

C/16

IN THE HIGH COURT OF DELHI AT NEW DELHI

C.W.P. NO. 7027 OF 2001

IN THE MATTER OF :

Social Jurist

...PETITIONER

-VERSUS-

Union of India & Ors

...RESPONDENTS

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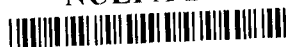
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NEW DELHI:

DATED :14/11/2002

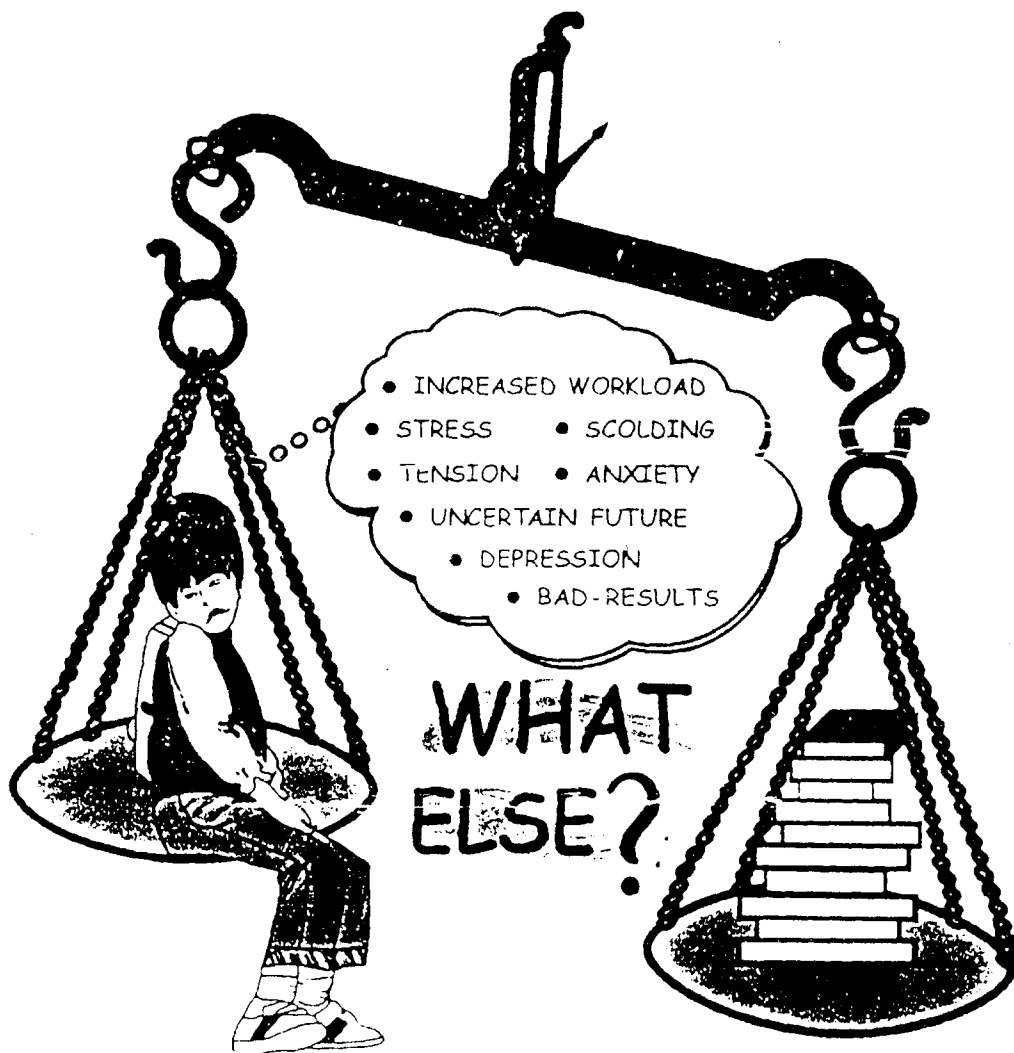
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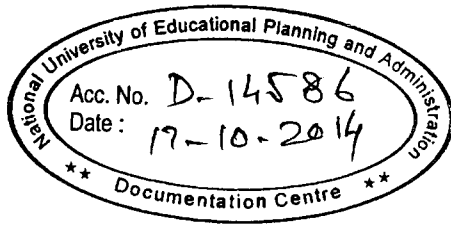


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**Report of Committee on  
Improvement in Quality  
of  
EDUCATION  
Govt. of NCT Delhi**



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**PREFACE**

## PREFACE

The Department of Education, Government of National Capital Territory of Delhi vide Order No. PS/SE/2002/502-511 dated 14-02-2002 issued by Secretary (Education) set up a Committee under my chairmanship to suggest ways and means for Improvement of Quality of Education in the Schools run/aided by Delhi Government.

The Committee, in all held six meetings to deliberate over scenario of education in Govt. & Govt. Aided schools, discussed common problems and perceptions and deliberated on alternate models. The Committee heard at length the representatives of Managing Committees of Private Schools, Principals/Vice Principals of school, officers of the Directorate of Education, C.B.S.E., Kendriya Vidyalaya Sangthan & office bearers of Principal/Teachers Association of Govt. & Govt. Aided Schools besides deep discussions among the members of the Committee. I would like to thank all the members of the Committee, Dr. Janaki Rajan, Director, SCERT and Sh. N.S.Tolia, Sh. M.C.Mathur, Sh. Barapatre, the officers of the Directorate of Education for assisting the Committee in its work.

I must place on record my deep appreciation for smooth, efficient and most diligent handling of the entire secretarial work of this Committee by Shri Sanjay Pratap Singh, IAS a civil servant of proven administrative experience and calibre.

I would especially like to thank the following staff of the Directorate of Education who provided the secretarial and organizational assistance to the Committee in organizing the meetings, preparing the minutes and also in preparing the report of the Committee and without whose valuable contribution the Committee would not have been able to function namely Sh. R.K.Saxena, Sh. R.S. Sehrawat, Sh. V. P. Gogia, Smt. Beenu Sharma, Sh. Rohit Bhardwaj and Sh. Vinay Arora.

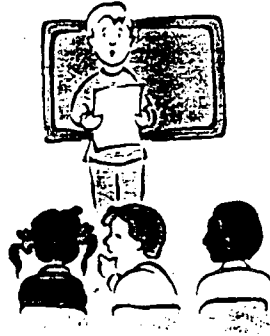
A special word of thanks to Sh. Naresh Kapoor and Ms. Renu Mehta of SCERT who provided the computer support, and all other faculty and staff of SCERT who provided important academic inputs.

I have great pleasure in presenting this report, on behalf of all the members of the Committee, to the Department of Education, G.N.C.T. of Delhi, which had the vision to feel the necessity to set up a Committee for Improvement of Quality of Education in Govt./Govt. Aided Schools run by Delhi Government.

Dated : 17.10.2002

DR. S.C. VATS,  
MLA,  
CHAIRMAN

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**CHAPTER – I**

**( INTRODUCTION )**



## INTRODUCTION

The Indian Constitution enjoins upon the Govt. to ensure education for all its citizens. The development and reform in every good system is an ongoing process and, with a view to improve the quality of education in the schools run/aided by the Govt. of Delhi, the Department of Education has been introducing from time to time a number of innovative ideas/schemes/programmes. However an impression has been gaining ground that inspite of having sufficient funds & qualified staff, the Govt. schools have not been able to impart good quality of education. As a result thereof the Department of Education had set up a Committee (Annexure-I) with the following Constitution to study the whole picture, make a realistic assessment of quality of education and suggest ways and means of holistic improvement.

### THE COMMITTEE.....

1. Dr. S.C. Vats, M.L.A. Chairman  
2 - Sainik Vihar, Pitampura  
Delhi - 110034.
2. Shri Ashok Singh, M.L.A. Member  
B 5/183, Safdarjung Enclave,  
New Delhi.
3. Dr. Harsh Vardhan, M.L.A. Member  
E - 8 A/14, Krishna Nagar,  
Delhi.

