Subject: Wellbeing House as a part of Student House System in Government Schools.
Reference: Circular No. DSEJ/GEN/21860-84 dated: 04.07.2019

CIRCULAR

Apropos the subject and reference cited above, in this regard vide circular no. DSEJ/GEN/21860-84 dated 04.07.2019, three houses namely Eco, Peace and Wisdom under Student House System have already been implemented in all the government schools of Jammu Division for inculcation of these qualities and attributes for overall and sustainable development of the children.

Besides this, there is a need of fourth house namely “Wellbeing House” to complete monthly (04 weeks) house-wise activities.

Pertinent to mention here that following reports/acts/contexts necessitates the implementation of Wellbeing House in government schools of Jammu Division:

- Manodarpan- An HRD initiative for providing psychosocial support to students
- COVID Pandemic (Stress, anxiety and mental trauma)
- As per the UN World Happiness Report 2021, India has secured the 139th spot out of 149 countries in the world
- New National Education Policy (NEP), 2020

As such, through the medium of this circular it is enjoined upon all the Chief Education Officers to pass on strict instructions to all the ZEOs/HOIs at HSS/HS/UPS/PS to implement the “Well Being House” under Student House System in all the Govt. Schools of Jammu Division. In the event of school closures due to COVID pandemic, wellbeing house activities can be conducted through online mode.

Enclosures: 01 Leaf “Annexure - A”

(Dr. Ravi Shankar Sharma) KAS
Director School Education
Jammu

Copy to the:

1. Administrative Secretary, School Education Department Govt. of J&K UT, Civil Secretariat Jammu for information.
2. Joint Director (All), School Education Department for information.
3. Chief Education Officers (All), for information and necessary action.
4. Principal DIET (All), for information.
5. Romesh Kumar, Head Counselling Cell DSEJ for information.
6. I/C Website for uploading on website.
“Annexure-A”

Objectives and Activities of Wellbeing House:

Well-being House:

Well being can be defined as “a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity” (WHO). The enhancement of student wellbeing is emerging as an important approach to the development of students’ social, emotional and academic competence and a significant contribution to the ongoing battle to prevent youth depression, suicide, self-harm, antisocial behaviour (including bullying and violence) and substance abuse. Mental and physical wellbeing is the key to a happier, more productive sociable student who will have a greater understanding of how to work well with others and manage their time effectively. Well-being is also connected with teaching and education, and with learning and achievements.

Objectives of the Well-being House:

- To provide guidance and counselling/ psychosocial support to students and teachers
- To work towards ensuring positive mental health of students and teachers.
- To sensitize children and teachers about health, hygiene and fitness issues.
- To work towards creating a safe, secure and happy environment for children.
- Ensuring inclusive education in schools.
- To sensitize teachers about issues of children with special needs (CWSN).
- To sensitize children and teachers about child protection issues.
- To impart value, peace and adolescent education.
- Adopting strengths-based approach in group counselling sessions.
- Motivating students to adopt healthy lifestyle measures.
- Increasing student motivation and engagement.
- Work towards decreasing problem behaviour at school.

Activities:
1. Carrying out activities included in annual counselling calendar DSEJ.
2. To select and train well being champions/peer counsellors.
3. To undertake physical fitness, Yoga, meditation, mindfulness activities.
4. To screen short movies/ motivational videos on different counselling themes for students.
5. To hold health/mental health screening camps in schools.
6. To develop simple info-graphics/videos on counselling themes for dissemination among students.
7. To observe safe Saturdays in schools.
8. To conduct open houses in schools for listening/attending student grievances/queries.
9. To install student suggestion boxes.

Note: Content, instructions and mode of deliverance will be provided by counselling cell DSEJ for carrying out various activities from time to time.
Government of Jammu & Kashmir  
DIRECTORATE OF SCHOOL EDUCATION, JAMMU

Subject: Student House System (SHS) in Govt. Schools.

