, ii) Nainital
6	Pune	1. Maharashtra 2.Gujarat	i) Pune, ii) Satara, iii) Aurangabad, iv) Washim i)Jynagarh,ii)Kheda,iii) Surendranagar
7	Shillong	1. Manipur 2.Arunachal Pradesh	i) Thoubal, ii) Senapati i) Lohit, ii) L.D.Valley
8	Patna	1.Bihar 2.Jharkhand	i) Buxar, ii) Kaimur, iii) Madhepura, iv)Aurangabad, v)Bhojpur i) Chatra, ii) Gumla
	8 Zones	16 States	47 Districts

2.8. Selection of Smart School

Out of thirty- three smart schools eight smart schools one for each zone randomly selected.

Table 2.4 : Smart Schools selected for the Evaluation Study

S. No	Zone	State	District
1	Bhopal	Madhya Pradesh	Bhopal
2	Chandigarh	Punjab	Kapurathala
3	Hyderabad	Karnataka	Shimoga
4	Jaipur	Rajasthan	Jaipur
5	Lucknow	Uttar Pradesh	Gorkhpur
6	Pune	Goa	South Goa
7	Shillong	Manipur	Imphal South
8	Patna	Bihar	Katihar

Additionally, Vishakhapatnam district in Andhra Pradesh was also added making the total tally of selected JNVs to 56 (47+8+1) under purview of the current study.

2.9 Selection of Teachers:

2 Teachers (1 PGT and 1 TGT) were selected on simple random basis from each school. In case of non-availability in any group, the substitute was taken from the other group (it means, there is possibility of selecting 2 teachers of either PGT or TGT) .

2.10 Selection of Students/ Beneficiaries

A total of 21students, three students each from class VI to class XII were selected with at least 4 girls, 3 SCs and 2 STs. In case of non- availability of girl/boy students, the shortfall was to be made up by making a substitution from boy/ girls.

2.11 Selection of Beneficiary Parents

A total of 5 parents having their children studied in the selected Navodaya Vidyalaya were selected for the study.

2.12 Non- Beneficiary Students

A total of 7 students (Class VI to XII) one from each class but studying in different schools will be selected.

2.13 Focus Group

The Focus Group was constituted with at least five knowledgeable persons who could give valuable information on the scheme. These are:-

- Principal/ Master of Navodaya Vidyalayas

- Head Master/ Master of nearby Sr. Secondary School
- Pradhan/ Sarpanch or Knowledgeable representative of the Gram Panchayat.
- One or two representative of the NGOs, preferably from the field of education
- One/ two educated persons of the area.

2.14 Size of Sample (modified)

Table 2.5: Sample Size for the Evaluation Study

S.No	Sampling Unit/ Category	Sample	Size
1	NVS Hqrs., Delhi	1	1
2	NVS Region *	8x1	8
3	NVS/ District+ NVS Smart Schools+Additional dist. of Andhra Pradesh (47+8+1=56)	56x1	56
4	Teachers (1 PGT+1TGT)	56x2	112
5	Beneficiary Students NVS+ Smart Schools	56x21	1176
6	Beneficiaries Parents (Subject to availability)	56x5	280
7	Non-Beneficiaries Parents (Subject to availability)	56x7	392
8	Focus Group Discussion	1x56	56
		Total	2081

*The regional Offices look after the implementation of scheme directly in all schools falling in their jurisdiction as there are no State/ UT Level Offices of the Navodaya Vidyalaya Samiti.

2.15 Instruments

Keeping in view the objectives of study, both types of data, i.e. qualitative and quantitative were collected for the purpose. The following instruments were structured at various levels:

- (i) Navodaya Vidyalaya Samiti Level- canvassed by REO Chandigarh. To commissioner, Navodaya Vidyalaya Samiti, New Delhi.
- (ii) Regional Office Level Schedule- canvassed to Deputy Commissioner of Regional Office by concerned REO.
- (iii) School/JNV Level Schedule- canvassed to head of the school.
- (iv) Teachers Level Schedule- canvassed to teachers of the school.
- (v) Beneficiaries/ Student Level Schedule- as proposed in the design.
- (vi) Non- Beneficiary Level Schedule- as proposed in the design.
- (vii) Beneficiary Parents Level Schedule-as proposed in the design.
- (viii) Focus Group discussion- as proposed in the design.
- (ix) Qualitative Notes- as proposed in the design.

Chapter 3

Coverage of the Scheme

3.1 Introduction

As per the policy decision taken by the Govt. of India one JNV is to be established in each district of the country. Out of 664 districts, JNVs have been established in 576 districts at present. As it is known that Tamil Nadu did not join the scheme due to its reservation on medium of instructions and language followed in JNVs, therefore 32 districts from the State were excluded from the coverage and 56 other districts are still uncovered in other part of the country. The table for State wise uncovered districts is given in Annex-3.1.

The main reasons for uncovered districts are as under

1. Non-allotment of required land by the State Governments: For establishment of JNVs, State Government has to provide 30 acres of suitable land free of cost and sufficient temporary accommodation to run the Vidyalaya till Samiti constructs its own permanent buildings. Many State Governments have failed to provide 30 acres of suitable land and temporary accommodation. There are also State specific problems. For example, Government of Madhya Pradesh has passed a resolution/law which makes the government unable to provide more than 5 acres of land to any organization for such purpose. Govt. of Jammu & Kashmir has not provided land for 5 newly created districts.
2. In some States, the competent authority is yet to accord its approval for the establishment of JNVs in old and newly bifurcated districts.

3.2 Opening of additional schools in districts with large concentration of SCs/STs

Later on, it was decided to open additional JNVs in the districts having large concentration of SC/ST students. Out of 20 additional JNVs sanctioned for this purpose, 12 such JNVs were opened in 2008-09, 5 in 2009-10, 2 in 2010-11 and 1 in 2012-13. However, it was seen that contrary to the criteria, the districts selected for setting up of additional JNVs has been selected not purely on the strength of SC/ST population rather on some unknown grounds, which is depicted in the Annex-3.2 to Annex-3.4. As it can be seen that among the districts having additional JNVs, only Ganganagar of Rajasthan is in the top 10 districts having largest SC concentration. However, the JNV is still not functional, as the State Govt. has not provided suitable land and temporary accommodation. Five districts having additional JNVs namely, Gulbarga, Prakasam, Ujjain, Palamu and Jammu are not even in top 50 districts having largest SC population concentration.

Similar is the case for the additional JNVs opened for the large concentration of ST population. 25 districts in India having more than 90% of ST population, no additional JNV

has been opened in any of these districts. Moreover, in 5 districts namely, Nanddurbar, Pukaur, Khammam, Karbi Anglong, and Malkangiri where additional JNVs have been opened are not even in the list of top 50 districts having concentration of ST population.

Out of 596 JNVs sanctioned so far, 10 are not functional. The main reasons given by the NVS authorities are that the sufficient temporary accommodations have not been provided by the respective State Governments in spite of the requests made by the JNV authorities to them.

Table 3.1: List of Sanctioned but Non-functional JNVs

SN	State	Number of JNVs
1.	Assam	1
2.	Gujarat	3
3.	Jammu & Kashmir	1
4.	Mizoram	1
5.	Rajasthan	1
6.	Uttar Pradesh	3
	Total	10

As per the norms fixed for opening of new JNVs, the State Governments are to provide 30 acres of suitable land with relaxation from case to case basis. In many cases, there is undue delay by the State Governments to provide the land. In some cases, State Governments provides the land in remote areas which results in delay in construction. There are cases of wasteland being provided which require additional fund to develop it, though in some cases JNV authorities requested the State Govts. to develop the land. Out of 586 functional schools, 78 schools are functioning in the temporary buildings due to the reasons already mentioned. The table below reflects the schools running in temporary building since different years.

Table 3.2: Schools running in temporary buildings since different years

Year of NVS Functioning	No. of Schools with Temporary Buildings	Year of NVS Functioning	No. of Schools with Temporary Buildings
1986-87	2	2002-03	5
1987-88	2	2003-04	7
1988-89	1	2005-06	22
1991-92	1	2006-07	6
1993-94	1	2007-08	3
1994-95	1	2008-09	7
1996-97	1	2009-10	5
1999-00	2	2010-11	3
2000-01	1	2011-12	2
2001-02	6		

State wise schools operational in temporary building are given in Annex-3.5. It has been observed that these buildings are not suitable to run residential schools due to the problems of acute shortage of space and other facilities.

On the adequacy of the Schools, about 59% of principals of the selected JNVs feel that the norm of one JNV in each district to cater quality education to rural population is not sufficient. As it has been mentioned, the ratio of the application received against the available seats is 50:1. (Annex-3.6) The NVS has already submitted a proposal for opening of 456 more JNVs. In this regard, it is urgent to sort out the existing problems in opening the JNVs before taking up of any new proposals.

There is also initiative by the NVS authorities to open State Level JNVs. In this effort, two such JNVs were opened, (Sirsa in 2001 and in Allahabad in 2003). However, they are not functional due to some technical constraints (as reported by the NVS authorities). The Executive Committee has decided that a group of experts should examine the matter after defining the role, functions and modalities for opening of State Level Navodaya Vidyalayas before taking a decision to establish State Level Navodaya Vidyalayas in all the states. Report of this committee is awaited.

Chapter 4

Management

4.1 Organizational Structure of NVS

Navodaya Vidyalaya Samiti is a registered society under Societies Registration Act (XXI of 1860). The Minister in the Ministry of Human Resource Development is the chairperson of this society (Samiti). The constitution of the society is at Annex-4.1.

To carry out the objects of the Samiti, there is an Executive Committee. This committee is also responsible for management of all affairs and funds of the society. It has the authority to exercise all the powers of the Samiti.

As per the Memorandum of Association, the officers of the Society shall be the Director (now Commissioner), the Deputy Directors (now Dy. Commissioners) and Assistant Directors (now Asst. Commissioners). These officers of the Samiti as specified by the Government of India are to be appointed by the Government of India from time to time for such period and on such terms and conditions as the Government of India may think fit and proper.

The Commissioner is the principal executive officer of the society (Samiti). He/ She is responsible for the proper administration of the affairs of the Samiti and the properties and the institutions subject to any decision that may be taken by the Executive Committee. It is the duty of the Commissioner to see that all decisions taken by the Committee is implemented. He/ She exercises all administrative and financial powers as may be delegated to him by the Samiti or the Committee. The Commissioner with the concurrence of the Committee may delegate the powers and functions to other officers or authorities.

There is a Financial Adviser, who is a representative of the Ministry of Finance. Before the Samiti/ Executive Committee takes any decision on matters concerning financial aspect, the advice of the Financial Adviser is to be taken. If the advice is not accepted then the matter is to be referred to the Government of India.

Besides the above, there is a Finance Committee (a sub-committee of the Executive Committee) and Academic Advisory Committee.

4.2 An Assessment of NVS Management

The objectives of the evaluation study do not include the assessment of the functioning of the Samiti. However, it observed that there is a need to improve the management at the Samiti/Committee level. Following points are highlighted to support this observation.

- i. The JNV authorities feel that the job of JNV teachers is not attractive. The teachers feel overburdened with the non-academic works like housemaster and hostel management. The Review Committee has also expressed its concern about the system of housemaster. The Committee has recommended to designate one teacher as warden and to appoint part-time Matron/Assistant. However, it is observed that no change has taken place in the system. Mess management and purchasing of material is another

area where teachers are involved. The Committee has recommended exploring the other possibilities like obtaining the services of other agencies. As per the responses received from the teachers, any such improvement in the mechanism is still awaited. Some of the teachers affected are demanding for long time to make their services pensionable, which is still under consideration.

- ii. Opening of New JNVs require the offer from the State Governments to provide 30 acres of suitable land. In many cases, there is undue delay by the State Governments to provide the land. In other cases, State Governments provide land in remote areas, which result in delay in construction. Somewhere the wasteland is provided which require lot of money to develop it. Out of 586 functional schools, 78 schools are functioning in the temporary buildings due to these reasons. Further, 10 more JNVs are not functional since sufficient temporary accommodations have not been provided by the respective State Governments in spite of the requests made by the JNV authorities.
- iii. In spite of initiations taken in 2001 for the establishment of State Level Navodaya Vidyalaya, no such Vidyalaya is functional.
- iv. There is no MIS system in place although many efforts have been made.
- v. For opening of JNVs in old and newly created districts, approval from the Cabinet Committee is required. Such proposals are yet to be approved by the Cabinet Committee for 46 districts.
- vi. For creation of required additional infrastructure, the approval from the government is still awaited.

As per the stated MoU, the Executive Committee may establish as many Regional Offices of the Samiti as may be necessary. The Regional Offices are to be given functional autonomy under the overall supervision and control of the Commissioner. At present there are eight Regional Offices at Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna, Pune and Shillong. These regional offices are headed by Deputy Commissioners.

The Regional Offices have to appoint an Advisory Committee at each school for general supervision of the school. The Executive Committee shall prescribe the norms for composition of the Advisory Committee of the school. MoU also clarifies that the norms and composition may vary from school to school.

4.3 NVS Committees

The field teams have observed the existence of three types of committees at the vidyalaya level. The briefs of these committees are as follows:

(a) Vidyalaya Management Committee

For proper functioning and day-to-day management of the Vidyalayas, the Vidyalaya Management Committee (VMC) is constituted by NVS. VMC is normally to meet thrice a year. However, special meetings may be called by the Chairman as and when felt necessary.

The chairperson of VMC should be the District Magistrate/Collector/Deputy Commissioner of the district in his ex-officio capacity. In case the district headquarter is located at some distance place, he may nominate some senior officer as the chairperson of the committee. Other members of VMC are the District Education Officer, Executive Engineer of State PWD, Principal of some local college or a Senior Secondary School, senior most teacher of JNV and one member of the public. The principal of the vidyalaya should be the member-secretary of the committee. From 2001, two representatives from the parents (one male and one female) are also included in the VMC. The tenure of the office of the members of the committee is normally for 3 years. However, the members/office bearers may continue beyond 3 years till the new committee is reconstituted.

Functions/ Powers of VMC

- To control the expenditure in respect of the fund raised by the Samiti for Vidyalaya.
- To prepare budget estimates for the next financial year
- To make selection of staff for the Vidyalaya on ad-hoc basis.
- To exercise general supervision over the proper running and functioning of Vidyalaya.
- To supervise the proper functioning of hostel including the catering.
- To make suggestions for any improvement in Vidyalaya.

All the schools selected for study have Vidyalaya Management Committee (VMC). About 89% selected schools reported that regular meetings of VMC are held. Only 24% of JNVs reported that VMC meets at least three times in a year as per the norm. The main function assigned to the VMCs is to control the fund/expenditure. However the study team found that about half of the VMCs do not review the utilization of fund in their meetings. The details are in Annex-4.4.

Despite the deviation of holding meetings regularly and non-coverage of all issues in the meetings, all the School Principals have reported that such meetings are very useful. They also think that involvement of district administration is of great help in the smooth functioning of the Vidyalayas. For the selection of students, supply of electricity and water, safety, etc., the schools depend upon the district administration. It also helps in mobilizing the resources from other sources. For example, the District Collector of Kalahandi as a Chairperson of JNV had recently provided Rs. 12 lacks for digging a deep bore well in the nearby Vidyalaya. Besides this, eight hand bore wells were also laid by the district administration inside the school campus for providing safe drinking water to the schools.

As reported by the study team, there are cases where the district magistrate is unable to devote enough time for JNVs due to their other responsibilities. In some cases some junior level officers (like Sub-Divisional Magistrate) have been authorized/ delegated the power to monitor the purchasing process of JNV.

(b) Vidyalaya Advisory Committee

In 1989, NVS decided to have an Advisory Committee for each JNV to be constituted by the respective Regional Offices. The Vidyalaya Advisory Committees (VAC) have such functions and powers as may be assigned to it by the Regional Office (RO) under the norms laid down by the Executive Committee of NVS. The RO may expand, change or withdraw any of the functions and powers of VAC with the approval of the Commissioner, NVS. The tenure of VAC is 5 Years.

Composition of VAC

- District Magistrate/ Chief Secretary of Zila Parishad/ District Development Officer/ Chief Executive Officer Zila Parishad : Chairman
- Local M.P: Member
- Chairman, Zila Parishad or his nominee : Member
- Principal of a school to be nominated by D.M. : Member
- District Education Officer: Member
- One Educationist nominated by D.M.: Member
- District Executive Engineer (PWD) .: Member
- Principal of the JNV: Member Secretary

Functions/ Powers of VAC

- To assist the Samiti in making suggestions for any improvements in the academic and other procedures relating to the vidyalaya.
- To assist Vidyalaya to secure local assistance and cooperation for its better working and development.
- To assist Vidyalayas to organize cultural programme in collaboration with other schools in the district.
- To assists Vidyalayas in organizing participation of the children in different programme organized at the district and the State headquarters.
- To assist in organizing Vidyalayas activities for children about their culture, to make them aware of their environment and to help them understand the adventure activities.
- To mobilize public support (donations/gifts) for strengthening the activities of the Vidyalaya.
- To assist Vidyalaya in being a pace setting institution.
- To organize activities to make each Vidyalayas focal point for improvement in the quality of school education.

About 89% of the selected JNVs do have VACs. In Patna region, 3 out of 8 JNVs do not have VACs and one JNV each in Bhopal and Chandigarh regions have not VAC. In two JNVs, the VAC was not constituted/ functional as the local MPs were not showing interest. On the

contrary, some school authorities told that having elected representative in VAC helped a lot in getting the community support. For example, two JNVs selected from Kerala expressed the effectiveness of VAC. VAC had met every month during the academic year 2011-12 in JNV Idduki. The school undertook community programmes during the year. The fact that VAC had met frequently than what is required has indicated that VAC had been very active. Similarly in JNV Kasaragod, VAC met every quarter during the academic year 2011-12. JNV was able to undertake many community programmes.

It was found that the constitution of VAC is as per the prescribed guidelines. (Except some deviations, like in one JNV where the Chairman has nominated one educationist in the VAC).

About 66% of JNVs reported that the meetings are held once in a year. All the JNVs where regular meetings of VAC are held stated that the meetings are very effective. The main functions assigned to the VACs are to suggest for academic improvement and organizing different activities and programmes. However, it is observed that VACs don't deliberate on the academic and other activities. Since the Chairperson and some members are similar to that of VMC, the parameters reviewed in VAC are very similar to that of VMC. However, in few JNVs (as given example above) VAC is actively assisting in organization of different activities/ programmes.

(c) Vidyalaya Coordination Committee

In 52% selected schools, it has been reported that a Vidyalaya Coordination Committee (VCC) has been constituted at the Vidyalaya Level. No such committee exists in Shillong region. In Patna only in one school (out of eight selected for survey) such committee is existing. Out of the schools having VCC, only 64% of such schools reported that monthly meetings are held. VCC looks into the matters such as admission procedures, enrolment, attendance, retention, etc. All such schools also reported that such meetings are very effective.

All school principal have said that there is a system for progress reporting to the ROs. The reporting covers all the aspects ranging from academic to administration. All the selected schools in Shillong region and most of the schools in other regions have reported that such progress reporting is monthly. They also feel that such progress reporting is very effective.

ROS are reporting to NVS (HQ), but no predetermined forms are in place for MIS. However, response of the eight ROs varies on frequency and indicator covered in such progress reporting. It appears that NVS has not yet standardized the mechanism for progress reporting.

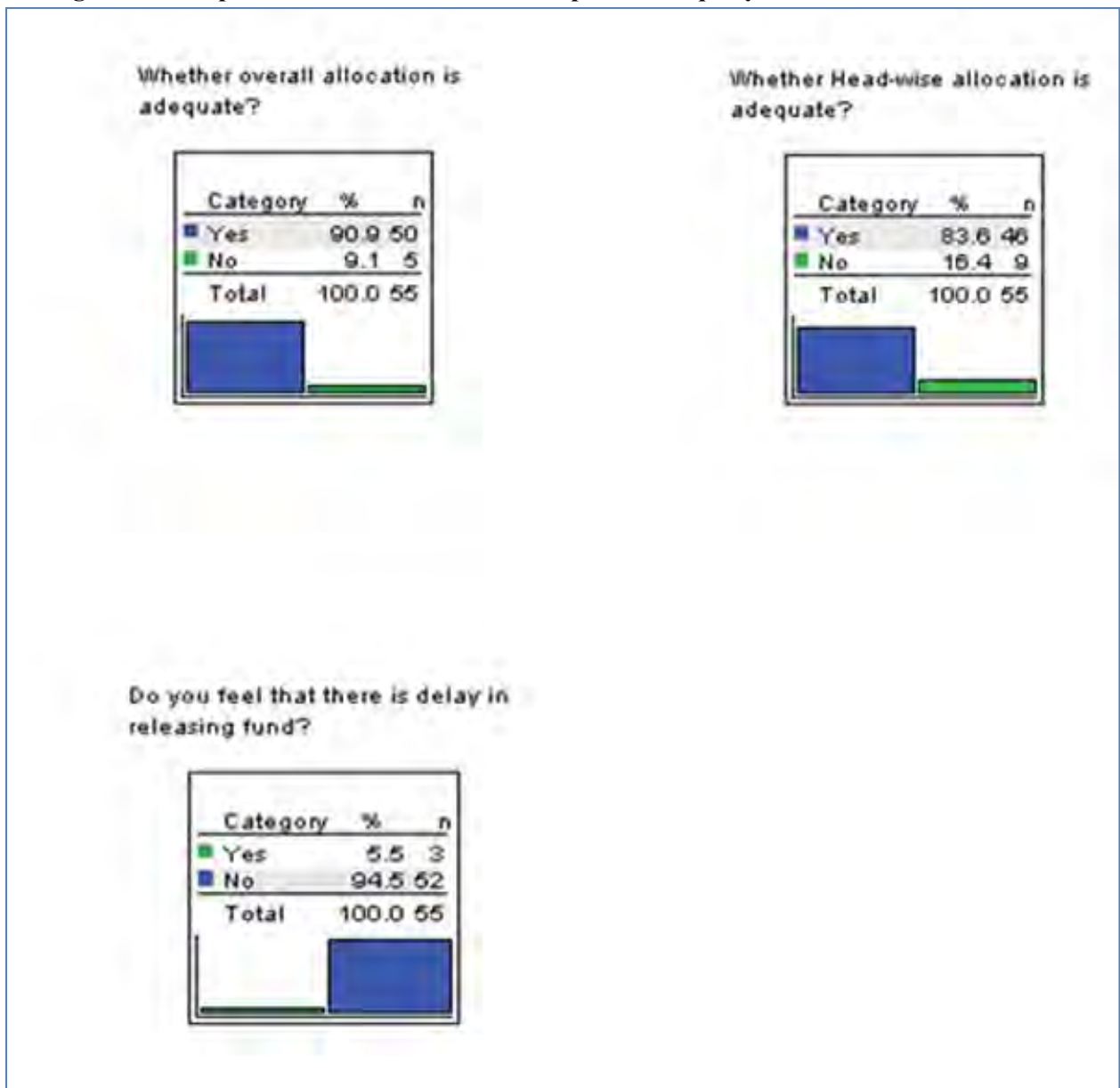
Chapter 5

Flow of Funds

5.1 Fund flow to JNVs – Adequacy and Timeliness

All the selected JNVs were asked about the adequacy and timeliness of overall allocation and head-wise fund availability. About 91% of JNVs reported that overall fund allocation was adequate, 84% reported that head wise fund allocation was adequate and 95% reported that the funds were released in time.

Figure 5.1: Response of JNVs/districts with respect to adequacy and timeliness of funds¹



¹ In Kudhinhst district of Uttar Pradesh, JNV authorities did not respond with respect to adequacy and timeliness of fund flows. Hence the count of districts/JNVs is 56 minus 1 i.e. 55.

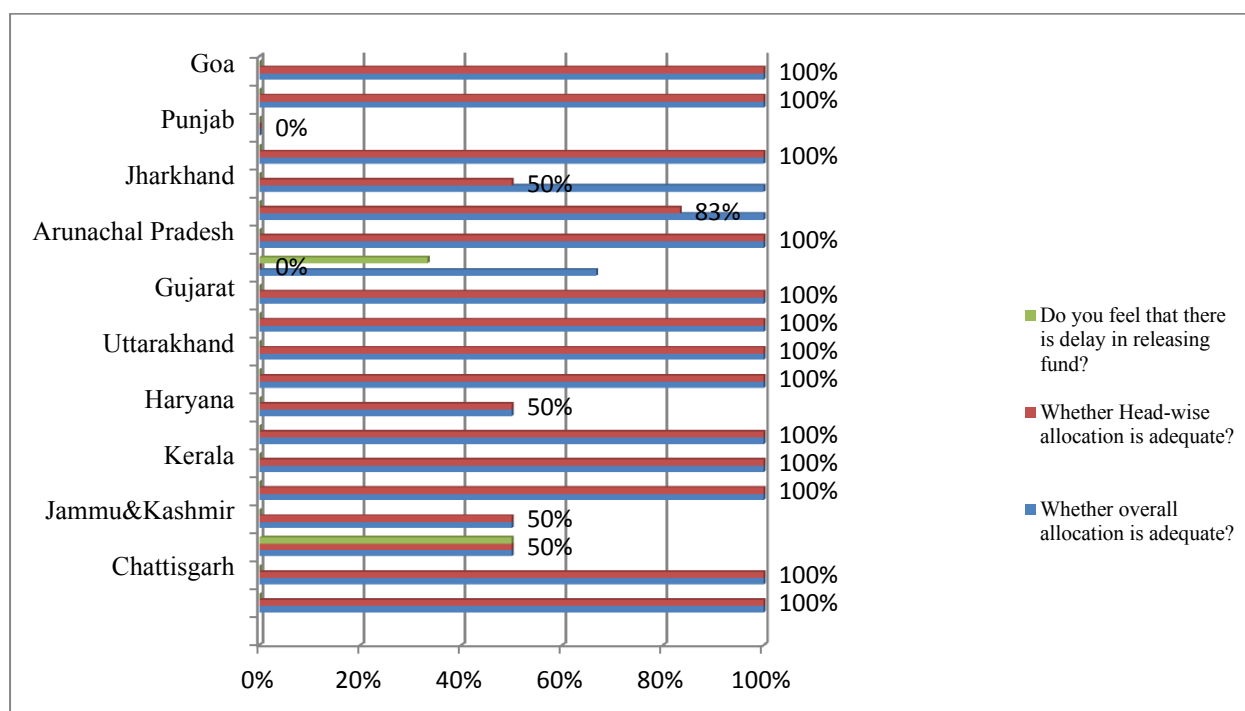
Table 5.1: State wise Responses with respect to Adequacy and Timeliness of JNV Funds

Name of State	Is Overall Allocation Adequate?	Is Head-wise Allocation Adequate?	Is there Delay in Releasing Fund?
Orissa	100%	100%	0%
Chattisgarh	100%	100%	0%
Himachal Pradesh	50%	50%	50%
Jammu&Kashmir	50%	50%	0%
Karnataka	100%	100%	0%
Kerala	100%	100%	0%
Rajasthan	100%	100%	0%
Haryana	50%	50%	0%
Uttar Pradesh	100%	100%	0%
Uttarakhand	100%	100%	0%
Maharashtra	100%	100%	0%
Gujarat	100%	100%	0%
Manipur	67%	0%	33%
Arunachal Pradesh	100%	100%	0%
Bihar	100%	83%	0%
Jharkhand	100%	50%	0%
Madhya Pradesh	100%	100%	0%
Punjab	0%	0%	0%
Andhra Pradesh	100%	100%	0%
Goa	100%	100%	0%

From the above table, it can be inferred that the most of the States feel that the overall and head wise allocation of funds is adequate and there is no delay in fund flow with the exception of Himachal Pradesh, Jammu and Kashmir, Haryana, Manipur, Bihar, Jharkhand and Punjab. In Kapurthala district of Punjab, it seems that there is a problem of only adequacy of funds (both total and head-wise) though the receipt of funds is reported to be timely. Both fund crunch and delay in receipt has been reported in Himachal Pradesh and Manipur. In Punjab, Bihar, Jharkhand, Haryana and Jammu & Kashmir, funds have been reported to be inadequate albeit there is no delay in their receipt.

It may be noted that the schools and ROs do not have much flexibility with respect to the funds as norms for allocation are fixed and uniform across all JNVs. The detailed responses of JNVs with respect to the timeliness and adequacy of funds are given in Annex-5.1.

Figure 5.2: State wise responses with respect to adequacy and timeliness of JNV funds



The JNV districts which have reported fund flows to be either inadequate or delayed or both is given in next table:

Table 5.2: JNV districts with inadequacy and/or delays in fund flows

Sl.No	State	Districts
1.	Himachal Pradesh	Una
2.	Jammu and Kashmir	Samba
3.	Manipur	Thoubal, Imphal West and Senapati
4.	Haryana	Rewari
5.	Bihar	Buxar
6.	Jharkhand	Gumla
7.	Punjab	Kapurthala

5.2 Fund Flow

The following observations that emerged with respect to the fund flow mechanism in JNVs from the responses given by the School and Regional Office Authorities:

1. The RO Patna told that the Budget Estimate is submitted by RO to NVS Hqrs. in the month of December for the next financial year. The balance/undisbursed amount, if any, is carried forward to the next financial year. The RO officials opined that broadly there is no problem in receipt of funds as funds are transferred to JNVs' accounts directly from Hqrs. However, in respect of the States of Bihar

and Jharkhand, there was no fund releases under the heads for lab equipment, development of sports, expansion of sports facility and infrastructure in 2009-10. Also, there was no allotment for the purchase of computer hardware, training etc. in the reference period. The highest expenditure was on salaries and other staff payments as reported by ROs.

2. In Manipur, no allocation was made for lateral entry students and there were delays in receipt of funds. Funds for Water & Electricity, Maintenance & Repairs (M&R) and Contingent head were reported to be inadequate in JNV-Thoubal, Manipur. M&R was rendered inadequate since the school building was old and uniform allocation is being provided for all building types and designs. Also, the allocation under the Miscellaneous head in JNV, West Imphal was reported to be inadequate.
3. In Jammu & Kashmir, the JNV authorities pointed out that the process of fund allocation for the next year starts in the month of September/October of every year. The budget estimates are prepared by JNVs in both Plan and Non-Plan head and sent to NVS- RO-Chandigarh who compiles it for JNVs falling under its jurisdiction and head-wise demand/budget estimates are sent to NVS (Hqrs.), Noida, U.P. Based on the demands, the funds are released in installments to JNVs every year. There is no shortage of funds in general in normal heads and funds are released mostly in time. However, it was reported that meager funds are allocated in M&R head. It was pointed out that in M&R head, about Rs.1-5 lacs were generally allocated annually which did not fully meet the requirements. JNV authorities pointed out that at least Rs.10-20 lacs may be allocated in M&R head and the provision of major repairs may also be made for 15 years old buildings or the assessment of budget for major repair/alteration may be ensured by State PWD or CPWD as the school and hostel buildings were very old. In fact, the study team observed that indeed JNV buildings were in poor conditions in Jammu & Kashmir and some parts of one building were declared unsafe with some portions requiring major repairs.
4. In Himachal Pradesh, similar to the concerns raised in J&K, it was reported that paltry funds are allocated in M&R head which did not fully meet the requirements. Again, JNV authorities pointed out that at least Rs.10-20 lacs may be allocated for M&R and the provision of major repairs may be made for 15 years old buildings.
5. In Haryana, once again it was reported that insufficient funds are allocated under the M&R head. It was suggested that the provision of major repairs may also be made for 15 years and repair work should be estimated and executed through CPWD or the State PWD Haryana.
6. In Kapurthala district of Punjab, again a shortage of fund allocation under M&R head was emphasized.

7. In the state of Maharashtra, it was reported by RO, Pune that the funds for day to day needs are adequate and transferred from NVS Headquarters to JNVs through RTGS. However, the authorities stated that sometimes estimates/revised estimates for the project(s) are sanctioned by NVS Hqrs. very late which results in delays and cost escalations of projects.
8. In Gujarat, it was reported that the funds released though largely adequate and timely, there was shortage of funds for M&R in Junagadh. Also there was no fund allotment for need based infrastructure like smart rooms, labs, sick rooms, etc. Similar concern was voiced by JNV-Surendranagar in Gujarat.
9. In U.P and Uttarakhand, even though the funds were adequate and timely, a financial anomaly was observed wherein the releases were higher than the allocation/sanction during the financial year 2011-12.
10. In the State of Kerala, it was observed that the average fund utilization of JNVs was near 100% indicating almost full utilization of the funds allocated. However, analysis of funds released by NVS to JNVs, revealed that no uniform system of fund allocation. Among the 14 JNVs functioning in Kerala, in respect of 4 JNVs viz. Alleppey, Kollam, Idukki and Waynad, no fund was released under Non Plan head, however, the funds released to them under Plan was much higher than other JNVs. Hence, it seems that funds under Non-Plan head included Plan head as well.

Chapter 6

Infrastructure of JNVs

6.1 Introduction:

The infrastructure of JNVs provided for a school building includes hostels, dining and kitchen facility, faculty and staff residences with provision of adequate open spaces for recreation and play. A Smriti Van, in memory of former Prime Minister of India, Shri Rajiv Gandhi, is an integral part of all NVS campuses. Specific provisions are made with respect to the materials used, construction types, etc. depending on the local requirements such as double storied modular designed buildings for hilly areas, special designs for earthquake prone zones, etc. All new JNV buildings have fire safety measures and special provisions for the physically challenged persons. All JNV buildings are single/double storied for ease of construction and user friendliness.

6.2 Infrastructure Norms for JNVs

Table 6.1 : Infrastructure Norms for JNVs

	Infrastructure	Norms	Adequacy
1.	Availability of suitable land	30 acres approx.	Yes
2.	Class rooms	14 Nos. (6.6m x 6.6m each)	No
3.	Library	1 No. (6.6m x 13.2m)	Yes
4.	Computer Lab	1 No. (6.6m x 13.2m)	Yes
5.	Science Lab.	3 Nos. (6.6m x 13.2m each)	Yes
6.	Dining hall	1 No. (460sqm)	Yes
7.	Hostel (separate for boys and girls)	Boys hostel- 2 units (384 beds) Girls Hostel- 1 unit (192 beds)	Yes
8.	Toilets (separate for boys and girls)	Separate toilets available in hostel & school buildings including toilets for physically challenged.	Yes
9.	Staff room	1 No. (6.6m x 6.6m)	Yes
10.	Indoor/outdoor game facilities	--	Yes
11.	Play ground	Total 5 Nos. 1 No. -190m x 110m, for football, Cricket, athletics, etc. 2 Nos. - 40mx30m each for basketball (1 each for boys & girls) 2 Nos. -40mx30m each for Kho--Kho (1 each for boys & girls)	Yes

* Source- NVS Headquarters, Noida, U.P.

As per the feedback received from NVS Hqrs. schedule canvassed to Head of NVS (Commissioner) at Hqrs, all the JNVs created and maintained infrastructure as per the laid down norms. However, 15 out of 593 JNVs were informed to be defunct/non-functional due

to insufficient land and non-availability of temporary accommodation from the State government(s). The matter has been taken up with the respective State/district authorities to provide temporary suitable accommodation. However, in these cases, State Governments are reluctant to provide temporary accommodation.

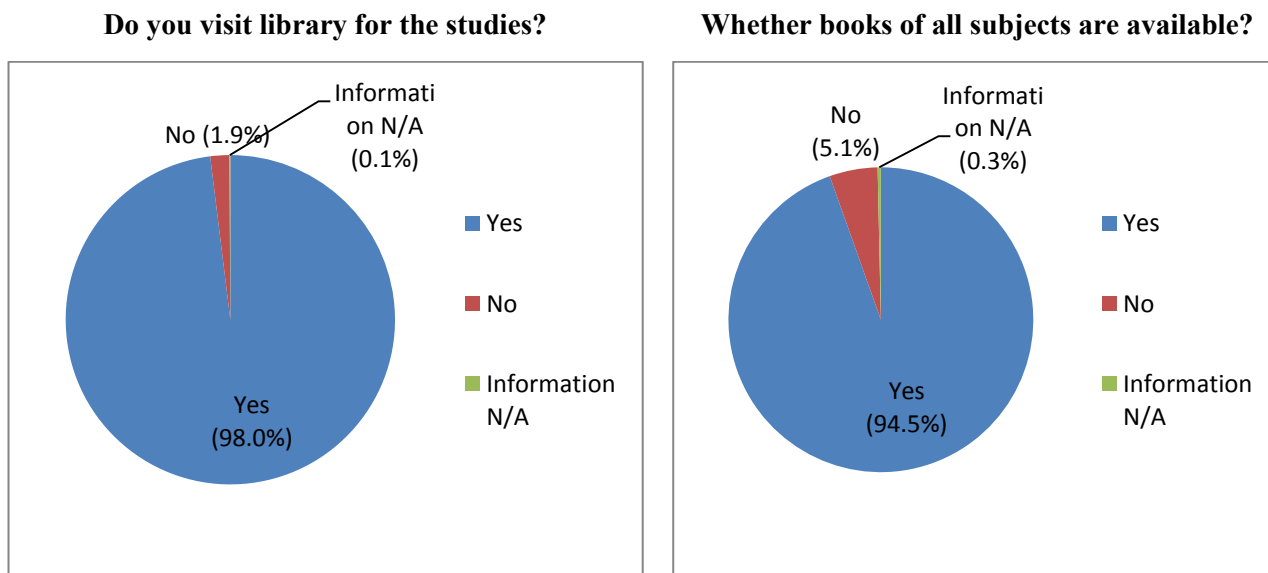
The issue related to infrastructure in sample JNVs concerned under study as per the response of stakeholders such as beneficiary students, their parents and JNV teachers is discussed below.

6.3 Status of Infrastructure

Most schools in each State responded affirmatively regarding the adequacy of infrastructure with respect to library, labs, etc. However, the focus group discussions suggested that the state of infrastructure is not uniform across the 20 surveyed States and their actual availability is well below the established infrastructure norms. Followings were the responses from the beneficiary students, their parents and JNV teachers on JNV infrastructures.

6.3.1: Library Facilities in JNVs: All JNV students, i.e. 100% said that the library facilities are available in schools. About 98% students mentioned that they visit library for studies and about 81% visit library on weekly basis. About 94.5% students mentioned that books of all subjects are available in library. Analysis of the responses of parents of JNV students revealed that about 85% of them reported that their wards visit school library regularly and the library has sufficient books as well as reading facilities.

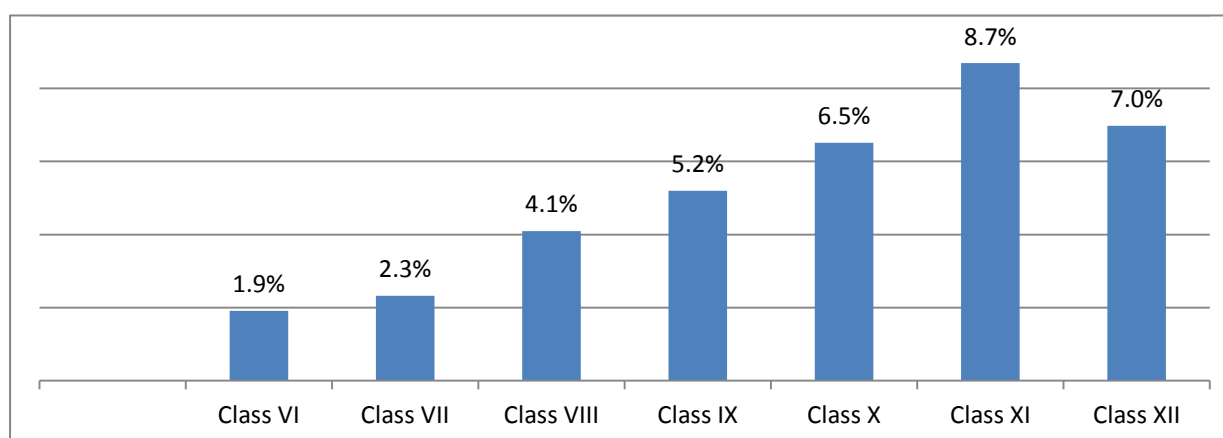
Figure 6.1: Library Facilities in JNVs (Response of Students)



Further, upon scrutiny of the responses of JNV teachers, it was found that all teachers (100%) said that library facility is available in JNVs with 90.2% also stating that all books and 92% responding that sufficient reading facilities are available in the library. However, some students think that the books available are not adequate. The difference of opinion about the

adequacy of books in the library is obvious as students studying in different classes do have different requirements. This can be seen in the following chart.

Figure 6.2: Response in % of students who said books of all subjects are not available



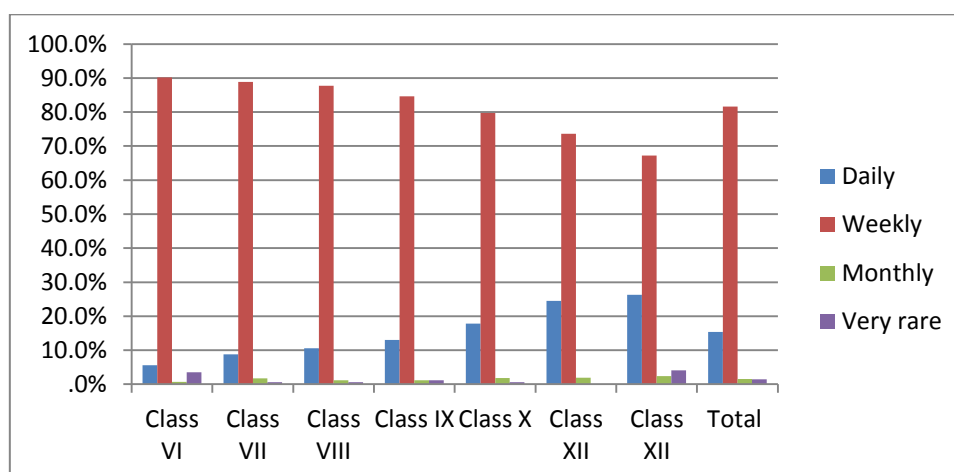
As shown above the students who feel that all books are not available varies from about 2 to 8% across the classes. Their main complaints include the non-availability of course books, competitive books and books in regional languages.

State-wise analysis of student responses revealed that the students of Jammu & Kashmir are less satisfied with regard to the availability of books. Out of 10 such students responded in the State, 7 are studying in class X - XII. Bihar and Jharkhand occupies 2nd and 3rd place in this regard. Teachers of Bihar, Jharkhand and Uttar Pradesh are also less satisfied due to the inadequacy of books. It is seen that 87% of parents are satisfied in this regard. However, 10% parents in Bihar and similar percent in Jharkhand feel that books are not adequate. The study team has visited the libraries of the selected JNVs and also discussed this with the students of other government schools. It was found that the library facilities in JNVs are better than other government schools in the districts including the Kendriya Vidyalayas.

It is seen that out of the total allocation of Rs. 1 to 1.5 crore per JNV, the amount spent by each JNV on purchase of books for library is limited to Rs. 30000 to Rs. 40000 per year. Most of the students (98%) reported that they do visit library for study. The students who do not visit library, a majority of them are from Class VI. About 90% of parents reported that their wards visit library regularly. The rest 10% don't know whether their children visit the library or not.

Following chart shows the frequency of visit to the library by the students. It can be seen that senior students are visiting library more frequently than the junior students.

Figure 6.4: Frequency Student visit to the Library (Class wise)



So in all the selected JNV, library is functioning. More senior than the juniors students feel that the books are inadequate. For details of responses on availability of books and adequate reading facilities in JNV libraries, Annex 6.1 and 6.2 may be referred.

6.3.2: Class Strength and Sitting Arrangements

Table 6.2: Student Strength and Adequacy of Sitting Space in Classes/Sections

S.No.	State	Student Strength in each Class and Sections		Student Responses on Adequacy of Sitting space	
		Sections in Class	Students per Section	Yes	No
1	Orissa	2	39	91.7%	8.3%
2	Chhattisgarh	2	38	93.7%	6.3%
3	Himachal Pradesh	2	37	95.2%	4.8%
4	Jammu&Kashmir	1	34	57.1%	42.9%
5	Andhra Pradesh	2	38	100.0%	0%
6	Kerala	2	38	100.0%	0%
7	Rajasthan	2	37	99.0%	1.0%
8	Haryana	2	34	97.6%	2.4%
9	Uttar Pradesh	2	37	91.3%	8.7%
10	Uttarakhand	2	39	100.0%	0%
11	Maharashtra	2	38	100.0%	0%
12	Gujarat	2	37	96.8%	3.2%
13	Manipur	2	37	93.4%	6.6%
14	Arunachal Pradesh	2	35	59.5%	40.5%
15	Bihar	2	40	84.1%	15.9%
16	Jharkhand	2	38	65.1%	34.9%
17	Madhya Pradesh	2	37	100.0%	0%
18	Punjab	2	36	90.0%	5.0%*
19	Karnataka	2	40	94.0%	6.0%
20	Goa	2	31	100.0%	.0%

* Information not available in 5% cases

From table 6.2, it is seen that higher percentage of students from four States in the sample, viz. Jammu & Kashmir, Arunachal Pradesh, Bihar and Jharkhand have reported inadequate/uncomfortable sitting arrangements in classrooms. The major reasons for not adequate/comfortable as reported by the students in these States are:

- Small size Classroom with inadequate space leading to congestion and overcrowding.
- Broken or old benches and chairs and poor/insufficient classroom infrastructure like blackboards, insufficient lighting and ventilation etc.