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4. Shri B.P. Khandelwal  
Director, NIEPA  
17-B, NCERT Campus,  
Hauz Khas, New Delhi. Member
  5. Shri Ved Vyas,  
Educationist, Secretary Education Today  
K-9, Connaught Circus,  
New Delhi Member
  6. Shri Narendra Kumar  
Chairman, D.P.S. Society  
F-Blk, East of Kailash,  
New Delhi. Member
  7. Shri Sanjay Pratap Singh, I.A.S.  
Committee for Improvement  
of Quality of Education  
A-502/503, Delhi Secretariat,  
New Delhi. Member Secretary
  8. Dr. Janki Rajan  
Director, SCERT  
Varun Marg,  
Defence Colony,  
New Delhi. Special Invitee

## TERMS OF REFERENCE OF THE COMMITTEE

1. The Committee shall study the existing scenario in the schools run/aided by the Delhi Government with reference to the quality of education, infrastructure, availability and utilisation of funds, academic and administrative machinery and its efficiency etc. and propose a formula for 'A', 'B', 'C' grading of these schools based on these and other relevant factors.
2. The Committee shall suggest ways and means of improvement in the said schools with reference to the above factors.
3. The Committee shall suggest a range of alternatives in order of preference, for improving the quality of education in the 'B' & 'C' category schools. In suggesting such alternatives the Committee will also broadly assess the costs, benefits and possible risks of such alternatives.

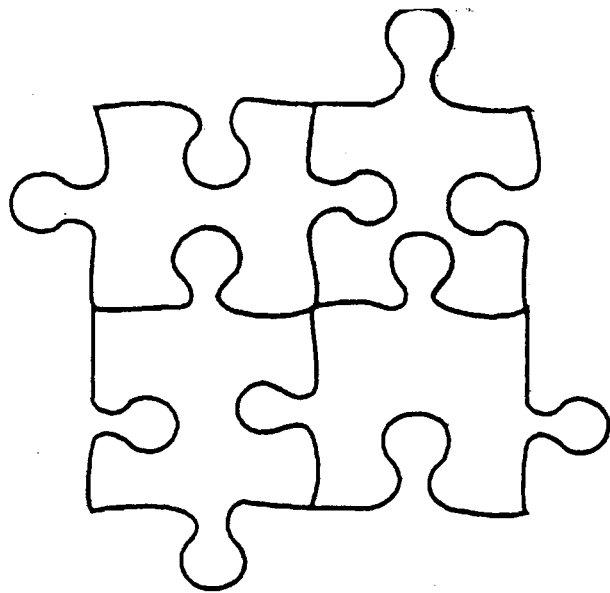
The Committee has proceeded in a very systematic and thorough manner for Improvement of Quality of Education in Govt./Govt. Aided Schools run by the Directorate of education, Govt. of NCT of Delhi. The Committee in all held six meetings to deliberate on the terms of reference. The Committee felt that the terms of reference given to it was very narrow and categorization of schools into 'A', 'B', 'C' & 'D' category would in no way bring about any change in Quality of Education. Rather it would be counterproductive to the whole purpose of setting up of this committee. In fact, Educational Structure, functioning and its management needs are to be totally revised. Therefore, the committee outrightly decided not to restrict itself to the terms of reference and give a comprehensive and meaningful report, which

would seek to bring about both structural and functional changes in the present system of management and functioning of govt. schools.

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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 curricula etc. the Committee studied a large body of documents connected with various aspects of School Education in Delhi including the reports of the Committees set up earlier, the data on the infrastructure, academic ambience; results etc.

The Committee heard at length the representatives of the School Management Committees, Principal/ Vice Principals of Schools, Office bearers of Principal/Teachers Association of Govt. & Govt. Aided Schools besides deep discussions among the members of the committee and interaction with senior officers of Directorate of Education, CBSE and Kendriya Vidyalaya Sangathan. This has constituted a very large input for the Committee and by collecting and analyzing these diverse inputs, the committee has arrived at its recommendations which if implemented in the true spirit, it hopes can lead to significant and holistic improvement in the quality of education in Govt./Govt. Aided Schools run by Govt. of Delhi.



## **CHAPTER – II**

# **METHODOLOGY ADOPTED BY THE COMMITTEE**

## METHODOLOGY ADOPTED BY THE COMMITTEE

The following methodology was adopted by the Committee to understand the basic issues, grass-root problems and their possible solution for upgradation of standard of Education in Govt. and Govt. Aided Schools in Delhi.

1. To study and discuss the reports of the committee set up earlier by the department of Education, Govt. of Delhi.
2. To visit some schools to study the infrastructural facilities both academic and physical, to have face to face discussion with teachers, students and parents. The committee visited the DPS Anubhav Shiksha Kendra and Hansraj Model School.
3. To study and analyze a large number of documents connected with school Education in Delhi as provided by the Directorate of Education.
4. To have interaction with the representatives of the
  - (i) Govt. School Teachers Association
  - (ii) Govt. Aided School Teachers Association.
  - (iii) Govt. School Principals Association.
  - (iv) Govt. Aided School Principals Association.
  - (v) School Managing Committees of aided & non-aided schools, including NGOs.
5. To have interaction with the officers of the Directorate of Education including Secretary (Edn.) and Director (Edn.).
6. To spare the views of Officials of C.B.S.E., Kendriya Vidyalaya Sangathan & N.D.M.C.
7. To visit some govt. and govt. aided schools to see the infrastructure and facilities.



## **CHAPTER-III**

# **EXISTING SCENARIO IN SCHOOLS**

### Chapter –III

## EXISTING SCENARIO IN THE SCHOOL RUN/AIDED BY THE DELHI GOVT.

At present there are 1011 & 217 schools run/aided by Govt. of Delhi respectively; the details of which is as under :-

### GOVT. SCHOOLS

Pratibha Vidyalayas (VI-XII)	=	10
Sarvodaya Vidyalyas (I – XII) ]	=	663
Senior Secondary School (VI-XII) ]		
Secondary Schools (VI-X)	=	189
Middle Schools	=	149
		-----
		1011
		-----

These schools in all provide education at various stages of schooling to 8,75,122 students. The details of enrolment of students as on 31.3.2002 is as under :-

Students	No. of Students
Boys	4,53,458
Girls	4,21,664
	-----
<i>Total</i>	<i>8,75,122</i>
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## AIDED SCHOOLS

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Senior Secondary School	162
Secondary School	30
Middle School	25
	-----
	217
	-----

These Govt. Aided schools in all provide education at various schooling levels to 1,55,000 students approximately.

In addition to the above there are 995 un-aided/Public Schools in Delhi. the details of which are as under:-

## UN-AIDED/PUBLIC SCHOOLS

Senior Secondary Schools	=	323
Secondary Schools	=	184
Middle Schools	=	488
		-----
		995
		-----

These un-aided/Public Schools in all provide education at various stages of schooling to 7,70,000 students approximately.

To regulate education in all the schools, Delhi New Delhi has been divided into 12 Education Districts, the details of which are as under :-

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Name of the Distt.	Zone Allotted for Admn.Control	No.of Schools Under The Administrative Control of Each Distt.			
		<i>Govt.</i>	<i>Aided</i>	<i>Unaided</i>	<i>Total School</i>
East	1,2,3	114	13	128	255
North East	4,5,6,	105	08	172	285
North	7,8	077	48	23	148
North West(A)	9,10	092	07	64	163
North West(B)	11,12,13	120	03	124	147
West A	14,15,16	86	14	66	166
West B	17,18	71	06	134	111
South West A	19,20	56	17	38	81
South West B	21,22	73	--	108	181
South	23,24,25	146	17	90	253
New Delhi	26	05	22	14	91
Central	27,28	56	62	34	152

**SCHOLARSHIPS FOR SC/ST STUDENTS**

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1. Pre matric stage and scholarship for SC/ST students parents income from all sources is Rs.15000/-. Rs 90/- P.A. are given cash grant.
2. Post matric scholarship for SC/ST.
3. Meritorious scholarship for SC/ST (Class VI to VIII)
  - (a) Students should have obtained marks in previous examination as written below.
  - (b) For students of class VI at least 55% and below 60%.
  - (c) For students of class VI & VIII at least 55%.
    - Rs. 120/- P.A. to students of class VI
    - Rs.180/- P.A. to students of class VII
    - Rs. 240/- P.A. to students of class VIII
4. Open merit junior scholarship for SC/ST
  - (a) Student should have obtained at least 60% marks.
  - (b) Scholarship is for three years subject to getting 60% marks in the next annual examination.
5. National Scholarship to the talented children from rural area (for SC/ST)
  - (a) Student should have obtained more than 60% marks from any recognized school located in rural area are eligible to appear in examination.
6. Merit Scholarship to SC/ST
7. Free supply of books and stationary to SC/ST.