CIRCULAR

The House system is of great importance to school life. It inculcates the spirit of healthy competition among students and encourages it within the school. Having house system in a school can leverage execution of individual as well as group activities along with ensuring a more managed and efficient group of students. The House System can be extended into both scholastic and co-scholastic activities in a school. The inter-House activities provides with an opportunity to participate in representative sport, music and other activities with the aim of raising self-esteem, developing self-confidence and giving opportunities for leadership and teamwork beyond those already available within school.

In order to practice “School House System” in all the Govt. schools falling in Jammu division it has been decided to establish the houses in uniformity across the division i.e. three Houses named Eco, Peace and Wisdom; these names/houses represent certain qualities & attributes. It’s the necessity of the time to practice all these qualities in our children for sustainable development to better life style in near future as compared to how we live in today.

As such, through the medium of this circular it is enjoined upon all the Chief Education Officers to pass on strict instructions to all the ZEOs/HOIs at HSS/HS/UPS/PS to implement the Student House System in all the Govt. schools. The detailed draft/outline for functioning of the houses is enclosed herewith as Annexure-A.

(Anuradha Gupta) KAS  
Director School Education,  
Jammu  
Dated 04-07-2019

Copy to the:

1. Commissioner /Secretary to the Government, School Education Department, Civil Secretariat, Srinagar for favour of information.
2. Joint Directors, School Education (all) for information and necessary action.
3. Chief Education Officer(s)_________(all), Jammu Division for information and necessary action.
4. Principal DIET(s)_________(all), Jammu Division for information and necessary action.
Annexure-A to this office Circular No. 21860-84 Dated 09-07-2019

Draft-Outline for House system to be practiced in Govt. Schools:
This section elaborates upon the procedure to institute as well as run House System in a school.

For smooth implementation of the House System, school is divided into a number of houses and each student is allotted to a house. Houses may compete with one another at sports and maybe in other ways, thus providing a focus for group loyalty or teamwork. Any motivated master/teacher of the school could become the House Master/Co-ordinator for the different Houses to be established in the school.

(A) Objectives of the Student House System:
- Bring in place an effective system of managing school level activities.
- To ensure participation of all the students in school activities and enhance leadership skills and confidence of students.
- A sense of belonging within the school community.
- Opportunities to develop social, intellectual, physical and practical skills.
- A sense of achievement both inside and outside the classroom.
- Fun & excitement through competitions.
- Leadership opportunities.
- An awareness of the individual and collective responsibility.

(B) Process:
1. Depending upon the school enrolment, at least 3 Student Houses to be formed in a school.
2. Each house is given a different color—such as red, green, blue, yellow. These colors and name of the houses can be used as a distinguishing factor for the houses and also can be used for different house banners/flags etc.
3. As a mark of distinction amongst the house member, the school may decide to use ribbons of house specific colors to be worn by the members as rubber bands or ties or any other marker as suited by the school.
4. The composition of the houses should be such that students with different attributes are evenly divided across the houses. This can
be a one-time process done by respective class teachers. Students can remain part of the same house until Pass-out from the school.

5. Various activities can be conducted house wise ensuring opportunity of participation for all the students. These activities can include both scholastic (academic) and co-scholastic ones.

6. Different activities and competitions should be conducted at house level. The HOI of the school and Housemasters will be taking the lead in conceptualizing various competitions/activities. These competitions/activities can be organised house-wise to ensure participation of a larger number of students. While the activities and events will be managed by the students, each House shall be mentored by a teacher, mentor (counsellor/coordinator/House Master).

7. Each house to have a captain and a vice-captain to lead the house members (at least 50-50 representation of girls and boys). They can be appointed by the house mentors (teacher) based on aspects such as-
   - Attendance
   - Academic Performance
   - Prior Participation in school activities
   - Leadership qualities/Potential to lead the team

8. A process to nominate the next captain and vice-captain should be established such that a successor is appointed before beginning of the next academic year. It is suggested that the vice-captain takes over as captain for the subsequent academic session while a new vice-captain can be appointed in the new academic session. This would ensure development of strong leadership attributes amongst the selected students as they will serve as leaders for two continuous years. In case, the house mentor feels vice-captain of a specific house is not able to perform in the expected manner, same can be replaced in the next academic year instead of being appointed as captain.

