

**Review of Management Structure
and
Operating Mechanism
of
Kendriya Vidyalaya Sangathan**

**REPORT OF THE REVIEW COMMITTEE
SET UP BY
THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT**



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**DEPARTMENT OF EDUCATION
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GOVERNMENT OF INDIA
NEW DELHI**

MARCH 2002

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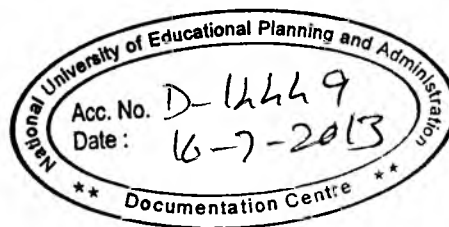
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LIST OF ABBREVIATIONS

AI KVTA-	All-India Kendriya Vidyalaya Teachers' Association
AMA-	Authorized Medical Attendant
CBSE-	Central Board of Secondary Education
CGHS-	Central Government Health Service
KVS-	Kendriya Vidyalaya Sangathan
K.Vs-	Kendriya Vidyalayas
NCERT-	National Council of Educational Research & Training
SUPW-	Socially Useful Productive Work
TOR-	Terms of Reference
VMC-	Vidyalaya Management Committee
VVN-	Vidyalaya Vikas Nidhi

PREFACE

Kendriya Vidyalaya Sangathan (K.V.S) is a unique initiative in national integration and nation-building. Considering that all the categories of employees whose children are receiving education in Kendriya Vidyalayas (K.Vs) represent the entire spectrum of Indian society from all parts of the country, K.V.S. has emerged as a unique pace-setting educational system which is looked up to by all schools' systems in India. Over the years, K.V.S has also emerged as one of the most prominent and low-cost public school systems in the world. Another unique feature of K.V.S is that there are nearly no dropouts, in the conventional sense of the word, amongst students from classes I to X. It is thus, eminently suited to be a cradle for producing future leaders in various fields of human endeavor for the Indian society which is in the throes of modernization. This report of the Review Committee may well prove to be yet another step in this direction.

The Review Committee, in all held six meetings to deliberate over its exhaustive terms of reference (TOR). A two-day seminar of various schools' systems in India was also held on 10th & 11th January, 2002 in New Delhi to discuss common problems and perceptions, with particular reference to the Terms of Reference (TOR) given to it. The intention was also to generate a process of introspection amongst all the other schools' systems in the country to enable them to improve upon their existing systems and practices. The Review Committee heard at length the representatives of the All-India Kendriya Vidyalaya Teachers' Association (AIKVTA) on 22nd February, 2002. All the Principals of the K.Vs were apprised of the TOR right at the beginning of the deliberations of the Committee and were requested to give their suggestions. The Committee is grateful to all the Principals who responded to the TOR. A questionnaire was also sent to all the regions to ascertain the views of the Chairpersons of the Vidyalaya Management Committees (VMCs). The Committee is grateful to all the VMCs who have responded to the questionnaire.

The management of K.V.S. in the past has seen many ups and downs. There have been times when scant regard was given to norms in opening new K.Vs and in transfer of staff members. The Review Committee would like to urge that there should never be another occasion when such things happen again. Perhaps, a process of introspection at the highest level may be necessary to prevent repetition of such instances of mismanagement. The Review Committee was struck by the many improvements that have taken place in the management of the K.Vs during the last few years. The Committee would like to place on record its appreciation of the tireless endeavors of the present Commissioner, K.V.S., Shri H.M.Cairae, who has been primarily responsible for the recent improvements. The Committee appreciates the fact that these positive developments could not have taken place without adequate support to the Commissioner, K.V.S. from the highest level in the Sangathan. The Committee set up two sub-committees; one for looking at issues relating to decentralization in the K.V.S. under Shri Veeraraghavan, and the other for working out parameters in judging K.Vs for the level of their excellence, under Dr. Prithivi Raj Chauhan. Each member of the

Review Committee contributed whole-heartedly in all the deliberations of the Committee, which were held unfailingly in a friendly and cordial atmosphere. Commissioner, K.V.S and his band of dedicated officers spared no efforts in organizing the meetings of the Review Committee as well as the two-day seminar. I would like to thank all the members of the Committee and the K.V.S. officers for assisting the Committee in its work.

I have great pleasure in presenting this report, on behalf of all the members of the Review Committee, to the Ministry of Human Resources Development, which had the vision to feel the necessity to set up such a Review Committee.

Dated: 31st March, 2002.

- **J.C.Pant.**

CHAPTER I INTRODUCTION

The Govt. of India mooted the idea of opening Kendriya Vidyalayas to provide educational facilities with a common syllabus to children of transferable Central Government employees including defence personnel. These Vidyalayas have, besides imparting of quality education as their main objective, a mission to pursue excellence and set the pace in the field of education. Starting from 20 schools in the academic year 1963-64, the number of Kendriya Vidyalayas has steadily increased and today there are nearly 850 Kendriya Vidyalayas running in different parts of the country. The figure includes two schools functioning abroad, one each at Moscow and Kathmandu.

Over the years, the Kendriya Vidyalayas have acquired a very good reputation for themselves as they contribute very strongly to national integration apart from providing a very valuable educational facility to transferable persons in the Government Sector. However, the very large size of the KVS seems to be detracting somewhat from responsiveness to the academic and administrative needs of K.Vs. At the same time, the National Policy of Education, 1986, as updated in 1992 envisages a resurgence in the educational process and content. Subsequent to the policy, there have been two very important reports, one, the Yashpal Committee on curriculum load on students and the other, the K.P. Singh Deo Committee on Physical Education and Sports which have recommended a major reorientation of such programmes and academic management, and KVS as the leader among the school sector organizations is expected by the Government to take the lead and show the way for desired academic reorientation to the other school-systems in the country. These factors require the functioning of the KVS to be reviewed to determine where and how the policies and programmes should be reoriented for the KVS so that the Kendriya Vidyalayas can lead the way for achieving excellence both academically and management-wise. Government had appointed a Review Committee in 1988 whose Report unfortunately did not get implemented in a focused manner. These recommendations pertained mainly to management structure and academic policies and programmes in Kendriya Vidyalayas. It also recommended teacher evaluation, teacher training and training of educational administrators etc. Government again appointed a Review Committee on 29.4.94 under the Chairpersonship of Km. Selja, Deputy Minister (Education & Culture) MoHRD. Its recommendations covered entire system of KVS starting from its management structure and functioning of Kendriya Vidyalayas towards achieving the set objectives. Most of these recommendations have been implemented by the KVS.

However, the development and reform in every good system is an ongoing process and, with a view to bring desired changes and modifications in the educational system and curricula etc. followed by Kendriya Vidyalayas, Government set up a Committee (Annexure-I) with the following constitution to suggest relevant changes in management structure and operating mechanism of Kendriya Vidyalayas to bring all round improvement in the educational environment in these institutions and the quality of education being imparted by them:

THE COMMITTEE

Shri Jagdish Chandra Pant, IAS (Retd.) Former Secretary, Ministries of Agriculture, and Health & Family Welfare "Shraddha Kunj" , 159/I Vasant Vihar, Phase-I, Chakrata Road, Dehradun-248006.	Chairman
Shri P.R. Chauhan Ex-Commissioner, KVS KK-22 Kavi Nagar Ghaziabad (UP).	Member
Shri J.Veeraraghavan Director, Bharatiya Vidya Bhawan Kasturba Gandhi Marg, New Delhi-110001.	Member
Mrs. Shayama Chona Principal, DPS R.K.Puram New Delhi-110022.	Member
Dr. J.D.Johnson (National Awardee) Akshara School, NFCL Township Kakinada-533003.	Member
Mr. R.G.Patil, Ex-Chairman, Maharashtra Board and Ex-Director, Education, Maharashtra 3/8 Praveen Apartment, Erand Wane, Pune-4 Maharashtra.	Member
Shri K.S.Sarma Additional Secretary M/O Human Resource Development Deptt. of Secondary & Higher Education.	Member-Secretary

The terms of reference for the Committee are:

- i) Review of the admission policy and need for expansion.
- ii) Structural changes in Sangathan; whether it should continue to grow with existing structure or some structural changes like constitution of regional structures may be made.
- iii) Review of the existing recruitment and transfer policy of teaching and non-teaching staff of KVS.

- iv) Suggestions about changes on academic front, if any, required including the need for proper admix of the examination-oriented education with all- round development of children and suggestions for changes in view of structural changes suggested or otherwise, keeping in view that several good teachers might be leaving the organization in view of the present policies.
- v) Whether at present there is adequate attention towards the promotion of sports, yoga & physical education, and language learning.
- vi) Any other matter relating to either academic or management reform that the committee may like to suggest.

Review Committee has proceeded in a very systematic & thorough manner for making a review of the KVS. The Committee in all held six meetings to deliberate on the terms of reference given to it. A Seminar was held on 10th & 11th January, 2002 in which Heads of the Independent Schools' System-Private, Government & Government-aided participated. The purpose of the seminar was to assimilate to the maximum possible extent all their welcome features and good points in the KVS system, as well as to trigger a process of introspection in them. A letter was addressed to all Principals of K.Vs (Annexure-IV) apprising them of the terms of reference of the Review Committee and seeking their free and frank views. The Committee designed a questionnaire (Annexure-V) and through that ascertained the views of the Principals, Chairpersons of the VMCs, the sponsoring organizations, such as Defence, Para-Military Establishment, Railways, Public Sector Undertakings etc. While addressing the questionnaire and interacting with the Principals, Chairpersons, Teachers and parents, care was taken to include very large and very small schools, schools in Metropolitan Cities and in smaller towns, outstanding schools and weak schools. The Committee also heard the representatives of AIKVTA at length. The members of the Committee visited about 50 Kendriya Vidyalayas of different Regions to see for themselves the functioning of the Vidyalayas and to interact with the teachers, parents and chairpersons & members of the VMCs. The Committee has also drawn upon the factual information provided by the KVS headquarters. This has constituted a very large input for the Committee and by collating and analyzing these diverse inputs, the Committee have arrived at its recommendations, which if implemented in the true spirit, it hopes can lead to significant improvements in the functioning of the Kendriya Vidyalayas.

CHAPTER-II KVS-AN OVERVIEW

The idea of encouraging the growth of Secondary Schools with a common syllabus and medium of instruction for the benefit of the children of Central Government employees including defence personnel liable to frequent transfers was first approved in November 1962, by the Government of India. Consequently, Central Schools Organization was started as a unit of the Ministry of Education, now Ministry of Human Resource Development of the Government of India, so that the education of their children was not disturbed due to their frequent and sudden transfers in public interest.

Initially, 20 Regimental Schools, then functioning at places having large concentration of defence personnel, were taken over as Central Schools during the academic year 1963-64.

In 1965, an autonomous body, namely, Kendriya Vidyalaya Sangathan was registered as a Society under Societies Registration Act XXI of 1860 which took over the task of opening and managing the Central Schools, henceforth called Kendriya Vidyalayas. The Sangathan is wholly financed by the Government of India.

Over the years, the number of Kendriya Vidyalayas has steadily increased and is 849 on 31.3.2002.

The Kendriya Vidyalayas have a four-fold mission, namely,

- i) to cater to the educational needs of children of transferable Central Government employees including defence and para-military personnel by providing a common programme of education;
- ii) to pursue excellence and set the pace in the field of school education;
- iii) to initiate and promote experimentation and innovations in education in collaboration with other bodies like the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) etc. and
- iv) to develop the spirit of national integration and create a sense of 'Indianness' among children.

In pursuance of the above objectives, the Kendriya Vidyalayas have been set up with the following features:

- common text books and offer of bilingual medium of instructions, Hindi & English;

- provision for teaching of mother-tongue and regional languages, provided the number of students willing to learn the language in the concerned K.V is 20 or more;
- affiliation to the CBSE;
- co-education and composite system;
- teaching of Sanskrit compulsorily from Class VI to VIII. Students can also study Sanskrit as an optional subject in Class IX & X, and as an elective at +2 stage;
- preference in admission in Class I to children whose parents had the higher number of transfers during the previous seven years, and merit within the category in other classes;
- maintenance of an appropriate teacher-pupil ratio to ensure quality of teaching;
- Waiver of tuition fees for boys upto Class VIII and for girls, Scheduled Caste/Scheduled Tribe students and the children of the employees of the Kendriya Vidyalaya Sangathan (KVS) upto Class XII.

Enrolment of Students

The soundness of the policies pursued is reflected in the growing demand from the student community to study in Kendriya Vidyalayas. The total number of students enrolled by the Kendriya Vidyalayas all over the country was 728678 at the end of the year 2000-2001. Of these, 411235 or 56.44 percent are boys and 317443 or 43.56 percent are girls. The students belonging to Scheduled Castes are 86701 constituting 11.90 percent and those belonging to Scheduled Tribes totaled 24117 constituting 3.31 percent. Physically handicapped students totaled 1216 constituting 0.17 percent. Out of the total enrolment of 7,28,678, 6,12,518 students belong to Category I. The Region-wise and class-wise enrollment as on March 31, 2001 is given in Annexure-VII.

The strength of any educational institution lies essentially in its teaching faculty. Unless the teachers are dedicated, well trained and well equipped, the objective of providing quality education is difficult to achieve. This is true all the more in an institution like the Kendriya Vidyalaya, which seeks to be a pace-setter in school education. Recognizing this, the Kendriya Vidyalaya Sangathan, which is expanding and enlarging its coverage year after year, has formulated sound policies and procedures for recruitment and management of the teaching and supporting staff.

The following table shows the growth in the posts sanctioned over the last five years:

Sl. No.	Post	1996-97	1997-98	1998-99	1999-2000	2000-2001
1.	Principal/Vice Principal	1150	1184	1185	1165	1113
2.	Head Master	447	445	457	468	483
3.	PGT	5938	6646	6184	6195	6132
4.	TGT	10444	10692	10719	10515	10068
5.	PRT	11883	11612	11092	11605	11234
6.	Others including Librarians	5430	5451	5109	5340	4853
7.	Office Staff incl. Gr. 'D' employees	9878	10039	10048	10003	10231
	Total	45170	46069	44794	45291	44114

It cannot be expected that all the sanctioned posts will always remain filled up. The number of staff in position out of the total sanctioned strength of 44114 as on March 31, 2001, was 39,677 constituting 89.94 percent. Out of these, the number of teaching staff was 31,037.