**SPECIAL SCHOLARSHIP**

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1. Destitute Scholarship.
2. Sainik Scholarship

Selection is made by the Sainik schools board by conducting a competitive test.

3. Financial assistance to the children of armed forces persons killed/disabled in action.
4. Pre matric scholarship to the Children, whose parents are engaged in unclean occupation.
5. Scholarship to students belonging to educationally backward minorities.
6. Merit Scholarship to OBC students (Class IX – XII).

**SCHOLARSHIP FOR STUDENTS BELONGING TO GENERAL CATEGORY**

1. Open merit junior scholarship.
  - (a) Students securing more than 75% marks in class V and studying in class VI are eligible.
  - (b) Scholarship is tenable for three years.
2. Open merit senior cum junior science talent search scholarship.
  - (a) Students studying in class IX, who have secured at least 65% marks in class VIII.

## 3. Sanskrit Scholarship

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Selection is made on the basis of competitive test conducted by Scholarship Branch.

- (a) Students studying in class IX, who have obtained more than 75% marks in Sanskrit in class VIII.
- (b) Scholarship is tenable for four years.
4. Cash grant/stipend to economically backward open to all students whose parental income does not exceed Rs1500/- per year.
5. Post matric scholarship to lower income group students who are domicile of Delhi:

**COMPARATIVE RESULTS**

Comparative Results of Central Board of Senior Secondary School and Secondary Schools for the last three years in respect of Govt./Govt. Aided Schools conducted by the CBSE is as follows :-

**COMPARATIVE RESULTS OF GOVT. SCHOOLS**

## Senior Secondary School Examination

Year	No. of Students Appeared	Passed	Passed %Age
1999-2000	41,828	30344	72.5
2000-01	44,044	30925	70.2
2001-02	51,560	36,925	71.2

## Secondary School Examination

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Year	No. of Students Appeared	Passed	Passed %Age
1999-2000	91,392	35,611	38.9
2000-01	72,278	29,056	40.2
2001-02	83,086	38,336	46.1

## COMPARATIVE RESULTS OF GOVT. AIDED SCHOOLS

## Senior Secondary School Examination

Year	No. of Students Appeared	Passed	Passed %Age
1999-2000	9447	6991	73.9
2000-01	10,488	7808	74.4
2001-02	10,974	8068	73.4

## Secondary School Examination

Year	No. of Students Appeared	Passed	Passed %Age
1999-2000	14518	7826	53.9
2000-01	13717	6991	50.9
2001-02	12577	7043	56.0

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**DETAILS OF POSTS OF TEACHING AND NON-TEACHING  
CATEGORIES IN THE DIRECTORATE OF EDUCATION  
GOVT. OF N.C.T. OF DELHI (2001-2002)**

S.No.	Category	Sanctioned	Filled	Vacant
1.	Director of Education	01	01	-
2.	Regional Director	-	-	-(3 Addl. DE's & 2 JDE's are working as RD)
3.	Addl. D.E.	05	03	02
4.	J.D.E.	02	02	-
5.	D.C.A.	01	01	-
6.	D.D.E. (Admn/Sports)	01	01	-
7.	D.D.E's	18	03	15 (However 15 E.O.'s working on CDC)
8.	Education Officer	61	42	19
9.	Dy. Education Officer	35	30	5
10.	Physical Supervisor	24	12	12
11.	Account Officer	05	05	-
12.	Admn. Officer	14	14	-
13.	Principal	670	562	108
14.	Vice Principal	996	694	302
15.	Lecturer (PGT)	6463	5963	500
16.	T.G.T./L.T.	19932	17443	2489
17.	Drawing Teacher	1427	1195	231
18.	P.E.T.'s	1426	1426	-
19.	Dom. Sc. Teacher	992	909	83
20.	Music Teacher	417	368	49
21.	Head Master (Pry)	-	-	-
22.	Asstt. Teacher	2942	2225	717
23.	Hobby Teacher	-	-	-
24.	Nursery Teacher	60	42	18
25.	Librarian	801	717	84
26.	Lab Asstt.	1762	1400	362
27.	Supdt.	799	799	-
28.	Head Clerk/Asstt.	611	388	223
29.	U.D.C.	1167	1109	58
30.	L.D.C.	455	391	64
31.	Tabla Player (P/T)	-	-	-
32.	Class IV (F/T)	4588	4422	166
33.	Class IV (P/T)	1213	-	Not provided
34.	Work Experience Teacher	-	-	-
35.	Craft Teacher	-	-	-
36.	Head Master (Middle)	-	-	-
37.	Yoga Teacher	105	105	-
38.	E.V.G.s	-	-	-
39.	Stenographer Gr. II	1	1	-
40.	Stenographer Gr. III	78	63	15
41.	IAO	23	23	-
	TOTAL	47485	40750	5522

\* The figures are not available since the information has not been supplied by the Directorate of Education

## Availability and Utilisation of Funds

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As per information supplied by the Directorate of Education Scheme-wise Availability and Utilisation of Funds for the year 2001-02 in respect of Non-Plan and Plan-Scheme is as under :-

### Non-Plan

(Rs. in thousands)

S.No.	Name of Scheme	Budget Allotted	Expenditure
1	General Education	74,18,574	73,29,984
2	Sports & Youth Service	52,885	52,799
3	Art & Culture	6,671	7,015
4	Industries	1,070	1,013
	Total	74,79,200	73,90,811



## Plan Scheme

(Rs. in Lakhs)

S.No.	Name of The Scheme General Education I.Elementary Education (MNP)	Budget Allotted 2001-02	Expenditure upto 31/03/02 Tentative
1	Stg. of Book Bank	15.00	15.36
2	Improvement of school libraries	30.00	-
3	Free supply of school uniform	130.00	116.46
4	Free Transport Facilities to the Girls stds. of rural areas	20.00	18.63
5	Free supply of text books	132.00	104.70
6	Non-formal Education	-	-
7	Opening of new school	30.00	30.00
8	Int. of Yoga in Delhi Schools	15.00	-
9	Capital Works.(Pacca/semi- pacca school buildings)	2017.00	1836.75
10	Provision of Pre-primary, Primary classes in the existing Govt. Comp. (Model Schools)	100.00	56.95
11	Assistance to Madrassas for teaching English & Maths & Science	1.00	0.57
12.	Education for All	-	-
	TOTAL MNP (DTE OF EDN.)	2480	2179.42
	II. DIRECTION & ADMN.		
13	Stg. of Dte. of Edn.	1.00	0.45
14	Stg. of Inspection Staff	60.00	32.03
	SUB TOTAL:-	61.00	32.48
	III. SECONDARY EDUCATION		
15	Provision of Additional Schooling facilities to the students in the age group 11-14 & 14-17	350.00	409.53
16	Stg. of Correspondence courses	35.00	32.51

17	Free transport facilities to girls students of rural areas	20.00	18.42	24
18	Free supply of Uniforms	215.00	179.83	
19	Stg. of Book-Banks Provision of Question Bank	126.00	66.41	
20	Improvement & expansion of teaching of Science throughout school stage	65.00	51.58	
21	Improvement of school library	85.00	70.20	
22	Introduction of Yoga in schools	30.00	7.27	
23	Educational T.V.	-	-	
24	EVG Services in schools	15.00	8.23	
25	Educational Tour for Stds.	15.00	15.49	
26	Mobilization of community resources for School Improvement programmes	10.00	3.64	
27	Awards/Incentives to the Best-students/Schools & Teaching staff etc.	35.00	29.95	
28	Implementation of Agric Education in rural schools	2.00	1.55	
29	Vocational Education in Schools	514.00	540.43	
30	S.U.P.W.	25.00	38.74	
31	Population Education Cell	12.00	8.21	
32	Capital Works for Sec. Edn.	5500.00	5937.62	
	TOTAL SEC. EDN.	7054.00	7418.00	
	IV. TEACHER EDUCATION			
33	State Awards to Teachers	16.00	16.26	
34	Development of Libraries for Teachers	-	-	
35	G.I.A. to S.C.E.R.T.	130.00	50.02	
	TOTAL TEACHER EDN.	146.00	66.28	
	V. OTHER SCHEMES			
36	Scholarship to students	4.00	0.08	
37	Merit scholarship to SC/ST students including Edn. Backward classes	37.00	17.00	