9. An investiture (inauguration/swearing-in) ceremony may be organised by the House in-charge during the school assembly/special event for all the members. Half-day induction may be organised for all the captains and vice-captains wherein their responsibility will be shared. They will be detailed about the functioning, meeting, planning and rewards.

10. Each class to have two house representatives for each house. These representatives can serve as the core group for the respective House Captain and vice-captain to convey any relevant information about their respective classes.
(C) Declaring House of the year Award:
1. An annual recognition procedure for the houses be organised in the last quarter of the academic year in a special event/ special assembly/ Mega PTM etc.
2. A handing over ceremony for the House leaders may also be organised during the same event.

(D) Selecting House of the year:
1. Each House to be given points for their performance in different activities and events throughout the academic year. These points will be given by the House mentor (or someone external from the houses).
2. The aspects to be considered for evaluating performance of a house may include-participation in activities, attendance, punctuality, cleanliness, awards won and other scholastic and co-scholastic activities etc.
3. Two types of display charts or boards be placed in the school-
   1. In classroom: Every classroom to have a display chart illustrating performance of students from respective houses.
   2. In school corridor: A display chart for overall performance of a house be placed in the corridor. This chart can be used to update points received by a House.
4. Point system: As suggested in the previous points, each house can be given points for their achievements. A school may decide to give 5,3,2 points to Top 3 individual rank holders out of 5 points in a specific event respectively. Similarly, 10,7,5 points can be given to Houses out of 10 points holding Top 3 positions respectively in group events.
5. Schools can define their point system as suited. At the end of the academic year total points received by a house would determine House of the year.

Following format can be adopted to record the points received by respective Houses

<table>
<thead>
<tr>
<th>House Name</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>So on..</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eco</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...so on..</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(E) House on duty: Weekly duties may be assigned to different houses to manage all activities in morning assembly thereby providing chances for larger participation of children. House on Duty may be displayed on a visible place in school premises.
(F) **House Diary:** House Captains shall maintain the House diary to record the activities taken or to be taken by the house. Record of counselling sessions with House Masters/mentors and discussions may also be the part of House Diary.

(G) **Role & Responsibilities of House Master/Mentor/Coordinator:** The in-charge plays a key role in the implementation of the scheme. He/She should encourage students to be active participants of the house. He/She should take up imaginative steps to implement the activities suggested in this draft which are relevant to respective houses. Main responsibilities of the in-charge Teacher are reflected hereunder:-

- To assemble all the house members /children every week for one hour at least and take up some activity.
- To encourage students to suggest additional activities for the following weeks and make a list of same. Make necessary arrangements for their practical execution in consultation with the HOI (Principal/Headmaster)
- Send Monthly consolidated report of the activities to the concerned Zonal Education Officers/Chief Education Officer.
- To enlist all the activities undertaken during the month and showcase the progress on a visible place in the school premises.
- Set goals and objectives for the forthcoming session.
- To guide children to take active participation in all the inter house activities viz a viz daily morning assemblies.

> **To suggest to improve the functioning of Student House System in Govt. schools.**

**Houses in School system with their mottos:**

(A) **Eco-House:** The students belonging to the Eco house shall be empowered to participate and take up meaningful environmental activities and projects. Being a part of this house, students can reach out to influence; their parents and neighbourhood communities to promote sound environmental behaviour. The Students will be able to explore environmental concepts and actions beyond the confines of a syllabus or curriculum. The Eco-House in each school may be a group of students motivated to learn about the environment and to take action to improve their immediate environment. Eco-house may also provide a wonderful opportunity to help generate awareness, build attitude and enable students to take up activities in the real world, in a way that the constraints of the classroom and curriculum won’t allow.