The following table gives the number of posts sanctioned and filled up, category-wise as on March 31, 2001:

Sl. No.	Name of Post	Number sanctioned	Number in Position						
			Gen	SC	ST	OBC	Total	M	F
1.	Principal	816	573	49	07	79	708	563	145
2.	Vice-Principal	297	212	19	03	05	239	162	77
3.	Head Master	483	214	31	10	12	267	64	203
4.	PGT	6132	4128	523	128	567	5346	2901	2445
5.	TGT	10068	7098	1140	257	809	9304	3956	5348
6.	PRT	11234	8532	1144	299	074	10049	2001	8048
7.	Music Teacher	900	681	87	11	41	820	302	518
8.	Dr. Tr.	681	382	84	18	96	580	444	136
9.	SUPW Tr.	1070	809	76	18	105	1008	686	317
10.	Yoga Tr.	761	753	06	07	08	779	103	77
11.	Librarian	846	542	95	26	54	717	435	282
12.	Office Staff and Gr. 'D'	10231	3705	3263	607	1065	8640	7653	987
	Total	44114	27826	6587	1406	3858	39677	20760	18917

To ensure that teaching is not affected by the posts lying unfilled due to want of sufficient candidates in the selection panels or by any teacher going on leave at short notice, provision has been made for filling up posts on contractual basis following the procedure prescribed for a specific period.

Changes made in recruitment system for selecting the best available teachers.

The process of recruitment has been centralized and a system of conducting a written examination and thereafter interview has been introduced. Recruitment so far was being done at the Regional level wherein candidates were short listed for the purposes of interview on the basis of their academic record. It was found that there was a lot of disparity in the marks awarded by different Universities and amongst candidates applying in different regions. To eliminate these, the recruitment of teachers and all other staff has been centralized and is being done by the Headquarters.

Certain percentage of posts in each category is reserved for the visually handicapped (1%) orthopaedically handicapped persons who can read and write on the blackboard and speak clearly and audibly (2%); ex-serviceman (10%); Scheduled Castes (15%) Scheduled Tribes (7.5%) and OBC (27%).

In order to attract women to the teaching profession, the upper age limit is relaxed by 10 years for women candidates for recruitment to all categories of teaching posts. Relaxation in upper age limit upto 5 years is also given in case of candidates belonging to Scheduled Castes, Scheduled Tribes, discharged defence service personnel, Government Servants and employees of KVS.

Apart from recruitment, special care is taken to retain the teachers recruited, particularly in the North Eastern Region and some of the "hard" locations in far flung areas. The general staff welfare measures include:

- a) provision of residential accommodation;
- b) provision of group insurance cover as applicable to Central Government employees;
- c) provision of medical facilities through the CGHS or through AMAs;
- d) study leave facilities for those who have completed a minimum of 15 years of regular service in KVS;
- e) provision of jobs on compassionate grounds to the surviving members of the employees dying in harness.

In addition, for the benefit of the staff in NE region and difficult stations, faculty clubs are set up to cater to their cultural and social needs and information about medical facilities available is disseminated widely. Priority is given for construction of staff quarters in the NE region and difficult locations.

National Foundation for Teachers' Welfare

National Foundation for Teachers' Welfare was set up by the Ministry of HRD in 1962 under the Charitable Endowment Act 1890 with the main objective of promoting welfare

of the school teachers and providing relief to them and their dependents in indigent circumstances.

KVS is a member of this foundation at par with other States and Union Territories and has been looking after the welfare of its teachers all over the country and abroad. It has formulated various schemes for the benefit of teachers such as construction of Shikshak Enclaves at Jaipur and Puri, financial assistance for publication of academic work of the teachers, educational tours, professional higher education of their children and medical treatment.

During the year 2000-2001, the Ministry of HRD sanctioned financial assistance of Rs. 1,85,900/- for professional higher education to 93 K.V teachers.

The composition of the students in Kendriya Vidyalayas ensures that students from different ethnic and linguistic groups as also different economic strata mingle with each other. This inter-mingling coupled with twin media of instruction, i.e. English-Hindi and affiliation of all Kendriya Vidyalayas to CBSE whose syllabi are designed nationally, ensures a very strong pursuit of national integration and national identity. It may be noted with a lot of satisfaction that KVS was and probably still is the only large chain of schools in the country which teach children in the medium of English and Hindi simultaneously. Therefore, every student of Kendriya Vidyalayas is fluent in the use of both English and Hindi. This has been a very valuable gain through the Kendriya Vidyalayas.

The teachers in Kendriya Vidyalaya Sangathan are all well qualified and are normally graduates with a degree or diploma in education. Thus, the KVS has a very competent teaching resource. Also, the level of facilities like buildings, furniture, laboratories and libraries are much above the average. Expectedly, as a consequence, the results of Kendriya Vidyalayas in both Secondary and Senior Secondary Board Examinations have been consistently much higher than the overall CBSE averages.

These considerable attainments notwithstanding, there are signs of some weaknesses which need to be checked immediately if the KVS is to retain its distinctive position in future. The one big weakness in the KVS has been its inability to set up an effective in-service training and professional upgradation facility for its teachers, supervisory officers and other employees. The Kendriya Vidyalaya system being different, the KVS personnel cannot avail of training facility in the state sector institutions, and at the national level there is no other facility. Therefore, even though at the time of induction, the KVS staff and officers are highly qualified and competent, they slowly lapse into routine demotivation and non-performance, say - after first 5 to 7 years of their service. This is starting to have its effect on the work in the sense that the teaching programme in KVS is getting routinised. The spark of innovation and brilliance is rarely seen and while the pass percentages are good, the share of KVS students among the best performers in the CBSE group is small. Although about 400 Kendriya Vidyalayas have as good buildings, laboratories and teacher resource as in other good schools in the country, the Kendriya Vidyalayas are not generally counted among the best schools in the country, particularly in the metropolitan cities. With the available teaching and infrastructure support there is no reason for this, if the teacher-motivation and supervision can be appropriately improved.

Finally, one observes the admitted weakness in education in primary classes. Perhaps due to the overshadowing presence of Board examinations, attention in schools is getting disproportionately focused at Secondary and Senior Secondary stages. The educational grounding in primary classes is the foundation on which all further educational progress depends and, therefore, immediate strengthening of education in primary classes is an urgent need of the KVS. The situation in regard to co-curricular activities, sports and physical education, vocational education, laboratory and associated activity work and generally, modernization of educational processes requires urgent remedial measures.

CHAPTER-III

EDUCATION- A VISION

It is seldom realized that a child starts learning right from the time it enters the womb- the state of contentedness-happiness or otherwise of the parents and the family, then really determines how well the fetus develops into an infant baby at the time of birth. It is therefore, crucial that the family to which the expecting mother belongs, takes good care of her during pregnancy and childbirth, and later on as the child grows. The family thus, is the first school where learning takes place. A school-system, which supplements the learning process in the family, can alone be considered to be doing justice to the process of education. Close association with the family represented by the parents in matters relating to the education of children, needs to be planned and well-structured in the school-system.

India's freedom struggle under the leadership of Mahatma Gandhi not only ushered in independence of India, it also gave rise to an innovative approach to education. The concept of Nayee Talim or Basic Education was developed to provide or enable the process of "**learning by doing**" through nature, culture and the fine arts. Unfortunately, independent India could not incorporate the concept of Nayee Talim in the process of education of its children in the country. There is ample scope to incorporate these concepts in the school-system today provided there is a will to do so and they are approached imaginatively and in a sensitive manner.

Alfred North Whitehead, the American philosopher described education as "**what remains after all that was learnt has been forgotten**". The issue of value education has been a matter of considerable interest to educationists but this has been interpreted differently by different schools' systems, to the extent that educationists today do not seem to agree on what all it entails. The approach of Nayee Talim to promote "**learning by doing**" through nature, culture and fine arts has been found to admirably impart human values without specifically theorizing on value education. Much theorizing on issues relating to ethics and the moral principles runs the risk of promoting hypocrisy, while in reality practicing them alone in the course of daily routine can help in internalizing these values. "**Learning by doing**" practiced through "**self-management committees**" of volunteer-students in each section of each class of a K.V., covering nearly all aspects of schooling and school life could help in internalizing essential human values without specifically theorizing on value education. This would also facilitate management of many co-curricular activities in K.Vs through these self-management committees.

Some "quotable quotes" from eminent Indians are being given here to project a vision of the kind of education that India needs to pursue for the benefit of its children. Considering the pace-setting role of K.Vs in education, perhaps K.V.S may like to examine and incorporate these concerns in its operating mechanisms to the extent possible.

QUOTABLE QUOTES

Nothing is quite like the company of a good teacher.

-ZAKIR HUSSAIN

Although we have been working for “Nayee Talim” (new education) all these years, so far, our course was mapped out. We have now before us uncharted waters, with the Pole Star as our only guide and protection. That Pole Star is village handicrafts.

- MAHATMA GANDHI

Wealth is a golden cage in which children of the rich are bred into artificial deadening of their powers. Therefore, in my school (Shantiniketan), much to the disgust of people of expensive habits, I had to provide for this great teacher-this bareness of furniture and materials- not because it is poverty, but because it leads to personal experience of the world.

-RABINDRA NATH TAGORE

What children need from the teacher is encouragement, proper material, class management and companionship.

-DEVI PRASAD

We have come to this world to accept it, not merely to know it. We may become powerful by knowledge, but we attain fullness by sympathy with all existence.

-RABINDRANATH TAGORE

Nothing is more crushing to the infant spirit than a parent’s or a teacher’s contempt for those creative efforts of expression, as child’s art, which is its passport to freedom, to the full fruition of all its gifts and talents, to its true and stable happiness in adult life.

-HERBERT READ

Let the growth of the child’s mind be under Nature’s generous and joyful space and time. Today, education is sitting on the child’s shoulders as a burden.

-RABINDRANATH TAGORE

Every act done with a sense of beauty, grace and human relevance is art, and every object created with care is an artifact.

-DEVI PRASAD

It is the egocentricity of the teacher that he thinks that he can teach. As long as we cherish this pride, we will never be able to understand the essence of education.

-VINOBA BHAVE

AUROBINDO ON EDUCATION:

- ❖ The first principle of true teaching is that nothing can be taught.
- ❖ The second principle is that the mind has to be consulted in its own growth.
- ❖ The third principle of education is to work from the near to the far, from that which is to that which shall be.
- ❖ The chief aim of education should be to help the growing soul to draw out that in itself which is best, and make it perfect for a noble cause.
- ❖ The teacher is not an instructor or a taskmaster, he is a helper and a guide. His business is to suggest and not to impose.

GLEANINGS FROM I.KRISHNAMURTHY

INTELLIGENCE:

"Intelligence is the capacity to perceive the essential, the 'what is'; and to awaken this capacity, in oneself and in others, is education".

PURPOSE OF EDUCATION

"The purpose of education is to produce integrated men and women who are free of fear; it should help in experiencing the integrated process of life."

THE INTEGRATED PROCESS OF LIFE

"It is in the understanding of ourselves that fear comes to an end. When there is no self-knowledge, self-expression becomes self-assertion, with all its aggressive and ambitious conflicts. The greatest need and most pressing problem for every individual is to have an integrated comprehension of life-but the whole, the total process of life cannot be understood through the part; it can be understood only through action and experience. As long as we are seeking inward security, the total process of life cannot be understood."

THE CONTENT OF LIFE

"The whole content of life can never be foreseen, it must be experienced anew from moment to moment."

THE SOIL OF THE SCHOOL

"The school should help its young people to discover their vocations and responsibilities; it should be the soil in which they can grow without fear-happily and integrally."

EVERYDAY ACTION

"It is only when there is integration of the mind and heart in every-day action that there can be intelligence and inward transformation."

OUR GOAL

"As long as success is our goal we cannot be rid of fear, for the desire to succeed inevitably breeds the fear of failure-the young should not be taught to worship success."

THE SECRET OF JOY

"With self-abnegation comes immeasurable joy."

MEANING OF EDUCATION

"Education in the true sense is to encourage the child to understand his relationship to people, to things and to nature."

CHAPTER-IV

RECOMMENDATIONS OF THE REVIEW COMMITTEE ON THE TERMS OF REFERENCE

The Review Committee was conscious of the fact that the Principals of K.Vs, the Chairpersons of Vidyalaya Management Committees (VMCs), and the members of VMCs need to be consulted in working out its recommendations on the terms of reference given to it by the Ministry of HRD. Accordingly, the views of these persons were sought to the extent possible. The members of the Review Committee who are eminent educationists in their own right deliberated on these responses, apart from visiting different K.Vs in different parts of the country to get a first hand impression of things. This chapter is being devoted to the views and recommendations of the Committee on the terms of reference given to it.

I. REVIEW OF ADMISSION POLICY AND NEED FOR EXPANSION:

This issue was discussed extensively by the Review Committee and it was felt that changes in this regard should be made cautiously, keeping in view the fact that educational needs of children of specified categories need to be honored as a first priority. At the same time the strength of students in each section should be such that the quality of education is not allowed to decline. The following were the salient suggestions under this term of reference: -

- (a) 10% of new admissions of students in each year should be admitted on merit basis besides the specified categories in class II onwards. Merit may include performance in sports and fine arts. Provision of minimum 80% marks for admission in class XI should be relaxed to 75% where availability of students is less.

- (b) The admission schedule to class I may be modified as below: -
 - 1. Sale of registration forms and registration should be from 1st December to 31st January.
 - 2. Last date for receipt of the forms should be 31st January.
 - 3. Display of admission list by 15th February.
 - 4. Admission upto 1st March.
 - 5. Last date for fresh admissions-31st July.
 - 6. In exceptional cases, the Chairman, Vidyalaya Management Committee (VMC) may permit admission before the half-yearly examination.

- (c) As K.Vs are basically meant for children of all-India transferable employees, treating children of ex-service personnel who have put in less than 15 years of service at par with service employees appears illogical. They could be considered one category lower. Provision for employees of central autonomous bodies like Doordarshan, A.I.R., BSNL, LIC, Nationalized Banks etc. who are transferred

from state to state may be made as a separate scheme of paid seats for PSUs. The present policy puts them in only category III.

- (d) The issue of having more than one shift in a K.V. where there is pressure on admissions was raised before the committee. Past experience in this regard has not been happy and the Review Committee does not recommend the idea of having more than one shift in a K.V.

