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PARLIAMENT OF INDIA LOK SABHA

COMMITTEE ON EMPOWERMENT OF WOMEN

(2018-2019)

(SIXTEENTH LOK SABHA)

FIFTEENTH REPORT

‘WORKING CONDITIONS OF WOMEN TEACHERS IN SCHOOLS’



सत्यमेव जयते

**LOK SABHA SECRETARIAT
NEW DELHI**

February, 2019/Magha, 1940 (Saka)

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Presented to Lok Sabha on 13.02.2019

Laid in Rajya Sabha on 13.02.2019



**LOK SABHA SECRETARIAT
NEW DELHI**

February, 2019/Magha, 1940 (Saka)

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COMPOSITION OF THE COMMITTEE ON EMPOWERMENT OF WOMEN

(2017-2018)

Shrimati Bijoya Chakravarty - Chairperson

Members

Lok Sabha

2. Shrimati Anju Bala
3. Shrimati Renuka Butta
4. Km. Sushmita Dev
5. Shrimati Rama Devi
6. Shrimati Jyoti Dhurve
7. Ms. Bhavana Gawali (Patil)
8. Shrimati Darshanaben Jardosh
9. Shrimati Raksha Khadse
10. Shrimati Poonamben Hematbhai Maadam
11. Shrimati Jayshreeben Patel
12. Shrimati Riti Pathak
13. Sushree Sadhvi Savitri Bai Phoole
14. Shrimati Satabdi Roy (Banerjee)
15. Shrimati Mala Rajya Laxmi Shah
16. Shrimati Supriya Sule
17. Shrimati Rita Tarai
18. Shrimati P. K. Sreemathi Teacher
19. Shrimati Savitri Thakur
20. Shrimati R. Vanaroja

Rajya Sabha

21. Shrimati Jharna Das Baidya
22. *Smt. Vijila Sathyananth
23. Shri Prabhat Jha
24. Shrimati Kanimozhi
25. Shri Anubhav Mohanty
26. *Smt. Vandana Chavan
27. Shrimati Kahkashan Perween
28. Ms. Dola Sen
29. *Ms. Saroj Pandey
30. Shrimati Wansuk Syiem

* Nominated to the Committee vide Bulletin Part II No. 6895 dated 07/06/2018

COMPOSITION OF THE COMMITTEE ON EMPOWERMENT OF WOMEN

(2018-2019)

Shrimati Bijoya Chakravarty - Chairperson

Members

Lok Sabha

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5. Shrimati Rama Devi
6. Shrimati Jyoti Dhurve
7. Ms. Bhavana Gawali (Patil)
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SECRETARIAT

- | | | | |
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| 2. | Shri T.S. Rangarajan | ----- | Director |
| 3. | Shri Rajesh Mohan | ----- | Under Secretary |
| 4. | Smt Radha Negi | ----- | Committee Officer |

INTRODUCTION

1. The Chairperson, Committee on Empowerment of Women, having been authorized by the Committee to submit the Report on their behalf, present this Fifteenth Report on the Working conditions of Women Teachers in Schools.
2. Realising the importance of Women Teachers in Schools, the Committee on Empowerment of Women (2018-19) selected this subject for detailed examination and Report to the Parliament. The Sitting of the Committee was also held in this connection with the representatives of various Ministries/Organisations for examination of this subject of immense importance.
3. The Committee wish to express their thanks to the representatives of the Ministry of Human resource Development (Department of School Education and Literacy), Ministry of Home Affairs (UT Division), Schools of New Delhi Municipal Council (NCMC), Kendriya Vidyalaya, Navodaya Vidyalaya, Sarvodaya Vidyalaya and Schools of Municipal Corporation of Delhi (MCD) for appearing before the Committee for evidence and furnishing the information desired by the Committee in connection with the issues relating to the subject.
4. The Report was considered and adopted by the Committee at their sitting on 12th February, 2019.
5. For facility of reference and convenience, the observations and recommendations of the Committee have been printed in bold letters in Part II of the Report.

NEW DELHI
.....February, 2019
.....Magha, 1940, (Saka)

BIJOYA CHAKRAVARTY,
Chairperson,
Committee on Empowerment of Women.

REPORT

PART I

NARRATION ANALYSIS

A. INTRODUCTORY

The onset of globalisation has transformed the contours of every profession and education is no exception to it. Today, it has assumed a global perspective and hence the dynamics of education has shifted from local to global concerns. Throughout the world, reform and innovation initiatives by nation have triggered the debate regarding the structure of teacher education, training programme and accommodating the meaning and significance of education with the ever-changing needs of society. There has been a gradual emphasis upon democratic principles, practices and enhancement of democratic values, skills and behaviour from the global perspective. There has been an evolution in methodology of learning from the four walls of the classroom to the widest social classroom, teacher-centric to learner-centric approach. The revered Dr. S Radhakrishnan highlighted a teacher aptly as "the good teacher is like a candle, it consumes itself to light the way for others." He defined education as the instrument for social economic and cultural change and according to him education should not merely give us some techniques so that we lead successful lives, but should also help us discover lasting values. Today, there has been a resounding concern regarding spiritual deflation in every walk of public life, the role of the educators in creating an education system which fosters man making is indispensable to the sustainability of mankind.

1.2 There is an inherent psychological basis in educational attainments leading to complete and harmonious development of the different functions of man. This goal is inextricably entwined with the building up of wisdom and humanity in the hearts and minds of people without which all professional scientific and technological triumphs would be meaningless.

1.3 In the historical parlance, the education system in ancient India dwelled upon aims of education as not only attainment of knowledge, as preparations for life in this world or for life beyond, but for complete realization of self. The reverence for a teacher is best reflected in the following ancient Indian saying about a Guru:-

गुरु ब्रह्मा गुरुर् विष्णुः
गुरु देवो महेश्वरः ।

गुरु साक्षात् परब्रह्मा
तस्मै श्री गुरवे नमः॥

गुरवे सर्वलोकानाम्
भिशजे भव रोगिणाम्।
निधये सर्व विद्यानाम्
श्री दक्षिणामूर्तये नमः॥

1.4 The essentials of these values indebted in the Gurukul system fostered a bond between the Guru and the Shishya and established a teacher-centric system in which the students were subjected to the virtues of discipline and dedication in every walk of their life.

1.5 Education is important for the development of society as well as country, and teachers are the most significant factor in the education process. School education plays crucial role in development of individuals because Schools act as the foundational level of human socialisation and goes a long way in shaping the personality of the child. During school education, children gain the basic knowledge and skills, and teachers are the basic role models for school level students. In reference to quality education, working conditions play a vital role in attracting and retaining good teachers in schools. Schools that provide safe and positive working conditions to teachers are able to retain good teachers.

1.6 Women teachers are a big part of work force when it comes to teaching in schools. In today's scenario, the women teachers are facing multifarious challenges such as inadequate salary, safety in schools, tremendous workload, late working hours, harassment etc. It becomes significant to accord proper status to women teachers and due public regard for the profession to improve quality of school education.

1.7 The acknowledgement of Women teachers as a strength that can contribute greatly to educational advancement should form a central theme of policy decisions. Further, the empowerment of women teachers lead to the creation of awareness and gender sensitisation. All conditions of training and employment of teachers should be free from discrimination on the basis of race, religion, national, social origin and economic status so as to promote effective learning and to enable teachers to focus on their core tasks. The working environment needs to be women friendly and compassionate so that women are able to work to their full potential.

1.8 Keeping in view the grand role of education in women empowerment, the role of Education in shaping the lives of women, significance of women acting as change catalysts and change agents by associating themselves as the torch-bearers of education, the Committee took the subject

“Working conditions of women teachers in schools” for detailed examination and report. In order to have in-depth understanding of the subject, the Committee took Briefing and oral evidence of the representatives of the Ministry of Human Resource Development (Department of School Education and Literacy), Ministry of Home Affairs (UT Division), Schools of New Delhi Municipal Council (NDMC), Kendriya Vidyalaya, Navodaya Vidyalaya, Sarvodaya Vidyalaya and Schools of Municipal Corporation of Delhi (MCD).

1.9 The Committee examined several issues pertaining to healthy working condition for Women Teachers like Education Policy, Teacher's Education Policy, Training Programmes, Gender Sensitive Classrooms, Sexual Harassment, Grievance Redressal Mechanism, Security (Safety)/Teachers Safety Issues, Working Hours/Work load, Separate Toilets, Transfer Policy, Representation of Women Teachers, Recruitment, Age Relaxation in Recruitment Rules, Upgradation of Skill, Student Teacher Ratio, Maternity leave and Child Care Leave, Ad-hoc/Contractual Teachers, Pay Parity with private schools, Career Progression Schemes, Awards and Recognition, Age Relaxation in Recruitment Rules etc in the context of the larger aspects of empowerment of Women Teachers in Schools.

B. NATIONAL EDUCATION POLICY

1.10 The Committee being reminded of the grand goals of the National Education Policy which emphasised upon value-orientation through the National Education System playing an essential role in achieving the constitutional aspirations of non-discrimination, rights of minorities, education for weaker sections leading to equity, equality and justice dwelled upon the NPE. In this context, the grand vision of the national education policy reflecting the role of a Teacher is given below:-

"The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions which will help motivate and inspire teachers to constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community."

"The methods of recruiting teachers will be reorganised to ensure merit, objectivity and conformity with spatial and functional requirements. The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession. Efforts will be made to reach the desirable

objective of uniform emoluments, service conditions and grievance-removal mechanisms for teachers throughout the country. Guidelines will be formulated to ensure objectivity in the postings and transfers of teachers. A system of teacher evaluation -- open, participative and data-based-- will be created and reasonable opportunities of promotion to higher grades provided. Norms of accountability will be laid down with incentives for good performance and disincentives for non-performance. Teachers will continue to play a crucial role in the formulation and implementation of educational programmes."

"Teachers' associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct. National level associations of teachers, could prepare a Code of Professional Ethics for Teachers and see its observance."

"Teacher education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled."

"The new programmes of teacher-education will emphasise continuing education and the need for teachers to meet the thrusts envisaged in this Policy."

"District Institutes of Education and Training (DIET) will be established with the capability to organise pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions will be phased out. Selected Secondary Teacher Training Colleges will be upgraded to complement the work of State Councils of Educational Research and Training. The National Council of Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher-education and provide guidance regarding curricula and methods. Networking arrangements will be created between institutions of teacher education and university departments of education."

1.11 The NPE 1986 further highlighted the growing concern over value education as follows:-

"The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values."

"In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism."

"Apart from this combative role, value education has a profound positive content, based on our heritage, national goals universal perceptions. It should lay primary emphasis on this aspect."

1.12 The Committee desired to know about National Education Policy and its aim. In response the Ministry of Human Resource Development mentioned about the National Policy on Education as under:

"The National Education Policy was framed in 1986 and modified in 1992. It has been the guiding document for the policies of the Central Government in the education sector. It envisages a National System of Education to bring about uniformity in education, making adult education programmes a mass movement, providing universal access, ensuring retention and improving quality in elementary education, special emphasis on education of girls, establishment of pace-setting schools, like Navodaya Vidyalayas in each district, vocationalisation of secondary education, synthesis of knowledge and inter-disciplinary research in higher education, starting more Open Universities in the States, strengthening of the All India Council of Technical Education, encouraging sports, physical education, yoga and adoption of an effective evaluation method. Further, the extant National Policy and Education (NPE) provides for a National System of Education which implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. It includes a common educational structure, a national curriculum framework and minimum levels of learning for each stage of education".

1.13 Further, the Committee desired to know how education has brought change in the status of Women Teachers in the Country. In response to the query, the Ministry of Human Resource Development (HRD) has stated as under:

"Education acts like an agent to bring basic change in the status of women i.e to neutralise the accumulated distortions of the past. The National policy on Education, 1986 focuses on Education for Women's equality. The National Education System has played a positive, interventionist role in the empowerment of women. It had fostered the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision- makers and administrators, and the active involvement of educational institutions.

The objective of providing education of equitable quality to fully harness the nation's human potential, is accomplished through the following major programmes by Ministry of Human Resource Development (MHRD):

Elementary level (I to VIII): Sarva Shiksha Abhiyan (SSA)

Erstwhile SSA was operational from the financial year 2000-2001 to the financial year 2017-18 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning. SSA interventions include inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, regular teacher in service training and academic resource support, free textbooks & uniforms and support for improving learning achievement levels/ outcome.

Secondary level (IX to XII): Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched in March, 2009 with the objective to enhance access to secondary education and improve its quality. The scheme envisaged to enhance the enrolment at secondary. The other objectives included improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017 and achieving universal retention by 2020.

The Central Government supported State/UT Governments through its centrally sponsored schemes of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for universalisation of elementary and secondary education respectively. Now, both SSA and RMSA have been subsumed under a new scheme named

Samagra Shiksha which covers school education from pre-school to senior secondary education in order to give greater emphasis on quality of school education and ensuring access and equity at all levels".

C. NATIONAL COUNCIL FOR TEACHERS EDUCATION (NCTE)

1.14 The Committee desired to know about the Teachers Education Policy and its importance in implications for teacher education in the country. In response, the Ministry of Human Resource Development stated as follows:

"The Govt. of India had constituted a non-statutory National Council for Teacher Education (NCTE) in 1973 with the expressed purpose to enhance standards of teacher education in the country. Statutory NCTE was finally established by an Act of Parliament in 1993 which became functional in 1995. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. In response to emerging requirements, the Council from time to time formulates and notifies rules and regulations and issues guidelines to be followed by institutions. NCTE Regulations 2014 is the latest attempt in that direction".

D. TRAINING PROGRAMMES

1.15 The Ministry of Human Resource Development in its Annual Report "Mission with a Vision" 2016-17 have stated as under:-

'In-service Teacher Training: To upgrade skills of teachers, SSA provides for annual in-service training up to 20 days for all teachers. Support of Rs. 6000 per teacher per year is provided for two years to untrained teachers, already employed for the NCTE recognised training programme. Apart from this induction training for 30 days is given to freshly training recruits. In 2016-2017, 34.50 lakh (at BRC level) and 34.94 lakh (at CRC level) teachers have been approved by MHRD for in-service training. 0.19 lakh teachers for induction training. Also 1.43 lakh untrained teachers have been targeted to be trained under SSA. All training programmes cover pedagogical issues, including content and methodology, aimed at improving teaching learning transactions in classrooms and learning process in schools. Some of the major focus areas include guiding principles of NCF 2005. CCE, how children learn, subject specific content or learning difficulties, activity-oriented methods, use of TLMs or learning kits etc.

States are oriented towards improvement of training programme through four regional workshops.

Training to Headmasters: In order to orient the teachers in managerial skills the heads of the schools are provided training for 10 days in academic management, financial management and human resource management. During 2016-2017, 3215 RPs and 45.761 Head teachers will receive school leadership training based on NUEPA School Leadership Framework.

Distance Education Programmes for teachers: Capacity building of institutions and personnel at the national, state, district and sub-district levels is being facilitated with assistance of IGNOU and other teacher educational institutions in different States. The distance education programme provides technical and academic support in designing, developing, producing and delivering distance learning inputs and materials training or untrained teachers, thus facilitating training of professionally untrained teachers in the states. The Department of School Education has had several rounds of consultations with the State Governments to develop a strategy for enabling teachers to acquire professional (Diploma in Elementary Education D.EL.Ed) qualification through the Open Distance Learning (ODL) mode and seek approval of the NCTE”.

1.16 The Committee have also been informed through written submissions that:

(i) In Navodaya Vidyalayas (JNVs) female teachers are deputed to attend various leadership related training programmes organized by reputed institutions.

(ii) New Delhi Municipal Corporation has started organising training programmes for Assistant Teachers, TGT and PGT through the Subject Experts and NCERT in their respective subjects, in a structured way since November, 2015. Training of teachers was further strengthened during 2016-17 and 2017-2018.

(iii) In the schools of South Delhi Municipal Corporation, in-service training are being provided to all teachers including female teachers from time to time for upgradation of their teaching skills. 140 Principals and 140 teachers are given training every year in addition to the training provided by NCERT.

(iv) For upgradation and improvement of knowledge and excellence in their professional field, seminars and workshops are being organized regularly in the schools of East Delhi Municipal Corporation.

1.17 However, Committee during the briefing by the Ministry observed that::

"One faculty or two faculties in a school could be given input on education of the girl children about menstrual cycles to make sure that the girls are given these kinds of inputs".

1.18 The Committee desired to be apprised of the components of the training programme in detail. In response, the Ministry explained as under:

"The Right of Children to Free and Compulsory Education (RTE) Act, 2009 has been enacted for universalization of elementary education i.e for classes I to VIII across the country. Section 23(1) of RTE Act stipulates that any person possessing such minimum qualifications, as laid down by an academic authority, authorized by the Central Government, by notification, shall be eligible for appointment as a teacher. Accordingly, the Central Government has notified the National Council for Teacher Education (NCTE) as academic authority for recruitment of teachers. Additionally, NCTE, mandated for providing quality teacher education to the prospective teachers, has set norms and standards for infrastructure, instructional facilities and qualification and experience of faculty for the teacher education institutions in which teachers are educated. For this purpose, NCTE has revised its Recognition, Norms and Procedure, Regulations 2014. The Regulations 2014 has specifically taken care of gender, equity, ICT, yoga and inclusive education incorporating them in the revised curricula prepared for this purpose. Teacher education programmes are undertaken by both Government and nongovernment institutions after seeking recognition from the National Council for Teacher Education (NCTE) in accordance with the norms and standards laid under the NCTE Act and its Regulations. The NCTE conducts inspections of recognized teacher education institutions under section 13 of the NCTE Act to monitor their quality.

The Central Government, through erstwhile Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) which are now subsumed under Samagra Shiksha supports the State Governments and UT Administrations on several interventions to improve teaching standards, including inter alia; regular in-service teachers' training, induction training for newly recruited teachers, training of all untrained teachers to acquire professional qualifications through Open Distance Learning (ODL) mode academic support for teachers through block and cluster resource centres, training on ICT Component, Inclusive Education, Gender Sensitization and Adolescent Education is provided. Under Samagra Shiksha, the focus is to give subject specific, need based and relevant in service

teacher training to both elementary and secondary teachers for their professional development".

1.19 The Committee further desired to know the location of various training centre for training of teachers. In response, the Ministry of Human Resource Development explained as under:-

"For in-service training, the country has a large network of teacher training institutions (TTIs) including SCERTs and DIETs, which provide

annual in-service training to school teachers. The spread of these TTIs is both vertical and horizontal. At the National Level, the National Council of Educational Research and Training (NCERT), along with its 6 Regional Institutes of Education (RIEs) prepares a host of training modules and undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the National Institute on Educational Planning and Administration (NIEPA). Both NCERT and NIEPA are national level autonomous bodies".

"At the state level, the State Councils of Educational Research and Training (SCERTs) prepare modules for teacher training and conducts some specialized courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Learning in Education (IASEs) provide in-service training to secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers".

1.20 The Committee also desired to know as to how schools help the women teachers to improve their skills. In response, the Ministry of Human Resource Development explained as under:-

"Funds are provided annually under the Centrally Sponsored Schemes of the Government for in-service training of teachers including women teachers to improve the quality of teachers and ultimately school education. The purpose of the training is not only improvement of skills but also to facilitate a shift in the understanding of teaching and learning as stipulated by the RTE Act 2009 and NCF 2005. In fact, in-service teacher training has over the past years become institutionalized and fully funded at the Elementary and Secondary level under the Centrally Sponsored Schemes of the erstwhile Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) respectively. The erstwhile Centrally Sponsored Scheme of Teacher Education Scheme (CSSTE) also converged with these schemes, both at the State and district level under the guidance of State SCERTs and DIETs".