6.3.3: Hostel Facilities in JNVs

About 80% students said that their parents are allowed to visit them in hostels. 56.5% and 25% of students responded that their parents can visit them in hostels once and twice in a month respectively. However, 65% mentioned that no separate chairs/tables are provided in hostel residents for studying comfortably. About 36.4% students reported that they are provided with communication facility (telephone) in the hostel with 62% saying that the charge is Rs.1 per call.

All the JNV teachers surveyed mentioned that it is compulsory for all students to stay in the hostels. However, the average number of students accommodated in a hostel room varies from 5 to 48 depending upon the size of the room. About 77% of the teachers reported that the children stay comfortably in the hostel and toiletries are supplied to the children on a monthly basis. Only in few cases (2.7%) toiletries are supplied on a quarterly basis. About 93% of the teachers opined that the warden checks the hostels regularly and only 26% recorded that guesthouses are available for visiting parents. About 86% of the parents reported that their wards feel comfortable with hostel roommates and 12% responded that guest houses are available for them when they are visiting their wards in the JNVs.

Table 6.4: Hostel facilities - Whether there are separate Hostels for Boys and Girls?

Responses	Separate Hostels for Boys and Girls?		Parents Allowed to meet Children in Hostels?		Chairs & Tables provided to each Hosteller for Studying?	
	Frequency/ Number	Percentage	Frequency/ Number	Percentage	Frequency/ Number	Percentage
Yes	1171	99.6	937	79.7	408	34.7
No	4	0.3	237	20.2	764	65.0
Valid Total	1175	99.9	1174	99.8	1172	99.7
No Response	1	0.1	2	0.2	4	0.3
Total	1176	100.0	1176	100.0	1176	100.0

Table 6.7: Rating of Hostel Facilities in Schools by Students (in %) *

Facility	Excellent	Very Good	Good	Average	Unsatisfactory
i. Food in hostel	15.9	36	33.8	12.3	1.7
ii. Bedding Cots	19.2	34.2	32	10.6	3.9
iii. Toilets	6.4	24.4	35.3	23.1	10.6
iv. Transport (local)	6.9	12.2	22.3	15.8	34.4
v. Supply of Free Textbooks	39.9	45.8	11.2	1.7	1.4
vi. Supply of Practical books/ Note Books/Registers	42.7	43.3	10	2.9	1.1
vii. News papers	24.7	41.2	19.3	6.4	7.1
viii. Magazines	18.8	35.9	21.3	9.1	13.4
ix. First-aid	21.1	43.2	24.1	7.2	3.9
x. Drinking water	19.4	28.4	22	14.7	15.4
xi. Hair cutting	15.2	29.7	23.2	10.4	15
xii. Electricity	13.6	30	30.8	13.9	11.6
xiii. Water	13.8	28.3	30.2	15	12.6
xiv. Cleaning	11.9	27.7	36.5	17.3	6.4
xv. Routine health check-up	16.9	21.4	30.9	16.4	14.2
xvi. Attendant availability	21.5	37.6	24.9	9.1	6.9
xvii. Security availability	18.2	30.1	19.2	21.3	11.1

*Row Totals may not fully add up due to the availability of some information; Cells shaded in gray indicate the maximum % of students giving a preferred rating to a particular hostel facility.

6.4: State-wise Opinion on Infrastructure and Security

The focus group discussion (FGD) on security, JNV environment and infrastructure reveal the following important aspects State-wise:

- (i) **Andhra Pradesh:** There is need for boundary wall construction and buildings for additional activities on the vacant land.
- (ii) **Kerala:** Required infrastructures are in place but requirement of funds indicated for more and bigger toilets and classrooms as well as computer labs; better maintenance of school building as well as more lighting in classrooms.
- (iii) **Gujarat:** Satisfactory infrastructure is present but it is desirable to make the principal's room better and air-conditioned, making hostels more spacious, easy internet connectivity/upgradation of computers. Better upkeep of hostels, classes, dining halls, own vehicle for JNV, more laboratory facilities & benches/sitting space for students are also required. Requirement of 24 hours watchman as well as fulltime separate wardens for boys & girls has been mentioned.
- (iv) **Uttar Pradesh and Uttarakhand:** Since most of the schools do not have Commerce and Arts streams in class XI and XII, dropout rate is higher in these schools. Hence, there is a need to incorporate these streams in JNVs. Also, there is requirement of a resident doctor for medical emergencies.

- (v) **Rajasthan:** Shortage of classrooms has been reported in Jaipur district. Also, there is a need to post separate hostel wardens (for boys and girls hostels) and watchmen for better security.
- (vi) **Chhattisgarh:** There is seepage of water in the old school building in Bhopal. Old CBRI design in Raipur is not sufficient to meet student needs - 7 rooms (20x20), 5 staff quarters, guest house, more toilets to maintain 1:4 ratio. Dorms for 2-4 students are required. Pollution was noticed in a school visited in Raigarh as power and steel plants are coming up. JNV in Raipur also did not have a closed campus as the public road bifurcated the school leading to nuisances like theft, intoxication, etc. There is a need for security guards, non-teaching wardens, boundary wall with barbed wires, food checking by staff nurse as well as a full time doctor.
- (vii) **Madhya Pradesh:** The infrastructure was not up to the mark despite JNV Bhopal being a smart school. There was an urgent need for one multi-purpose hall for organising frequently held regional & national activities/programmes; need for additional dining hall, 5 classrooms. The poor quality of boundary wall, poor drainage & sewage lines, heavy seepage & totally damaged roads, seepage/leakage in classrooms were other complaints. There was need for a Resident Medical Officer, more wardens and guards/chowkidaars apart from boundary walls & fencing as per the suggestions received.
- (viii) **Punjab:** Infrastructure though told to be adequate; renovation of old buildings was needed. There was need for four bedded rooms for classes IX-XII and boundary wall. A Residential doctor was also required. The focus group suggested raising the sanctioned posts of security personnel to minimum 4 as well as raising the height of boundary wall or construction of an outer boundary wall.
- (ix) **Himachal Pradesh :** Need was advocated for more repair funds for buildings, four bedded rooms for classes IX-XII, resident doctor, boundary walls, separate way (outside JNV campus) for villages & adjoining locality, RCC roof in multipurpose hall and mess building. The focus group suggested raising the sanctioned posts of security personnel to minimum 4 as well as raising the height of boundary wall or construction of an outer boundary wall.
- (x) **Jammu and Kashmir:** 92% of FGD participants remarked a lack of adequate classrooms, blackboards, teaching aids, maps, furniture, desks, etc. as well as need to renovate old school buildings. CBRI was required to restructure old school building and need for District Administration to sort out the water shortage problems was indicated. Other suggestions were:
- Sport kits/materials to be given to JNVs
 - Multipurpose halls & mess building to be constructed in JNVs
 - Resident doctors with supporting para-medical staff
 - Four bedded rooms for senior classes IX-XII

- Building fund for annual repair up to Rs.15 lacs
 - Need to raise height of boundary walls (at least 7 feet)
 - Requirement to post more security personnel. One police post be approved by Police Deptt, J&K near the JNV building for enhanced security.
- (xi) **Haryana:** In general, infrastructure though satisfactory calls for adequate & separate toilets for boys & girls and their maintenance. There is water problems (so one submersible tube/bore well may be sanctioned for water supply to JNVs). Also, there is need for improved medical facilities with permanent resident doctors, ambulance, water heating systems & water purifiers. Delays should be avoided in supplying of uniforms to Class VI students. In general, JNVs in both districts surveyed had separate electricity lines & meter connections which is a welcome scenario. Very good environment of JNVs reported by FGD members - good teachers' behaviour, well ventilated classes, enough sunlight, electricity connection, and open spaces. Hence, 100% satisfaction with regard to JNV environment was reported by the FGD members. However, there was a need to raise height of the boundary walls (to at least 7 feet) and post more security personnel.
- (xii) **Goa:** According to FGD group told about the traditional CPWD designs, fixtures & furniture, and did not deem the school infrastructure were adequate. New furniture and teaching aids were still not available in JNVs vis-à-vis private schools. Though JNV infrastructure was gradually evolving over time, it was still not comparable to private schools providing excellent infrastructure due to the competition. However, the JNV campus was reported to be very beautiful & green and the environment was excellent. The requirement was indicated for separate boys & girls hostels, full time separate wardens for both hostels. Since 24x7 securities was not present in the JNV, demand for CCTV footage was raised.
- (xiii) **Karnataka and Andhra Pradesh:** Problems were reported due to the faulty design and workmanship in Chikmagalur and there was need for immediate arrest of the water leakage. Also, demand for a vehicle in Dakshin Kannada JNV was raised. The school environment was good, friendly and congenial but there was need for a gardener to maintain the beautiful school garden at Gulbarga. A state highway is passing through JNV-Chikmagalur and a village road crossed JNV – Dakshin Kannada. Hence, posts for separate warden and additional security guard were desired (in Gulbarga) to beef up safety and security within the JNV premises.
- (xiv) **Odisha:** There is an urgent need for visitor rooms, multipurpose halls, immediate renovation of admin building, hostel buildings, staff quarters, classrooms, sanitary provisions and so on. Improvement of communication system from Narla to JNV, Kalahandi is also the need of the hour. Congenial environment is seen but there is need for part-time residential doctor/pharmacist along with the present ANM for

better medical facilities in JNV Bolangir. Posting wardens in hostels, increasing boundary walls' heights, appointment of more security personnel is also desired.

- (xv) **Arunachal Pradesh:** Requirement of classrooms, administrative blocks, additional girls hostels, dining halls, MP hall, water tanks, borewell, etc. for JNV Roing was pressed for. It was reported in JNV Roing that some higher class as well as migrated students from other JNVs were ruining the JNV environment and hence, co-operation of parents & local guardians was solicited to curb this menace. Enhancing of boundary wall with proper wire fencing, appointment of more security personnel & permanent warden for hostels were suggested. Outsiders' free access to JNV campus should be strictly prohibited for the safety and security of JNV.
- (xvi) **Manipur:** In West Imphal, the FGD discussion hinted at scarcity of land area for the JNV and absence of security guard as well as hostel warden (leading to harassment of junior residents by senior residents in the hostel). In Senapati, frequent power cuts were reported hence solar power system was suggested to be installed. Water scarcity in some months necessitated linking of schemes (as suggested by some FGD members). There was no school playground and indoor games facility. Sanitation conditions were squalid and nearby army quarters vitiated the peaceful school environment with reports of some army officers having misbehaved with JNV girl students. In Thoubal, the main infrastructure concern was congested hostel accommodation, with an average of 24 students in each hostel room.
- (xvii) **Bihar:** The following are the FGD reporting w.r.t infrastructure and security:
- Seeping & oozing in toilet & hostel problem
 - Need for a regular govt. vehicle for school (Aurangabad), renovation of old building (Bhojpur), art & music room, MP hall, teaching aids etc. (Buxar).
 - There was no modern computer apparatus and no Wi-Fi facility despite being a smart school (JNV Katihar).
 - Need for better boundary wall & more security personnel, outsourcing security work to trusted private agencies.
- (xviii) **Jharkhand:** The following are the FGD reporting with respect to the infrastructure and security in the state of Jharkhand:
- Infrastructure reported to be very good in JNV-Chatra but there was a need for own school vehicle.
 - In Gumla, infrastructure reported to be poor- poor benches, lack of classrooms for class VI students, lack of lab and other modern technology, no parents meeting hall, shortage of junior classrooms and labs, poor drainage system, poor water supply & electricity, poor maintenance work, etc.

- Stray animals entered Gumla campus threatening campus security and cleanliness. Need to post more personnel and need for better electricity facilities. Need for better boundary in Gumla to stall stray animals from entering the campus.

Though the infrastructure norms are fixed and uniform across all JNVs, there are clear deviations especially in respect of adequacy of classrooms, adequate computer and internet facilities as well as hostel facilities. Overcrowding aspect in hostel rooms as well as classrooms has already been documented in the above discussion in detail.

Chapter 7

Safety and Security

7.1: Security in Campuses and Hostels

Safety and security is a critical element of any boarding school as it not only helps the students flourish but also ensure that parents who are trusting JNV for safety of their loved children, can sleep well knowing their wards are in caring and responsible hand.

It is to note that only 14% of the children feel insecure in the school campus and 13% feel insecure in hostel. However, the situation appears to be worse in States like Jammu & Kashmir, Arunachal Pradesh, Bihar and Jharkhand (Annex-7.1). From the cross tabulation given below it can be seen that most of the students who feel insecure in the school campus also feel insecure in hostel.

Table 7.1: Distribution of Insecurity for among the Students in JNV

Feeling of Insecurity	Number	Percentage
School Campus	166	14
Hostel	153	13
Both	121	10
Total Students Surveyed	1176	

From the table given in Annex-7.2 it can be seen that the feeling of insecurity is not associated with sex or class of the students. Lack of security guard is the most important reason for such insecurity in school campus or the hostel. Next most important reason is the lack of proper boundary wall. JNV in Junagarh is situated near Gir sanctuary and people complained during the Focus Group discussions that sometimes leopards/ wild animals are seen moving around the schools. In JNV, Gumla people have said that animals come in to the JNV campus for grazing. Indiscipline among some students of JNV also creates feeling of insecurity among some students. In a FGD, the Sarpanch of Harpur village of Surendranagar has said that the students of JNV are found roaming in the village at night and taking fast food. It is also reported in some JNVs that there is no time restrictions for the students and outsiders for the entry and exit of the JNV hostels. However, such instances are limited to few JNVs only.

7.2: JNV Environment

More than 95% students feel that the overall environment of JNV School and hostel is pleasant and congenial. However, about 25% students do not agree with this in Jammu & Kashmir and Jharkhand. (Annex-7.4)

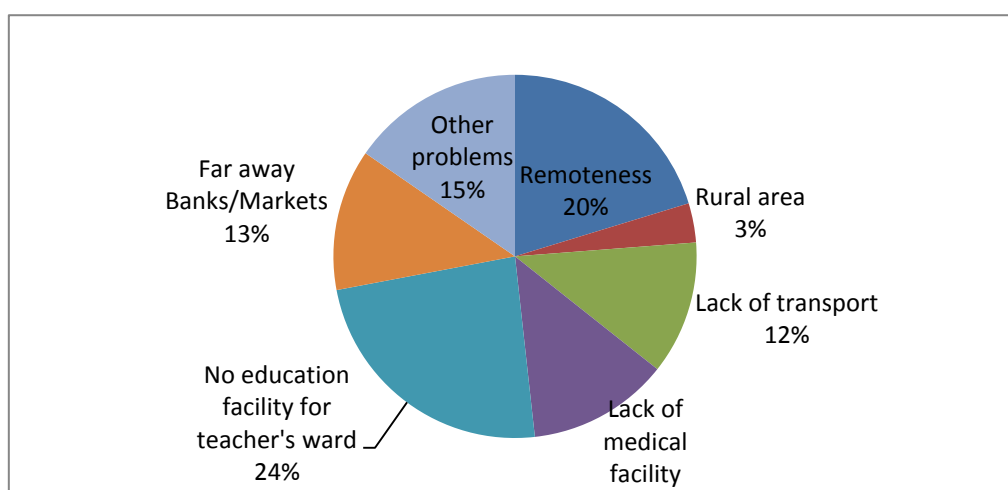
It has been observed that mental pressure from the school staff and physical harassment by the fellow students exist in JNV in some schools. Out of 184 students interviewed, 57

students have reported on some mental pressure or physical harassments. This can be seen in Annex-7.5 that most of these students are from Jammu & Kashmir, Arunachal Pradesh and Jharkhand. Mental pressure from the school staff and physical harassment by the fellow students are the main complaints.

All the teachers are staying in the same campus with the students. About 82% of teachers feel that the accommodations provided to them are safe and secure. In Jharkhand 75% teachers and in Manipur half of the teachers feel that their accommodations are not safe and secure. Overall, female teachers (89.5 %) appeared to be better satisfied than their male counterpart (78.4%).

As per the policy, the suitable land is to be provided free of cost by the State Governments. JNVs are situated mostly in rural areas. About 55.4% teachers opined that the location of JNVs is not suitable for them. In this aspect, unsatisfied female teachers are less than their male counterparts. (The response percentage is 59.5% male teachers and 47.4% female teachers). None of the teachers in Gujarat and Madhya Pradesh feel that the location of the school is convenient for them. In Manipur and Chhattisgarh also most of the teachers feel that the location is not good.

Figure 7.1: Feedback from the Teachers on Unsuitable Location of JNV (in %) with Reasons



From the above chart it is clear that the teachers are more concerned about the education of their children. Since the schools are situated in remote places, good schools (especially primary schools) are not available. Remoteness itself creates a lot of insecurity and lack of required facilities. This is expressed by 20% of such teachers. Other reasons are lack of medical, transport, bank and market facilities, etc.

JNVs are residential schools, where teachers and students have to stay in the school campus which are located mostly in rural area. It was assumed that young and female teachers do not prefer the job in JNVs. The selected teachers have been asked to express their opinion in this regard. About 55.3% female teachers and 57.5% male teachers said that the young and female teachers do not prefer the job in JNV due to their remote location in rural area. Difficulties in getting goods and services for daily household requirements also dissuade

them to join JNV. Residential nature also discourages the young female teachers. (Annex-7.7). In Goa, Jharkhand and Manipur all the selected male and female teachers feel that teaching at JNV is not a preferable job for the young and females. It may be seen in Annex-7.7 that although remoteness and lack of basic facilities are the factors for discouragements of young and females to join JNVs, small number of teachers think that safety and security is also one of the factors. In case of Uttar Pradesh where 3 out of 12 selected teachers, said that safety and security is the main consideration for them.

This is to mention that the sample for teachers are taken randomly without considering the sex of the teachers and only 34% are female teachers selected in the sample.

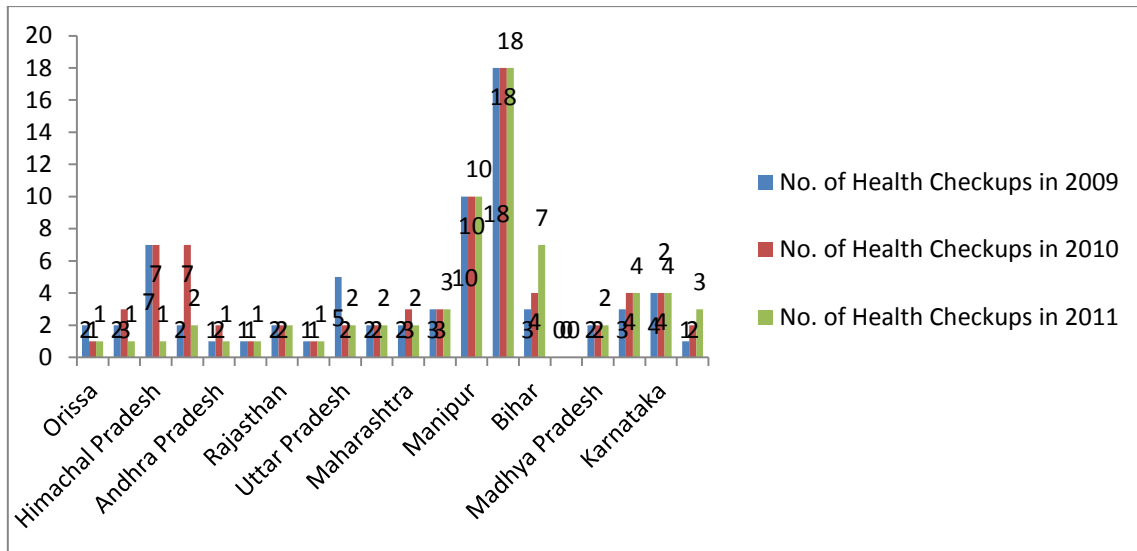
Chapter 8

Medical and Health Facilities

8.1 Health Check-ups and Medical Facilities

Based on the responses garnered from 56 JNVs, the frequencies of health-checkups conducted in the 20 States selected in the survey are given in the chart below. (See Annex-8.1 for details).

Figure 8.1: State wise Responses with respect to Frequency of Health Check-Ups



Steps taken in the different schools surveyed to detect illness of the students are as follows:

- Blood Tests.
- Eye testing, dental and ENT camps, first aid measures.
- Checks by staff nurse or calling the child physician as per need.
- Preventive measures for chicken pox.
- Interaction by the Headmaster and staff nurse with the children.
- Calling upon the parents of the sick child and referrals to the nearest doctor/CHC/PHC.

8.2 Responses of Stakeholders on the State of Health and Medical Facilities

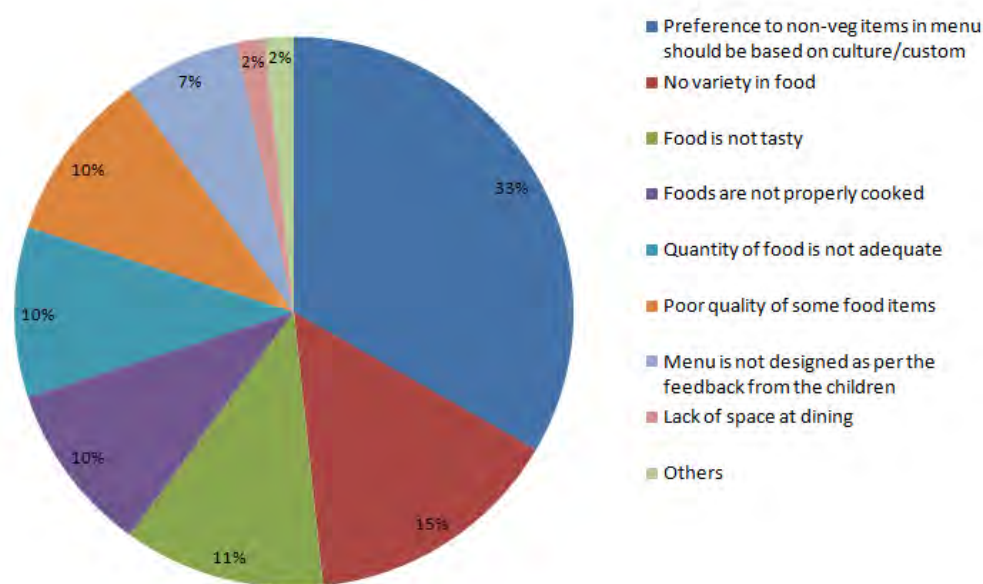
(a) Responses of JNV Teachers on Health Aspects in JNVs:

About 98% of the JNV teachers responded that nutritious food is being provided to the students and 37.5% reported that there were complaints from JNV students regarding the quality of hostel food. About 33% told that water purifiers were installed in hostels out of which 92% reported that these purifiers were cleaned regularly. About 41% said that Health

Inspectors come to hostel to check the food, water and other health related aspects. About 87.5% and 92% opined that toilet and hostel surroundings respectively are cleaned regularly. 21.4% reported that JNV has appointed a resident doctor. About 74% revealed that regular health check-ups are done in JNVs. For details on the teachers' responses to health related aspects in JNVs, please refer to Annex-8.2.

Main complaints made by JNV students regarding food were that it was not served according to the local customs/preferences, lack of variety, lack of good taste, inadequately cooked foods, insufficient quantity, etc.

Figure 8.2: Complaints by Students on Food as Reported by Teachers

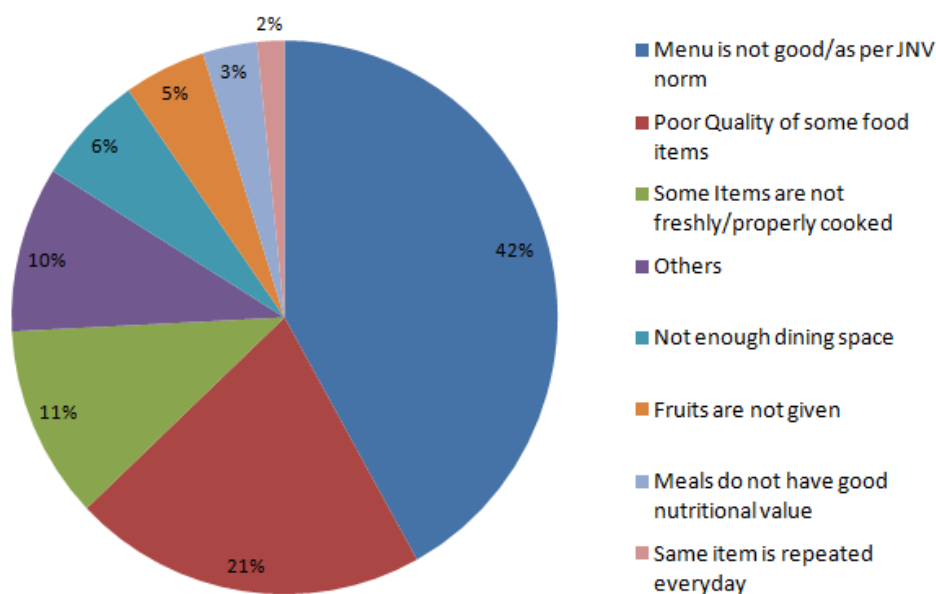


(b) Responses of Beneficiary Parents on Health

About 91% of the JNV parents responded that healthy food is being provided to their wards but 14.3% reported that there were complaints from their children regarding the poor quality of hostel food. About 26% told that water purifiers were installed in JNV hostels out of which about 65% reported that these purifiers were cleaned regularly. 13.3% said that health inspectors come to hostels to check the food, water and other health related aspects. 52.1 and 59.3% opined that toilet and hostel surroundings respectively are cleaned regularly. Only 9.6% reported that JNV has appointed a resident doctor with 53.2% reporting that regular health check-ups are done in JNVs. For details on the parents' responses to health related aspects in JNVs, please refer to Annex-8.4.

The parents contended that the key complaints made by their wards regarding JNV hostel food were that the menu was not proper, poor food quality, improperly cooked foods and so on.

Figure 8.3: Complaints by Parents on Food



(c) Responses of JNV Students on Health aspects in JNVs:

About 90% of the students responded that the medical and health check-up facilities are indeed available in the school campuses. Only 34% students reported that JNV has appointed a resident doctor with 99% confirming the availability of medicines in JNVs. About 36% of the students also said that health check-ups happen weekly and/or monthly in the JNVs. 19% responded that laboratory facilities for medical reasons are available in JNVs. Also, 87.3% responded that medical facilities are provided for emergency cases in JNVs. For details on the students' responses to health related aspects in JNVs, please refer to Annex-8.3.

8.3 Identifying States on the Basis of JNV Health Performance:

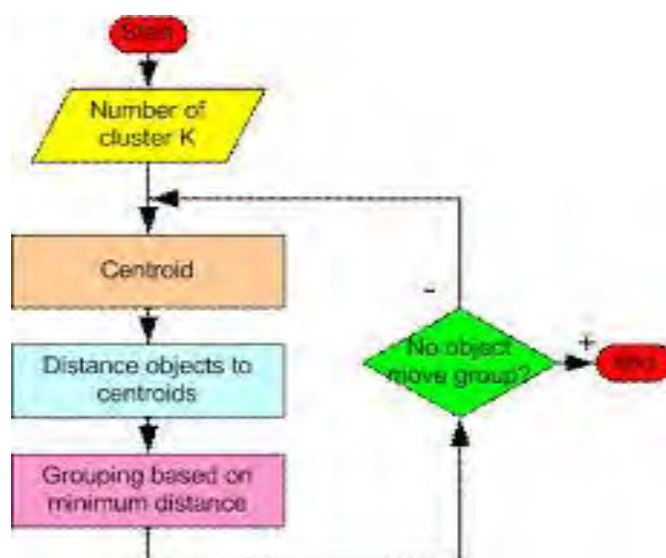
The details of students' responses on health aspects in JNVs aggregated across States may be seen at Annex-8.5. On visual inspection, it appears that Andhra Pradesh emerges as the best State in terms of health performance, followed by Karnataka, Uttarakhand and Kerala whereas the States of Bihar and Jharkhand figure at the bottom.

To probe further into this, a K-Means cluster analysis was attempted to figure out which States emerged as the best performing States in terms of health and medical facilities, based on the responses of the students. K-means is one of the simplest unsupervised learning algorithms that solve the well-known clustering problem. This non-hierarchical clustering procedure follows a simple and easy way to classify a given data set through a certain number of clusters (assume k clusters) fixed a priori. The main idea is to define K centroids, one for each cluster. These centroids should be placed as far as possible from each other. The next step is to take each point belonging to a given data set and associate it to the nearest centroid.

When no point is pending, the first step is completed and an early grouping is done. At this point we need to re-calculate k new centroids as gravity centres of the clusters resulting from the previous step. After we have these k new centroids, a new binding has to be done between the same data set points and the nearest new centroid. A loop has been generated. As a result of this loop, we may notice that the k centroids change their location step by step until no more changes are done. In other words, centroids do not move anymore and we attain the desired number of clusters. Here, the objects to be clustered must be grouped on the basis of quantitative variables, so that the computed cluster centroids are meaningful quantities. For qualitative data, separate clustering mechanisms like Kohonen's Self Organizing Maps (SOMs) are used which require more sophisticated softwares like SAS-E-Miner etc.

Since K-Means clustering algorithm works only on quantitative data, we used the aggregated responses in % from Annex-8.5 on each of the 6 health parameters as weights to cluster the States. These States will be grouped into three distinct clusters based on their performances in each of the six underlying health attributes viz., availability of health check-ups in JNVs, frequency of health checks, doctor availability, lab availability, medicines availability and provision of medical help during emergencies.

Figure 8.4: K-Means Clustering Algorithm



We attempted to group 20 States into three distinct clusters on the basis of the six health parameters as described. As can be seen from table 8.1, cluster 1 has 8 states. Similarly, clusters 2 and 3 have 2 and 10 states respectively.

Table 8.1: Number of Cases in each Cluster

Clusters	1	8.000
	2	2.000
	3	10.000
Valid		20.000
Missing		.000

Table 8.2: Initial Cluster Centres

	Clusters		
	1	2	3
Health Check-up	100.00	95.20	92.90
Doctor	100.00	100.00	2.40
Lab	19.00	.00	100.00
Medicine	100.00	100.00	100.00
Emergency	100.00	.00	95.20
Frequency	100.00	.00	2.40

Table 8.3: Iteration History

Iteration		Change in Cluster Centres		
		1	2	3
Dimension0	1	46.715	2.884	58.203
	2	.000	.000	.000

a. Convergence achieved due to no or small change in cluster centres. The maximum absolute coordinate change for any center is .000. The current iteration is 2. The minimum distance between initial centers is 142.773.

Table 8.4: Final Cluster Centers

	Clusters		
	1	2	3
HealthCheckup	98.40	97.60	85.64
Doctor	61.65	99.20	3.18
Lab	4.41	.80	43.93
Medicine	98.71	99.20	99.17
Emergency	99.70	.00	92.32
Frequency	77.76	.80	15.87

From table 8.4, we find that from the final cluster centre co-ordinates indicating the scores on the JNV health aspects viz. (Health Checkup, Doctor, Lab, Medicine, Emergency, and Frequency) for all the three clusters. We rank each of the clusters with respect to their performance in each factor. The higher the values of the co-ordinates, the better the performance of a cluster in the attributes. For example, in case of health checkup, cluster1 does best, followed by clusters 2 and 3. Comparing the aggregate ranks of the clusters in each of the health features, we find that cluster 1 is the best performing cluster, followed by cluster 3 and 2. If there was a way of representing these clusters in two dimensions, then it would have been possible to visualize the relative location of each of the three clusters on a plane.

Table 8.5: Distances between Final Cluster Centers

Cluster	1	2	3
1		131.481	95.019
Dimension0 2	131.481		141.326
3	95.019	141.326	

Comparing the cluster centroid distances, we also find that clusters 1 and 2 are the farthest from each other. The following table shows the cluster membership of each of the states:

Table 8.6: Grouping of States into Clusters based on Health Parameters in JNVs

SN	Case Number	State	Cluster	Distance
1.	5	Andhra Pradesh	1	46.715
2.	6	Kerala	1	42.456
3.	9	Uttar Pradesh	1	60.853
4.	10	Uttarakhand	1	38.919
5.	11	Maharashtra	1	52.469
6.	12	Gujarat	1	12.386
7.	13	Manipur	1	65.631
8.	14	Arunachal Pradesh	1	65.719
9.	2	Chhattisgarh	2	2.884
10.	17	Madhya Pradesh	2	2.884
11.	1	Orissa	3	48.515
12.	3	Himachal Pradesh	3	23.511
13.	4	Jammu&Kashmir	3	58.203
14.	7	Rajasthan	3	45.038
15.	8	Haryana	3	59.133
16.	15	Bihar	3	67.764
17.	16	Jharkhand	3	71.589
18.	18	Punjab	3	41.375
19.	19	Karnataka	3	102.428
20.	20	Goa	3	41.166

From the above, it is clear that Andhra Pradesh, Kerala, Uttar Pradesh, Uttarakhand, Maharashtra, Gujarat, Manipur and Arunachal Pradesh fall in cluster 1 indicating that their health performance is better compared to other surveyed States. Health checkup facilities are imperative in JNVs with residential schooling and blood examinations, eye testing, dental and ENT camps, first aid measures, checks by staff nurse or calling the child physician when necessary, preventive measures for diseases like chickenpox, interaction by the Headmaster and staff nurse with the children, calling upon the parents of the sick child and referrals to the nearest doctor/CHC are some of the many ways in which the health concerns of the JNV students are addressed.

About 90% of students responded that the medical and health check-up facilities are indeed available in the campuses. Only 34% students reported that JNV has appointed a resident doctor with 99% confirming the availability of medicines. About 36% students also said that the health check-ups happen weekly and/or monthly. 19% responded that the laboratory facilities for medical reasons are available. Also, 87.3% responded that the medical facilities are provided for emergency cases. A deeper analysis has revealed that Andhra Pradesh, Kerala, UP, Uttarakhand, Maharashtra, Gujarat, Manipur and Arunachal Pradesh are some of the States that have performed better than the rest in terms of provision of health facilities. Since good health is a prerequisite for superlative academic and extracurricular performance and forestalling of dropouts, this aspect needs to be closely monitored by the authorities.

Chapter 9

Computer Education and Smart Schools

9.1 Introduction

To impart computer skills to all students and to familiarize them with a range of computer applications and information processing, Computer Education Programme was introduced in JNVs in 1991. It was expected that this would also encourage teachers to use the technology in a creative way. This programme is for all students of all classes (class VI to class XII).

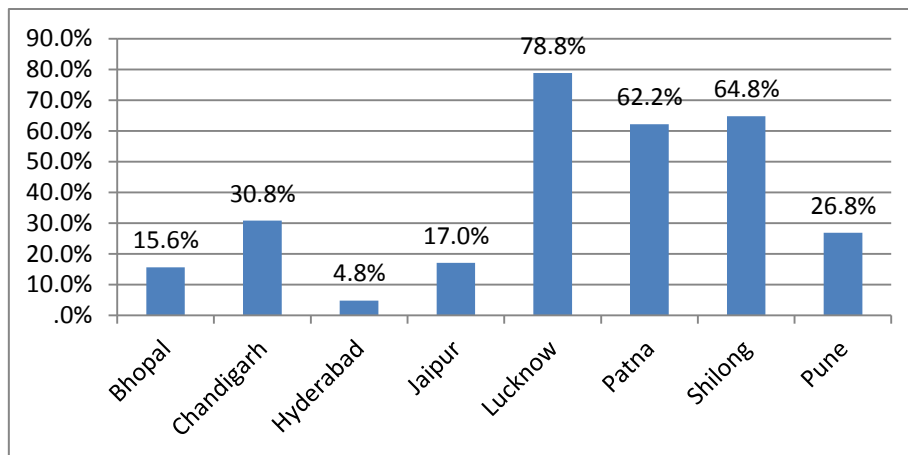
The programme was to be implemented in phased manner. It covers all the required elements like computer hardware, software, colour TV, multimedia projectors, scanner, appointment of PGT (IT) on contractual basis and appointment of Faculty-cum-System Administrator (FCSA) etc. There are also provisions for training of teachers and internet connectivity.

9.2 Computer Infrastructure

Authorities of all the selected schools have reported that the computers are made available to each group of students. Internet connectivity was made available to all schools except 11% of the schools surveyed. One of the selected schools in Odisha, Chhattisgarh, Jammu & Kashmir, Uttar Pradesh, Uttarakhand and Jharkhand each does not have internet connectivity.

About 37% students feel the number of computers are not adequate. Region wise percentages of children who think that the numbers of computers are not adequate have been plotted in the following figure.

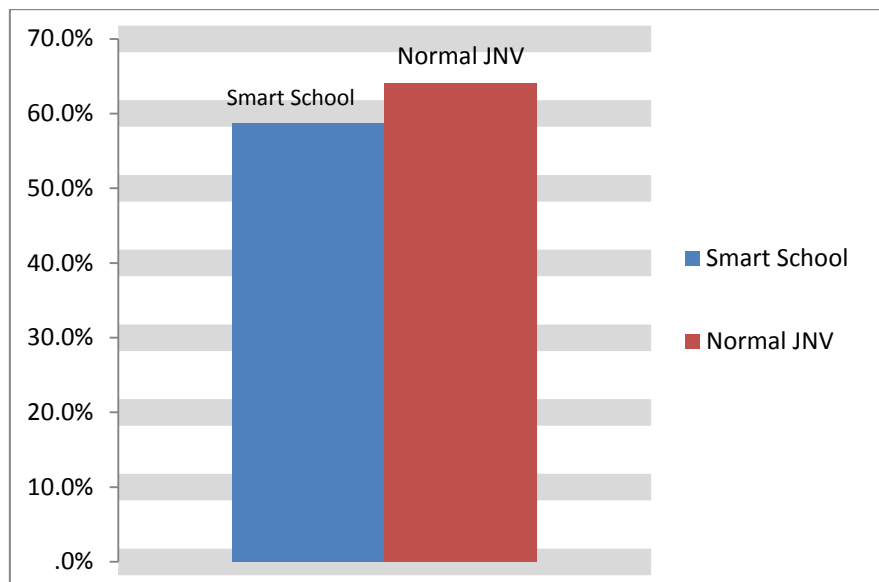
Figure 9.1: Percentage of students reported inadequacy of computers (region-wise)



It can be seen that students who are not satisfied with regard to the adequacy of computers are in Lucknow followed by Shillong and Patna regions. The best region is Hyderabad followed by Jaipur where there is least complaint about adequacy. However, there are variations within regions too. For example in Pune region, where the percentage of students who reported that computers are adequate with 88% in Maharashtra, it is only 24% in Goa. The state wise feedback on adequacy of computer is given in Annex-9.1. Highest numbers of students who feel that computers are not adequate are in Uttar Pradesh followed by Goa. In

Andhra Pradesh, Kerala and Madhya Pradesh all students reported that computers are adequate. It was expected that in the “Smart” schools which are provided with additional infrastructure of computers should respond positively on adequacy. Surprisingly the response is negative. The following figure shows that the more number of students of the smart schools feel that the computers are inadequate.

Figure 9.2: Response of Smart VS Normal Schools on Adequacy of Computers



In Annex-9.3 the perceptions of the students about the availability of computers support system are given. It can be seen that in Figure 9.1 that 79% students in Lucknow region feel that number of computers are not adequate. Regarding the other computer related accessories, this region also occupies the bottom place among all the regions. However, in Shillong region where 65% students have told that numbers of computers are not adequate, even though other computer related accessories are available.

The feedback of students was also taken with regard to the availability of computer related accessories. The smart schools are not only worse with regard to their adequacy, they are also lagging behind with regard to other computer related accessories. This can be seen in table 9.1.

Table 9.1: Percentage of student reported availability of other computer related accessories

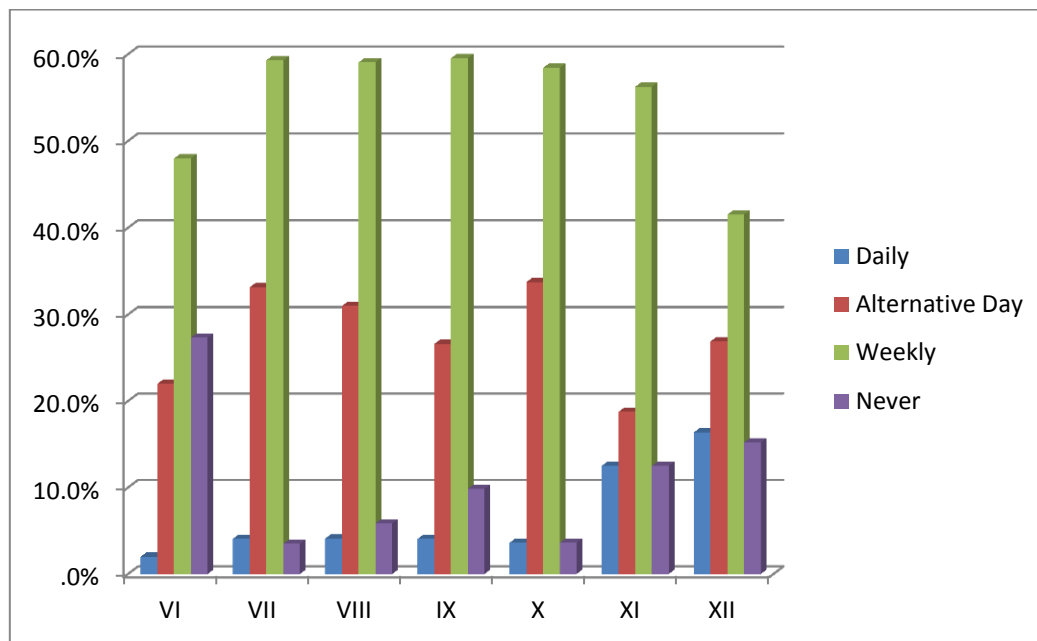
Types of School	Percentage of Students		
	UPS	Inverter	Printer
Smart JNV	90.3%	49.1%	55.5%
Normal JNV	97.4%	54.0%	80.6%

Although it has been found that there is variation in the opinion of students in a school, state and region, it appears that the availability of computer and its support system is more state and region specific. While 11% students reported that they had never used computer and only 7% said that they use computer on daily basis and 54% said that they use computer on

weekly basis. Again, those who have reported not having ever used computer are maximum in Jammu & Kashmir, Odisha, Uttar Pradesh, and Arunachal Pradesh (Annex-9.4)

From the following figure we can see that the frequency of use of computer is more for senior students. Still, only 16% students of class XII use computer daily. There are also 15% students in class XII who have never used computer. 93% of the selected students opined that computer teacher/ trainers are available daily.

Figure 9. 3: Frequency of computer use by students (in %)



Chapter 10

Role of Teachers

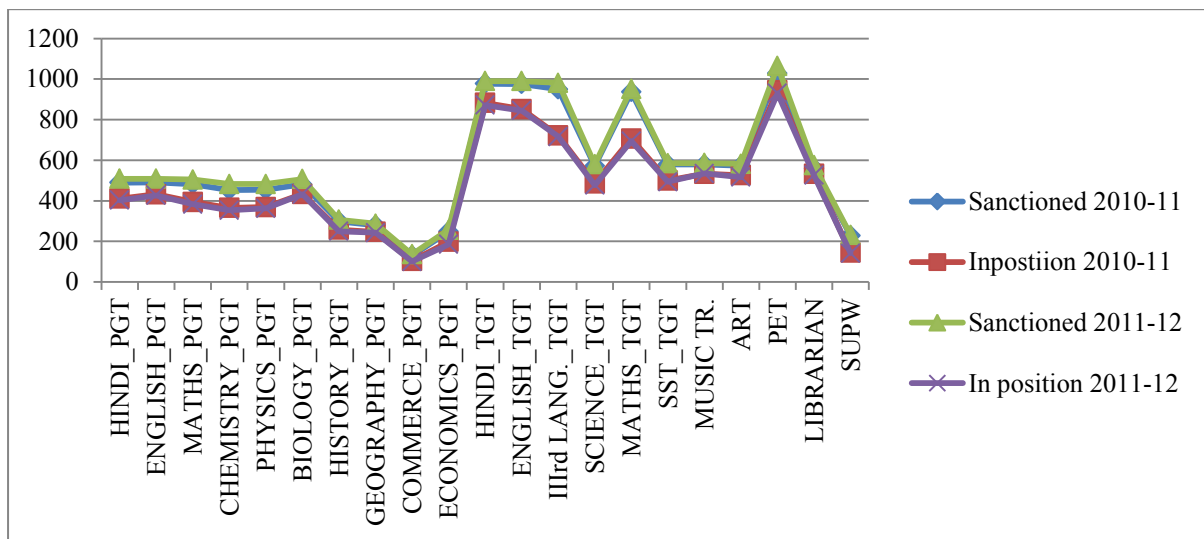
10.1 Teachers' Responsibilities

It is challenging for a teacher to work in a residential school environment as he has to discharge the teaching and non-teaching and day to day responsibilities which stretches beyond usual school hours unlike the duty of a day school. Moreover, most of the JNVs are situated in remote and rural areas. The duty of teachers starts at 5.30 a.m. and continues till midnight. The teachers have to work under many limitations as discussed below.