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55	Non-formal Vocational Edn	-	-
56	Setting-up of District-Voc. Education	4.00	2.98
57	Stg. of Stat. Instt. of Voc. Edn.	1.00	0.26
58	Bhagidari of Private Mgt. in Govt. Schools	8.00	-
	Sub Total Schemes	1809.00	1682.42
	Grand Total	11550.00	11379.49

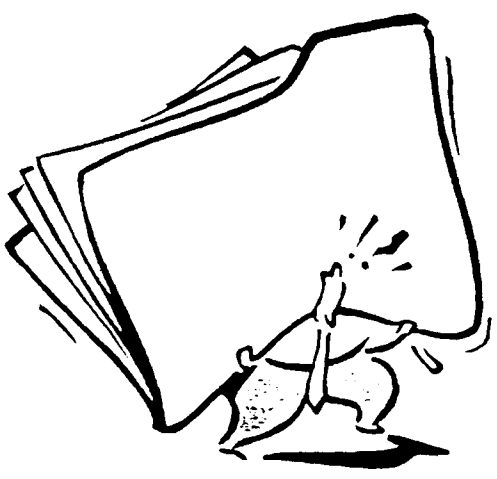
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(Rs. in Lakhs)

S.NO.	NAME OF THE SCHEME	BUDGET ALLOTTED 2001-02	EXPENDITURE UPTO 31/03/02 TENTATIVE
	<b>SPORTS &amp; YOUTH</b>		
1	Promotion of Sports & Games activities	159.00	132.17
2	Development of play grounds, sports complexes, swimming pools	181.00	117.40
3	Rural sports stadia	15.00	11.26
4	Youth welfare prog.	19.00	14.71
5	Devlp. of physical edn & promotion of sports	14.00	3.19
6	Delhi Schools of sports	10.00	9.36
7	Constn. of wrestling stadia	5.00	-
8	Spil. Assistance to the outstanding players/sportsmen	20.00	17.36
9	Establishment of sports centres	7.00	6.45
10	Introduction of scouts & guide programme in govt. schools	15.00	9.54
11	Devlp. of Chattarsal stadium	192.00	237.40
12	Best sports teacher award	2.00	1.03
	<b>TOTAL</b>	<b>640.00</b>	<b>541.87</b>



**CHAPTER-IV**  
**MAJOR PROBLEMS**

## THE MAJOR PROBLEMS

The purpose of Education is all round growth of child which means Academic achievement, emotional maturity and concern for society and its environment. There is no denying the fact that Education in Delhi schools is deteriorating day by day. The dismal result in public exams are the causes of concern for Educationists, the Education Deptt., parents and even for social scientists. In Govt. & Govt. Aided schools, students come from different ethnic, linguistic and also from different economic strata of society especially lower middle class, poor and deprived sections of society. The major problem affecting govt. schools performance are very common and general but left un-attended for a longtime. The following problems came in the notice of the Committee :-

## THE DELHI SCHOOL EDUCATION ACT & RULES 1973

The Delhi School Education Act 1973 was enacted to provide better organizations and development of school education in Delhi. The Act came into force from 31<sup>st</sup> December, 1973. It is obsolete now. It was enacted at a time when there were a few Govt./Govt. Aided/Private schools. There seems to be a general neglect in both the Act and the Rules, of the Govt. Schools and exclusive attention has been paid to the regulation of aided and non-aided schools. In order to revise the existing Act and the Rules and to bring them in conformity with the changed circumstances, the Govt. in Delhi had constituted a Committee under the chairmanship of Sh. P.K.Chandla, MLA which had already given its report in 1997. The Committee

decided that they would not like to recommend any change in the Act which would be a long and arduous process rather they decided to recommend a model within the existing statutory framework which can be implemented immediately by simple administrative and financial changes.

## THE ADMINISTRATIVE SET UP

Secretary (Education) is the Administrative Head of Education in Delhi. Joint Secretary (Education) assists Secretary (Education) in discharging his/her duties. The Delhi Govt. administers the Govt. Schools/Aided School/Un-aided School through Directorate of Education which is headed by Director of Education. A team of 05 Additional Directors and 02 Joint Directors assist Director of Education in discharging his/her duties. Recently, 05 Regional Directors have been appointed from amongst Additional Director Joint Directors to Head the Districts as under :-

- I Regional Director - East & North East
- II Regional Director - North West A, North West B & North
- III Regional Director - West A, West B
- IV Regional Director - South, South West A, South West B
- V Regional Director - New Delhi & Central

There are 12 Education Districts each headed by Dy. Directors. Each District has two more zones headed by Education Officers.

The Principal is the Head of Senior Secondary School and carries out all the administrative duties. He supervises, guides and conducts all the academic and co-

curricular activities of the school. Principal is assisted by Vice Principal in discharging his duties.

The department has expanded but no posts have been created. Secretary (Education) and Director, Directorate of Education have no power regarding creation of posts and post creation is a long arduous process. Further senior officers remain more busy with administrative work and have little time for actual academic work. The Principal has no power to fill up vacancies on temporary/ad-hoc/casual/contract basis either of teachers or of staff.

The education department is totally centralized at Head Quarter level with regard to All Administrative and Financial Powers. It is too big for effective management of schools. Even basic data and information is not readily available with the department.

#### NON -UTILIZATION OF FUNDS

On scrutiny of the figures supplied by the Directorate of Education regarding Availability and Utilization of funds for the financial year 2001-02 in respect of Non-plan and Plan Scheme it appears that although sufficient funds are being provided by Delhi Government for the welfare of students & teachers but it was not properly utilized by the Directorate of Education. To cite an example from the Plan Scheme 2001-2002 under the Scheme "Improvement of School Libraries" appropriate outlay was Rs 30 Lakhs but then it was revised to Rs 20 Lakhs but no expenditure was made under this scheme. A few more cases as under indicated the failure of administrative machinery to properly utilize the funds.



## Plan

(Rs in Lakhs)

Sr.No.	Name of the Scheme	Approved Outlay 2001-02	Revised Estimate 2001-02	Expenditure 2001-02
1	Introduction of Yoga in Delhi Schools	25.00	15.00	Nil
2	Non-formal Edn	5.00	-	Nil
3	Construction of Wrestling stadium	18.00	5.00	Nil
4	Introduction of scouts & guide programmes in Govt. schools	16.00	16.00	0.54
5	Educational T.V.	15.00	-	Nil
6	Development of Library for teachers	5.00		Nil
7	Monitoring & Evaluation	2.00	2.00	Nil
8	Grant-in-aid to the N.G.O.s Organisations engaged in the Educational field	5.00		Nil
9	Specialised Coaching facilities for the talented students. (Inclg. SC/ST educationally backward minorities for entrance Exams)	5.00	-	Nil
10.	Coaching facilities-students Rural Schools	5.00	-	Nil
11.	Setting of the Deptt. Canteen (B-Type)	1.00	-	Nil
12.	Introduction of Computer Awareness Programme (CAP) in Govt. (Model) Schools	-	-	Nil
13.	Setting-up of D.B.S.E	1.00	1.00	Nil
14	Provision of Addl. facilities, renovation work in existing bldgs of the Edn. Deptt.	500.00	33.00	Nil
15	Non-formal vocational education	50.00	-	Nil
16	Bhagidari of Pvt. Management in Govt. schools	350.00	8.00	Nil
17	Mid-day meal	400.00	-	Nil
	TOTAL	1403.00	76.00	0.54

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## PHYSICAL INFRASTRUCTURE IN THE SCHOOL:

In large number of Govt. schools there is no conducive academic atmosphere. Some schools have shortage of rooms, some have shortage of desks, Electricity and water problem is being faced in almost in all the Govt. schools. Insanitary conditions in the schools adversely affect the academic climate.

There are no toilets in some schools and even if they exist they are in bad shape, dirty and out of use. There is no proper arrangement for their maintenance and cleaning. Some of the schools are not having boundary walls and even main gates. Security system in schools is a total failure. It gives rise to hooliganism in schools and anti-social elements may introduce drugs among students.