1.21 In response to question as to what techniques are used to train pre-service teachers over different teaching skills, the Ministry of Human Resource Development explained as under:-

"To train pre service teachers with different teaching skills, every teacher education institution shall meet the following demands of implementing the professional programme of study:

- a. Prepare a calendar for all activities, including school internship and other school contact programmes shall be synchronized with the academic calendar of the school.
- b. Make an arrangement with at least ten schools for the Internship as well as other school based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form basic contact point for all practical activities and related work during the course of the programme.
- c. Transaction of the Perspectives in Education and Curriculum and Pedagogic Studies courses should be done using a multiple and variety of approaches such as case studies, problem solving discussions on reflective journals in colloquia, observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records which provide opportunities for reflective thinking.
- d. Initiate discourse on education by periodically organizing seminar, debates, lectures and discussion groups for students and faculty.
- e. Organise academic enrichment programmes including interaction with faculty from parent disciplines and encourage faculty members to participate in academic pursuits and pursue research, especially in schools. Provision of leave shall be made for faculty to undertake research/ teaching in universities and schools.
- f. School teachers shall be invited to teacher education institutions for feedback to student teaches and for extension/ guest lectures and organizing colloquium.
- g. There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.
- h. For school internship the Teachers Education Institutes (TEI)s and the participating schools shall set up a mutually agreed

mechanism for mentoring supervising, tracking and assessing the student teachers.

Information technology tools and applications such as video conferencing and various other applications may be used for online teaching".

E. GENDER SENSITIVE CLASSROOMS

1.22 The Committee desired to be apprised of the steps taken to achieve gender sensitive and non discriminatory classrooms at state and

district level. In response, the Ministry of Human Resource Development stated as under:

"The Erstwhile Sarva Shiksha Abhiyan (SSA) which was a Centrally Sponsored Scheme being implemented in partnership with State Governments/UTs for universalizing elementary education across the country has targeted interventions for greater participation of girls which include free textbooks, free uniforms, separate toilets for girls, teachers' sensitization programmes to promote girls participation, gender-sensitive teaching learning materials including textbooks, the appointment of additional teachers including women teachers and the scheme of Kasturba Gandhi Balika Vidyalayas as residential upper primary schools for girls belonging to SC/ST/Minority Communities, BPL families and girls in difficult circumstances.

Under the Erstwhile scheme of Rashtriya Madyamik Shiksha Abhiyan (RMSA), interventions include construction of new secondary schools, provision of toilets blocks in existing schools, construction of teachers quarters, special teaching for learning enhancement, self defence training, guidance and counselling facilities, conduct of adolescent education programmes, organization of empowerment/awareness camps to increase the enrolment and education of girls at the secondary stage. One of the components of RMSA is Girls Hostel scheme, which envisages setting up of Girls Hostel in Educationally Backward Blocks".

1.23 The Committee further desired to know about the tools that are used in gender sensitisation programmes. The Ministry of Human Resource Development in their written reply stated as under:

"In order to promote gender sensitivity among the teachers, gender sensitization and awareness, POCSO Act and Vishakha Guidelines are made an integral component of the in-service training

programmes as well as various short-duration workshops on related issues. Emphasis is placed on participatory learning, small group discussions, reflections, role plays, songs, art, and narratives. Training material prepared by in-house experts is used within the training space as well as distributed as reading material."

1.24 It has been mentioned that during the last 05 years, 34 employees of KVS have been terminated after their misconduct (under the provisions) was proved. The Committee therefore desired to know whether KVS has gone into the reasons for such immoral conduct by the teacher and

the preventive measures that have been taken to avoid such cases. In response, Ministry of HRD has stated as under:-

"KVS has not undertaken any scientific study to examine the reasons for misconduct of immoral behavior of the employees of KVS towards students and in the absence of any such study, it is difficult to give reasons in specific that may be attributed to such misconduct as these vary from case to case". The reported misconduct pertains to all age group of serving employees and the provision of the Article 81(B) does not have any levels in terms of penalty. The misconduct of bad touch also, if proved, attracts the penalty of termination from services.

(i) The Deputy Commissioners have been briefed from time to time through Video Conferencing and Regular Conferences to sensitize the employees and to take all preventive measures like banning the visit of the girl child to Labs/Library/Sports Room/Computer Lab/SUPW Room/Resource Room/wash rooms etc. alone. The girls are advised to make always in the group of two for making visit to such place, if required.

(ii) During in-service training programmes, modules on gender sensitization are imparted on all trainee teachers.

(iii) Provisions of POSCO Act have been circulated vide this office letter dated 25.04.2013 and through DCs the Principals have been advised to sensitize the employees about the provisions of the said Act.

(iv) An online complaint portal is functional on KVS Hqrs website for registration of complaints under POSCO Act and these complaints are directly monitored by the NCPCR.

To deal with such cases of sexual immoral behaviours towards students in schools, Kendriya Vidyalaya Sangathan has made a codal provision under Article 81(B) of the 'Education Code for Kendriya Vidyalayas' wherein the Commissioner, KVS is empowered to terminate the services of guilty employees after the allegations are established during the summary inquiry.

Further, the supplementary instructions/ guidelines to ensure the effective implementation of the above provisions have also been issued from time to time by the KVS(Hqrs.). Copies of Circular dated 24.01.2002 and 08.07.2009 are enclosed herewith in this regard for ready reference.

Once the misconduct is prima facie established, an FIR is to be lodged with the police and for this, instructions have been issued to all DCs vide letter dated 23.01.2018".

F. SEXUAL HARRASSMENT

1.25 The Committee desired to know the number of cases of sexual harassment that have come before the Internal Complaint Committee of National Institute of Open School (NIOS). In response, the Ministry of Human Resource Development stated that "only one case of sexual harassment has been reported to the Committee in NIOS in past three years".

1.26 When queried about the extant mechanism available within the school to redress the grievances of their women Teachers, grievances relating to sexual/ other harassment have been made during the 3 years and the status of their disposal, Ministry of Human Resource Development explained as under:-

"As per the Section 21 (A) of the RTE Rules which was inserted by Gazette Notification dated 28.09.2015, rules regarding grievance redressal mechanism for teachers are as follows:

School Level Grievance Redressal Committee

- a) The School Management Committee shall be the first level of grievance redressal at School level. Any teacher of a school established, owned or controlled by the appropriate Government may submit his or her grievance in writing to the Convener or Member Secretary of the School Management Committee (SMC).
- b) The SMC shall examine the grievance in the first instance and redress within fifteen days from the date of receipt of written representation from the teacher.
- c) In case of non-receipt of response or unsatisfactory response from the Convener or Member Secretary of the SMC, the teacher shall be free to represent his or her case to the Block Level Grievance Redressal Committee.

Complaint relating to harassment of women teachers shall be accorded priority and shall be redressed without delay in compliance with the guidelines issued by the Supreme Court on prevention of sexual harassments at the work place".

1.27 The Committee further desired to know whether the schools like KVS, Navodaya or schools affiliated to CBSE are following the latest law of Sexual Harassment at work place and whether there are any provision of Internal Complaint Committee for enquiring into complaints of Sexual Harassment at work place in these schools. In response, the Ministry of HRD explained as under:-

"KVS, NVS are following the latest law of Sexual Harassment of Women at workplace (Prevention, Prohibition and Redressal) Act, 2013 enforced on 9th December, 2013.

KVS had constituted the 'Internal Complaints Committee' at Headquarters level as well as at the regional offices to tackle the sexual harassment cases against the women employees.

Complaints/Gender Harassment Committees for redressal of complaints of women teachers are functional at vidyalaya level, RO level and HQ Level.

CBSE vide circular number CBSE/ADMN-i/14(60)/2004 dated February 16, 2004 *inter alia* directed all the schools affiliated to it to take all steps necessary to ensure that appropriate work conditions are provided in respect of work, leisure, health and hygiene to further ensure that there is no hostile environment towards women at work places and no woman employee has reasonable grounds to believe that she is disadvantaged in connection with her employment.

As per the clause 10(ix) of the Affiliation Bye-Laws of the CBSE, schools are required to check gender specific violence, strictly comply with the guidelines and norms prescribed by the Hon'ble Supreme Court of India in the writ petition (criminal) no. 666-70 of 1992 Vishaka and others v /s State of Rajasthan and others delivered on 13- 8-1997 for protection of women from sexual harassment at the work place.

The sexual harassment of women at workplace (prevention, prohibition and redressal) Act, 2013 also covers all the educational institutions which include schools affiliated to CBSE and therefore schools affiliated to CBSE are required to constitute an internal complaint mechanism"

1.28 The Committee desired to know about the number of complaints relating to sexual harassment that have been received during the

last three years and the status of their disposal. In response, the Committee have been informed as under:-

"Schools under the jurisdiction of Ministry of Human Resource Development are following the latest law of Sexual Harassment of Women at workplace (Prevention, Prohibition and Redressal) Act, 2013 enforced on 9th December, 2013. Further, CBSE vide circular number CBSE/ADMN-i/14(60)/2004 dated February 16, 2004 *inter alia* directed all the schools affiliated to it to take all steps necessary to ensure that appropriate work conditions are provided in respect of work, leisure, health and hygiene to further ensure that there is no hostile environment towards women at work places and no woman employee has reasonable

grounds to believe that she is disadvantaged in connection with her employment.

As per the clause 10(ix) of the Affiliation Bye-Laws of the CBSE, schools are required to check gender specific violence, strictly comply with the guidelines and norms prescribed by the Hon'ble Supreme Court of India in the writ petition (criminal) no. 666-70 of 1992 Vishaka and others v /s State of Rajasthan and others delivered on 13- 8-1997 for protection of women from sexual harassment at the work place.

The Sexual Harassment of Women at Workplace (prevention, prohibition and redressal) Act, 2013 also covers all the educational institutions which include schools affiliated to CBSE and therefore schools affiliated to CBSE are required to constitute an internal complaint mechanism”.

1.29 The status of complaints of sexual harassments received during three years in the schools is as under:

Institutes	No. of Complaints	Disposed off	Pending
KVS	12	2	10
NVS	15	7	8
NDMC	2	1	1

1.30 Government of NCT of Delhi in response have given the information in the required format:-

"Copy enclosed as Annexure-1."

G. GRIEVANCE REDRESSAL MECHANISM

1.31 Regarding Grievance Redressal Mechanism, the Ministry of Human Resource Development have informed the Committee that "The School Management Committee constituted under Section 21 shall be the first level of grievance redressal of teachers of schools specified therein. The State Government shall constitute School Tribunals at the State, District and Block levels which would act as the grievance redressal mechanism for the teachers. Complaints related to harassment of women teachers shall be accorded priority and shall be redressed without delay in compliance with the guidelines issued by the Supreme Court on prevention of sexual harassment at the work place".

1.32 The Committee have also been informed that :

(i) Kendriya Vidyalala had constituted the 'Complaint Redressal Committee' at Headquarters level as well as at the regional offices to tackle the sexual harassment cases against the women employees as per guidelines contained in the judgment dated 13.08.1997 of the Hon'ble Supreme Court in Vishaka and other Vs State of Rajasthan and Others

(ii) During the briefing before the Committee, Navodaya Vidyalayas have informed the Committee that there are Gender Harassment Committees in Navodaya Vidyalayas to which the Committee remarked that "This nomenclature does not find place anywhere, not even in VISHAKA guidelines. So this needs attention".

(iii) The Committee have been informed by the Directorate of Education, National Capital Territory that there is Internal Complaint Committee for enquiring into complaints of Sexual Harassment constituted at all administrative levels in the Directorate of Education.

1.33 The Committee noted during the briefing and presentation of Navodaya Vidyalayas & CBSE that schools of Kendriya Vidyalaya and Navodaya Vidyalayas are still following the Vishaka Guidelines which are now redundant. It was emphasised that Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act has replaced the judgement of the Supreme Court and that there should be Internal Complaints Committee as per the latest Act. The Committee requested all the organizations to implement the latest law on Sexual Harassment of Women at workplace.

1.34 When the Committee enquired whether KVS is still following the Vishaka Guidelines, the Commissioner, KVS during briefing stated as under:

"The first point which came was regarding the law which has now replaced Vishakha Guidelines. In fact, the Internal Complaints Committee in KVS at the headquarters and at the regional offices level has been formed under those rules. We mention about Vishakha guidelines. The programme of our gender sensitization is going on for the last few years. I think we need to replace those works. Now, we need to focus on the law itself. I have taken note of it. I will try to incorporate

those changes in the training programmes. Our system of ICSE is in place as per the law".

H. WORKING HOURS/ TEACHERS SAFETY/ SECURITY ISSUES

1.35 The Committee have been informed by North Delhi Municipal Corporation that there is no provision of Security Guards in Govt. School premises, there is feeling of insecurity and all teachers especially female teachers has to work with a feeling of insecurity.

1.36 In order to create a harmonious and healthy working condition, the Committee enquired from the Ministry of Human Resources Development regarding the working hours of teachers, the Ministry in response to the Query stated as follows:-

'The working hours for the teachers of Delhi are five and half hour per day.'

1.37 The Committee also desired to know whether it is a fact that teachers work far beyond the actual school day, and spend a large portion of their evenings, weekends and even summers planning lessons, grading papers and communicating with parents; and, its adverse effects on teachers' mental and physical health.

1.38 Further, the Committee desired to know whether women teachers are required to work beyond working hours or during holidays and provisions of pick and drop facility for employees are available who serve during odd hours. The Ministry of HRD in reply to the queries responded as under:

"As per the Schedule of RTE Act, 2009 the minimum number of working days/ instructional hours in an academic year is as under:

1. two hundred working days for first class to fifth class;
2. two hundred and twenty working days for sixth class to eight class;
3. eight hundred instructional hours per academic year for first class to fifth class;
4. one thousand instructional hours per academic year for sixth class to eight class

Further as per Schedule of RTE Act, 2009 forty-five teaching hours including preparation hours per week has been allocated for teacher.

JNVs being residential and co-educational institutions, the teachers render their service throughout the year except the vacation period which is upto 90 days in an academic year. The requirement of picking and dropping facility is not

required since teachers reside within the campus and perform their duties in the campus itself.

As per CBSE guidelines, minimum number of working days/instructional hours for teachers in an academic year is 220 days/1386 hrs., which is followed in NDMC schools. No women teacher is required to work beyond working hours or during holidays”.

1.39 Teachers of Government Schools are deployed for certain non educational activities like population census and election duty. The Committee therefore desired information regarding such duties, facilities of conveyance for the purpose and remuneration/ incentives they are given for performing such tasks. Further, the view of the Ministry on the impact of non-academic task on quality of teaching was also enquired. The Ministry of HRD in response to the query submitted as under:

"As per Rule No. 27 of the RTE Act, 2009 no teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties or duties relating to elections to the local authority or the State Legislatures or Parliament as the case may be.

In Kendriya Vidyalayas, the Principals are authorized to appoint contractual teachers to ensure uninterrupted teaching learning process for the students. JNV teachers sometimes are engaged with the orders of the District Administration for the purpose of election duty which has negligible effect on the impact of education being imparted to the students.

1.40 The Committee have also been informed by North Delhi Municipal Corporation that apart from their educational responsibility all other type of work like maintenance of school, repairs in school building, availability of light and electricity, procurement of items related to school, pay bill and service related matter etc. have to be handled by females only and that also beyond school

hours. For this they have to travel extra and sometimes have to stay in school premise alone which is not safe for them".

1.41 In this connection, the Special Secretary, SE&L, MHRD submitted during oral evidence:

"that this non-educational duty of the teachers, especially in the Government schools. Some of them are seasonal, such as the census. But we find especially in terms of elections, the amount of duties and the time which teachers have to spend is being increased. We also find that there is a tendency at the State and the lower levels to give them additional works which are related to the schools".

1.42 In the above context, the NDMC School authority has reported that "the Election Commission of India assigns the duties regarding election duty and Registrar General of India assigns the duty census survey etc. NDMC has no say in these issues. During these duties the academic work of the schools suffers to some extent."

1.43 The Committee further desired to know regarding the presence of any facility of accommodation for women teachers within the school and also about the facilities and protection that are provided to women teachers serving in remote rural areas/ hilly areas. In response, the Ministry of Human Resource Development explained as under:-

"Under Samagra Shiksha, there is a provision for residential quarters for teachers in remote areas, specially for female teachers.

Further, Jawahar Navodaya Vidyalayas (JNV)s are residential schools. Accommodation is made available in JNV campus for all employees. Arrangement is made for chowkidar to ensure safety in campus of JNVs".

1.44 The Committee enquired regarding the steps taken for safety and security of students and women teachers in Kendriya Vidyalaya, Navodaya Vidyalaya, Sarvodaya Vidyalaya and various schools of Municipal Corporations of Delhi and whether security guards are deployed in each and every aforesaid schools with proper character verification of the security guards. In response, the Ministry of HRD stated as below:-

"As per the direction of Central Board of Secondary Education (CBSE)/ National Disaster Management Authority (NDMA) New Delhi the SOP (Standard Operating Procedure) has been circulated to all affiliated Schools across the country to ensure safety and security of the students and teachers including women teachers."

As far as safety & security of women is concerned in KVS, 'Internal Complaint Committee' at HQ level as well as at the Regional Offices level is functional to address the sexual harassment cases against the women employees as per the Sexual Harassment of Women at Workplace(Prevention, Prohibition and Redressal) Act, 2013. A provision has also been made in Education Code of Kendriya Vidyalayas under Article 160 detailing therein the composition of the two committees and also their scope. The Committee set up at the KVS(HQ) shall look into complaints received against Group A officers of the KVS(HQ), Regional Offices and Kendriya Vidyalayas and against all other B, C category employees working in the KVS Headquarters. The complaints against all other B, C, category employees will be looked into by the Committees set up in Regional Offices in respect of employees of that Regional Office and Kendriya

Vidyalayas coming under its jurisdiction. Further, in KVS, various gender sensitization and awareness programmes through training/ workshops. The security guards are deployed through outsourcing agencies. Their character verification is done at every Vidyalaya.

Navodaya Vidyalaya Samiti (NVS) has been issuing guidelines from time to time with regard to safety and security of students and women teachers. Every JNV is having the post of Chowkidar. They are deployed for safety and security measures. Their antecedents are verified from the police at the time of entry into the service.

1.45 In the above context, the Ministry of Home Affairs stated as under:-

“In NDMC Schools, for the safety and security of students and women teacher two security guards are deployed in each and every school during the school time which is provided by Security Department of NDMC after proper character verification of the Security Guards”.

1.46 The Committee also desired to know the steps taken for safety and security of women teachers who are engaged in non-teaching assignments like election duty, census survey etc. In response to the query, the Ministry of HRD stated as below:-

"The terms and conditions of service of all teachers are governed and regulated by the concerned State Government as stipulated in their State Rules/Regulations/ Notifications”.

1.47 The NDMC School Authority reported that the Election Commission of India assigns the duties regarding election and Registrar General of India assigns the duty for census survey etc. NDMC has no say in these issues.

"The concerned sponsoring agency is expected to ensure the safety and security of women teachers deputed for said duties. Safety and security of persons engaged in election duty are arranged by the State/ District Administration."

1.48 In this regard, North Delhi Municipal Corporation have stated as under:-

"For non-teaching assignments, there is no provision for safety and security of women teachers and it is beyond the jurisdiction of MCD”.

1.49 North Delhi Municipal Corporation in their background note have stated that:

"There is no provision of Security Guards in Government School premises. There is feeling of insecurity and all teachers especially female teachers has to work with a feeling of insecurity."

"Like male teachers, female teachers are engaged by Election Commission as Booth-Level Officers. In this situation, they are required to visit each and every household after school hours without any security. This is not only a grave security concern but also cumbersome for them as they have to take care of families and children at home".

I. AVAILABILITY OF TOILETS FOR TEACHERS/GIRL STUDENTS

1.50 The Ministry of Human Resource Development, in its Annual Report 2016-2017 have stated as follows:

"Under Sarva Shiksha Abhiyan, the requirement of infrastructural facilities in schools are worked out every year by the respective State/Union Territory on incremental basis depending on their need and priority and this is reflected in their Annual Work Plan and Budget based on which Government of India released funds to State Governments for the approved activities including construction of new toilets as per enrolment of children in schools. Since, the inception of SSA in 2000-2001 till 31.03.2017, 10.36 lakh toilets in elementary schools have been sanctioned to States and UTs, out of which 5.09 lakh separate girl's toilets have been sanctioned".

1.51 The Committee have further been informed regarding the toilet facilities for females in schools of East Delhi Municipal Corporation, New Delhi Municipal Council, Kendriya Vidyalaya, Navodaya Vidyalayas as follows:

(i) there is provision of separate toilets available for female teachers/students in the schools of East Delhi Municipal

Corporation. However, women teachers have to use common toilets with female students.

(ii) In the schools of New Delhi Municipal Council there are separate toilet/washroom for women teachers. These toilets are being maintained in excellent hygienic condition by the dedicated staff for promoting the women hygiene working in these schools.