10.2 Vacancy

One of the difficulties faced by many schools are vacancies against the sanctioned/ regular posts. During 2010-11 about 16% posts were lying vacant while in 2011-12 it went up to 20%. In 2011-12 the vacancies across the categories of teachers are about 25% in PGT, 19% in TGT and 13% in the rest. It is surprising no PGT is in position for Computer Science against the sanctioned post of 223. But then 93% students reported that computer teacher/trainers are available daily. If we compare between 2010-11 and 2011-12, there is an increase in the sanctioned post for all the subjects, whereas the number of teachers in position has decreased for all the subjects except for Music. About 39% of the teachers for Socially Useful Productive Work (SUPW) are not in position. Similarly, vacancy in PGT Economics and Chemistry is around 28% and 27% in 2011-12. A graphic presentation on category wise vacancy during 2010-11 and 2011-12 is given below.

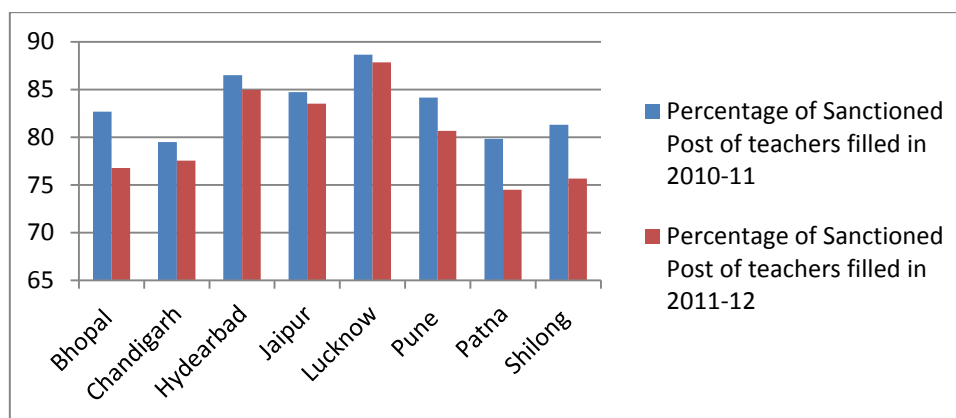
Figure 10.1: Sanctioned strength and in position of Teachers during 2010-12



The Region wise vacancy position is given in Figure 10.2. Overall, there is a decrease of staff strength during 2010-11 & 2011-12. However, the decrease is more in Bhopal, Shillong and Patna. The state wise vacancy can be seen in Annex-10.1. The maximum numbers of vacancies are in Arunachal Pradesh. However, parents of the students from the selected schools of Gujarat appeared to be more dissatisfied as 57% of them have said that teachers of

all subjects are not available. The response is reflected in Annex-10.2. This was also echoed by the teachers canvassed during the survey. All the teachers surveyed in Gujarat have said about non-availability of teachers in all subjects as per the sanctioned strength. During the Focus Group Discussions parents have raised the issue of non-availability of contractual teachers for Maths and Science. They also expressed their unhappiness over the frequent transfer/posting of contractual teachers. The school surveyed in Goa has 3 vacant posts for teachers. The interviewed teachers also mentioned about the vacancies existing in all the subjects. However, the parents appeared to be not dissatisfied. There are some states where there is large number of vacant posts, even then neither teachers nor the parents expressed the dissatisfaction such as the case in Arunachal Pradesh, Odisha. It was observed that the vacancies have been filled up by the contractual teachers who are taking classes regularly.

Figure 10.2: Region wise filled in post of sanctioned teachers (in percentage)



About 34% teachers feel overburdened due to existing vacancies. Though, contractual teachers have been appointed against the vacancies in most of schools, the problem still persists as the contractual teachers leave in the mid-session when they get a better job. It takes time for the new contractual teachers and the students to understand each other. Furthermore, the contractual teachers lack dedication and sincerity as compared to the regular teachers. Also, for regular administrative type of works, only permanent teachers are involved. This issue was also discussed in the Focus Groups and in other platforms. About 30.36% of the principals also insisted for appointment of regular teaching staff to improve the quality of teaching.

10.3 Transfer Policy

About 94% of the teachers canvassed agreed that NVS do have a transfer policy which is being followed. However all the selected teachers from one school in Goa feel that there is no transfer policy followed in JNVs and the same has been supported by 25% teachers in Jharkhand and 17% teachers each in Manipur and Bihar.

Among the 105 teachers who feel that NVS follow a transfer policy, 35% among them feel that the transfer policy is not beneficial for them. About 37% male teachers viewed that they are not satisfied with the transfer policy and same is the view of about 32% female teachers. No teachers in Manipur think that the transfer policy is beneficial for the teachers. Similar is

the view of about half of the selected teachers in Chhattisgarh, Gujarat, and Arunachal Pradesh. The details are given in Annex-10.3. It is a matter of interest to know the view of teachers why transfer policy is beneficial for them. The responses have been tabulated in Annex-10.4. Choice posting and posting of couple at same station have been rated as two most important benefits by the teachers interviewed. The preference for a choice posting after serving in remote schools, rotation in transfer etc. are other positive aspects of transfer policy as opined.

10.4 Quality of Education

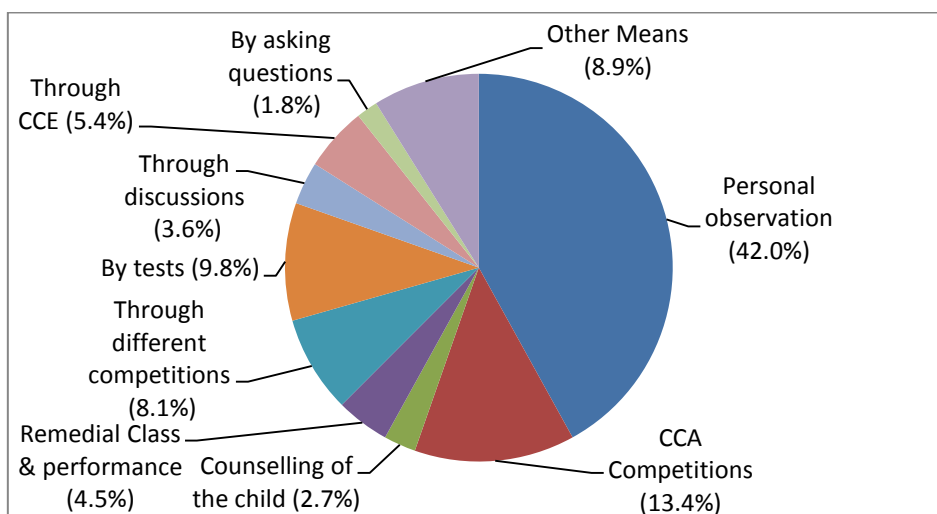
About 43% teachers have rated the quality of education as excellent and similar percent rated it as very good. About 87% teachers are satisfied with the curriculum. About 96% teacher agreed that projects and models prepared by the teachers are useful for learning of the students. Besides the regular classes different extracurricular activities are also being carried out in the schools. The selected students have reported affirmatively on the matter. The activities such as games, cultural programmes, quiz competitions etc are covered under it. But there is a divergent view among the teachers on whether it is compulsory or optional. About 56% teachers opined it as compulsory while 44% said they are optional.

To improve the quality of education the suggestions received from the maximum number of teachers is that the JNVs should be adequately staffed (hostel warden and other supporting staff) so that the teacher can focus only on teachings. Teachers also need more facilities (infrastructure and equipments) for better academic impact. The details are given in Annex-10.5.

10.5 Identification and Nurturing Talent

Different teachers adopt different methods to identify and develop the talents of students. Most of the teachers do this through personal observation. Details are reflected in the following pie chart

Figure 10.3: Teachers’ opinion on talent identification y and development



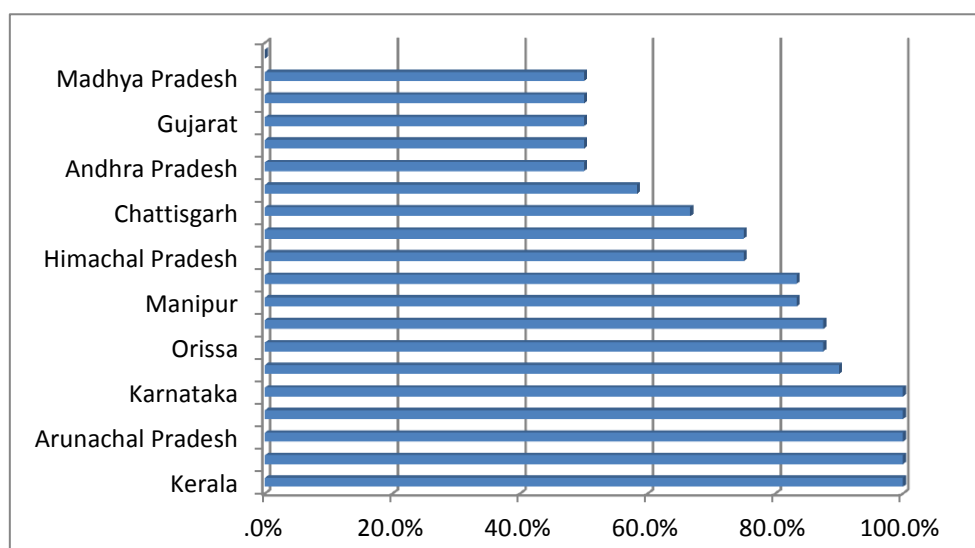
About 80% of parents feel that teachers are able to identify and develop the talents of the students. About 19% of parents could not give opinion on this aspect. About 92% of parents

also feel that teachings are effective and interesting and only 1.5% negated it. But, 6.5% of parents could not give opinion on this aspect. Extra remedial classes for the average and poor students are conducted in most cases, as reported by the parents. Such classes are more prevalent in Hindi speaking states Jharkhand, Uttarakhand, Uttar Pradesh, Bihar and Chhattisgarh. The practice of individual counseling or supervision by the principal is lacking in majority of the school as opined by the parents. The details are given in Annex-10.5. Teachers have also opined that conduct of remedial classes is the most used method for the average and weak students, which is being practiced in almost all the schools, besides individual attention by the teachers to such students. Almost all selected teachers believe that these techniques for overcoming the weakness of average students are effective and interesting. But, nothing heard about the bridge course for the newly admitted students.

10.6 Accommodation to Teachers

About 77% of teachers feel that adequate accommodation is provided to the teachers. All the selected teachers in Goa feel that the accommodation is not adequate. However in the states like Kerala, Haryana, Arunachal Pradesh, Punjab and Karnataka all the teachers are satisfied with adequacy of accommodations.

Figure 10.4: State wise Response of Teachers on Adequacy of Accommodations (in percentage)



On safety and security of accommodations, barring few states like Jharkhand and Manipur most of the teachers are satisfied. This issue has been dealt elaborately in the specific chapter for it (Chapter 7: Safety and Security).

10.7 Leave Facilities

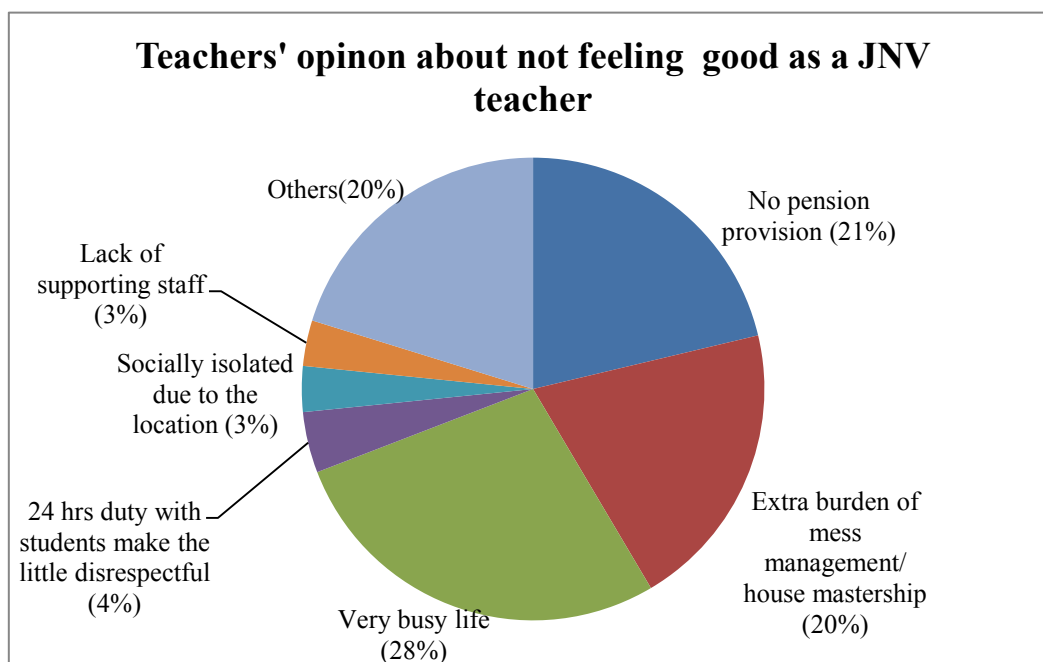
On the issue of availing various types of leave there is a variation in the opinion of the teachers. All the teachers agreed that the eligible teachers get the maternity benefits. Regarding the sick leave 20% of teachers feel, that sick leave policy is not adopted in JNV at par with the other schools. About 62% teachers of Patna region and 25% teachers of Pune

region also think in similar line. But, in Bhopal, Hyderabad and Shillong regions all the selected teachers think that such policy is in place.

10.8 Job Satisfaction & Career Progression

About 69% selected teachers feel good on the value of job as a teacher. All the selected teachers of Jharkhand and Goa feel otherwise. In Chhattisgarh and Bihar more than half of the teachers are not satisfied as teacher in JNV as a profession. The reasons for their dissatisfaction are given in the following chart. The reasons such as very busy life, performing of non-teaching activities, duty of mess management and house mastership, little time to look after their family members, lack of pension provisions etc are opined by teachers and principals to the field team.

Figure 10.5 Teachers’ Opinion on Job and Career Satisfaction



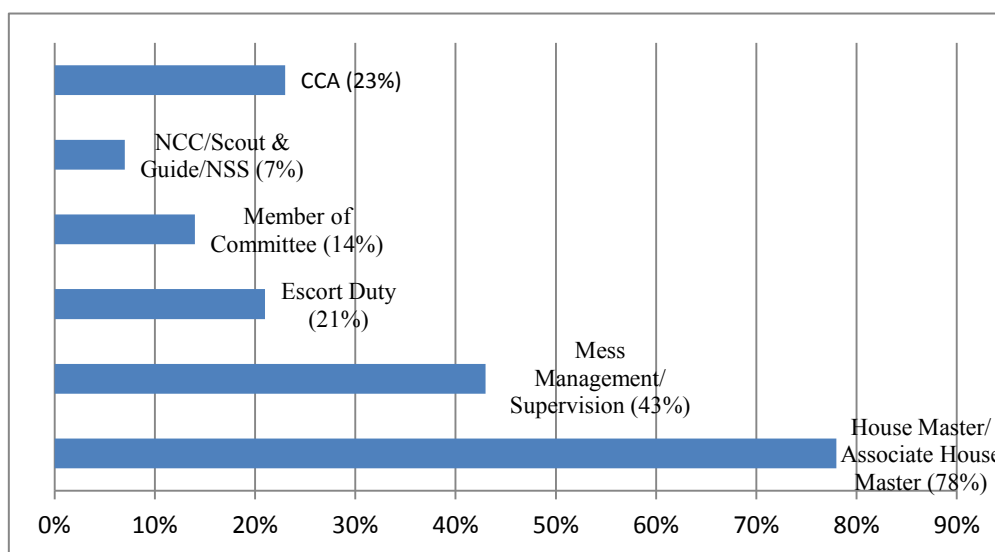
About 30.4% teachers feel that any career progression scheme to meet out the promotional benefits to the teachers is not implemented in the JNV. 73.5% of such teachers feel that rules, regulation and guidelines are not implemented fairly and transparent manner. About 9% of teachers feel that there is a scheme but it is not implemented in fair and transparent manner.

10.9 Load of Non-Teaching Activities

The opinions of principals of the selected schools was also taken on the above load of non-teaching activities on teachers. About 91% principals agreed that they are engaged in non-teaching activities. Whereas, 62% teachers reported that they are not willing to perform non-

teaching activities. The non-teaching activities for which the teachers are engaged are plotted in the following graph.

Figure10.6: Engagement of Teachers in Various Non-Teaching Activates (in %)



About 78% principals agreed that teachers are engaged in House Mastership/Associate House Mastership and this is the main non-teaching activity as opined by the teachers. The burden of housemaster increased in many folds and it has been reported that this has badly impacted the teaching. To release the teachers from this burden the single most suggestion received from the maximum number of selected teachers is appointment of hostel warden.

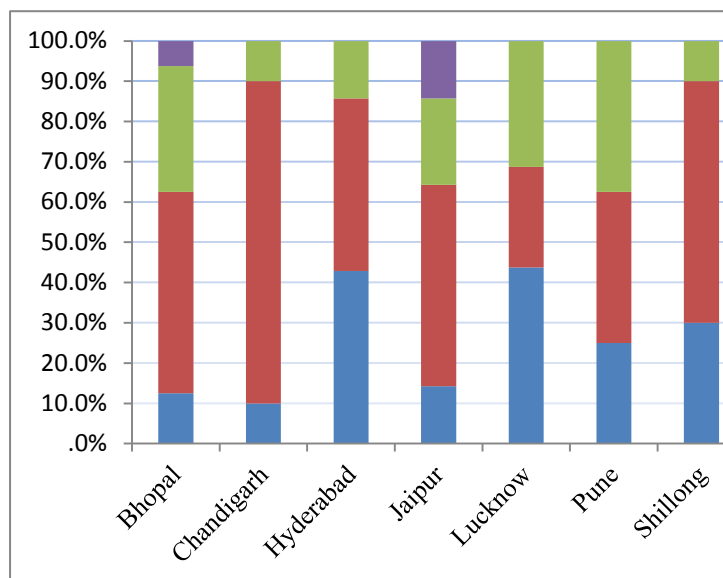
Mess management is also one of the non-teaching activity which bothers the teachers most. From the above analysis, it is clear that both teachers and principal think that ‘mess management’ and ‘house mastership’ are the main non-teaching activities performed by the teachers. Other non-teaching activities are escorting the students for migration, exhibition and other co-curricular activities. Teachers are also members of different committees looking after administration, purchasing, admission etc. Teachers have also to engage themselves in NCC/Scout & Guide/NSS and CCA. However, house mastership is the only non-teaching activity in which there is provision for allowance.

The busy schedule of teachers in JNVs was also brought to the notice of the Review Committee, which was constituted in 2001 for suggesting changes in the management structure, operating mechanism and on the academic front. However, the Committee did not consider workload on the teachers become unmanageable. The committee opined “--- in the management of school, particularly of a residential school, assignments of one or two functions on part time basis to senior teachers is a normal and inevitable feature and this practice must continue.” To elaborate its point the committee stated that the requirement of remedial teaching in addition to normal schedule does not add unmanageable load. But, the field finding of the study reveals that the burden on teachers is on account of non-teaching activities rather than extra remedial classes.

The NVS authorities also feel that the service conditions in JNVs is not as attractive as in comparable schools in urban areas. The education of their children, isolation from the society, long working hours, no provision for pensions etc. make the job of teachers less unattractive in JNV.

The support from the JNV authorities in solving the problems of teachers for which opinion of the teachers are taken. About 26% responded that it is excellent and about 46% as good. Only 4.5% think that there is no support. This percentage varies across the regions. The rating given by the teachers are plotted in the following figure.

Figure 10.7: Teachers' opinion on support from the JNV authorities



House System in Navodaya Vidyalayas was established in 1987 to develop qualities of leadership and a spirit of healthy competition for all curricular and co-curricular activities among the children. All the boys and girls up to class XII are divided into 10 houses. Each house has a Prefect and Deputy House Prefect nominated from the students. A house is led by House Master and Associate House Master nominated from the teachers. In 1998 JNV introduced the provision for allowances for House Master and Associate House Master. There is also provision for rotation of House Master after 4-5 years. The duties of a House Master are divided into General Duty (19), Administrative Duty (23), Academic Duty (12) and CCA Duty (4)

10.10 Location of JNVs

About 55.5 % teachers think that the location of JNV is not suitable for them. However, there is variation in the opinion of the teachers. In Gujarat and Madhya Pradesh all the teachers feel that the location of the schools is not suitable for the teachers whereas, in Andhra Pradesh and Arunachal Pradesh all the teachers think that the location is suitable for them. While 52.6% female teachers are satisfied with the location of the JNV, only 40.5% male teachers are satisfied.

10.11 Association of Teachers

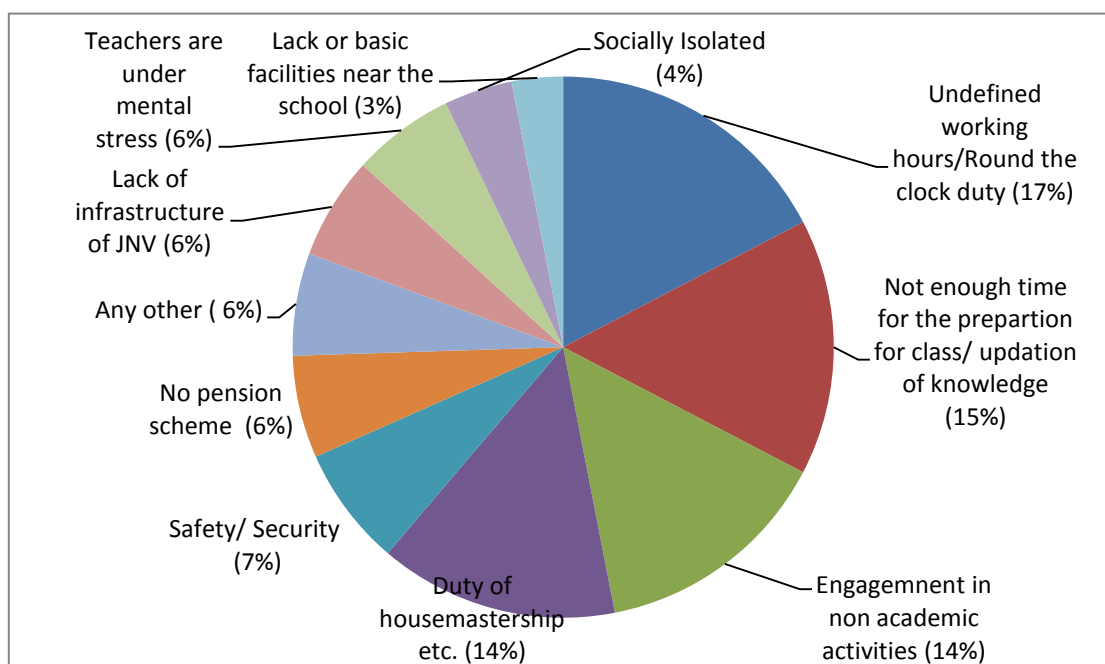
During the survey the question on existence of teachers' association and its role were asked to which the opinion of teachers varied. Half of the selected teachers opined that there is an association, while the other half did not agree with this. All the selected teachers in Lucknow region and 75% teachers of Bhopal region think that there is no such association. About 83% of such teachers, who think that there is an

association of teachers, told that the association is active and put forth demand to NVS authorities. About 53% of them feel that the attitude of NVS management is positive and supportive to sort out the teachers' problems. About 83% teachers from Chandigarh region think that management is positive and supportive. Maximum number of teachers appears to be satisfied with the fairness and transparency in rules, regulations and guidelines. Teachers of Lucknow region who opined that there is no association for teachers are appeared to be more satisfied than other regions. The Annex-10.8 reflecting the opinion on various aspects may be seen.

10.12 School Environment

About 72.3% teachers feel that the overall environment of JNV is pleasant and congenial. However, the opinion varies across the reason. About 56% of the selected teachers of Pune region feel that the overall endowment is not pleasant and congenial which include all the selected teachers from Gujarat and Goa. About 75% selected teachers from Jharkhand which is coming under Patna region are not happy. This makes the teachers of Patna region the 2nd most unsatisfied with the environment which is next to Pune. The teachers who opined that the overall environment is not good were asked to list the difficulties which hinder them to contribute for improvement quality of education. The responses of the teachers have been plotted in following figure.

Figure 10.8: School Environment- Factors act as a Hindrance for quality improvement



10.13 Capacity Building for Teachers

The teaching profession has an element of permanency, however, many elements such as knowledge and ways to access it, the influence of the media and of ICT's, societal demands, the social environment, the students themselves, etc are changing continually. The teachers need to go for regular capacity building.

To achieve organizational goal through effective training and to provide self-development opportunities to the employees five Navodaya Leadership Institutes (N.L.Is) have been established at Goa, Guntur, G.B.Nagar, Chandigarh and Ranga Reddy. The need for setting up training institute at the regional level was felt well before in 1994 and subsequently eight NLIs were set up informally to take care of the needs in different regions but could not be made functional. At present, only five NLIs are functioning in catering the training need of all the JNVs. The regional authorities have reported that the proposal to set up one NLI in Shillong region has already been submitted.

These NLIs are working with a vision to become self-sufficient, proactive and leading institute offering quality capacity building. They have following objectives.

1. To identify training needs of Navodaya Vidyalaya teachers and accordingly plan and organize various types of in-service courses for them.
2. To develop curricular enrichment material for in-service courses as well as for reinforcing actual class room teaching.
3. To develop effective low cost teaching aids and acquaints teachers with the use of latest educational technology.
4. To encourage and coordinate innovative practices, action research, experimentation, project survey etc.
5. To evaluate practice and procedure of Navodaya Vidyalaya System and suggest steps for further improvement.
6. To act as nodal centre for dissemination of value based education in Navodaya Vidyalayas.
7. To maintain an appropriate regional data-base for the JNVs which may be utilized for institutional planning.
8. Act as a clearing house for information on results of all studies, research, innovation etc., in the area of school education wherever undertaken. To develop tests, question banks, rating scales, guidelines for diagnostic testing / remedial programmes, talent identification procedures etc.

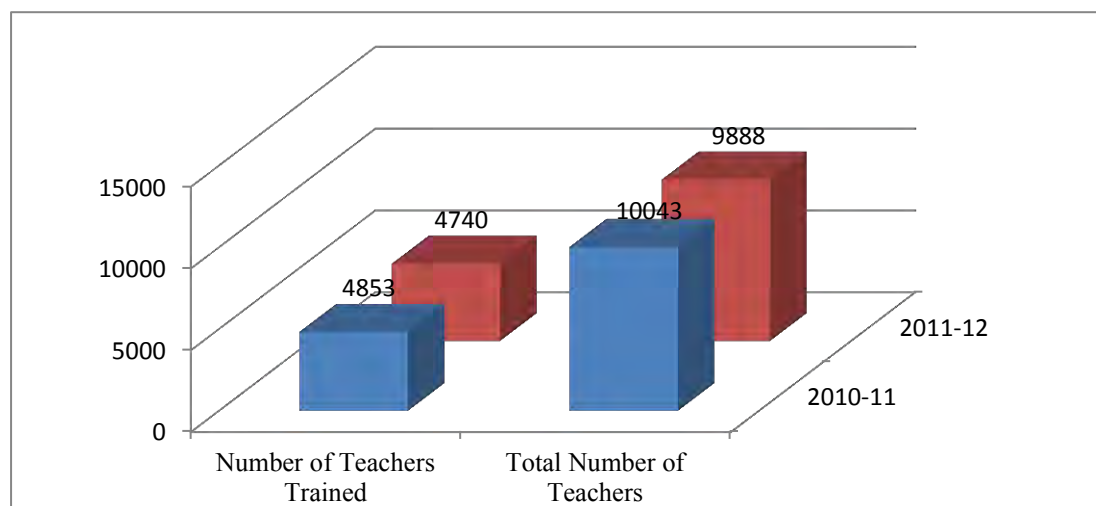
The NLIs are offering following courses:

- A. **Induction course:** This course is offered for newly recruited employees/teachers of JNV. The purpose is to apprise them of the various components of the system besides motivating them and developing their knowledge and skill. This course is normally of 21 days duration. About 14% of the selected teachers had undergone this training during the last two years. It is surprising that the induction training provided to the teachers who have completed the average length of service of 13 years.
- B. **Orientation Course:** This is mainly for professional development of teachers. All teachers have to undergo at least one 21 days in-service course in every five years to become eligible for senior or selection time scale. About 31% of the teachers canvassed had undergone in-service training during the last two years.

C. **Short Duration Course:** NLI also offer short duration courses such as refresher course, workshops, and seminars. About 29% of the sample teachers had undergone training other than induction and in-service courses.

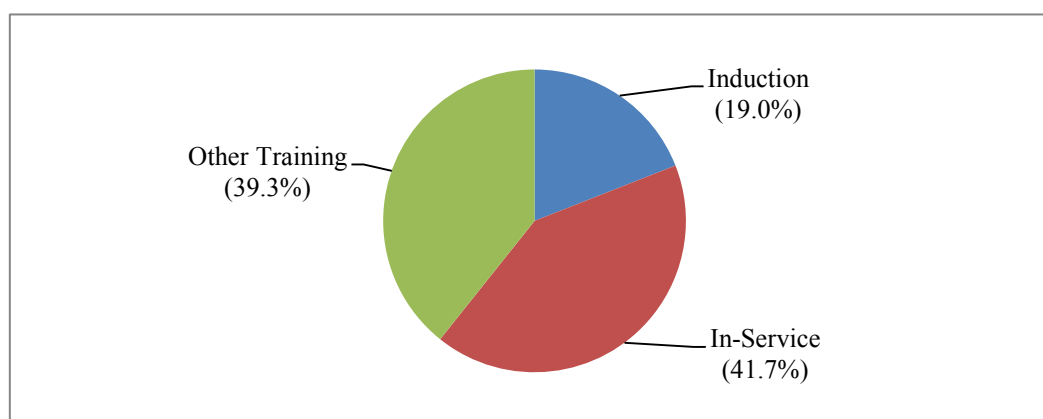
Besides the NLI, the teachers get training in other Institutions like IIMs, IIPA, ISTM etc. During 2010-11 and 2011-12, about 48% teachers got some sort of training.

Figure 10.9: Teachers' Training in 2010-11



About 75% of the selected teachers have reported to have undergone some sort of training. These training are mostly “induction Training” or In-Service Training”. In the following chart reflects the type of training the teachers undergone out of the total trained.

Figure 10.10: Type of Teachers' Training



It reveals from the above that two types of trainings are regular in nature and mostly conducted in different NLI. Some specialized training such as Adolescent Education Programme (AEP), Career Counselling etc. comes under “Others Training” categories. There is also variation among the regions in this regard. The table below reflects that 78% teachers from Shillong region got ‘Induction Training’ during the last two years. Similarly 89% teachers of Hyderabad regions got In-Service Training. Although, a small number of teachers

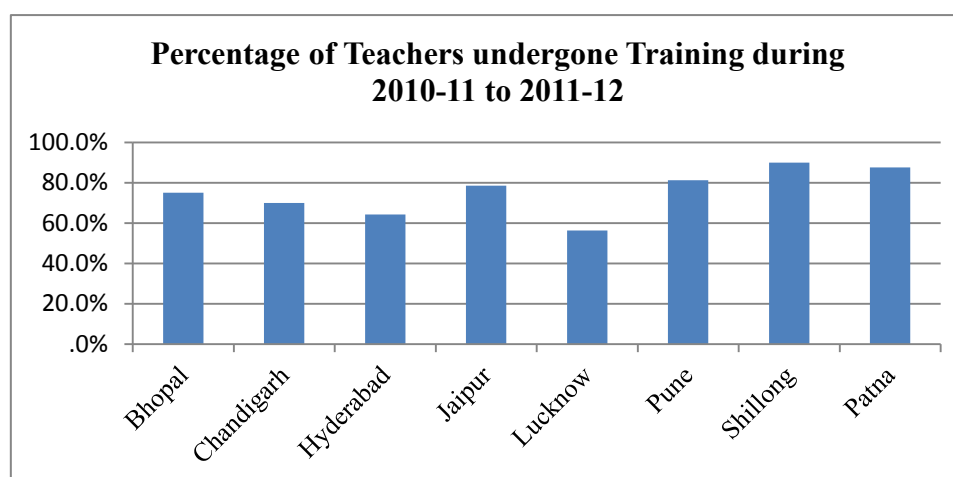
from Jaipur and Pune regions got these two types of training, more than 60% teachers from them got training other than these two types.

Table 10.11: Break of the type of Training the Teachers Undergone during 2010-11 and 2011-12

Region	Type of Training		
	Induction	In-service	Others
Bhopal	8.3%	83.3%	8.3%
Chandigarh	.0%	57.1%	42.9%
Hyderabad	.0%	88.9%	11.1%
Jaipur	9.1%	27.3%	63.6%
Lucknow	11.1%	66.7%	22.2%
Pune	23.1%	7.7%	69.2%
Shillong	77.8%	22.2%	.0%
Patna	21.4%	7.1%	71.4%
All India	19.0%	41.7%	39.3%

However, from the following chart it is clear that availability of NLI in the region is not a factor contributing to the capacity building. More teachers have undergone training in the regions where NLI is not available (Shillong & Patna). NLIs are accepting trainees from outside the regions too.

Figure: 10.12: Region wise Percentage of Teachers Undergone Training during 2010-12



10.14 Parent Teacher Council (PTC)

All the JNVs are required to constitute every year well-knit Parent Teacher Council (PTC) for better management of the Vidyalayas. The objective of the constitution of such council is to involve parents in the development of the vidyalayas. The committee is also expected to help

in resource mobilization and to liaison with the various organizations engaged in community service programme. This committee is of great assistance to Vidyalaya Management Committee in taking fast and effective decisions. The constitution of PTC is given below

1. 15 parents (securing equal proportion for mothers): Members
2. 5 Teachers (including one female teacher): Member
3. Vice-Principal: Member Secretary
4. Principal: Chairman

Almost all teachers interviewed (96%) have admitted that parent-teachers meetings are held and parents participate in such meetings. As per the opinion of the teachers main benefit of having such meetings is to inculcate the values of discipline and good behaviour. The second major benefit is to get the financial support from the parents. It appeared that for specific purpose (for which regular fund is not available) financial help is sought from the parents. For example in some cases for provision of water/hot water, for construction of additional room, for ambulance etc., supports had been sought from the parents through such meetings. Teachers also think such meetings do help in building better understanding between parents and teachers.

During the Focus Group Discussions many instances of effective PTC were reported. Some of them are given below

1. JNV Kasaragod (Kerala): PTC had collected a sum of Rs. 10 Lakhs and arranged Rs. 35 Lakhs from other sources and deposited the total sum of Rs. 45 Lakhs with the Kerala water Authority for ensuring uninterrupted water supply from the nearby river which is 3 Km away from the school.
2. JNV Pune: PTC had engaged expert visiting faculty for CET, IIT etc. However, NVS Hqrs banned this activity later on.
3. JNV Satara (Maharashtra): There was no approach road for this school and the construction of the road was also not permissible as per NVS rules. PTC took pivotal role in contributing the 10% of the total cost. Further the joint initiation of the PTC and the school administration, the Zilla Parishad agreed to bear the remaining 90% of the cost.
4. JNV Aurangabad & JNV Washim: PTC had arranged training/orientation classes for Common Entrance Test (CET) for entrance in technical courses. The tutor was appointed from the outside and honorarium was paid by the parents. However, the RO has banned the special training classes.

The field teams found that PTC in Bihar and Jharkhand are not much effective. Most of the selected Vidyalayas in these states were not conducting Parent Teacher Meetings regularly. Few schools are organizing the meeting in 2-3 months. Principals told that parents from rural areas are facing transportation problem to attend the meeting. It happens that they don't come to receive their wards at time of vacation due to such difficulties.

Chapter 11

Inspections Carried Out in the Schools

11.1 Grievance Redressal Mechanism

An in built Grievance Redressal mechanism is in place at NVS (RO) and NVS (Hqrs.). Despite these forums, NVS teachers and staff found that the existing avenues inadequate to represent their grievances in time. Hence, the Grievance Cell of NVS Headquarters has opened an e-mail address exclusively catering to the needs of aggrieved teachers and staff to lodge their grudges online. Now, there is a provision of online registration of grievances on the NVS website. The email address for grievance redressal is *nvshqr_grievance@rediffmail.com*. In addition, the aggrieved may also write to Director Grievance, posted in the NVS (Hqrs.) in Noida. Broadly, the types of grievances received are given as under:

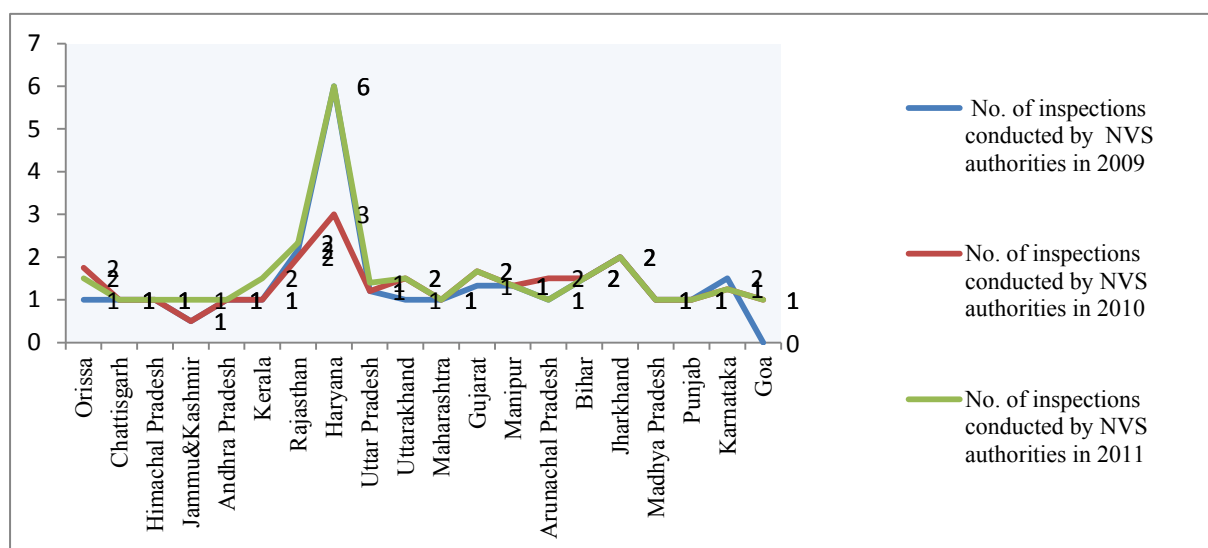
1. Settlement of bills
2. Non-grant of leave
3. Pay fixation anomaly
4. Settlement of dues of ex-employees
5. Non-grant of up-gradation in time

11.2 Inspections Carried Out– Norms and Frequencies

The inspection authorities are required to carry out checking aspects in JNVs related to classroom observations, hostel maintenance, testing food and breakfast, teachers' training, JNV infrastructure, computer lab, innovative activity taken by the JNV (if any) and others.

The norms for NVS authorities (by RO officials etc.) for inspection visits to JNVs range from one to three times in a year as reported by JNVs in the study. In general, most states meet the norms for inspection by NVS authorities as indicated in Annex -11.1. Similarly, the inspection norms for District/State officials in the last three years i.e. 2009-11 is given in Annex-11.2. In states of Uttarakhand and Bihar, data with respect to inspections by other than NVS staff are not available with the school authorities. However, the average number of visits by NVS officials in both the states for inspection in the years 2010 and 2011 was two per year, as per norms.

Figure: 11.1: No. of JNV Inspections by NVS authorities from 2009-2011



11.3 Frequency of Visit –School Principal, District Administration, Police to JNVs/Hostels

From figure 11.2, it is clear that the school staff visits the JNV school building and hostels to look into the problems of students, including girl students, mostly on a daily basis whereas the visits of District Administration and Police to the schools is mostly need based and hence infrequent.

The state wise frequencies for visits by District Administration can be seen from Annex-11.3. Orissa, Chhattisgarh, Andhra Pradesh, Uttar Pradesh, Uttarakhand, Manipur, Arunachal Pradesh and Madhya Pradesh report only daily visits by the School Principal/staff. Most other states report both daily and weekly visits by school staff, indicating that inspections by the school staff are the most regular and frequent as compared to inspection by other authorities to grope into the problems of JNV students and hosteliars. In fact, the Principal or a senior teacher acts as the hostel warden and takes rounds of the school and hostel almost every day as well as conducts surprise checks, as reported unanimously by the sampled JNV beneficiary students. Other inspections by District staff and police happen mostly as and when need arises as already mentioned earlier. Thus most students are not aware of the police visiting the JNVs as the latter is not called for internal problems arising in the JNVs. RO officials, mainly the Assistant Commissioner of the RO, visit the vidyalaya every year once or twice for inspection of all aspects of the school.