II. STRUCTURAL CHANGES IN SANGTHAN; WHETHER IT SHOULD CONTINUE TO GROW WITH EXISTING STRUCTURE OR SOME STRUCTURAL CHANGES LIKE CONSTITUTION OF REGIONAL STRUCTURES MAY BE MADE:

This term of reference was discussed extensively in the deliberations of the committee, primarily with the objective of improving the management procedures in the K.V.S. and also to minimize inconvenience to the staff members moving out on transfers. The following points represent the broad consensus in the committee on this term of reference: -

- (a) A region should appropriately have not more than 30 schools under its jurisdiction, which would imply creating more regions than exist today. Considering the number of K.Vs today which is nearly 850, the number of regions should be increased to 28 to 30.
- (b) These regions could be grouped into five notional zones- North, East, West, South and Central, with each notional zone having five to six regions. This grouping of regions into zones would be primarily for the purpose of recruitment of staff, their posting and their transfers. No separate office structure is being proposed for the zones. The Assistant Commissioner of the headquarter region of the zone would be discharging the minimal regulatory functions of the zone, in addition to his duties.
- (c) A regional office may continue to have one Assistant Commissioner, three Education Officers, one Administrative Officer along with the existing posts. A few extra staff may be posted in the headquarter region of each zone to take care of extra work that this reorganization may entail.
- (d) The post of Education Officer (EO) and Principal of a K.V. could be made interchangeable. This may require some changes in the existing rules as the EO's post is a promotion post for principals. The duties of the Education Officer and the Vice-Principal of a K.V. need to be specified in order to make them more accountable for the performance of the K.Vs, especially on the academic front.
- (e) The A.C.Rs of the Principals may continue to be written by the Chairman of the Vidyalaya Management Committee (VMC) and reviewed by the Assistant Commissioner as is being done now.

- (f) There is need to grade the K.Vs in order to keep a close supervision over their development and progress. It was felt that an overall grading of a K.V. may be difficult and perhaps, grading each K.V. for different fields of activities would be a more practical way of going about this idea. Criteria of grading the different activities of a K.V. is being suggested by the Review Committee on the lines indicated in Annexure-II. Whether points could be awarded for grades in different activities in order to work out an overall grading of each K.V. may be examined by the Commissioner K.V.S. If such an overall grading mechanism for each K.V. could be evolved, it would prove to be an excellent tool of management for also assessing the performance of principals.
- (g) Each Kendriya Vidyalaya is a unique asset of the K.V.S and needs to be developed to its full potential. In addition to the four broad objectives of K.V.S, each K.V. should evolve a local objective keeping local cultural and environmental concerns in its view. This would be in tune with the pace-setting role of K.Vs for schools in a given area. K.V.S headquarters in consultation with Assistant Commissioners and Principals of K.Vs may evolve the process of determining this fifth objective of each K.V.
- (h) The K.V.S headquarters and the regional offices need to be interlinked through computers, to begin with. This could later on be extended to cover all K.Vs in the country.

III. REVIEW OF THE EXISTING RECRUITMENT AND TRANSFER POLICY OF TEACHING AND NON-TEACHING STAFF OF K.V. S:

Transfer of staff in K.V.S often gives rise to a great deal of inconvenience to some of them and is therefore resisted or sought-after. A great deal of external pressure is brought to bear on the K.V.S management to accommodate this or that request for transfer and as a consequence many more staff members are affected for no fault of theirs. The existing transfer policy as reflected in the Transfer Guidelines (Annexure-VI) has evolved over a number of years keeping in view the academic needs of the K.Vs as well as the convenience of the K.V.S staff members. One of the main reasons for suggesting a region-wise grouping into notional zones is to minimize the rigors of the existing transfer policy. This term of reference was discussed extensively in the Committee and the following represents the broad consensus: -

- (a) With the introduction of the proposed notional zonal reorganization, every employee of K.V.S. would need to give his or her option for a zone of his or her preference. The preferences of every employee would need to be graded from I to V, corresponding to the proposed five notional zones. These preferences would logically be given according to seniority of the staff member. This process need not wait for creation of new regions-in fact the existing regions could be grouped into notional zones and the process of seeking options from the staff could be initiated.

- (b) Future recruitments would thus need to be held by the K.V.S headquarters as of now, for each zone according to the vacancies as well as likely vacancies and leave reserves. The Review Committee came across a strong view that PRTs should only be engaged on annual contract basis at school level. If this arrangement is accepted, then a system of grading PRTs would need to be evolved in order to give them priority in selections at TGT level. Another view was that one-third or half strength of PRTs could be on annual contract basis at school level and the remaining strength could be on zonal basis. There was yet another view that the existing system of selection of PRTs should continue. The Committee feels that selection at TGT level should be by direct recruitment and not by promotion from PRT. For existing PRTs who aspire to join TGT level, a special provision may be made for recruiting them keeping in view their performance as PRT. For promotion to PGT, a proficiency test should be a must to ensure that the teacher concerned is still in touch with the subjects concerned in the real sense.
- (c) The zonal system would really be effective for the TGT level teachers for transfer and initial posting purposes. It was suggested that at the level of PGTs and Principals, the existing all-India character of the staff should be maintained. However, all staff members two years prior to their retirement could request for posting in the zone of their first preference, and it ought to be the endeavor of the K.V.S headquarters to accommodate such requests. A staff member desirous of foregoing a promotion to avoid moving out of a zone would be free to do so. Similarly, a staff member requesting for a change of zone would lose his or her seniority on the request being granted.
- (d) The existing transfer policy is a sound one and needs to be retained. Its application, however, can be made on the notional zonal basis for the PRTs and TGTs by the Commissioner K.V.S.
- (e) As far as possible, transfer and posting of teaching staff should be effected by 30th June. Transfers should not ordinarily take place during the mid-sessions to prevent dislocation of studies in K.Vs.
- (f) Executive Committee of the K.V. should be empowered to recruit contractual teachers, if necessary even without B. Ed qualification in remote areas.
- (g) Spouses working in K.V.S may be kept in the same station. This is in consonance with the instructions of Govt. of India relating to posting of spouses. As far as possible K.V.S. spouses may be transferred together to a new station as and when there is need to transfer one of them on surplus or administrative grounds, if the other makes a request, subject to the availability of vacancy.
- (h) Posting as PGT, either on direct recruitment or on promotion may be done outside the zone with reference to their hometown or where the concerned TGT prior to promotion was working, respectively. All other teachers on promotion to TGT and HM, and those staff members promoted to Assistant Superintendent may be posted outside their present stations, within the zone where they are working. Those who are due to retire within the next two years may be considered

for posting in the same station, subject to availability of vacancy at that time and also if administratively feasible.

IV. SUGGESTION ABOUT CHANGES ON ACADEMIC FRONT, IF ANY, REQUIRED INCLUDING THE NEED FOR PROPER ADMIX OF THE EXAMINATION-ORIENTED EDUCATION WITH ALL-ROUND DEVELOPMENT OF CHILDREN AND SUGGESTIONS FOR CHANGES IN VIEW OF STRUCTURAL CHANGES SUGGESTED OR OTHERWISE, KEEPING IN VIEW THAT SEVERAL GOOD TEACHERS MIGHT BE LEAVING THE ORGANIZATION IN VIEW OF THE PRESENT POLICIES:

The Review Committee became acutely aware of the fact that in most cases parents of children are only concerned about the academic achievements of their children. The concept of all-round development of students can be appreciated by parents only if a procedure could be evolved whereby the indices of all-round development could be developed and evaluated objectively, and if points earned by each students could be reflected in the total class results. Similarly, there has been much talk about value education. It was felt that values are best imparted through the process of various activities on the principle of "learning by doing" instead of merely through lectures on ethics and morality. The broad consensus that emerged in relation to this term of reference in the Committee is as follows: -

- (a) Class-wise quiz or elocution or other forms of self-expression should be organized once every month according to a fixed timetable, which should be observed by a representative of the VMC, a group of parents (whose children are not in that class), class-teacher and subject teachers. Grading for non-scholastic activities only in three point scale-above average, average, below average may be done in this process to ensure elimination of subjectivity of the class-teacher. Points five for above average, three for average and one for below average could be awarded for being added to the class result of each student.
- (b) Academic inspections should be revitalized by making them more comprehensive, educative and result oriented, based on objective evaluation of total school life. The Principal should take some classes regularly to set an example of academic leadership, which would also help in understanding the needs of the children.
- (c) There should be a single report card for each student for classes I to V, VI to VIII, IX to X, and XI to XII. The achievement of good teachers, both in academics and extracurricular activities should be suitably recognized in school functions, and such teachers may be given preference for higher training and other courses.
- (d) After every test and examination, diagnostic analysis may be done for evolving strategy towards structured remedial teaching and learning. Every test and examination must be followed by subject and class-wise report of the performance of the children. Such reports may serve as a guide to the subject teachers and examiners for all the internal examinations. There is a need for

effective monitoring of the work of the teachers by the Principals as the academic head of the Vidyalaya.

- (e) The annual results of the Board classes alone should not be the criteria for determining the performance of the Principal and teachers. The results of other classes specially VI, IX, & XI should also be analyzed by the Education Officers at the Regional level.
- (f) There should be a special effort in each K.V. to improve language learning and expression. Special efforts to make mathematics popular and easily comprehensible also need to be made in each K.V.
- (g) The morning assembly may be organized by different class sections of the K.Vs by rotation to give all the students adequate training and experience of organizing school functions. The morning assembly may be concluded by three to five minutes silent meditation to allow the students to think over the main theme of the morning assembly.
- (h) Considering that there is an urgent need to develop respect for manual labor, the Review Committee strongly recommends half-an-hour Shramdan for all students and teachers everyday at the closing time of the school. This Shramdan could also take within its ambit activities of students through self-management committees (comprising of five to seven volunteer students for each self-management committee) for each class section, addressing activities like "sports and physical fitness", "traffic & safety practices", "library and academics", "health, hygiene & first aid", "sanitation and campus maintenance", "fine arts and culture", "scouting & guiding" etc. Toilets are generally neglected locations in a school campus and these should receive regular attention. These activities would be organized by students under the supervision of their class-teachers and subject teachers within their respective Houses.
- (i) Class movement in neighboring areas and villages needs to be organized at harvest time or a month before the harvest time to acquaint students with realities of village life. Overnight stay in tents in villages, or as paying guests of villagers willing to host students could be tried out. Motivating village youth to undertake Shramdan with particular emphasis on de-silting the village pond and cleaning the village well would be an excellent training for K.V students.
- (j) At present children are being observed for qualities like initiative, originality, power of observation, self-confidence, co-operation, personal cleanliness, hygiene and scouting & guiding. Their grading is being done in five-point scale for these qualities by the class-teacher. It is suggested that this grading may be done in three-point scale by a panel of teachers comprising of the class-teacher and subject teachers. One quality which is supremely important is "cheerfulness". This may be added to the list of qualities that are being observed. Children who are not cheerful should be taken care of specially so that their development is not impeded. This grading could be added to the grading given in the once-a-month class event referred to earlier at point (a) and grading points may be added to the total marks scored by each student.

(k) At class V, when a child is on the verge of entering adolescence there is need to observe some more qualities to identify outstanding students. These students would deserve to get special attention to groom them to become future leaders in society. Such students identified through a yearlong observation in class V would form a peer group of students to assist the class-teacher and subject teachers in attending to academic and other development needs of below average students in class VI onwards. These qualities are as follows: -

1. Effective intelligence-defined as intelligence which the child is able to use. Learning from ones own mistakes is intelligence, and learning from other people's mistakes is wisdom. There are established psychological tests for this purpose.
2. Reasoning ability-there are established psychological tests for this purpose.
3. Power of expression- verbal, written and numerical.
4. Initiative-there are established psychological tests for this purpose.
5. Self-confidence- there are established psychological tests for this purpose.
6. Courage- this can also be tested.
7. Liveliness or cheerfulness.

The results of such testing should be tabulated only for above average category of students possessing any one of these qualities. These test results need not be taken into account for the normal grading purposes at all.

(l) The urge to succeed at any cost sometimes tempts students to look for shortcuts and even to adopt unfair means. Desire to succeed is a healthy one but to succeed by resorting to cheating has to be decried. **"Cheerful in adversity, humble in victory, we shall strive to succeed through hard work and fair means only"** is a value which all students and teachers as well as staff members need to imbibe. This could be prominently displayed at the entry point of the school building for everyone to see everyday.

(m) Fear of failure leads to a sense of insecurity amongst students and it needs to be instilled in students that hard work is the only way one can progress. **"Failure in life only implies that one has not tried hard enough"** is an important value that needs to be imbibed all around. This could be displayed prominently at the entrance of the school building.

(n) For classes IX and X, social awareness of students needs to be awakened. Mahatma Gandhi's stress on handicrafts as the Pole Star in the process of pursuing Nayee Talim needs to be kept in mind. Further, many resources are becoming scarce today, and in order to promote equitable distribution of such resources amongst people in an overpopulated country like India, there is need to promote economy in their consumption. **"We shall promote respect for Khadi & Handicrafts and artisans, as well as economy in consumption of resources"**. This could be displayed on the walls of classrooms of classes IX and X. **"An ounce of practice is far better than tons of precepts"** thundered Swami Vivekananda across the length and breadth of India. Perhaps, K.V.S could think

of laying down that every member of K.V.S, students, teachers and all staff members should possess a Khadi handkerchief. This token practice of use of Khadi would be enough to generate employment for millions of workers & artisans who are engaged in producing Khadi and village handicrafts.

- (o) Youth & student unrest in India appears to have taken the shape of destruction of public property. For classes XI and XII, social responsibility of students needs to be awakened. **"We shall promote respect for public property and endeavor to develop common property resources"**. This could be displayed on the walls of the classrooms of classes XI and XII.
- (p) There is need for teachers to overstay for an hour every school day after school hours, to plan the teaching programme of the next day, with particular reference to the learning needs of the slow-learners.
- (q) The stress of competition amongst students as well as from the expectations of their guardians is driving a large number of students to a state of depression, which in an aggravated form becomes a psychiatric problem for them. A need for rethinking their priorities must be attended to after class VI onwards in close association of their parents and guardians. Perhaps, the following quotation could be stressed upon the students and their parents by the teachers- **"An obstacle coming in the way is a blessing in disguise and an occasion to relax. Why grapple with it when it can be bypassed or climbed over at an opportune moment"**.