(iii) In the schools of Kendriya Vidyalaya, there is provision for separate staff rooms and toilets for women teachers in all schools.

(iv) Separate toilets are available for female teachers in every Navodaya Vidyalayas.

1.52 The Committee during briefing raised the concern that basic facilities like toilets have not increased in proportion with number of female teachers which has increased over the years. In reply to the aforesaid observation, the Special Secretary, SE&L, Ministry of Human Resource Development (MHRD) during briefing stated as follows:-

"There was one more issue raised about the shortage in toilets. We would look into that. Where the number of teachers has gone up, the toilets need to go up. We will look into that issue".

1.53 Sarva Shiksha Abhiyan interventions *inter-alia* include toilets and drinking water, provisioning for teachers, regular teachers in service training and academic resource support and support for improving learning achievement levels/outcome. In this context, the Committee desired to know from the Ministry of Human Resource Development regarding provision of separate washroom for women teachers in rural areas. In response, the Ministry of Human Resource Development stated as follows:-

"The Right of Children to Free and Compulsory Education (RTE) Act, 2009 under Section 19 provides for norms and standards for a school. The appropriate Governments have the responsibility and mandate to provide school infrastructure including drinking water facility and toilets in schools as per the RTE norms. All States and UTs have been advised to comply with the provision of the RTE Act, 2009 which *inter alia* states that every school building should have separate toilets for boys and girls.

The Ministry supports States and Union Territories (UTs) for creation and augmentation of infrastructure facilities including toilet facilities in schools across the country. Ministry of Human Resource Development annually approves Work Plan & Budget of the States and UTs for various activities including toilet facilities under Samagra

Shiksha based on the gap determined by Unified District Information System for Education (UDISE) database and proposals received from States/UTs. A total of 506691 and 14474 girls toilets have been completed under erstwhile SSA and RMSA till 31.03.2018.

As per the norms of Samagra Shiksha, there is a provision of an annual recurring school composite grant for all Government Schools. It also provides for annual maintenance and repair of existing school building, toilets and other facilities to upkeep the infrastructure in good condition. The grant is also to be used for promoting Swachh Vidyalaya programme. The scheme prescribes that

the composite school grant must involve elements of community contribution. The amount of grant varies from Rs. 25,000 to Rs. 1,00,000 per annum depending upon the number of students in the school. Further for very small schools with enrolment of less than 30 students, this will be accordingly scaled down. Each school is required to spend at least 10% of the composite school grant on activities related to Swachhta Action Plan (SAP).

The Government of India launched the Swachh Vidyalaya Initiative in collaboration with State/UT Governments, Public Sector Undertakings (PSUs) and Private Corporate for provision of separate toilets for girls and boys in all government schools. Under this initiative, 4.17 lakh toilets including 1.91 lakh girls' toilets were constructed/made functional in 2.61 lakh government schools in one year period upto 5th August, 2015, ensuring that every government school to have gender segregated toilets. With this, children in Government schools now have access to gender segregated toilets. In order to promote Swachh Vidyalaya this Department has institutionalised Swachh Vidyalaya Puraskar from 2016-17. Details are available on Ministry's website.

The Ministry of Panchayati Raj has also advised the Panchayati Raj Departments of all States in March, 2016 to include inter alia the provision for construction of toilets and drinking water systems in schools, rehabilitation/repair of existing toilets and drinking water systems in schools as per the norms and requirements, while preparing Gram Panchayat Development Plans for using Fourteenth Finance Commission Grants".

J. TRANSFER POLICY

1.54 For women teachers erratic transfers in school lead to hardships compelling them to leave their jobs and go on leave without pay. In this connection, the Committee desired to know the details regarding transfer policy for women teachers. In response, the Ministry of HRD stated as under:

"The terms and conditions of service of all teachers are governed and regulated by the concerned State Government as stipulated in their State Rules/Regulations/ Notifications. However, the Central Government has issued an advisory vide D.O. no. 10-3/2016-EE.17 dated 26.05.2016 regarding request to evolve a sound policy for rational deployment of teachers, (State/ UTs may like to explore the possibility of adopting the Karnataka model, shared with States during the Project Approval Board (PAB) meetings of erstwhile scheme of SSA, wherein teacher transfer is governed through legislation).

There is no fixed tenure for KVS teachers to be posted at one place except for some identified hard stations and places of North East Region. Tenure for a teacher in hard station or NER region is fixed for 03 years. After completion of tenure at hard station and NER, teachers are considered for choice posting at choice places. Women employees are not transferred in hard or NER stations.

Women teachers are mostly transferred on their own choice as and when requested by them subject to the availability of vacancy at the desired place. Displacement of women teacher from a location is avoided by providing them - 06 more displacement counts in comparison to their male counterparts.

Transfer policy for employees working in NVS is being regulated as per provisions contained in Transfer Policy 2012 and transfer guidelines 2015 and 2018".

1.55 The Committee further desired to know the time period within which a teacher is transferred and whether it is mandatory for every teacher who gets a new post to serve the designation for at least three years. In response, the Ministry of HRD have stated as under:

"The terms and conditions of service of all teachers are governed and regulated by the concerned State Government as stipulated in their State Rules/Regulations/Notifications".

1.56 The Committee also desired to know about the steps that have been taken for transparent and efficacious transfer policy of teachers in Delhi Schools. In response, the Ministry of HRD have stated as under:

"The transfer policy in the schools is governed by the Government of NCT of Delhi is at Annexure-II".

1.57 When asked about the steps that have taken for judicious distribution of teachers in all the schools, especially in the border districts, the Ministry of HRD submitted as under:

"The terms and conditions of service of all teachers are governed and regulated by the concerned State Government as stipulated in their State Rules/Regulations/ Notifications. However, the Central Government has issued an advisory vide D.O. no. 10-3/2016-EE.17 dated 26.05.2016 regarding request to evolve a sound policy for rational deployment of teachers, (State/ UTs may like to explore the possibility of adopting the Karnataka model, shared with States during the Project Approval Board (PAB) meetings of erstwhile scheme of SSA, wherein teacher transfer is governed through legislation).

There is no fixed tenure for KVS teachers to be posted at one place except for some identified hard stations and places of North East Region. Tenure for a teacher in hard station or NER region is fixed for 03 years. After completion of tenure at hard station and NER, teachers are considered for choice posting at choice places. Women employees are not transferred in hard or NER stations.

Women teachers are mostly transferred on their own choice as and when requested by them subject to the availability of vacancy at the desired place. Displacement of women teacher from a location is avoided by providing them -06 more displacement counts in comparison to their male counterparts.

Under Navodaya Vidyalaya Samiti (NVS), the judicious distribution of teachers in all the schools, especially in the border districts, special recruitment drives have been conducted by NVS to fill up the vacant posts of that particular region".

K. REPRESENTATION OF WOMEN TEACHERS

1.58 The Ministry of Human Resource Development have informed that there is a marginal increase in the percentage of female teachers from the year 2013-14 to 2015-2016. State-wise details of percentage of female teachers may be seen in Annexure-III.

(i) KENDRIYA VIDYALAYA

Out of 45325 teachers working in KVS, 19925 are women teachers and represent 43.96% of the total teaching staff.

(ii) DIRECTORATE OF EDUCATION, GOVT. OF NCT

Teachers cadre is composed in such a way that there are separate posts kept for male and female employees. At present, 19966 regular female teachers are working in the Directorate as compared to 16843 regular male teachers, reflecting the gender balance in the workforce of this Directorate.

(iii) NAVODAYA VIDYALAYAS(JNVs)

Out of total 19315 teachers, 4926 are women teachers which is 25.50% of the total teaching staff.

(iv) NEW DELHI MUNICIPAL COUNCIL (NDMC)

Representation of women teachers is more than the male teachers in NDMC and Navyog schools. The higher representation of women teachers has

resulted into safe and secured environment not only for women teachers but also the girl students in the NDMC schools.

(v) SOUTH DELHI MUNICIPAL CORPORATION

The Committee have been informed that out of 7130 teachers, 4846 teachers are female, i.e. 68% women teachers are working in different capacity.

1.59 The Committee desired to know about the total number of teachers in NDMC School and the number of women teachers". In response, the Ministry has informed as under:

"As per information received from State Government the total number of teachers working in NDMC Schools are 1351 out of this 932 teachers are women".

1.60 In response to the query of the Committee regarding the highest and lowest percentage of women teachers in schools and the reasons for such variation, the Ministry informed the Committee as follows:-

"As per unified District Information System for Education 2016-17 (provisional) State of Goa have most percentage of women teachers while state of Jharkhand have least percentage of women teachers in Government Schools".

1.61 The Ministry of Human Resource Development have further informed the Committee regarding the region wise status of women teachers in JNVs as on 21.03.2018 which is given as under:-

Sl. No.	Region	No. of Women teachers	No. of Teachers belong to SC	No. of teachers belong to ST
1	Bhopal	580	61	62
2	Chandigarh	426	81	43
3	Hyderabad	586	70	12
4	Jaipur	444	56	23
5	Lucknow	587	85	19
6	Patna	327	33	50
7	Pune	429	78	39
8	Shillong	348	36	49
	Total	3727	500	297

L. RECRUITMENT RULES

1.62 The Committee desired to know about the Operation Blackboard and recruitment of teachers under this scheme so far and the number of women teachers recruited therein. In response, the Ministry of HRD have informed as under:

"The scheme of Operation Blackboard was launched in 1987-88, to provide essential facilities in all primary schools (existing as on September 30, 1986) in the country mainly with the provision of two class rooms, two teachers and teaching learning equipment. The scheme of OB was revised in 1993 to provide for third teacher and three classrooms in Primary schools with enrolment of more than 100 children. The scheme was also extended to Upper Primary Schools. The scheme of Operation Blackboard has been subsumed in the erstwhile scheme of SSA from 2002-2003".

1.63 The Committee further desired to know about the percentage of jobs that are reserved for women in schools. In response, the Ministry of HRD have informed as under:

"The terms and conditions of service of all teachers are governed and regulated by the concerned State Government as stipulated in their State Rules/Regulations/Notifications. However, the Central Government has issued as advisory vide D.O. No. 10-3/2016-EE.17 dated 26.05.2016, regarding request to evolve a sound policy for rational deployment of teachers, (State/UTs may like to explore the possibility of adopting the Karnataka model, shared with States during the Project Approval Board (PAB) meetings of erstwhile scheme of SSA, wherein teacher transfer is governed through legislation)".

1.64 The NCERT in the context of the need for presence of Women Teachers in Rural areas stated as follows:-

"It is well established that women teachers are influential not only in increasing enrolment of girls but also have a positive impact on their retention, performance and personality development. The need for increasing the number of women teachers, especially in rural areas, has been reiterated time and again by various education Commissions and Committees. The National Policy on Education states that in order to create a greater confidence and to motivate parents to send girls to schools, preference will be given to recruitment of women teachers. However, it is equally necessary that women teachers work in a congenial environment and their problems be paid due attention, so that they can perform their roles and duties as teachers effectively. A number of guidelines have been provided to improve the working conditions in schools and to attract women to work as teachers in rural areas. Despite education policy rhetoric of the women teachers being at the heart of education, of gender equity and

equality, the needs of women teachers received little specific attention. Their voices are noticeably absent. The lack of women teachers, especially in rural areas continues to exist despite various efforts to make available more and more women teachers in school."

"The NCERT had conducted a Study on Recruitment and Posting of Women Teachers in Rural Areas (1995-97), which highlighted that recruitment and posting policies of women teachers, is a bigger challenge in the way of achieving Universalization of Primary Education. The study covered four states viz. Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh. In all these states the major problem faced by teachers were lack of suitable accommodation, poor transport facilities, insecurity, absence of basic facilities like electricity, water, toilets, etc. One of the recommendations of the study was to have well defined national policy on recruitment and posting of women teachers that addresses their problem in rural and remote settings.

With the background an extensive nationwide study was carried out by NCERT from 2003-06 to build a national perspective on their problems of women teachers working in rural areas, handling classes VI-VIII, as viewed by themselves, to assess as to what extent and in which manner their problems affect their duties as teachers and also to generate workable solutions by interacting with them. Under the study, National level data collection took place in 2003-04, Regional Seminars in 2004-05 and Case studies of some women teachers working in remote/difficult rural areas in 2005-06. The study was carried out in a participatory mode covering more than thousand rural women teachers.

A structured schedule was canvassed in all the states and union territories of India covering 10% of the sample. Through the schedule, the information was collected on the parameters such as distance to be travelled and transport facilities to reach the school; accommodation facilities in rural areas; infrastructure facilities to reach the school; accommodation facilities in rural areas; infrastructure facilities, recruitment, posting, transfer and promotional policies, special incentives to work in rural areas and discrimination/ difficulties faced if any as a woman teacher working in rural areas.

The analysis from southern region revealed that transport, and poor infrastructure at schools and common problems faced by women teachers in rural areas in all the six states of the southern region except in the union territory of Lakshadweep. Gender discrimination also existed in Karnataka. All the states reported that there were no grievance redressal cells to solve the

problems of women teachers at their reach. Many respondents have mentioned that they are interested in staying in rural areas but they could not stay in rural areas due to non-availability of residential accommodation and lack of infrastructure facilities. The recommendation made by several committees and commissions in terms of quota for women candidates; relaxation in age and qualification for girls in the recruitment policy remains valid even today, however these don't seem to have been implemented. No special incentive is there to women teachers who work in rural areas. None of the state/union territory has 50% reservation/quota for women candidates in the recruitment policy of teachers at the upper primary stage and there is no quota for girls who have studies in rural areas. There was no relaxation in age with the exception of the union territory of Andaman and Nicobar Islands where 5 years of age relaxation is permissible for women candidates. A school from Uttarakhand, where the selected teacher taught, was located in an area not suitable for an educational institution. Teachers working in such institutions have to live far from school. It is essential that schools should be located in suitable surroundings and suitable residential facilities should be provided to women teachers working in rural/remote areas for successful discharge of their duties. Women teachers working in rural/remote areas of J&K had to make special efforts in retaining girls in schools in the absence of proper infrastructure, e.g. toilet facilities, proper (pucca) entrance, etc.

After having received the responses from women teachers, there was a plan to hold regional seminars for interaction with selected teachers. Accordingly, regional seminar for the southern region was held at Regional Institute of Education (RIE), Mysore from March 3rd -5th, 2004. Forty-five selected teachers of seven states and union territories namely Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Pondicherry, Andaman & Nicobar Islands and Union Territory of Lakshadweep participated in the seminar. Selection of teachers for participation in the seminar was done on the basis of the quality of their responses in the schedules. During the three days seminar, the identification of the issues led to discussion of suitable strategies to tackle the problems. Some of the strategies included provisions of toilets; drinking water; boundary walls; residential accommodation; rural allowance; special provisions for women candidates in recruitment, posting, transfer and promotional policies; and separate

forum to listen to the grievances of women teachers at the block levels. However, participants were against relaxation in qualification as it may affect quality in education adversely. Many respondents have indicated that they are interested in staying in rural areas provided residential accommodation with basic amenities is available at the block/ hobli/ taluk/union level. It was also

suggested that School Development and Management Committees (SDMCs) should be headed by a woman”.

1.65 Further, Committee enquired about the details of women teacher who have been recruited during the last 3 years through direct recruitment in Government of National Capital Territory of Delhi(GNCT) and whether any quota is being maintained for recruitment of women. In response, GNCT stated as under:-

"Total 3095 female Candidates have been recruited by Direct recruitment through DSSSB during the last three years for different teaching posts." List annexed as Annexure-IV.

1.66 The Committee desired to know the details regarding eligibility criteria in terms of age and qualifications for appointment of teachers in Navodaya Vidhyalaya at Primary, Secondary and Senior Secondary Level. In response, the Ministry of HRD has stated as under:-

"Recruitment Rules for the post of PGTs, TGTs and Misc. Category teachers are placed at Annexure-V".

1.67 The Committee have also been informed through background note by the Directorate of Education, National Capital Territory that:-

"Relaxation of 10 years in the upper age limit of female teachers for the post of TGT in the recruitment. 40 years for women teachers as against 30 years for others."

1.68 The Committee further desired to know about the provision of giving age relaxation to women teachers at the time of their appointment. In response, the Ministry of HRD has stated as under:-

"Ten years age relaxation is allowed to woman candidates for appointment under Direct Quota for teaching posts (PGTs, TGTs and Misc. Category)".

1.69 In response to the Query of the Committee regarding the maximum age limit for appointment of PGT/TGT teachers in Kendriya Vidyalaya, Navodaya Vidyalaya, Sarvodaya Vidyalaya and various schools of Municipal Corporation of Delhi, the Ministry of HRD stated as under:-

"In Kendriya Vidyalaya, the maximum age limit for the post of PGT/TGT teachers is as under.-

PGT - 40 years

TGT- 35 years

In addition to maximum age, the age relaxation is provided to OBC, SC, ST, PH & Ex-serviceman candidates as per Govt. of India Rules.

Under NVS, Maximum age limit for appointment of PGT is 40 years and for TGT 35 years.

1.70 In this context, the Ministry of Home Affairs stated as under:-

"Under NDMC Schools, maximum age limit for male and female for the appointment of TGT is 30 years and 40 years respectively".

1.71 The Committee further desired to know whether any age relaxation is given to women teachers. In response, the Ministry of HRD stated as under:-

"The terms and conditions of service of all teachers are governed and regulated by the concerned State Government as stipulated in their State Rules/Regulations/ Notifications".

"In KVS and NVS, 10 years age relaxation is given to the women candidates for teaching posts as maximum age limit".

1.72 In this context, the Ministry of Home Affairs stated as under:

"Under NDMC Schools, maximum age limit for male and female for the appointment of TGT is 30 years and 40 years respectively".

1.73 On being asked whether any quota is being maintained for recruitment of women teachers, the Committee have been informed that:-

"The recruitment, service conditions and deployment of teachers come under the purview of the State/ Union Territory (UT) Government. In KVS, NVS and NDMC Schools no quota is being maintained for recruitment of women teachers.

However in NVS, the policy is to ensure at least 1/3rd of teachers employed are women, subject to their eligibility".

M. UPGRADATION OF SKILL

1.74 In response to the query of the Committee regarding the various skill development and training programmes of Central Government of rural and urban areas, the Ministry replied as under:-

"The Right of Children to Free and Compulsory Education (RTE) Act, 2009 has been enacted for universalization of elementary education i.e for classes I to VIII across the country. Section 23(1) of RTE Act stipulates that any person

possessing such minimum qualifications, as laid down by an academic authority, authorized by the Central Government, by notification, shall be eligible for appointment as a teacher. Accordingly, the Central Government has notified the National Council for Teacher Education (NCTE) as academic authority for recruitment of teachers. Additionally, NCTE, mandated for providing quality teacher education to the prospective teachers, has set norms and standards for infrastructure, instructional facilities and qualification and experience of faculty for the teacher education institutions in which teachers are educated. For this purpose, NCTE has revised its Recognition, Norms and Procedure, Regulations 2014. The Regulations 2014 has specifically taken care of gender, equity, ICT, yoga and inclusive education incorporating them in the revised curricula prepared for this purpose. Teacher education programmes are undertaken by both Government and nongovernment institutions after seeking recognition from the National Council for Teacher Education (NCTE) in accordance with the norms and standards laid under the NCTE Act and its Regulations. The NCTE conducts inspections of recognized teacher education institutions under section 13 of the NCTE Act to monitor their quality.

The Central Government, through the Scheme of Samagra Shiksha supports the State Governments and UT Administrations on several interventions to improve teaching standards, including inter alia; regular in-service teachers' training, induction training for newly recruited teachers, training of all untrained teachers to acquire professional qualifications through Open Distance Learning (ODL) mode academic support for teachers through block and cluster resource centres, training on ICT Component, Inclusive Education, Gender Sensitization and Adolescent Education is provided. Under Samagra Shiksha, the focus is to give subject specific, need based and relevant in service teacher training to both elementary and secondary teachers for their professional development.

The Central Government, under the flagship programme of Samagra Shiksha provides funding to State and UT Governments to improve Elementary and Secondary education respectively. Under SSA, there

is provision of 20 days of in service training out of which 10 days training is organized at (BRC) level and 10 days at (CRC) level. Under RMSA, there is a provision of 10 days of in service teacher training, including 05 days of subject specific training and for the remaining 05 days training on ICT Component, Inclusive Education, Gender Sensitization and Adolescent Education is provided. Under both SSA and RMSA, the focus is to give subject specific, need based and relevant in service teacher training to both elementary and secondary teachers for their professional development".