The condition of school buildings & toilets are very poor. There is no proper maintenance of buildings. P.W.D. is the only agency to look after the repairs and up-keep of school buildings which has proved to be a dismal failure. In spite of repeated demands from the Directorate of Education of a Senior Engineer in PWD, to be specially designated for Directorate of Education to look after its work, no progress has been made and the Govt. School buildings lie in a state of sheer neglect. Principals have no authority to arrange for repairs from private agencies. There is no cleanliness in school, one sweeper has been provided in each school to clean about 50 rooms daily. In double shift schools there is a tiny gap of half an hour for one sweeper to clean all the school buildings which is practically impossible. There is no proper provision of electricity in class-rooms. During the recent past a policy decision has been taken by the Education Department to construct temporary semi-permanent structures. This decision was taken as a temporary measure in view of urgent requirement of buildings and the inordinate delay in regular construction. These

structures have reduced the playground spaces of the children in the schools. What was a temporary measure has now become the norm. At present 23 Govt. school buildings are under construction & construction of 19 school buildings is under process.

## **DOUBLE SHIFT SYSTEM**

In double shift system the duration of each shift cannot exceed 5 ½ hours. This system makes it impossible for the school to have 1000 instructional hours in a year prescribed by Education Act plus 200 hours of remedial coaching. This system gives rise to many problems relating to physical & academic infrastructure. The possibilities of utilization of various facilities like - library, laboratory, sports etc. by the teacher & students becomes very limited. The Committee found that the justifications to introduce the double shift systems i.e. inadequate school buildings, difficulties for getting the land allotted for Govt. schools did not outweigh the disadvantages of double shift system.

## **ADMISSION POLICY**

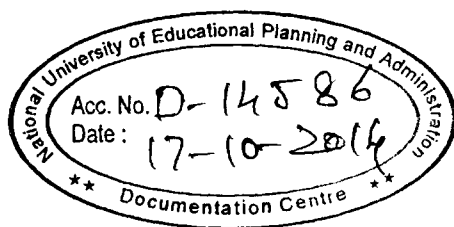
There is no pick and choose policy in Govt./Govt. Aided School. The Govt./Govt. Aided Schools have to admit every child. Primary Education is in hands of Local Bodies like MCD. The children are promoted on the basis of attendance only. No formal examination upto class III is conducted. All such students are admitted in Class VI in Govt. Schools according to an admission plan issued by the Department that varies from year to year. It is strange that hardly any child of any MCD Primary School is admitted to any of the established Public Schools in Delhi. This is a contributing factor to the poor academic status of Govt./Govt. Aided

Schools. In fact it is seen that Sarvodaya Vidyalayas are doing better than the normal Govt. schools, since the intake of child is from the beginning i.e. 1st standard and his academic standard is maintained well right from the start. There is a pressure on Principals from the influential persons regarding admissions in the schools with the result that needy and meritorious students do not get admission and undeserving students are admitted.

There is no denying the fact Govt. Schools teachers are first rate in terms of their academic records as compared to many privately run schools. Not only this, Govt. teachers are assured of a secured job, a salary commensurate with his qualification and periodical rise in DA whereas in majority of Public Schools not only are the teachers underpaid but also not as academically bright and sound as in Govt. schools. However first rate intake or pick and choose admission policy enables the private schools to shine in contrast with Govt. run schools.

## TEACHERS VACANCY

The strength of any educational institution lies essentially in its teaching faculty. Unless teachers are dedicated, well trained & well equipped, the objective of Quality of Education is difficult to achieve. It is a fact that in almost all the Govt. schools posts of teachers are lying vacant. These vacancies included Principal/Vice-Principal, PGT & TGT's. As on 1-04-02, posts of 108 Principals, 302 Vice-Principals, 500 PGT's and 2692 TGT's were vacant. The Education Department has recently introduced the concept of guest teacher which is full of flaws i.e. point of accountability, guest teachers stay in the school for one or two periods only, such teachers are appointed only for few months, most of these teachers become reluctant



to work for not getting remuneration in time. There is no proper system of filling up the vacancy of the teachers with the result there can never be zero vacancy in schools, for example vacancies of PGT are filled but later on Vice-Principals are promoted from PGT's making posts of PGT vacant. Post filling up takes almost 3 years from creation and by that time new demands are created. There is no long term planning regarding the staffing of teachers in the schools. The vacancies of the teachers cannot be filled up by appointments on casual/contract basis, due to legal hurdles which the department would face in respect of such teachers being Delhi Govt. employees.

### OFFICE STAFF IN SCHOOLS

The following office staff has been provided in all senior secondary and Secondary Schools of Delhi Govt. :-

- |    |                      |   |         |
|----|----------------------|---|---------|
| 1. | Superintendent       | - | one     |
| 2. | Head Clerk           | - | one     |
| 3. | Upper Division Clerk | - | one/two |
| 4. | Lower Division Clerk | - | one     |

All the office staff belong to the Delhi Administration Subordinate Services Cadre. These posts are filled up by Services Deptt. of Delhi Govt. The members of this cadre are transferable to other Deptt. of Delhi Govt. 30% posts of ministerial staff remain vacant in the schools and Services Deptt. delays the filling up. Those who join the Education Department start pursuing for their transfers to more lucrative departments, and are not interested in working in the schools. 10-20% ministerial staff are working in diverted capacity in District Office/Zonal Office/Head Quarter of

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Education Deptt. and even in other Departments with the result, senior teachers are forced to do their work leaving their important academic work.

## FEE & OTHER CHARGES

In Govt. Schools no admission fee, no tuition fee, no re-admission fee, no science fee, no home science fee are charged from the students. Rs. 3/- per month is charged towards Pupil's Fund upto class VIII, Rs. 4/- per month upto class XII from all students except SC/ST students. The Pupils fund is meant for providing facilities like game, examination, audio visual aids etc. For scout and guide Re. 1 per month is charged upto class VIII and Rs. 2 per month upto class XII. From absentees/late comers a fine of five paise is being charged. Every school also has a parent and teachers association (PTA) for which Rs. 5/- to Rs.15/- are charged on a three months basis. This Fund is also utilized for the welfare activities of the students. The amount collected through the Pupils Fund or PTA is so small that it cannot be used in a proper way in the interest of the students. Presently contract teachers are appointed by the schools and paid out of PTA fund. There is a need to have a single Fund at school level with substantial monthly collection. The rate of fine needs to be enhanced because there is no other way of enforcing discipline among the erring students after abolition of corporal punishment.

## NON-ACADEMIC ASSIGNMENTS

The Head of Schools have to attend a large number of meetings some related to academic matters and some to non-academic matters viz. AIDS control, health care, population education, elections, census work, consumer education and also routine zonal meetings. These meetings hamper the normal working of the schools and

adversely affect the school atmosphere. The buildings of some Govt. schools are often taken over by the Election Office for issue of Photo Identity Cards to voters. This system is creating a serious problem because hundreds of people daily visit the schools and cause disturbances in the working of schools. It is also reported that truancy has increased where such activities are going on. Further, school teachers are assigned to various non-teaching works as election duty, census operation, Economic survey duty, EFA Programme, Pulse Polio Programme and the like. This hampers the teaching work.

### TRANSFER POLICY

There is no transparent Transfer Policy for Teachers. Principals and Vice Principals. In urban areas influential staff work regularly 10 to 15 years whereas the posts remains vacant in Rural and Resettlement colonies. Teacher working in Sarvodaya Vidyalas or in urban schools are mostly engaged in private tuitions. They are more interested in their extra-income through tuitions and least interested in classroom teaching. On the other hand, teachers working in rural areas/re-settlement colonies hardly get any chance of posting in a good school. This leads to frustration and lack of commitment towards their job. There is an urgent need of merit based equitable and transparent transfer policy for the teachers to remove the demotivators.

### TEACHERS TRAININGS

There is an imperative need to organize focused teacher training programmes for empowerment of teachers. It is necessary that their participation must be ensured and follow up made so that gains really accrue from the training programme. It is found that mostly teachers who come for training programmes simply mark their

attendance and push off. There is a lack of a proper evaluation system after the training programme so that we cannot be sure whether there are any benefits accrued from the training programme. In fact, there is no proper arrangement of teachers training. S.C.E.R.T. is the only agency under Delhi Government to organize such seminars. There is no system to provide training to newly promoted TGT's & PGT's in their respective subjects. SCERT has recently started in-service teachers training for three weeks duration during academic session. That is why teachers remain outside schools for three weeks. There is inadequate provision for the training of Principals/Vice-Principals on school - administration and on financial matters.