**Objectives:**
- Students will become Eco-Champions.
- Declaring schools as Eco-friendly place viz a viz Polythene Free Zones, campaigning for GO-Green.
- To educate the students about their environment.
- To create a clean and green consciousness among students through various innovative methods.
- To mobilize students towards scientific enquiry into environmental problem.
- To involve them in efforts to preserve environment.
- To motivate students how to imbibe habits and life style for minimum waste generation.
- To impart knowledge to school children, through hands-on experience, about their immediate environment, interactions within it and the problems therein.
- To inculcate proper attitude towards the environment, and its conservation through inter-house interactions.
- To sensitize children to issues related to environment.
- To promote logical and independent thinking among children so that they are able to make the right choices in a spirit of scientific inquiry.
- To impart knowledge to community through youth about eco friendly practices like non-chemical pest management, stall feeding of animals to protect pastureland from overgrazing, use of energy-efficient devices or use of solar energy.

**Activities:**

1) To beautify selected surrounding areas with plants and flowers and put campaign boards to create awareness.

2) To undertake school campus greening activities-Growing and maintaining vegetable (Kitchen) Garden, herbal garden, Tree Plantations etc.

3) To conduct cleanliness drives both within and outside the school campus.

4) Sensitize the students to minimize the use of plastic bags, not to throw them in public places as they choke drains and sewers, cause water logging and provide breeding ground for mosquitoes.

5) Hand-washing programmes.

6) Promote ethos of conservation of water by minimizing the use of water.

7) Rain Water Harvesting: Rain water harvesting for water conservation, water can be collected, purified and used for various maintenance purposes in the school like in Toilets, Cleanliness etc.

8) Displaying charts in classrooms regarding environment protection.

9) Make Use of Dustbins a habit.

10) Make it a rule that none be seen with any kind of unhygienic and unclean things nearby.

11) To Organise Seminars, debates, lectures, popular talks, competitions, rallies, marches, human chains and street theatre and folk dance performances at public places with a view to spread environmental awareness (especially on March 21-World Forestry

12) To make school campus clean through Waste Management.
13) Learn to make herbal dyes and cosmetics.
14) Start and maintain a small herbarium, seed bank, arboretum, etc. in school.
15) The young children may be asked to observe the rituals connected with various festivals, including local religious festivals, and the impact of certain practices on the environment (such as idol immersion in ponds and tanks, disposing of waste in a manner that is threatening to long term environmental health, etc.) Plan eco-friendly rituals that support religious belief as well.
16) Design and exhibit models of an eco-friendly school.

(B) Peace -House:
Peace -house in schools shall promote the knowledge, skills and attitude among students that will help them either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace. The basic learning needs comprise not only essential tools such as literacy and numeracy, but also the knowledge, skills, attitudes and values required to live and learn with dignity and to participate in co-curricular activities. Educating for peace is concerned with helping the students to recognize the many forms and causes of violence and to promote values and skills for living in society. Students will get motivated to take responsibility of their own behaviour and actions; to handle conflict resolution and make good sustainable choices in their everyday environment that adds to a peaceful coexistence. Peace is a prerequisite for a good learning process.

Objectives:
- Students will become Peace-Champions
- Teaching students the information, attitudes, values, and behavioural competencies needed to resolve conflicts without violence and to build and maintain harmony in teamwork.
- Investigate the causes of conflicts and violence embedded within perceptions, values and attitudes of individuals as well as within social and political structures of society.
- Inculcating habits to help those who are in need of help or in hardships.
- Inculcating positive thinking.
- Encourage the search for alternatives and possible nonviolent skills.
- Equip children and adults with personal conflict resolution skills.
- Inculcate & Develop healthy habits and regular schedules, including enough sleep, daily exercise and relaxation.
Activities:
Peace education should not be limited to activities that take place in schools. A number of activities can be performed after-school programmes and in Summer/Winter programmes with a peace education focus.

1) Start by defining the word "peace" with your students. Students may be asked, what they think Peace means; their answers will probably be very enlightening.

2) Declaring classroom a "peace zone". Not to tolerate any kind of bullying. Lay down ground rules at the beginning of the year that are pasted for everyone to see. Have all the children agree to the ground rules (even signing the list of rules) and hold them accountable and responsible.

3) Teaching conflict resolution skills. One way (that children enjoy very much) is through role-playing. Choose a time when everyone is together and there are no unresolved conflicts.