1.75 As regards the issue of preference given to women, Scheduled Caste(SC), Scheduled Tribes(ST) and other weaker sections of society for attending skill development and training programmes, the Ministry explained as under:-

"National Council for Teacher Education (NCTE) Regulations, 2014 provide for reservation and relaxation for Scheduled Castes (SC), Scheduled Tribes (ST) and Other Backward Classes (OBC), Physically Handicapped and other categories in the eligibility criteria for admission to various Teacher Education Programmes. Similarly, there is a provision regarding terms and condition of service of Teaching and Non-Teaching staff in the said Regulations, which is to be determined as per policy of the State Government Affiliating Body. However, based on demands from associations/individuals, NCTE has decided to make a specific provision in the Norms (Qualification of teaching faculty) for each of the 15 Teacher Education Programmes, included as Appendix to NCTE Regulation to 2014, amendment to which is being notified".

1.76 When asked about the number of women teachers in remote areas, tribal areas, etc., the Ministry explained as under:-

"As per UDISE 2016-17 (Provisional), the number of women teachers in rural areas is 2671889. The number of women teachers in Tribal Areas is 325531. All Jawahar Navodaya Vidyalayas (JNV)s are located in rural areas. 3727 women teachers are working in JNVs. 222 women teachers are working in tribal areas".

N. STUDENT TEACHER RATIO

1.77 The Committee dwelled upon the important issue of the ideal and extant Student-Teacher ratio at Primary, Secondary and Senior Secondary classes in the Schools and the effect on working condition of the teachers and learning atmosphere of students. In response, the Ministry of HRD explained as under:-

"The Right of Children to Free and Compulsory Education (RTE) Act, 2009 has been enacted for universalization of elementary education i.e. for classes I to VIII across the country. The RTE Act, 2009 in its Schedule lays down Pupil-Teacher Ratio (PTR) for both primary and upper primary schools. At primary level, the PTR norm is 30:1 and at the upper primary level it is 35:1. As per the Unified District Information System For Education (UDISE) 2015-16, the PTR at national level for primary schools is 23:1 and upper primary schools is 17:1, which is better than the norm laid down in the RTE Act, 2009. Similarly, at the

secondary level, the RMSA framework lays down a PTR norm of 30:1, against which the PTR at national level is 27 as per UDISE 2015-16. As the, recruitment, service conditions and deployment of teachers are primarily in the domain of the State Governments and UT Administrations. However, the Central Government through the erstwhile centrally sponsored programmes of Sarva Shiksha Abhiyan (SSA) at elementary level and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) at secondary level which have been subsumed under a new scheme named Samagra Shiksha provides assistance to the State Governments and UTs for additional teachers to maintain appropriate Pupil Teacher Ratio as per the prescribed norms for various levels of schooling. The Central Government has been consistently pursuing the matter of expeditious recruitment and redeployment of teachers and to implement norms of the RTE Act 2009 with the States and UTs at various forums. Advisories to implement the norms of the RTE Act have also been issued to States and UTs from time to time".

O. MATERNITY LEAVE AND CHILD CARE LEAVE

1.78 In response to the queries of the Committee regarding the schools run by CBSE providing CCL to lady employees, the Ministry explained as under:-

"CBSE has provisions under rule 3.3 (v) of Affiliation Bye Laws that the school in India must pay salaries and admissible allowances to the staff not less than the corresponding categories of employees in the State Government schools or as per scales etc. prescribed by the Government of India or as per the conditions laid by the State Government".

P. AD-HOC/CONTRACTUAL TEACHERS

1.79 In view of the challenges faced by Ad-hoc/Contractual Teachers in various educational institutions, the Committee desired to know from the National Council of Educational Research and Training about their condition. The NCERT informed the Committee as follows:-

"Most of the Kasturba Gandhi Balika Vidyalaya (KGBV) are situated in the economically backward blocks and in remote areas. The teachers recruited in the KGBV are contractual teachers with very less remuneration. There are full time teachers, part time teachers and warden with different remunerations. The full time teachers and warden stay in the KGBVs where as the part time teachers stay outside the KGBV. The part time teachers were paid very less and they had to commute daily to the remote areas without any proper transportation facilities".

1.80 In response to the Committee's observation regarding challenges faced by the ad-hoc teachers, the Commissioner, KVS informed that:

"We hope to put in a system by the end of this year the least number of vacancies as much as possible with the help of CBSE of course. They conduct their examination. The interviews are conducted by KVS only. These ad-hoc teachers which they recruit are mandatorily to have qualifications same as those of primary teachers or TGTs or PGTs. There we do not compromise. In fact, if somebody is not B.Ed. then he or she shall not be recruited for that PGT post. The only latitude which is given is this. Somebody who has passed CTET examination is not available and only B.Ed passed is available then we go for ad-hoc teacher recruitment in that particular school. The appointment is done by the particular school management committee itself, which is headed either by the Collector or the Army Commander or the Station Commander of the Navy. They approve the panel. Their representative is there in the Committee which conducts the interview through an open walk-in-interview process. That is how our ad-hoc teachers get recruited. They are paid the starting scale of that particular cadre which they join for that year".

1.81 The Committee enquired regarding the total number of Guest Teachers and Ad-hoc teachers in various schools in Delhi, and for the past how many years they have been employed. In response to the query, Government of National Capital Territory of Delhi stated as under:-

"Presently, approximately 17300 Guest Teachers are presently working in various Govt. Schools of GNCT of Delhi".

So far as period of past year of employment is concerned, it is submitted that:-

On 08.06.2010 the Directorate of Education took a policy decision to engage guest teachers as stop gap arrangement in order to provide teachers to students against regular posts of PGT, TGT, Assistant Teachers & Misc. Category which were lying vacant pending

finalization of direct recruitment by DSSSB, as also against short term vacancies caused due to Child Care Leave (CCL). Maternity Leave, etc. in the academic interest of the students.

The said practice of engagement of Guest Teachers as stop gap arrangements is continued on the stipulated terms and conditions formed by the Competent Authority time and again."

1.82 The Committee further desire to know if vacancies are there, why regular appointments have not been made against Guest/Ad-hoc Teachers. In

response the Government of National Capital Territory of Delhi stated as under:-

"Recently requisitions for 9956 posts have been sent to DSSSB. Copy of the status of vacancy sent to DSSSB is attached as Annexure-VI."

1.83 The Committee also desire to know whether there is any scheme of regularizing the services of ad-hoc teachers. In response the Government of National Capital Territory of Delhi stated as under:-

"No."

Q. PAY PARITY WITH PRIVATE SCHOOLS

1.84 In view of the fact that the issue of pay parity being an important aspect of empowerment of women teacher, the Committee desired to know the scales of pay and allowances of teachers of a recognized private school and whether they are equal or less than those of employees of corresponding status in schools run by the appropriate authority. In response, the Ministry explained as under:-

"All States/ UTs except the State of Jammu and Kashmir are implementing the RTE Act, 2009 across the country, as per their respective notified State Rules. It may be noted that all private schools have to seek recognition from the State Government or local authority. Hence the concerned authority as per Rule 18(1) of the Model RTE Rules, 2009 shall notify terms and conditions of service and salary and allowances of teachers in order to create a professional and permanent cadre of teachers".

1.85 The Committee further desired to know whether casual teachers/ ad-hoc teachers are given adequate remuneration and if not, the reasons for disparity in the pay given to teachers of private and public schools. In response, the Ministry of HRD explained as under:-

"Education is in the Concurrent List of the Constitution, a majority of the schools are under the jurisdiction of respective States and Union Territories (UT). Hence, the recruitment, service conditions and

redployment of teachers are primarily in the domain of respective State Governments and UT Administrations. As per Section 23 (3) of the RTE Act, 2009, the salary and allowances payable to, and the terms and conditions of services of, teachers shall be such as may be prescribed. Further, Rule 18(1) of the Model RTE Rules, 2009, states that the State Government or the local authority, as the case may be, shall notify terms and conditions of service and salary and allowances of teachers in order to create a professional and permanent cadre of teachers".

1.86 When the Committee enquired as to whether the states and districts have been experimenting with new career paths and salary structures in an effort to attract and retain high quality teachers, the Ministry explained as under:-

"The recruitment, service conditions and redeployment of teachers are primarily in the domain of respective State Governments and UT Administrations. However, MHRD has advised to explore the possibility of framing guidelines for a transparent system of promotion of teachers. Further, the States have also advised to release of teacher recruitment plan at the start of the academic year in local news paper. These steps would help to attract and retain high quality teachers. Further, in order to attract better teachers and to retain them in the Government, the 6th Pay Commission recommended a higher start for teachers".

1.87 The Committee enquired from the Ministry whether the teachers of private/unaided schools are not properly regulated like they are not paid their full scale, paid salaries in cash or kept on contract for years so that they are not in a position to complain. The Committee also sought to be apprised of the action CBSE has taken against management of such schools. In response, the Ministry explained as under:-

"CBSE has provisions under rule 3.3 (v) of Affiliation Bye Laws that the school in India must pay salaries and admissible allowances to the staff not less than the corresponding categories of employees in the State Government schools or as per scales etc. prescribed by the Government of India or as per the conditions laid by the State Government".

R. CAREER PROGRESSION SCHEMES

1.88 The Ministry have submitted information regarding various programmes and schemes which are undertaken at the state and district level for career progression of women teachers. In response to the query of the Committee, the Ministry stated as follows:-

"The terms and conditions of service of all teachers are governed and regulated by the concerned State Government as stipulated in their State Rules/Regulations/ Notifications. Further in NVS following programmes have been implemented regarding career progression:

- a. Regular training programme are organised for career progression.
- b. Facilities of promotion through Limited Departmental Examination/ Direct recruitment are made available.
- c. Senior/ selection grade is extended to eligible teachers.

1.89 When asked for the reasons due to which many teachers stagnate in particular job grades despite the steady progression of other teachers who possess similar qualifications and experience, the Ministry of HRD replied as under:

"The terms and conditions of service of all teachers are governed and regulated by the concerned State Government as stipulated in their State Rules/Regulations/ Notifications."

1.90 The Committee desired to know the steps being taken by the Delhi Government to ensure stability to the career of teachers and improving the quality of education. In response, the Government of National Capital Territory, Delhi stated as under:-

"Steps like Chunauti, Reading Campaign, Summer Camps, Judo Gyan Intervention, Mission Buniyaad, Establishment of Primary Branch, Core Academic Unit (Assessment Unit), Library Branch, Launch Happiness Curriculum, Capacity building of Principals/Teachers, Infrastructure Upliftment, Community engagement and Social Inclusion have been taken. Details of the above are placed as Annexure-VII."

PART II

OBSERVATIONS/RECOMMENDATIONS OF THE COMMITTEE

Ensuring education to all

2.1 The Committee note that Education is important for the development of society as well as the country and teachers play a crucial role in development of children who join the schools as students. Children gain the basic knowledge and skills and often teachers are also role models and guiding factors. The education they receive in schools prepare them for life in the world. During their schooling life, virtues of discipline and dedication are fostered in students.

The onset of globalization in the nineties of last century has set off transformational changes in every profession and education is no exception to it where the dynamics has changed from local to global concerns. Hence reform and innovation is inevitable in the field of education and there is a need for review of structure of teacher education, training programmes, workplace environment, recruitment rules etc in order to meet the ever changing needs of the society.

The Committee note that the Government has brought in various initiatives in last three decades like Sarva Shiksha Abhiyan, Operation Blackboard, Right to Education, National Education Policy, Etc, to meet the challenges being faced by the changing needs of the education sector. The Committee further note that education has become an aspirational and motivational tool to all sections of the society who are ready and willing to educate their children for a better tomorrow. The Committee would like to point out that to have knowledge-based society and law abiding approach of its citizens, 'education for all' is *sine qua non* for a matured democratic society like our country. Hence, the Committee recommend that education system should be strengthened further by opening and investing in primary and secondary school infrastructure so that affordable quality education at nominal cost is available to all those who are in need.

ROLE OF WOMEN TEACHERS

2.2 The Committee note that as per the National Education Policy, the status of the teacher reflects the socio-cultural ethos of a society. The policy also envisages that teachers should have the freedom to innovate, devise appropriate methods of communication and activities relevant to the needs and capabilities of the concerns of the community.

The Committee also note that the methods of recruiting teachers will be reorganized to ensure merit, objectivity and conformity with spatial and functional requirements and pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and to attract talent to the profession. The Committee further note that education acts as an agent to bring basic change in the status of women and NEP 1986 focuses on education for women equality and has played a positive and interventionist role in the empowerment of women. The Committee note that the women representation among teachers is varied. In KVS, out of 45325 teachers, 19925 are women which is 44 percent. In Navodaya Vidyalays, 4926 women teachers represent 25 percent of the workforce. In SDMC Schools in Delhi, the women teachers are at 68 percent and in NDMC, It is about 70 percent.

Some of the issues related to women teachers in school are provisions of toilets, drinking water, boundary walls, residential accommodation special provisions for women in recruitment, posting, transfer and promotions, etc,. The Committee further note that role of women teachers is important not only for enrolment of girl child but also for their retention, performance and personality development. The need for increasing the number of women teachers especially in rural areas has been reiterated by various committees. The Committee note that National Policy on Education states that in order to create a greater confidence and to motivate parents to send girls to schools, preference will be given to recruitment of women teachers. The Committee therefore recommend that the Ministry and concerned agencies should ensure that women representation in the teaching profession is increased by suitable policy initiatives like teachers for smaller classes and girl schools be wholly handled by women teachers modifying roles regarding posting of women teachers, may be suitably modified for attracting women into the teaching profession.

Training Programmes for Skill Development

2.3 The Committee note that training programmes for teachers is an important activity to improve the skills and also update the teachers. The Govt of India has constituted a non statutory National Council for Teacher Education (NCTE) with the express purpose to enhance standards of teacher education in the country. The main objective of NCTE is to achieve planned and coordinated development of teacher education system, regulation of norms and standards and NCTE Regulations 2014 is the latest attempt in that direction.

The Ministry of Human Resource Development organises various training programmes by in-service or distance learning for skill development of teachers. The Committee also note that Navodaya Vidyalayas depute their women teachers to attend various leadership related training programmes and Adolescence education programme organized by reputed institutions and NGOs. Similarly, NDMC has also been organising training programmes for Assistant Teachers, TGT and PGT through the Subject Experts and NCERT in their respective subjects, in a structured way since November, 2015. The Committee also note that in-service training are being provided to all teachers including female teachers of South Delhi Municipal Corporation from time to time for upgradation of their teaching skills. Similarly, seminars and workshops are being organized regularly by East Delhi Municipal Corporation for upgradation and improvement of knowledge and excellence in professional field of teachers.

The Committee while appreciating the efforts of the Ministry and other concerned authorities to impart training to teachers would like to empahsise the following points which are very important towards students and therefore teacher's training should focus on these issues namely i) to inculcate in them desirable qualities of an ideal teacher ii) The emotional intelligence competencies and positive attitudes iii) sensitizing teachers and staff about the gender sensitive issues like prevention, prohibition and redressal against sexual harassment of women at work places, POCSO Act, Crime against women etc. for their social and emotional well being iv) to educate young girl children about Menstrual Cycles and Menstrual Hygiene Management so that girls become aware about the use of clean sanitary pads and the method of safe disposal.

The Committee believe that development of moral standards of students and respect for the teachers is important in light of the reported cases of violence by students for various reasons. In view of the above, the Committee recommend that Ministry and other concerned agencies should include and devise suitable training content in their training programmes aimed to foster moral values by teachers resulting in revitalisation of the virtues of the ancient Guru-Shishya tradition and teachers as institutions of unquestionable reverence and role model for students. The Committee also recommend that moral focus of Teachers training programme be enhanced and action taken in the matter be communicated to the committee at the earliest.

Grievance Redressal Mechanism

2.4 The Committee note that there is a need for proper mechanism in the education sector for grievance redressal and also to handle sexual harassment cases related to women employees and teachers. The Committee observe that KVS had constituted the 'Complaint Redressal Committee' at Headquarters level as well as the regional offices to tackle sexual harassment cases against women employees. This is in consonance with guidelines contained in the judgement dated 13.08.1997 of the Hon'ble Supreme Court in Vishaka and other Vs State of Rajasthan and Others. The Committee found that while Navodaya Vidyalaya have complaints/Gender Harassment Committee for redressal of complaints, only Directorate of Education, National Capital Territory have Internal Complaint Committees for enquiring into complaints of Sexual Harassment at workplace at all Administrative levels in the Directorate.

The Committee are shocked to find that except Government Schools of Delhi, the schools like KVS and Navodaya Vidyalaya are still following Vishaka Guidelines which have now been superseded by Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act and how such an important development was missed by the Ministry. The Committee also feel that Ministry should ensure that the latest law should be implemented across its jurisdiction at the earliest and desire that further steps be taken to create awareness among male and female teachers regarding the provisions of the law and all organisations must make sure that the latest law is followed. The Committee therefore recommend that Ministry of Human Resources Development and Home Affairs in consultation with concerned organisations/schools should take appropriate measures to increase the awareness level among the women teachers and make them more conscious towards their rights and additional incentives and facilities provided to them. Further, to resolve grievance of the teachers and other employees expeditiously, the Committee desire that District Education Officers (DEOs) must organise special grievance redressal sessions for school teachers in their respective offices on regular intervals and the Ministry should obtain periodic reports at regular intervals.

Safety and Security

2.5 One of the salient factors for enhancing the representation of women teachers in the teaching profession is ensuring their safety and security. In this context, the Committee enquired regarding the steps taken for safety and security of students and women teachers in Kendriya Vidyalaya, Navodaya Vidyalaya and Sarvodaya Vidyalaya and various schools of Municipal Corporation of Delhi. The Committee were

glad to hear the reply of Ministry of Human Resources Development that as per the direction of CBSE/National Disaster Management Authority, New Delhi, the standard operating procedures has been circulated to all affiliated schools across the country to ensure safety and security of the students and women teachers. Further, the Committee were surprised to find the reply of North Delhi Municipal Corporation that there is no provision of Security Guards in Government School premises and there is feeling of insecurity and all teachers especially female teachers have to work with a feeling of insecurity. Similarly, concern was expressed about the security of female teachers by NDMC by stating that female teachers are engaged by Election Commission as booth level officers and they are required to visit each and every household after school hours without any security. It was further informed that it is not only a grave security concern but also cumbersome for the female teachers since they have to take care of families and children at home. In this context, the Committee are of the view that in the absence of Security Guard, it is natural to have a feeling of insecurity among teachers/ especially women teachers and girl students. The Committee believe that neither students nor teachers can perform at their best if they do not feel safe. Further, schools where teachers do not feel safe are likely to experience difficulty in attracting and retaining teachers. The Committee, therefore, recommend that the Ministry of Human Resource Development and Home Affairs should take steps expeditiously to ensure that the direction regarding security norms to be followed in educational institutions are upheld without fail. The Committee also recommend that dedicated self defence programmes should be conducted at regular intervals for instilling a sense of security amongst the women teachers and girl students of the school for their emotional well being apart from their physical fitness. In view of the fact that female teachers are engaged for census and other electoral works as booth level officers, the Committee recommend that threat perception for female teachers should be objectively identified by concerned security agencies and suitable directions be given to allay the fear in the minds of the female teachers for being a part of any bonafide electoral or other non-educational work being given to the women teachers. The Committee also recommend that action taken in the matter be communicated to the committee at the earliest.

Work Load

2.6 The Committee note that the Right to Education Act 2009 also allows only three duties-census, disaster and election. The Committee find that women teachers of the school are also required to do non-teaching work of the school, i.e. maintenance of school, repairs in school building, availability of light and electricity, procurement of

items related to school, pay bill and service related matter etc. that too beyond school hours. Excessive administrative & non-academic work and the burden of non-teaching demands may make teachers depressed & lose their morale and commitment to the school.

The Committee desire that in tune with the essence of the RTE Act teachers should concentrate on teaching only and should not be assigned any non-academic work beyond the mandate of the law. Engaging teachers to do activities other than teaching takes a toll on them and affects their primary duty. They are supposed to do only teaching work during school hours. In order to create better and hassle free working condition for female teachers, the Committee recommend that the Ministry must take suitable action to ensure that teachers focus on teaching and academic activities by recruitment of clerical staff in all the schools of Government for doing non-teaching work wherever felt necessary. The Committee also recommend that government should look for a policy-level intervention to ensure that the incidental task of involvement in Census, disaster and election related work should not have any adverse impact upon the core work of teaching for school teachers to improve the standards of teaching and learning. The Government should also ensure that these measures are taken by private schools also so as to ensure and provide a congenial environment to them as well.