There is a general perception that the teachers of government schools of Delhi are some of the most qualified teachers in the country. While this is in large measure true of the teachers recruited through the open selection process of the DSSSB, a related promotional policy (of filling 70% posts by taking primary teachers who have completed 5 years of service, as TGTs for middle and high school levels) has led to the infusion of teachers who are either deficient in qualifications or knowledge. These primary teachers will have done their graduation either before they became Primary Teachers or will have graduated through correspondence course. Thus a very large proportion of teachers in the government schools do not have the requisite knowledge of content and methodology. They also do not have training in pedagogy of adolescent learners. Even among those selected through due process, some systemic gaps exist in their training and knowledge.

- As curricula and syllabi change from time to time, there is need for refresher and subject enrichment Course.



All categories of teachers require sensitization to the needs and aspirations of the children in government schools many of whom are first generation learners from working class backgrounds.

Changing perceptions and understanding of children's psychology, cognitive development; children's rights etc.

Although almost all teachers in the government schools will have had pre-service training, it is imperative that periodic training be given as part of the teachers professional development and capacity building.

At present, norms prescribe for 21 days of training for every teacher every six years.

## LACK OF PROFESSIONAL ACCOUTABILITY

Teacher understand their rights and not their duties. There is a frequent loss of man days available for teaching during the academic year. Teachers are not accountable for their results. No serious attention has been paid to professional accountability system in Govt. Schools which is the need of the hour. Tuitions create a big menace for effective transaction in classrooms. The Education Rules provide that no teacher shall undertake private tuitions or private employment or engage himself in any business but teachers are busy with private tuitions and it has grown into a highly lucrative side business. During interaction with representatives of some private (public) schools, they openly admitted that their good results were due to the Govt. school teachers who impart private tuitions to the public school students. Even some CBSE officials confirmed this fact.

## COURT CASES

At present there are about 1000 pending cases in different courts at different stages whereas no Litigation Branch either at Head Quarter or District Level is in operation to provide the information well in time as required by the Govt. Counsels or Hon'ble Courts. The senior officers of the Directorate of Education remain engaged to pursue the legal cases of the deptt. and as a result thereof the work related to academic side suffers a lot.

## THE RECRUITMENT RULES FOR TEACHER

The recruitment rules for recruitment of teachers on various posts are defective and outdated. 28% posts of TGT's are filled through direct recruitment and 72% by promotion from Primary Teachers of Delhi Govt., Primary Teachers of M.C.D. and Lab. Assts. The essential qualification for the post of Primary Teacher is 12<sup>th</sup> pass + J.B.T/E.T.E. They acquire academic qualifications of B.A & B.Ed. mostly from correspondence without increase in academic standard for promotion to the post of T.G.T. For the posts of P.G.T.'s 25% posts are filled by direct recruitment & 75% by promotion from the cadre of T.G.T.'s. The committee noted with surprise that a Science teacher (T.G.T.) may be promoted as P.G.T. in Arts subjects, after doing M.A. in Arts subjects and start teaching a particular Art subject with no experience in it. In promotion from Primary Teacher to T.G.T. & T.G.T. to P.G.T., just pass is enough in the required subjects at graduation/post graduation level and no division or percentage is prescribed which is essential to maintain the quality in Education. There is a lack of subject knowledge base of teachers due to non-integrated approach in undergraduate teaching in school education. Though the school textbook offers social sciences as a single subject; no teacher has received systematic education in all branches of Social Science: Geography, History, Civics, Economics. Therefore the

knowledge base of the teacher itself is one third of what he/she is expected to teach. The same is the case with sciences : there is no programme at the Bachelor's level that teaches physics, chemistry, biological sciences together. It is not surprising that the rate of failures in these subjects is very high in government schools. Private schools solve the problem by hiring more than one teacher; but the government sanctions only one post per subject.

### **INSPECTION/SUPERVISION OF SCHOOL**

The supervision/inspection of the every recognized school at least once in each financial year is to be made mainly by the Education Officers of the Directorate of Education whereas the Govt. schools are hardly visited by the Senior Officers of Education Department.

At present, there are 2223 schools in Delhi and New Delhi viz. Govt. School 1011, Govt. Aided School 217; Unaided School/Public Schools 995. There are 61 sanctioned posts of Education Officer and 42 posts of Education Officers are filled up as such each Education Officer has to inspect near about 53 schools. The Principal who is head of school is supposed to supervise one class a day and maintain a daily diary which is checked by the Education Officer periodically but this practice particularly in Govt. schools appears to be an eye wash only.

There is a provision of stoppage of aid and withdrawal of recognition in respect of aided and unaided private schools if deficiency is found but no responsibility and penalty for non rectification of such type of deficiency can be imposed in Govt. Schools, moreover there is no proper monitoring system to check whether deficiencies/shortcomings pointed out during the Inspection of the school have been

rectified by the Principal or otherwise : even if a teacher is not taking class up to the mark, there is no provision to send him for a refresher course.

## PROBLEM OF TEACHINGS : LANGUAGE, MATHS AND SCIENCE

### LANGUAGE TEACHING

In most of Delhi Schools language teaching is of two types – Hindi as a mother tongue or first language (L1) and English as a second or foreign language (L2).

Teaching of any language means acquisition of four basic language skills (listening, speaking, reading and writing). Problems related to language education can be viewed from various aspects.

Most of the time, the emphasis is on the written work. Apart from this incorrect pronunciation, improper voice modulation and common errors due to the effect of mother tongue become great hurdles in the process of language learning. So, the child lacks in the speaking skill which is the most essential skill in any language. Due to the lack of comprehension or understanding and exposure to the reading material they find reading to be a dull and uninteresting work. Students commit frequent mistakes due to the lack of correct grammatical knowledge. The main difficulty of English spellings is that there is no one to one relation between the sounds and symbols in the language. The students who read English will have to recognize many spellings for one sound, many sounds for one spelling. Mistakes like wrong sentence structure, use of inappropriate vocabulary, spelling mistakes and over generalization of rules are very common.

Most of the language textbooks are stereotyped. They focus only on the literature or knowledge part but ignore or lack in linguistic components (grammar). There are no activities given in the textbooks, as a result they do not enhance the interactive aspect of the language. Exercises are knowledge based, giving no scope for the development of the skills.

Teaching of language mean teaching of linguistic components or the basic structure of language. Language teachers get satisfied by completing the chapter, ignoring the linguistic aspects. They don't bother to rectify and amend the mistakes of the students instantaneously. Most of the language teachers are not aware about the latest changes in the field of language teaching.

There is a lack of audio-visual aids like CDs, Audio Cassettes, Video Films, Slides, language games -- to enhance the development of the listening and speaking skill among the students. There is a scarcity of language games which can help to create the interest among the students. Apart from this there is no provision for the language laboratories.

There is no provision for the evaluation of listening and speaking. In our education system it is evaluated like any other knowledge bases subject. It is, in general, seen that copies of the students are checked casually and the mistakes committed by the students are not recorded properly. In fact home task and checking of home task become customary. The reasons for committing mistakes by the students are not diagnosed properly.

## MATHEMATICS TEACHING

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Mathematics is one of the areas of the school curriculum that makes a great demand on teacher's resourcefulness in creating relevant learning situations for formation of concepts in children's mind. Mathematics is a subject, which manipulates elements, most of which are abstract. This makes mathematics a little more difficult to teach as well as to learn. Our schools suffer heavily due to lack of funds and there is hardly any money with the schools to buy the teaching aids. Most of the time teachers do not have easy and simple teaching methods. Students are given readymade answers to the problems without understanding the meaning and utility. As a result rote learning become more important. It is the duty of maths teachers to expose the importance of mathematics and its application in today's world.

## SCIENCE TEACHING

There is a need to revise the science curriculum as per the requirements of Delhi and its physical and biological environment. The language (specially in Hindi Medium) is too tough to encourage self-learning in science.