V. **WHETHER AT PRESENT THERE IS ADEQUATE ATTENTION TOWARDS THE PROMOTION OF SPORTS, YOGA & PHYSICAL EDUCATION, AND LANGUAGE LEARNING:**

The Review Committee was made aware of the achievements of the students of K.Vs in various sports and cultural activities. The issue here is as to what is the percentage of students who participate in these activities. The Committee feels that efforts should be made to involve all students in such activities to the fullest of their capacities and abilities. The broad consensus that emerged on this term of reference in the Committee is as follows: -

- (a) The school should have proper infrastructure for creating appropriate ambience to hold Yoga classes. Most of the Kendriya Vidyalayas lack even decent minimum infrastructural facilities to conduct sports and Yoga in any meaningful manner. Special budgetary provision should be made for development of infrastructural facilities for sports and Yoga. Each Vidyalaya should have a minimum of three to four fields for games like volleyball, basketball, football, etc. Indoor games need to be encouraged and developed. At present K.Vs do not have enough indoor games facilities. There should be a mechanism to fix responsibility on the games and Yoga teachers for the poor performance of students. The newly introduced system of engaging private coaches for coaching during school hours in the block of two periods needs to be encouraged and implemented in true spirit. The existing PETs and Yoga teachers should continue to be encouraged to play their important role in this programme.

- (b) The capacity for playing games essentially comprises of three abilities i.e. ability to run, ability to jump and ability to throw. Every student can be tested for these three abilities once every month by the class-teacher as well as the PET or games teacher. The distance to be run, the length to be jumped, and the weight of the item to be thrown can be different for students of different classes according to their age group. A student coming first may be given five points, a student coming second may be give four points, a student coming third may be given three points, all students participating and completing the run or the event may be given two points, all students participating but not completing the run or the event may be given one point, and a student not participating at all may score a zero. This would ensure that all students participate in some physical activity or the other. All team members of house teams as well as K.V team of different games would automatically get five points. These points may be added to the total marks scored by each student. Adequate consideration would need to be given to physically challenged students in this process of assessment and grading.
- (c) Work experience, later designated as SUPW had been conceptualized by the Education Commission as a process of **“learning by doing”**, but unfortunately it is not receiving the kind of attention it deserves. **“Recycling of Waste”** through a process of converting waste into useful artifacts needs to be stressed upon. Items of SUPW could be graded in the three-point scale. The A grade items would get five points, the B grade would get three points and the C grade would get one point. Such a methodology of grading for non-scholastic activities would really amount to self-assessment and would minimize subjectivity. Also, adding the grade points to the total marks scored by a student would add value to non-scholastic activities. Such a process of continuous objective evaluation would promote all round development of children.
- (d) It must be realized that the term Yoga has come from the Patanjali Yogsutra in which great stress has been laid on the preliminary steps to be taken before Yoga is approached. The persons desirous of practicing Yoga must first practice and cultivate “compassion”, “friendliness”, “attitude of gratitude”, “indifference to unpleasantness” which is the nearest English rendering respectively of “करुणा”, “मैत्री”, “मुदिता”, “उपेक्षा”.
- (e) Mass P.T. was an important activity in K.Vs which seems to have been discontinued in recent years. This needs to be revived in all K.Vs.
- (f) It ought to be an important duty of the PET and Yoga Instructor to closely observe the state of physical fitness of all students. Special attention needs to be given to the sitting posture of students as well as their gait in order that their physical growth takes place properly. Personality of a student is reflected in his or her gait as well as the sitting posture.

VI. ANY OTHER MATTER RELATING TO EITHER ACADEMIC OR MANAGEMENT REFORM THAT THE COMMITTEE MAY LIKE TO SUGGEST:

The Review Committee had extensive discussions on this term of reference and the views expressed are as follows: -

- (a) It is felt that the principal of K.V. is loaded with routine administrative matters, which prevents involvement of the principal in academic matters. The need for a position like Bursar-cum-caretaker in each K.V. to assist the principal is being felt. Whether this can be attended to by the Vice-Principal or by the Assistant Superintendent or UDC or LDC needs to be examined. A suggestion was also made that the SUPW teacher may be given a specific responsibility of maintenance of the campus and for execution of petty works under the overall supervision of the principal.
- (b) A standard work execution contract form needs to be developed by K.V.S headquarters to facilitate such maintenance and repair works, to be awarded to authorized local government or other contractors. If need be, this could be done in two parts- one for labor contracts and the other for material purchases.
- (c) Authority to engage vocational staff, specially group D staff for vacations should be delegated to the Chairman VMC.
- (d) There is need to attend to teachers' development programme through specific subject-wise workshops to be organized at the regional level to improve their teaching skills. In fact, the Assistant Commissioner of each region may set up a Committee of Teachers for each subject to take stock of teaching skills of all teachers in that region.
- (e) A professional approach to make the teacher accountable for the development of the child needs to be evolved. The only Zonal Training Institute located at Gwalior may be activated at the earliest to fulfill the need for in-service training of teachers. Till such time as other Zonal Training Institutes come up, the Gwalior institute may perform this task for all the K.Vs. One of the important tasks which this institute must address is to develop effective follow-up programmes for the teacher trainees in relation to the courses conducted by it.
- (f) The system of supervised studies to improve the performance of low achievers needs to be strengthened beyond school hours.
- (g) Vocationalization of school education has been a long sought-after objective to minimize rush for higher education after plus 2 level but this has not come about because students opting for vocational courses do not wish that their options for pursuing higher education should be closed at the school level. Persuading school children really involves persuading their parents who are never really aware of the potential of their children. In fact, parents tend to overrate the potential of their children. Now with the Open University system in place in the

country, even working persons can continue to satisfy their hunger for knowledge while working. K.Vs therefore, have a major pace-setting role in this regard to workout parent counseling methodologies.

- (h) Counseling of parents regarding the potential of their wards needs to start from class VI onwards so that the choice of educational and professional streams, which would have to be made by them by the time their wards are on the point of clearing class X or class XII, could be decided in consultation with the parents soon after class VI or class VII.
- (i) The nomenclature of vocational courses should be changed to professional or foundation courses in class XI, which should ultimately lead to some established vocation. These professional courses should really be advanced courses emerging out of skill-based hobbies developed by students from classes III to X. There is therefore, need for development of skill-based hobbies right from class III onwards under SUPW.
- (j) Retention of students in the K.Vs for one extra year after plus 2 level needs to be provided for students opting for professional courses to brush their professional skills and also to assist them in finding a placement or in developing their own enterprises in close association with industrial and commercial houses. This is very important because the professional skills imbibed by students in classes X and XII are far from being sufficient to enable them to stand on their own feet. This will involve retaining students for one year after plus 2 level and may be initiated as an experimental measure to test the validity of this idea.
- (k) Many states governments are known to give preference to students who have passed out of the state board's examinations in employment in their states. K.Vs in such states may need to affiliate with examination-boards other than C.B.S.E. in order to retain students of concerned states who want to study the syllabus of the state boards.
- (l) While a great deal of decentralization has taken place in K.V.S. in the last few years, it was felt that a sub-committee of the Review Committee should go into this question. The views of this sub-committee set up for suggesting decentralization measures in K.V.S. is enclosed as Annexure-III.

CHAPTER-V

SUMMING UP OF THE APPROACH OF THE REVIEW COMMITTEE

The total number of recommendations against all the six terms of reference listed in Chapter-IV runs to over 50, and each recommendation is quite specific to the concerned term of reference. It would, therefore, be impossible to give a summary of recommendations made by the Committee. What is proposed in this chapter is that against each term of reference, the overall approach of the Review Committee would be indicated. Further, the Review Committee was keen to project a vision of education, which emerged during the struggle for India's independence in the shape of Nayee Talim. That Nayee Talim could not find a place of respect in the educational system which independent India later developed, is another story. There are many aspects of Nayee Talim which can be incorporated in the K.V.S. school-system provided there is a will to do so and the task is approached imaginatively with a great deal of sensitivity. The Review Committee would like to urge the K.V.S management to make an effort in this direction.

i) REVIEW OF THE ADMISSION POLICY AND NEED FOR EXPANSION.

A large number of students in K.Vs are from families which are first generation learners, and due to that fact the family support for learning, in the conventional sense, is not available to such students. The school must, therefore, provide the necessary environment for each student to aspire to excel. The need for expansion in admissions has, thus led the Review Committee to stress upon admission of meritorious students. This would inject fresh talent into the K.V.S school-system, thereby bringing about enhancement in the standard of education.

There should also not be any disturbance in the teaching schedule in K.Vs due to the process of admission extending far into the sessions. The whole schedule of admissions needs to be advanced in order to ensure that admissions are over by the end of February.

ii) STRUCTURAL CHANGES IN SANGTHAN; WHETHER IT SHOULD CONTINUE TO GROW WITH EXISTING STRUCTURE OR SOME STRUCTURAL CHANGES LIKE CONSTITUTION OF REGIONAL STRUCTURES MAY BE MADE.

The management of about 850 schools all over the country is a big challenge for K.V.S. At present the country is divided into regions and in each region there is an Assistant Commissioner who looks after the work of K.V.S in that region. The number of schools

in a region has become very large due to which the quality of supervision at the regional level is getting diluted. The broad view in the Review Committee was that the Assistant Commissioner in a region should be looking after about 30 schools if the quality of supervision has to match the mandate of K.V.S. The result of this reorganization is going to mean that instead of 18 regions which exist today, the total number of regions would have to be increased to about 30. Again, there is a need to group the regions into notional zones for the sole purpose of posting and transfers of the K.V.S staff. This would imply that each existing staff member would have to opt for a notional zone. Assuming that there would be five notional zones in the whole country, each staff member would have to give his or her first, second, third, fourth, and fifth preference, and allocation of the staff to the notional zones would be, presumably on the basis of their existing seniority. There is no need for more than one level of intervention between the Commissioner K.V.S and the K.Vs, and at present the Assistant Commissioner is fulfilling this requirement. It would, therefore, be quite unnecessary to convert the notional zones into a rigid zonal structure with all the paraphernalia of staff etc. Reasons of economy also dictate this course of action. Increasing the number of regions is however, going to entail creation of posts for the additional regions that would be created.

This process of creation of notional zones need not wait for creation of new regions, which is going to entail creation of posts. The notional zones could be formed by grouping the existing regions and the process of seeking options from the staff could be initiated straight away.

Each Kendriya Vidyalaya is a unique asset of K.V.S and needs to be developed to its full potential. A Sub-Committee of the Review Committee went into the question of evolving parameters of excellence in Kendriya Vidyalayas, which need to be worked upon by K.V.S headquarters in order to work out a system of grading K.Vs for their excellence, as well as to keep a close watch on the development and the growth of each K.V.

iii) REVIEW OF THE EXISTING RECRUITMENT AND TRANSFER POLICY OF TEACHING AND NON-TEACHING STAFF OF KVS.

Once the structural change suggested in the previous term of reference is accepted, implementing the existing recruitment and transfer policy on the notional zonal basis would be the next logical step. This would suffice to reduce the inconvenience that the existing transfer policy appears to be causing to the staff of K.V.S. As mentioned in the previous term of reference the allocation of notional zones to all the existing staff would be a major exercise, and future recruitments would have to be carried out by the K.V.S headquarters for the notional zones, as and when vacancies in the staff positions occur in future.

- iv) **SUGGESTIONS ABOUT CHANGES ON ACADEMIC FRONT, IF ANY, REQUIRED INCLUDING THE NEED FOR PROPER ADMIX OF THE EXAMINATION-ORIENTED EDUCATION WITH ALL- ROUND DEVELOPMENT OF CHILDREN AND SUGGESTIONS FOR CHANGES IN VIEW OF STRUCTURAL CHANGES SUGGESTED OR OTHERWISE, KEEPING IN VIEW THAT SEVERAL GOOD TEACHERS MIGHT BE LEAVING THE ORGANIZATION IN VIEW OF THE PRESENT POLICIES.**

It has been noticed that the stress of competition amongst students to achieve high marks in examination-oriented education is becoming so acute that students as well as their parents seem to relegate the importance of all-round development of children. K.V.S. already has a system of grading of performance of students for non-scholastic activities. This process now needs to be made more objective as well as continuous, stretching over major part of the academic session. If this evaluation of non-scholastic activities could be done once or twice every month, the process of all-round development of students could be sustained. Further, if marks could be given for the grades earned, and the same could be added to the total marks scored by a student, then the interest of students and their parents for all-round development could be aroused and sustained.

Value education has been stressed by the Review Committee through the process of "learning by doing" through self-management committees of volunteer students, instead of resorting to theoretical imparting of values.

Recognizing good work done by teachers in promoting non-scholastic activities in addition to good performance of students in academics, needs to be institutionalized at the school level.

- v) **WHETHER AT PRESENT THERE IS ADEQUATE ATTENTION TOWARDS THE PROMOTION OF SPORTS, YOGA & PHYSICAL EDUCATION, AND LANGUAGE LEARNING.**

The Review Committee was concerned with the proportion of students who participate in these activities, rather than the trophies which K.V.S may have won in various district, state and national meets. The Committee has stressed that efforts should be made to involve all students in these activities.

The Review Committee has stressed the need to attend to the physical fitness and development of personality of each student. This function should be the main duty of the PET and the Yoga Instructor in each K.V.

Work Experience, later to be designated as SUPW was a concept which the Kothari Commission, also known as the Education Commission had developed for adoption in the school-system in India. Unfortunately, SUPW has not received the kind of attention it should have received. There is need to initiate practice of skill-based hobbies right from class III onwards, as well as practice of Shramdan as a daily routine to develop a genuine respect for manual labor. Our society today is generating waste on a massive scale, and "higher the standard of living-more the garbage generated" seems to be developing into a way of life. "Recycling of Waste" to produce beautiful artifacts needs to be practiced in SUPW.

There is need to improve the skills of language expression in K.Vs and special efforts need to be made in each K.V. in this regard. This may not amount to setting up a language lab with its elaborate paraphernalia in each K.V., but some aspects of such labs for creating facilities of language learning and practice in expression in each K.V. could be adopted.

vi) ANY OTHER MATTER RELATING TO EITHER ACADEMIC OR MANAGEMENT REFORM THAT THE COMMITTEE MAY LIKE TO SUGGEST.

The quality of teachers in K.V.S is of a very high order. K.V.S, therefore, needs to institutionalize a continuous programme of teachers' development at the school level, at the regional level as well as, at the national level. A professional approach to make teachers accountable for the all-round development of the child needs to be evolved.