Figure 11.2: Frequency of Visit – School Staff, District Administration, Police

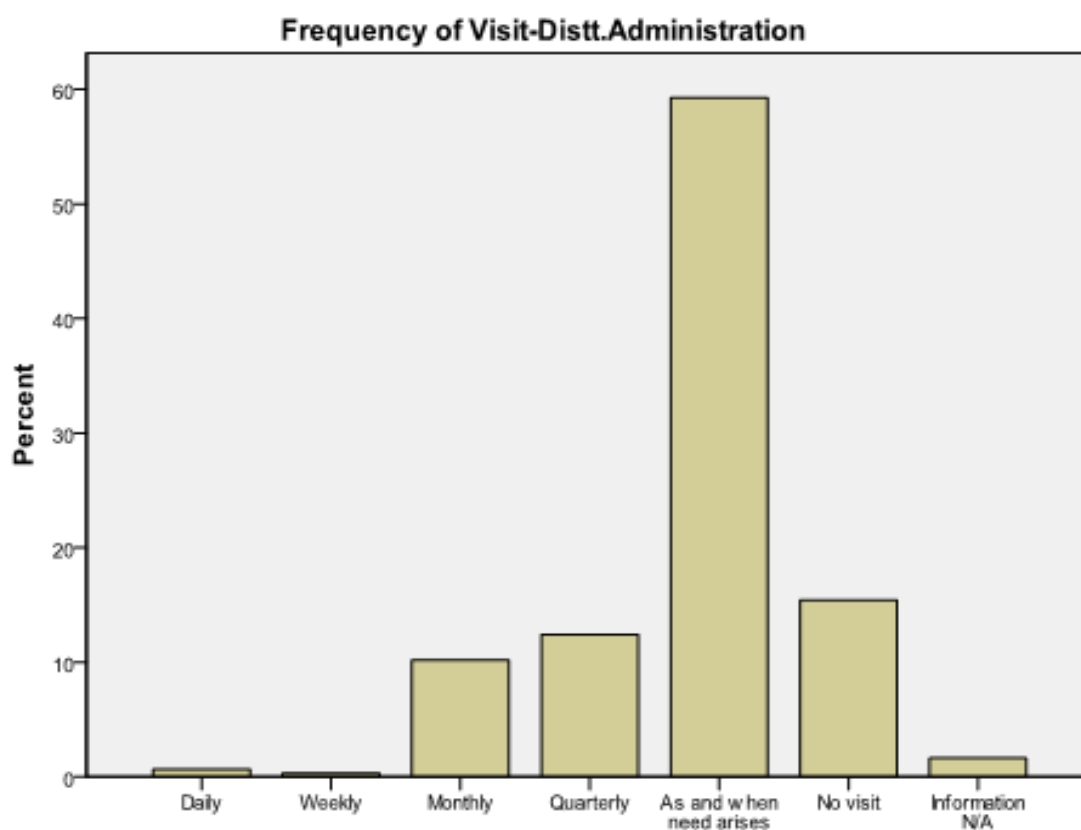
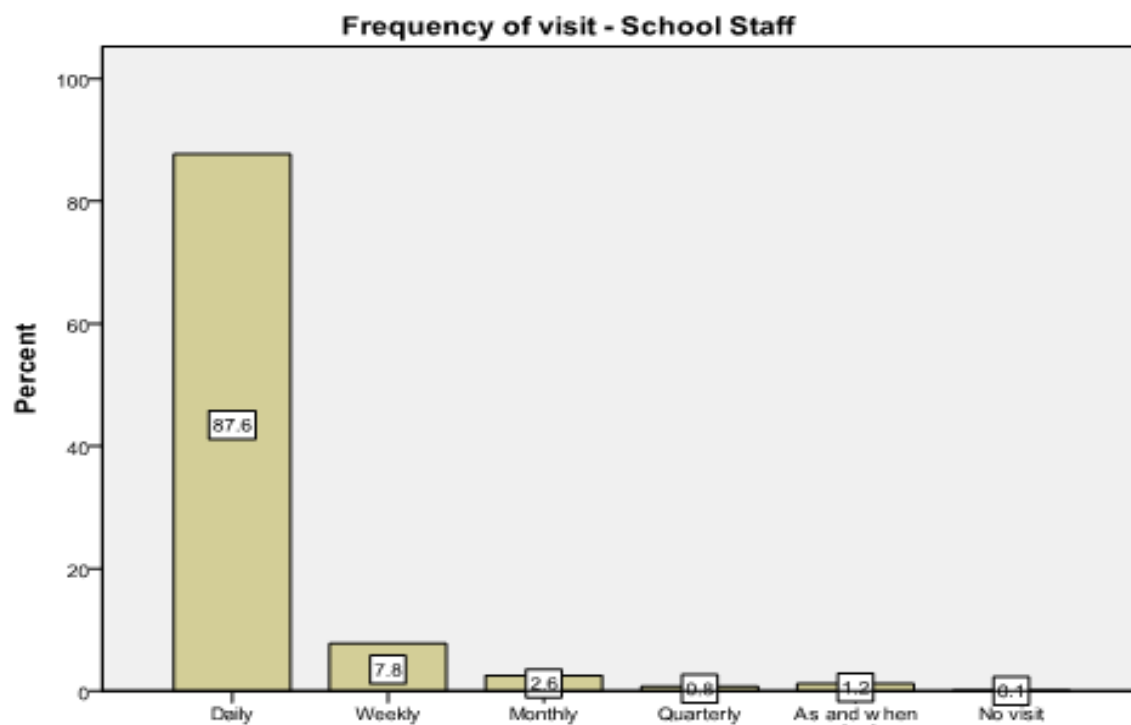
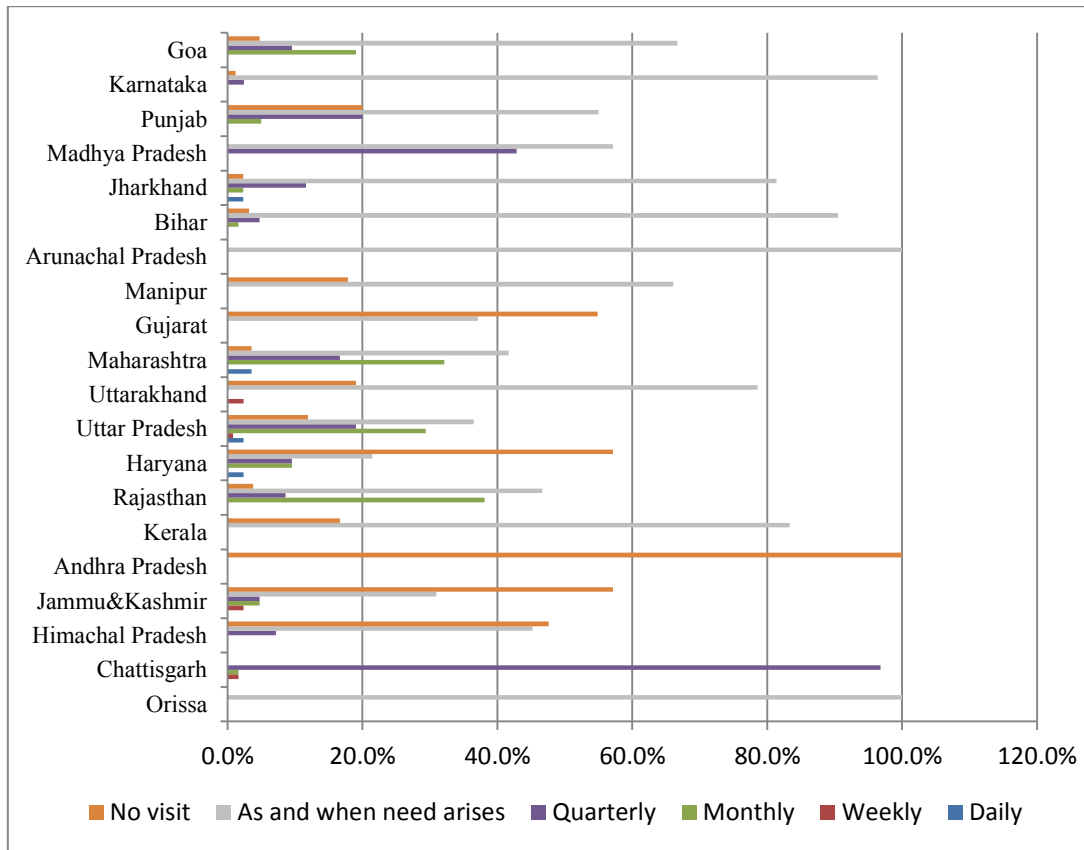


Figure 11.3: Frequency of Visit of District Administration (State Wise)



11.4 Key Aspects Monitored During Inspections

Some of the key aspects that were monitored and observed by the inspection authorities in context of JNVs are given as under:

- I. Financial aspects and overall performance including the environment of the JNV campus.
- II. Maintenance of Financial and CCE records in the JNVs.
- III. Some general education related matter were observed during in-house and external inspections include:
 - (i) Excellent academic performance in general and particularly Board examination.
 - (ii) On admission procedure and co-operation of staff and smooth functioning of the Vidyalaya.

In spite of satisfaction expressed by the inspection authorities with the academic performance and records maintenance of the JNVs as enumerated above, the following areas of improvement was suggested out by the inspection teams:

1. Teachers were advised to make more use of computers/ICT technology as well as audio visual aids during teaching for more effectiveness.
2. It was emphasized by the inspection authorities that more attention must be provided towards safety and security of girl children.

3. Emphasis on quality of correction work as well remedial classes of children was indicated. A need was also advocated for improvement in communication skills of the students, particularly conversing in English.
4. Cleanliness and infrastructure aspect in dormitories must be paid more attention to.
5. It was felt that more improvement is required in Teaching & Learning Process with stress on innovation in teaching and the use of teaching aids and ICT for higher learning levels.

Chapter 12

Search for the Talented Children: Admission Procedure

As per the Memorandum of Association, it is the function of the society (Navodaya Vidyalaya Samiti) to lay down policies regarding admission. The Executive Committee chaired by the Minister of Human Resource Development is responsible for fulfilling the objectives of the society. It is the function of the committee to lay down the procedures for admission.

To identify children with 'special talent or aptitude' the selection test (JNV Selection Test) is conducted every year since 1985-86. Till 1992-93 the tests were conducted by NCERT. From 1993-94 onwards the tests is being conducted by the NVS itself. However, the NCERT continued to prepare the test papers, process the results and prepare the selection lists till 1997-98. From 1998-99 onwards that responsibility has been entrusted to CBSE.

12.1 Salient Features of Admission Procedure

Following are the main features of admission procedure

1. 75% students from rural areas and 25% from urban areas.
2. Reservation of seats for SC and ST categories in proportion to the population of the district with a minimum reservation of percentage followed at the national level.
3. Total of 33% seats reserved for girls.
4. Applicant must be in the age group of 9-13 years.
5. Admission will be considered under rural area (quota) when the student had studied in rural school for three preceding years without break.
6. Test paper for admission in local languages
7. Eighty students are admitted every year to each JNV
8. Admission to class VI through objective type test designed by CBSE
9. Admission to Class VI among those who have passed class V in the preceding year

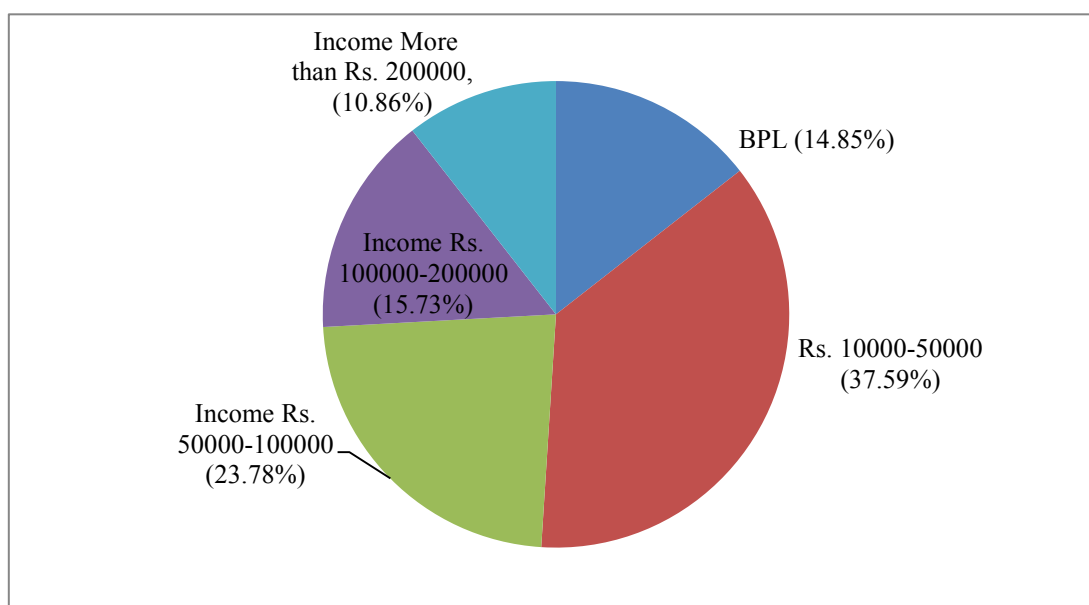
About 21.4 % school principals from different regions are not satisfied with the admission procedures. About 50% of those who could not get admission in the JNVs feel that genuine students are not selected. About 11% teachers feel that admission process in JNVs is not transparent and fair. Some of above issues have also been raised during the Focus Group Discussions. To interpret it another way, except the students who could not be admitted, majority of the other stakeholders appeared to be satisfied with the admission procedure. However, the responses received from the field have been analyzed to find out the extent of disagreement with present admission procedure.

12.2 Accessibility to JNV vis-à-vis Income and Occupation of Parents

The family income is not a criterion for the admission in JNV. People have objected this during the Focus Group Discussions. According to them most of the students are from families of service holders and higher incomes. Some of the selected principals and teachers participated in the Focus Groups also have the same feeling.

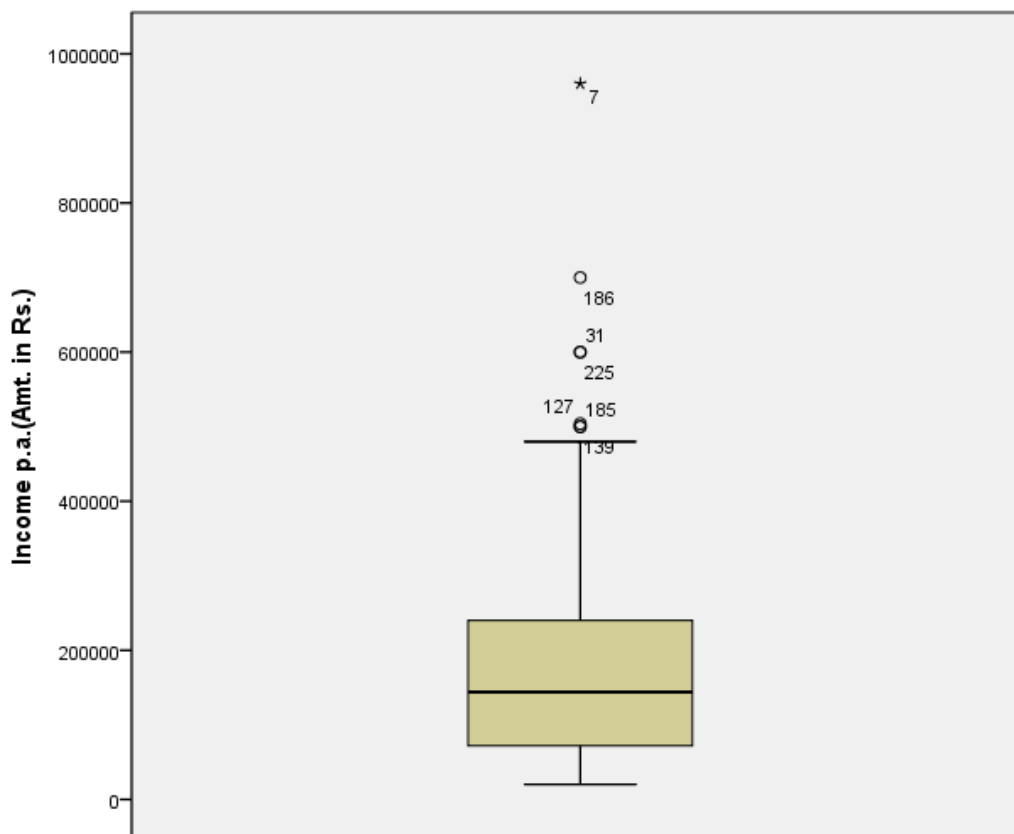
The Vidyalays maintain the Income status of the parents. From the secondary information available with the school authority visiting team found that the annual income of maximum number of parents is in the range of Rs. 10000-50000. Only 15% parents are from BPL category. The state wise details are given in Annexure-12.2.

Figure 12.1: Income Status of Parents (Source: School Level Schedule)



Information on the income level has been collected from the 279 parents from the field. The Annex-12.3 and the box-plot follows reflect the same.

Figure 12.2: Box Plot for income of the parents (Source: Parent Level Schedule)



From the above diagram it can be seen that most of the parents belong to middle income groups. The above Box Plot shows the distribution of parents' income (scale variable) with the five statistics (minimum, first quartile, median, third quartile and maximum) with pinpointing the outliers (7 nos. out 279 responses from the parents). The mean annual income of the parents are Rs. 173124. Hence, from the information available with the school authority and the information collected from the selected parents we may conclude that the parents of the children studying in JNV are certainly do not represent the rural poor population. In this regard it may also be remembered that the Ramamurti Committee also found that high percentage of students belonging to middle income group getting admitted in JNVs.

Further, the occupations of the parents have also been collected from the two sources i.e. the secondary records available with the school authority and the selected parents. As per the records available with the schools about 37% fathers of the children admitted are farmers or engaged in agriculture (not as a worker) and about 24% fathers of the children admitted are service holders. However, 20% fathers of the children admitted and 16% children's mothers are agricultural workers as per the records. (Annex-12.4 & 12.5)

The information collected from the selected parents gives slightly different picture. Only 3-4% selected parents (father or mother) are labourers. Maximum 37% parents are service holders. Next to it is trade and business which is represented by 23% parents. (Annex-12.6)

From the data related to income and occupation of the parents, it support the general perception that the parents of the children who are reading in JNV represent the middle-income service class. It may be noted that 7 selected school principals have also suggested that there should be income criteria for admission to get better representation of the rural population

12.3 Malpractices

It is reported that malpractices were prevalent at some examination centers. And it is the main reason of dissatisfaction for the principals and teachers. About 21% principals and 11% teachers are not satisfied with the present admission procedure. Out of these, almost half of the principals and teachers each have told that there exist different types of malpractices in the admission procedures.

About 7.5% among the non-beneficiary students suspect that there is malpractice in admission test. Most of such complaints have been received in Odisha. The students feel that there is favoritism, copying in the examination, forging of documents, collecting money for admission form etc. In Bihar 15 students who could not get admission in JNVs complained that, students from other district and urban area apply by forging the documents. A total of 30 rejected candidates reported that they have applied more than once.

In some of the FGDs members have reported malpractices in the admission and suggested that the JNV authorities should take the whole admission process in their control. On the contrary to this, 8 school principals have suggested more active involvement of state/district officials for the improvement of admission procedure. However, if we consider the numbers of such complains, we can say they represent small proportion.

12.4 Transparency

During the field study the sample students who could not get admission in the JNVs were asked to give the reasons for their failure in the tests. A total 42 such selected students replied that they are not sure about the reason and complained that the results were not displayed.

Transparency in the admission procedure is the major cause of concern. About 13% of students who had failed in the tests feel that the admission procedure is not transparent. The maximum numbers of complaints have been received from Odisha (36%), Bihar (29%) and Uttar Pradesh (24%). (Annex-12.8)

The parents of the students studying in JNVs appeared to be more satisfied in this respect as 97% of parents feel that the admission procedure is transparent.

12.5 Design for the Test Papers

In designing the test papers, greater weightage is given to test mental ability. Since mental ability test relies mainly on figures and symbols, (it is believed that) influence of language and culture is minimized in the admission tests. Besides, there are arithmetic and language reading comprehensions tests. Objective type questions pattern are followed to avoid

assessment on subjective biasness. This is also followed to ensure uniform standard of evaluation.

As it has been stated earlier that the Focus Group Discussions Members opined that family backgrounds of the students admitted in the JNV plays an important role, as children from well to do family and of service profession get admission. In this context the parental care coupled with exposure to question pattern make the students more fit to solve the questions of the ‘typical’ JNV Selection Test. FGD members have also suggested that both subjective and objective type of questions should be asked.

A total 111 students who could not get admission feel that they did not prepare properly for the test and 67 students felt that the exam was very tough as compared to the syllabus of govt. schools. Out of the students who felt that genuine students are not selected, 93 of them told that they lacked awareness about the questions pattern.

There is general feeling among the parents and children specially those who have not been selected for admission that the students of class V are unaware of the pattern of question asked in the tests. To know the techniques of solving such problems one needs additional training/orientation. Hence the admission is mainly for those who can afford for additional training classes. It has also been reported by these respondents that there are training facilities or even private schools that focus mainly on the JNV tests. In general rural students are not familiar with the format of the JNV tests. Hence, the better students without any training are not selected and average students with training get selected. The study conducted by the IIM Ahmedabad found that the aspirants focused more on ‘cracking’ the mental ability tests through training classes. The review committee has recommended to change the pattern of the examination regularly to avoid repetition of one pattern.

About 10 school principals have suggested that both subjective and objective type questions may be included in the tests/papers in the examination.

12.6 Awareness

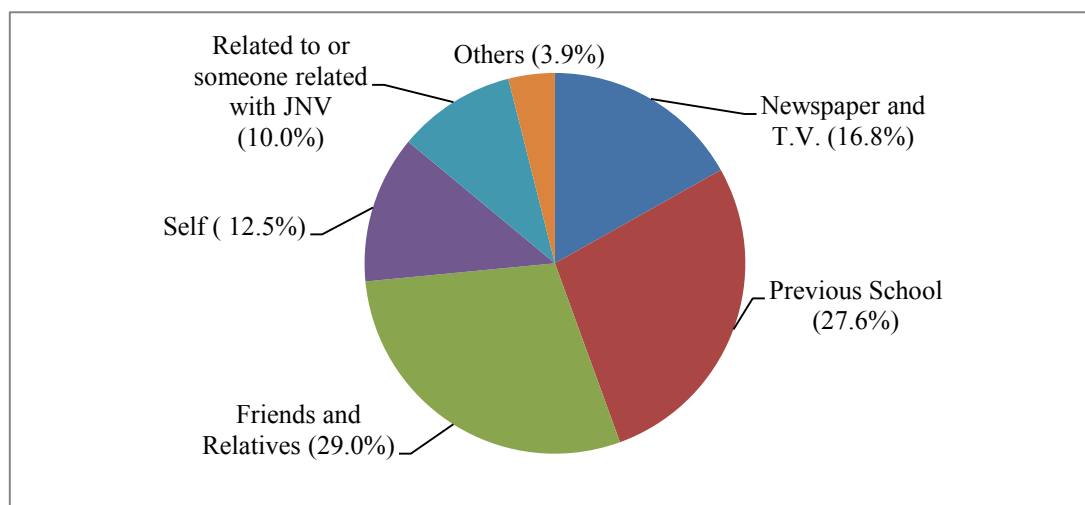
NVS has to rely mainly on state governments to disseminate information on admission. But due to many reasons the information does not reach to all. The awareness level of people about JNV varies from state to state. The information collected during the Focus Group discussion have been tabulated and given in the Annex -12.9. In Andhra Pradesh, Punjab the awareness level is too low.

The Review Committee also felt that some of the criticisms about dissemination of information on admission are valid. It has recommended that the Navodaya Vidyalaya should be asked to supplement the effort of dissemination of information by sending written messages to every panchayat and primary school in the respective districts.

A total of 80 unsuccessful students opined that lack of publicity of JNV test is one of the reasons for genuine candidates not getting selected in JNV tests. A total of 8 school principals have suggested that there should be more publicity through electronic and print media.

The response of parents of children who are studying in JNV on source of information about JNV Test the selected has been reflected in the following chart.

Figure12.3: Source of information about JNV/JNV test (Source: Parent Level Schedule)



About 27.6% parents had been informed through the schools where the child was studying previously and 16.8% had been informed through the publicity undertaken by the authority. However the rest i.e. about 51.5% parents had the knowledge of JNV from their own or friends and relatives who are directly or indirectly connected with JNV. It may be conclude here that about half of the students of JNV are from the families who are directly or indirectly associated with JNV.

12.7 Lateral Entry

In the beginning the admission were made only in Class VI. Later on it was felt that some students leave Navodaya Vidyalaya st class IX and XI. The Review Committee (2001) has been asked to consider lateral admission in Class IX and XI against the vacant seats. The Committee had looked into the study conducted by Development and Research Services (DRS). The dropout rates found by DRS are as follows:

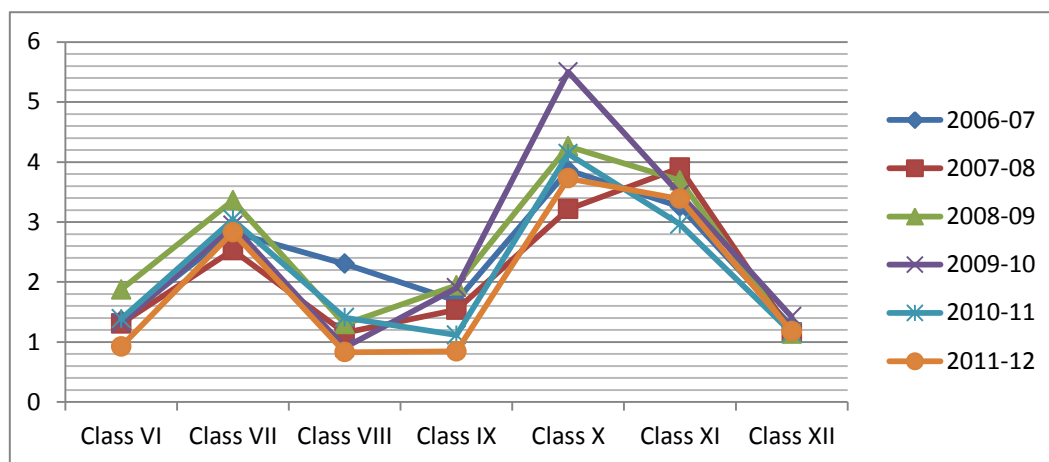
Table 12.1: Dropout Rates in JNVs, Class- Wise as per DRS

Sl.No.	Class	Dropout rate (%)
1	VI	02
2	VII	05
3	VIII	06
4	IX	08
5	X	12
6	XI	22
7	XII	14

The Review Committee felt that there is a problem of substantial number of students dropping out in various classes, particularly, in Class XI. The committee also expressed the concern that the Navodaya Vidyalayas were created at a cost and should not be allowed to remain underutilized due to sizable dropout rate. The review committee favoured lateral entry with some riders.

From the selected 56 JNVs, class wise drop out data has been collected. From chart given below we can see that on an average 3 to 4 students are dropping out in class X and XI. The average dropouts for class VII is 2-3 and it is less than 1 for class VIII.

Figure 12.4: Average Number of Drop outs in Different Classes during 2006-2012



Yearly state wise and class wise drop outs are given in Annex-12.12 to 12.17. There is no uniform pattern of dropouts. Among the selected JNVs, Kommadi (Vishakhapatnam) and Shimoga (Karnataka) are the extreme cases with highest rate of dropouts. As feedback received from the representative in Kommadi, students prefer to follow the state syllabus in class XII so they prefer schools following state syllabus. In JNV Shimoga those who are not eligible for particular stream (science or commerce) have to leave the school. The incidence of dropping out by the students at class IX and XI is abnormal only in some schools with some specific problems.

Chapter 13

National Integration through Migration and Three-Language Formula

According to the Memorandum of Association of the Samiti, one of the objectives of the Navodaya Vidyalaya Samiti is to “progressively bring students from one part of the country to another in each school to promote national integration and enrich social content.”

Initially it was envisaged for students from Class IX to Class XII. Subsequently, it was reduced to two years (Class IX and Class X) in 1991-92. Finally in 1996-97 it was confined to only Class IX students.

The practice adopted by the JNV is to exchange 30% of class IX students (boys and girls) to a linked school in a different linguistic region of the country as mutually agreed to. (Linked schools here mean partner school for the exchange of students. For example if school A and school B are linked schools, then schools A will send its student to school B and school B will send its students to school A.)

To facilitate the policy, NVS has adopted three-language formula. Students of the JNVs have to study three languages. These languages are grouped into ‘A’ Level and ‘B (1st) and B (2nd)’ Level. The pattern followed in different categories of states is as follows:

Table 13.1: Three Language Formula adopted by NVS

Category of State	A Level	B Level (1 st)	B Level (2 nd)
Hindi Speaking	Hindi	English	Regional Language
Non-Hindi Speaking (excluding NE states)	Regional Language	English	Hindi
North-East States	English	Hindi	Mother tongue and any other regional language

Since there is provision for migration of students at class IX, there are two sections for ‘A’ Level. One section studies Hindi and another section with migrated children from other lingual category states study their own language simultaneously. Each JNV has to have one third language teacher responsible for teaching regional language to these migrated children.

However, CBSE mandate for children to study two languages only. For this NVS prescribes that in Non-Hindi speaking states children have to appear in regional language at ‘A’ level and English at ‘B’ level. In Hindi speaking states children have to appear in Hindi at ‘A’ Level and in English at ‘B’ level. In North-East states children have to appear in English at ‘A’ Level and Hindi at ‘B’ Level.

In IX class third language is also taught. In Hindi speaking states 4 periods are allotted to the third language and in non-Hindi speaking state four periods are allotted for Hindi.

The selected students in the sample schools have been asked whether this aspect of integration are appreciated by them to which 98% responded positively and only 2% students did not prefer. However, the overall concern of the students are the quality of education and food during the period of migration.

It can be seen in Annex-13.1 that the number of students exchanged from schools is more or less equal. This may be due to arrangement of exchange between the partner schools. Participation in the migration by a JNV depends on the response and availability of the linked JNV in other part of the country. The review committee has categorized three types of schools- 1) schools in insurgency affected areas, 2) schools without permanent campus and 3) school with serious discipline problems and recommended that the scheme of migration should be kept in abeyance for these types of schools.

As per the authorities of JNV (HQ and Regional Office) this scheme is in progress. As per the feedback received, some Regional Offices are not happy with the far away linked schools or linked schools with improper infrastructure facilities. They have reported that parents are consulted before sending their children on migration. Parent's responses are mostly positive and cooperative. However, some parents are reluctant to send their children to the areas affected by insurgencies. In states like Odisha parents appreciated this policy.

On three language formula, the JNV authorities have reported that this is being implemented well. The study conducted by IIM Ahmadabad has found that this formula is not implemented in Hindi speaking areas. The major reason cited in their study is the lesser interest of the students to learn a third language, which is not be of much use in future. On the contrary, the parents of Bihar and Jharkhand have shown enthusiasm for this policy during the Focus Group Discussions. In Kashmir Valley the members of the Focus Group think that compulsory Hindi should not be imposed rather Urdu should be given preference.

Chapter 14

Pace Setting Activities

The need for establishing pace setting schools in rural India with special support to them has been felt since the sixties. However, this could not be implemented till the 6th Five Year Plan.

While proposing to open Navodaya Vidyalayas the government in its Seventh Five Year Plan document stated “it is proposed to set up 432 model secondary schools, one in each district, during the Seventh Five year Plan.” One of the objectives assigned to the Navodaya Vidyalaya is “To serve as a focal point for improvement in quality of school education through training of teachers in live situations and sharing of experience and facilities.”

But during the course of its functioning it appears that the objective behind setting up JNVs did not get sufficient focus if we see the media of interface with the public that is website of the organization. It is stated that the “Art in Education Programme” is an extension of pace setting activities. It talks about all the activities undertaken for the students of JNVs. It is not clearly spelt out how these activities will impact the quality of school education and capacity of teachers in the neighborhood schools of JNVs.

About 79% students who have failed to get admission in JNVs feel that Government Schools are lagging behind in the field of quality education as compared to JNVs. While all students from Kerala and Andhra Pradesh and 86% students of Goa didn't find the others schools are inferior to JNV, all students of Orissa, Chhattisgarh, Manipur, Arunachal Pradesh and Karnataka feel other schools are lagging behind. About 92% of these non-JNV students feel that the basic features of JNVs should be replicated in government schools.

During the Focus Group Discussion in Bihar and Jharkhand all the people suggested that basic features of JNVS should be replicated in Govt. and other schools to strengthen educational system and inculcate values, discipline and developing a sense of national integration among the students.

It is satisfactory to observe that about 87.5% selected vidyalaya reported that they are providing support to nearby government/other schools in the field of quality of education. However, all the selected schools in Arunachal Pradesh and one each selected schools in Uttarakhand and Jharkhand and Rajasthan are not extending such support.

Normally per year allocation on pace setting activities per school is Rs. 5000 to Rs. 10000. One school in Jammu & Kashmir has not been allotted fund during 2009-10 to 2011-12. Two schools in Patna region though were allotted fund could not spent any amount under this head during 2009-10 and 2010-11. Two schools among the 56 selected schools have been allotted more than 1 lakhs under this head.

However, some schools not spending on pace setting activities have reported to be doing such activities and some schools not doing any such activities have reported to be spending on this head. The reason for this seems to be lack of clarity on pace setting, art of education and other co-curricular activities.

Organising computer education programmes for the students of neighbourhood schools is the activity undertaken by the most of the JNVs (45%). Students of JNVs also visit nearby schools and demonstrate their Math/Science projects. During the field survey achievement on of pace setting activities have been observed. Some of the instances are as follows

Both the selected JNVs in Kerala organized pace setting activities such as literacy drive, health and sanitation awareness programmes (organised in the nearby panchayat) with the help of Zila Parishad. JNV Palakkad being the smart school extended its infrastructure facilities in the evening to the local students of nearby schools. Under this programme the children from the neighbourhood schools in rural areas are trained to use of ICT so as to enable them to take up projects related to problems of local community. In 2011-12 JNV Phulbani has conducted one day training programme for the Head Masters/ Principals of Tribal Welfare Development Schools and Eklavya Model Residential School of the Kandhamal district. A Bal Navodaya (as the name given) is being run behind the JNV Buxur and it is managed by the JNV with 5 teachers. Each student contributes Rs. 80 per month as tuition fee and computer education is provided in JNV. Books and note books are supplied by the JNV. Teachers and staff of the JNV also contribute financially from time to time for Bal Navodaya.

Chapter 15

Education with Excellence

15.1 Expectations from the JNV Students

Among others, the students of JNVs are expected to receive good quality modern education in which academic excellence would be coupled with other parameters of all round personality development such as value education, environmental awareness, appreciation of composite culture and heritage of the country, a spirit of adventure and physical education. Further, they are expected to develop a good level of proficiency in Hindi and English, for instruction in a common medium all over the country. Also, the NVS experiment aims at progressively bringing students from one part of the country to another in each school to promote national integration and enrich to social content and to serve as a focal point for improvement in quality of school education through training of teachers in live situations and sharing of experience and facilities.

The establishment of Navodaya Vidyalaya is an appreciable intervention through the National Education Policy 1986. The policy had stressed the need to make quality education easily available to the children with special talent prominently from rural areas. This objective is to be achieved with equity and social justice.

“The gifted students frequently have pronounced competence in a limited subject area accompanied by indifference in certain other areas. Therefore, arrangements for such students cannot be fitted into regular courses of study. Special arrangements for such students will have to provide teaching/learning on modular basis for every small group of students in a small number of subjects of interest to them. Such arrangements will be characterized by large facilities, higher teacher-student ratio and regular participation by professionals in teaching programmes.”

(National Policy on Education 1986)

To identify the children with special talent or aptitude the selection test (JNV Selection Test) is conducted every year since 1985-86. It has been observed that Navodaya Vidyalaya Students performed better in the board exams as compared to any other Govt./ Govt. Aided schools. Moreover, the general opinion is that the better performances of Navodaya Vidyalayas are not only due to the better education provided in the vidyalayas, the background of the students play the significant role.

It is true that only a small fraction of the willing candidates are selected through the annual JNV Selection Test. This can be viewed in the Annexure-15.1. Hence, the students admitted in the JNVs are more talented than the students in other Govt. and Govt. aided schools where no such admission tests are conducted. Further, admitting students through a selection test is not a deviation from the basic objective, rather to search the talents and tap them for further development by providing suitable environment.

Region wise performance is given in Annex-15.2. If performance of students in class X and XII board exams is taken as an indicator, Hyderabad is the best performing region where

maximum numbers of students have got more than 75% marks in the exams. The worst performing region in this regard is Shillong. As per the finding of the study conducted by Indian Institute of Management, Ahmedabad during 1997-99, Hyderabad region had the highest number of students passed out with highest number 1st division in class X and XII board examination. And, Shillong region was at the bottom of the performance scale. This is surprising that this phenomenon has been persisting for last 14-15 years as found in this study.

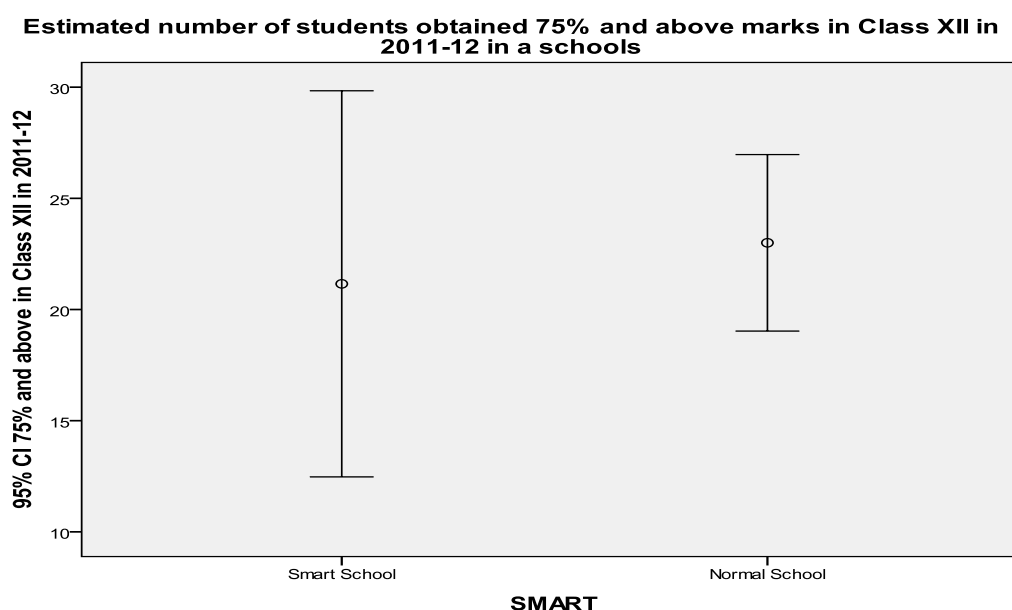
Among the selected states Arunachal Pradesh is the worst performing states where least numbers of students got more than 75% marks in class X and XII board exams. Further, the number of students secured less than 45% marks is the highest in Manipur.

The data has been analyzed in order to understand the extent to which family background is impacting the performance of the children. It was found that the family background is an important factor affecting the performance of the students.

As compared to other selected states, number of illiterate fathers and mothers of the students is least in Kerala. This is also the state where highest numbers of mothers are degree/diploma holders and in service. Arunachal Pradesh has the 44% illiterate mothers, which are next to the Jammu and Kashmir. However, no significant relationship could be established from the available data on educational level of parents and performance of the students.

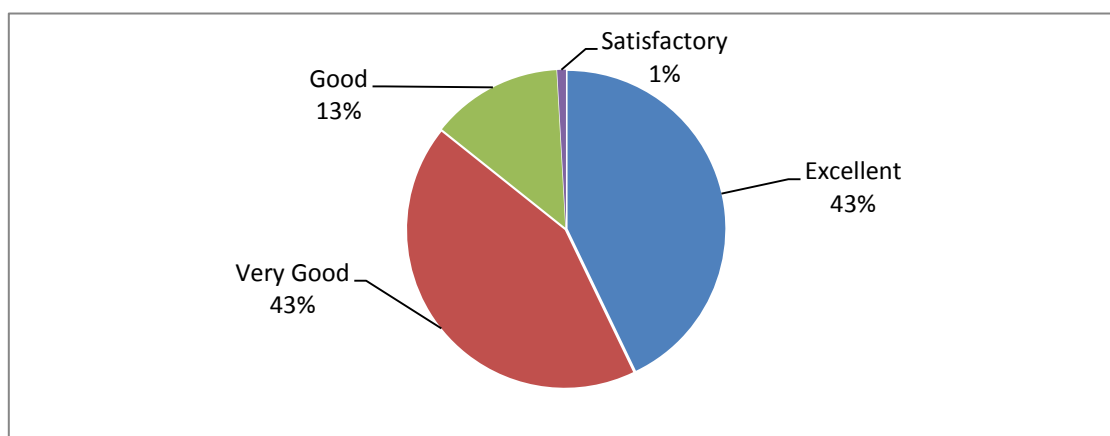
Some schools have been upgraded as “Smart Schools” which have the adequate number of computer, internet and other facilities. It is expected that these facilities will have an impact on the performances of the students. However, it can be seen in the following figure that the non-smart schools performed better in 2011-12. Minimum number of students securing 75% and above marks in XII class exam is more in case of normal schools rather than in smart schools. Further the average number of students getting 75% and above marks is more in case of normal schools.

Figure 15.1: Estimated students who obtained $\geq 75\%$ marks in Smart and Non-Smart school



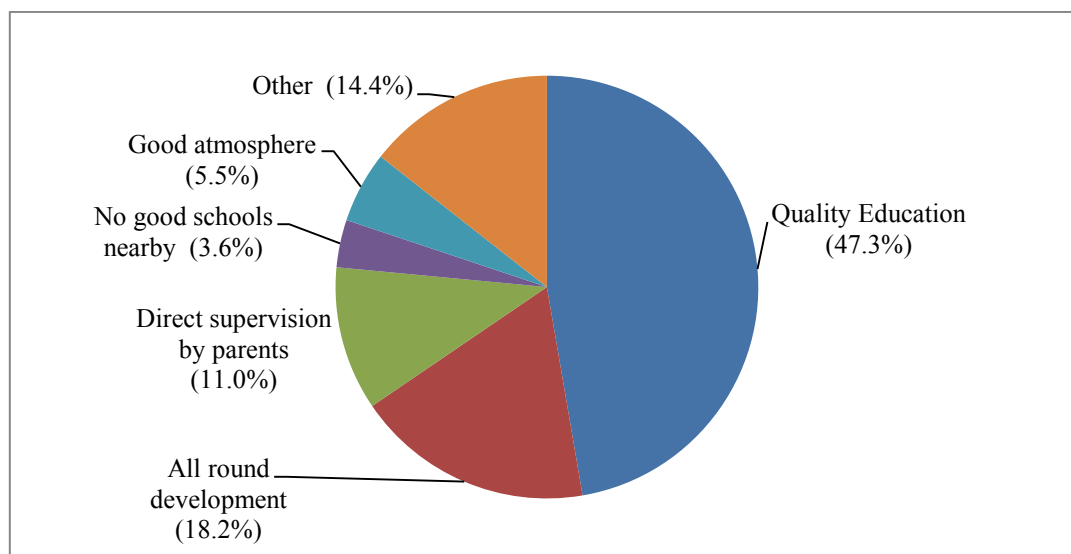
The teachers of the sample JNVs have been asked to rate the quality of education in their vidyalaya. From the following chart, it can be seen that about 43 percent teachers feel that the quality of education is very good and another 43 percent feel that the quality is excellent.

Figure 15.2: Teachers' Opinion on Quality of Education in JNVs



Many teachers of the selected schools have admitted their wards in the JNV. They have also been asked to point out the reasons why they preferred JNV for the education of their children. It can be seen from the following chart that 47.3% teachers have preferred JNV for their children's education due to the quality education in JNV.

Figure 15.3: Reasons for Preference of Teachers for Admitting their Wards in JNVs



15.2 Suggestion for Training on Medical and Engineering Entrance Tests

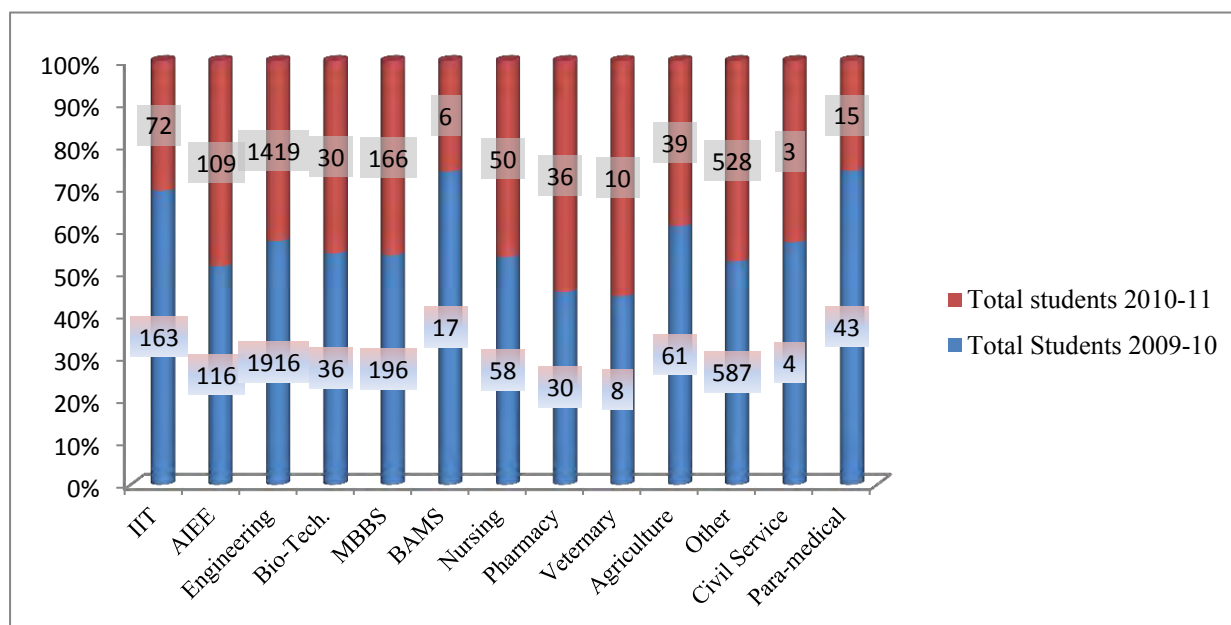
During the field survey, some development, though unintended, have been brought to the notice. During the Focus Group Discussions the issue of special training for medical and engineering entrance tests has been raised by the parents, ex-students, teachers and knowledgeable persons. At many places people suggested that special training should be provided in JNVs to class XI and XII students for medical and engineering entrance tests. At same places the field teams have been informed that the parent and teachers had arranged

experts from outside for such training in the JNVs. The honorariums were also arranged through the contributions by the parents. This practice has been stopped after the interventions of the concerned regional offices. It was also told that this is one main reason for drop out of many students in class 10 and 11.