Toilets for Women Teachers/Girl students

2.7 The Committee believe that adequate sanitation facilities exist at the very root of the health and physical well being of Teachers. The Committee were informed that there is provision of separate toilet for women teachers in Navodaya Vidyalaya, NDMC and all Municipal Schools of Delhi. However, in schools of East Delhi Municipal Corporation, women teachers have to use common toilets with female students. However, in KVS, though there is provision of separate toilet for women teachers, the number of toilets has not increased in proportion to the number of female teachers which have increased over the years. Such a scenario needs attention owing to the specific sanitation needs of the female teachers which stand out as the basic need for any teacher in the school.

The Committee believe that absence of toilet facilities is one of the most significant reason for drop out of girls at secondary school. Since, separate toilets for girls are directly related to their health and sanitation, the Committee, recommend that the Ministries of HRD and Home Affairs must take up the issue with concerned authorities and ensure the construction of (i) separate toilets for women teachers and girl students and (ii) adequate number of toilets in schools where the number of teachers have gone up. Further, since primary responsibility

of maintenance of school toilets lies with the concerned State Government and UT Administration, the Ministry must vigorously pursue with all the State Governments to ensure proper maintenance and creation of school toilets to keep them functioning and also steps must be taken to bring about behavioural changes among students and teachers through an intensive awareness campaign so that the toilets are properly used, and kept neat and clean. The Committee desire that Ministry may allow separate staff for proper upkeep of school infrastructure and want to be apprised of the action taken in the matter within three months.

TRANSFER/POSTING

2.8 The Committee believe that humane concerns in matters of Transfer/Postings be given utmost importance to ensure that the challenges of work environment do not deter the entry of women in professional life. The Committee are glad to hear from the Ministry of Human Resource Development that transfer policy of KVS facilitates easy transfer and stay of women teachers in their choice station. Similarly, spouse unification is given priority in the transfer policy of Navodaya Vidyalaya. Further, it has been submitted by Directorate of Education, National Capital Territory that transfer within 8 kms of their place of residence is given to female teachers at time of their marriage. Also, preference is given to widows/divorcee/deserted female and wives of members of All India Services/Armed Forces and those posted out of Delhi for allocating the School nearest possible to their residence. The Committee have also been informed that female teachers of Directorate of Education, National Capital Territory are initially posted within 10 kms.

The Committee believe that a humane approach towards transfer and posting of women teachers is an inalienable factor for women teachers shedding up their inhibitions to be a part of the teaching workforce and embolden the task of women empowerment through the involvement of women teachers. The Committee have been informed that an advisory from the Ministry of HRD has been issued to all the concerned states/UTs for evolving a sound policy for rational deployment of teachers. The example of teacher transfer being governed through legislation as per the Karnataka model is also a vibrant step in ensuring justice and welfare for the teaching faculty. The committee desire that the Ministry of HRD should share the best practices of the Karnataka model and the various legislations which has been passed by various State/UTs across the country, that, the best practices are emulated and a transfer policy of women teachers is evolved which works in the best interest of the teachers community and it is ensured that the discretionary powers given in matters of

transfer and posting of women teachers is not misutilized. The Committee believe that objectivity and impartiality are the two cornerstone behind the evolution of any sound policy in matters of transfer and posting. Hence, the committee are in favour of providing minimum discretion and wherever It is not possible to do away with the same, It must be conditioned by maximum regulations to ensure that justice as fairness is ensured for every women teacher. The Committee also recommend that necessary action taken in the matter be communicated to the Committee within three months.

The Committee desire that there should be transparency and fairplay in postings and transfers. An annual transfer /posting through counselling session with system based date similar to counselling adopted for engineering college admissions could be a solution. The Committee therefore recommend that the Ministry should prepare a robust and system based transfer / posting policy keeping in mind the guidelines for the same.

Relaxation in Recruitment Rules

2.9 The Committee believe that owing to social, economic, cultural and various other concerns, women are forced to take a break in their study. Further, adequate number of years are wasted in getting degrees due to break in study, either to cater to familial obligations or other challenges. In order to promote women to break the shackles of the various adversities which grip their psyche, the Committee believe recruitment rules should be relaxed as to enable them to face these adverse conditions.

The Committee note that in Kendriya Vidyalaya, the maximum age limit for the post of PGT/TGT Teachers is 40 and 35 years respectively whereas In NDMC schools, maximum age limit for male and female for the appointment of TGT is 30 Years and 40 Years respectively. Under NVS, maximum age limit for appointment of PGT is 40 years and for TGT is 35 years.

The Committee have further observed that 10 years age relaxation is allowed to women candidates for appointment under direct quota for teaching posts (PGTs, TGTs and Miscellaneous categories). The Committee have also been informed that age relaxation is being provided to OBC, SC, ST, PH and Ex-Servicemen candidates as per Government of India Rules. The Committee find that the age relaxation in recruitment rules for women Teachers is not uniform. While there is 10 years age relaxation for the TGT female teachers In NDMC Schools and schools under GNCT of Delhi, there is no age relaxation for PGT female teachers.

The Committee note that school education is an important component in the nations education system and it should envisage attracting the best and brightest talent. The Committee desire that the recruitment should be flexible and relaxable so as to attract such women talent. It is generally seen that many academically brilliant girls miss out from the work force due to social and family commitments at their career formation phase in their young age. Therefore, the committee recommend that the Ministry of HRD should re-examine the existing provisions regarding age relaxation in recruitment rules and must bring the relaxation provisions for TGT and PGT Teachers at par with each other and desire that the Ministry make vigorous efforts with the respective state governments on this issue wherever required and inform the Committee about the action taken in the matter at the earliest. In order to benefit teachers and the society at large, the Committee further desire that Ministry/State Governments and concerned authorities should encourage the women teachers working in Govt and Private schools/colleges to pursue Post Graduations and PHDs by providing them necessary support including leave.

Representation of women teachers

2.10 The Committee were informed by the Ministry that out of 45325 teachers working in KVS, 19925 are women teachers which represent 43.96% of the total teaching staff. The Committee are happy to note that presently 19966 regular female teachers are working in the Directorate of Education, NCT as compared to 16843 regular male teachers, Similarly, the Committee have been informed that representation of women teachers is more than the male teachers in NDMC and it is about 68% in South Delhi Municipal Corporation School.

The Committee are further happy with the representation of women teachers in Directorate of education, NDMC and South Delhi Municipal Schools.

The Committee have been further informed by the Ministry that women teachers are influential not only in increasing enrolment of girls but also have a positive impact on their retention, performance and personality development. Further, the need for increasing the number of women teachers has been reiterated from time and again by various Education Commissions and Committees. The higher representation of women teachers reflect the gender balance in the workforce of the teachers in school. It also results into safe and secured environment not only for women teachers but also the girl students in the schools.

The Ministry of Human Resource Development have informed the Committee about the region wise status of women teachers in

Jawahar Navodaya Vidyalayas (JNVs). A perusal of the data provided by the Ministry revealed that in Bhopal region the total representation of SC community women is only 62 out of 580, in the Hyderabad region, the figure is abysmally low to the extent of only 12 teachers out of the total number of women teachers of 586 which comes down to a meagre 2.04 %. Further in the Jaipur region only 23 women teachers are present out of a total number of 444 women teachers which is 5.81% and in the Lucknow region only 19 women teachers from the ST community is working out of 587 total women teachers which comes down to 3.23 % only.

The Committee is reminded of the constitutional aspirations of providing representation to the weaker and vulnerable sections of the society (SCs and STs). The perusal of the data revealed of a stark manifestation of under representation and lack of equity in matters of appointment of the schedule tribe community in various regions of the Jawahar Navodaya Vidyalayas. The Committee recommend that the Ministry of Human Resource Development should urgently look into the reasons of under representation of the ST community in the various regions of the JNVs and take immediate steps to fill up the shortfall in vacancy reserved for these communities. The Committee also recommend that the MHRD should objectively identify shortfall in matters of recruitment of the SC and ST community in various schools across the country and inform the Committee at the earliest about the steps taken to mitigate the issue of under representation of these communities.

The Committee find that there is greater representation of women teachers in teaching profession reflecting a natural bent of the females to join teaching profession. The Committee believe that the wider representation of females in teaching profession has varied repercussions in emboldening many other women to come out of their homes and actualise their creative potential in domains of various other professions. In view of this, the Committee recommend the creation of a greater number of jobs for women in the education sector with ample security and job satisfaction so that the onward march of the task of women empowerment is speeded up. The Committee recommend that the need to engage women in an increasing manner in the teaching profession should be taken seriously by the ministry. The Committee, therefore, recommend that Ministry of Human Resources Development to take appropriate measures to create more job opportunities for aspiring women teachers and enhance their representation in educational institutions. The Committee further desire to be apprised of the action taken in the matter at the earliest.

Ad-hoc/contractual Teachers

2.11 The Committee are concerned at the working conditions of ad-hoc /contractual teachers in various educational institutions in the country. The Committee have been informed that most of the teachers of Kasturba Gandhi Balika Vidyalaya (KGBV) are contractual teachers and they get very less remuneration compared to full time teachers, part time teachers and warden. Part time teachers stay outside the KGBV.

Therefore, the Committee recommend that the processes and the selection of ad-hoc teachers should be fair and transparent. In some schools, teachers are kept on temporary/ad-hoc basis for many years. In case of teachers on long leave, ad –hoc /contractual appointments may be made for a specified period of time. Such appointees should be given full salary and all admissible allowances as per rules both in Government and private schools. The Committee recommend that the Ministry must ensure that unqualified/under-qualified teachers should not be appointed by schools as Ad-hoc/contractual teachers. The Committee also desire that Government should take necessary steps so as to overcome shortage of women teachers and inform the committee of the steps taken in the matter at the earliest to ensure that the educational standards are not compromised.

LEAVE

2.12 The Committee believe that fairness in matters of provisions of Leave and sensitivity in their granting is one of the potent instruments of managing work life balance and catering to other exigencies of life. The Committee are glad to know that all schools under examination are following the government rules regarding Child Care Leave. However, the Committee note that in spite of such provisions, many schools authorities have been refusing to sanction CCL for women employees even in the most genuine cases. The Committee also note that in some schools it is sanctioned whereas in some other schools it is not sanctioned.

The Committee find that the Government does not have provision of surplus teachers and schools struggle when there is no substitute teacher to replace the teachers who have gone on leave. Child Care Leave cannot be claimed as a matter of right and no one is entitled for grant of leave at the cost of the institution. However, in genuine cases, it should be ensured that the same is not denied. The Committee, therefore desire that the Government should take necessary steps so as to overcome the challenges faced by the women

teachers in availing Child Care Leave for genuine reasons. The Committee also recommend that there should always be extra recruitment of teachers, i.e. minimum of 10% extra sanctioned posts so that management can take care of leave reserve and training reserve. The Committee believe that such a provision would be instrumental in overcoming the hindrances in grant of child care leave or sending employees for necessary training without challenges being faced in smooth transaction of work.

Pay parity in Private schools

2.13 The Committee were informed by the Ministry that all states/UTs except the state of Jammu and Kashmir are implementing the RTE Act 2009 as per their respective notified state rules. Further, the Committee are concerned at the plight of the casual teachers/ad-hoc teachers for ensuring adequate remuneration in conformity with the rules of the government. The Committee are also concerned about the issue of teachers in private/unaided schools being paid salaries in cash or kept on contract for years and owing to their less bargaining power, injustice being meted out to them. The Ministry in response to the query of the Committee stated that CBSE has provisions under Rule 3.3 (V) of Affiliation by Laws that the schools in India must pay salaries and admissible allowances to the staff not less than the corresponding categories of employees in the state government schools or as per skills prescribed by the government of India or as per the conditions laid by the state government. In the context of the conditions of unemployment among educated youth and the greater representation of the women workforce in school education, the committee express their concern regarding the likelihood of existing disparity, lack of equity and justice in remuneration of teachers, challenges in career progression in private/unaided schools. In the context of the low bargaining power of the teachers with the management of the schools, the issue of service conditions and lower remuneration may not be ruled out. The Committee recommend the Ministry of Human Resource Development to conduct audits through the help of NGOs and its own governmental machinery to find the actual situation at the ground level regarding service conditions of school teachers in private/unaided schools.

The Committee should devise rules and regulations for private schools and educational institutions to abide by the provisions of laws and the ministry should ensure it is enforced. The Committee desire that in these days of digital payments, cash disbursements and handling should be done away with and also if necessary the salaries

are routed through the govt. educational authorities. The action taken on the matter may be informed to the Committee at the earliest.

New Delhi
..... February, 2019
.....Magha, 1940 (Saka)

BIJOYA CHAKRAVARTY,
Chairperson,
Committee on Empowerment of Women.

**STATUS REPORT: REGARDING EMPOWERMENT OF WOMEN-LIST OF POINTS
SEEKING INFORMATION ON THE SUBJECT "WORKING CONDITION OF WOMEN
TEACHERS IN SCHOOLS"**

SNo.	Name of District	No. of complaints received	No. of complaint disposed	Remarks
1.	East	03	02	Complaint made against Sh. Tejpal Singh, Vice Principal. Warning issued by the Director of Education vide No. DE.7/134/VPL/Vig./HQ/2013/14-17 dated 26.06.2015
2.	North East	05	04	01 pending
3.	North	NIL	NIL	
4.	North-West-A	NIL	NIL	
5.	North-West-B	NIL	NIL	
6.	West-A	02	01	01 pending
7.	West-B	01	01	
8.	South-West-A	NIL	NIL	
9.	South-West-B	02	02	
10.	South	01	01	
11.	South East	NIL	NIL	
12.	Central/New Delhi	01	01	
	Total	15	12	03

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Online applications are inviting for transfer from all categories of teachers i.e. PGTs, TGTs, Misc. Teachers/TGT Computer Science* (all newly appointed TGT Computer Science may apply) except Re-employed teachers/Guest teachers/Contract teachers and Kashmiri Migrant teachers. All teachers are required to apply on the Performa available on the Departmental web site w.e.f. 17/05/2018 to 28/05/2018. To facilitate the on-line application of the teachers, the vacancy position in **Subject Teacher Urgent Requirement Schools** of the different categories of teachers is also available on the website of the Directorate. The interested teachers are advised to give choices in the order of their preferences. On-line transfer applications which are not as per the under mentioned guidelines will be summarily rejected:

1. The teachers who have completed 02 years as on 31 March of the year in the present school shall be eligible for online transfer.
2. The teachers who have completed 01 years as on 31 March of the year in the present school, which is more than 20 KM from the nearest school, opted as per MIS data, shall also be eligible for online transfer.
3. The condition of minimum stay of two years is not applicable to the teachers applying for transfer on the following grounds:
 (a) **Marriage** (after 01/07/2017), (b) **Specially-able(disabled)** employees, (c) **Medical grounds (Self)** (d) Teacher whose spouse/Child has mental illness/specially able (more than 40 % disabled) (e) Female employees whose husband in All India Services/Armed Forces and posted out of Delhi., (f) Widow/Divorced/Separated female teachers (g) Teachers designated as NCC Officers (ANO) (h) Teachers who have changed their residence during the preceding one year, and (i) **342 PGTs, promoted on adhoc basis for the year 2015-16** who have not got the posting in any one of the school opted by them.
4. **342 PGTs, promoted on adhoc basis for the year 2015-16 who have not got the posting in any one of the school opted by them** (as per list enclosed as Annexure 'D'), also have an opportunity to apply for on-line transfer under this circular. However, **the teacher posted on promotion will not be transferred back to the same school** irrespective of reason.
5. The categories of teachers mentioned at Para 3 & 4 of this circular may also apply for transfer in the schools other than "**Subject Teacher Urgent Requirement Schools**".
6. The option once availed and confirmed on-line shall be final and it can be changed only under the provisions of this circular. The teacher who have already applied on-line transfer and willing to modify his/her on-line application, can re-apply once after getting cancellation of their earlier on-line application through the link provided on the employee-login on the website of this Directorate.

7. All those **teachers transferred under the rationalization** during the year 2017-2018, also be eligible to apply in online transfer.
8. The online request for transfer on **Medical Grounds** shall be considered only in case where a hardcopy of online application along with medical reports/certificates from Govt/Empanelled Hospital forwarded by the HOS to the concerned Establishment Branch before **30/05/2018**.
9. **Employee whose spouse/son/daughter has mental illness/specially-able (more than 40% disability)**, should get their online transfer request forwarded by HOS alongwith a hardcopy of application with medical report/certificate to the concerned Establishment Branch before **30/05/2018**.
10. The **junior teachers who are willing to be declared surplus** unconditionally in lieu of the senior teacher who have already been declared surplus (as per the list enclosed as **Annexure 'E'**) may give his/her consent afresh for the same through HOS to the concerned Establishment Branch at HQ by **21/05/2018** as per the enclosed Performa **Annexure 'C'**.
11. The list of such surplus teachers, if any, who are opting to be declared surplus in lieu of the senior most teachers shall be displayed on the website of the Directorate on **24/05/2018**. Further, they can apply for on-line transfer accordingly.
12. Teacher under the category of NCC officer will be transferred only in case where NCC Directorate recommended the same and forwarded a hard copy of recommendations to the concerned Establishment Branch of this Directorate, on or before **30/05/2018**.
13. The request from **Female teachers applying on the grounds of marriage** will be entertained only if the marriage was held on or after **01/07/2017**. The concerned teacher should enclose the documentary proof regarding date of his/her marriage and the concerned Head of School will verify the same and forward the online application.
14. At first instance, online request of physically handicapped (PH) teachers will be considered for posting in the school through online module. Claim of a teacher under PH Category will be considered only as per the employee **MIS detail**.
15. After the PH Category teachers, the teachers whose spouse/son/daughter are specially-able (more than 40% disability).
16. After that the teachers(self only) suffering/undergone treatment for following diseases on the basis of Medical certificate of Govt. Hospitals/Empanelled Hospitals will be considered for posting as per their choice:
 - a. Neuro-surgery.
 - b. Cardiac Surgery including DABG.
 - c. Angioplasty and various implants.
 - d. Cancer surgery, chemotherapy and radio-therapy.
 - e. Liver/Kidney implantation/ Cirrhoses
 - f. Joint replacement.
 - g. Accidental cases affecting mobility or leading to permanent disability.
 - h. Multiple sclerosis, Myasthenia Gravis, Parkinsons diseases.
 - i. Chronic Renal failure.
 - j. Thalassemies, Haemophilia, Aplastic Anaemia, Myelodysplastic Disorders.
 - k. AIDS
 - l. Paraplegia/Quadriplegia/Hemiplegia.

17. Thereafter, the surplus teachers on account of PFC for the year 2017-18 (as per list enclosed as **Annexure-A**) shall be given preference as per their preferences of posting.
18. Thereafter, 342 PGTs, promoted on adhoc basis for the year 2015-16 who have not got the posting in any one of the school opted by them shall be given preference as per their preferences of posting.
19. Thereafter, the female teachers who got married during the one year on or after 01/07/2017 shall be given preference as per their preferences of posting.
20. Lastly, all the remaining teachers will be considered for posting as per their preferences on the basis of the distance from nearest school opted as per MIS data to the present school.
21. The employee concerned who is submitting his/her request for online transfer must ensure that date in respect of employee concerned is correctly filled in MIS database, In case, any transfer is made due to incorrect data, the HOS and the employee concerned shall be held jointly responsible for the lapse.
22. The **teacher going to retired within next one year**, will not be transfer unless teacher himself/herself has sought transfer.
23. The teacher already transferred on the '**Administrative Grounds**' will not be transferred for a minimum period of 2 years, from the school to which he/she has been posted on administrative Grounds. **The teachers transferred on 'Administrative Grounds' will not be transferred back to the same school upto next five years under any condition.**
24. In the case of **Mutual Consent Transfers**, both teachers would have to apply compulsorily online and should be of the same subject, category and gender (except in Co-ed Schools where gender restriction is not applicable). Such a request would be consider only once in the two years from both individual.
25. In case of transfer on **Surplus due to Post Fixation for the year 2017-18** the '**Senior most teachers**' in the particular category/subject as per date of joining in the particular school will be **declared surplus**, for posting in some other school. In case, senior most teacher in a particular category/subject is going to retire from service within a year, then he will not be declared surplus. Instead, the **next senior most teacher** (i.e. one who is immediate junior to the senior most teacher by virtue of date of posting in the particular schools) will be declared surplus for posting in some other school.
26. The HOS will also maintain record of all such applications forwarded by them after getting it signed from the concerned teacher. It will be responsibility of HOS to ensure while forwarding the application on line, that the password of any teacher is not misused and whatever application for online transfer are forwarded from his/her school, he/she has authenticated hard copy of the same in the school record for verification at any time.
27. Transfer cannot be claimed as a matter of right by those making requests and all transfers will be governed by the guidelines of this Directorate for the posting of teaching staff and administrative requirement.
28. Any political or outside influence shall invite disciplinary proceedings under Rule 20 of the CCS (Conduct) Rules, 1965 as already intimated vide this office Circular DE.3(169)/E-III/05/4670-740 dated 17/03/2005.
29. Rest of the contents of the circular No.PS/DE/2017/204 dated 15/06/2017 regarding policy for teacher's transfer-Directorate of Education, GNCT of Delhi, shall be adhered to.