Many of the teachers teaching in our schools lack conceptual clarity. They teach whatever they had learnt at their school level and seldom do they make an effort to update their knowledge. This problem is more apparent in higher classes. Science is often taught in our government schools in the most unscientific way. Use of teaching aids and activity-based teaching is very rare. In most of the schools, students are made to read the book a loud and learn the answers to the questions given at the back of each chapter from the guides. Most of these guides are hurriedly written and they fail to provide clarity of concepts. When the students are unable to understand a

subject and they have to learn by rote to clear the examination, they develop a negative attitude towards that subject. This may be a strong reason why students hesitate to study science in higher classes.

Students in government schools seldom get a chance to do the practical activities. The reasons may be many : overcrowded classes, absence of a science lab, lack of desired equipment as well as the absence of required will and skill in the teachers. Even in the schools where full fledged labs exist, only the senior secondary classes get the chance of doing practical work there. Classes up to the tenth seldom get an opportunity to visit the lab.

In the absence of an opportunity of doing practical work in a science lab, the next best alternative is to perform demonstrations in the class. In many cases the required material is available in the school but is not used, as it requires extra efforts on the part of the teacher. The costly apparatus is not taken out of the cupboards for the fear of breakage or theft.

Various zonal, district level and state competitions and exhibitions are organized from time to time to develop the interest of the students in the field of science, to encourage innovations and to promote scientific literacy among the masses. But these programmes often end up in waste of time, energy and funds. Most of the times, these competitions meant to be for the students end up as the competitions between the teachers and the schools. In science seminars, the teachers do the preparation work. They write the paper and the students are trained to learn it by heart and present it boldly before a selective audience. Students don't gain much out of it. Similarly, the projects and models presented at the science fairs are rarely the original work of the students.

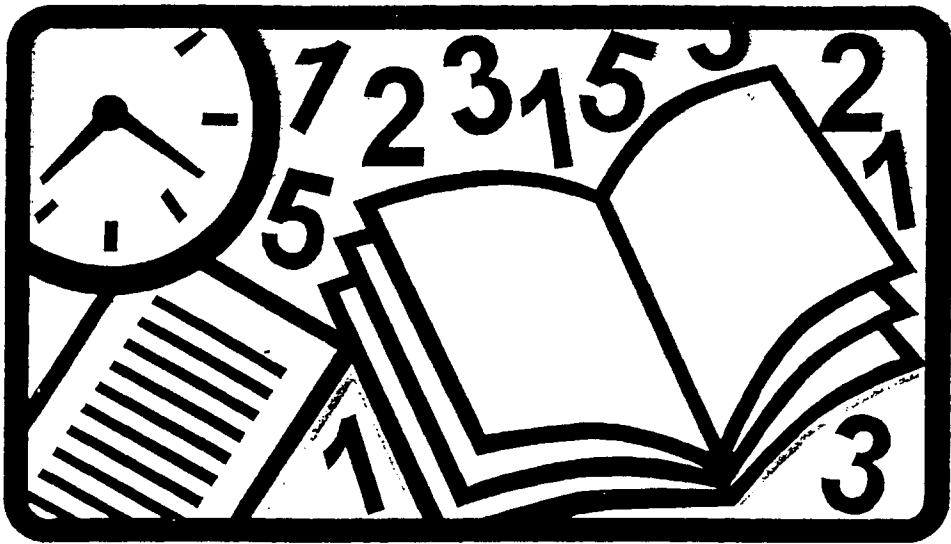
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Evaluation in science needs to be reviewed. Practical work, project work, reports of the field visits, participation in science seminars and science fairs should be included in the evaluation criteria. A percentage may be fixed for each activity e.g. 40% for theory, 30% for practical work, 20% for the project and 10% for innovative activities/participation in science seminars and science fairs.





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**CHAPTER - V**

**RECOMMENDATIONS  
OF THE  
COMMITTEE**

## RECOMMENDATIONS OF THE COMMITTEE

The entire world is striving to develop a system of Education that may equip children with a capacity of leading meaningful and productive lives in the world, when information and expectation are constantly being revised and upgraded. Seen in this perspective access to quality education is becoming a major agenda. The issue is not just what schools will have to manage is changing but how they will be able to manage is also changing. It is being increasingly realized that centrally administered management cannot differentiate one school from another, it is unable to cater to the needs of individual school because every institution has a personality of its own. Each school presents a distinctly different picture that the other even if they exist in the same vicinity catering to the clientele belonging to the same socio economic group. School autonomy offers a way to promote improvement by decentralizing control from central office to individual school sites. As a part of the decentralization continuum, it attempts to give school constituents-administrators, teachers, parents and other community members-more control and accountability over what happens in the school.

On review of the present scenario of the schools and the present Administrative set-up of the Directorate of Education it has been observed that under the present administrative set-up, it is almost impossible to bring any drastic change in the Education system as regards improvement of quality of Education is concerned. The Director of Education is at present carrying out 03 functions :-

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1. Management of Govt. Schools
  2. Regulation of Private Schools under the Delhi School Education Act and Rules which includes controlling the aided Schools and giving of grants-in-aid to them.
  3. Implementation of all the Centrally Sponsored Schemes in education like non-formal education, universalisation of elementary education, national literacy mission, adult education, vocational education and sports.

He is not able to devote any time on any of these activities properly. The Deptt. is too unwieldy to manage. The Committee found that even the basic information and data was not available readily with the Dte. of Education. Even the budget provided for improvement of schools under various schemes was not utilized. Almost Rs.1403.00 lakh was not utilized under various Plan Schemes, which was meant for Schools. Right from the Director of Education to Education Officers all remain busy through out the academic year either for administrative or litigation work and they can hardly spare enough time to look after the academic work in reality. The officers of the Dte. of Education where the same person is doing all the three activities concentrates on Private Schools and such other things like NOCs for opening of new Private Schools, allotment of land for Private Schools etc. and as a result they have no time for Govt. Schools.

An important example of this which the Committee found was that there was virtually no effort in getting precious land from DDA for Govt. Schools in Mayur Vihar where all the land sides earmarked for schools went to Private Schools. This was simply because the concerned officials of the Education Deptt. did not make any efforts.

**The Committee has therefore, decided that the Dte. of Education is ill equipped to handle the management of the Govt. Schools.**

The committee is also of the opinion that Govt. rules do not permit flexibility and they cannot be easily amended with the change in situation and circumstances.

Further, officers of Directorate of Education felt the need for a separate regulator for private schools and aided schools under the aegis of the Delhi School Education Act and Rules. Since the present statutory provisions provide for the Directorate to be the Regulator, there is a requirement for a separate body to exclusively manage the Govt. schools.

The Committee felt that it was important to remove the management of institutions imparting education from the straight jackets of classical Govt. Rules with a view to promote greater flexibility in working and so that these Institutions could be more responsive to the fast changing environment of education which is constantly dynamic. With this view in mind it was felt that the management of schools should be vested with an **Autonomous Organization** that was competent to frame its Rules & Regulations as regards creation of posts, recruitment, filling of vacancies, management of infrastructure, building, playgrounds, procurement of teaching and learning aids etc.

The Autonomous Body would be able to ensure that there is a broad based representation at the highest policy making level for govt. schools. It is proposed that the Governing Body of the autonomous organization would comprise of Educationists, representatives of NGOs dealing with education, representatives of the

public etc. who would be able to take considered decisions not only in the day to day<sup>52</sup> running of the schools but also in the academic curriculum and related fields like use of particular teaching aids, programmes etc. of the schools. At present when the schools are running under the Directorate of Education the role of these people is limited to only discussions and participation in seminars etc. the outcome of which is rarely followed up by the Dte. of Education. The present system of management of Govt. Schools does not involve any body outside the govt. in the formulation of the Policy etc.

Decision making in an Autonomous Body is much faster than in a Govt. Deptt. When it is recognized that education has to be administered by a professionally competent body which has a special role and carries out its work in a professional manner then only an Autonomous Body can fulfill the requirement since it has a special footing in financial and functional matters, it has a special purpose i.e. to strive at academic excellence. Only an Autonomous Body can take decisions, implement and oversee the implementations of decisions without referring to Govt. or for that matter Planning or the Finance Deptt. repeatedly. Repeated reference to Govt. leads to the loosing of the focus which only academicians have and here in lies the justification that only an Autonomous Body and not a Govt. Deptt. can focus on academic excellence.