At some FGDs parents have said that the teachers are not very much attentive for remedial classes. Teachers also explained the difficulties in dealing with weak (especially in English) students from the rural background.

JNVs organize JNV Alumni meetings on the 1st Sunday of December every year. They enter the main streams and bring laurels to alma mater by excelling themselves in the field they have chosen in National and International arena. Alumni are very enthusiastic to help JNVs in many ways. The below mentioned figure displays student's achievement in professional courses during 2009-10 & 2010-11. The details on alumni passed out of JNVs as entering into different professional jobs/courses for the years 2009 and 2010 is given in Annex-15.3. It seems that there is a clear predilection for engineering and science streams among the students in JNVs as indicated by the nature of professional courses. Or least the participants in the alumni meet have been from the Science stream. It is corroborated by the demand for training JNV students for competitive engineering and medical exams in higher classes as indicated in focus group discussions and on interactions with JNV stakeholders.

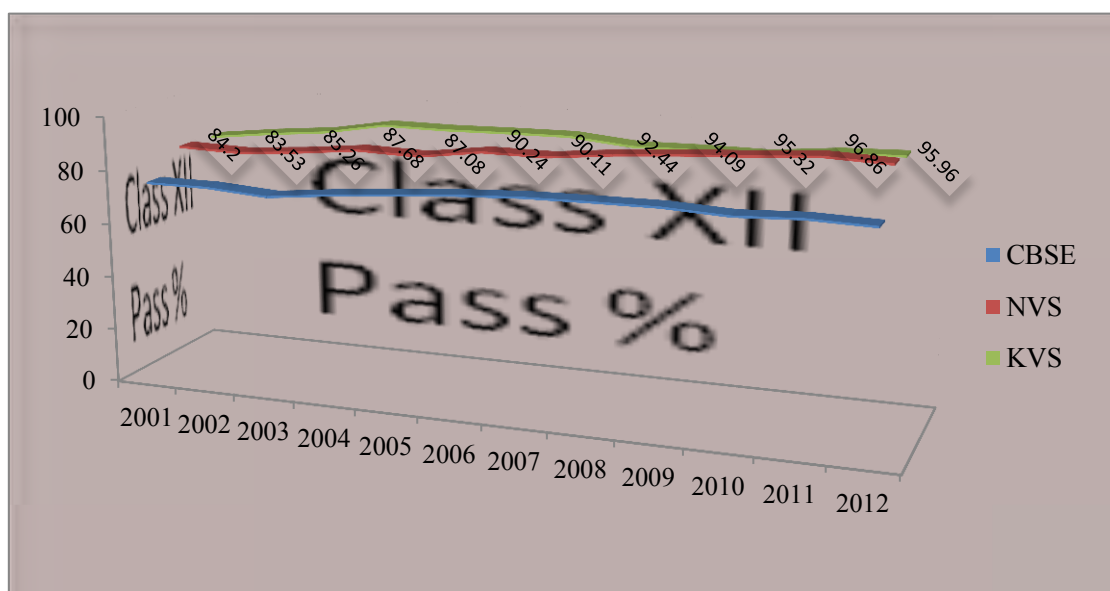
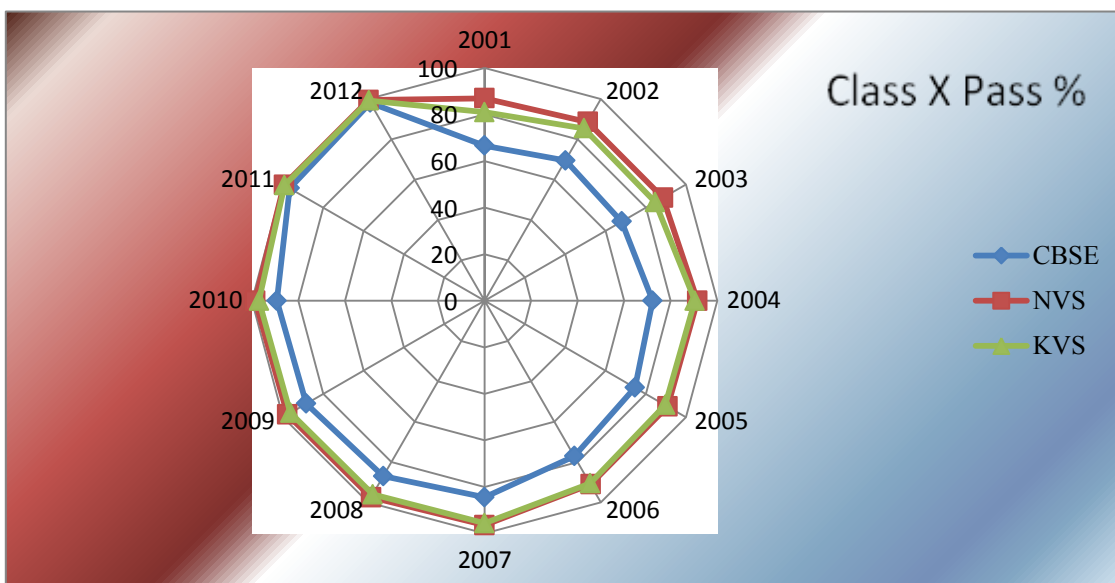
Figure 15.4: Details of JNV alumni entering professional courses in 2009 and 2010



Source: NVS website

The following panel indicates that the pass percentage in JNVs is significantly higher in the Class X Board examinations over comparable schools (for details, see Annex-15.4). However, for Class XII standard Board examinations, the KVS was a close competitor of NVS in terms of pass percentage, till NVS took over from the year 2008. Since then NVS has maintained the record of having the highest pass % among KVS, other CBSE and independent schools.

Figure 15.5: Comparison of Pass Percentages with other schools in Board Examinations



Source: NVS Website

15.3 Satisfaction in Respect of Facilities Available vis-à-vis Quality of Education

The following table shows that the JNV teachers interviewed during the sample survey showed considerable level of satisfaction with the admission procedure (89.2% satisfied) and quality of education (90.1%). About 74% teachers were satisfied with JNV facilities, 64% with JNV infrastructure and above 60% with JNV maintenance.

Table 15.1: Satisfaction of JNV Teachers Surveyed with different JNV parameters

Satisfaction with	% Satisfied	Reasons in the cases of Non-Satisfaction
1. Admission Procedure	89.2	<ol style="list-style-type: none"> 1. No Subjective Evaluation so sometimes below average students are selected 2. No language competency test at the time of admission 3. Minimum cut off marks for admission should be made public.
2. Quality of education	90.1	<ol style="list-style-type: none"> 1. Separate lab attendants for different subjects are not available. 2. Tools such as projector etc. are not available. 3. No classes are held for general knowledge, personality development etc.
3. Facilities available in JNV	73.9	<ol style="list-style-type: none"> 1. Irregular supply of water and electricity 2. No water purifier in hostels 3. Lack of adequate classrooms, adequate internet connectivity, educational software, medical facility etc.
4. Infrastructure in JNV	64	<ol style="list-style-type: none"> 1. Seepage problem in buildings 2. Lack of adequate infrastructure such as no separate labs for Maths and languages, no MP halls/auditorium, no music hall, inadequate number of toilets etc.
5. JNV maintenance		
1. School	66.7	<ol style="list-style-type: none"> 1. Inadequate funds for repair and maintenance, hostel renovation etc. 2. This leads to poor maintenance of JNV buildings and hostels, frequently choked drainages, obsolete electric wiring system and poor sanitation and hygiene in hostels and toilets.
2. Hostel	61.1	

Table 15.2 below shows the satisfaction level of 280 parents (of JNV students) surveyed with respect to the same JNV parameters.

Table 15.2: Satisfaction of Parents Surveyed with different JNV Parameters

Satisfaction with	% Satisfied	Reasons in the case of Non-Satisfaction
1. Admission Procedure	91.1	<ol style="list-style-type: none"> 1. Inadequate publicity for the JNV admission tests. 2. Lack of transparency in admission procedure and harassment of students by local education office for attestation. 3. Other students face unequal competition from those students who are appearing in JNV entrance test in class VI. Also, there are inadequate seats for urban students in JNVs.
2. Quality of Education	84.6	<ol style="list-style-type: none"> 1. No provision for vocational course in classes. 2. Absence of career counseling, especially special arrangements for preparing students to ace the competitive engineering and medical entrance exams. 3. Insufficient books in the library.
3. Facilities available in JNV	68.6	<ol style="list-style-type: none"> 1. Poor and insufficient medical facilities in the JNVs. 2. Poor Quality of food and drinking water, lack of telephone and connection facilities. 3. Absence of smart classrooms.
4. Infrastructure in JNV	65.7	<ol style="list-style-type: none"> 1. Inadequate number of computers and unsatisfactory internet facilities. 2. No multipurpose hall and no junior Science, Maths, Geography and Language labs. 3. Frequent power cuts and congestion problems in classrooms and hostels.
5. JNV Maintenance		
1. School	68.9	1. Poor maintenance of toilets, no regular cleaning of school surroundings, poor drainage conditions, seepage from roofs/walls, inadequacy of sitting arrangements in class and during PTMs etc.
2. Hostel	59.3	

15.4 Rating Standard of Education in JNVs versus other types of Schools by JNV students surveyed:

The 1176 JNV students surveyed were asked to rate the quality of education, infrastructure and results in JNVs vis-a vis other type of schools in the vicinity. Most of the JNV students gave superlative ratings to JNV facilities. Nearly 85-90% of the students rated good to excellent the JNV parameters such as method of teaching, inculcation of values, awareness of environment, physical education, sports and cultural activities, participation in NCC/Scouts & Guides, participation in science fairs. Also, the responses with respect to

infrastructure such as school building, hostel facility, playground, library and classroom furniture were highly affirmative with more than 80% students rated good to excellent. The detailed tables are given in Annex – 15.5.

15.5 Extra-Curricular Activities in JNVs

The extracurricular activities in JNVs comprise music, dance, drama, quiz competitions, sports, scouts & guides, debate and other cultural programs. Inter JNV competitions are held in sports, yoga, cluster level games, elocution, painting, quiz, science exhibition, essay writing etc.

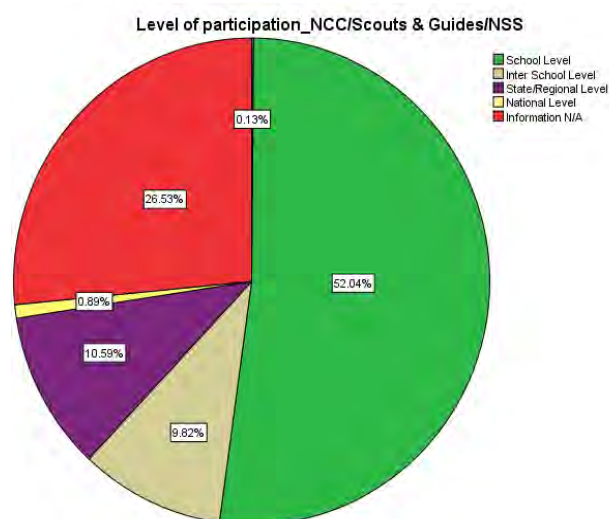
An overwhelming percentage of the JNV students responded that they participate in extracurricular activities – cultural (98.2%), sports (99.2%), NCC/NSS (72.9%), Scouts and Guides (89.5%). The detailed tables can be seen in Annex-15.6.

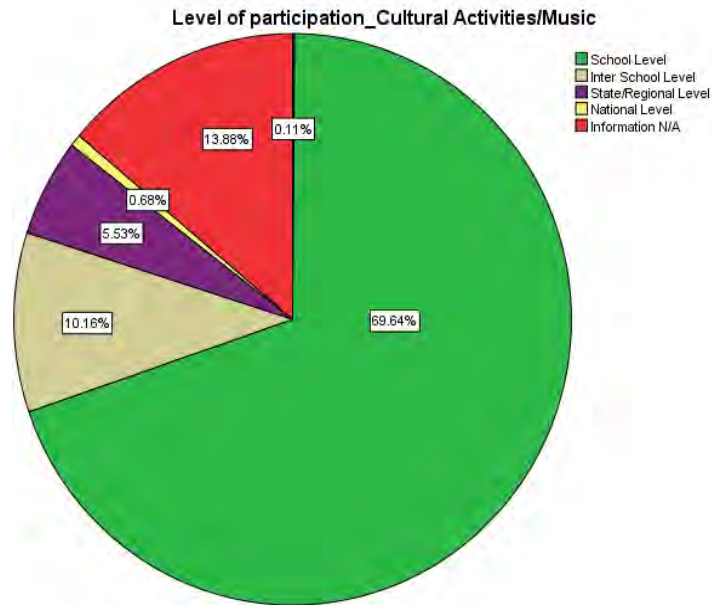
The following table shows that nearly 58% of the students reported that they regularly participated in extracurricular activities after their admissions in JNVs. The level of participation in games and sports, scouts and guides and NCC/NSS as well as cultural activities including music (figure 15.6) was the highest at school level (more than 50%) with many students also doing well at the State/Regional level, especially in games and sports (about 17%). In fact, the participation of the students at national level games and sports competitions was reported to be as low as 5.58%.

Table 15.3: Frequency of participation of JNV students in extracurricular activities

	Frequency	Percent
Regularly	674	57.6
Occasionally	346	29.6
No	146	12.5

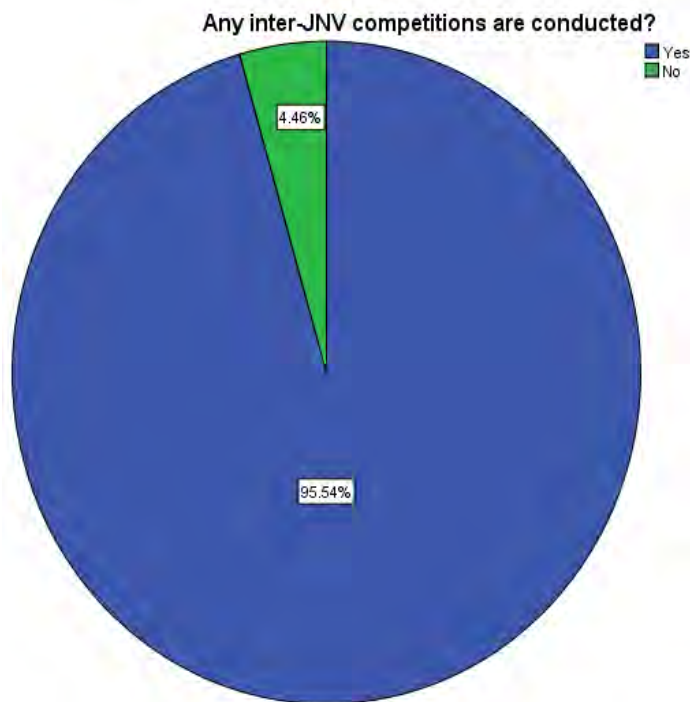
Figure 15.6: Participation of students in extracurricular activities at various levels



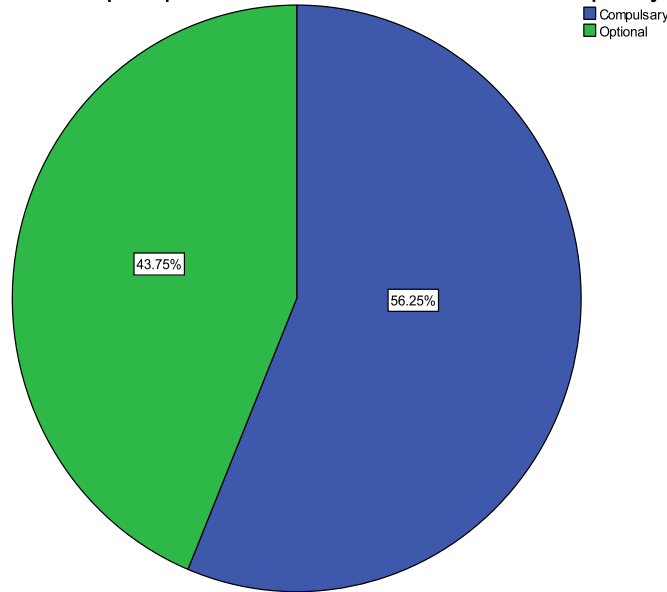


Let us try to assess the responses from major NVS stakeholders whether the performance of students are in line with the objectives of the NVS or not.

Figure 15.7: Teachers' Responses on participation of students in Inter-JNV competitions and extracurricular activities.



Whether participation in JNV extra-curricular activities is compulsory/optional?



15.6 Strengths of JNVs as Compared to Other Schools

The main strengths of JNVs, inter-alia, in order of importance, as suggested by the non-beneficiary students are given below:

- i. Good quality of education with residential teachers available for remedial classes. These classes are seen as effective interventions to bring the poor-performing students at par with the rest of the class. Further, the residential element of the JNVs ensures that more time is available to the students for self-study as well. The three language formula and national integration is also an important motivator for choosing JNVs over other government schools.
- ii. The fee structure of JNVs is lower than comparable govt.schools. Infact, the JNV facilities are free for all students except boys from APL families. This cost-benefit analysis renders JNVs as highly desired institutions for high quality education with CBSE curriculum, especially for the talented and motivated rural students.
- iii. More stress on physical and extra-curricular activities like cultural events, sports etc. leading to all round personality development.
- iv. Better pupil teacher ratios (PTRs) than other government schools is also a determinant for higher preference in JNVs over comparable govt. schools.

15.7 Whether Basic Features of JNVs should be replicated in Govt. and Other Schools:

The following table shows that out of the non-beneficiary students surveyed, about 93% have voted in favour of replication of basic features of JNVs in government and other schools.

Table 15.4: Whether Basic Features of JNVs be Replicated

Responses of Non-Beneficiary Students	Frequency	Percent
Yes	357	92.7
No	23	6.0
Cannot say	5	1.3
Total	385	100.0

However, there is a feeling among the students who have been left out of the ambit of JNVs that limited number of seats, pattern of admission test/ tough competition, lack of publicity and transparency, malpractice etc. are the key reasons for their deprivation.

15.8 State-wise Opinion on Performance of JNVs:

The focus group discussion (FGD) points on awareness about JNVs, teachers' aspect, attendance, punctuality, willingness of students to attend school and success stories are given state-wise:

- **Maharashtra:** Adequate awareness for JNVs is reported in FGD with good quality education and student assessment and good Quality Assurance Cell in JNV. The Focus Group reported almost full attendance of students (due to residential schools, less problem of absenteeism is present in general). The students were willing and enthusiastic to attend schools. Children feel lonely in first 6 months so telephone facility & permission for parents to visit wards in a month/on vacations are allowed. Excellent teaching quality and punctuality of teachers with prudent study supervision is present. The students profile includes IIT, NDA, NTSE doctors/engineers, Civil Servants etc. CET/IIT training is imparted in JNVs and there is a Peer Group formation for slow learners in school. A special time-table is prepared for higher class (X, XI, XII) students with good study supervision by school authorities. Students Exchange Programs are also common.
- **Andhra Pradesh:** Awareness level for JNVs is reported as not up to the mark and there is need for more awareness for public to be generated through print & electronic media, FM radio etc. Teaching quality is excellent but more stress is required on Spoken English & Vocational Education. Children are enthusiastic to attend schools. Almost full attendance is the norm except in medical emergencies. The schools surveyed in the region helped nearby schools & population through frequent interactions at every level & through mobile library and awareness campaigns on different issues.
- **Kerala:** Adequate awareness is generated through newspapers, neighbours, relatives and so on. Teaching Quality was unanimously accepted as excellent; both in practical & theoretical subjects with very devoted teachers making adequate use of audio/video & other teaching aids. Students are willing to attend schools, only in rare

cases they got homesick & left the JNVs. Limited scale practice of rain water harvesting & medicinal plant cultivation has been undertaken in surveyed JNVs. NVS has indirectly raised performance of nearby schools through indirect competition. In fact, in a surveyed JNV in the state, the PTA collected Rs. 10 lakhs with Kerala Water Authority for ensuring uninterrupted water supply from nearby river to the JNV.

- **Gujarat:** Awareness level is very good but is confined to areas in JNVs' vicinity- awareness doesn't reach very far flung areas. It seemed that JNV benefit is taken away by the elite at present as in case of Junagarh district. Teaching quality is reported to be excellent as indicated by even rich peoples' demand to admit their wards in the JNV in Junagarh due to excellent results. The students are willing to attend the schools, thanks to the huge mouth publicity for JNVs and students' enthusiasm about JNV admission tests. However, in Surendranagar, being a backward district, willingness to attend school is as low as 50-60%. Efforts of SSA are not yet visible in this district as parents are mostly wage workers & prefer their kids to stay back to look after household chores, take care of young ones at home and so on. In Kheda, the firing range of the school deserves special mention as it produced the first ranker at All India shooting competition. Also, two girls were selected in Thal Sena /Navy in shooting, one girl student became a pilot in California, USA. Surendranagar despite being a backward area, has done well in studies - students opt mostly for engineering and medical jobs. Jobs in Banking, Gujarat Electricity Board (as Junior Engineers) are also preferred.
- **Uttar Pradesh and Uttarakhand:** The admission procedure is fair and transparent. A redressal cell is active to sort out grievances of teachers & staff wherein the competent authority redresses their problems in time. Students have won accolades at the National & State levels.
- **Rajasthan:** High awareness about JNVs (100%) is reported except in the tribal belt of Sirohi district where awareness is expected to be around 60-70%. It was intimated that JNV teachers educate children of nearby location through pace setting activities & guide locals to maintain hygienic conditions.
- **Chhattisgarh:** Extremely high awareness is present through wide publicity via print & electronic media. There is proven academic excellence of NVS students through selection in IITs/AIEEE/AIPMT. No. of applications at class VI reached the national highest with more than 30,000 in JNV-Raipur. Teaching quality is excellent and there is very high opinion on teaching quality as doctors, engineers, teachers and the like are produced in large numbers. High technical competence of passed-out students is noted and many are placed in higher positions in govt. & private sectors. Attendance is excellent and it is taken 9 times - Morning PT, Assembly, Classes, Mess (3 times), Remedial classes, Evening games, Yog Sadhana, Supervised Study and Night headcount. Successful students in Medical/Engineering/Defence & Civil Services are reported. Exchange of teachers at district level for expertise sharing, social services in nearby villages to sensitise masses about Drug, AIDS, Dowry, Afforestation,

Pollution, Cleanliness, Literacy program, Population Control, Gender Ratio, Economy in use of water & electricity etc. also take place.

- **Madhya Pradesh:** High awareness about JNVs is present. Teaching quality is reported to be very good with latest technology used for teaching. JNVs are pace setters & involve knowledge sharing with communities, housing very trained & experienced teachers. JNV shares facilities with neighbouring schools & communities as a pace setter and produce toppers in Medicine/Engineering/Arts etc. as well as esteemed jobs in govt. and private institutions.
- **Punjab:** Low awareness level is evident as only 27% of FGD participants were aware of NVS scheme and no FGD member was aware that JNV Kapurthala was upgraded as a "Smart School ". The FGD participants were not clear of detailed NVS objectives. Quality of teaching is okay and modern aids are used but teaching suffers due to non-academic involvement of teachers. No difference was noted for smart schools and other JNVs - only computers were provided in 2005-06. Punctuality of teachers is good but teachers feel overburdened due to non-teaching activity involvement. Students' attendance is reported to be greater than 92%. More than 95% children are willing to attend classes and only 5% feel homesick and tend to leave JNVs. Also mess food quality needs to be improved.
- **Himachal Pradesh :** Low awareness is manifest as only 33% & 25% (in 2 districts) of FGD participants were aware of the NVS scheme and there existed very little detailed awareness of the scheme among FGD group (< 5% of FGD members). More than 92% participants opined good quality of teaching with major opinion among the focus group emerging as grading system having negative impact on education quality leading to loss of competitive spirit in students.
- **Jammu and Kashmir:** Low awareness level is indicated as only 17% & 43% (in 2 districts) of FGD participants were aware of NVS scheme with very little detailed awareness of the scheme among FGD group members .Only 17% of FGD members surveyed in both districts knew about the detailed objectives of the NVS scheme. About 80% of total FGD participants in the two districts opined good quality of teaching with the major opinion that grading system is having a negative impact on education quality leading to lackadaisical attitude in students. Involvement of teachers in non-teaching activities also adversely affects teaching levels.FGD members also suggested introduction of vocational courses and training facilities for PMT & technical courses for class XII students/passouts. 95-100% punctuality is reported by FGD participants though it is felt that deployment of teachers in non-teaching activities adversely affects teaching quality to an extent. More than 90% attendance in schools is reported but suggestions on better medical facilities and parents' counselling for increasing attendance emerge. Some FGD members suggested provision of fines for absenteeism to elicit 100% attendance out of students. Also for better health facilities, retired govt. doctors or NRHM doctors with support of district Administration/Chief Medical Officer of District may be appointed.

- **Haryana:** Inadequate awareness level is indicated as only 58% & 54% (in 2 districts) of FGD participants were aware of NVS scheme and less than 30% of the FGD group members had detailed awareness of the scheme .About 80% of total FGD participants in the two districts opined good quality of teaching with the caution that involvement of teachers in non-teaching activities is eroding teaching impact. Extra allowances may be given to teachers to improve education level of weak students or non-teaching allowance as for doctors may be provided.FGD members also suggested that co-ordination of JNVs should be developed and improved with KVs, Sainik Schools to replicate their good features relating to quality education and other aspects. Teachers of JNV Mouli, Dist.Panchkula have been awarded for best teaching.
- **Goa:** There is about 90-100% awareness as Goa state is rich in education. However far flung areas with agriculture/fishing as main activities are not very aware of NVS. It was requested to hold camps in such areas to promote awareness. Rural talent is thus not coming forward and applying for NVS adequately. Education standard in JNVs is lagging behind in respect of other private schools. Goa is rich and urbanised so parents in cities prefer private schools over JNVs. Hence, they are not very willing to send their wards to JNVs. Non-availability of subject teachers for a long time also affect parents' willingness to send their wards to JNVs. Several student exchange programs, awards for creative performance, computer literacy excellence, State Level Maths & Science Exhibitions, National Level Essay Competitions etc. are the key highlights of JNV performance in the Goa region.
- **Karnataka and Andhra Pradesh:** General awareness is present though there's need for specific awareness generation mechanisms like newspapers, televisions etc as well as HRD Ministry initiatives. Needless to mention, teaching quality is excellent and there is willingness among stakeholders for admissions in JNVs. JNV-Chikmagalur is the only one school which got 100% distinctions in the entire Hyderabad region. Admissions in IITs, NITs & reputed Engineering & Medical colleges are commonplace. JNV Chikmagalur produced the First Place in NVS National Social Science Exhibition in 2010-11. Yoga training, athletic & games meets in Dakshin Kannada JNV are regular features .Annual science exhibitions, preservation of local folk arts like Dollu Kunitha and Yakshagana takes place in JNV-Shimoga.
- **Odisha :** Engineering, Medical, Banking & Teaching professions are mostly joined by pass-out students.JNV Phulbani deserves special mention for churning out IIT topper Mr.Rakesh Ranjan Nayak in IIT-JEE 2012 and accomplished performers in Lalit Kala Academy's state child level art competition. JNV Kalahandi maintained that passout students of that JNV have entered in to Indian Foreign Services, Odisha Administrative Services, Postal services, Bank jobs etc.
- **Arunachal Pradesh:** Regarding attendance, it was observed that lower class students were very regular in attending classes in comparison to higher class (XI & XII) students/migration students. Dropout has been drastically reduced in last five years

except on health & family grounds. NLI activities are good and pace setting activities such as science exhibitions, football tournaments, JNVST admission training, computer literacy programs, distribution of blankets to poor etc. are done. Mini-migration system was criticised as it is creating reduced academic performance by teachers & students as well as leading to indiscipline & nuisance in campus & hence should be revoked.

- **Manipur:** Most of the FGD members felt that rural people in interior areas were not aware of the JNVs. In fact, some members of the Focus Group of JNV, Senapati thought that only Hindi knowing children can get admission into JNVs. Thus, in general it seemed that many of the FGD members were not fully aware of the objectives of JNVs though they were familiar with the rural-centric focus of the JNVs. In general, there was satisfaction with the overall performance and teaching quality in the JNVs though it was desirable to reduce their non-teaching duties for enhanced performance. There was willingness to attend school except for some students who felt threatened/tortured by seniors. Most of the members including ex-students in JNV, Senapati felt that the strenuous routine for training in Hindi language was a welcome step for making the students more disciplined whereas some other members were neutral to the teaching of Hindi.
- **Bihar:** General awareness about JNVs is present even though there is not much detailed knowledge about specific functions of JNVs. Awareness is generated, mostly through print media like local ad, newspapers, radio, TV etc. Teaching quality albeit very good, all teachers are not very regular in attending remedial classes (in JNV-Aurangabad for instance). In JNV Katihar, quality of teaching needs to improve for Physics & Chemistry TGT teachers. The teachers, in general have been reported to be punctual, except for remedial classes in JNV-Aurangabad.

Some of the salient initiatives/success stories in the Bihar region are computer learning programme, open quiz contests, mobile library, awareness campaigns on AIDS, health awareness etc., free sport training in Kabaddi for girls students, Art in Education workshops, cleanliness drives, adult education programme, participation in Youth Festival, dance and Rabindra Sangeet competitions, participation at the National Level Festival, Umang.

Special mention must be made of Navodaya Bal Niketan (primary school) that is being run in the JNV Madhepura campus 2002 with enrolment of 140 students. Most of the teachers are ex-students of JNV.

- **Jharkhand:** General awareness level about JNVs is reported to be good. However, there was dearth of detailed knowledge about JNV rules. Awareness is disseminated mostly through print media like local advertisements, newspapers, radio, TV and so on as well as through independence & republic day participations. A need was advocated to disseminate more knowledge about NVS to rural population with help of mass media. Students are willing to attend the JNVs. In fact, in Gumla district, NGOs and government are campaigning to "come back to school" in the district. In similar

manner, regular rallies, prabhat ferries and other types of campaigns are being done to enhance children's' willingness to attend schools. Parents are willing to send their wards to JNVs though there is need to put more stress on girls' participation in school education. In Chatra, an NGO has conducted Kyushed Programme in November, 2011 on Nasa Mukti (Escape of smoking/drinking) in the JNV campus along with other neighbour schools. Some social workers campaign in the district with cooperation to schools, parents and communities to provide and promote appropriate educational services for all students in the districts. There have been instances of proactive career counselling initiatives in Gumla district and students exchange/education programmes in countries like Japan.

Chapter 16

Summary of Key Findings

A. Coverage

1. A total of 576 JNVs have so far been established out of 664 districts. The JNVs are spread in 27 States and 7 Union Territories, with the exception of Tamil Nadu.
2. A total of 56 districts in the country still remain uncovered.
3. A total of 20 additional JNVs have been sanctioned for the districts having large concentration of SCs/STs but many districts having largest concentrations of SCs/STs are left out.
4. Out of 596 schools, 78 schools are functioning in the temporary buildings due to delay by the State Governments to provide the land. And, 10 JNVs are not functional due to the mentioned reason.
5. The constraints reported for increasing JNV spread include state governments' inability to provide 30 acres of suitable land and sufficient temporary accommodation and pending approval by the competent authority for establishment of JNVs in old and newly bifurcated districts.
6. There is a requirement of additional funds to develop the land given in remote areas and/or wastelands provided for JNVs.
7. The ratio of the application received against the available seats is 50:1. More than half principals of the selected JNVs feel that the norm of one JNV in each district to cater quality education to rural population is not sufficient.

B. Management

8. All the selected schools have Vidyalaya Management Committee (VMC).
9. About 89% selected schools reported that regular meetings of VMC are held.
10. About 24% of JNVs reported that VMC meets at least three times in a year as per the norm. Rest are not following the norm though meetings are held in different intervals.
11. About 89% of the selected JNVs have the VAC in which 82% cases meetings are held in different intervals. However, maximum 66% JNVs reported that the meetings are held once in a year against the norm of twice in a year.
12. VACs do not deliberate on the academic and other activities (the parameters reviewed in the VAC are very similar to the VMC).
13. In some cases VMC and in most cases VACs were found to be very actively contributing in the developmental activities of the schools.

14. In 52% selected schools only, it has been reported that a school level committee called Vidyalaya Coordination Committee (VCC) has been constituted.
15. All schools and Regional Offices have said that there is system of progress reporting. However, it was observed that NVS has not yet standardized the mechanism for progress reporting.
16. At the apex level, there were some long standing issues that had not been resolved like some teachers service not pensionable, reducing non-academic burden of teachers (house mastership and mess management etc.), putting in place MIS system, approval for establishing JNVs in 46 old and newly bifurcated districts, operationalizing State Level JNVs etc.

C. JNV Applications

17. On an average 4000 students (50 times of the available seats) are applying for a strength of 80 seats.
18. About 59% Principal of the selected JNVs felt that the norm of one JNV in each district to cater quality education to rural population not sufficient.

D. Adequacy and Timeliness of Allocation of Funds

19. About 91% of the JNVs reported that overall fund allocation was adequate.
20. About 84% JNVs reported that head wise allocation of funds was adequate.
21. About 95% JNVs reported that the funds were released timely for expenditure.
22. About 84% of the surveyed JNVs opined that the fund flow is adequate (overall and headwise) and as well as timely released.
23. JNVs in the nine districts (16%) of Una (Himachal Pradesh), Samba (Jammu & Kashmir), Rewari (Haryana) , Buxar (Bihar), Gumla (Jharkhand), Kapurthala (Punjab) and Thoubal, Senapati and Imphal West (Manipur) maintained that the fund allocation to the respective JNVs had been either inadequate (overall or headwise) or untimely or both.
24. Inadequacy of funds for restoring dilapidated school buildings in Maintenance & Repairs (M&R) head was told by the school-principals in the states of Himachal Pradesh, Jammu & Kashmir, Haryana, Punjab and Manipur.
25. In the states of Bihar and Jharkhand, paucity of funds was reported on lab equipment, development and expansion of sports facility, purchase of computer hardware, infrastructure and training needs.
26. The fund flow mechanism is uniform across JNVs.
27. Budget Estimates (both Plan and Non-Plan) for the next financial year are submitted in the last quarter of every year by the NVS-Regional Offices to NVS Hqrs.
28. Based on the demands, the funds are released in installments to the JNVs every year.

29. Balance/Undisbursed amounts are carried forward to the next financial year budget.
30. The schools and ROs do not have much flexibility with respect to funds as norms for allocation are fixed and uniform.

E. JNV Infrastructure

a. Library

31. All the JNV (beneficiary) students, responded that library facilities are available in school.
32. About 94.5% students mentioned that books of all subjects are available.
33. About 2 to 8% students across the classes have complained that all books are not available.
34. About 98% students mentioned that they visited the library for studies out of which about 81% visited the library on weekly basis.

b. Hostel

35. The overall atmosphere of the vidyalaya as well as the hostel considered congenial by more than 95% of the students interviewed.
36. About 80% students said that their parents were allowed to visit them in their hostels.
37. Majority of hostel residents (around 65%) mentioned that no separate chairs/tables were provided to them for study.
38. About 77% of the teachers reported that the children stayed comfortably in the hostel rooms and mostly toiletries supplied to the children on a monthly basis.
39. About 93% of the teachers opined that the warden checks the hostels regularly.
40. About 26% teachers reported that guest houses available for parents visiting their wards in hostels.
41. About 86% of the beneficiary parents reported that their wards felt comfortable with hostel roommates.
42. About 12% of parents responded that guest houses were made available for them when they were visiting their wards in the JNVs.

c. Sitting Arrangements in Class

43. The vidyalayas of Jammu & Kashmir, Arunachal Pradesh, Bihar and Jharkhand reported that non-availability of required sitting arrangements in classrooms during the time of field survey.

d. Computers

44. Authorities of all the selected schools reported that computers are made available to each group of students.

45. Whereas about 37% students feel the numbers of computers are not adequate. This may be due to making available computers in groups to the students instead of individual computers. It appeared that availability of computer and its support system is more state and region specific.
46. There was no internet connectivity in 11% of the schools.
47. Only 16% students of class XII used computer daily. 15% students in class XII had never used computers.
48. Almost all children opined that computer teachers available daily.

F. Smart Schools

49. In case of “Smart Schools”, it was found that these schools were not only worse with regard to adequacy of computers but also with regard to other computer support systems.
50. More number of students of the smart schools had reported inadequacy of computers.

G. Safety and Security

51. About 14% children feel insecure in school campuses and 13% feel insecure in hostel. The feeling of insecurity is not associated with the sex or class of the students.
52. About 82% teachers feel that the accommodations provided to them are safe and secure. In Jharkhand, 75% teachers and in Manipur half of the teachers feel that their accommodations are not safe and secure.

H. Location and Environment of JNVs

53. About 55.4% teachers opined that the location of JNVs is not suitable for them.
54. About 55.3% female teachers and 57.5% male teachers said that the young and female teachers do not prefer the job in JNV due to its remote location in rural areas.
55. About 72.3% teachers felt that the overall environment of JNV is pleasant and congenial.

I. Admissions and Selection Process

56. Parents of the children studying mostly come under the middle-income service class.
57. Nearly one-eighth of the principals in the study advocated the need for introducing income criteria for the admission test.
58. More than one fifth of the principals of the selected schools from seven regions not satisfied with the admission procedure.
59. About 11% of the selected teachers felt that the admission process not transparent and fair.

60. Many students feel that there was no awareness about the pattern of the questions asked in the entrance tests or they are not prepared properly. Many also feel that exam was tough as compared to the syllabus of govt. schools
61. About 80 (21%) unsuccessful students opined that lack of publicity of JNV test is one of the reasons for genuine candidates are not being selected in JNV tests.
62. About 51% parents were aware of JNV on their own or friends or relatives who are directly or indirectly connected with JNV.
63. About 50% of those who could not get admission in the JNVs feel that genuine students are not selected.

J. Dropout

64. The incidence of dropout at class IX and XI is abnormal only in some school with some specific problems due to reasons elaborated in the chapter 12.
65. There was no discernable dropping out pattern observed in classes IX and XI across the JNVs.
66. Lack of special training facilities for students of classes XI and XII for engineering and medical entrance exams had been reported by the members of FGDs as one of the reasons for the drop out of some students in classes X and XI.

K. Role of Teachers

67. There is an increase in the sanctioned posts for all the subjects, whereas the number of teachers in position has decreased for all the subjects except for Music during 2010-11 and 2011-12.
68. There is vacancy of 20% of regular teachers' that are being filled up by the contractual teachers.
69. About 94% of the teachers agreed that NVS does have a transfer policy, which is being followed.
70. Among the teachers who agreed that there is a transfer policy, 35% among them feel that it is not beneficial for them.
71. About 86% teachers rated the quality of education as excellent/ very good.
72. About 80% of parents feel that teachers of JNVs identify and nurture the talents of the students.
73. About 77% of teachers feel that adequate accommodation is provided to the teachers.
74. About 69% of the teachers feel good on the status and value of job as a teacher in JNVs.
75. About 30.4% teachers feel that any career progression scheme to meet out the promotional benefits to the teachers is not implemented in the JNV.

76. About 91% principals agreed that the teachers of the school are engaged in non-teaching activities, and 61% of them feel that the teachers are willing to perform such non-teaching activities. However, contrary to this, 62% teachers reported that they are not willing to perform non-teaching activities.
77. About 78% principals agreed that teachers are engaged in House Mastership/Associate House Mastership and this is the main non-teaching activity as opined by the teachers.
78. About 55.5 % teachers think that the location of JNV is not suitable for them
79. About 4.5% think that there is no support from the JNV authorities in solving the problems of teachers.
80. Half of the selected teachers opined that there is an association, while the other half did not agree with this.
81. Availability of NLI in the region is not a factor contributing for capacity building. More teachers have undergone training in the regions where NLI is not available.
82. Extra remedial classes, it was felt, was the main intervention used for the laggard students.
83. 96% Teachers have admitted that parent-teachers meetings are held and parents participate in such meetings

L. Inspections

84. In general, most states met the norms for frequency of inspection by NVS authorities.
85. Inspections by the school staff were the most regular and frequent as compared to inspection by other authorities to grope into the problems of JNV students and hosteliars. Other inspections by District staff and police happen were mostly need-based.
86. Broad areas of improvement pointed out by the inspection authorities were more use of ICT/audio-visual aids by teachers, more attention towards safety and security of girl children, more emphasis on quality of remedial classes and communication in English, cleaner and well equipped JNV dormitories, more innovations in teaching and so on.

M. Medical Facility

87. About 90% of the JNV students responded that medical and health check-up facilities are indeed available in the JNV school campuses.
88. About 34% students reported that JNV has appointed a resident doctor.
89. About 99% students confirmed the availability of medicines in JNVs.
90. About 36% of the students also said that health check-ups happen weekly and/or monthly in the JNVs.

91. About 19% students responded that laboratory facilities for medical reasons are available in JNVs.
92. About 87.3% students responded that medical facilities are provided for emergency cases in JNVs.
93. Cluster analysis by aggregating responses of JNV students has revealed that Andhra Pradesh, Kerala, Uttar Pradesh, Uttarakhand, Maharashtra, Gujarat, Manipur and Arunachal Pradesh are some of the states that have performed better than the rest in terms of provision of JNV health facilities.

N. Performance of Students

94. Navodaya Vidyalaya Students performed better in the board exams as compared to any other Govt./ Govt. Aided schools.
95. There were significant variations among regions in performance in X and XII board examinations. Hyderabad was the best performing region where maximum numbers of students have got more than 75% marks in the exams and Shillong the worst performing region for the last 14-15 years.
96. Among the selected states, Arunachal Pradesh was the worst performing state where the numbers of students having got more than 75% marks in class X and XII board exams was found to be the least.
97. An overwhelming percentage of the JNV students responded that they participated in extracurricular activities – cultural (98.2%), sports (99.2%), NCC/NSS (72.9%), Scouts and Guides (89.5%).
98. Most of the JNV students gave superlative ratings to JNV facilities vis-a vis other schools. Nearly 85-90% of the students rated the JNV parameters such as method of teaching, inculcation of values, awareness of environment, physical education, sports and cultural activities, participation in NCC/Scouts & Guides etc., participation in science fairs between good to excellent.
99. The students' responses with respect to JNV infrastructure such as school building, hostel facility, playground, library and classroom furniture were highly affirmative (more than 80% students rated these between good to excellent).

O. Pace Setting

100. About 87.5% JNVs reported that they were providing support to schools in the neighborhood in the field of quality of education.
101. The pace setting activities seemed limited to conducting some infrequent computer training and other programmes.

P. Demand for JNVs by other Students

102. 93% of the non-JNV students felt that the other schools were lagging behind in the field of quality education and the basic features of JNVs should be replicated in these schools.
103. The main strengths of JNVs they felt were, good quality education with provision of remedial classes, more stress on physical training and extracurricular activities, attractive fee structure and better pupil-teacher ratios (PTRs) than other govt. / govt. aided schools.

Chapter 17

Suggestions and Recommendations

I. Provision of Adequate Land and Temporary Accommodation for Establishing JNVs in Uncovered Districts

Despite Govt. of India's policy of establishing one JNV in each district of the country, 56 districts still remain uncovered, several districts having largest concentrations of SC/ST are left out (Annex 3.3 & 3.4) and 10 JNVs are not yet functional. A total of 78 schools are functioning in the temporary accommodation (not suitable for residential purpose). Failure of State governments to provide 30 acres of suitable land and temporary buildings is cited as the main constraint for uncovered districts and non-functional JNVs. In fact, nearly 59% Principals of the selected JNVs feel that the norm of one JNV in each district to cater quality education to rural population is not sufficient.

In cognizance of JNV's role as a model school for setting exemplary standards for nearby schools in the district and given the widespread demand for JNVs from all quarters, the government should look into the state specific problems immediately for inability to provide sufficient land of 30 acres to JNVs. For example, Government of Madhya Pradesh has passed a resolution/law, which makes the government unable to provide more than 5 acres of land to any organization for any purpose. Govt. of Jammu & Kashmir has not provided land for 5 newly created districts. Also, Cabinet Committee on Economic Affairs is yet to accord its approval for establishment of JNVs in some old and newly bifurcated districts. Since NVS is planning to open 456 new JNV these issues need to be discussed with the State Governments. This aspect needs to be expedited.

II. Making Management of NVS more Effective and Professional

a) At the JNV level, the functions assigned to Vidyalaya Advisory Committee (VAC) are advisory in nature and despite the provision for constitution of VAC in the MoU, only 78% surveyed schools had VAC meetings regularly. In most cases VACs dealt with the issues other than academic.

The Vidyalaya Management Committee (VMC), which controls funding, is present in all schools and 89% schools have regular meetings of VMC.