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30. The HOS of each school can surrender any 02 teachers (PGT/TGT/MISC.) for transfer from his school to some other school through a separate module of MIS. **These teachers will be moved out first before effecting any transfers.**
31. Option once availed and confirmed on-line shall be final and it can be changed only under the provisions of this circular.

This issues with the prior approval of the competent authority.

Annexure - III

State/UT	Number of Districts where PTR is Above 30 at Schools	% Schools with PTR > 30 at Primary Level	% Schools with PTR > 30 at Upper Primary Level	% Government Schools with PTR > 30 at Primary Level	% Government Schools with PTR > 30 at Upper	Distribution of Contractual Teachers to Total Teachers: 2015-16								% Distribution of Female Teachers (All Schools)		
						All Schools		All Government Schools		Private Aided Schools		Private Unaided Schools		2015-14	2014-15	2015-16
						Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage			
						2015-16	2015-16	2015-16	2015-16	2015-16	2015-16	2015-16	2015-16			
All India	0	1.02	0.00	0.00	0.00	137	12.27	137	7.68	1	1.31	321	34.89	61.89	61.26	63.53
Andhra Pradesh	0	12.50	9.36	8.37	8.77	4865	1.08	4555	2.50	104	1.36	0	0.00	48.70	47.47	47.10
Assam	0	13.41	2.12	15.24	2.87	17183	54.12	8602	82.99	331	36.98	3197	60.54	40.25	41.39	41.81
Bihar	0	26.42	8.53	30.83	12.36	41537	13.89	27341	18.22	1497	7.91	873	2.37	38.96	26.79	30.99
Chhattisgarh	0	0.00	0.00	0.00	0.00	73371	15.88	67564	18.36	1566	22.81	178	27.01	11.96	86.88	81.00
Goa	0	0.00	0.00	0.00	0.00	2365	25.41	1861	22.81	0	0.00	0	0.00	40.71	42.36	43.20
Gujarat	0	14.49	15.65	14.84	16.96	487	8.25	487	6.33	0	0.00	0	0.00	62.57	63.17	63.21
Haryana	0	10.26	8.00	10.99	8.00	1031	42.78	794	50.41	18	22.50	210	28.34	62.57	63.17	63.21
Himachal Pradesh	0	21.79	4.91	20.37	2.44	398	31.47	295	48.73	0	0.00	0	0.00	88.38	88.51	88.36
Jharkhand	0	21.80	9.73	86.70	26.13	27501	19.88	20981	26.74	1771	3.33	2925	13.73	78.11	78.25	79.30
Kerala	0	7.20	11.64	1.36	11.63	991	8.71	360	6.01	493	8.71	287	27.93	25.29	26.73	26.86
Madhya Pradesh	0	8.74	2.63	5.87	0.94	29318	9.04	1699	0.71	513	2.32	32995	22.87	52.18	54.49	56.51
Maharashtra	0	22.80	9.26	32.25	13.77	37730	18.21	17529	15.56	831	23.32	10188	35.81	44.96	44.96	47.20
Manipur	0	3.50	1.78	3.78	7.78	25206	31.89	2097	26.73	0	0.00	0	0.00	56.77	56.77	56.77
Mizoram	0	3.76	0.44	3.76	0.28	20315	12.84	1384	14.08	0	0.00	0	0.00	70.44	70.44	70.44
Nagaland	0	41.77	13.17	42.25	13.37	84832	48.55	72786	54.68	215	3.07	2645	4.30	57.84	58.38	59.30
Nararnia	0	12.54	3.07	8.37	2.51	8215	1.99	761	0.40	470	2.41	5091	2.39	76.54	77.95	78.05
Nararnia	0	8.56	6.95	5.44	8.95	4899	2.01	1719	3.79	1177	1.79	1529	2.39	42.73	43.40	44.40
Nararnia	0	0.00	0.00	0.00	0.00	151	17.00	151	17.00	0	0.00	0	0.00	42.73	43.40	44.40
Nararnia	0	21.52	28.26	23.68	46.10	12518	2.37	579	0.29	181	3.99	19871	5.10	11.88	12.73	13.28
Nararnia	0	15.80	8.81	8.00	1.29	20381	5.91	1981	1.79	0	0.00	0	0.00	44.16	44.16	44.16
Nararnia	0	6.01	1.87	6.01	1.17	13027	33.53	1363	3.88	1870	42.41	9783	63.75	48.54	48.54	48.54
Nararnia	0	20.40	4.85	20.40	2.58	21561	19.04	13477	54.52	3063	26.73	4400	56.50	51.94	54.72	56.20
Nararnia	0	0.00	0.00	12.87	0.10	11371	81.52	4742	40.49	547	89.80	8985	96.71	46.25	46.16	46.16
Nararnia	0	3.87	0.85	2.48	0.83	3058	10.12	1334	8.81	0	0.00	0	0.00	49.18	49.20	49.20
Nararnia	0	12.32	6.45	12.44	5.73	107602	34.16	94074	41.11	1579	6.09	9129	10.29	47.04	47.27	47.18
Nararnia	0	2.02	0.45	3.51	0.55	812	4.25	136	2.86	112	11.75	254	6.13	68.43	70.61	71.87
Nararnia	0	16.54	8.92	22.43	13.06	95986	36.32	85483	27.87	2093	26.73	0	0.00	73.04	73.04	73.04
Nararnia	0	17.25	4.29	19.41	5.87	18734	2.86	4968	1.51	0	0.00	0	0.00	33.90	33.90	33.90
Nararnia	0	6.54	0.26	0.17	0.37	4514	29.54	3015	31.26	0	0.00	1099	27.39	52.81	53.32	54.63
Nararnia	0	18.56	11.28	12.69	8.74	118141	21.24	25718	8.52	5989	7.38	86187	42.16	73.71	73.51	73.51
Nararnia	0	11.42	8.88	13.51	7.53	6690	3.80	4464	5.99	224	6.02	0	0.00	90.79	89.79	89.79
Nararnia	0	4.27	2.02	2.23	1.84	8962	19.27	5894	14.63	1	0.01	2715	61.95	28.36	28.91	29.15
Nararnia	0	37.70	26.87	37.13	19.83	106718	10.48	90515	17.13	1351	1.64	13989	3.82	38.40	38.14	38.14
Nararnia	0	10.87	9.82	7.89	8.93	7873	7.02	4894	6.17	256	3.76	2187	8.44	43.82	43.81	43.81
Nararnia	0	18.43	28.22	19.89	21.75	109188	18.30	105743	23.39	38	1.42	1802	3.17	41.97	42.23	42.84
All India	137	21.93	13.44	21.21	14.41	1064312	13.18	846381	14.24	29911	4.31	136648	13.11	47.18	47.29	47.39

(Detail of female teacher recruited during last three years)

Name of Branch	Female teachers recruited during last three years
Establishment – II	0358
Establishment – III	1275
Establishment – IV	1462
Total	3095

RECRUITMENT NOTICE NO. 1057

Name of post	PRINCIPAL
No. of posts	As sanctioned from time to time
Classification	Group 'A' (Ministerial)
Scale of pay	Rs.10,000-325-15,200/-
Whether selection post or non-selection post	Selection by merit.
Whether benefit of added years of service admissible under 30 of CCS (Pension Rules), 1972	N.A.
Age limit for direct recruits	Between 35 years and 45 years
Educational and other qualifications required for direct recruits	<p>ESSENTIAL :</p> <ol style="list-style-type: none"> 1. Master's Degree from a recognized University with at least 50% marks. 2. B.Ed. or equivalent teaching degree. 3. Persons working in any of the Govt. / Semi-Govt./Govt. recognized / CBSE affiliated Sr. Secondary (10+2) schools / Inter College. <p>(a) Holding analogous post, or</p> <p>(b) Vice-Principal in the scale of pay of Rs.7,500-250-12,000/8,000-275-13,500 with 10 years experience/service as PGT/Lecturer in the scale of pay Rs.6,500-10,500/7,500-12,000, or</p> <p>(c) A minimum of 12 years experience/service as PGT/Master/Lecturer in the scale of Rs.6,500-10,500 (revised) or equivalent in a senior secondary school.</p> <p>DESIRABLE :</p> <ol style="list-style-type: none"> 1. At least three years experience as House Master of a fully residential school. 2. Experience of working in a fully residential/CBSE affiliated/ Govt. recognized school. 3. Proficiency in English and Hindi/concerned Regional Language.
Whether age and educational qualifications for direct recruits will apply to promotees	N.A.

RECRUITMENT RULES 1971

Period of probation, if any	2 years.
Method of recruitment whether by direct recruitment or by promotion or by deputation transfer & percentage of vacancies to be filled by various methods	50% by promotion. 50% by direct recruitment, falling which on deputation.
In case of recruitment by promotion/ deputation / transfer grade which promotion / deputation / transfer to be made.	<p>PROMOTION :</p> <p>From among all Vice-Principals of JNVs in order of their seniority in their grade with a combined regular service of ten years in the grade of Post Graduate Teacher and Vice-Principal in the Samiti subject to passing a Departmental Examination to be followed by a personal talk.</p> <p>TRANSFER ON DEPUTATION :</p> <p>From among persons possessing qualifications prescribed for direct recruitment under column 'B'.</p>
If a DPC exists what is its composition	As per Appendix.

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RECRUITMENT RULES 1037

Name of post	VICE PRINCIPAL
No. of posts	As sanctioned from time to time
Classification	Group 'B' (Ministerial)
Scale of pay	Rs.7,500-250-12,000/-
Whether selection post or non-selection post	Selection by merit
Whether benefit of added years of service admissible under 30 of CCS (Pension Rules), 1972	N.A.
Age limit for direct recruits	N.A.
Educational and other qualifications required for direct recruits	N.A.
Whether age and educational qualifications for direct recruits will apply to promotees	N.A.
Period of probation, if any	N.A.
Method of recruitment whether by direct recruitment or by promotion or by deputation transfer & percentage of vacancies to be filled by various methods	100% by promotion, failing which on deputation PROMOTION : Post Graduate Teacher with 3 years of regular service in the grade in the Samiti.
In case of recruitment by promotion/ deputation / transfer grade which promotion / deputation / transfer to be made	DEPUTATION : Persons working under the Central Govt./State Govt./Autonomous organization : (a) Holding analogous post on regular basis. OR With 3 years of regular service as PGT in the scale of pay of Rs.6,500-10,500. AND (b) Possessing the following qualifications: (I) Post Graduate Degree (II) B.Ed. or equivalent Teaching Degree (III) Proficiency In Teaching through English/Hindi
If DPC exists what is its composition	As per Appendix.

RECRUITMENT JULY 1971

Name of post	POST GRADUATE TEACHER
No. of posts	As sanctioned from time to time
Classification	Group 'B'
Scale of pay	Rs. 6,500-200-10,500/-
Whether selection post or non-selection post	Selection
Whether benefit of added years of service admissible under 30 of CCS (Pension Rules), 1972	N.A.
Age limit for direct recruits	Upto 40 years

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<p>recruitment by direct or by promotion or by deputation transfer & percentage of vacancies to be filled various methods</p>	<p>RECRUITMENT RULES 1951</p> <p>- For Commerce and Eco. 100% by direct recruitment.</p> <p>- For Hindi & English - 50% by promotion and 50% by direct recruitment.</p> <p>- For other subjects - 25% by promotion and 75% by direct recruitment.</p> <p>- Filling which by transfer on deputation</p>										
<p>case of recruitment promotion / transfer deputation / transfer be made</p>	<p>PROMOTION :</p> <p>From among eligible TGTs having <u>three years regular service as TGT in NVS with Master's Degree</u> in concerned subject, subject to qualifying a departmental examination to be conducted by Samiti;</p> <p>The feeder posts as TGTs for Promotional posts of PGTs shall be as under :-</p> <table border="0"> <tr> <td>TGT (Maths)</td><td>- PGT (Maths/Phy)</td></tr> <tr> <td>TGT (Science)</td><td>- PGT (Bio/Chem.)</td></tr> <tr> <td>TGT (S.St.)</td><td>- PGT (Hist./Geo.)</td></tr> <tr> <td>TGT (Hindi)</td><td>- PGT (Hindi)</td></tr> <tr> <td>TGT (English)</td><td>- PGT (English)</td></tr> </table> <p>NOTE : Promotion of TGT to PGT shall be governed by availability of vacancy in a particular subject irrespective of seniority as TGT.</p> <p>TRANSFER ON DEPUTATION :</p> <p>Persons working in Govt./recognized educational institutions.</p> <p>(a) Holding analogous post on regular basis; OR With 3 years of regular service as TGT with post graduate degree in the concerned subject in the pay scale of Rs.5500-175-9000; and</p> <p>(b) Possessing the educational and other qualifications as prescribed in Column 8.</p>	TGT (Maths)	- PGT (Maths/Phy)	TGT (Science)	- PGT (Bio/Chem.)	TGT (S.St.)	- PGT (Hist./Geo.)	TGT (Hindi)	- PGT (Hindi)	TGT (English)	- PGT (English)
TGT (Maths)	- PGT (Maths/Phy)										
TGT (Science)	- PGT (Bio/Chem.)										
TGT (S.St.)	- PGT (Hist./Geo.)										
TGT (Hindi)	- PGT (Hindi)										
TGT (English)	- PGT (English)										
<p>a DPC exists what is its composition</p>	<p>As per Appendix.</p>										

<p>Recruitment by direct methods</p>	<p>RECRUITMENT RULES 1971</p> <ul style="list-style-type: none">- For Commerce and Eco. 100% by direct recruitment.- For Hindi & English - 50% by promotion and 50% by direct recruitment.- For other subjects - 25% by promotion and 75% by direct recruitment.- Filling which by transfer on deputation															
<p>case of recruitment promotion/ deputation / transfer made which promotion deputation / transfer be made</p>	<p>PROMOTION :</p> <p>From among eligible TGTs having three years regular service as TGT in NVS with Master's Degree in concerned subject, subject to qualifying a departmental examination to be conducted by Samiti;</p> <p>The feeder posts as TGTs for Promotional posts of PGTs shall be as under :-</p> <table><tr><td>TGT (Maths)</td><td>-</td><td>PGT (Maths/Phy)</td></tr><tr><td>TGT (Science)</td><td>-</td><td>PGT (Bio/Chem.)</td></tr><tr><td>TGT (S.St.)</td><td>-</td><td>PGT (Hist./Geo.)</td></tr><tr><td>TGT (Hindi)</td><td>-</td><td>PGT (Hindi)</td></tr><tr><td>TGT (English)</td><td>-</td><td>PGT (English)</td></tr></table> <p>NOTE : Promotion of TGT to PGT shall be governed by availability of vacancy in a particular subject irrespective of seniority as TGT.</p> <p>TRANSFER ON DEPUTATION :</p> <p>Persons working in Govt./recognized educational institutions.</p> <p>(a) Holding analogous post on regular basis; OK With 3 years of regular service as TGT with post graduate degree in the concerned subject in the pay scale of Rs.5500-175-9000; and</p> <p>(b) Possessing the educational and other qualifications as prescribed in Column 8.</p>	TGT (Maths)	-	PGT (Maths/Phy)	TGT (Science)	-	PGT (Bio/Chem.)	TGT (S.St.)	-	PGT (Hist./Geo.)	TGT (Hindi)	-	PGT (Hindi)	TGT (English)	-	PGT (English)
TGT (Maths)	-	PGT (Maths/Phy)														
TGT (Science)	-	PGT (Bio/Chem.)														
TGT (S.St.)	-	PGT (Hist./Geo.)														
TGT (Hindi)	-	PGT (Hindi)														
TGT (English)	-	PGT (English)														
<p>a DPC exists what is its composition</p>	<p>As per Appendix.</p>															

BACKLITIGATION RULES 1972

Name of post	TRAINED GRADUATE TRACKER
No. of posts	As sanctioned from time to time
Classification	Group 'B'
Scale of pay	Rs. 5,500-175-9,000/-
Whether selection post or non-selection post	N.A.
Whether benefit of added years of service admissible under 30 of CCS (Pension Rules), 1972	N.A.
Age limit for direct recruits	Up to 35 years

RECRUITMENT RULES 2017

General
and other
qualifications
required for
direct recruits

ESSENTIAL QUALIFICATION

(b) Four years Integrated degree course of Regional College of Education of NCERT with at least 50% marks in the concerned subject as well as in the aggregate.

OR

A Bachelor's Degree or equivalent from a recognized University with 50% marks or above in aggregate as well as in the concerned subject comprising the combination as under:

(i) TGT(Hindi)

Hindi as an Elective Subject at Degree Level

(ii) TGT(English)

English as an Elective Subject at Degree Level

(iii) TGT(Maths)

1. The candidate should have studied Maths, Physics and Chemistry during all three years of graduation.
2. In case of such Universities which provide for only two subjects out of the three as mentioned above, in the final year of graduation, the candidate should have studied Maths and Physics in the final year of examination and all the three subjects, viz, Maths, Physics and Chemistry in the first and second years of graduation.
3. Candidates who have passed B.Sc. degree with Honours in Maths subject would be considered eligible only if they have studied Physics and Chemistry in first and second year of the course. Candidates with B.Sc.(Hons.) in Physics or Chemistry are not eligible for the post of TGT (Maths).
4. Candidate should also have secured 50% marks in aggregate individually in these subjects during all the years of study.
5. Candidate should have secured at least 50% marks in aggregate in the graduation degree also.

(iv) TGT(Science)

1. The candidate should have studied Botany, Zoology and Chemistry during all the three years of study in graduation.
2. In case of such Universities which provide for only two subjects in the final year of graduation, the candidates should have studied any of the two subjects out of Botany, Zoology and Chemistry in the final year of examination and all the three subjects, viz. Botany, Zoology and Chemistry in the first and second years of graduation.
3. In case of Honours Degree in any of the above mentioned three subjects, the candidate must have studied other two subjects in the first and second year of the course.
4. Candidate should also have secured 50% marks in aggregate individually in all of these subjects during all the years of study.
5. Candidate should have secured 50% marks in aggregate in the graduation degree also.

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RECRUITMENT RULES 2007

(v) TGT (General Education)

1. The candidate should have studied any of the two subjects out of the following subject combinations in graduation :
 a) History with Geography/Economics/Political Science OR
 b) Geography with History/Economics/Political Science
2. History/Geography as above, should have been studied for all three years in the Graduation.
3. In case of Honours Degree in History the candidate should have studied Geography/Economics/Political Science in 1st and 2nd Years. Similarly in case of Honours degree in Geography, the candidate should have studied History/Economics/Political Science in 1st and 2nd year. Candidates with B.A.(Honours) in Economics or Political Science are not eligible for the post of TGT (S.St.)
4. Candidate should have secured 50% marks in aggregate individually in the subjects during all the three years of study.
5. Candidate should have secured at least 50% marks in aggregate in the Graduation Degree also.

(vi) TGT (Hindi Language)

Concerned Regional Language as an elective subject at Degree level.

- (b) B.Ed. or equivalent qualification from recognized university.
- (c) Competence to teach through English & Hindi/concerned Regional Language as the case may be.