There is need to improve the management input at the school level to assist the Principals in order that they may discharge their essential function of academic leadership of the K.Vs in a satisfactory manner. This appears to be becoming a causality in the K.Vs because of the Principals' getting to deeply involved in mere management issues.

Considering the pace-setting role of K.V.S in the field of school education in the country, the Review Committee feels that K.V.S has a major responsibility to operationalize the process of vocationalization of education. This would need close interaction with the parents of students right from class VI onwards. The vocational courses which K.V.S may offer at the plus 2 stage should really evolve out of skill-based hobbies which students may begin to pursue from class III onwards under SUPW. Further, since the skills which students offering vocational courses acquire after plus 2 may not be enough to enable them to stand on their own feet, an innovative measure of retaining such students for one year after plus 2 in K.Vs needs to be institutionalized. This one year could be utilized to fine-tune the management and other skills of such students in close collaboration of commercial banks, chambers of commerce and industry, and industrial establishments.

Considering that K.Vs are pace-setters in school education in India, there must be a provision for expansion in the number of K.Vs every year, which can be easily managed.

It transpires that, in the past very rapid expansion of up to 20 schools per year was attempted, which was found to be quite unmanageable, and sub-standard school buildings came up in the process. If the expansion of K.Vs per year is of the order of 10 to 15 schools in a planned manner, then the quality of K.Vs and their infrastructure would be taken care of appropriately.

K.V.S. was founded as an autonomous organization and care needs to be taken that this autonomy is, on the one hand exercised with great circumspection, and on the other, is not ridden rough shod and violated arbitrarily. This is being mentioned here because in the past for a few years, almost chaotic conditions prevailed in the Sangathan, when one Chairman, KVS after another, took on a very active role in matters of transfer of staff members. Transfers were ordered without consulting anyone and without ascertaining vacancies etc. in the Sangathan, with the result that more than one, and sometimes two or three incumbents were posted against a single post. There were sometimes more than one Principal in a school. Almost simultaneously, various associations became extra-active and formed a parallel authority in administrative matters. The Review Committee was grieved to note that such a situation ever prevailed in the K.V.S., and fervently urges a serious process of introspection at the highest level, to prevent repetition of such situations. Perhaps, this could be done by suitably amending the existing rules of business in the K.V.S. system. This appears to be the right time for making these changes as K.V.S. today seems to be in the upswing and is receiving the best kind of leadership from the highest level downwards.

ANNEXURE - I

F.No.9-6/2000-UT2
Government of India
Ministry of Human Resource Development
Department of Secondary and Higher Education
UT-2 Section

"B" Wing ground floor,
Shastri Bhawan.
New Delhi, the 22nd June, 2001

ORDER

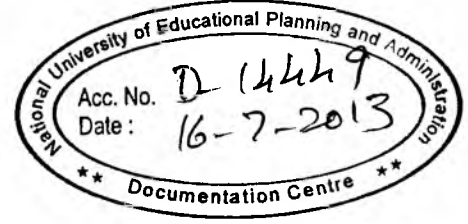
Subject: - Review of the management structure and operating mechanism of KVS -
constitution of committee.

It has been decided by the competent authority to constitute a Committee for suggesting relevant changes in the management structure, operating mechanism, appropriate changes on the academic front to bring about all-round improvement in the performance of Kendriya Vidyalaya Sangathan. The Constitution of the committee for this purpose is as under: -

1. Shri Jagdish Chandra Pant, IAS Chairman
Former Secretary, Ministry of Health and Family Welfare,
"Shradha Kunj,"
159, Vasant Vihar Phase-I,
Chakrata Road, Dehradun-248006
Tel No. 761819
2. Shri P.R Chauhan
EX-Commissioner, KVS
K.K-22 Kavi Nagar,
Gaziabad(UP)
3. Shri J.Veeraraghavan
Director, Bharatiya Vidya Bhawan Kasturba Gandhi Marg,
New Delhi-110001
4. Mrs. Shayama Chona
Principal, DPS
R.K Purain, New Delhi-110022
5. Dr. J.D Johnson(National Awardee)
Akshara School, NFCL Township
Kakinanda-533003

Tel No. 0884-365053(School),378696(Office), 365606(Res)

6. Shri R.G.Patil
Ex-Chairman, Maharashtra Board and Ex-Director
Education, Maharashtra
3/8 Praveen Apartment
Erand Wane, Pune-4
Maharashtra,
Phone No.5467390(R)



7. Shri K.S.Sarma
Addl. Secretary, MHRD
Deptt. Of Secondary & Higher Education
- Member
Secretary

2. The terms of reference for the Committee are:

- (i) Review of the admission policy and need for expansion.
 - (ii) Structural changes in Sangathan, whether it should continue to grow with existing structure or some structural changes like constitution of regional structures may be made.
 - (iii) Review of the existing recruitment and transfer policy of teaching and non-teaching staff of KVS.
 - (iv) Suggestions about changes on academic front, if any, required including the need for proper admix of the examination-oriented education with all-round development of children and suggestions for changes in view of structural changes suggested or otherwise, keeping in view that several good teachers might be leaving the organization in view of the present policies.
 - (v) Whether at present there is adequate attention towards the promotion of sports, yoga and physical education and language learning.
 - (vi) Any other matter relating to either academic or management reform that the Committee may like to suggest.
3. Kendriya Vidyalaya Sangathan will provide to the committee the basic information and secretarial and any other assistance that may be required by the members of the committee. The expenditure on study, preparation of report, travel and other related expenditure of the members of the committee shall be borne by the KVS.
4. The committee will submit its report within the period of 4 months from the date of its first meeting.

Sd/-
(S.C.Roy)
Under Secretary to the Govt. of India
Tel.No.3389553

Copy to: - All members of Committee

- (i) Commissioner, KVS
- (ii) PS to HRM
- (iii) PS to ES

F.No.9-6/2000-UT2
Government of India
Ministry of Human Resource Development
Department of Secondary and Higher Education
UT-2 Section

"B" Wing ground floor,
Shastri Bhawan.
New Delhi, the 14th December, 2001

ORDER

Subject: Review of the management structure and operating mechanism of KVS -
constitution of committee.

Reference this office order of even number dated 22nd June, 2001 on the above subject, it has been decided with the approval of the competent authority to extend the tenure of the following members of the Committee on review of the management structure and operating mechanism of KVS for a further period upto 31.3.2002. The other terms and conditions will remain the same.

Sd/-
(ASHOK KUMAR)
Under Secretary to the Govt. of India
Tel.3387832

1. Shri Jagdish Chandra Pant, IAS
Former Secretary, Ministry of Health and Family Welfare,
"Shradha Kunj,"
159, Vasant Vihar Phase-I,
Chakrata Road, Dehradun-248006
Tel No. 761819
2. Shri P.R Chauhan
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3. Shri J.Veeraraghavan
Director, Bharatiya Vidya Bhawan Kasturba Gandhi Marg, New
Delhi-110001
4. Mrs. Shayama Chona
Principal, DPS
R.K Puram, New Delhi-110022

5. Dr. J.D Johnson (National Awardee)
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Tel No. 0884-365053(School), 378696(Office), 365606 (Res)
6. Shri R.G.Patil
Ex-Chairman, Maharashtra Board and Ex-Director, Education,
Maharashtra
3/8 Praveen Apartment
Erand Wane, Pune-4
Maharashtra,
Phone no.5467390(R)
7. Shri K.S.Sarma
Addl. Secretary, MHRD
Deptt. Of Secondary & Higher Education

Copy to:- All members of the Committee

- (i) Commissioner, KVS
- (ii) PS to HRM
- (iii) PS to ES

ANNEXURE-II

MINUTES OF THE MEETING OF THE SUB-COMMITTEE CONSTITUTED BY THE CHAIRMAN OF THE REVIEW COMMITTEE TO DECIDE MODUS OPERANDI FOR THE GRADING OF THE KENDRIYA VIDYALAYAS HELD ON 23.1.2002 UNDER THE CHAIRMANSHIP OF SHRI P.R. CHAUHAN

The following were present: -

- | | |
|----------------------|--|
| 1. Shri P.R. Chauhan | Chairman |
| 2. Shri Puran Chand | Jt. Commissioner (Acad.) |
| 3. Shri S.C. Jain | Dy. Commissioner (Acad.) |
| 4. Shri U.N. Khaware | Education Officer assisted the Committee |

Shri Puran Chand, Jt. Commissioner (Acad.) welcomed the Chairman and presented the terms of reference of the Sub-Committee with regard to grading of the Kendriya Vidyalayas.

The Chairman, Shri P.R. Chauhan reiterated the objective behind the idea of grading the Kendriya Vidyalayas and clarified that it is not justified to compare schools by awarding A-E grades. He stated that every Vidyalaya is unique and develops in its own environment and there is very little in common with other Kendriya Vidyalayas to compare with. He further added that there are large number of activities undertaken in our Kendriya Vidyalayas which needs evaluation at every stage to determine the progress made with reference to previous position in terms of extent of progress in each and every activity undertaken. There have to be definite indicators for each area and activity should have clear objectives. The important points which emerged during the discussions are as under: -

1. Well-defined objectives for each scholastic and co-scholastic activities should be stated.
2. Areas indicators for each activity to be assessed to be identified and could be descriptive for some indicator.
3. The indicators should lead to analytical approach for assessing the development of the Kendriya Vidyalaya, vis-à-vis existing position (Planning).

4. Focus should be on mass participation of students in various activities and ultimately to gauge the extent upto which each child has developed in the process.
5. Tools for monitoring the progress and stages of monitoring.
6. Subject Committee meetings should be made more meaningful to discuss issues related to concepts, needs of students and training programme at school level etc.
7. Role of parents should be clearly defined and a schedule for parents' visit for meeting with class teachers every month or so could be framed.
8. Funds utilisation of the VVN in terms of priorities fixed for development and progress of the system.
9. Follow-up action of In-service Courses through discussions with other teachers through subject committee meetings in the presence of the Principal can be the first stage. Thereafter, the Principal and Education Officer should ensure that this learning is translated into classroom practices.
10. Separate indicators for maintenance of school plant.

The Chairman, Shri P.R. Chauhan and Shri Puran Chand, Jt. Commissioner desired that a suitable modus operandi and tools may be designed based on the above stated points which emerged during the discussion.

Grading of Kendriya Vidyalayas

Progress of the Vidyalaya could be judged by fixing various indices of activities and grading those indices. It should not be necessary to give an over all grading to the Vidyalaya. It should be assessed on the basis of indices. The Assistant Commissioner/Education Officers of the Region have to keep with them the status position which obtains on 31st March of the year for correctly assessing the progress made by the Vidyalaya and the extent to which the Vidyalaya has succeeded in achieving the well-defined objectives in terms of set goals/outcomes.

The tools which need to be developed must have well-defined statement of objectives and as far as possible the data in respect of outcomes with reference to the status position on 31st March.

The following items need to be included in the tools touching all the three major areas where progress need to be assessed: -

1. Scholastic
2. Co-scholastic
3. Vidyalaya plant

Under scholastic area following items may be taken as indicators of progress: -

1. Admission

- a) Categories of registration (To gauge the demand and popularity of the K.V.)
- b) Type of feeder population (Clientele)

2. Staff Position

TO ENSURE THAT THERE IS NO LOSS OF STUDIES OF THE CHILD

- (a) Number of teachers on contract basis.
- (b) Per period basis

3 Performance analysis of annual examination

TO ASSESS THE ACADEMIC ENVIRONMENT IN THE SCHOOL

(A) This could be assessed for the Classes III, VI, IX, X, XI & XII.

- a) Number of students below 40%
- b) Between 41% and 60%
- c) Between 61% and 70%
- d) Between 71% and 90%
- e) Between 91% and 100%

(B) At Board level analysis as above.

TO UNDERSTAND THE PERFORMANCE VIS-À-VIS OTHER SCHOOLS

- a) Separate analysis of Board results for the last 3 years.
- b) Number of Merit Certificates Awarded by CBSE.
- c) Number of Board classes' students awarded K.V.S. merit awards.
- d) Number of students selected in various professional courses.
- e) Achievement in, out of school academic pursuits like NTSE, Olympiads etc.
Assessment in this regard to be based on number of students participated,
number of students selected.

(C) Status position of Computer Education

4. Library Facility

TO KNOW THE READING HABITS OF STUDENTS AND TEACHERS

- a) Open access system
- b) Number of books other than textbooks per child in the Library
- c) Whether book review has been undertaken by every child in a section.
- d) Comment on the reference section used by the teachers indicating books issued to each teacher.
- e) Audio-visual software part of Library or not
- f) Any other Library project undertaken
- g) Documentation and compilation of magazines and journals
- h) Any other observation

5. Co-scholastic

A. House activities (Cultural, Literary, Dramatic etc.)

TO PROVIDE AN OPPORTUNITY TO EACH CHILD FOR DEVELOPMENT OF SKILLS AND VALUES

- a) Conduct of activities according to age group under house system.
- b) Extent of mass participation in various activities.
- c) Focus/theme of each activity,
- d) Adherence to the activity calendar.
- e) Number of students represented K.V., Region and K.V.S. in the activities.
- f) Number of cultural awards at K.V.S. level.
- g) Number of students participated outside K.V. system with achievements.
- h) Engaging private experts for promotion of the CCA activities.
- i) Engaging private expertise for promotion of drawing and painting subjects

B. Sports & Games

TO KEEP THEM HEALTHY AND TO NURTURE THE TALENT AND DEVELOPMENT OF EXCELLENCE

- a) What are the games identified by the Kendriya Vidyalaya and facilities developed/available.
- b) Frequency under house activities.
- c) (i)Extent of mass participation.
(ii) No of students if any not participating in these activities.
- d) Achievement at KVS and SGFI level.
- e) Participation and achievement in & outside K.V. system.
- f) Engaging private expertise for the promotion of sports & games.
- g) Details of eminent sports men/women produced by the Kendriya Vidyalaya.

C. Adventure Activity

TO PROMOTE SPIRIT OF ADVENTURE AND TO DEVELOP CONFIDENCE, COURAGE AND CO-OPERATION

Assessment:

- a) Names and detail of activities
- b) Level of participation, if any

D. Educational Trips and Visits

TO WIDEN, VISION AND TO DEVELOP APPRECIATION OF HISTORICAL AND CULTURAL HERITAGE & EXPOSURE TO ENVIRONMENT FOR LEARNING.