So there is need to ensure the meetings of different committees held regularly and deliberations/decisions of Committees should reach to the NVS authorities.

b) There is no Management Information System (MIS) and a fixed and uniform system of progress reporting at JNV level at present.

c) As it is reported that various decisions relating to NVS are pending at the apex level, the concerned committee should regularly hold meeting to take decisions on the pending matters.

In view of the above there is need to improve the management at the Samiti/Committee as well as at apex level for which there is need to rethink on modification in MoU to make the decision making process more faster and effective.

III. Involvement of Panchayati Raj Institutions / Local Bodies for Various Support

The role of local bodies, villagers, NGOs and SHGs are not forthcoming as JNVs are fully owned and managed by the Central governments. Though stray cases of mobilization of Panchayati Raj Institutions / Local Bodies for solving infrastructure and other related problems have been found, such efforts needs to be replicated across the JNVs to get various support services from the community for solving the problems by taking them on the board in the various committees of JNV.

IV. Allocation of Adequate Funds, for Maintenance and Repair and Augmenting Infrastructure.

Major problem reported in most of the states surveyed is gross inadequacy of funds in the Maintenance & Repairs (M&R) head and few infrastructure items. Also, the schools and ROs do not have much flexibility with respect to funds as norms for allocation were fixed and uniform across all JNVs. Given that the terrain, culture, state specific characteristics and JNV building designs varied widely, this uniform allocation norm may affect fund flow to JNVs in specific cases which need to be looked into.

V. Relooking into the Admission Procedure and Criteria for Making it Accessible for Rural Talent

An important finding was that the parents of the children studying in JNVs mostly fall in the middle income service class and thus about one-eighth of the JNV principals in our study advocated the need for introducing income criteria for the admission test. Further, given the difficulty in problem solving techniques that edged out rural students, there was a suggestion among school principals to have a relook at the exam pattern that suited the talented rural students and alleviate the need for special/ additional trainings that are not presently available to poor, rural students. The competent authority may look into the issue for a proper solution.

Also, the FGD members suggested that more awareness initiative is to be taken for general public through print & electronic media, FM radio etc. as those aware of JNVs are either proximate to the schools or know about them through their from relatives, neighbours etc. In fact the major concern voiced by non-beneficiary students for not getting admission is due to limited number of seats (23%) and lack of wide publicity (15%).

There is no such dropping out phenomena as such in class IX and XI in all the schools for which an across-the board lateral entry policy was instituted in JNVs. There is need to look into the problems of those specific JNVs only where the dropping out by students is rampant and take specific measures to forestall dropouts than rolling out a uniform lateral entry procedure for dropouts.

VI. Addressing Maintenance Aspect of JNVs and other Infrastructural Constraints

The adequacy aspect of class rooms, computers and internet facilities as well as hostel facilities needs special attention. Overcrowding aspect in hostel rooms as well as class rooms have emerged as major infrastructural constraints from JNV stakeholders. Lack of group D staff and absence of multipurpose hall were other problems areas in infrastructure and manpower addressed by JNVs. Poor lab facilities and lack of multipurpose halls were highlighted in FGD too. Also, the FGD discussions brought out that Commerce & Arts stream in classes must be made available in higher classes. The renovation and restoration of old buildings was also pointed out as a major challenge and it was suggested to substantially raise the M&R fund allocation in JNVs to fix this commonplace problem in most states. Provision for guest house in the school campus for visiting parents was also suggested by 13% of beneficiary parents.

VII. Safety and Security

There is clear concern for safety and security as voiced by the school principals and FGD members in most of the states and the urgent need to post security personnel, The cases where there is no boundary wall it needs to be constructed immediately and cases where there is lower height of boundary walls The height should be increased. where they are available were suggested in most discourses. It may be mentioned that some JNV principals pointed out that low boundary walls are indeed posing a security threat to JNVs.

VIII. Filling of Manpower Gaps

About one-fifth of the teachers have suggested appointment of permanent wardens and this problem stands out as conspicuous in the Focus Group discourse as well as house warden responsibilities are severely eating away into teachers' teaching time. Nearly 30.36% of the JNV principals pointed out that appointment of regular teaching and non-teaching staff be made to bring excellence in teaching and other activities. Lack of group D staff was another problems area in manpower addressed by several JNVs.

IX. Taking care of Teachers' Service related Matters

A section of teachers who were appointed prior to regular pension was introduced for all are in apprehension about the future on retirement. This needs to be discussed with the aggrieved teachers for a proper solution to enable them to concentrate and continue in the assignments given to them. Also, about 51% of teachers suggested that teachers' association/union be recognized for redressal of their grievances.

X. Solving Health Related Concerns and Counseling for Adolescence

Since sound health precedes superlative academic and extracurricular performance and forestalling of dropouts in JNVs, this aspect needs to be closely monitored by JNV authorities, especially with regard to the provision of doctors, medical laboratories and emergencies needs. In fact, facilities for water purification and availability of regular doctors have been suggested by 14% of the parents.

The location of JNVs being remote, it is natural that a feeling of loneliness and depression is affecting the students. Thus, counseling sessions with an expert in child and adolescent psychology may be conceived at the outset for boosting the confidence of children and effecting enhanced academic and extra-curricular performance.

XI. Re assessment of the ‘Smart School’ Concept in View its Relevance in Present Times

Schools having tagged “Smart Schools” have not been seen to perform significantly better than the rest of the schools. Hence, it seems that the concept of Smart Schools has outlived its utility as all JNVs are now being equipped with computer facilities. In fact, more number of students of the smart schools has reported inadequacy of computers. Thus, it is desirable to do away with the distinction between ‘Smart’ and ‘Not-Smart’ schools.

XII. Provision of Career Counseling

About 16% of the parents have expressed dissatisfaction stating that there is insufficient scope for vocational course in classes and absence of career counseling and special arrangements for preparing students to ace the competitive engineering and medical entrance exams. In fact, FGD has advocated for having the facility for special training for engineering and medical entrance exams.

The competent authority may rethink about the matter considering the concern of the stakeholders of the JNV.

XIII. To Relook into the Migration and National Integration Objectives of NVS

It has been observed that the migration policy is implemented but not in true spirit. Sending small children for whole one year to different linguistic region involves many issues like education of child, safety and security, maintenance of discipline, physical and mental health of children. There are schools in insurgency affected areas, without any permanent building and with discipline problems. It has been observed that implementation of this scheme is not producing the desired result rather it has some negative impact on the quality of education and environment of schools. The modalities for effective implementation of migration policy need to be re- examined by the competent authority. It may be mentioned that some of the parents in the FGD are not in favour of sending their children under this program.

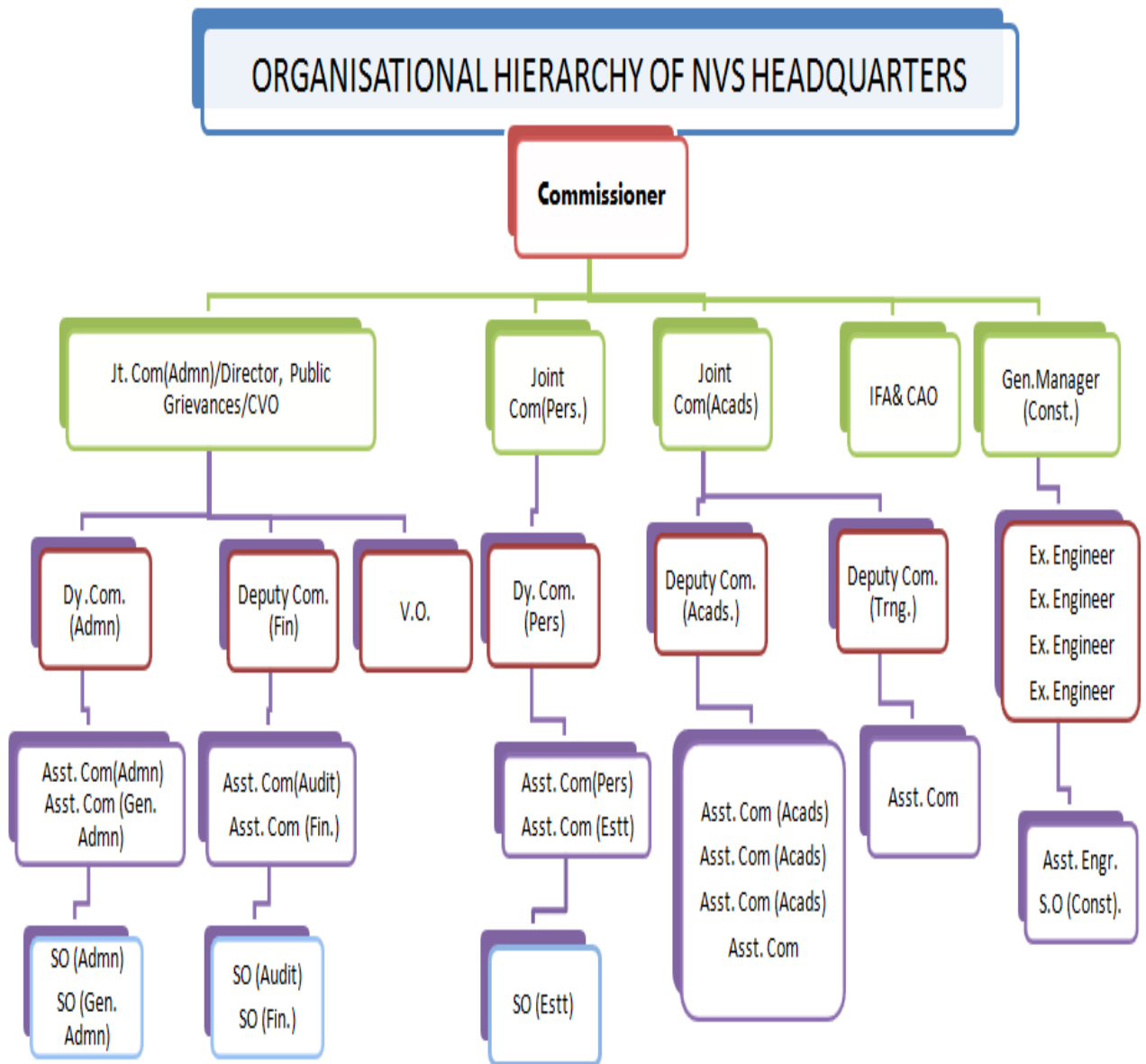
XIV. To make the Pace Setting Broad Based

It was observed that JNVs are yet to play a significant role to serve as a focal point for improvement in quality of school education through training of teachers in live situations and sharing of experience and facilities. The pace setting activities are limited to conducting some infrequent computer training and other programmes. The scope to converge this scheme with Madhyamik Shiksha Yojana and other State Government initiatives may be explored.

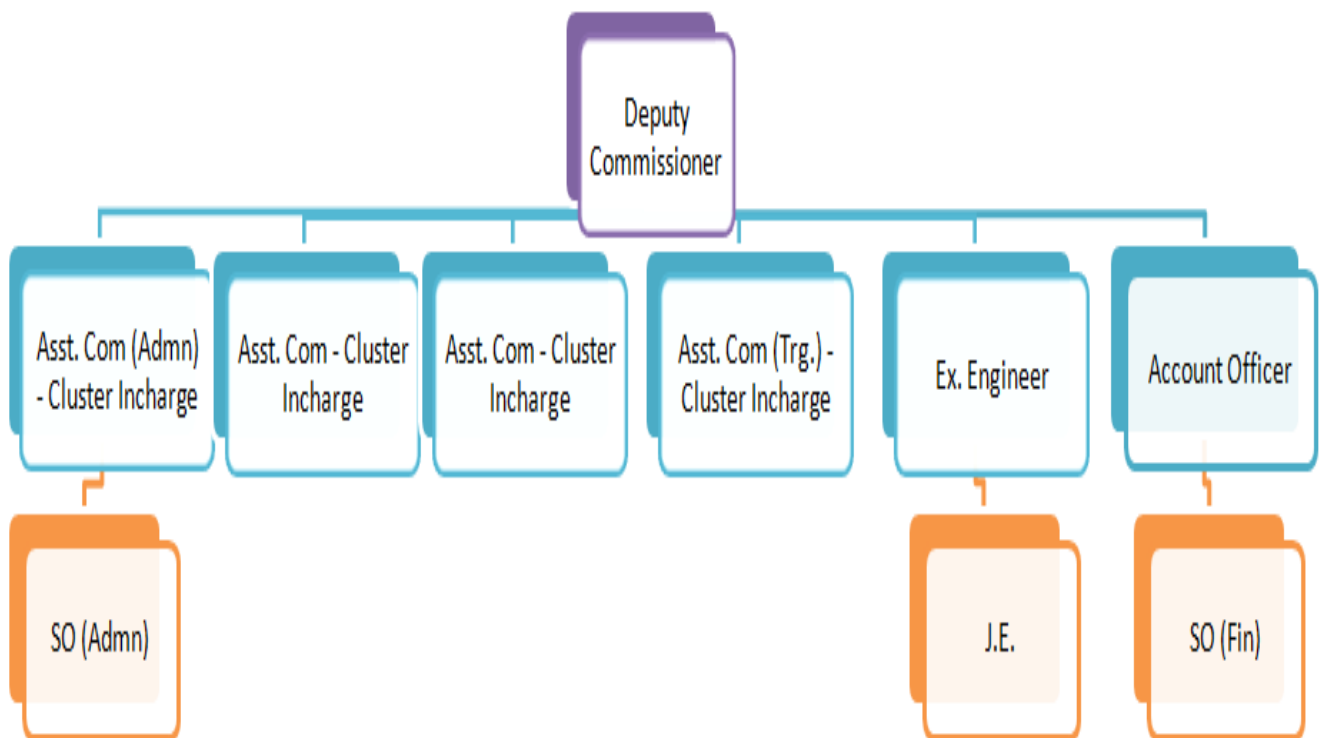
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List of Annexures



ORGANISATIONAL CHART OF NVS REGIONAL OFFICE



State wise Number of Uncovered Districts under JNV

Name of the State	Number of Uncovered Districts
A & N ISLAND	1
ANDHRA PRADESH	1
ARUNACHAL PRADESH	1
CHHATTISGARH	11
DELHI	7
GUJARAT	1
HARYANA	1
JAMMU & KASHMIR	5
JHARKHAND	2
KARNATAKA	3
MADHYA PRADESH	2
MAHARASHTRA	3
MEGHALAYA	4
PUNJAB	2
RAJASTHAN	1
TRIPURA	4
UTTAR PRADESH	5
WEST BENGAL	2
Total	56

List of Additionally sanctioned JNVs on the basis of concentration of SC population

Sl. No.	State	District	Percentage of SC Population as per 2001 census
1.	Punjab	Amritsar	28.78
2.	Karnataka	Gulbarga	22.92
3.	Andhra Pradesh	Prakasam	21.29
4.	Madhya Pradesh	Ujjain	24.72
5.	Jharkhand	Palamu	25.72
6.	Bihar	Gaya	29.64
7.	West Bengal	South 24 Parganas	32.12
8.	Jammu & Kashmir	Jammu	24.86
9.	Rajasthan	Sriganganagar	33.72
10.	Uttar Pradesh	Sitapur	31.87

List of Additionally sanctioned JNVs on the basis of concentration of ST population

Sl. No.	State	District	Percentage of ST Population as per 2001 census
1.	Gujarat	Dahad	72.26
2.	Rajasthan	Banswara	72.27
3.	Madhya Pradesh	Jhabua	86.85
4.	Maharashtra	Nandurbar	65.53
5.	Jharkhand	Pukaur	44.59
6.	Andhra Pradesh	Khammam	26.47
7.	Meghalaya	East Khasi Hills	77.49
8.	Assam	Karbi Anglong	55.69
9.	Chhattisgarh	Dantewara	78.52
10.	Odisha	Malkangiri	57.43

Top 50 District with Large Concentration of SC Population.
(Source: 2001 Population Census)

Sl. No.	State	District	% of SC Population
1.	West Bengal	Koch Bihar	50.11
2.	Uttar Pradesh	Sonbhadra	41.92
3.	Punjab	Nawanshahr *	40.46
4.	Punjab	Muktsar *	37.75
5.	Punjab	Jalandhar	37.69
6.	West Bengal	Jalpaiguri	36.71
7.	Punjab	Faridkot	36.17
8.	Uttar Pradesh	Kaushambi *	36.10
9.	Punjab	Hoshiarpur	34.28
10.	Rajasthan	Ganganagar	33.72
11.	Tamil Nadu	Thiruvarur	32.35
12.	West Bengal	South Twenty Four Parganas	32.12
13.	Jharkhand	Chatra *	31.94
14.	Uttar Pradesh	Sitapur	31.87
15.	Punjab	Moga *	31.84
16.	Uttar Pradesh	Hardoi	31.36
17.	West Bengal	Bankura	31.24
18.	Tamil Nadu	The Nilgiris	31.23
19.	Punjab	Fatehgarh Sahib *	30.67
20.	Uttar Pradesh	Unnao	30.64
21.	Punjab	Mansa *	30.33
22.	Tamil Nadu	Perambalur *	30.21
23.	Punjab	Bathinda	29.97
24.	Punjab	Kapurthala	29.92
25.	Uttar Pradesh	Rae Bareli	29.83
26.	West Bengal	Nadia	29.66
27.	Bihar	Gaya	29.64
28.	Tamil Nadu	Nagapattinam *	29.64
29.	Himachal Pradesh	Sirmaur	29.61
30.	West Bengal	Birbhum	29.51
31.	Himachal Pradesh	Mandi	28.98
32.	Punjab	Amritsar	28.78
33.	West Bengal	Dakshin Dinajpur *	28.78
34.	Himachal Pradesh	Kullu	28.28
35.	Himachal Pradesh	Solan	28.10
36.	Uttar Pradesh	Jhansi	28.07
37.	Tamil Nadu	Cuddalore	27.76
38.	West Bengal	Uttar Dinajpur	27.71
39.	Uttar Pradesh	Auraiya *	27.69
40.	Punjab	Sangrur	27.57
41.	Haryana	Fatehabad *	27.43
42.	Tamil Nadu	Viluppuram	27.39
43.	Uttar Pradesh	Jalaun	27.04
44.	West Bengal	Bardhaman	26.98
45.	Uttar Pradesh	Barabanki	26.89
46.	Uttar Pradesh	Mirzapur	26.76
47.	Haryana	Sirsa	26.65
48.	Karnataka	Kolar	26.49
49.	Uttar Pradesh	Chitrakoot *	26.34

**Top 50 Districts with Large Concentration of ST Population
(Source: 2001 Population Census)**

	Name of the State	Name of the District	% of ST Population
(1)	Mizoram	Serchhip*	98.09
(2)	Meghalaya	West Khasi Hills	98.02
(3)	Mizoram	Champhai*	96.80
(4)	Meghalaya	East Garo Hills	96.54
(5)	Nagaland	Phek	96.48
(6)	Mizoram	Saiha*	96.21
(7)	Nagaland	Zunheboto	96.08
(8)	Nagaland	Tuensang	96.03
(9)	Meghalaya	Jaintia Hills	95.97
(10)	Meghalaya	South Garo Hills*	95.68
(11)	Manipur	Ukhrul	95.54
(12)	Nagaland	Wokha	95.51
(13)	Mizoram	Lawngtlai	95.40
(14)	Manipur	Tamenglong	95.38
(15)	Mizoram	Lunglei	95.30
(16)	Lakshadweep	Lakshadweep	94.51
(17)	Nagaland	Mon	93.93
(18)	Mizoram	Mamit*	93.89
(19)	Nagaland	Mokokchung	93.78
(20)	Gujarat	The Dangs	93.76
(21)	Mizoram	Aizawl	93.23
(22)	Manipur	Churachandpur	93.23
(23)	Manipur	Chandel	91.93
(24)	Nagaland	Kohima	90.54

	Name of the State	Name of the District	% of ST Population
(25)	Arunachal Pradesh	Lower Subansiri	90.09
(26)	Mizoram	Kolasib*	89.78
(27)	Arunachal Pradesh	Upper Subansiri	89.53
(28)	Jammu & Kashmir	Kargil	88.32
(29)	Meghalaya	Ri Bhoi *	87.03
(30)	Madhya Pradesh	Jhabua	86.85
(31)	Arunachal Pradesh	East Kameng	86.72
(32)	Arunachal Pradesh	Tirap	83.67
(33)	Jammu & Kashmir	Leh (Ladakh)	82.04
(34)	Arunachal Pradesh	West Siang	81.72
(35)	Chhattisgarh	Dantewada*	78.52
(36)	Manipur	Senapati	78.45
(37)	Arunachal Pradesh	Upper Siang *	78.21
(38)	Gujarat	Narmada*	78.08
(39)	Meghalaya	East Khasi Hills	77.49
(40)	Meghalaya	West Garo Hills	76.62
(41)	Arunachal Pradesh	Tawang	74.99
(42)	Himachal Pradesh	Lahul & Spiti	72.95
(43)	Rajasthan	Banswara	72.27
(44)	Gujarat	Dohad*	72.26
(45)	Himachal Pradesh	Kinnaur	71.83
(46)	Arunachal Pradesh	East Siang	69.13
(47)	Jharkhand	Gumla	68.36
(48)	Assam	North Cachar Hills	68.28
(49)	Madhya Pradesh	Barwani*	67.02
(50)	Chhattisgarh	Bastar	66.31

JNVs functioning in Temporary Buildings provided by the State Governments in Different Years

States	Year from which vidyalayas are functioning																			Total
	1986-87	1987-88	1988-89	1991-92	1993-94	1994-95	1996-97	1999-00	2000-01	2001-02	2002-03	2003-04	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	
Andhra Pradesh	1	.	.	.	.	1
Arunchal Pradesh	.	1	.	.	.	.	.	.	1	.	2	4	.	.	.	.	.	.	.	8
Assam	1	.	.	.	2	2	.	1	.	.	.	.	6
Bihar	1	.	.	.	1	.	1	.	.	2	1	1	.	.	.	1	.	.	.	8
Chhattisgarh	1	.	.	.	1	.	.	.	2
Gujarat	1	.	.	.	.	1	.	2
Haryana	1	.	.	.	.	.	1
Himchal Pradesh	.	1	.	.	.	.	.	1	.	1	.	.	.	.	.	.	.	.	.	3
Jammu & Kashmir	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2	.	3
Jharkhand	1	.	.	.	2	.	.	.	.	.	2	.	.	.	5
Madhya Pradesh	2	.	.	.	.	2
Maharashtra	1	.	.	.	.	1	.	2
Manipur	1	.	.	.	.	.	.	.	.	.	.	1
Meghalaya	1	.	.	.	1	.	.	.	.	2
Mizoram	1	2	.	.	.	.	.	.	.	3
Nagaland	1	.	.	3	1	.	.	.	.	.	.	5
Orissa	1	.	.	.	.	.	.	.	1	1	.	3	.	.	.	.	.	1	.	7
Punjab	1	1	.	.	.	2
Rajasthan	1	.	.	.	.	1
Sikkim	1	.	.	.	.	.	.	.	1
Tripura	1	.	.	.	.	.	.	.	.	.	1
Uttar Pradesh	.	.	.	1	.	.	.	.	.	.	1	.	.	.	.	.	.	.	.	2
Uttarakhand	1	1	.	.	.	.	.	.	.	2
West Bengal	1	.	.	4	.	2	.	1	.	.	.	8
All India	2	2	1	1	1	1	1	2	1	6	5	7	22	6	3	7	5	3	2	78

Number of Applications received against the Seats Available for Admission in different states

State	Average no. of Students applied in 2009-10	Average no. of Students applied in 2010-11	Average no. of Students applied in 2011-12
Orissa	3275	3410	4828
Chattisgarh	5876	13347	11454
Himachal Pradesh	2745	2873	2633
Jammu&Kashmir	871	987	876
Andhra Pradesh	2739	3787	5487
Kerala	1857	1927	1683
Rajasthan	3714	4013	3636
Haryana	2842	3678	2972
Uttar Pradesh	3042	3264	3512
Uttarakhand	3509	4137	3860
Maharashtra	8985	9125	8882
Gujarat	3768	3948	3565
Manipur	1231	1424	1448
Arunachal Pradesh	802	773	694
Bihar	2917	3227	3795
Jharkhand	2055	1725	2271
Madhya Pradesh	2061	2141	2083
Punjab	1527	1776	1871
Karnataka	3341	3299	3225
Goa	1684	918	972
All India	3380	3975	3971

COMPOSITION OF NAVODAYA VIDYALAYA SAMITI

S. No.	Designation/ Organisation	In the capacity
1.	Minister in the Ministry of Human Resource Development	Chairman
2.	Vice-Chairperson of the Society to be nominated by the Govt. of India	Vice-Chairperson
3.	Secretary (SE&L), Ministry of Human Resource Development	Member
4.	Representative of the Ministry of Human Resource Development	Member
5.	Representative of Ministry of Finance (Ex-officio) Finance Member	Member
6.	Chairman, Central Board of Secondary Education (Ex-officio)	Member
7.	Vice-Chancellor, National University of Educational Planning & Administration (Ex-officio)	Member
8.	Director, National Council of Edu. Research & Training (Ex-officio)	Member
9.	Commissioner, Kendriya Vidyalaya Sangathan (Ex-officio)	Member
10-11	Two Education Secretaries of State/UT Govts. to be nominated by the Ministry of Human Resource Development	Member
12-13	Two Directors of Public Instruction or Directors of Education of State/UT Govts. to be nominated by the Ministry of HRD	Member
14-17	Four Educationists/ Scientists to be nominated by the Ministry of HRD	Member
18-19	Two representatives from the Industry to be nominated by the Ministry of Human Resource Development.	Member
20-21	Two Principals of Navodaya Vidyalayas to be nominated by the Ministry of Human Resource Development	Member
22-27	Four Members of Parliament from Lok Sabha (Out of which one Member shall be a lady Member) and Two Member of Parliament from Rajya Sabha, to be nominated by the Government.	Member
28	Commissioner, Navodaya Vidyalaya Samiti (Ex-officio)	Member
29.	Joint Commissioner (Admn.) and Ex-officio Secretary of the Society.	Member

Composition of Executive Committee of NVS

S. No.	Designation/ Organisation	In the capacity
1.	Minister of HRD & Chairman, NVS	Chairman
2.	Vice-Chairman of the Society	Vice-Chairperson
3.	Secretary (SE&L), Ministry of Human Resource Development	Member
4.	Commissioner, Navodaya Vidyalaya Samiti.	Member
5.	Representative of Ministry of HRD	Member
6.	Representative of the Ministry of Finance in the Society	Member
7.	Director, National Council of Educational, Research and Training	Member
8.	Vice Chancellor, National University of Educational, Planning and Administration	Member
9.	Chairman, Central Board of Secondary Education	Member
10	Commissioner, Kendriya Vidyalaya Sangathan	Member
11-12	Two educationists who are members of the Society	Member
13	Joint Commissioner (Acad.)	Member
14.	Joint Commissioner (Admn.) & Ex-Officio Secretary of the Society	Ex-Officio Secy. of the Society

Frequency of VMC Meeting: in JNVs of Different States

States	Fortnightly	Monthly	Quarterly	Yearly	Others
Orissa	.0%	.0%	.0%	75.0%	25.0%
Chattisgarh	.0%	.0%	33.3%	66.7%	.0%
Himachal Pradesh	50.0%	.0%	.0%	.0%	.0%
Jammu&Kashmir	.0%	.0%	.0%	50.0%	50.0%
Andhra Pradesh	.0%	.0%	.0%	100.0%	.0%
Kerala	.0%	.0%	50.0%	50.0%	.0%
Rajasthan	.0%	.0%	.0%	100.0%	.0%
Haryana	.0%	.0%	.0%	100.0%	.0%
Uttar Pradesh	.0%	25.0%	75.0%	.0%	.0%
Uttarakhand	.0%	.0%	.0%	100.0%	.0%
Maharashtra	.0%	.0%	25.0%	50.0%	25.0%
Gujarat	.0%	.0%	66.7%	33.3%	.0%
Manipur	.0%	.0%	.0%	33.3%	66.7%
Arunachal Pradesh	.0%	.0%	.0%	100.0%	.0%
Bihar	.0%	.0%	.0%	33.3%	66.7%
Jharkhand	.0%	.0%	.0%	100.0%	.0%
Madhya Pradesh	.0%	.0%	.0%	100.0%	.0%
Punjab	.0%	.0%	.0%	100.0%	.0%
Karnataka	.0%	50.0%	.0%	50.0%	.0%
Goa	.0%	.0%	.0%	.0%	100.0%
All India	2.0%	6.0%	16.0%	58.0%	16.0%

Annexure-4.4

Parameters Reviewed in the Meetings of Vidyalaya Management Committee (VMC)

States	No/. of Selected Schools	Indicators Reviewed by the VMC (Number of Schools)				
		Utilisation of Fund	Enrolment	Attendance	Retention	Other issues
Orissa	4	3	3	3	2	3
Chattisgarh	3	1	1	1	1	2
Himachal Pradesh	2	1	1	1	1	0
Jammu&Kashmir	2	1	1	1	1	0
Andhra Pradesh	1	0	1	0	0	0
Kerala	2	0	0	0	0	1
Rajasthan	6	4	4	4	5	1
Haryana	1	1	0	0	0	0
Uttar Pradesh	6	3	2	2	2	3
Uttarakhand	2	0	0	0	0	2
Maharashtra	4	4	2	2	1	3
Gujarat	3	3	3	3	2	0
Manipur	3	0	0	0	0	6
Arunachal Pradesh	2	2	2	2	1	1
Bihar	6	0	0	0	0	3
Jharkhand	2	1	1	1	0	0
Madhya Pradesh	1	0	0	0	0	1
Punjab	1	1	1	1	1	0
Karnataka	4	3	3	1	0	3
Goa	1	1	1	1	1	1

Frequency of meeting of Vidyalaya Advisory Committee (VAC)

Name of the Region	Regular Review Meetings Reported (%)	Frequency of Review Meeting				
		Fortnightly	Monthly	Quarterly	Yearly	Others
Bhopal	100.0%	.0%	14.3%	14.3%	57.1%	14.3%
Chandigarh	75.0%	.0%	.0%	33.3%	33.3%	33.3%
Hyderabad	85.7%	.0%	16.7%	.0%	83.3%	.0%
Jaipur	100.0%	.0%	14.3%	.0%	85.7%	.0%
Lucknow	100.0%	.0%	28.6%	14.3%	57.1%	.0%
Patna	60.0%	.0%	.0%	.0%	66.7%	33.3%
Shilong	60.0%	.0%	.0%	.0%	66.7%	33.3%
Pune	100.0%	.0%	25.0%	.0%	62.5%	12.5%
All India	82.00%	.0%	15.9%	6.8%	65.9%	11.4%

Parameters Reviewed in the VAC Meetings

States	Regularity of VAC Meetings	Parameters Reviewed by the VAC (Number of Schools)				
		Utilisation of Fund	Enrolment	Attendance	Retention	Other Issues
Orissa	3	3	3	3	2	3
Chattisgarh	3	1	1	1	1	2
Himachal Pradesh	1	1	1	1	1	0
Jammu&Kashmir	2	1	1	1	1	0
Andhra Pradesh	1	0	1	0	0	0
Kerala	2	0	0	0	0	1
Rajasthan	6	4	4	4	5	1
Haryana	1	1	0	0	0	0
Uttar Pradesh	5	3	2	2	2	3
Uttarakhand	2	0	0	0	0	2
Maharashtra	4	4	2	2	1	3
Gujarat	3	3	3	3	2	0
Manipur	1	0	0	0	0	6
Arunachal Pradesh	2	2	2	2	1	1
Bihar	2	0	0	0	0	3
Jharkhand	1	1	1	1	0	0
Madhya Pradesh	1	0	0	0	0	1
Punjab	0	1	1	1	1	0
Karnataka	3	3	3	1	0	3
Goa	1	1	1	1	1	1

JNV District wise responses with respect to adequacy and timeliness of JNV Funds

Name Of District	Whether Overall Allocation is Adequate?	Whether Head-wise Allocation is Adequate?	Do you Feel that there is delay in Releasing Fund?	Cluster No.*
Bolangir	Yes	Yes	No	1
Phulbani	Yes	Yes	No	1
Nuapada	Yes	Yes	No	1
Kalahandi	Yes	Yes	No	1
Raigarh	Yes	Yes	No	1
Raipur	Yes	Yes	No	1
Bilaspur	Yes	Yes	No	1
Solan	Yes	Yes	No	1
Una	No	No	Yes	2
Samba	No	No	No	2
Badgam	Yes	Yes	No	1
Dakshina Kannada	Yes	Yes	No	1
Gulbarga	Yes	Yes	No	1
Chikmangalore	Yes	Yes	No	1
Idduki	Yes	Yes	No	1
Kasaragod	Yes	Yes	No	1
Bharatpur	Yes	Yes	No	1
Sirohi	Yes	Yes	No	1
Jhalawar	Yes	Yes	No	1
Sawai Madhopur	Yes	Yes	No	1
Rewari	No	No	No	2
Panchkula	Yes	Yes	No	1
Unnao	Yes	Yes	No	1
Kudhinshst	-	-	-	-
Meerut	Yes	Yes	No	1
G.B.Nagar	Yes	Yes	No	1
Varanasi-I	Yes	Yes	No	1
U.S.Nagar	Yes	Yes	No	1
Nainital	Yes	Yes	No	1
Pune	Yes	Yes	No	1
Satara	Yes	Yes	No	1
Aurangabad	Yes	Yes	No	1
Washim	Yes	Yes	No	1
Jynagarh	Yes	Yes	No	1
Kheda	Yes	Yes	No	1

Name Of District	Whether Overall Allocation is Adequate?	Whether Head-wise Allocation is Adequate?	Do you Feel that there is delay in Releasing Fund?	Cluster No.*
Surendranagar	Yes	Yes	No	1
Thoubal	Yes	No	Yes	2
Senapati	Yes	No	Yes	2
Lohit	Yes	Yes	No	1
L.D.Valley	Yes	Yes	No	1
Buxar	Yes	No	No	2
Kaimur	Yes	Yes	No	1
Madhepura	Yes	Yes	No	1
Aurangabad_Bihar	Yes	Yes	No	1
Bhojpur	Yes	Yes	No	1
Chatra	Yes	Yes	No	1
Gumla	Yes	No	No	2
Bhopal	Yes	Yes	No	1
Kapurthala	No	No	No	2
Shimoga	Yes	Yes	No	1
Jaipur	Yes	Yes	No	1
Gorakhpur	Yes	Yes	No	1
South Goa	Yes	Yes	No	1
Imphal West	No	No	No	2
Katihar	Yes	Yes	No	1
Vishakhapatnam	Yes	Yes	No	1

* The 9 JNVs/Districts in cluster 2 have indicated either inadequacy or delay or both in fund flows. The ideal response set (Yes, Yes, No) to the questions (Whether overall allocation is adequate, Whether Head-wise allocation is adequate, Do you feel that there is delay in releasing fund) is given by the remaining 46 districts representing no concerns with fund flow mechanism.

Annexure-6.1

Response of Students, Teachers and Parents on Non-Availability of all Books

States	Students	Teachers	Parents
Orissa	.0%	12.5%	.0%
Chhattisgarh	.0%	.0%	.0%
Himachal Pradesh	2.4%	.0%	.0%
Jammu&Kashmir	23.8%	.0%	.0%
Andhra Pradesh	.0%	.0%	.0%
Kerala	.0%	.0%	.0%
Rajasthan	1.0%	.0%	.0%
Haryana	2.4%	.0%	.0%
Uttar Pradesh	11.1%	25.0%	.0%
Uttarakhand	.0%	.0%	.0%
Maharashtra	3.6%	.0%	.0%
Gujarat	1.6%	16.7%	7.1%
Manipur	1.6%	16.7%	.0%
Arunachal Pradesh	.0%	.0%	.0%
Bihar	15.9%	33.3%	10.0%
Jharkhand	14.0%	25.0%	10.0%
Madhya Pradesh	.0%	.0%	.0%
Punjab	.0%	.0%	.0%
Karnataka	1.2%	.0%	.0%
Goa	4.8%	.0%	.0%
All India	5.1%	9.8%	1.8%

Frequency of using library by the students

Class	Frequency of using Library by the Students			
	Daily	Weekly	Monthly	Very Rare
Class VI	5.6%	90.2%	.7%	3.5%
Class VII	8.8%	88.9%	1.8%	.6%
Class VIII	10.5%	87.7%	1.2%	.6%
Class IX	13.0%	84.6%	1.2%	1.2%
Class X	17.9%	79.8%	1.8%	.6%
Class XII	24.5%	73.6%	1.9%	.0%
Class XII	26.3%	67.3%	2.3%	4.1%
Total	15.4%	81.6%	1.6%	1.5%

**Response of Teachers& Students on Non-Availability of Sufficient Reading
Facilities in Library**

States	Teachers	Parents
Orissa	25.0%	.0%
Chattisgarh	.0%	.0%
Himachal Pradesh	.0%	.0%
Jammu&Kashmir	.0%	10.0%
Andhra Pradesh	.0%	.0%
Kerala	.0%	.0%
Rajasthan	10.0%	.0%
Haryana	.0%	.0%
Uttar Pradesh	8.3%	3.3%
Uttarakhand	.0%	.0%
Maharashtra	.0%	.0%
Gujarat	.0%	.0%
Manipur	33.3%	.0%
Arunachal Pradesh	25.0%	.0%
Bihar	16.7%	6.7%
Jharkhand	.0%	10.0%
Madhya Pradesh	.0%	.0%
Punjab	.0%	.0%
Karnataka	.0%	.0%
Goa	.0%	.0%
All India	8.0%	1.8%

Feeling of Insecurity among Students in School Campus and Hostel

States	Insecurity in School Campus	Insecurity in Hostel
Orissa	2.4%	11.9%
Chattisgarh	.0%	12.7%
Himachal Pradesh	4.8%	2.6%
Jammu&Kashmir	52.4%	62.9%
Andhra Pradesh	.0%	.0%
Kerala	.0%	.0%
Rajasthan	.0%	.0%
Haryana	16.7%	14.6%
Uttar Pradesh	1.6%	1.6%
Uttarakhand	.0%	.0%
Maharashtra	3.6%	3.6%
Gujarat	28.6%	8.1%
Manipur	.0%	.0%
Arunachal Pradesh	54.8%	61.9%
Bihar	46.8%	41.3%
Jharkhand	53.5%	36.8%
Madhya Pradesh	.0%	.0%
Punjab	15.0%	15.8%
Karnataka	1.2%	1.2%
Goa	4.8%	.0%
All India	14.2%	13.3%

Percentage of Students Feeling Insecure: Sex wise and Class wise

			School	Hostel
Class VI	Sex	Male	13.8%	15.1%
		Female	9.5%	7.9%
	Total		12.1%	12.2%
Class VII	Sex	Male	18.9%	17.6%
		Female	18.5%	12.5%
	Total		18.7%	15.7%
Class VIII	Sex	Male	9.9%	11.0%
		Female	11.7%	10.3%
	Total		10.5%	10.8%
Class IX	Sex	Male	13.3%	12.3%
		Female	22.2%	21.6%
	Total		17.9%	17.2%
Class X	Sex	Male	13.0%	9.2%
		Female	8.8%	10.6%
	Total		11.3%	9.8%
Class XI	Sex	Male	18.3%	14.6%
		Female	22.8%	18.2%
	Total		20.5%	16.4%
Class XII	Sex	Male	9.3%	11.6%
		Female	6.7%	10.8%
	Total		8.1%	11.2%
Total	Sex	Male	13.7%	13.0%
		Female	14.8%	13.7%
	Total		14.2%	13.3%

Reasons for Feeling Insecurity in Schools or Hostel

States	Lack of Proper Boundary walls	Lack of Security Guard	No Control on Entry to JNV and Hostels for Strangers/ Outsiders	Lack of Discipline among Teachers/ Hostel Warden	Lack of Discipline among Inmates/ Students
Orissa	.0%	100.0%	.0%	.0%	.0%
Chattisgarh	100.0%	.0%	.0%	.0%	.0%
Himachal Pradesh	100.0%	50.0%	50.0%	50.0%	.0%
Jammu & Kashmir	66.7%	41.7%	41.7%	41.7%	36.4%
Andhra Pradesh	.0%	.0%	.0%	.0%	.0%
Kerala	.0%	.0%	.0%	.0%	.0%
Rajasthan	.0%	.0%	.0%	.0%	.0%
Haryana	60.0%	33.3%	.0%	20.0%	.0%
Uttar Pradesh	100.0%	.0%	.0%	.0%	.0%
Uttarakhand	.0%	.0%	.0%	.0%	.0%
Maharashtra	100.0%	100.0%	100.0%	.0%	.0%
Gujarat	100.0%	100.0%	.0%	.0%	.0%
Manipur	.0%	.0%	.0%	.0%	.0%
Arunachal Pradesh	.0%	100.0%	19.2%	.0%	100.0%
Bihar	100.0%	100.0%	100.0%	100.0%	100.0%
Jharkhand	100.0%	100.0%	100.0%	100.0%	100.0%
Madhya Pradesh	.0%	.0%	.0%	.0%	.0%
Punjab	100.0%	66.7%	33.3%	.0%	.0%
Karnataka	.0%	.0%	100.0%	.0%	.0%
Goa	100.0%	100.0%	.0%	.0%	100.0%
All India	70.5%	85.3%	55.5%	27.2%	65.7%

Percentage of Students who feel Pleasant and Congenial Environment

States	Overall Atmosphere of School Campus and Hostel is pleasant and Congenial for Students	Overall Atmosphere of Hostel is Pleasant and Congenial for Students
Orissa	100.0%	100.0%
Chattisgarh	100.0%	100.0%
Himachal Pradesh	95.2%	95.2%
Jammu&Kashmir	71.4%	73.8%
Andhra Pradesh	100.0%	100.0%
Kerala	100.0%	100.0%
Rajasthan	100.0%	100.0%
Haryana	81.0%	83.3%
Uttar Pradesh	99.2%	99.2%
Uttarakhand	100.0%	100.0%
Maharashtra	98.8%	97.6%
Gujarat	98.4%	95.2%
Manipur	98.4%	98.4%
Arunachal Pradesh	100.0%	100.0%
Bihar	93.7%	92.9%
Jharkhand	79.1%	74.4%
Madhya Pradesh	100.0%	100.0%
Punjab	100.0%	100.0%
Karnataka	97.6%	96.3%
Goa	100.0%	100.0%
All India	96.2%	95.7%

Mental Pressure and Physical Harassment (Response of the Students)

States	Mental Pressure from				Physical harassment from			Others from		
	Staff (School)	Students (School)	Sstudents (Hostel)	Outsiders (Hostel)	Staff (School)	Students (School)	Students (Hostel)	Staff (School)	Students (School)	Outsiders (Hostel)
Orissa	0	0	0	0	0	0	0	0	0	0
Chattisgarh	0	0	0	0	0	0	0	0	0	0
Him. Pradesh	0	0	0	0	0	0	0	0	0	0
J & K	11	1	0	0	5	10	0	0	0	0
Andhra Pradesh	0	0	0	0	0	0	0	0	0	0
Kerala	0	0	0	0	0	0	0	0	0	0
Rajasthan	0	0	0	0	0	0	0	0	0	0
Haryana	1	3	0	0	0	3	0	0	3	0
Uttar Pradesh	0	0	0	0	0	0	0	0	0	0
Uttarakhand	0	0	1	0	0	0	1	0	0	1
Maharashtra	0	0	0	0	0	0	0	0	0	0
Gujarat	1	0	0	0	0	0	0	0	0	0
Manipur	0	0	0	0	0	0	0	0	0	0
Arunachal Pradesh	12	0	0	0	0	12	0	0	0	0
Bihar	3	0	0	0	1	0	0	2	0	0
Jharkhand	8	0	0	0	3	0	0	0	0	0
Madhya Pradesh	0	0	0	0	0	0	0	0	0	0
Punjab	0	2	0	0	0	2	0	1	0	0
Karnataka	0	0	0	0	0	0	0	0	0	0
Goa	0	0	0	0	0	0	0	0	0	0
All India	36	6	1	0	9	27	1	3	3	1

Unsuitable Location of the JNV (Response of the Teachers)

States	Location of the JNV is not Suitable	Young and Females not Prefer Teaching job in JNV due to Rural Location
Orissa	62.5%	57.1%
Chattisgarh	83.3%	16.7%
Himachal Pradesh	25.0%	50.0%
Jammu&Kashmir	75.0%	25.0%
Andhra Pradesh	.0%	100.0%
Kerala	25.0%	100.0%
Rajasthan	60.0%	50.0%
Haryana	50.0%	75.0%
Uttar Pradesh	50.0%	33.3%
Uttarakhand	50.0%	50.0%
Maharashtra	62.5%	62.5%
Gujarat	100.0%	16.7%
Manipur	83.3%	.0%
Arunachal Pradesh	.0%	100.0%
Bihar	58.3%	50.0%
Jharkhand	75.0%	.0%
Madhya Pradesh	100.0%	.0%
Punjab	50.0%	.0%
Karnataka	12.5%	50.0%
Goa	50.0%	.0%
All India	55.4%	43.2%