DESIRABLE :

1. Experience of working in a residential school.
2. Knowledge of Computer applications.

Whether age and educational qualifications or direct recruits will apply to promotees	N.A.
Period of probation, if any	2-years

whether by direct recruitment or by promotion or by deputation transfer & percentage of vacancies to be filled by various methods	by direct recruitment, holding which by transfer on deputation.
In case of recruitment by promotion / deputation / transfer grade which promotion / deputation / transfer to be made	<p>TRANSFER ON DEPUTATION :</p> <p>Persons working in Government/recognized educational institutions:</p> <p>(a) Holding analogous posts on regular basis OR</p> <p>With 5 years of regular service as TGT with Post Graduate Degree in the concerned subject in the pay scale of Rs.4000-6000; and</p> <p>(b) Possessing the educational and other qualifications prescribed in Column 8.</p>
If a DPC exists what is its composition	As per Appendix.

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RECRUITMENT RULES 2007

Form of post	ART TEACHER
No. of posts	As sanctioned from time to time
Classification	Group 'B'
Scale of pay	Rs. 5,500-175-9,000/-
Whether selection post or non-selection post	N. A.
Whether benefit of added years of service admissible under 30 of CCS (Pension Rules), 1972	N. A.
Age limit for direct recruits	Up to 35 years.
Educational and other qualifications required for direct recruits	<p>ESSENTIAL QUALIFICATIONS:</p> <p>Five years Recognized Diploma in any discipline of Fine Arts as Drawing/Painting/Sculpture/Graphic Arts/Crafts after passing Secondary Examination (class X or equivalent)</p> <p>OR</p> <p>Post Graduate Degree in Drawing and Painting, Fine Arts from a recognized University/Institution.</p> <p>OR</p> <p>Four Years Diploma in Fine Arts/Crafts from Vishwa Bharti Shanti Niketan</p> <p>OR</p> <p>B.Ed. Degree / Diploma in Fine Arts from Regional College of Education.</p> <p>(Degree of Bachelor of Fine Arts (BFA) after class XII will be considered as equivalent to Five Years Diploma in Fine Arts after class X).</p> <p>DESIRABLE QUALIFICATIONS:</p> <p>(i) B.Ed. or equivalent teaching degree from recognized University</p> <p>(ii) Working knowledge of English and Hindi or other Regional Language.</p> <p>(iii) Experience of working in a residential school</p>
Whether age and educational qualifications for direct recruits will apply to promotees	N. A.
Period of probation, if any	2 years

Method of recruitment whether by direct recruitment or by promotion or by deputation transfer & percentage of vacancies to be filled by various methods	By direct recruitment, telling which by transfer or deputation.
In case of recruitment by promotion/ deputation / transfer grade which promotion / deputation / transfer to be made	<p>TRANSFER ON DEPUTATION: Persons working in Government / recognized Institutions.</p> <p>(a) Holding analogous post on regular basis . OR With 5 years of regular service as TGT with Post Graduate Degree in the concerned subject in the pay scale of Rs. 4,000-100-6000/-, and</p> <p>(b) Possessing the educational and other qualifications as prescribed for direct recruitment under Column '3'.</p>
If a DPC exists what is its composition	As per appendix.

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PLACEMENT RULE 2007

Name of post	MUSIC TEACHER
No. of posts	As sanctioned from time to time.
Classification	Group 'B'
Scale of pay	Rs.5,500-175-9,000/-
Whether selection post or non-selection post	H.A.
Whether benefit of added years of service admissible under 30 of CCS (Pension Rules), 1972	H.A.
Age limit for direct recruits	Up to 35 years
Educational and other qualifications required for direct recruits	<p>ESSENTIAL QUALIFICATIONS :</p> <p>Five years study in Music Institution recognized by the concerned State Govt. as equivalent to Graduate/Post Graduate Degree.</p> <p>OR</p> <p>A Bachelor's Degree with Music from a recognized university and B.Ed.</p> <p>OR</p> <p>Higher Secondary/Sr.Secondary with any one of the following :</p> <p>Sangeet-Visharad examination of Gandharva Mahavidyalaya Mandal, Bombay or Bhatkhande Sangeet Vidyalaypeeth, Lucnow or Indra Kala Sangeet Vishwa Vidyalaya, Khairagarh (MP) or Sangeet Prabhakar examination of the Prayag Sangeet Samiti, Allahabad.</p> <p>OR</p> <p>Following Degree/Diploma awarded by Pracheen Kala Kendra, Chandigarh :</p> <p>(a) Sangeet Bhaskar with Graduation in any discipline.</p> <p>(b) Sangeet Hritya Bhushan with graduation in any discipline.</p> <p>(c) Sangeet Bhushan or Sangeet Hritya Visharad with Sr.Secondary/ Intermediate/Part -I examination of 3 years Degree Course.</p> <p>DESIRABLE QUALIFICATIONS :</p> <p>(I) Working knowledge of English and Hindi or other Regional Language.</p> <p>(II) Experience of working in a residential school.</p>

Minimum age and educational qualifications for direct recruits will apply to promotees	K.A.
Period of probation, if any	Two years
Method of recruitment whether by direct recruitment or by promotion or by deputation transfer & percentage of vacancies to be filled by various methods	By direct recruitment, failing which by transfer on deputation
In case of recruitment by promotion/ deputation / transfer grade which promotion / deputation / transfer to be made	<p>TRANSFER ON DEPUTATION : Persons working in Govt./ Recognized Institutions.</p> <p>(a) Holding analogous post on regular basis. OR With 5 years of regular service as TGT with Post Graduate Degree in concerned subject in the scale of pay of Rs.4000-6000 AND. (b) Possessing the Educational and other qualifications as prescribed in column '8'.</p>
If a DPC exists what is its composition	As per Appendix.

RECRUITMENT RULES FOR THE POST OF PET

62/65

Post	PET (Male & Female)
Classification	As may be determined from time to time
Scale of pay	Group 'B'
	5500-175-9000 (pre revised)
	9300-34800 with Grade pay of Rs. 4600 (revised)
Whether Selection or non-selection post	N.A.
Whether benefit of added years of service admissible under 30 of CCS (Pension Rules); 1972	N.A.
Age limit for direct recruits	Upto 35 years
Educational and other qualifications required for direct recruits	Essential Qualification Bachelor's degree in Physical Education from a recognized institution.

OR

D.P.Ed. from a recognized University/Institution provided that the admission qualification for the diploma is atleast a University's Degree.

Desirable Qualifications

(i) Working knowledge of English and Hindi or other Regional Language.

(ii) Experience of working in a residential school

N.A.

Whether age and educational qualifications for direct recruits will apply to promotees

Period of probation, if any

Method of rectt. Whether by

direct rectt. or by promotion or

by deputation/transfer &

percentage of vacancies to be

filled by various methods

In case of rectt. by

promotion/deputation/transfer

grades from which

promotion/deputation/transfer

to be made

2 years

By direct recruitment failing which by transfer on deputation.

TRANSFER ON DEPUTATION

Persons working in Government/recognized educational institutions.

(a) Holding analogous post;

OR

With 6 years of regular service as PET in the pay scale of Rs. 4500-125-7000 (Pre-revised)

(b) Possessing the educational and other qualification prescribed for direct recruitment under column 'B'.

As per appendix

If a DPC exists what is its composition

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RECRUITMENT RULES FOR THE POST OF LIBRARIAN

63/65

1. Name of the Post	LIBRARIAN
2. No. of Posts	As may be determined from time to time
3. Classification	Group 'B'
4. Scale of pay	5500-175-9000 (pre revised) 9300-34800 with Grade pay of Rs. 4600 (revised)
5. Whether Selection or non-selection post	N.A.
6. Whether benefit of added years of service admissible under 30 of CCS (Pension Rules), 1972	N.A.
7. Age limit for direct recruits	Upto 35 years
8. Educational and other qualifications required for direct recruits	Essential Qualification 1. University's Degree in Library Science from a recognized institution.

OR

Graduation with one year Diploma in Library Science from a recognized institution.

2. Working knowledge of English and Hindi or other Regional Language.

Desirable Qualifications

- (i) Experience of working in a residential school.
- (ii) Knowledge of Computer Operations.

Whether age and educational qualifications for direct recruits will apply to promotees : N.A.

Period of probation, if any : 2 years

Method of rectt. Whether by direct rectt. or by promotion or by deputation/transfer & percentage of vacancies to be filled by various methods : By direct recruitment, failing which by transfer on deputation.

Incase of rectt. by promotion/deputation/transfer grades from which promotion/deputation/transfer to be made : TRANSFER ON DEPUTATION
Persons working in Government/recognized educational institutions.
(a) Holding analogous post;

OR

With 6 years of regular service as a Librarian in the pay scale of Rs. 4500-125-7000 (Pre-revised)

(b). Possessing the educational and other qualification prescribed for direct recruitment under column 'B'.

If a DPC exists what is its composition : As per appendix

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Recruitment Rules for the post of Post Graduate Teacher

Details		Recruitment Rules
1. Sl. No.		Post Graduate Teacher
2. Name of post		8073 as on 01-01-2012
3. No. of posts		Group 'B'
4. Classification		Rs. 9300-34800 with Grade Pay of Rs. 4800/- (Entry Scale) Rs. 15600-39100 with Grade Pay of Rs. 5400/- (Senior Scale) Rs. 15600-39100 with Grade Pay of Rs. 6600/- (Selection Scale)
5. Whether selection post or non-selection post		Selection
6. Age limit for direct recruits		40 years. No age bar in the case of employees of the Kendriya Vidyalaya Sangathan. Age relaxation for SC/ST and other categories as applicable under the Govt. of India rules would be applicable.
7. Educational & other qualifications required for direct recruits		<p>Essential</p> <p>1. Two years' Integrated Post Graduate M.Sc Course of Regional College of Education of NCERT in the concerned subject;</p> <p>Or</p> <p>Master Degree from a recognized University with atleast 50% marks in aggregate in the following subjects:</p> <p>a) PGT (English)- English b) PGT (Hindi) - Hindi or Sanskrit with Hindi as one of the subjects at Graduate level. c) PGT (Maths) Mathematics/ Applied Mathematics d) PGT (Physics)-Physics / Electronics/Applied Physics/ Nuclear Physics. e) PGT (Chemistry) Chemistry/ Bio. Chem. f) PGT (Biology) - Botany/ Zoology/ Life Sciences/Bio Sciences/ Genetics/ Micro Biology/Bio Technology/ Molecular Bio/Plant Physiology provided they have studied Botany and Zoology at Graduation level. g) PGT (History) - History h) PGT Geography-Geography i) PGT (Commerce) - Master's Degree in Commerce. However, holder of Degrees of M.Com in Applied/Business Economics shall not be eligible. j) PGT (Economics) - Economics/ Applied Economics/ Business Economics.</p> <p>2. B.Ed. or equivalent degree from recognized university 3. Proficiency in teaching in Hindi and English media.</p> <p><u>Desirable:</u> Knowledge of computer applications.</p>
8. Whether age and educational qualifications prescribed for direct recruits will apply in the case of promotees		<p>Age - No</p> <p>Educational Qualifications - Yes, However, the condition of having 50% marks and above in the subject concerned in M.A/M.Sc shall not apply in case of teachers who have</p>

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9.	Period of probation, if any.	rendered at least 05 years of service in KVS as TGT. 02 years														
10.	Method of recruitment whether by direct recruitment or by promotion or by deputation/transfer & percentage of the vacancies to be filled by various methods	100 % direct recruitment for those subjects which do not have feeder cadre and 50% by Direct Recruitment that includes campus selection from Central Universities located in NE Region and remaining 50% promotion through limited departmental examination.														
11.	In case of recruitment by promotion/ by deputation/ transfer, grades from which promotion/ deputation/ transfer is to be made.	<p>By Promotion through Limited Departmental Examination: from amongst eligible TGTs having three years' regular service as TGT in KVS with Master's Degree in that subject/combination of subjects.</p> <table><tr><th>Feeder post</th><th>Promotional post</th></tr><tr><td>TGT (Sanskrit) who has post graduation in that subject</td><td>PGT (Hindi) (Provided the candidate has Post graduation in Hindi)</td></tr><tr><td>TGT (Hindi)</td><td>PGT (Hindi)</td></tr><tr><td>TGT (English)</td><td>PGT (English)</td></tr><tr><td>TGT (Maths)</td><td>PGT (Math/ Phy./Chem.)</td></tr><tr><td>TGT (Science)</td><td>PGT (Biology/ Chemistry)</td></tr><tr><td>TGT (S.St.)</td><td>PGT (History/ Geography/ Economics/ Pol. Sc./ Sociology)</td></tr></table> <p>In case vacancies are not available in a particular subject cadre at the PGT level for which a senior TGT is eligible, a TGT – who may be junior in the same feeder cadre may be promoted without promotion of the senior if vacancies are available in a different subject cadre at the PGT level if the junior is eligible for it.</p> <p>By Limited Departmental Examination to TGTs of KVS possessing essential qualification prescribed at Sl. No. 7 & 11 and minimum regular service of 03 years as TGT.</p>	Feeder post	Promotional post	TGT (Sanskrit) who has post graduation in that subject	PGT (Hindi) (Provided the candidate has Post graduation in Hindi)	TGT (Hindi)	PGT (Hindi)	TGT (English)	PGT (English)	TGT (Maths)	PGT (Math/ Phy./Chem.)	TGT (Science)	PGT (Biology/ Chemistry)	TGT (S.St.)	PGT (History/ Geography/ Economics/ Pol. Sc./ Sociology)
Feeder post	Promotional post															
TGT (Sanskrit) who has post graduation in that subject	PGT (Hindi) (Provided the candidate has Post graduation in Hindi)															
TGT (Hindi)	PGT (Hindi)															
TGT (English)	PGT (English)															
TGT (Maths)	PGT (Math/ Phy./Chem.)															
TGT (Science)	PGT (Biology/ Chemistry)															
TGT (S.St.)	PGT (History/ Geography/ Economics/ Pol. Sc./ Sociology)															
12.	If a DPC exists what is the composition	N.A.														

Recruitment Rules for the post of Trained Graduate Teacher

Sl. No	Details	Recruitment Rules
1.	Name of post	Trained Graduate Teacher
2.	No. of posts	11640 (as on 01-01-2012) which is subject to variation depending on workload.
3.	Classification	Group 'B'
4.	Scale of pay	Rs. 9300-34800 with Grade Pay of Rs. 4600/- (Entry Scale) Rs. 9300-34800 with Grade Pay of Rs. 4800 - (Senior Scale) Rs. 9300-34800 with Grade Pay of Rs. 5400/- (Selection Scale)
5.	Whether selection post or non-selection post	Selection
6.	Age limit for direct recruits	35 years. No age bar in the case of employees of the Kendriya Vidyalaya Sangathan. Age relaxation for SC/ST and other categories as applicable under the Govt. of India rules would be applicable.
7.	Educational & other qualifications required for direct recruits	<p>Essential</p> <p>1) Four years' Integrated degree course of Regional College of Education of NCERT in the concerned subject with at least 50% marks in aggregate ;</p> <p align="center">OR</p> <p>Bachelor's Degree with at least 50% marks in the concerned subjects/ combination of subjects and in aggregate. The electives subjects and Languages in the combination of subjects as under :</p> <p>a) For TGT ('Sanskrit): Sanskrit as a subject in all the three years.</p> <p>b) For TGT (Hindi): Hindi as a subject in all the three years.</p> <p>c) For TGT (English) : English as a subject in all the three years.</p> <p>d) For TGT (S.St) Any two of the following: History, Geography, Economics and Pol. Science of which one must be either History or Geography.</p> <p>e) For TGT (Maths) - Bachelor Degree in Maths with any two of the following subjects: Physics, Chemistry, Electronics, Computer Science, Statistics.</p> <p>f) For TGT (Science)- Botany, Zoology and Chemistry.</p> <p>2) Pass in the Central Teacher Eligibility Test (CTET), conducted by CBSE in accordance with the Guidelines framed by the NCTE for the purpose.</p> <p>3) Proficiency in teaching Hindi and English medium (for</p> <p>Desirable :</p> <p>Knowledge of Computer Applications.</p>
8.	Whether age and educational qualifications prescribed for direct recruits will apply in the case of promotees/ Deptt. Examinee	<p>Age- No</p> <p>Educational Qualifications -</p> <p>Yes, However, the condition of having 50% marks and above in Graduation or equivalent shall not apply in case of teachers who have rendered at least 05 years of service in KVS as PRT.</p>
9.	Period of probation, if any.	Two years

Recruitment Rules for the post of Primary Teacher

Sl. No	Details	Recruitment Rules
1.	Name of post	Primary Teacher
2.	No. of posts	13920 as on 01-01-2012 which is subject to variation depending on workload.
3.	Classification	Group 'B'
4.	Scale of pay	PB-2: 9300-34800 Grade Pay : 4200 (Entry Scale) Grade Pay : 4600 (Senior Scale) Grade Pay : 4800 (Selection Scale)
5.	Whether selection post or non-selection post	N.A.
6.	Age limit for direct recruits	30 years. No age bar in the case of employees of the Kendriya Vidyalaya Sangathan. Age relaxation for SC/ST and other categories as applicable under the Govt. of India rules would be applicable.
7.	Educational & other qualifications required for direct recruits	Essential <ul style="list-style-type: none"> a) Senior Secondary School Certificate with 50% marks or Intermediate with 50% marks or its equivalent b) Pass in the Central Teacher Eligibility Test (CTET) conducted by the CBSE in accordance with the Guidelines framed by the NCTE for the purpose. c) Competence to teach through Hindi & English media. Desirable: Knowledge of Computer Applications.
8.	Whether age and educational qualifications prescribed for direct recruits will apply in the case of promotees	N.A.
9.	Period of probation, if any.	Two Years
10.	Method of recruitment whether by direct recruitment or by promotion or by deputation/ transfer & percentage of the vacancies to be filled by various methods.	100% by direct recruitment including campus interview from RIEs.
11.	In case of recruitment by promotion/ by deputation/ transfer, grades from which promotion/ deputation/ transfer is to be made.	N.A.
12.	If a DPC exists what is the composition	N.A.

STATUS OF VACANCIES SENT TO DSSSB

- ANNEXURE - VI

S.NO.	NAME OF POST	NO. OF VACANCIES SENT TO DSSSB & VACANCY YEAR	REMARKS/EFFORTS TO FILL REGULAR VACANT POSTS
1	Asstt. Teacher (Primary)	1394 (2012-13 to 2016-17) upto 01.04.2017	1394 posts were advertised by the DSSSB (Advertisement no. 04/17) on 20.12.2017
2	Asstt. Teacher (Nursery)	320 (2012-13 to 2016-17) upto 01.04.2017 and vacancies created vide order dated 01.08.2017	320 posts were advertised by the DSSSB (Advertisement No. 04/17) on 20.12.2017
3	Drawing Teacher	295 (2014-15 TO 2016-17) upto 01.04.2018	295 posts were advertised by the DSSSB (Advertisement No. 04/17) on 20.12.2017
4	Domestic Science Teacher	199 (2014-15 to 2016-17) upto 01.04.2017	199 posts were advertised by the DSSSB (Advertisement No. 04/17) on 20.12.2017
5	PET	919 (2014-15 to 2016-17) upto 01.04.2017	919 posts were advertised by the DSSSB (Advertisement No. 04/17) on 20.12.2017
6	Spl. Education Teacher	1329 (2014-15 to 2017-18) upto 18.01.2018	1329 posts were advertised by the DSSSB (Advertisement No. 04/17) on 20.12.2017
7	Trained Graduate Teacher (TGT)	3411 (2013-14 to 2016-17) upto 01.04.2017	3411 posts were advertised by the DSSSB (Advertisement No. 04/17) on 20.12.2017
8	Post Graduate Teacher (PGT)	1460 (2013-14 to 2016-17) upto 01.04.2017	1460 posts were advertised by the DSSSB (Advertisement No. 04/17) on 20.12.2017
9	EVGC	432	432 posts were advertised by the DSSSB (Advertisement No. 04/17) on 20.12.2017
10	PGT Computer Sc.	197	197 posts were advertised by the DSSSB (Advertisement No. 04/17) on 20.12.2017
TOTAL		9956	

RECRUITMENT RULES FOR THE LECTURER IN THE DIRECTORATE OF EDUCATION : DELHI ADMINISTRATION : DELHI

Name of the post.	No. of posts.	Classification.	Scale of pay.	Whether Selection post or non selection post.	Age limit for direct recruitment.	Whether benefit of added years of service admissible.	Educational and other qualifications required for direct recruits.
1	2	3	4	5	6	7	8
Lecturer (Excluding i). Lecturer (Painting, Commercial Art / Graphic Sculpture / Engineering Drawing). ii). Lecturer (Music). iii). Lecturer (Home Science / Domestic Science). iv). Lecturer (Physical Education).	6710* (1993) *Subject to variation dependent on workload	Group 'C' Non-Ministerial Non-Gazetted	Rs. 1640-60-2000-EB-60-2300-EB-60-2600-75-2750-EB-75-2900.	Selection	Below 36 years (Relaxable in case of widows, deserted wives, Government servant and those teaching in Universities)	No	Essential: 1. Master's Degree (or its equivalent Oriental Degree in the case of P.G.T. Sanskrit/Hindi) in the subject concerned from any recognized University. 2. Degree/Diploma in Training/ Education. "Qualification mentioned at S.No.2 above relax able in the case of candidates : (i) Having obtained Ph.D. Degree in the subject concerned from a recognized University/Institution; or (ii) having obtained First Division in Higher Secondary, Degree and Post Graduate Examination with the mandatory condition that the candidate will acquire the B.Ed./B.T. qualification within a period not exceeding three years from the-date of his joining the service. Desirable : 3 years, experience of teaching in a College/Higher Secondary School/High School in the subject concerned.