- a) Number of visits undertaken
- b) Number of students participated
- c) Names of places visited
- d) Follow up action like briefing of experiences gained, writing in the Vidyalaya Patrika, organising Exhibition on photos etc
- e) Plan for the next session

E. Other Activities

TO PROVIDE PLATFORM FOR ALL ROUND DEVELOPMENT OF THE PERSONALITY

- a) Annual Day (Representative in character and theme based)
- b) Sports day
- c) Social Science Exhibition
- d) Science Exhibition
- e) Jr. Science Congress
- f) Youth Parliament
- g) Olympiads
- h) NTSE
- i) Scouts & Guides
- j) NCC & NSS
- k) Publication, Wall Magazine, News Letter, Vidyalaya Patrika
- l) Value Education
- m) Career Counselling & Guidance

- n) Pace setting role (For new activities)
- o) Innovations in Academics and Administration brought about, if any.

F. Vidyalaya Plant

TO DEVELOP SENSE OF PRIDE AND SPIRIT OF CARE, UPKEEP, & BELONGINGNESS

- a) Annual Maintenance
- b) Daily upkeep & sanitation
- c) Garden
- d) Play fields
- e) Water & Electricity
- f) General Appearance

G. Vidyalaya Plan

- a) For the Academic session
 - (i) Priorities decided
 - (ii) Target achieved
 - (iii) Reasons for low result/ (Short fall) if any
- b) Long Term Plan
 - (i) On going projects
 - (ii) New areas with targets
 - (iii) Vision about your K.V.

ANNEXURE-III

MINUTES OF THE MEETING OF THE SUB-COMMITTEE CONSTITUTED BY THE CHAIRMAN OF THE REVIEW COMMITTEE "TO FINALISE RECOMMENDATIONS ON DECENTRALISATION OF POWERS IN ALL SPHERES - FINANCIAL AND MANAGEMENT ETC. AND ALSO THE POWERS GIVEN TO THE VIDYALAYA MANAGEMENT COMMITTEE AND THE PRINCIPALS OF KENDRIYA VIDYALAYAS TO ENSURE BALANCE OF POWER LEADING TO EFFICIENCY AND BETTER RESULTS" HELD ON 4th FEBRUARY, 2002 AT 3.00 P.M. IN THE COMMITTEE ROOM OF BHARTIYA VIDYA BHAWAN UNDER THE CHAIRMANSHIP OF SHRI J. VEERARAGHAVAN

The following were present: -

- | | | |
|----|--|-------------------------|
| 1. | Shri J. Veeraraghavan
Director
Bhartiya Vidya Bhawan | Chairman |
| 2. | <u>Shri H.M. Cairae</u>
<u>Commissioner</u>
Kendriya Vidyalaya Sangathan | Member |
| 3. | Shri S.L. Thakkar
Dy. Secretary
MHRD | Special Invitee |
| 4. | Shri S.C. Katyal
Ex-Principal
Bhartiya Vidya Bhawan
Modipuram | Special Invitee |
| 5. | Shri S.C. Jain
Dy. Commissioner
Kendriya Vidyalaya Sangathan | <u>Member-Secretary</u> |

- Shri J. Veeraraghavan, Chairman of the Committee welcomed the members and presented the Terms of Reference of the Sub-Committee with a special emphasis on decentralization of powers down to the VMC and Principals level. The Chairman's main focus was on the need for decentralization leading to accountability on the part of every functionary of the system. He identified three main areas where the sub-committee had to deliberate and give recommendations namely, Administration, Finance and Academics.

- The Members of the Sub-Committee deliberated on the area of administration as under: -

1. Recruitment

- Shri H. M. Cairae, Commissioner, Kendriya Vidyalaya Sangathan briefed all the members about the present system of recruitment followed in the Kendriya Vidyalaya Sangathan for making appointments on regular basis and on contract basis. The members of the committee reviewed the procedure of recruitment and the authorities to make the appointments and reached to the conclusion that there is enough decentralization of powers to make appointment of various categories of employees, already existing in the system and there is absolutely no need to effect any changes in the rules and procedure of the recruitment. The committee also reviewed the system of appointment on contractual basis and felt satisfied with the present procedure being adopted for contractual appointment, which is purely temporary and stop gap arrangement made locally by the Kendriya Vidyalaya in the absence of regular teachers or against leave vacancies.
- The contract arrangement with the private experts and agencies for the promotion of Games and Sports, Yoga, Arts, Craft, Music and Dance also need no change.

2. Transfers

- The Sub-Committee reviewed the present system of effecting the transfers of the employees under various circumstances and expressed satisfaction stating that there is no need to make any changes in the power structure in the present transfer guideline which is very comprehensive and transparent.
- The Members of the Sub-Committee discussed about the functions and the powers of the Education Officers in the Regional Office and were of the view that there is no need to change the power structure of the Regional Office.

- The question of writing of ACRs of the Principals by the Chairman, Vidyalaya Management Committee was also deliberated upon and the members felt that there is no need to change the present system.
- Disciplinary Action - The Sub-Committee deliberated upon this item in respect of each category of employees right from Group 'D' level to the Group 'A' level of the K.V.S. and expressed satisfaction at the already existing decentralized system of disciplinary authorities. The members, nevertheless, were unanimous in their suggestion that the Principal of the Kendriya Vidyalaya should have the power to suspend any employee under him. He may, however, get the confirmation of his action within a week from the Assistant Commissioner of the Region in respect of the employees for whom the disciplinary authority is the Assistant Commissioner.

3. Finances

- The Sub-Committee reviewed the present status position of the power structure and existing delegation of authority for exercising various financial powers and reached to the conclusion that there is no need to change the existing delegation of authority or delegation of power except for the following:-
 - a) That the Principal may be authorized to spend upto Rs.25,000/- on one occasion without the approval of the Executive Committee by following the procedure. This applies for both Vidyalaya Vikas Nidhi and School Fund.

4. Academics

- The Members of the Sub-Committee reviewed the status position of the powers of various officials under Academics in the K.V.S. and found that the various functionaries involved for the improvement of the academic achievements in the Vidyalayas enjoy sufficient powers to fix responsibility for the bad results and poor performance of the teachers, vis-à-vis students and the members were unanimous in their view that no further changes required.
- The Meeting of the Sub-Committee ended with a Vote of Thanks to the Chair.
- The recommendations in tabular form is annexed.

ADMINISTRATIVE POWERS DELEGATED TO PRINCIPALS OF KENDRIYA VIDYALAYAS AND RECOMMENDATIONS OF THE REVIEW COMMITTEE

S.No.	Nature of Power	Extent of Power	Remarks	Recommendation of Sub-Committee, proposals if any
1.	To sanction increments	Full powers in respect of staff under his control	---	No change
2.	To grant leave other than special disability, study leave and leave not due	Full powers for all his staff, if arrangements are posting a substitute are not involved	Officiating arrangements in leave vacancies, if they involve higher emoluments can be made only with the approval of the Regional Officer.	No change
3.	Disposal of obsolete, broken or unserviceable stores (including furniture)	Write off of the book value of articles broken upto Rs.1000/- per annum based on the Report of a Condemnation Committee / Board	The Condemnation Board, consisting of 3 members, namely the Principal and two members of the Management Committee, nominated by the Chairman should inspect and prepare a list of broken and unserviceable goods (including laboratory articles like test tubes, beakers etc) Damages / breakage for which teachers/students are held responsible are to be made good by the individuals concerned. Based on the recommendation of the Condemnation board, the Executive Committee, VMC has full powers upto Rs.2 lakhs in a year to condemn stores of all kinds. However, all cases involving fraud, embezzlement, misappropriation or theft will be condemned only with the approval of the Commissioner KVS.	No change
4.	To act as Controlling Officer for the purpose of TA	Full powers for his staff.	TA will be admissible only if the particular absence is treated as absence on duty by the competent authority.	No change
5.	To act as Drawing & Disbursing Officer	Full powers in respect of his staff including himself.	---	No Change
6.	To act as Controlling Officer in respect of medical claims.	Full powers for the staff under him.	Powers to be exercised strictly in accordance with the Medical Attendance Rules, 1944 and further orders thereon.	No change

7.	To act as Controlling Officer for the purpose of nomination	Full powers in respect of staff of Kendriya Vidyalayas.	---	No change
8.	To sanction ordinary advances	Full powers in respect of down in staff under him.	Subject to the condition laid down in the rules.	No change
9.	To act as Controlling Officer for the purpose of Leave Travel Concession.	Full powers in respect of staff under him.	Subject to the conditions etc. laid down in the Leave Travel Concession Rules.	No change
10.	To sanction Children's Educational Allowance	Full powers in respect of staff under him.	Subject to the condition laid down in Children's Educational Allowance Rules.	No change
11.	To sanction reimbursement of tuition fees	Full powers in respect of staff under him	Subject to the condition prescribed by the Sangathan.	No change
12.	Pay & Allowances	Actual for the staff approved.	(1) Only allowances which are approved by the MHRD (Deptt of Edn.), KVS (2) Management share of CP Fund. (3) Leave and Pension contributions of deputationists and pensionary charges in respect of GPF optees serving in Project Schools	No change
13.	Contingency	$Cn=40,000 + 50n$ Where Cn denotes Contingency in Rupees to be sanctioned and n is the enrolment of students, as on 1 st August.	Item as per Article 162 of Accounts Code for KVs	No change
14.	Special Contingency	Rs. 40,000 when new Vidyalaya is opened. Thereafter, replacement cost of items wherever necessary	A duplicator, a typewriter, a clock, a cycle and a fire extinguisher.	No change
15.	Additional Contingency	Actual requirement	Unpaid bills in respect of water and electricity.	No change

**FINANCIAL POWERS DELEGATED TO PRINCIPALS OF KENDRIYA VIDYALAYAS
AND RECOMMENDATION OF THE REVIEW COMMITTEE**

Sl. No.	Nature of Power	Power Delegated	Remarks	Recommendation of Sub-Committee Proposals, if any
1.	(A) For items not specified below: (i) Recurring (ii) Non-Recurring (B) For items specified below: (i) Bicycle	Upto Rs.500/- in each case. Upto Rs.2000/- in each case. (A) Full powers for replacement of condemned ones. Purchase to be made through DGS&D where available. (B) Repairs upto Rs.300/- per year	All the purchasers/ procurements of goods and service's exceeding Rs.5000/- in value will be made with the approval of the Executive Committee, V.M.C. Only one bicycle is sanctioned for a Vidyalaya.	No Change
2.	Conveyance / Hire	Upto Rs.150/- for an official in any one month for journey by public conveyance. Conveyance/ hire can be reimbursed only to an employee other than the Principal is dispatched for duty to a place at some distance from the Vidyalaya if only the employee concerned is not entitled under the normal rules to draw the traveling allowance for the journey.	In respect of the Principal, the approval of Chairman, Vidyalaya Management Committee is to be obtained and in such cases, the conditions set out in Col.3 will apply.	No Change
3.	Electric, gas and water charges	Full powers	-----	No change
4.	Fire protection (non-recurring)	Upto Rs.1000/- per annum (ISI marked chemicals to be used for refilling whenever necessary) to ensure quality.	-----	No change
5.	Instruments, minor equipments & apparatus (other than furniture)	Upto Rs.2000/- per annum.	-----	No change
6.	Petty works and repairs to Sangathan's buildings including sanitary fittings water supply and electric.	As per instructions issued by HQ vide No.F.8-4/92-KVS (Works-II) dt.18.2.93 upto limits as follows: (i) A Type - Rs.8000/- (ii) B Type -	-----	No change

		(iii) Rs.10,000/- C Type - Rs.12,000/-		
7.	Post & Telegraph Charges (i) Charges for issue of letters, telegrams, etc.	Full powers subject to the following: (i) Communication from employees regarding their leave, pay, transfer, leave salary, income-tax, fund, subscription and other analogous matters, which are private and not official, shall not be sent at Vidyalaya's expense. (ii) Telegram should not be issued except on grounds of urgency. Cost of a telegram which has been issued unnecessarily, will have to be borne by the official at fault.	-----	No change
8.	Commission on Money Orders	Full powers	-----	No change
9.	Telephone Charges (i) Installation of new telephone	(i) The approval of the Sangathan is to be obtained for installation of the phone at the Vidyalaya. It should be ensured that the call emanating from the telephone to the Vidyalaya business and the bill does not exceed reasonable limits details of every trunk call must be reconciled in a specific register before payment is made. ✓	-----	No change

	(ii) Payment of Telephone Bills (iii) Extension of telephone at the residence of the Principal in the Vidyalaya Campus.	(ii) Full powers for payment of Bi-monthly bills subject to existing government prescriptions. (iii) Full powers		
10.	(i) Freight charges (ii) Demurrage and wharfage charges	(i) Full powers (ii) upto Rs.50/- each case subject to a maximum of Rs.200/- per annum and report to Regional head.	The justification is to be given in each case where demurrage charges are incurred due to no fault of any employee.	No Change
11.	Printing and binding (including cost of paper and binding material) and stationery.	Upto Rs.1000/- in each case not exceeding Rs.5000/- per annum.	-----	No change
12.	Advertisement	Rs.1000/- in each case and Rs.5000/- per annum.	-----	No change
13.	Legal Charges	As per scale laid down by the Ministry of Law and Justice Govt of India subject to the condition that prior approval of regional head is obtained and payment is made according to authorized schedule of the charges.	-----	No change
14.	Visitors entertainment expenses	Rs.100/- per month.	-----	No change
15.	Liveries & Uniform to Group 'D' staff,	Full powers subject to eligibility for the different group, stations, scales and periodicity of supply and rates prescribed.	-----	No change
16.	Repairs of furniture	Rs.1000/- per annum for all incidental repairs.	Necessary provisions to be made for this purpose under 'additional contingency' in the School Fund Budget.	No change

RECOMMENDATION

No change except that the Principal will be authorized to incur expenditure upto Rs.25, 000/- on one occasion without the approval of Executive Committee out of School Fund and VVN by following the procedure.