Reasons of Discouragement for Teachers to join JNV

Accommodation	10%
Difficulties in purchasing daily necessities	10%
Safety and security problem	5%
JNVs are located in remote areas	13%
Lack of basic facilities	10%
Connectivity problems	5%
Undefined working hours	5%
No provision of pension	4%
Poor welfare of staff	1%
No good school nearby for kids in junior classes	7%
No medical facility nearby	7%
No transport facility	5%
Limited scope for higher education	1%
No free time due to over workload	3%
Cut off from the society and customs	3%
Frequent escort duties	1%
School schedule does not fit for females	1%
Family disturbance	4%
Ineffective grievance redressal	1%
Less scope for professional progress	1%
Any other	4%

State wise Responses with Respect to Frequency of Health Check-Ups in JNVs

Name of the State	No. of Health Check-ups		
	2009-10	2010-11	2011-12
Orissa	2	1	1
Chattisgarh	2	3	1
Himachal Pradesh	7	7	1
Jammu&Kashmir	2	7	2
Andhra Pradesh	1	2	1
Kerala	1	1	1
Rajasthan	2	2	2
Haryana	1	1	1
Uttar Pradesh	5	2	2
Uttarakhand	2	2	2
Maharashtra	2	3	2
Gujarat	3	3	3
Manipur	10	10	10
Arunachal Pradesh	18	18	18
Bihar	3	4	7
Jharkhand	0	0	0
Madhya Pradesh	2	2	2
Punjab	3	4	4
Karnataka	4	4	4
Goa	1	2	3

Percent of Teachers Responded Affirmatively on the Question of Health Related Aspects in JNVs

Health Parameter	% of Teachers
Whether food nutritious	98.2
Whether children ever complained about the quality of food in the hostel?	37.5
Whether water purifier installed in the hostel?	33.0
Whether water purifier cleaned regularly?	67.9
Whether health inspectors visit the hostel to check the food and water & other health aspects?	41.1
Whether toilets cleaned regularly?	87.5
Whether surroundings of the hostel cleaned regularly?	92.0
Whether JNV appointed any resident doctor?	21.4
Whether regular health check-ups being made?	74.1

Percent of JNV Students Responded Affirmatively on Question of Health Related Aspects in JNVs

Health Parameter	% of Students
Whether Medical Check-up facility available in JNV campus?	90.1
Whether Medical Check-up done regularly (weekly/monthly)	36.4
Whether doctor available in the JNV campus?	34
Whether laboratory for diagnostic test is available?	19.1
Whether medicines available in the JNV?	99.2
Whether medical facility provided in emergency in vidyalaya?	87.3

Percent of Beneficiary Parents Responded Affirmatively on Health Related Aspects in JNVs

Health Parameter	% of Parents
Whether healthy food provided to your child?	90.7
Whether your child ever complained about the quality of food?	14.3
Whether water purifier installed in the hostel?	25.7
Whether water purifier cleaned regularly?	22.1
Whether health inspectors visit hostel to check the food, water & other health aspects?	13.3
Whether toilets cleaned regularly?	52.1
Whether surroundings of the hostel cleaned regularly?	59.3
Whether JNV appointed any resident doctor?	9.6
Whether regular health check-ups being done?	53.2

Responses of Student on Availability of Health Facilities

State	Medical Checkup Facility in Campus	Doctor	Laboratory	Medicines	Medical Facility in Emergency	Frequencies of Medical Checkups (Monthly)
Andhra Pradesh	100.0	100.0	19.0	100.0	100.0	100.0
Karnataka	100.0	1.2	100.0	100.0	100.0	100.0
Uttarakhand	100.0	92.9	7.1	92.9	100.0	100.0
Kerala	95.2	97.6	2.4	97.6	100.0	100.0
Gujarat	96.8	63.5	0.0	100.0	98.4	66.6
Uttar Pradesh	98.4	95.2	4.0	99.2	99.2	27.0
Haryana	100.0	0.0	100.0	100.0	100.0	7.1
Arunachal Pradesh	100.0	0.0	0.0	100.0	100.0	100.0
Manipur	96.8	0.0	1.6	100.0	100.0	100.0
Jammu & Kashmir	92.9	2.4	100.0	100.0	95.2	2.4
Punjab	100.0	0.0	80.0	95.0	100.0	5.0
Maharashtra	100.0	44.0	1.2	100.0	100.0	28.5
Himachal Pradesh	92.9	16.7	50.0	100.0	97.6	0.0
Goa	95.2	4.8	4.8	100.0	100.0	19.0
Rajasthan	96.2	1.9	1.0	99.0	97.1	22.9
Orissa	100.0	0.0	1.2	100.0	100.0	0.0
Chhattisgarh	100.0	98.4	1.6	98.4	0.0	1.6
Madhya Pradesh	95.2	100.0	0.0	100.0	0.0	0.0
Bihar	44.3	4.8	0.0	100.0	65.9	0.0
Jharkhand	34.9	0.0	2.3	97.7	67.4	2.3

State wise Feedback of Students on Inadequacy of Computers

State	% of Students Reported Inadequacy of Computers
Orissa	25.0%
Chattisgarh	8.1%
Himachal Pradesh	9.5%
Jammu&Kashmir	61.9%
Andhra Pradesh	.0%
Kerala	.0%
Rajasthan	15.2%
Haryana	21.4%
Uttar Pradesh	83.7%
Uttarakhand	64.3%
Maharashtra	11.9%
Gujarat	30.2%
Manipur	69.8%
Arunachal Pradesh	57.1%
Bihar	57.9%
Jharkhand	74.4%
Madhya Pradesh	.0%
Punjab	10.0%
Karnataka	8.4%
Goa	76.2%
All India	37.3%

Region Wise Feed Back on Availability of Computer Accessories in JNVs

Regions	% of Students Reported				
	UPS	Inverter	Printer	Photocopier	Internet
Bhopal	100.0%	26.2%	53.6%	49.4%	38.7%
Chandigarh	97.1%	84.6%	98.1%	97.1%	51.9%
Hyderabad	82.2%	82.2%	82.2%	82.2%	82.9%
Jaipur	99.3%	95.3%	100.0%	98.4%	46.3%
Lucknow	97.6%	7.7%	5.4%	4.2%	10.1%
Patna	93.8%	27.2%	96.3%	96.3%	37.0%
Shilong	100.0%	100.0%	100.0%	100.0%	64.4%
Pune	99.4%	62.5%	100.0%	99.4%	95.2%
All India	96.1%	54.8%	76.4%	75.2%	52.4%

State Wise Feed Back on Availability of Computer Accessories in JNVs

States	% of Students Reputed				
	UPS	Inverter	Printer	Photocopier	Internet/ E-mail
Orissa	100.0%	50.0%	100.0%	98.8%	57.1%
Chattisgarh	100.0%	3.2%	9.5%	.0%	17.5%
Himachal Pradesh	97.6%	95.2%	100.0%	100.0%	83.3%
Jammu&Kashmir	95.2%	69.0%	95.2%	92.9%	16.7%
Andhra Pradesh	100.0%	100.0%	100.0%	100.0%	95.2%
Kerala	100.0%	100.0%	100.0%	100.0%	88.1%
Rajasthan	100.0%	100.0%	100.0%	100.0%	28.6%
Haryana	97.6%	88.1%	100.0%	95.2%	90.5%
Uttar Pradesh	97.6%	9.5%	7.1%	5.6%	8.7%
Uttarakhand	97.6%	2.4%	.0%	.0%	14.3%
Maharashtra	98.8%	100.0%	100.0%	100.0%	91.7%
Gujarat	100.0%	.0%	100.0%	98.4%	98.4%
Manipur	100.0%	100.0%	100.0%	100.0%	95.2%
Arunachal Pradesh	100.0%	100.0%	100.0%	100.0%	19.0%
Bihar	91.6%	18.5%	95.0%	95.0%	31.9%
Jharkhand	100.0%	51.2%	100.0%	100.0%	51.2%
Madhya Pradesh	100.0%	.0%	.0%	.0%	28.6%
Punjab	100.0%	95.0%	100.0%	100.0%	60.0%
Karnataka	68.7%	68.7%	68.7%	68.7%	77.1%
Goa	100.0%	100.0%	100.0%	100.0%	100.0%
All India	96.10%	54.80%	76.40%	75.20%	52.40%

State Wise Feed Back of Frequency of use of Computer by Students

States	How Many Times Do you Use Computer in a Week?			
	Daily	Alternative Day	Weekly	Never
Orissa	.0%	1.2%	70.2%	28.6%
Chattisgarh	1.6%	77.4%	14.5%	6.5%
Himachal Pradesh	14.3%	45.2%	38.1%	2.4%
Jammu&Kashmir	7.1%	26.2%	31.0%	35.7%
Andhra Pradesh	33.3%	23.8%	42.9%	.0%
Kerala	.0%	4.8%	88.1%	7.1%
Rajasthan	10.5%	44.8%	39.0%	4.8%
Haryana	19.0%	35.7%	45.2%	.0%
Uttar Pradesh	8.9%	22.0%	42.3%	26.8%
Uttarakhand	14.3%	33.3%	35.7%	16.7%
Maharashtra	2.5%	25.9%	70.4%	1.2%
Gujarat	4.8%	36.5%	55.6%	1.6%
Manipur	6.3%	30.2%	60.3%	3.2%
Arunachal Pradesh	14.3%	7.1%	52.4%	26.2%
Bihar	5.8%	14.9%	71.1%	8.3%
Jharkhand	.0%	4.7%	93.0%	2.3%
Madhya Pradesh	4.8%	95.2%	.0%	.0%
Punjab	.0%	70.0%	30.0%	.0%
Karnataka	2.4%	8.4%	81.9%	7.2%
Goa	.0%	23.8%	66.7%	9.5%
All India	6.6%	27.3%	54.1%	10.7%

State Wise Average Vacancy of Teachers per School from 2009-10 to 2011-12

State	2009-10		2010-11		2011-12	
	Average (Mean)	Standard Error	Average (Mean)	Standard Error	Average (Mean)	Standard Error
Orissa	5.5	2.6	5.5	1.8	7.5	1.6
Chattisgarh	4.3	2.4	3.7	2.7	3.3	1.5
Himachal Pradesh	.0	.0	.0	.0	1.0	1.0
Jammu&Kashmir	1.0	1.0	.5	.5	.5	.5
Andhra Pradesh	3.0	.	5.0	.	5.0	.
Kerala	2.5	.5	3.0	.0	3.5	.5
Rajasthan	2.3	1.1	1.8	.7	2.0	.7
Haryana	.0	.	.0	.	.0	.
Uttar Pradesh	1.6	.6	1.8	.6	1.4	.5
Uttarakhand	.5	.5	.5	.5	2.5	2.5
Maharashtra	.5	.5	.8	.5	.8	.5
Gujarat	3.7	1.8	2.7	.3	3.7	.3
Manipur	5.0	.6	5.3	.7	4.3	.9
Arunachal Pradesh	8.5	1.5	10.0	.0	11.0	4.0
Bihar	3.5	1.1	3.7	1.2	5.2	1.2
Jharkhand	5.5	1.5	6.5	1.5	7.0	2.0
Madhya Pradesh	.0	.	1.0	.	2.0	.
Punjab	3.0	.	3.0	.	5.0	.
Karnataka	1.8	.8	2.5	.5	2.5	.5
Goa	2.0	.	2.0	.	3.0	.
All India	2.9	.4	3.0	.4	3.5	.4

Opinion of Parents and Teachers on Vacant Post of Teachers

State	Opinion of Parents on Non-Availability of Subject Wise Teachers (%)			Opinion of Teachers on Non-Availability of Subject Wise Teachers (%)	Opinion of Teachers on Overburdened Due to Vacancy (%)
	No	Yes	Don't Know		
Orissa	80.0%	5.0%	15.0%	37.5%	50.0%
Chattisgarh	100.0%	.0%	.0%	66.7%	.0%
Himachal Pradesh	100.0%	.0%	.0%	.0%	.0%
Jammu&Kashmir	90.0%	10.0%	.0%	.0%	25.0%
Andhra Pradesh	100.0%	.0%	.0%	.0%	.0%
Kerala	100.0%	.0%	.0%	.0%	.0%
Rajasthan	92.0%	.0%	8.0%	.0%	30.0%
Haryana	100.0%	.0%	.0%	25.0%	.0%
Uttar Pradesh	90.0%	.0%	10.0%	8.3%	27.3%
Uttarakhand	100.0%	.0%	.0%	25.0%	50.0%
Maharashtra	85.0%	10.0%	5.0%	.0%	25.0%
Gujarat	28.6%	57.1%	14.3%	100.0%	100.0%
Manipur	66.7%	6.7%	26.7%	16.7%	.0%
Arunachal Pradesh	70.0%	.0%	30.0%	.0%	50.0%
Bihar	100.0%	.0%	.0%	25.0%	72.7%
Jharkhand	100.0%	.0%	.0%	.0%	25.0%
Madhya Pradesh	100.0%	.0%	.0%	.0%	.0%
Punjab	100.0%	.0%	.0%	.0%	.0%
Karnataka	95.0%	5.0%	.0%	.0%	37.5%
Goa	100.0%	.0%	.0%	100.0%	100.0%

Teachers' Opinion on the Benefit of Transfer Policy (In %)

States	The Transfer Policy is Beneficial to Teachers		
	Yes	No	Not aware
Orissa	62.5%	37.5%	.0%
Chattisgarh	50.0%	50.0%	.0%
Himachal Pradesh	100.0%	.0%	.0%
Jammu&Kashmir	50.0%	50.0%	.0%
Andhra Pradesh	100.0%	.0%	.0%
Kerala	75.0%	25.0%	.0%
Rajasthan	70.0%	30.0%	.0%
Haryana	100.0%	.0%	.0%
Uttar Pradesh	66.7%	33.3%	.0%
Uttarakhand	75.0%	25.0%	.0%
Maharashtra	62.5%	37.5%	.0%
Gujarat	33.3%	50.0%	16.7%
Manipur	.0%	100.0%	.0%
Arunachal Pradesh	50.0%	50.0%	.0%
Bihar	60.0%	40.0%	.0%
Jharkhand	66.7%	33.3%	.0%
Madhya Pradesh	100.0%	.0%	.0%
Punjab	100.0%	.0%	.0%
Karnataka	62.5%	37.5%	.0%
Goa	.0%	.0%	.0%
All India	63.8%	35.2%	1.0%

Opinion of Teachers on Beneficial Aspects of Transfer Policy

Reasons Cited	Percentage of Teachers
Teachers posted at place of choice	22
Couples posted in same place	20
Teachers posted in remote place get option for choice posting	11
Teachers posted near their hometowns	10
Transfers done in rotational manner	10
On request transfers considered	9
Change of place of working to avoid monotonous	7
Transparency in transfer	3
Counselling centres fixed	3
Age consideration on posting at difficult places	3
Periodic transfer (once in 10 years)	3
Preference to seniors teachers for choosing place of posting	2
Others	7

Actions/Support for Improvement of Quality of Education: Views of Teachers

Actions/Support	Percentage of Response
Appointment of permanent warden	13
Teachers duty should be confined to teaching	7
More use of ICT	5
Fully equipped academic blocks and labs	5
Adequate number of supporting staff in lab, hostel, mess etc.	5
Laptop to the teachers	5
Round the clock power supply	4
Filling of vacant post by permanent staff	3
Regular training of teachers	3
Smart class rooms	3
Additional training by experts	2
Free time to teachers and students for reading/enrichment of knowledge	2
Construction of separate labs	2
Introduction of vocational courses	2
Training on new technology	2
Avoidance of mixing many activities and more focus on teaching and learning	2
Modernisation of class rooms	2
More freedom to the teachers for covering syllabus and assessments	2
Professional counselling	2
Good mix of intensive and extensive teaching	2
Others	27

Opinion of the Parents on the Method Adopted to Take Care of Average Students (%)

States	Remedial Classes	Special Care by teachers	Special Training	Extra Classes/ Study Hours	Individual Counselling
Orissa	75	15	5	0	0
Chattisgarh	100	0	0	53	7
Himachal Pradesh	10	10	10	80	10
Jammu&Kashmir	10	0	0	90	0
Andhra Pradesh	60	0	0	0	0
Kerala	27	64	64	0	0
Rajasthan	28	12	0	68	4
Haryana	0	30	0	70	0
Uttar Pradesh	87	0	0	87	0
Uttarakhand	100	0	0	100	0
Maharashtra	0	0	5	85	0
Gujarat	79	14	0	43	0
Manipur	67	13	7	0	27
Arunachal Pradesh	0	0	0	10	0
Bihar	97	20	47	53	17
Jharkhand	100	20	70	60	20
Madhya Pradesh	80	20	20	0	0
Punjab	0	0	0	80	0
Karnataka	25	0	10	65	0
Goa	100	10	0	0	0
All India	55	11	13	27	5

Opinion of the Teachers on the Method Adopted to Take Care of Average Students**(In %)**

States	Remedial Classes	Peer Grouping With Bright Students	Motivation	Individual Attention	Simplification of Learning Materials	Extra Classes
Orissa	100	13	13	50	13	0
Chattisgarh	100	33	0	33	0	50
Himachal Pradesh	75	25	0	0	25	25
Jammu&Kashmir	75	25	0	75	0	0
Andhra Pradesh	100	0	0	0	50	0
Kerala	100	0	0	50	0	25
Rajasthan	90	0	0	30	20	30
Haryana	50	0	0	50	25	25
Uttar Pradesh	92	0	0	25	0	50
Uttarakhand	100	0	0	0	0	0
Maharashtra	88	75	13	25	0	0
Gujarat	100	0	33	0	0	33
Manipur	67	0	0	17	0	0
Arunachal Pradesh	75	0	25	0	0	25
Bihar	100	8	0	33	8	8
Jharkhand	100	25	50	0	0	50
Madhya Pradesh	100	0	50	0	0	50
Punjab	50	0	0	0	0	100
Karnataka	50	0	0	25	0	13
Goa	50	50	0	50	0	50
All India	86	13	7	26	6	23

Opinion of Teachers on Effectiveness of Management Support of NVS Authorities

Region	Grading			
	Excellent	Good	Satisfactory	No Support
Bhopal	12.5%	50.0%	31.3%	6.3%
Chandigarh	10.0%	80.0%	10.0%	.0%
Hyderabad	42.9%	42.9%	14.3%	.0%
Jaipur	14.3%	50.0%	21.4%	14.3%
Lucknow	43.8%	25.0%	31.3%	.0%
Pune	25.0%	37.5%	37.5%	.0%
Shillong	30.0%	60.0%	10.0%	.0%
Patna	25.0%	37.5%	25.0%	12.5%

Teachers' Awareness on Existence of Association and its Effectiveness (%)

Region	Those Who Aware	'Yes' Management Supportive to Association's Demand (Those who Aware)
Bhopal	25.0%	25.0%
Chandigarh	70.0%	83.3%
Hyderabad	92.9%	61.5%
Jaipur	57.1%	75.0%
Lucknow	.0%	.0%
Pune	56.3%	57.1%
Shillong	100.0%	66.7%
Patna	56.3%	28.6%

Suitability of the Location of JNVS: Teachers' Opinion

Sates	Suitable	Pleasant and Congenial Environment
Orissa	37.5%	87.5%
Chattisgarh	16.7%	66.7%
Himachal Pradesh	75.0%	100.0%
Jammu&Kashmir	25.0%	75.0%
Andhra Pradesh	100.0%	100.0%
Kerala	75.0%	75.0%
Rajasthan	40.0%	60.0%
Haryana	50.0%	75.0%
Uttar Pradesh	50.0%	100.0%
Uttarakhand	50.0%	50.0%
Maharashtra	37.5%	87.5%
Gujarat	.0%	.0%
Manipur	16.7%	66.7%
Arunachal Pradesh	100.0%	100.0%
Bihar	41.7%	66.7%
Jharkhand	25.0%	25.0%
Madhya Pradesh	.0%	100.0%
Punjab	50.0%	100.0%
Karnataka	87.5%	87.5%
Goa	50.0%	.0%
All India	44.6.0%	72.3%

Teachers' Opinion on Usefulness of PTA Meetings

Usefulness	Opinions in %
Make the students more disciplined	13.9%
Getting financial support from parents	12.9%
Better understanding between parents and teachers	10.3%
Solving some problems of the students	8.8%
Communicating student's performance to the parents	8.2%
Solving somer problems of the school	7.7%
Improving academic excellence of the students	7.2%
Publicity of Vidyalaya	6.7%
Taking some decisions	6.2%
Getting specific supports from the parents	1.5%
Others	16.5%

Opinion of Teachers on Status and Job Satisfaction (%)

States	Positive Response
Orissa	63%
Chattisgarh	33%
Himachal Pradesh	75%
Jammu&Kashmir	75%
Andhra Pradesh	100%
Kerala	100%
Rajasthan	60%
Haryana	100%
Uttar Pradesh	92%
Uttarakhand	50%
Maharashtra	88%
Gujarat	67%
Manipur	83%
Arunachal Pradesh	100%
Bihar	42%
Madhya Pradesh	100%
Punjab	100%
Karnataka	75%
All India	77%

Opinion of Teachers on Fairness and Transparency of Rules, Regulation and Guidelines

Regions	Transfer Policy	Up Gradation/ Promotion	Proper Assessment Performance of Teachers	Other Benefits to Teachers
Bhopal	93.8%	68.8%	68.8%	26.7%
Chandigarh	80.0%	90.0%	70.0%	80.0%
Hyderabad	64.3%	85.7%	92.9%	71.4%
Jaipur	100.0%	85.7%	85.7%	71.4%
Lucknow	100.0%	100.0%	93.8%	56.3%
Pune	62.5%	56.3%	93.8%	68.8%
Shillong	60.0%	70.0%	70.0%	80.0%
Patna	62.5%	43.8%	68.8%	50.0%
All India	78.6%	74.1%	81.3%	61.3%

JNV Inspections Conducted in 2009, 2010 and 2011 State Wise

Name of the State	Norms	Actual No. of Inspections Done by NVS Authorities		
		2009	2010	2011
Orissa	3	1	2	2
Chattisgarh	1	1	1	1
Himachal Pradesh	1	1	1	1
Jammu&Kashmir	2	1	1	1
Andhra Pradesh	1	1	1	1
Kerala	1	1	1	2
Rajasthan	2	2	2	2
Haryana	3	6	3	6
Uttar Pradesh	1	1	1	1
Uttarakhand	2	1	2	2
Maharashtra	1	1	1	1
Gujarat	2	1	2	2
Manipur	1	1	1	1
Arunachal Pradesh	1	1	2	1
Bihar	2	2	2	2
Jharkhand	2	2	2	2
Madhya Pradesh	1	1	1	1
Punjab	1	1	1	1
Karnataka	2	2	1	1
Goa	1	0	1	1

JNV Inspections by District /State Authorities

States	Norms	Actual No. of Inspections Conducted by the District/ State Authorities		
		2009	2010	2011
Orissa	4	1	1	1
Chattisgarh	1	1	1	1
Himachal Pradesh	1	1	1	1
Jammu&Kashmir	1	0	0	1
Andhra Pradesh	0	0	0	0
Kerala	1	1	1	1
Rajasthan	1	0	0	0
Haryana	0	0	0	0
Uttar Pradesh	1	2	1	1
Uttarakhand	.	.	.	.
Maharashtra	0	0	1	3
Gujarat	0	0	0	0
Manipur	0	0	0	0
Arunachal Pradesh	0	0	0	0
Bihar	.	.	.	.
Jharkhand	6	3	5	4
Madhya Pradesh	0	0	0	0
Punjab	1	1	1	1
Karnataka	0	0	0	0
Goa	0	2	2	2

Annexure 11.3

Frequencies of Visits by District Administration – State Wise (in Percentage)

State	Daily	Weekly	Monthly	Quarterly	As and when Need Arises	No Visit
Orissa	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Chattisgarh	0.0%	1.6%	1.6%	96.8%	0.0%	0.0%
Himachal Pradesh	0.0%	0.0%	0.0%	7.1%	45.2%	47.6%
Jammu&Kashmir	0.0%	2.4%	4.8%	4.8%	31.0%	57.1%
Andhra Pradesh	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Kerala	0.0%	0.0%	0.0%	0.0%	83.3%	16.7%
Rajasthan	0.0%	0.0%	38.1%	8.6%	46.7%	3.8%
Haryana	2.4%	0.0%	9.5%	9.5%	21.4%	57.1%
Uttar Pradesh	2.4%	.8%	29.4%	19.0%	36.5%	11.9%
Uttarakhand	0.0%	2.4%	0.0%	0.0%	78.6%	19.0%
Maharashtra	3.6%	0.0%	32.1%	16.7%	41.7%	3.6%
Gujarat	0.0%	0.0%	0.0%	0.0%	37.1%	54.8%
Manipur	0.0%	0.0%	0.0%	0.0%	66.1%	17.9%
Arunachal Pradesh	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Bihar	0.0%	0.0%	1.6%	4.8%	90.5%	3.2%
Jharkhand	2.3%	0.0%	2.3%	11.6%	81.4%	2.3%
Madhya Pradesh	0.0%	0.0%	0.0%	42.9%	57.1%	0.0%
Punjab	0.0%	0.0%	5.0%	20.0%	55.0%	20.0%
Karnataka	0.0%	0.0%	0.0%	2.4%	96.4%	1.2%
Goa	0.0%	0.0%	19.0%	9.5%	66.7%	4.8%

Response of Unsuccessful Candidates in Admission Tests on Selection Process

States	Genuine/intelligent Candidates Deprived from Admission
Orissa	32.1%
Chhattisgarh	95.2%
Himachal Pradesh	57.1%
Jammu & Kashmir	90.9%
Andhra Pradesh	28.6%
Kerala	7.1%
Rajasthan	8.6%
Haryana	71.4%
Uttar Pradesh	83.3%
Uttarakhand	78.6%
Maharashtra	.0%
Gujarat	76.2%
Manipur	50.0%
Arunachal Pradesh	21.4%
Bihar	66.1%
Jharkhand	.0%
Madhya Pradesh	100.0%
Punjab	71.4%
Karnataka	13.6%
Goa	.0%
All India	49.7%

**Annual Income of Parents whose Children Got Admission in JNV:
(Source: Records of the School) (%)**

States	BPL	10000-50000	50000-100000	100000-200000	More than 200000
Orissa	16.37	24.81	20.16	24.70	13.99
Chattisgarh	14.67	33.00	14.67	21.00	16.67
Himachal Pradesh	10.91	39.80	39.81	5.90	3.60
Jammu&Kashmir	32.15	27.07	27.63	5.87	7.30
Andhra Pradesh	38.00	30.00	25.00	5.00	2.00
Kerala	18.50	33.25	15.25	23.13	9.88
Rajasthan	11.06	45.63	21.71	17.54	5.67
Haryana	15.00	20.00	45.00	20.00	.00
Uttar Pradesh	37.93	22.53	22.08	11.05	6.41
Uttarakhand	6.65	35.77	26.72	18.79	12.08
Maharashtra	6.08	25.41	26.79	23.57	18.16
Gujarat	6.23	35.59	21.26	20.49	16.43
Manipur	8.00	70.44	15.89	3.33	2.33
Arunachal Pradesh	12.00	30.00	34.00	24.00	35.00
Bihar	8.79	45.82	27.24	15.48	3.20
Jharkhand	3.25	53.02	24.72	8.00	11.03
Madhya Pradesh	18.98	34.14	27.07	16.96	2.82
Punjab	5.00	10.00	30.00	30.00	25.00
Karnataka	18.50	40.51	19.06	6.85	15.08
Goa	2.97	40.81	20.81	13.78	21.63
All India	14.66	36.62	23.78	15.73	10.86

Average Income of the Parents per Annum of Children Studying In Jnvs:

States	Amount in Rs.	Standard Error
Orissa	186455	26785
Chattisgarh	150440	25270
Himachal Pradesh	213300	47094
Jammu&Kashmir	135600	14276
Andhra Pradesh	117600	32289
Kerala	263636	34438
Rajasthan	158840	34206
Haryana	152600	11254
Uttar Pradesh	165767	23942
Uttarakhand	180700	36562
Maharashtra	234800	32605
Gujarat	194214	26820
Manipur	151134	45688
Arunachal Pradesh	222800	50579
Bihar	116867	16035
Jharkhand	133000	27398
Madhya Pradesh	220000	56214
Punjab	138400	53887
Karnataka	181200	27754
Goa	225000	62915
All India	173124	7598

(Source: Parent Level Schedule)

Profile of the Father's Occupation of Students Reading in JNV (%)

States	Casual/ Agricultural Labour		Agriculture		Service		Self Employed/Business		Others	
	Mean	Standard Error of	Mean	Standard Error of	Mean	Standard Error	Mean	Standard Error	Mean	Standard Error
Orissa	17.17	5.22	28.35	10.11	42.62	4.34	9.88	3.04	.00	.00
Chattisgarh	7.33	1.45	42.67	5.46	40.00	6.43	9.33	.67	.67	.33
Himachal Pradesh	25.50	.50	35.75	5.75	12.50	7.50	12.25	2.75	13.80	11.20
Jamm & Kashmir	43.97	16.03	35.45	25.45	11.23	3.78	4.37	.64	5.00	5.00
Andhra Pradesh	30.00	.	25.00	.	10.00	.	25.00	.	10.00	.
Kerala	26.00	14.00	21.38	2.63	23.63	7.38	25.50	.50	3.50	3.50
Rajasthan	31.78	2.14	41.60	3.47	15.07	3.66	5.50	.86	4.25	2.53
Haryana	40.00	.	48.00	.	5.00	.	5.00	.	2.00	.
Uttar Pradesh	20.72	5.96	37.80	6.61	21.70	3.70	11.28	3.79	8.49	3.00
Uttarakhand	7.25	1.24	29.69	1.69	37.56	8.04	18.05	.71	6.64	6.64
Maharashtra	12.23	2.45	33.49	6.70	32.77	8.54	18.80	3.82	2.72	2.01
Gujarat	4.86	1.32	24.88	6.08	33.92	9.14	20.65	.97	15.70	12.81
Manipur	20.62	12.29	51.14	10.32	8.67	6.33	15.90	2.55	3.67	1.86
Arunachal Pradesh	42.75	40.25	56.25	23.75	32.50	22.50	9.00	4.00	6.00	1.00
Bihar	24.70	7.72	41.56	5.35	14.53	2.39	13.61	3.24	7.37	3.78
Jharkhand	16.03	3.97	63.52	7.49	12.41	7.41	7.06	3.06	.99	.99
Madhya Pradesh	9.29	.	41.41	.	30.70	.	17.17	.	1.41	.
Punjab	20.00	.	40.00	.	20.00	.	10.00	.	10.00	.
Karnataka	14.58	5.52	24.87	8.27	22.41	4.88	13.30	2.27	3.41	2.36
Goa	11.35	.	14.59	.	44.06	.	22.70	.	7.30	.
All India	20.72	2.23	37.08	2.22	23.69	2	13.03	0.98	5.59	1.08

(Source: School Level Schedule)

Profile of the Mothers' Occupation of Students Reading in JNV (%)

States	Casual/ Agricultural Labour		Agriculture		Service		Self Employed/Business		Others	
	Mean	Standard Error	Mean	Standard Error	Mean	Standard Error	Mean	Standard Error	Mean	Standard Error
Orissa	22.10	17.19	9.78	8.46	12.59	3.12	2.66	1.19	70.48	18.17
Chattisgarh	10.39	9.81	27.06	17.53	8.23	1.62	2.24	1.38	52.20	26.90
Himachal Pradesh	32.15	7.15	36.50	6.50	7.50	2.50	10.06	4.95	25.00	.
Jammu&Kashmir	34.32	15.69	16.54	1.54	5.30	.30	5.94	4.07	37.94	17.94
Andhra Pradesh	25.00	.	20.00	.	5.00	.	30.00	.	20.00	.
Kerala	11.13	5.13	2.75	.25	18.88	10.13	10.63	4.38	56.63	9.63
Rajasthan	9.40	5.42	16.40	9.86	3.60	.79	1.81	1.80	26.80	17.27
Haryana	10.00	.	30.00	.	2.00	.	4.00	.	54.00	.
Uttar Pradesh	23.86	6.75	26.87	8.49	8.09	2.70	5.92	2.76	35.25	16.72
Uttarakhand	.76	.73	6.68	1.82	7.65	.47	.58	.58	84.37	2.45
Maharashtra	8.04	4.80	17.96	10.82	6.44	5.20	2.24	.84	37.84	14.73
Gujarat	5.13	2.94	36.64	11.70	12.52	1.77	7.10	2.89	38.60	12.77
Manipur	15.14	9.65	35.47	8.97	7.67	5.36	22.39	10.80	17.67	16.19
Arunachal Pradesh	43.75	41.25	70.00	10.00	17.25	10.25	3.75	1.25	5.25	2.25
Bihar	14.05	5.41	21.66	10.59	4.75	1.36	7.10	4.19	35.29	12.24
Jharkhand	18.89	8.12	47.35	23.65	2.08	.08	.00	.00	31.69	31.69
Madhya Pradesh	35.95	.	18.98	.	8.28	.	2.22	.	34.54	.
Punjab	5.00	.	40.00	.	10.00	.	5.00	.	40.00	.
Karnataka	10.53	6.66	12.87	7.92	9.22	4.22	4.16	1.81	58.46	15.71
Goa	2.70	.	4.06	.	14.32	.	4.32	.	74.60	.
All India	16.04	2.49	23.68	2.96	8.19	.92	5.91	1.11	40.84	4.33

(Source: School Level Schedule)

Profile of the Parent's Occupation of Students Reading in JNV (%)

States	Cultivation	Allied Agricultural Activity	Agricultural Labour	Other labour	Household Industry	Trade/ Business	Service	Others
Orissa	15.0%	.0%	.0%	.0%	5.0%	20.0%	50.0%	10.0%
Chattisgarh	20.0%	6.7%	13.3%	.0%	.0%	26.7%	33.3%	.0%
Himachal Pradesh	.0%	.0%	.0%	.0%	10.0%	10.0%	60.0%	20.0%
Jammu&Kashmir	.0%	.0%	.0%	.0%	.0%	20.0%	30.0%	50.0%
Andhra Pradesh	40.0%	.0%	.0%	.0%	.0%	20.0%	40.0%	.0%
Kerala	36.4%	.0%	.0%	9.1%	.0%	9.1%	36.4%	9.1%
Rajasthan	24.0%	.0%	.0%	.0%	.0%	24.0%	28.0%	24.0%
Haryana	30.0%	.0%	.0%	10.0%	.0%	10.0%	40.0%	10.0%
Uttar Pradesh	10.0%	.0%	3.3%	3.3%	.0%	33.3%	46.7%	3.3%
Uttarakhand	20.0%	.0%	.0%	.0%	.0%	20.0%	60.0%	.0%
Maharashtra	5.3%	.0%	.0%	.0%	.0%	15.8%	57.9%	21.1%
Gujarat	14.3%	.0%	.0%	.0%	.0%	35.7%	28.6%	21.4%
Manipur	40.0%	.0%	.0%	.0%	6.7%	20.0%	26.7%	6.7%
Arunachal Pradesh	20.0%	.0%	.0%	.0%	.0%	40.0%	30.0%	10.0%
Bihar	36.7%	.0%	.0%	10.0%	.0%	13.3%	16.7%	23.3%
Jharkhand	10.0%	.0%	.0%	.0%	.0%	40.0%	30.0%	20.0%
Madhya Pradesh	20.0%	.0%	.0%	.0%	.0%	40.0%	40.0%	.0%
Punjab	.0%	.0%	.0%	.0%	40.0%	20.0%	40.0%	.0%
Karnataka	25.0%	.0%	.0%	5.0%	.0%	25.0%	30.0%	15.0%
Goa	.0%	.0%	.0%	.0%	.0%	25.0%	75.0%	.0%
All India	19.8%	.4%	1.1%	2.5%	1.8%	23.0%	37.4%	14.0%

(Source: Parent Level Schedule)

Response of Students on the Reasons for Not Getting Admission

States	Not Aware	Tough Questions	Tough Competition	Weak in English	Tough Mental Ability	Limited Seats	Not Prepared Well	Unaware of Pattern	No Guidance	No Training	No Idea	Other
Orissa	0	3	8	0	0	1	6	0	7	6	0	2
Chattisgarh	2	6	6	1	1	0	0	0	11	2	0	3
Himachal Pradesh	4	0	2	1	0	1	0	0	0	0	2	0
Jammu & Kashmir	2	1	1	0	0	0	0	1	0	0	1	0
Andhra Pradesh	0	0	0	0	0	0	0	0	0	0	0	1
Kerala	0	0	0	0	0	0	0	0	0	0	1	3
Rajasthan	1	7	11	0	5	0	16	2	4	3	1	12
Haryana	9	0	0	0	0	0	0	0	0	0	0	0
Uttar Pradesh	9	4	0	0	0	2	10	0	3	0	9	0
Uttarakhand	4	2	0	0	0	0	4	0	0	0	5	0
Maharashtra	1	1	0	0	0	0	6	0	4	0	0	5
Gujarat	0	8	1	0	0	4	15	2	1	0	0	3
Manipur	0	13	4	0	0	1	10	3	4	0	1	1
Arunachal Pradesh	2	1	1	0	0	0	3	0	0	2	1	4
Bihar	5	12	22	0	11	8	26	10	11	0	3	26
Jharkhand	0	0	0	0	0	0	0	0	0	0	0	0
Madhya Prad.	0	1	1	2	0	0	2	0	0	0	0	2
Punjab	3	0	1	0	0	0	0	0	0	0	1	0
Karnataka	0	4	0	0	0	1	4	1	0	0	5	1
Goa	0	4	0	0	0	0	9	0	0	0	0	1
Total	42	67	58	4	17	18	111	19	45	13	30	64

Complain of Unsuccessful Studens on Lack Transparency in Admission

States	Percentage
Orissa	35.7%
Chattisgarh	.0%
Himachal Pradesh	.0%
Jammu&Kashmir	18.2%
Andhra Pradesh	.0%
Kerala	.0%
Rajasthan	.0%
Haryana	14.3%
Uttar Pradesh	23.8%
Uttarakhand	.0%
Maharashtra	7.4%
Gujarat	19.0%
Manipur	20.0%
Arunachal Pradesh	7.1%
Bihar	28.6%
Jharkhand	.0%
Madhya Pradesh	.0%
Punjab	14.3%
Karnataka	.0%
Goa	.0%
All India	13.6%

Overall Response on Awareness of JNV in Different States

States	Level of awareness about JNVs
Maharashtra	Adequate
Andhra Pradesh	Not Adequate
Kerala	Adequate
Gujarat	Adequate but confined to areas in JNVs' vicinity
Uttar Pradesh & Uttarakhand	N.A
Rajasthan	Adequate except in tribal belts
Chhattisgarh	Adequate
Madhya Pradesh	Adequate
Punjab	Inadequate
Himachal Pradesh	Inadequate
Jammu & Kashmir	Inadequate
Haryana	Inadequate
Goa	Fair near the JNV but poor in far flung area.
Karnataka	Fair
Odisha	Adequate
Arunachal Pradesh	Adequate
Manipur	Fair
Bihar	Fair
Jharkhand	Adequate

(Source: Feedback based on Focus Group Discussion)

Principals' Opinion for Improving the Admission Procedure

States	Online Applications	Screening for the Talented Students before the Test	Orientation Prog. at Primary School Level	Financial Criteria for Admission	Good Renumeration for Invigilator (including JNV staff)	Obejective & Descriptive Questions	Age for Admission between 9-11 Years	Publicity through Electronic & print Media	Active Involvement of District/ State	Equal Weightage for all the Subjects	Training for BPL Students	Tests through Central Agency	Test for Lateral Entry for Class XI	Deliver Question Paper at Examination Centres	Personal Interview
Orissa	0	0	0	1	0	2	0	0	0	0	0	1	0	1	1
Chattisgarh	0	2	0	0	0	1	0	0	0	0	0	0	0	0	2
Himachal Pradesh	0	0	1	0	1	0	0	2	1	0	0	0	0	0	0
Jammu & Kashmir	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Andhra Pradesh	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Kerala	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
Rajasthan	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Haryana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Uttar Pradesh	0	0	0	0	0	1	2	0	1	0	1	1	0	0	0
Uttarakhand	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maharashtra	0	2	1	1	0	0	0	0	0	0	0	0	0	0	0
Gujarat	0	0	0	2	0	2	0	0	2	1	0	0	0	0	0
Manipur	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0
Arunachal Pradesh	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bihar	1	3	0	0	1	1	1	1	1	1	1	0	0	1	0
Jharkhand	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Madhya Pradesh	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0
Punjab	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Karnataka	0	0	1	0	0	1	0	3	2	0	0	0	0	0	0
Goa	0	0	1	1	0	0	0	1	1	0	0	0	0	0	0
Total	2	8	5	7	4	10	3	8	8	2	2	2	2	2	3

Response of Unsuccessful Candidates in Admission Tests on Selection of Genuine/Intelligent Candidates

States	Lack of wide Publicity	Limited Centres	Malpractices in Entrance Test	Limited Number of Seats	Tough Questions	Medium is English	Lack of Awareness about Exam	Admission forms not Available	Higher Tution fee for the Prparation	Faulty Selection Method	Students from Other Districts /Urban Students from Rual Quota	Provision for Block Quota
Orissa	0	0	10	0	0	0	0	0	0	0	0	0
Chattisgarh	9	7	0	19	3	1	10	0	3	2	4	0
Himachal Pradesh	2	0	0	0	0	4	2	0	0	0	0	0
Jammu & Kashmir	4	1	2	1	0	2	1	1	0	0	0	0
Andhra Pradesh	0	0	1	0	0	0	0	0	0	0	0	0
Kerala	0	0	0	0	0	0	0	0	0	1	0	0
Rajasthan	0	0	1	2	0	0	1	0	0	0	0	0
Haryana	10	0	1	3	1	0	0	0	0	0	0	0
Uttar Pradesh	24	0	0	35	0	0	23	0	0	0	0	0
Uttarakhand	10	0	0	10	0	0	8	0	0	0	0	0
Maharashtra	0	0	0	0	0	0	0	0	0	0	0	0
Gujarat	5	0	0	8	2	1	11	4	1	0	0	0
Manipur	0	0	3	8	0	0	2	0	0	0	2	0
Arunachal Pradesh	0	0	0	0	0	0	0	0	0	0	0	0
Bihar	12	4	5	15	2	0	29	1	1	2	15	10
Jharkhand	0	0	0	0	0	0	0	0	0	0	0	0
Madhya Pradesh	1	3	0	7	1	0	3	0	0	0	0	0
Punjab	2	0	0	0	0	0	3	0	0	0	0	0
Karnataka	1	0	0	0	0	0	0	0	0	0	0	0
Goa	0	0	0	0	0	0	0	0	0	0	0	0
Total	80	15	23	108	9	8	93	6	5	5	21	10

Dropout in Different Classes per School in JNVs across the States in India during 2006-07

States	Class VI		Class VII		Class VIII		Class IX		Class X		Class XI		Class XII	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Orissa	3	2	2	1	1	1	2	2	2	2	1	0	1	1
Chattisgarh	1	0	2	1	1	1	1	1	2	1	9	2	0	0
Himachal Pradesh	1	1	2	2	1	1	3	3	5	5	7	5	3	3
Jammu&Kashmir	0	0	5	5	2	1	2	1	2	1	9	8	1	1
Andhra Pradesh	0	.	0	.	0	.	0	.	52	.	0	.	26	.
Kerala	2	1	2	2	2	1	3	3	0	0	2	2	0	0
Rajasthan	2	0	2	1	1	0	1	1	6	3	4	2	1	0
Haryana	0	.	0	.	0	.	0	.	0	.	0	.	0	.
Uttar Pradesh	2	1	2	0	2	0	1	0	2	1	0	0	0	0
Uttarakhand	3	1	1	1	2	2	0	0	2	2	0	0	0	0
Maharashtra	1	0	1	0	1	0	1	0	0	0	2	1	1	1
Gujarat	6	2	2	1	3	1	5	3	5	5	0	0	0	0
Manipur	2	1	1	1	3	1	8	.	0	.	2	2	4	.
Arunachal Pradesh	2	2	1	1	1	1	1	1	4	1	2	1	0	0
Bihar	0	0	0	0	1	1	1	0	0	0	6	4	0	0
Jharkhand	0	0	0	0	0	0	0	0	0	0	2	2	0	0
Madhya Pradesh	0	.	1	.	0	.	2	.	0	.	5	.	3	.
Punjab	0	.	0	.	0	.	0	.	4	.	0	.	12	.
Karnataka	0	0	21	19	17	14	3	2	14	13	7	7	0	0
Goa	0	.	2	.	2	.	4	.	4	.	0	.	3	.