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whether age and educational qualification prescribed for the direct recruits will apply in the case of promotees	Period of probation, if any	Method of rectt. whether by direct or by promotion or by deputation/transfer and percentage of the vacancies to be filled by various methods	In case of rectt. by promotion/deputation/ transfer, grades from which promotion/ deputation/transfer to be made	If a DFC exists, what is its composition	Circumstances in which U.P.S.C. is to be consulted in making recruitment
9	10	11	12	13	14
Qualifications to the extent mentioned in column No. 12. Age: No.	2 years	By direct recruitment-25% By promotion failing which by direct recruitment -75%	<p>Promotion:</p> <ol style="list-style-type: none"> 1. TGT in the scale of Rs. 1400-2600/- (Pre-revised) possessing Post Graduate Diploma of 2 years duration in Science from Delhi University with 5 years regular service in Grade. <p>OR</p> <p>TGTs / Language Teachers in the scale of Rs. 1400-2600/- (Pre-revised) possessing qualifications prescribed for direct recruitment and with 5 years regular service in the grade.</p> <ol style="list-style-type: none"> 2. For the Posts of Lecturer in Hindi, Sanskrit, Punjabi etc. only Trained Graduate Teachers / Language Teachers in Sanskrit and in Modern Indian Language concerned will be considered for promotion in their respective subjects. For the Post of Lecturer in other subjects only Trained Graduate Teachers (Science 'A', Science 'B', Commerce, Agriculture and General) will be considered. 	Group 'C' Departmental Promotion Committee.	N.A

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NOTES:	1.	The age limit for direct recruitment will be relax able in the case of Scheduled Castes/Tribes candidates and other special categories of persons in accordance with the general orders issued from time to time by the Central government.
	2.	Nothing in these rules shall affect reservations and other concessions required to be provided for Scheduled Castes and Schedule Tribes and other special categories of persons in accordance with the orders issued by the Central Government from time to time in this regard.
	3.	No male candidate who has more than one wife living or no female candidate who has married a person already having a wife living shall be eligible for appointment in case of direct recruitment provided that the Administrator, Delhi may after being satisfied that there are special grounds for doing so, exempt any such candidate from the operation of this rule.
	4.	Where the Administrator is of the opinion that it is necessary or expedient so to do, he may, by order for reasons to be recorded in writing relax any of the provisions of the rules with respect to a class or category of persons/posts.

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CHUNAUTI 2018

- Launched in June 2016.
- Impacting 9.5 lakh students from grades 6 to 9.
- Aimed to bridge learning gaps of grade 6-8 and ensuring zero dropout and address falling pass percentage in 9th.
- Students divided on the basis of their learning levels and provided with additional learning support material.
- Vishwas group (students of 9th class who failed more than 2 times), 59897 students took patrachar scheme as compared to 3500 students.

KEY TAKE AWAY FROM CHAUNAUTI 2018

- A marginal change of 32% in 2017 and 29% in 2018 was noticed and 97159 out of 352112 targeted students were able to read text book.
- Declining pass % of 9th addressed and moved up from 51% to 52% in 2016-17 and 52% to 57% in 2017-18.
- 59897 students of Vishwas group were retained in school system these students would have dropped out otherwise.

READING CAMPAIGN

- Launched on teacher's day and concluded on children's day of 2016.
- Focused on children of 6th to 8th class of Directorate of Education, Delhi.
- Reading mela was organized on week ends either in schools or at some community space.

KEY TAKE AWAY FROM

- Nearly 1 lakh students learnt to read an advance story.

SUMMER CAMPS

- Organized across 555 schools in summer break of 2016.
- Organized across 1024 schools in summer break of 2017.
- Focused on developing activity based learning process among the students and learning with fun.

- Activities involved reading content, art and craft activities and some role play, dance and games.

KEY TAKE AWAY

- Weekly showcase motivated parent participation and daily activities encourage peer sharing and build interpersonal skills.

JODOGYAN

- Started in 2015 for children in classes 1 and 2 and to extend with one class each year to go up to class 5.
- Teachers were sensitized to a different view of mathematics involving thinking and reasoning.
- Children were supported to solve problems by supporting the use of methods that they can connect to.

KEY TAKE AWAY

- 40% of the children of the programme were able to locate number correctly.

MISSION BUNIYAAD

- Mission Buniyaad was launched by Delhi Government in April 2018.
- The 3 month long campaign (April 2- June 30, 2018) was launched in two phases. The first phase of the campaign was between April 2 to May 10, 2018 (Phase 1) and second phase was during Summer Vacation May 11- June 30, 2018 (Phase 2).
- The goal of the campaign was that **"there should be no child in any class who cannot read his/her textbook or solve basic numerical in Maths"**. It covered early grades as well so that no more learning backlog gets created and included schools of Municipal Corporations, NDMC and Delhi Cantonment.
- While all participating authorities shared the common goal of the campaign (with DoE providing technical inputs), the operational strategies were designed by every agency independent of each other. The campaign of DoE concluded on June 30, 2018 while the local bodies will run it till May 31, 2018. However, the DoE and North and East Municipal Corporations have decided to extend the campaign further.

THE KEY TAKEAWAYS IN PRIMARY GRADES ARE

- In classes 4 and 5, proportion of students who are at word or below are 15.2% and 9.2% respectively. With some more practice, these students along with 13.9% and 10% already at paragraph level, almost all students of these two grades can become fluent readers.
- Similarly close to 90% in Std 4 and 93% in Std 5 can do subtraction with borrowing. With this platform, these students are ready to learn higher concepts in maths.

KEY TAKEAWAYS IN 6TH TO 9TH CLASS

- With less than 10% students in Classes 7 to 9 at word or below, a concentrated focus for some more time can get almost 90% students to be able to read their textbooks.
- Similarly, more than 70% students of classes 7 to 9 can do division of 3 digits by 1 digit. These students are now ready to learn higher concepts.

CONCLUSION

Since significant progress was achieved during Mission Buniyaad till June 30, 2018, in order to sustain the gains and retain the momentum, the DoE has decided to extend the Mission Buniyaad for one more month i.e. till the end of July 2018.

MATERIAL/RESOURCES DEVELOPED AND PROVIDED BY DIRECTORATE OF EDUCATION

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reading and 3 periods a week in classes 3 to 5 with activities. Books are to be issued for home regularly.

ASSESSMENT UNIT (CORE ACADEMIC UNIT)

The assessment unit is the brain child of Hon'ble Dy. Chief Minister, Govt. of NCT of Delhi, has been established with the approval of the competent authority under the Exam Branch of Directorate of Education, Delhi. The main objective of this unit is revamping of assessment process in the schools under Directorate of Education and to reduce the load and strengthen the Exam Branch and overhauling of the evaluation process, especially the design of question papers for promoting and testing the higher skills of a student instead of knowledge and rote learning.

- Assessment Unit at the Head Quarter was established on October, 16, 2017 with 25 Mentor Teachers.
- Assessment Unit renamed as Core Academic Unit came into existence on April 6, 2018.

VISION OF CORE ACADEMIC UNIT

The Core Academic Unit envisions incorporating new ways and methods in the paradigm of education to promote holistic and empowering education system that enables children to gain knowledge and to eliminate the primitive rote learning method.

- The Core Academic Unit endeavors to identify, describe and organize the cognitive knowledge and skills of students required for success in 21st century based on learning objectives and learning outcomes.
- The unit will try to harmonies the relationship between curriculum, teaching-learning process and assessment keeping the students in the centre and focusing on the changing requirements of the learners.
- Testing reliability and validity of Assessment tools and result analysis.
- Simulation Tests leading to diagnostic process of assessment.
- Alignment of teaching-learning process with the Learning Outcomes.

ASSIGNMENTS BEING DONE BY THE CORE ACADEMIC UNIT

Since the day of inception, the Core Academic Unit has been doing several assignments. These include the following:

- Preparation of Syllabus from class III to XII.
- Review of Problem Solving Assessment.
- Preparation of Question Papers for Common Admission Test 2018-2019.
- Field Visit to Schools with the Addl. DE. (School/Exam).
- Participation in the Workshop at NCERT.
- Feedback on Sparing One Extra Period per Day for Happiness Curriculum.
- Review of Inset Module for Commerce PGTs.
- Participation in the Workshop on Evaluation Formats and Strategies.
- Review/preparation of Support Material from class ix to xii.
- Preparation of Question Bank for Weekly Tests.
- Work as Resource person in SCERT Capacity Building Programs(INSET)
- Preparation of CPSA question paper from class III to XII.
- Result analysis of class X and XII.
- Analysis of Maths and Science question paper of class X in coordination with Support material of DoE.
- School inspection for validation of Mission Buniyaad endline assessment.

FUTURE ASSIGNMENTS/ WORKS

The Core Academic Unit has been successfully performing its assignments/ works given to it. Further, the Unit would like to do the following assignments and any other unforeseeable assignments that will ensue. These include:

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skills to make our students sagacious and strong human beings. The motto is to inspire students to imbibe social and national virtues to lead a purposeful life and become responsible citizens of the country.

INFRASTRUCTURE UPLIFTMENT

- ICT labs along with e content for all classes have been set up for students not only to give them exposure of latest technology but also implementation of child friendly pedagogy.
- 8 thousands new class rooms constructed.

COMMUNITY ENGAGEMENT

- **School Management Committee (SMC)** –SMC has been constituted in all the vidyalayas of the Dte. of Edu. They build a critical bridge between the community and the school. Their consistent participation is working constructively in remolding the infrastructure and academic environment in the school.
- **Constitution of SMC**- The 16 members of SMC are elected by giving due representation to all strata of the society.
- **SMC meetings**- 2 SMC meetings are held every month in all the schools.
- **SMC app**- To ensure enhanced participation of School Management Committee an initiative was taken to create 'SMC app' to access school updates. SMC app was launched in session 2017.

Community Involvement

- **Mega PTMs**- Are organized to reach out to the parents to update them with the progress of their ward and share tips to encourage their child to do well academically. They are invited through FM radio and newspaper ads. Schools are directed to warmly welcome all parents by offering them refreshments.
- **Involvement of community members/ parents in Mission Buniyaad trainings**- SMC members were imparted trainings to facilitate Mission Buniyaad. This was done in order to train them on how they can become partner in the learning of their own children.
- **Participation of community members/ parents in Summer Camps**-Parents were encouraged to impart different skills that they had expertise in to the students in the on going Mission Buniyaad sessions held during the summer camps.
- **Reading Mela organized with the help of parents of students**- Reading Melas were organized on Sundays in public parks, school grounds, community centers and other public spaces by the SMC members in year 2016 with an aim to improve the learning and the reading skills of the students as well as parents. This was done so that efforts in the schools get complimented at home as well.

SOCIAL INCLUSION

Mid day meal- Mid day meal is distributed to all the students I to VIII irrespective of their social strata, caste, creed, religion, region, language, diversity to inculcate in them the importance social equality and oneness.

Morning Assembly – all the students are involved in the activities held in morning assembly and are encourage to participate in the celebration of all important occasions and religious festivals.


CWSN Students - Special care is taken to involve CWSN Students in schools activities and programmes. Facilities are provided in the school to make the infrastructure CWSN friendly. Differently abled children are given admission throughout the year.

Special Educators- Are deployed in the schools to take care of special needs of differently abled students.

STRATEGY FOR FUTURE

- Providing adequate facilities and infrastructure.
- 1. Construction of 12 thousand new rooms.
- 2. CCTV securities cameras in all schools.
- 3. Computer Labs and Science Labs fully equipped.

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- Ensuring adequate number of capable and dynamic teachers.
 - Improving curriculum and teaching practices.

This issues with the prior approval of the Competent Authority.

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MINUTES OF THE TENTH SITTING OF THE COMMITTEE HELD ON MONDAY, 25th JUNE 2018

The Committee sat from 1100 hrs. to 1230 hrs. in Committee Room 'E', Parliament House Annexe, Basement, New Delhi.

PRESENT

Shrimati Vandana Chavan - **Acting Chairperson**

MEMBERS

LOK SABHA

2. Smt. Anju Bala
3. Smt. Rama Devi
4. Smt. Jyoti Dhurve
5. Smt. Darshanaben Jardosh
6. Sushree Sadhvi Savitri Bai Phoole
7. Smt. Mala Rajya Laxmi Shah
8. Shrimati P.K. Sreemathi Teacher
9. Smt. Savitri Thakur

RAJYA SABHA

10. Smt. Jharna Das Baidya
11. Smt. Kahkashan Perween
12. Ms. Dola Sen
13. Smt. Saroj Pandey

SECRETARIAT

1. Shri N.C. Gupta. - Joint Secretary
2. Shri T.S. Rangarajan - Director
3. Shri Khakhai Zou - Additional Director

Representatives of M/o Human Resource Development

- | | | |
|----|---------------------|------------------------------|
| 1. | Ms. Rina Ray- | Special Secretary, SE&L, MHR |
| 2. | Ms. Anita Karwal - | Chairperson, CBSE |
| 3. | Shri Maneesh Garg - | Joint Secretary, SE&L, MHRD |
| 4. | Shri Sanjay Kumar - | Joint Secretary, SE&L, MHRD |

Representatives of M/o Home Affairs

- | | | | |
|----|-------------------|---|----------------------|
| 1. | Shri Govind Mohan | - | Joint Secretary (UT) |
|----|-------------------|---|----------------------|

Representatives of New Delhi Municipal Council

- | | | | |
|----|-------------------|---|------------------|
| 1. | Shri Naresh Kumar | - | Chairman |
| 2. | Shri N.K. Sinha | - | Economic Advisor |

Representatives of Kendriya Vidyalaya

- | | | | |
|----|-------------------------|---|--------------|
| 1. | Shri Santosh Kumar Mall | - | Commissioner |
|----|-------------------------|---|--------------|

Representatives of Navodaya Vidyalaya

- | | | |
|----|-----------------------------|--------------|
| 1. | Shri Bishwajit Kumar Singh- | Commissioner |
|----|-----------------------------|--------------|

Representatives of Capital Territory Delhi

- | | |
|----|---|
| 1. | Shri Sandeep Kumar-Secretary (Education) GNCT Delhi |
| 2. | Smt. Ranjana Deswal-Special Director (Education) GNCT Delhi |

Representatives of East Delhi Municipal Corporation of Delhi

- | | | | |
|----|---------------------|---|--------------------|
| 1. | Smt. Alka R. Sharma | - | Addl. Commissioner |
|----|---------------------|---|--------------------|

2. As the Hon. Chairperson could not attend the sitting due to some unavoidable reasons, the Committee choose another Member Smt. Vandana Chavan, MP(RS) to act as Chairman for the sitting. Accordingly, the Acting Chairperson welcomed the Members of the Committee to the sitting convened to have a briefing and presentation by the representatives of the Ministry of Human Resource Development (Department of School Education and Literacy), Ministry of Home Affairs (UT Division), Schools of New Delhi Municipal Council (NDMC), Kendriya Vidyalaya, Navodaya Vidyalaya, Sarvodaya Vidyalaya and Schools of Municipal Corporation of Delhi (MCD) in connection with examination of the subject "Working Conditions of Women Teachers in Schools"..

[Witnesses were then called in]

3. After welcoming the witnesses, the Acting Chairperson read out Direction 55 regarding confidentiality of the proceedings. The Committee requested the representatives of the various Organisations/Ministries to start their presentation on the subject. Thereafter, the Committee expressed concern on the issue of sexual harassment of women at work place. It was observed that except Government Schools of Delhi, the various organisations like KVS, Navodayaya Vidhyalaya and CBSC were still following Vishaka Guidelines which are now redundant. It was emphasised that Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act has replaced the judgement of the Supreme Court and that there should be Internal Complaints Committee as per the latest Act. The Committee requested all the organizations to implement the latest law on Sexual Harassment of Women at workplace.

4. Thereafter, the Committee held detailed deliberations on various issues which *inter alia* included exploitation of teachers by management of unrecognized schools, meagre salary of teachers, vacancies of permanent teachers in KVS, lack of adequate facilities of sanitation and toilet for female teachers, skill development programmes, sexual harassment cases, transfer policy, number of SC/ST female employees and grant of Child Care Leave to women teachers. The Committee also discussed the problems of ad-hoc teachers of Delhi schools who are not getting basic facilities like PF, Medical, ESI, removal from service etc.

5. While responding to the queries of the Committee, representatives of KVS put forth some encouraging facts regarding appointment of large number of teachers during the year 2017 and 2018. On the issue of affiliation process of CBSE Schools in the state and the need to have greater control upon schools by states, the representative of CBSE apprised the Committee that they are changing the examination by-laws.

6. During the course of discussion, the Committee requested the representatives of the schools to give their suggestions, for improvement in the education system. In response, the representatives of Human Resource Development suggested that there should always be a minimum of 10% extra sanctioned posts so that the teachers could be allowed to go on training or on child care leave. Representatives of North Delhi Municipal Corporation suggested that provision of separate toilet, staff room, security staff, a panel of surplus women teachers, restroom for pregnant teachers, posting in the same place of spouse, free medical checkup for teachers above 40 years, special casual leave should be given for women teachers.

7. The issues raised by the Chairperson and the Members were replied to by the officers of the Ministry concerned. However, on the queries on which the information was not readily available, the Ministry/Departments were directed to furnish written replies.

[The witnesses then withdrew]

8. A verbatim record of the proceedings has been kept.

The Committee then adjourned.

COMMITTEE ON EMPOWERMENT OF WOMEN (2017-2018)

**MINUTES OF THE FOURTH SITTING OF THE COMMITTEE
HELD ON TUESDAY, 12 FEBRUARY, 2019**

The Committee sat from 1500 hrs. to 1600 hrs. in Committee Room "B", Ground Floor, Parliament House Annexe, New Delhi.

PRESENT

Smt. Bijoya Chakravarty - **Chairperson**

MEMBERS

LOK SABHA

2. Smt. Anju Bala
3. Smt. Renuka Butta
4. Smt. Darshanaben Jardosh
5. Smt. Jayshreeben Patel
6. Smt. Riti Pathak
7. Smt. Mala Rajya Laxmi Shah
8. Smt. Supriya Sule
9. Smt. Rita Tarai
10. Smt. P.K. Sreemathi Teacher
11. Smt. Savitri Thakur
12. Smt. R. Vanaroja

RAJYA SABHA

13. Smt. Jharna Das Baidya
14. Smt. Vijila Sathyananth
15. Smt. Vandana Chavan
16. Smt. Kahkashan Perween
17. Ms. Dola Sen

SECRETARIAT

1. Shri T.S. Rangarajan - Director

2. At the outset, the Chairperson welcomed the Members of the Committee to the sitting of the Committee:

3. The Committee then took up the following draft Reports for consideration

(i)*****

(ii) Draft Report of the Committee on the subject 'Working Conditions of Women Teachers in Schools'.

(iii)*****

4. After some deliberations, the Committee adopted the Draft Report without any modification and authorized the Chairperson to finalise the Draft Report and present the same to both the Houses of Parliament.

5. *****

6.*****

The Committee then adjourned.

***** Matters not related to this Report