EXISTING POWERS WITH KVS (HO) / REGIONAL OFFICE

S.No.	Nature of Power	Power exercising authority	Remarks	Recommendation of Sub-committee, proposals if any
1.	Transfers (All posts)	KVS (HQ)	-----	No change
2.	Pension sanctioning authority a) Upto the level of PGT b) Vice-Principal & above	a) Asstt. Commr. of concerned Region b) KVS (HQ)	-----	No change
3.	Payment of GPF/CPF	a) Asstt. Commr. of the Region for the staff working under Regional Offices and Kendriya Vidyalayas under the Region b) KVS(HQ) for staff working in HQ	-----	No change
4.	Recruitment & Promotions (All posts)	Centrally done by KVS (HQ)	-----	No change
5.	Administrative Powers: a) Sanction of increments, grant of leave, disposal of broken and unserviceable article, controlling officer for purpose of TA, drawing & disbursing officer, sanction of ordinary advances, controlling officer for the purpose of LTC, children's educational allowance, reimbursement of tuition fees, pay & allowances, contingency, special contingency and additional contingency	a) Assistant Commissioner of the Region for matters relating to the regional office. b) Authorities in KVS (HQ) for matters related to KVS (HQ)	-----	No change
6.	Financial Powers: a) Recurring, non-recurring, conveyance hire, petty works and repairs to Sangathan's building including sanitary fittings, water supply and electricity, post and telegraph charges, telephone charges, freight charges, demurrage and wharfage charges, printing and binding, advertisement, legal charges, visitor entertainment expense, liveries and uniform, repair of furniture.	a) Assistant Commissioner of the Region for matters relating to the regional office. b) Authorities in KVS (HQ) for matters related to KVS (HQ)	-----	No change

**SCHDEULE SHOWING THE APPOINTING / DISCIPLINARY AND APPELLATE
AUTHORITY FOR VARIOUS POSTS IN THE KENDRIYA VIDYALAYA SANGATHAN
UNDER THE CCS (CCA) RULES, 1965 AND RECOMMENDATIONS OF THE REVIEW
COMMITTEE.**

POST	APPOINTING AUTHORITY	DISCIPLINARY AUTHORITY	PENALTIES VIDE RULE 11 OF CCS (CCA) RULES 1965	APPELLATE AUTHORITY	REVISIONING /REVIEWING AUTHORITY	RECOMMEN- DATIONS OF SUB- COMMITTEE PROPOSALS, IF ANY
Commissioner	Govt of India	Govt of India	All	President of India	President of India	No change
Jt.Comm.	Chairman, KVS	Chairman, KVS	All	BOG, KVS	BOG, KVS	No change
Dy.Commr	Vice-Chairman KVS	Vice-Chairman KVS	All	Chairman, KVS	BOG, KVS	No change
Asstt.Commr	Vice-Chairman, KVS	Vice-Chairman, KVS Commissioner, KVS	All (i) to (iv)	Chairman KVS	BOG KVS	No Change
All other Group 'A' officers in KVS / RO /KV (excluding Comm./Jt. Comms. / Dy. Comms./Asstt. Comms.	Commissioner, KVS	Commissioner, KVS	All	Vice-Chairman, KVS	Chairman, KVS	No Change
All Group 'B' posts of KVS (HQ) / ROs and Supdt in KVs	Dy.Commissioner, KVS	Dy.Commissioner, KVS	All	Jt.Commissioner	Commissioner	No change
Group 'C' posts in HQ office	AC (Admn), KVS	AC (Admn), KVS	All	JC (Admn), KVS	Commissioner	No Change
Group 'D' posts in KVS (HQ) office	AC (Admn), KVS	AC (Admn), KVS, SAO (Estt)	All (i) to (iv)	DC (Admn) / (Pers) AC (Admn)	Jt.Commissioner	No Change
Principal Gr.II and Vice-Principal	Jt. Commr, KVS AC (RO)	Jt. Commissioner Jt.Commissioner(Adm n)	All	Commissioner	Vice-Chairman	No Change
PGTs in KVs	AC (RO)	AC (RO) Education Officer/Principal	All (i) to (iv)	JC (Admn) AC (RO)	Commissioner	No change
Group 'C' posts belonging to Teaching and non-teaching staff in ROs / KVs	AC (RO)	AC (RO) Education Officer/Principal	All (i) to (iv)	JC (Admn) DC (Admn)/ (Pers)	Commissioner	No change
Group 'D' posts in KVs	Principal	Principal	All	Education Officer (RO)	Asstt. Commr (RO)	No change
Group 'D' posts in Ros	AC (RO)	AC (RO)/ Admn.Officer (RO)	All (i) to (iv)	DC (Admn.)/ (Pers)/ AC (RO)	Jt. Commissioner	

RECOMMENDATIONS

No change except that the Principals will be authorized to suspend any employee under him and get approval of the Assistant Commissioner within seven days of suspension.

EXPENDITURE OUT OF VIDYALAYA VIKAS NIDHI

Nature of Power	Power exercising authority	Recommendation of Sub-committee, proposal if any
Full Power to incur expenditure	Executive Committee	No change except that Principal may incur expenditure upto Rs.25,000/- in one occasion without the approval of the Executive Committee by following the procedure.

ANNEXURE - IV

**KENDRIYA VIDYALAYA SANGATHAN,
HEADQUARTERS
18, INSTITUTIONAL AREA, SJS MARG
NEW DELHI - 110016**

F.1-4/2001-KVS (Admn.II)

MOST IMMEDIATE/SPEED POST

August 9, 2001

To

The Principal
All Kendriya Vidyalayas

Subject: Review of Management Structure and Operating Mechanism of KVS - your views with regard to problems being faced at Academic, Administrative and Financial fronts and also suggestions towards remedial measures.

Sir/Madam,

The Government of India has constituted a Committee to review the management structure and operating mechanism of the Kendriya Vidyalaya Sangathan with a view to suggest appropriate changes particularly on Academic front to bring about all-round improvement in the performance of KVS.

The terms of reference for the Committee are:

- (i) Review of the admission policy and need for expansion.
- (ii) Structural changes in Sangathan, whether it should continue to grow with existing structure or some structural changes like constitution of regional structures may be made.
- (iii) Review of the existing recruitment and transfer policy of teaching and non-teaching staff of KVS.
- (iv) Suggestions about changes on academic front, if any, required including the need for proper admix of the examination-oriented education with all-round development of children and suggestions for changes in view of structural changes suggested or otherwise, keeping in view that several good teachers might be leaving the organization in view of the present policies.
- (v) Whether at present there is adequate attention towards the promotion of sports, yoga and physical education and language learning.
- (vi) Any other matter relating to either academic or management reform that the Committee may like to suggest.

Quite obviously, Kendriya Vidyalayas are the de facto units in the field entrusted with the task of ensuring quality education and ideal kind of academic environment to students. The Principal has a pivotal role to play in translating into action the guidelines and directions from the Sangathan aimed at bringing all-round development in the personality and performance of students in Vidyalayas. First meeting of the committee was held on 3.8.2001 and Hon'ble Members held the unanimous view that frank and forthright views may be invited from the Principals, on all aspects covering the terms of reference as above, with particular emphasis on problems being faced by them.

You are requested to give your considered views in respect of problems which are being faced by you in the day-to-day functioning of the Vidyalaya on all fronts - Academic, Administrative and Financial. You may also suggest steps and measures which you feel would, to a great extent, help in solving the problems and will also enhance substantially performance of both teachers and the students.

You may feel free to express your views, on all aspects covering the ambit of terms of reference for the Committee. If you desire that your identity may not be revealed you may rest assured that utmost care will be taken to maintain the confidentiality in this regard giving all consideration to your views at the same time.

You are advised to give us your views and suggestions through a brief write-up not exceeding two pages, latest by 30th August 2001.

Yours faithfully,
Sd/-

(Rishi Pal Gupta)
Deputy Commissioner (Personnel)

KENDRIYA VIDYALAYA SANGATHAN,
HEADQUARTERS
18, INSTITUTIONAL AREA, SJS MARG
NEW DELHI - 110016

November 6, 2001

F.1-4/2001/KVS/Admn.II

The Assistant Commissioner,
Kendriya Vidyalaya Sangathan,
All Regional Offices.

Subject: Review of Management Structure and Operating Mechanism of KVS - filling up of questionnaire for Chairman, Vidyalaya Management Committee in K.Vs in your Region.

Sir,

This is perhaps known to you that a Committee has been set up by the Govt. of India in Ministry of Human Resource Development to review the management structure and operating mechanism of KVS and to suggest appropriate changes, wherever deemed necessary, on all fronts - academic, administrative and financial - in order to bring about all round improvement in the performance of KVS. Copy of order dated 22nd June, 2001 giving the constitution of the Committee as also its terms of reference is enclosed for information.

Few important action points decided by the Committee in its two meetings held already related to (I) writing a letter to Principal in all the KVs requesting them to let us know the problems being faced by them in day-to-day running of the Vidyalaya and the suggestions which they feel will serve in bringing desired improvement in creating ideal kind of educational environment; (ii) asking Asstt. Commissioners in all the Regional Offices of Kendriya Vidyalaya Sangathan to fill up a questionnaire meant for Chairman of the Vidyalaya Management Committee in KVs in their Region and to offer their comments also on various points figuring in the said questionnaire; and (iii) organizing a two day Conference to provide a platform for representatives from a number of institutions following different school systems so that through exchange of ideas and after taking note of observations that might be made by Members of the Review Committee the areas where some changes/improvements appear necessary to bring desired improvement particularly at the academic front in KVs are identified.

Principals in KVs were addressed in the matter and quite a good number of responses have been received. Also steps are being taken to organize a Conference in the first fortnight of January, 2002. The questionnaire for

Chairman, Vidyalaya Management Committee is being sent to you now. You may please consult all or maximum number of persons functioning as Chairman, Vidyalaya Management Committee in K.Vs in your Region and based on their reactions/suggestions fill up the questionnaire as one consolidated document offering also to-the-point comments on changes/suggestions proposed by them for introducing some new or additional facilities including delegation/decentralization of powers in certain areas.

You are advised to kindly ensure that all the important view-points/suggestions having a linkage to the terms of reference of the Committee get reflected in your report which will obviously be a gist of how the group of persons, manning the positions of Chairman to any K.Vs, feel about their role and its effectiveness.

The task is Time-bound and the Committee is likely to meet again in early December, 2001. You are, therefore, requested to send the questionnaire duly filled in and supported by your self-contained report to the undersigned latest by 30th of this month.

Yours faithfully,
Sd/-

(Rishi Pal Gupta)
Deputy Commissioner (Personnel)

Copy for kind information to:

1. Shri Jagdish Chandra Pant, IAS
Former Secretary, Ministry of Health and Family Welfare,
"Shradha Kunj"
159, Vasant Vihar Phase-I,
Chakrata Road, Dehradun-248006
Tel No. 761819
2. Shri K.S. Sarma
Addl. Secretary, MHRD
Deptt. Of Secondary & Higher Education
Shastri Bhawan
New Delhi.

Questionnaire for Chairman, Vidyalaya Management Committee

Please give your assessment on the following five point scale in the books provided wherever relevant.

1.	Name	
2.	Designation	
3.	Telephone No.	Residence Office E-mail
4.	Period since assumption of the responsibility as Chairman of the present KV.	
5.	Whether such responsibility shouldered earlier. If so the name of the KVs and period may please be mentioned	
6.	Whether you are satisfied with the role and powers delegated to the Chairman, VMC/Executive Committee in the following areas:	
(a)	Supervision of KVs	
(b)	Administrative including discipline and control	
(c)	Admissions in KVs	
(d)	Finance	
(e)	Maintenance of building as well as campus	
(f)	Condemnation of stores	
(g)	Utilization of funds under VVN	
(h)	Selection of staff on contract / part time.	

	Result	
1.	The performance of the school in Board classes.	
2.	Performance in other classes.	
3.	Periodicity of children involved in co-curricular practices outside KVS.	
4.	Competitions organized in Sports and Games	
5.	Involvement of the experts in arts/work experience/yoga during and after school hours.	
6.	Supervision being done by the Principal and other Senior Staff at the school level.	
7.	Give suggestion for further improvement in supervision techniques.	
8.		
9.		
10.	Availability of funds is adequate /inadequate	
11.	List of any activity / evaluation on account of inadequacy of funds.	
12.	Is it advisable to institute discretionary funds at the disposal of the Chairman. Also give your comments for promoting efficiency of the school.	
13.	Role of PTA.	
14.	Role of supervision by the Regional Office.	
15.	Involvement of ex-employees of KVS in supervision.	
16.	Making VMC more effective in academic functioning of the school.	
17.	Effective role in the upliftment of the staff.	

	Give your observation on suitability of text books in imparting quality education and other teaching learning material / facilities like-
a)	Library
b)	Laboratory
c)	Teaching aids
d)	Co-curricular activities
e)	Infrastructure facilities
f)	Community services
g)	Clubs
h)	Timely posting of teachers
i)	Transfer of teachers and filling up consequent vacancies
	Your observation is also expected on the relationship of--
a)	The Principal, staff and students
b)	VMC and the Principal
c)	VMC and the Regional Offices
d)	VMC and KVS (HQ)
e)	VMC and parents
f)	Role of sponsoring authority
	Your detailed suggestions for improvement in the above points also anticipated
	Please give details of facilities extended in the following:
a)	Temporary accommodation
b)	Land for the school
c)	Land of the school in acres
d)	Staff quarters
e)	Medical
f)	Transport for children
g)	Any other facility
	Overall Assessment of the School in terms of
a)	Environment
b)	Administrative Control
c)	Infrastructure facilities
d)	Adhering to the schedule of activities
e)	Discipline
	Give suggestions to develop Kendriya Vidyalayas as pace setting institution including Academic and Academic besides Financial support required.

Outstanding	Very Good	Good	Average	Below Average
(1)	(2)	(3)	(4)	(5)

Signature of the Chairman, VMC

TRANSFER GUIDELINES

In super session of existing guidelines/orders on the subject, it has been decided that transfers in the Kendriya Vidyalaya Sangathan will hereafter be made as far as practicable in accordance with the guidelines indicated below.