4) Conduct of annual Day/event/meet, like a poetry recitation, a musical, or other performance, choose "Peace" as the theme every so often. Challenge the children to find stories, poems, and songs about peace. They may also want to draw or paint pictures of "peace" and what it means to them.

5) Engage Children’s Hands and Hearts: Children need a direct experience of giving. They love to make things, small and large—their own cards, tree ornaments, cookies, or bread—for neighbours, family, friends, or those in need. They can also learn to enjoy sorting through their own things and giving away some treasured possessions to others in need.

6) Keep your classroom orderly: Maintain a cheerful and attractive classroom rather than a disordered one which might encourage disruptive behavior.

7) Know school guidelines for discipline procedure and follow them without any excuses.

(C) Wisdom House:
Being the part of Wisdomhouse students will learn to be humble in all situations. Think before acting and take as much time as required to deliberate on a problem before making a decision. Students will learn to, Learn from their own mistakes. Wisdom is connected with teaching & education, and with learning & achievements. The enhancement of student wisdom is emerging as an important approach to the development of students’ social, emotional and academic competence and a significant contribution to the ongoing battle to prevent youth depression, suicide, self-harm, antisocial behaviour (including bullying and violence) and substance abuse. Student Wisdom is defined as:
• A sustainable state of positive mood and attitude (emotional component)
• Resilience (coping component)
• Satisfaction with self (cognitive component)
• Relationships and experiences at school (performance component).

Wisdom is the key to a happier, more productive sociable student who will have a greater understanding of how to work well with others and manage time effectively.

Objectives:

• **Good judgment**: A student who has wisdom can better handle the challenges. Good judgment comes to those who are wise. Wisdom like, good judgment, comes with experience. Students will be able to grow and learn from their experiences. Having good judgment always provides solutions for problems, seeing better results, and moving forward.

• **Strong character**: Strong character should be the foundation of a Student’s life. Strong character produces wisdom which leads to the ability to positively impact others.

• **It brings Honour**: Wisdom brings honour within personal and professional life. Over time this honour will lead to student’s Lasting Legacy. When one grows in wisdom then his/her honour among others starts rising.

• **Grows influence**: Wisdom increases ability to influence others. This is because who you are and what you do attracts likeminded people. Those who have wisdom, talent, and a good track record will want to follow you because of your wisdom. It’s like the old saying, “birds of a feather stick together.” When Children grow and have wisdom it will increase their reach and influence.

• **Physical and emotional safety, pro-social values, a supportive and caring school Community, social and emotional learning, a strengths-based approach, a sense of meaning and purpose, healthy lifestyle, increasing Student Motivation, Student Engagement, Student Attendance & School Completion and decreasing problematic behavior at school.**

Activities: Students may have a variety of choice in Wisdom activities related to leisure, Music, Memory, Calming, Sensory, Crafts, Puzzle and well being. Students may be asked to Rely on God, Think before they act and Use failure as their teacher. They must be encouraged to try all of them to discover new ways of playing and being creative. Students may be allowed to make their own decisions from a set number of options:

1) **Read More** – Intelligence begins with reading. The more students will read, the more they will absorb and therefore the more intelligent they will become.
2) **Set Goals** – Goals create structure in life and only through proper structure children can increase intelligence and wisdom.

3) **Meditate** – Students may be involved on meditation to calm their brain. This peace and tranquility is crucial in building intellect.

4) **Make Notes** – The body remembers by doing. Students may be asked for making notes on everything they do, as it increases memory and intellect.

5) **Stay Hydrated** – Our brains depend on proper hydration to function properly. Brain cells require a delicate balance between water and other elements to operate at maximum efficiency. Students should try to keep their brain replenished and drink the medically recommended amount of water every day.

6) **Minimize “Bad” Television** – Try tuning into a documentary, news and Infotainment channels every now and then.

7) **Exercise** – Exercise keeps the body fine-tuned and energetic; it is a great way to increase productivity and intelligence.

8) **Have a Good Breakfast** – You can’t drive a car without fuel. Once you wake up and your tank is empty, eat a hearty breakfast to get yourself going again. Eating a healthy breakfast is *directly linked to higher mental performance*.