Dropout in Different Classes per School in JNVs across the States in India during 2007-08

States	Class VI		Class VII		Class VIII		Class IX		Class X		Class XI		Class XII	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Orissa	1	0	1	1	2	1	1	0	1	1	3	2	1	1
Chattisgarh	2	2	3	0	1	0	2	1	2	0	11	2	0	0
Himachal Pradesh	1	1	1	1	0	0	2	1	3	1	4	3	3	3
Jammu&Kashmir	0	0	2	1	0	0	1	1	1	1	8	3	0	0
Andhra Pradesh	0	.	0	.	0	.	0	.	47	.	0	.	32	.
Kerala	3	3	2	1	2	2	1	1	0	0	1	1	0	0
Rajasthan	1	0	1	1	1	0	4	3	2	2	5	3	0	0
Haryana	0	.	0	.	0	.	0	.	0	.	0	.	0	.
Uttar Pradesh	2	1	3	2	2	1	0	0	7	7	3	2	1	0
Uttarakhand	1	1	2	1	6	6	6	4	0	0	0	0	0	0
Maharashtra	2	1	1	1	2	1	1	0	1	1	3	1	1	1
Gujarat	3	2	1	1	4	2	3	2	2	2	0	0	0	0
Manipur	3	1	2	1	1	1	3	1	0	.	1	1	4	.
Arunachal Pradesh	0	0	1	1	0	0	0	0	0	0	0	0	1	1
Bihar	1	0	0	0	0	0	1	0	0	0	8	6	0	0
Jharkhand	0	0	1	1	0	0	0	0	0	0	2	2	1	1
Madhya Pradesh	0	.	2	.	0	.	2	.	6	.	0	.	1	.
Punjab	1	.	0	.	1	.	0	.	0	.	0	.	1	.
Karnataka	0	0	19	18	2	1	1	0	11	10	9	9	0	0
Goa	4	.	2	.	2	.	2	.	6	.	0	.	1	.

Dropout in Different Classes per School in JNVs across the States in India during 2008-09

States	Class VI		Class VII		Class VIII		Class IX		Class X		Class XI		Class XII	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Orissa	2	1	3	2	1	0	1	1	3	3	5	3	0	0
Chattisgarh	2	1	1	1	0	0	2	1	0	0	12	1	0	0
Himachal Pradesh	0	0	5	1	2	2	2	1	4	2	4	4	1	1
Jammu & Kashmir	4	4	3	2	0	0	1	1	8	8	5	4	1	1
Andhra Pradesh	2	.	3	.	0	.	0	.	58	.	0	.	26	.
Kerala	1	1	1	1	2	2	0	0	1	1	1	1	0	0
Rajasthan	1	0	3	1	3	2	8	4	3	2	7	4	1	1
Haryana	0	.	4	.	0	.	0	.	0	.	0	.	0	.
Uttar Pradesh	5	3	2	1	2	0	1	0	6	6	2	1	1	1
Uttarakhand	5	3	2	2	0	0	0	0	3	3	0	0	0	0
Maharashtra	3	1	2	1	2	1	1	1	1	0	1	0	0	0
Gujarat	3	2	2	1	2	1	3	2	8	5	3	3	1	1
Manipur	3	1	3	1	2	0	1	0	2	.	2	2	4	.
Arunachal Pradesh	1	1	3	3	2	1	1	1	0	0	1	1	0	0
Bihar	0	0	0	0	1	0	0	0	0	0	5	5	0	0
Jharkhand	1	1	0	0	2	2	1	1	0	0	0	0	0	0
Madhya Pradesh	1	.	3	.	2	.	1	.	2	.	0	.	4	.
Punjab	1	.	0	.	0	.	0	.	7	.	1	.	4	.
Karnataka	1	0	20	18	1	0	2	0	13	12	7	7	0	0
Goa	7	.	2	.	3	.	7	.	1	.	0	.	1	.

Dropout in Different Classes per School in JNVs across the States in India during 2009-10

States	Class VI		Class VII		Class VIII		Class IX		Class X		Class XI		Class XII	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Orissa	3	0	2	1	1	0	2	1	0	0	3	2	0	0
Chattisgarh	3	2	1	1	0	0	1	1	3	1	14	3	0	0
Himachal Pradesh	1	1	0	0	0	0	4	3	3	2	1	1	3	3
Jammu & Kashmir	0	0	1	1	1	1	3	1	7	7	5	4	1	1
Andhra Pradesh	0	.	1	.	0	.	0	.	55	.	0	.	34	.
Kerala	2	1	4	4	0	0	2	1	6	6	0	0	0	0
Rajasthan	1	0	2	1	1	1	2	1	10	6	8	6	2	1
Haryana	0	.	2	.	0	.	0	.	0	.	0	.	0	.
Uttar Pradesh	2	0	3	1	2	0	1	1	7	7	2	2	1	1
Uttarakhand	5	4	3	3	3	3	2	2	1	1	6	6	0	0
Maharashtra	1	1	1	1	1	0	2	1	1	1	0	0	0	0
Gujarat	2	2	2	2	3	2	6	3	12	9	4	4	1	1
Manipur	3	2	2	1	2	1	4	3	1	.	0	.	3	.
Arunachal Pradesh	1	1	2	2	0	0	0	0	0	0	1	1	1	1
Bihar	0	0	0	0	0	0	0	0	0	0	1	1	0	0
Jharkhand	0	0	0	0	0	0	0	0	0	0	1	1	0	0
Madhya Pradesh	1	.	1	.	3	.	2	.	3	.	0	.	0	.
Punjab	0	.	0	.	0	.	0	.	4	.	0	.	7	.
Karnataka	0	0	20	20	1	0	2	1	17	17	6	6	0	0
Goa	2	.	4	.	2	.	7	.	3	.	0	.	2	.

Dropout in Different Classes per School in JNVs across the States in India during 2010-11

States	Class VI		Class VII		Class VIII		Class IX		Class X		Class XI		Class XII	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Orissa	1	0	1	0	1	0	1	1	0	0	1	0	0	0
Chattisgarh	3	2	2	1	1	0	1	1	2	1	5	3	0	0
Himachal Pradesh	1	1	3	1	1	1	2	1	4	4	9	9	3	3
Jammu & Kashmir	0	0	4	2	2	1	1	1	4	4	7	6	0	0
Andhra Pradesh	1	.	2	.	0	.	1	.	46	.	0	.	24	.
Kerala	5	1	3	1	2	2	2	1	5	5	0	0	0	0
Rajasthan	1	1	2	1	1	0	2	1	4	2	8	5	0	0
Haryana	0	.	3	.	0	.	0	.	0	.	0	.	0	.
Uttar Pradesh	2	1	2	2	2	0	1	0	1	1	2	1	3	2
Uttarakhand	4	3	3	2	1	1	0	0	0	0	3	3	0	0
Maharashtra	1	1	1	1	3	1	2	1	1	0	0	0	0	0
Gujarat	3	2	2	0	3	2	5	4	6	5	1	1	0	0
Manipur	1	1	2	1	1	1	1	1	1	.	1	1	2	.
Arunachal Pradesh	2	2	3	2	3	3	1	1	2	2	2	2	2	1
Bihar	0	0	0	0	0	0	0	0	5	5	0	0	0	0
Jharkhand	1	1	0	0	4	2	0	0	0	0	0	0	0	0
Madhya Pradesh	0	.	3	.	1	.	1	.	2	.	0	.	1	.
Punjab	0	.	1	.	0	.	0	.	0	.	0	.	2	.
Karnataka	0	0	20	19	2	1	0	0	16	15	12	12	0	0
Goa	5	.	2	.	0	.	0	.	0	.	0	.	2	.

Dropout in Different Classes per School in JNVs across the States in India during 2011-12

States	Class VI		Class VII		Class VIII		Class IX		Class X		Class XI		Class XII	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Orissa	0	0	1	0	0	0	0	0	3	3	1	0	1	1
Chattisgarh	1	1	3	2	1	0	0	0	8	7	9	1	0	0
Himachal Pradesh	1	1	2	1	0	0	2	2	1	1	13	13	1	1
Jammu & Kashmir	1	1	2	2	0	0	2	2	6	4	0	0	0	0
Andhra Pradesh	0	.	0	.	0	.	0	.	0	.	0	.	28	.
Kerala	2	1	4	2	1	1	3	1	8	8	0	0	0	0
Rajasthan	2	1	2	1	1	1	1	0	5	2	6	3	1	1
Haryana	0	.	1	.	0	.	0	.	0	.	0	.	0	.
Uttar Pradesh	1	1	1	1	2	1	0	0	7	5	0	0	2	2
Uttarakhand	5	5	1	1	0	0	0	0	1	1	3	3	0	0
Maharashtra	0	0	1	1	1	1	1	0	0	0	1	1	1	1
Gujarat	2	2	4	1	4	2	2	1	8	8	0	0	0	0
Manipur	1	1	1	1	1	0	1	1	0	.	2	1	4	.
Arunachal Pradesh	1	0	1	1	1	1	3	3	4	4	2	2	1	1
Bihar	0	0	0	0	0	0	0	0	0	0	6	6	0	0
Jharkhand	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Madhya Pradesh	0	.	4	.	1	.	3	.	0	.	0	.	1	.
Punjab	6	.	0	.	0	.	0	.	0	.	2	.	0	.
Karnataka	0	0	21	21	1	0	0	0	13	13	10	9	0	0
Goa	0	.	0	.	1	.	2	.	0	.	0	.	0	.

Feedback from the Students of Class IX and above on Number of Students under Migration during the last 3 Years

States	Number of Students Coming under Migration		Number of Students Going under Migration	
	Mean	Standard Error	Mean	Standard Error
Orissa	22	0	23	0
Chattisgarh	15	2	15	2
Himachal Pradesh	13	2	12	1
Jammu & Kashmir	11	2	10	1
Andhra Pradesh	15	8	7	4
Kerala	13	2	13	2
Rajasthan	20	0	20	0
Haryana	11	1	10	1
Uttar Pradesh	13	1	13	1
Uttarakhand	14	1	14	1
Maharashtra	16	1	15	1
Gujarat	13	1	14	1
Manipur	.	.	.	.
Arunachal Pradesh	0	0	0	0
Bihar	8	1	12	1
Jharkhand	10	2	13	2
Madhya Pradesh	5	0	4	1
Punjab	9	1	9	1
Karnataka	18	1	18	1
Goa	16	0	21	1

Response of non-JNV Students on Quality of Education in JNV and Replication by other Schools

State	Non-JNV Schools Lagging in Quality Education		Basic Features of JNVs to be Replicated in Non-JNV Schools	
	Yes	Cannot say	Yes	Cannot say
Orissa	100.0%	.0%	100.0%	.0%
Chattisgarh	95.2%	.0%	100.0%	.0%
Himachal Pradesh	78.6%	.0%	100.0%	.0%
Jammu & Kashmir	72.7%	.0%	100.0%	.0%
Andhra Pradesh	.0%	.0%	100.0%	.0%
Kerala	.0%	.0%	100.0%	.0%
Rajasthan	82.9%	.0%	94.3%	.0%
Haryana	64.3%	.0%	100.0%	.0%
Uttar Pradesh	88.1%	4.8%	95.2%	4.8%
Uttarakhand	71.4%	14.3%	76.9%	15.4%
Maharashtra	44.4%	.0%	100.0%	.0%
Gujarat	76.2%	4.8%	95.2%	4.8%
Manipur	100.0%	.0%	100.0%	.0%
Arunachal Pradesh	100.0%	.0%	100.0%	.0%
Bihar	96.4%	.0%	73.2%	.0%
Jharkhand	.0%	.0%	.0%	.0%
Madhya Pradesh	57.1%	.0%	100.0%	.0%
Punjab	71.4%	.0%	100.0%	.0%
Karnataka	100.0%	.0%	82.1%	.0%
Goa	14.3%	.0%	100.0%	.0%
All India	19.60%	1.30%	92%	1.30%

Supports Provided by JNVs to nearby Schools

States	No. of Schools Selected	Computer Education	Awareness Programmes / Camps	Mobile Library Facilities	Training to Students	Demonstration of Science/ Math Projects	Technical Support to Teachers	Play Ground Facility to Use	Sharing Resources	Orientation of Laboratories	ICT Programme	Guidance/ Training for Entrance Test (In JNV)	Others
Orissa	4	3	3	0	0	1	0	0	0	0	0	0	2
Chattisgarh	3	3	0	0	0	2	0	0	0	0	0	0	1
Himachal Pradesh	2	1	0	0	0	1	0	0	0	0	0	0	0
Jammu & Kashmir	2	1	0	0	0	0	0	0	1	0	0	0	1
Andhra Pradesh	1	1	0	0	0	0	0	0	0	0	0	0	0
Kerala	2	0	0	0	0	0	0	1	1	0	0	0	0
Rajasthan	6	4	1	2	0	2	0	0	1	0	0	0	0
Haryana	1	0	0	0	0	0	0	0	0	0	0	0	1
Uttar Pradesh	6	1	0	0	1	2	1	0	0	0	0	0	0
Uttarakhand	2	0	0	0	0	1	0	0	0	0	0	0	0
Maharashtra	4	1	0	0	1	2	1	1	0	0	0	0	0
Gujarat	3	1	0	0	0	0	0	1	0	1	1	0	1
Manipur	3	1	1	1	0	0	0	0	0	0	0	0	0
Arunachal Pradesh	2	0	0	0	0	0	0	0	0	0	0	0	0
Bihar	6	2	0	0	0	4	1	1	0	0	0	1	0
Jharkhand	2	1	0	0	0	0	0	0	0	0	0	0	1
Madhya Pradesh	1	0	1	0	0	0	0	0	0	0	0	0	0
Punjab	1	1	0	0	0	1	0	0	0	0	0	0	0
Karnataka	4	3	1	0	0	1	0	0	1	0	0	1	3
Goa	1	1	0	0	0	0	0	0	0	0	0	1	0
Total	56	25	7	3	2	17	3	4	4	1	1	3	10

Average Number of Students Applied and Admitted per Schools

States	No. of Students Applied			No. of Students Admitted		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Orissa	3275	3410	4828	78	77	77
Chattisgarh	5876	13347	11454	79	79	76
Himachal Pradesh	2745	2873	2633	72	77	77
Jammu&Kashmir	871	987	876	69	70	87
Andhra Pradesh	2739	3787	5487	80	80	80
Kerala	1857	1927	1683	77	80	78
Rajasthan	3714	4013	3636	77	77	73
Haryana	2842	3678	2972	58	69	70
Uttar Pradesh	3042	3264	3512	68	75	67
Uttarakhand	3509	4137	3860	80	77	78
Maharashtra	8985	9125	8882	75	78	75
Gujarat	3768	3948	3565	73	78	74
Manipur	1231	1424	1448	80	79	80
Arunachal Pradesh	802	773	694	68	48	57
Bihar	2917	3227	3795	71	75	71
Jharkhand	2055	1725	2271	54	77	75
Madhya Pradesh	2061	2141	2083	80	78	77
Punjab	1527	1776	1871	80	80	80
Karnataka	3341	3299	3225	77	77	79
Goa	1684	918	972	53	52	66
All India	3380	3975	3971	73	75	74

Average Number of Students Passed with 75% and above Marks per JNV in Class X

Region	2007-08	2008-09	2009-10	2010-11	2011-12
Bhopal	31	43	45	54	59
Chandigarh	18	22	23	32	23
Hyderabad	55	56	50	64	63
Jaipur	24	28	26	33	35
Lucknow	26	27	41	35	38
Patna	46	43	28	48	50
Shilong	16	22	22	16	13
Pune	29	40	39	41	52
All India	32	37	35	42	45

Average Number of Students passed with 75% and above Marks per JNV in Class XII

Region	2007-08	2008-09	2009-10	2010-11	2011-12
Bhopal	20	24	21	30	27
Chandigarh	18	15	13	18	17
Hyderabad	22	32	31	29	32
Jaipur	14	24	25	26	27
Lucknow	9	16	15	16	17
Patna	14	15	27	27	23
Shilong	6	7	9	9	7
Pune	16	13	19	18	22
All India	15	19	21	23	23

Details of JNV Alumni Entering Professional Courses in 2009 and 2010

S. No.	Professional Course	Year	
		2009-10	2010-11
1	IIT	163	72
2	AIEE	116	109
3	Engineering	1916	1419
4	Bio-Tech.	36	30
5	MBBS	196	166
6	BAMS	17	6
7	Nursing	58	50
8	Pharmacy	30	36
9	Veternary	8	10
10	Agriculture	61	39
11	Other	587	528
12	Civil Service	4	3
13	Para-Medical	43	15
	Total	3235	2483

(Source: NVS Website)

Details of Pass % in NVS vis-a vis Other Schools in Class X

Year	CBSE	NVS	KVS	Independent
2001	66.6	87	81	85.4
2002	69.53	88.65	85.47	85.63
2003	68.02	88.5	84.64	83.39
2004	72.22	91.43	90.35	84.83
2005	74.6	90.82	89.62	85.87
2006	77.16	91.13	90.63	85.94
2007	84.44	96.41	95.64	91.81
2008	87.08	97.54	96.07	91.77
2009	88.44	97.84	96.35	91.89
2010	89.28	98.55	96.87	91.79
2011	96.61	99.52	99.3	98.75
2012	98.19	99.58	99.36	98.2

(Source: NVS Website)

Details of Pass % in NVS vis-a vis Other Schools in Class XII)

Year	CBSE	NVS	KVS	Independent
2001	75.2	84.2	83.7	82.9
2002	75.2	83.53	86.4	83.32
2003	73.59	85.26	88.57	81.07
2004	76	87.68	92.62	80.46
2005	77.8	87.08	92.47	81.28
2006	79.55	90.24	92.89	82.35
2007	80.64	90.11	93.14	82.29
2008	80.91	92.44	91	81.68
2009	81	94.09	91.32	80.94
2010	79.87	95.32	91.13	79.42
2011	80.88	96.86	93.42	80.71
2012	80.19	95.96	94.13	80.11

(Source: NVS Website)

Rating of Quality of Education in JNVs vis-à-vis Other Schools

Parameter	Rating	JNV	Other Schools
Method of Teaching	Excellent	37.9%	3.4%
	Very Good	48.2%	21.3%
	Good	11.8%	42.2%
	Satisfactory	1.2%	9.8%
	Poor	.7%	2.3%
	Very Poor	.0%	.3%
	No Idea/Dont Know/Not Aware	.2%	20.6%
Inculcation of Values/Culture	Excellent	24.4%	2.6%
	Very Good	50.6%	18.1%
	Good	18.7%	34.9%
	Satisfactory	1.8%	10.4%
	Poor	.1%	3.7%
	Very Poor	.2%	.4%
	No Idea/Dont Know/Not Aware	4.3%	29.9%
Awareness about Environment	Excellent	25.8%	3.8%
	Very Good	50.3%	19.8%
	Good	18.2%	29.5%
	Satisfactory	2.6%	11.8%
	Poor	.7%	4.4%
	Very Poor	.3%	1.9%
	Dont Know/Not Aware	2.1%	28.8%
Physical Education	Excellent	31.5%	3.5%
	Very Good	49.1%	16.6%
	Good	17.3%	30.4%
	Satisfactory	1.7%	15.0%
	Poor	.2%	5.0%
	Very Poor	.0%	2.2%
	No Idea/Dont Know/Not Aware	.3%	27.3%

Parameter	Rating	JNV	Other Schools
Sports Activities	Excellent	37.3%	5.2%
	Very Good	45.9%	16.4%
	Good	13.0%	30.4%
	Satisfactory	3.2%	15.2%
	Poor	.3%	5.9%
	Very Poor	.0%	1.8%
	No Idea/Dont Know/Not Aware	.2%	25.2%
Cultural Activities	Excellent	32.5%	8.1%
	Very Good	43.8%	18.5%
	Good	16.3%	24.1%
	Satisfactory	5.8%	11.2%
	Poor	.7%	7.8%
	Very Poor	.2%	2.7%
	No Idea/Dont Know/Not Aware	.8%	27.6%
Participation in NCC/ NSS/ Scouts/ Guides etc.	Excellent	25.1%	6.0%
	Very Good	36.2%	12.1%
	Good	21.8%	16.4%
	Satisfactory	3.6%	9.4%
	Poor	2.0%	7.6%
	Very Poor	4.7%	5.0%
	No Idea/Dont Know/Not Aware	6.6%	43.5%
Participation in Science Seminars/Fairs	Excellent	21.3%	6.2%
	Very Good	35.8%	14.0%
	Good	22.8%	17.0%
	Satisfactory	7.4%	9.1%
	Poor	2.9%	5.3%
	Very Poor	1.1%	5.1%
	No Idea/Dont Know/Not Aware	8.6%	43.4%

Rating of Quality of Infrastructure in JNVs vis-à-vis Other Schools

Parameter	Rating	JNVs	Other Schools
School Building	Excellent	31.5%	6.1%
	Very Good	38.3%	21.4%
	Good	21.9%	36.0%
	Satisfactory	4.3%	10.2%
	Poor	2.6%	5.3%
	Very Poor	.5%	1.5%
	No Idea/Dont Know/Not Aware	.9%	19.6%
Hostel facility	Excellent	21.6%	1.1%
	Very Good	45.8%	5.4%
	Good	22.0%	10.9%
	Satisfactory	7.9%	4.6%
	Poor	2.1%	2.2%
	Very Poor	.3%	2.0%
	No Idea/Dont Know/Not Aware	.3%	73.8%
Play Ground	Excellent	22.8%	2.9%
	Very Good	43.9%	16.0%
	Good	22.1%	30.1%
	Satisfactory	5.5%	14.2%
	Poor	4.5%	3.5%
	Very Poor	.9%	2.1%
	No Idea/Dont Know/Not Aware	.3%	31.1%
Library	Excellent	31.9%	4.4%
	Very Good	40.7%	13.6%
	Good	20.6%	23.0%
	Satisfactory	4.2%	10.9%
	Poor	1.6%	5.8%
	Very Poor	.4%	3.2%
	No Idea/Dont Know/Not Aware	.5%	39.1%
Classroom Furniture	Excellent	23.3%	5.7%
	Very Good	38.9%	20.2%
	Good	29.4%	21.8%
	Satisfactory	4.5%	11.5%
	Poor	2.3%	5.0%
	Very Poor	.2%	1.3%
	No Idea/Dont Know/Not Aware	1.4%	34.5%

Parameter	Rating	JNVs	Other Schools
Modern Teaching Aids_computers	Excellent	15.8%	3.9%
	Very Good	29.8%	8.7%
	Good	23.4%	11.0%
	Satisfactory	5.7%	7.1%
	Poor	6.4%	5.2%
	Very Poor	3.4%	2.1%
	No Idea/Dont Know/Not Aware	15.5%	61.9%
Modern Teaching Aids_TV's	Excellent	7.0%	.8%
	Very Good	19.6%	3.5%
	Good	17.1%	4.4%
	Satisfactory	8.4%	5.0%
	Poor	3.9%	3.1%
	Very Poor	7.2%	3.0%
	No Idea/Dont Know/Not Aware	36.7%	80.2%
Modern Teaching Aids_Radios	Excellent	2.1%	.1%
	Very Good	9.5%	.9%
	Good	2.6%	1.1%
	Satisfactory	1.1%	.5%
	Poor	2.0%	.5%
	Very Poor	14.8%	3.9%
	No Idea/Dont Know/Not Aware	67.9%	93.1%
Modern Teaching Aids_Live conferencing through Interner/ teleconferencing	Excellent	1.5%	.1%
	Very Good	4.3%	.7%
	Good	4.2%	.8%
	Satisfactory	1.0%	.2%
	Poor	1.0%	.3%
	Very Poor	13.8%	3.6%
	No Idea/Dont Know/Not Aware	74.2%	94.4%

Rating of Results in JNVs vis-s-vis other Schools

Parameter	Rating	JNVs	Other Schools
Results of Class XII	Excellent	15.4%	1.5%
	Very Good	30.9%	13.3%
	Good	13.2%	15.9%
	Satisfactory	1.8%	4.4%
	Poor	1.3%	1.7%
	Very Poor	.9%	.4%
	No Idea/Dont Know/Not Aware	36.5%	62.8%
% Students Medical/ Engineering/Profession al Entrance Exams	Excellent	7.4%	1.7%
	Very Good	16.6%	11.2%
	Good	11.7%	6.5%
	Satisfactory	3.5%	3.2%
	Poor	1.6%	1.3%
	Very Poor	1.0%	.9%
	No Idea/Dont Know/Not Aware	58.2%	75.3%
% of Students Joining Defence/Other Uniformed Forces	Excellent	3.9%	.5%
	Very Good	11.3%	4.2%
	Good	6.8%	3.5%
	Satisfactory	3.3%	2.6%
	Poor	2.6%	2.0%
	Very Poor	.9%	1.1%
	No Idea/Dont Know/Not Aware	71.3%	86.1%

Annexure-15.6

Participation of JNV Students in Extra Curricular Activities (%)

SI No.	Activities	Percentage
1	Cultural Activities	98.2
2	Sports Activities	99.2
3	NCC/NSS	72.9
4	Scouts and Guide	89.5

Annexure-15.7

Average Number of Students passed with 75% and above Marks per JNV in Class XII

States	2007-08	2008-09	2009-10	2010-11	2011-12
Orissa	9	20	16	25	21
Chattisgarh	36	36	30	40	37
Himachal Pradesh	29	26	14	31	28
Jammu & Kashmir	4	7	10	12	10
Andhra Pradesh	10	8	16	12	10
Kerala	31	49	39	45	44
Rajasthan	15	22	22	27	30
Haryana	10	31	42	15	9
Uttar Pradesh	6	14	13	13	16
Uttarakhand	18	23	22	23	21
Maharashtra	18	16	25	22	23
Gujarat	15	12	16	14	21
Manipur	7	11	17	16	11
Arunachal Pradesh	6	3	2	3	3
Bihar	17	18	34	33	27
Jharkhand	5	5	6	9	10
Madhya Pradesh	12	8	13	19	22
Punjab	24	8	18	5	9
Karnataka	21	30	31	26	32
Goa	10	9	4	16	22
All India	15	19	21	23	23

Average Number of Students passed with 75% and above Marks per JNV in Class X

State	2007-08	2008-09	2009-10	2010-11	2011-12
Orissa	24	43	39	45	58
Chattisgarh	41	45	58	63	63
Himachal Pradesh	28	33	29	21	21
Jammu & Kashmir	11	17	22	30	31
Andhra Pradesh	67	57	75	73	66
Kerala	61	58	61	68	73
Rajasthan	21	30	29	37	36
Haryana	37	17	7	9	33
Uttar Pradesh	24	31	46	38	39
Uttarakhand	32	17	27	28	36
Maharashtra	36	50	54	53	65
Gujarat	25	32	30	36	45
Manipur	25	39	36	17	12
Arunachal Pradesh	8	6	9	15	15
Bihar	54	51	29	47	50
Jharkhand	23	19	25	53	47
Madhya Pradesh	23	32	29	60	53
Punjab	14	13	15	57	13
Karnataka	50	55	39	59	57
Goa	13	20	8	11	20
All India	32	37	35	42	45

Average Number of Students passed with below 45% Marks per JNV in Class X

Region	2007-08	2008-09	2009-10	2010-11	2011-12
Bhopal	1	0	0	1	0
Chandigarh	3	0	0	1	0
Hyderabad	0	0	0	0	3
Jaipur	3	12	2	0	1
Lucknow	1	1	3	3	0
Patna	2	3	1	0	1
Shilong	22	21	17	26	13
Pune	1	0	1	1	0
All India	3	4	2	3	2

Average number of Students passed with below 45% Marks per JNV in Class XII

Region	2007-08	2008-09	2009-10	2010-11	2011-12
Bhopal	1	0	1	0	1
Chandigarh	1	1	0	1	1
Hyderabad	0	0	0	0	0
Jaipur	12	4	0	1	0
Lucknow	2	0	0	2	4
Patna	3	1	2	1	0
Shilong	20	17	21	20	21
Pune	1	1	1	1	1
All India	4	2	2	2	2

Average Number of Students passed with below 45% Marks per JNV in Class X

States	2007-08	2008-09	2009-10	2010-11	2011-12
Orissa	1	0	0	1	0
Chattisgarh	0	0	0	0	0
Himachal Pradesh	0	0	0	2	0
Jammu&Kashmir	5	1	0	0	0
Andhra Pradesh	0	1	0	0	0
Kerala	0	0	0	0	0
Rajasthan	3	14	1	0	1
Haryana	0	2	10	0	0
Uttar Pradesh	2	1	4	1	0
Uttarakhand	0	0	0	7	0
Maharashtra	0	0	0	0	0
Gujarat	2	0	2	1	0
Manipur	26	21	21	49	21
Arunachal Pradesh	19	22	12	3	5
Bihar	1	3	1	0	2
Jharkhand	5	3	1	0	1
Madhya Pradesh	4	0	1	0	0
Punjab	4	0	0	0	1
Karnataka	0	1	0	0	5
Goa	3	1	0	1	0
All India	3	4	2	3	2

Annexure-15.11

Average Number of Students passed with below 45% Marks per JNV in Class XII

States	2007-08	2008-09	2009-10	2010-11	2011-12
Orissa	2	1	1	0	1
Chattisgarh	0	0	1	0	1
Himachal Pradesh	0	0	0	2	0
Jammu & Kashmir	3	4	1	2	2
Andhra Pradesh	0	0	0	0	0
Kerala	0	1	1	0	0
Rajasthan	14	4	0	1	1
Haryana	0	0	0	0	0
Uttar Pradesh	2	0	1	3	5
Uttarakhand	0	0	0	0	0
Maharashtra	0	0	0	0	0
Gujarat	2	1	1	2	1
Manipur	38	31	38	37	36
Arunachal Pradesh	2	2	5	2	6
Bihar	3	1	3	1	0
Jharkhand	3	0	2	0	1
Madhya Pradesh	0	0	0	0	0
Punjab	0	0	0	0	0
Karnataka	1	0	0	0	0
Goa	0	0	0	0	0
All India	4	2	2	2	2

Educational Profile of the Mothers of the Students Studying in JNVs (%)

States	Illiterate	Up to Primary	Up to Middle School	Up to HSC (Class XII)	Diplome/ Degree and above
	Mean	Mean	Mean	Mean	Mean
Orissa	11.53	18.28	24.68	34.59	10.92
Chattisgarh	8.00	14.67	24.67	34.33	11.67
Himachal Pradesh	30.25	33.89	22.34	10.27	3.60
Jammu&Kashmir	46.82	28.63	20.85	1.87	1.87
Andhra Pradesh	15.00	20.00	25.00	25.00	15.00
Kerala	1.13	2.88	15.50	44.00	36.50
Rajasthan	51.88	24.59	8.42	20.93	7.80
Haryana	65.00	10.00	20.00	5.00	.00
Uttar Pradesh	18.34	19.94	19.79	26.46	15.45
Uttarakhand	17.66	22.09	21.37	25.98	12.91
Maharashtra	2.41	6.00	23.21	23.98	19.18
Gujarat	11.70	11.24	25.92	28.33	22.81
Manipur	21.45	25.06	36.84	10.00	6.65
Arunachal Pradesh	44.75	18.75	15.00	34.00	5.00
Bihar	28.15	24.15	13.45	25.09	9.16
Jharkhand	13.62	29.40	35.50	20.86	.22
Madhya Pradesh	27.87	22.42	24.84	17.57	7.27
Punjab	5.00	20.00	30.00	43.00	2.00
Karnataka	4.43	11.58	17.78	40.61	25.55
Goa	12.70	12.70	26.49	34.87	13.24
All India	21.75	18.90	20.91	25.88	12.56

Admission Procedure in JNVS – Classes VI, IX and XI

Admissions

Admission to Jawahar Navodaya Vidyalayas (JNVs) is made through National Level Competitive Examination conducted by Central Board of Secondary Education and the children are admitted at class VI level. Children are also being admitted against the vacant seats in class IX and in class XI also through Regional Level Examination/Marks in the previous qualifying examination. Education in Navodaya Vidyalayas is free of cost. A total of 75% of seats are reserved for rural children and a minimum of 33% of seats are reserved for girls. SCs/STs also have due reservations of 15% & 7.5% respectively. The Scheme envisages establishment of JNVs, one in each district of the country.

The medium of the test is in 21 Indian languages and is largely non-verbal and objective in nature and is so designed that talented children from rural areas are able to compete without suffering a disadvantage. All the children who have studied in and passed from Class V from any recognized school of that district and are between 9 to 13 years of age are eligible to appear JNVST for Class VI. As per the Scheme, a maximum of 80 students can be admitted in Class VI per year in a JNV. However, in view of shortage of accommodation in some Vidyalayas, it is restricted to 40 only.

A. Procedure For Admission in Class VI

Admissions to JNVs take place based on a selection test designed and conducted by the CBSE. The test, called the Jawahar Navodaya Vidyalayas Selection Test (JNVST) is of non-verbal nature, class neutral and so designed as to ensure that talented children from the rural areas are able to compete without facing any disadvantages. Because of the poor communication facilities in rural areas, special care is taken to ensure that children from far flung rural areas get admission forms free of cost without any problem. Sufficient publicity is done through Doordarshan, All India Radio, local newspapers, pamphlets, visits of Principals and teachers of Navodaya Vidyalayas to the local schools of the district. As a result, rural areas are becoming aware of the Navodaya Vidyalaya Scheme.

A. (i) Eligibility Conditions (Class VI Admission)

To appear at the Selection Test, a candidate has to fulfill the following eligibility conditions:

- 1) Only candidates from the district where the JNV has been opened is eligible to apply for admission. However, in a district where the JNV has been opened and is bifurcated at a later date, the old boundaries of the district are considered for the purpose of eligibility for

admissions in JNVs. This applies to cases where new Vidyalaya has not been started yet in the newly bifurcated district.

2) A candidate appearing for the Selection Test must be studying in Class V in a Government/Government-Aided or other recognized school or schools under Schemes of "Sarva Shiksha Abhiyan (SSA) " or 'B' certificate competency course of National Institute of Open Schooling (NIOS) in the same district where he/she is seeking admission in the just preceding academic session for which Selection Test is conducted. Actual admission in Class VI in the session is, however, subject to the condition of having passed Class V before admission.

A school will be deemed to be recognised if it is declared so by the Government or by any other agency authorised on behalf of the Government. The schools under SSA are to be sponsored by Govt. Of India or Govt. authorised agencies. Schools where students have obtained 'B' certificate under NIOS should have accreditation of NIOS. A candidate must successfully complete Class-V.

3) A candidate seeking admission must be between the age group 9-13 years on 1st May of the year of admission for which the Selection Test is conducted. This applies to all categories of candidates including those who belong to the Scheduled Castes and Scheduled Tribes.

4) A candidate claiming admission from rural quota must have studied and passed class III, IV & V from Government/Government Aided/recognized schools spending one full academic session each year in a school located in Rural area. Such conditions, however, are not applicable to those candidates who apply from urban quota.

5) A candidate who has studied in a school located in an urban area, even for a part of session in any of the classes III, IV, and V or passes any one or more of these classes from such a school as above is considered as an urban candidate. Urban areas are those, which are so defined in the 2001 census or in subsequent Government notification. All other areas are considered rural.

6) A candidate who is not promoted to Class V before 30th September, is not eligible to apply.

7) No candidate is allowed to appear in the selection test, for the second time under any circumstances.

The parents of the children who qualify the Selection Test will have to submit following at the time of admission. The conditions are applicable to all the candidates irrespective to their caste/gender.

- i) Affidavit/Residence Certificate in prescribed proforma in addition to other documents demanded by the concerned Vidyalaya.
- ii) For candidates seeking admission under rural quota, the parents will also have to submit an affidavit to the effect that the child is studying in an Institute located in a notified rural area and that they are residing in a notified rural area.

A. (ii) Reservation

- (a) At least candidates selected from rural areas fill 75% of the seats in a district and remaining seats are filled from the urban areas of the district.
- (b) Reservation of seats in favour of children belonging to Scheduled Castes and Scheduled Tribes is provided in proportion to their population in the concerned district provided that no district, such reservation will be less than the national average (15% for SC and 7.5% for ST) but subject to maximum of 50% for both the categories (SC & ST) taken together. These reservations are interchangeable and over and above the candidates selected under open merit.
- (c) Efforts are made to ensure that one-third of the total seats are filled up by girls.
- (d) There is a provision for reservation of 3% seats for disabled children (i.e. Orthopedically Handicapped, Hearing Impaired and Visually Handicapped).

A. (iii) Composition of JNVST at Class –VI

The medium of instruction will be any of the the following 21 languages:

Medium/ Languages in which JNVST is Conducted

1.	Assamese
2.	Bengali
3.	Bodo
4.	English
5.	Garó
6.	Gujarati
7.	Hindi
8.	Kannada
9.	Khasi
10.	Malayalam
11.	Manipuri
12.	Maráthi
13.	Mizo
14.	Nepali
15.	Oriya
16.	Punjabi
17.	Sindhi (Arabic)
18.	Tamil
19.	Telegu
20.	Urdu
21.	Sindhi (Devanagri)

Exam Papers of JNVST Class VI:

Subject	Time (in Mins)	Weightage (in %)
Mental Ability	60	50
Arithmetic	30	25
Language	30	25

B. Lateral Admission to Class IX

Though admission to these Vidyalayas is at Class VI level, but in order to make optimum use of infrastructure and staff facilities available in the Jawahar Navodaya Vidyalayas, the vacant seats at Class IX level are also filled up through a Selection Test. While education in these Vidyalayas is free with boarding, lodging, uniforms and textbooks upto Class-VIII, a nominal fee of Rs.200/- per month is collected from the children from IX to XII Class. However, children belonging to SC/ST, Girls and those from the families of below poverty line, are exempted from payment of fees.

Vidyalaya wise vacant seats in class IX are being notified. The eligible candidates may apply for their admission to class IX in prescribed application form, which can be obtained free of cost from the office of the Principal of Jawahar Navodaya Vidyalaya of the concerned district and also downloaded from the NVS website.

Duly filled-in application forms for Class IX selection test must reach the office of the Principal, Jawahar Navodaya Vidyalaya of the concerned district on prescribed dates as notified through registered post with A/D. If the candidate prefers to submit Application Form in person, he/she is required to get the acknowledgement receipt from the office of the Principal of Jawahar Navodaya Vidyalaya.

Admit Cards for appearing in the Selection Test are issued to the candidates on notified dates, well in advance of the examination. The candidate may contact to the office of the Principal of Jawahar Navodaya Vidyalaya for the same.

Results of the Selection Test are notified on the Vidyalaya Notice Board as well as published in selected local newspapers. Selected candidates are also intimated by post.

B.(i) Eligibility Conditions (Class IX Admissions)

- 1) Only those candidates are eligible for the selection test who have studied or have been studying in Class VIII in one of the Govt./Govt. recognized schools of the district where the Jawahar Navodaya Vidyalaya is functioning.

- 2) Candidates seeking admission must be in the age group 13-16 years on 1st May of the year of admission for which the Selection Test is conducted. This applies to all categories of candidates including those belonging to SC/ST community.
- 3) Medium of Instruction for Examination is English/Hindi.

Navodaya Vidyalaya Samiti reserves the right to refer any candidate to medical board for confirmation of the age in case of any doubt on age certificate produced by the candidate before the admission is given.

B.(ii) Composition of Test for Class IX

Admission Test consists of questions of Class VIII standard in following subjects:

Subject	Total Marks
01. English	15
02. Hindi	15
03. Maths	35
04. Science	35
Total Marks	100

The test is conducted in objective/descriptive type and is of 3 hours duration without any break.

Centre for the Class IX examination will be the JNV of the concerned district. The existing vacant seats in the SC/ST category are reserved for the SC/ST students as notified by the Regional Office/concerned Jawahar Navodaya Vidyalaya.

B.(iii) Selection in Class IX

- Mere qualifying in the selection test will not vest any right to secure admission in the Jawahar Navodaya Vidyalaya till the candidate produces all the relevant documents such as date of birth certificate, pass certificate of class VIII with mark sheet, SC/ST certificate etc. as prescribed by the Navodaya Vidyalaya Samiti.
- **Details of the marks obtained in the test will not be communicated and there is no provision for their re-checking/re-totaling etc.**
- Candidates will be considered for the admission only for that Jawahar Navodaya Vidyalaya for which he/she has appeared for the Selection Test.

- At the time of admission, candidates belonging to Scheduled Castes (SCs) and Scheduled Tribes (STs) categories will have to produce the required Scheduled Caste/Tribe Certificate issued by the competent authority.
- In case of any dispute, the decision of NVS will be final and binding on the candidates.

C. Lateral Admission to Class XI

- The vacant seats available in each JNV is notified every year in the local newspapers by the concerned JNV. The admissions in Class XI is completed by 15th July every year.
- Admission are made on the basis of performance of students in Class X Board Examinations certificate by CBSE / State Education Board.
- Newly admitted students have to undergo medical check up by the Vidyalaya Doctor. Students suffering from infectious disease/serious ailments shall not be admitted.
- Ten days orientation programme will be arranged for newly admitted students to bridge the learning gaps and to adapt them for new environment.

C.(i) Scheme of Studies

Streams available in Jawahar Navodaya Vidyalayas will be allotted to students as per the following criteria:

(A) Science with Mathematics

- (i) 50 % marks in Mathematics, and
- (ii) 50 % marks in Science, and
- (iii) 55 % marks in Mathematics and Science taken together , and
- (iv) 50 % marks in aggregate of all subjects

(B) Science without Mathematics

- (i) 55 % marks in Science, and
- (ii) 50 % marks in aggregate of all subjects

(C) Commerce Stream

- (i) 45 % marks in aggregate of all subjects, and
- (ii) 50 % marks in mathematics, if Mathematics is offered as compulsory subject in this stream.

(D) Humanities Stream

There is no restriction of marks for admission to Humanities Stream. However, in case a student officers Mathematics, he/she must have secured at least 50 % marks in this subject in class X.

(E) Bio-Technology

A minimum of 55 % marks in Science in class X and 50 % marks in aggregate.

(F) Vocational Steam

There is no restriction of marks for admission to vocational streams.

C.(ii) Relaxation of Marks for Admission to Science/Commerce Streams in Class-XI

It may be ensured that weightage is given to the eligible Sports/NCC/Scout/Guide students for admission to various streams in Class-XI in accordance with the following norms:

Games & Sports	NCC	Scouting & Guiding	Adventure	Exhibition	Relaxation of Marks for admission to Science/ Commerce streams
Participation at SGFI equivalent level	'A' Certificate and participation in Republic Day Parade	President's Badge Holder with 6 proficiency Badges/ P.M. Rally	NIL	Participation in National Level Exhibitions organized by NCERT	7 Marks
Participation at National / State level	'A' Certificate and best Cadet in District/ State level camp	Ist Class with 7 (seven) Proficiency Badges	NIL	Participation in National Level Exhibitions organized by NVS	5 Marks
Participation at regional level	'A' Certificate	Ist Class Scout / Guide	Participation in atleast one, 10 days adventure activity organized by recognized adventure institute.	Participation in Regional Level Exhibitions organized by NVS	2 Marks

* Relaxation may be given at one level only.

C.(iii) How to apply for admission in Class-XI in Jawahar Navodaya Vidyalaya

- The Principal of the concerned JNV shall work out vacancies in various streams of Class-XI immediately on receipt of CBSE result in respect of this Vidyalaya
- The vacant seats available in each JNV will be notified in local newspaper by the concerned JNV.
- The Prospectus-cum-Application form containing detailed instructions can be obtained free of cost from the office of Principal, Jawahar Navodaya Vidyalaya and office of District and Block Education Officers of the District.
- Application forms filled in all respect are to be submitted to the office of Principal, Jawahar Navodaya Vidyalaya of the concerned District either through Registered post or in person by the specified date.

C.(iv) Eligibility for Admission in Class XI

- Students seeking admission to Class XI must be in the age group 14-18 years as on 1st July, of the year of admission.
- The candidate must have passed Class X from a recognised (affiliated to CBSE or any other State Education Board) of the district where the JNV is located during the academic session, of the year of admission.
- The merit list will be prepared as per marks obtained by the applicant in the Class X Board Exam and the admission will be given as per eligibility of candidate and the seats available in the JNV concerned.
- The candidates must have reasonable competency in English and Hindi.