2. In these guidelines unless the context otherwise requires:
- i) "Commissioner" means Commissioner, Kendriya Vidyalaya Sangathan including any officer thereof who has been authorized or delegated to exercise all or any of the powers and functions of the Commissioner.
 - ii) "Performance" means
 - a) **Where the Annual Confidential Report(s) is/are available in the concerned Regional office, the assessment of teacher as reflected in his Annual Confidential Report for the last three years preceding the year in which transfers are taken up.**
 - b) Where the Annual Confidential Report(s) for last three years or any of the last three years is/are not available in the concerned Regional Office for whatever reason, the assessment by the Assistant Commissioner of the Region from where transfer is being sought on the work and conduct of the teacher for the year(s) in respect of which the ACR(s) is / are not available.
 - iii) "Sangathan" means the Kendriya Vidyalaya Sangathan.
 - iv) "Service" means the period during which a person has been holding charge of the post in the Sangathan on a regular basis.
 - v) "Station" means any place or a group of places within an urban agglomeration.
 - vi) "Stay" means service at a station excluding the period or periods of continuous absence from duties exceeding 30 days (45 days in case of N.E. Region, Sikkim and A&N Islands) at a stretch other than on training or vacation.
 - vii) "Teacher" means all categories of teachers in the employment of Sangathan and includes Vice-Principals and Principals but does not include Education Officers and above.
 - viii) "Tenure" means a continuous stay of three years in North Eastern Region, Sikkim and A&N Islands and listed hard stations. (Note: While calculating the aforesaid stay of three years, the period or periods of continuous absence from duties exceeding thirty days (45 days in case of N.E. Region, Sikkim and A&N Islands) at a stretch other than on maternity leave, training or vacation shall be excluded.)
 - ix) "Year" means a period of 12 months commencing on 1st April

Unless the context otherwise indicates

- a) words importing the singular number shall include plural number and vice-versa.
- b) Words importing the masculine gender shall include the feminine gender.

3. In terms of their all India transfer liability, all the employees of the KVS are liable to be transferred at any time depending upon the administrative exigencies/grounds, organizational reasons or on request, as provided in these guidelines. The dominant consideration in effecting transfers will be administrative exigencies/grounds and organizational reasons including the need to maintain continuity, uninterrupted academic schedule and quality of teaching and to that extent the individual interest/request shall be subservient. These are mere guidelines to facilitate the realization of objectives as spelt out earlier. Transfers cannot be claimed as of right by those making requests nor do these guidelines intend to confer any such right.

4. The maximum period of service at a station shall generally not exceed three years in the case of Assistant Commissioners and five years in case of Principals/ Education Officers. They are, however, liable to be transferred even before completion of the aforesaid period, depending upon organizational interest or administrative exigencies, etc.

Principals with outstanding record in terms of their performance as reflected in ACRs and CBSE results may be retained in a Kendriya Vidyalaya even after completion of five years as aforesaid to promote excellence in the Vidyalaya.

5. Apart from others, the following would be administrative grounds for transfers.

- (i) A teacher is liable to be transferred on the recommendation of the Principal and the Chairman of the Vidyalaya Management Committee of the Kendriya Vidyalaya.
- (ii) Transfer of spouse of a Principal to a Kendriya Vidyalaya at the station where the Principal is working or nearby, but not the Vidyalaya where he is a Principal.

6. As far as possible, the annual transfers may be made during summer vacations. However, no transfers, except those on the following grounds shall be made after 31st August

- (i) Organizational reasons, administrative grounds and cases covered by Para 5.
- (ii) Transfers on account of death of spouse or serious illness when it is not practicable to defer the transfer till next year without causing serious danger to the life of the teacher, his/her spouse and son/daughter.
- (iii). Mutual transfers as provided in Para 12.

7. Priority for transfers on request shall follow the descending order of combined weightage to be calculated in terms of entitlement points for organizational reasons/interests as also the individual needs and request of the teachers seeking transfers in accordance with Para 8 below.

Provided that transfers sought on account of death of spouse within a period of two years of death and medical grounds as per Para 9 will be placed en bloc higher than others listed in Para 8 of these Guidelines.

8. (i) Organizational reasons/interest shall be classified and assigned entitlement points as under

- (a) Transfer from places where tenure is involved (see Para 2(viii) of these guidelines) 20
- (b) Performance:

RATING OF PERFORMANCE	ENTITLEMENT POINTS
Outstanding	10 for each year
Very Good	6 for each year
Good	4 for each year
Average	0 for each year
Unsatisfactory	(-) 10 for each year

(ii) Needs denoted by the following reasons shall be assigned entitlement points as given against each

<u>S.No.</u>	<u>REASONS/GROUND</u>	<u>ENTITLEMENT POINTS</u>
A.	Blind and orthopaedically handicapped persons. The standards of physical handicap will be the same as prescribed by the Govt. of India for sanction of Conveyance allowance.	15
B.	<u>SPOUSECASES</u>	
(i)	Where spouse is a Sangathan employee	20
(ii)	Where spouse is a Central Government Employee	18
(iii)	Where spouse is an employee of autonomous body or PSU under Central Government	15
(iv)	Where spouse is an employee of State Government or its autonomous body or PSU	12
(v)	Other spouse cases	10

Note for 'Spouse Cases':

The aforesaid points will be awarded only where the teacher seeks transfer to a station

- (a) other than the one where he/she is currently posted and (b) where his/her spouse is posted or nearby. This condition, i.e. (b) will, however, not apply in those cases where the spouse of the teacher is posted to a non-family station provided the transfer is sought to a place nearest to the station where his/her spouse is posted.

(C) Unmarried/divorced/judicially separated/widowed ladies	12
(D) General cases which are not covered by A-C above	10
(E) Stay at the station from where the transfer is being sought.	1 for each year of stay Exceeding three years subject to a maximum of 20 points.

OR

Teachers who have less than 2 years to retire	20
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9. For the purpose of calculation of entitlement points in respect of medical grounds as mentioned in the Proviso to Para 7 of these guidelines, such illnesses of teacher himself/herself or his/her spouse and dependent son/daughter alone as may be prescribed by the Commissioner will be considered as medical ground for transfer.

Note: A son will be deemed to be dependent till he starts earning or attains the age of 25 years, whichever is earlier or suffers from permanent disability of any kind (physical or mental) irrespective of age limit. A daughter will be deemed to be dependent till she starts earning or gets married irrespective of age limit.

- 10(1) Where transfer is sought by a teacher under Para 8 of the guidelines after continuous stay of three years in NE and hard stations and 5 years elsewhere at places which were not of his choice, or by teachers falling under the Proviso to Para 7 of these guidelines, or very hard cases involving human compassion, the vacancies shall be created to accommodate him by transferring teachers with longest period of stay at that station provided they have served for not less than five years at that station. Provided that Principals, who have been retained under Para 4 to promote excellence, would not be displaced under this clause.

- (2) While transferring out such teachers, efforts will be made to accommodate lady teachers at nearby places/stations, to that extent possible and administratively desirable.

- (3) In cases where a vacancy cannot be created at a station of choice of a teacher under this clause because no teacher at that station has the required length of stay, the exercise will be repeated for the station, which is the next choice of the teacher seeking transfer.

Note: The transfers proposed under this rule shall be placed before a Committee consisting of Additional Secretary (Education) Chairman, Commissioner, Member and Joint Commissioner (Admn) KVS as the Member Secretary.

11. In order to effect transfers in terms of Para 8 and 10 of these guidelines, two priority lists shall be prepared and operated as under:

(a) First priority list shall list all the applications received for transfer in terms of Paras 7 and 8 showing the entitlement points against each applicant. This priority list shall be operated against the vacancies available during normal course for being filled up.

(b) Second priority list will be maintained in respect of cases of transfer in terms of Para 10 of the guidelines listing all the applications as also the entitlement points of each applicant in terms of priorities given in Para 8 of the guidelines. The applicants included in this priority list alone will be accommodated by transferring teachers with the longest period of stay at that station provided they have served for not less than 5 years from the date of joining at that station. For this purpose, a list of persons who have served 5 years or more at the stations shall be prepared by the Assistant Commissioners of the respective regions and displayed.

12. Mutual transfer may be permitted on satisfaction of the Commissioner but such cases will be taken up on completion of annual transfer as per clause 8 and completed by 30th September.

13. Intra and inter-regional transfers may, as far as practicable, be made simultaneously.

14. Upon promotion or direct recruitment as Principals/Education Officers/Assistant Commissioners, an officer shall necessarily be posted to a different State other than the one where he is posted or domiciled, as the case may be, subject to availability of vacancies. Subject to availability of vacancies and other administrative reasons those who are due to retire within next three years may not be posted outside their home state if their service at the same station prior to promotion does not exceed three years.

15. A teacher on promotion shall necessarily be posted out of the Region where he is currently posted. However, a lady teacher may on promotion be posted within the same Region but a district or two away from the existing place of posting, subject to availability of vacancy.

16. Transfer TA will be regulated as per orders of the Government of India on the subject.

17. Assistant Commissioner will be competent to change the headquarters of a teacher on administrative grounds to any place within the region as deemed fit and direct him to discharge his duties there. The Assistant Commissioners shall report forthwith the case with full facts to the Commissioner for confirmation or directions.

18. Notwithstanding anything contained in this guidelines,

(a) A teacher or an employee is liable to be transferred to any Kendriya Vidyalaya or office of the Sanasthan at any time on short notice on grounds mentioned in clause 5 and 6(i) of these guidelines.

(b) The Commissioner will be competent to make such departure from the guidelines, as he may consider necessary with the prior approval of the Chairman.

(c) The request of the teacher may be considered for transfer to a station in respect of which no other person has made a claim or request even if such teacher has not submitted the application in the prescribed proforma at the time of annual transfer or within the time limit prescribed for the purpose.

(d) Following cases will not be considered for transfer:

(i) Cases of Education Officers/ Assistant Commissioners for transfer without completing three years' stay at the place to which they were posted upon promotion.

(ii) Cases where a teacher, Education Officer or Assistant Commissioner was transferred on grounds mentioned in Paras 5(i), 6 and 7 of these guidelines will not be considered for transfer without completing 5 years' stay at the station to which they were so posted.

(iii) Principals, Education Officers and Assistant Commissioners will not be transferred back to the same station from where they were transferred earlier on completion of period as specified in Para 4 above unless a period of three years has elapsed.

(iv) Cases of fresh postings whether on direct recruitment or on promotion unless they complete three years of stay at the place of their posting except that, in case of women teachers, the request for posting to a place of choice can be considered after stay of one year. This will not, however, be applicable in cases covered by Paras 5,6 and 7(i) of these guidelines.

19. These guidelines shall mutates mutandis apply to non-teaching staff to the extent applicable.

20. If any difficulty arises in giving effect to these guidelines, the Commissioner may pass such orders as appears to him to be necessary or expedient for the purpose of removing such difficulty.

21. If any question arises as to the interpretation of these guidelines, it shall be decided by the Commissioner.

22. The attention of all the employees is invited to rule 55(27) of the Education Code and rule 20 of the CCS (Conduct) Rules, which provide as under.

(i) As per rule 55(17) of Education Code:

“ No teacher shall represent his grievance, if any expect through proper channel, nor will he canvass any non-official or outside influence or support in respect of any matter pertaining to his service in the Vidyalaya.”

(ii) As per Rule 20 of CCS (Conduct) Rules:

No Govt. servant shall bring or attempt to bring any political or other outside influence to bear upon any superior authority to further his interest in respect of matters pertaining to his service under KVS.

If the above provisions as mentioned at (i) and (ii) above are contravened, the following actions shall follow:

(a) That the name of the applicant will be removed from the priority list and he/she will be debarred for three years from being considered for transfer without any further reference to the teacher.

(b) That the teacher will be open to disciplinary proceedings as per rules.

ANNEXURE-VII																				
REGION-WISE ENROLMENT OF STUDENTS ON 31.03.2001																				
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	TOTAL	BOYS	GIRLS	TOTAL	SC	ST	PH	CAT.I
1. AHMEDABAD	2412	2443	2567	2310	2516	2606	2240	2085	2200	1859	1366	1233	25837	14390	11447	25837	2478	828	35	18007
2. BANGALORE	3691	3739	3818	3748	3956	4239	3851	3618	3551	3068	1583	1484	40346	22109	18237	40346	5428	1227	48	27774
3. BHOPAL	3820	4122	4241	4136	4422	5041	4317	4203	3740	3164	2086	1782	45074	26154	18920	45074	6205	1726	61	29931
4. BHUBANESHWAR	2446	2647	2766	2740	2824	3273	2901	2744	2897	2304	1675	1430	30647	17593	13054	30647	3290	2035	42	19203
5. CALCUTTA	2841	3041	3094	3224	3264	3649	3296	3192	3134	2608	2405	2041	35789	20561	15228	35789	4543	1466	68	23606
6. CHANDIGARH	3774	4089	4133	4100	4396	4937	4215	4065	3913	3148	2317	2061	45148	25169	19979	45148	6328	506	68	37866
7. CHENNAI	4882	4820	4894	4653	4987	5370	4870	4454	4359	3915	2403	2153	51760	27764	23996	51760	8127	982	54	30830
8. DEHRADUN	3086	3434	3766	3919	4172	4752	4158	4096	4185	3503	2790	2449	44310	24804	19506	44310	4970	809	67	147807
9. DELHI	5610	6031	6083	6042	6212	8322	7275	7275	7954	6279	5529	5117	77729	43893	33836	77729	9229	2260	239	45063
10. GUWAHATI	2408	2505	2692	2677	2807	3010	2679	2476	2409	1960	1599	1261	28483	16111	12372	28483	2541	2666	30	20366
11. HYDERABAD	2969	3272	3348	3254	3534	3842	3421	3351	3172	2778	1183	1178	35302	18509	16793	35302	4807	1161	34	24355
12. JABALPUR	2397	2696	2940	2795	3132	3345	2970	3040	2862	2224	1379	1192	30972	18106	12866	30972	3204	1750	34	19408
13. JAIPUR	3233	3402	3721	3619	3881	4178	3666	3517	3404	2799	2368	2158	39946	23480	16466	39946	3614	1842	55	29937
14. JAMMU	2728	3178	3405	3507	3716	4251	3663	3432	3391	2477	1662	1280	36690	20292	16398	36690	3413	553	56	31421
15. LUCKNOW	4125	4655	4729	4787	5046	5935	5102	5042	5138	4150	3568	3146	55423	31865	23558	55423	7007	527	117	37723
16. MUMBAI	4072	4065	4183	3965	4190	4548	4164	3799	3721	3176	1951	1807	43641	24037	19604	43641	5050	1002	72	30983
17. PATNA	2742	3438	3677	3782	3920	4561	3999	3845	3854	3289	1918	2020	41045	24875	16170	41045	4572	1237	111	25050
18. SILCHAR	1737	1743	1840	1841	1906	2122	1866	1855	1795	1254	1132	823	19914	11178	8736	19914	1876	1537	25	12899
19. KVS(HQ)	54	52	59	47	51	53	50	59	46	49	47	55	622	345	277	622	19	3	0	289
TOTAL	59027	63372	65956	65146	68932	78034	68703	66148	65725	54004	38961	34670	728678	411235	317443	728678	86701	24117	1216	612518

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