9) **Get Enough Rest** – Imagine your brain like a Smartphone. No matter how efficient and wonderful it is, it eventually needs to recharge and shut down. A good *night’s rest* will do wonders in making you smarter.

10) **Do Math Questions** – The only reason Children don’t like math is that it requires them to use their brains. By doing the math they exercise their brain and just like a muscle, through exercise it gets stronger and quicker.

11) **Make Connections** – Don’t wait for ideas to become clear. Always be on the edge and make connections between things.

12) **Breathe** – Oxygen is crucial to the brain and it can’t survive very long deprived of it. You should practice good breathing techniques and give your brain as much as oxygen as it needs.

13) **Do Crosswords** – Crosswords are very effective in making your brain work and exercise.

14) **Take Breaks** – Your brain is just a muscle and overworking it will only cause problems. Take periodic breaks to keep your brain fresh and productive and never forget to sleep on time.

15) **Refine Your Thinking** – Don’t just think but think about how you are thinking when you think. It’s quite a handful of words, but it works. If you plan out your thinking process you will think more productively.

16) **Eat Brain Food** – There are many foods which have been associated with brain health, including dark green vegetables, fish oil, and nuts. Try to incorporate as much as brain food into your diet.
17) **Draw Diagrams and Charts** – Try to organize your thoughts using diagrams and charts whenever possible. This reorganization is very helpful in increasing intellect.

18) **Quiz Yourself** – To become more intelligent try to always challenge yourself and push your brain to the limits. So if this simply means that by using your opposite hand you are challenging yourself; do it.

19) **Get a Rubik’s Cube** – A Rubik’s cube is a great way to exercise your brain and build intelligence.

20) **Learn to Play an Instrument** – Playing an instrument is a great way to increase your intellect. The reasoning behind it is that you’re triple-tasking: listening, reading and playing the instrument.

21) **Work on Vocabulary** – If you know more words you will be able to not just acquire more information but will be able to apply it more effectively as well.

22) **Focus** – Intelligence is largely based on how much you can focus at one time. Practice focusing on tasks and avoid distractions.

23) **Yoga Class** (Celebration of Yoga Day).
   1. Dancing and Singing (preferably own compositions regarding the School Education

24) **Students may be asked to go on a nature walk to see the natural phenomenon and to relate it with the syllabus.**

25) **Experiment with clay**: Students be asked, like to try making some pottery or observe who is around them and create a 3D portrait for a friend. They could make some jewellery such as a pendant, or have fun making decorative items for class room.

26) Let students make their own decisions during free time, Visit a museum/ Historic place/ Factory/ Garden etc.

27) **Playing drums, Try a quiz, Watch a film with a lesson, Celebrate the successes**

28) **Put on own fashion show**: Let student’s inner fashion designer shine bright by being part of a fashion show. Let them use recyclable materials that others are not using, or purposely buy art and craft materials to make their outfits. Put on a show to present such creations to everyone in your class!

29) **Making something useful out of recyclable materials**: Plastic bottles, cardboard boxes, food trays and reusable bags. There are plenty of materials students can use to make something completely new with a different purpose. Think out of the box and see what students can create from recyclable materials.

30) **Read books issued from Library on good and learning topics and playing fun games.**

31) **Inculcating Writing Skills**: Students be asked to be creative and express themselves through writing. Let them take the time to think and reflect, and create something worthy to share. Writing short stories and
dramas/plays, students shall create their own story by drawing inspiration from what is around them and decide how they would like to create a story. Let them have fun with the characters and plot and enjoy expressing their ideas through storytelling.

32) **Try paintings:** Paper, Wall, Water, Oil and Sketches.

(Anuradha Gupta) KAS  
**Director School Education,**  
**Jammu**

No. DSEJ/Gen/21860-84  
Dated 02-07-2019

**Copy to the:**

1. Commissioner /Secretary to the Government Education Department, Civil Secretariat, Srinagar for favour of information.
2. Joint Directors (all) of this directorate & Districts for favour of information.
3. Chief Education Officer(s)_______(all), Jammu Division for information and n/a.
4. Principal DIET(s)_______(all), Jammu Division with for information and n/a.