The Autonomous Body would be financially competent to receive assistance from various central and international bodies, as well as raise its own resources from time to time so as to decrease its dependence on Govt. Exchequer.

The Autonomous Body would be able to frame its own Recruitment Rules which can be easily revised from time to time to respond to the fast changing environment.

The Autonomous Body would be competent to create its own posts and fill them up as per its requirement from time to time.

The Autonomous Body would be able to regulate the service conditions of its employees in a manner that they work most efficiently, thereby freeing themselves from the classical CCS(CCA)Rules that would not be so responsive to the requirements of the schools. For example, in case a teacher does not attend the school in time or is habitually absent; instead of following the long arduous process of disciplinary action under the CCS(CCA) Rules which in itself prove to be self defeating, the Autonomous Body having its own Rules can deal with such matters in a much shorter time as to be able to enforce adequate discipline.

In the management of infrastructure, instead of depending on the PWD which not only proves to be costly but also does not deliver the services in time, the Autonomous Body would be free to use other Public Sector Construction Agencies for construction of its buildings and make its own Rules & Regulation for the repair and maintenance of the existing infrastructure like building, playgrounds, sports facilities etc.

The Principle of school autonomy which is based on the two pillars viz. School Management Committee and School Development Fund is possible only when the entire management of govt. schools is placed in a autonomous body because only then can rules be made by this body to provide for the existence and functioning of the

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-School Management Committee and the School Development Fund. Under the present system of governance since power can be delegated only under the Delegation of Financial Power Rules there can be no provision for the delegation of any administrative and financial powers to a body of individuals. Moreover, any receipt of funds by any organization which is a Govt. Deptt. has to be deposited with the Govt. receipts and cannot be used by the organization so that School Development Fund as it is envisaged to be a contribution from the students and public which would be used for the welfare of students would not be possible under the present system of functioning of the govt. schools.

The autonomous body would decentralize and debureaucratize the administration of education. The management of school education has already been a centralized phenomenon in India. It has come to realize that until people who actually belong to the system, are involved in decision making, no improvement can take place. Then instilling a high sense of ownership belongingness and trust among them will be a remote dream.

The committee therefore felt that the Directorate of Education which has been vested with the powers to regulate functioning of all the schools of Delhi under the Delhi Education Act and Rules should confine itself as a regulator and leave the work of management of Govt. schools to an autonomous body to be named as "Sarvodaya Vidyalaya Sangathan" under the administrative control of Secretary Education. This Sangathan must be independent/autonomous with regard to its powers and functions. Sangathan can make its own rules and regulations as per the need of the schools. The sole aim of the Sangathan will be to improve local supervision and quality of education in Govt. Schools. The committee suggests that Hon'ble Chief Minister of

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Govt. of Delhi should be the Chairman of the Sangathan. A draft of Memorandum of Association and rules of the Sarvodaya Vidyalaya Sangathan are given in Chapter VI.

There will be a governing body of the Sangathan with 23 members including Chairman and Vice-Chairman. The Commissioner shall be the Official head of the Sangathan and shall be responsible for all administrative, financial and academic functions and for execution of decision/schemes of the Sangathan. At Head Quarter level, he will be assisted by a Addl. Commissioner (Admn), One Addl. Commissioner (Academics), One Addl. Commissioner (IT) and Financial Advisor (Accounts/Budget). There will be decentralization of administrative and financial powers at various levels. As such there will be nine districts on the pattern of Police/Revenue District and One Dy. Commissioner will be the incharge of each district. He will be assisted by Education Officer and Administrative Officer. Under each district there will be zones and each zone will have 30-50 schools of the Sangathan and an Assistant Commissioner will supervise one zone.

The Director, Directorate of Education will have the following responsibilities :-

- A. He will act as a regulatory authority as per the Delhi School Education Act and Rules.
- B. He will provide grant in aid/budget to aided schools.
- C. He will ensure execution of centrally sponsored schemes/State Govt. Schemes/in the field of education.



- All the 12 Districts of the Education Deptt. will be taken over by the Sarvodaya Vidyalaya Sangathan and will function for its schools only. In this way there will be no need of Post creation and the Govt. will not have any financial burden. 56

### SCHOOL MANAGING COMMITTEE (SMC)

At school level there should be a school managing committee to ensure quality of Education and look after the administrative & financial affairs of the school. S.M.C. will have the power to solve all the day-to-day problems viz-sanitation, security of school property, minor repairs, water & electricity, non-availability of regular teacher, facility of coach etc. Major purchases, repair and new construction work involving heavy amounts, will be carried out by the Sarvodaya Vidyalaya Sangathan Headquarters. The S.M.C. will have 10 members including one Chairman. The chairperson will be nominated by the Sarvodaya Vidyalaya Sangathan (S.V.S.).

The constitution of the School Management Committee will be as under :-

1. Chairman of School Managing Committee : To be nominated by the Sarvodaya Vidyalaya Sangathan.
2. Two Eminent Educationist of the Area : Member
3. One representative of Teachers : Member
4. Two representative (1 Male & 1 Female) of Parents : Member
5. One representative of SC/ST : Member
6. One Eminent Doctor of the area : Member
7. One representative of minority community : Member
8. Principal of the school : Member Secretary

The School Managing Committee will have an Executive Committee with 5 members including a chairman as under :-

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1. Chairman of the Executive Committee (same person as in School Managing Committee).
2. Eminent Educationist of the area : Member
3. One representative of teacher : Member
4. One representative of Parents : Member
5. Principal of the School : Member Secretary

The school managing committee will meet as often as necessary but in any case once in 3 months. 3 members would constitute a quorum of the meeting. The committee will have the following powers :

- A. Analysis of the strength and weaknesses of the school
- B. Progress with regard to annual calendar of the Sangathan
- C. Audit objections and their settlement
- D. Discipline among students
- E. Analysis of results and initiation of steps for improvement of results.
- F. Utilisation of school development fund – Issue of administrative & financial sanctions.
- G. Adherence to the instructions issued by the higher authorities.

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- I. Condemnation of stores
  - J. Discipline and control over the staff of the school – Power to impose minor penalties.
  - K. To appoint teachers on contractual basis against the vacant posts and against short term vacancies arise due to training of teachers, election duty etc. on payment of per period basis.
  - L. Maintenance of a Book Bank in the school
  - M. To suggest Books study materials, audio-visual aids etc. to the students.

#### SINGLE FUND AT SCHOOL LEVEL

The committee felt that every school should have a single fund to be named as "School Development Fund". Every student will have to contribute in it a sum of Rs. 100/- to Rs. 150/- p.m., as decided by the school managing committee depending upon the area in which the school is situated. Donation from NGOs and Big Business Houses may be accepted and deposited in School Development Fund. This fund may be utilized by the School Managing Committee :-

1. Cleanliness of school building, toilets, class rooms.
2. Security of school building.

5. Since all schools will be from 1<sup>st</sup> standard onwards i.e. Sarvodaya Schools, students of MCD schools should be allowed admissions in class VI<sup>th</sup> by creating requisite number of additional section on requirement basis. Those admitted from MCD schools should be required to undergo 'Bridge Course in subject of Languages & Maths.
6. Students of outstanding ability in games and sports may be allowed admission on priority at the discretion of the school managing committee.

### **SPECIAL SCHEME FOR RESETTLEMENT COLONIES – OUTREACH SCHOOLS**

The admission to the classes fifth onward are regulated on the area specific. The students are mostly drawn from the schools run by the Corporation Delhi. There should be multiple entry system and mother teacher concept be given due regard. Just as there can be a fundamental right to learn, there should be fundamental right to teach. It is not necessary for a person to teach in a building. The students can be taught at homes and even under the shade of the trees. The teachers worth will be tested by the results and not by the huge structure or infrastructure. The students coming from the above mentioned category will be treated as private candidates for the annual examinations. The National Open School has given accreditations to some NGOs to conduct their own examinations for 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> classes. National Open School awards the certificates on the basis of the results. The certificates can be treated as equivalent to the results which are given to the regular students, and lateral entry at 4<sup>th</sup>, 6<sup>th</sup> and 9<sup>th</sup> classes in SVS schools can be allowed on the basis of these certificates. This would create the concept of outreach schools.

Vocationalization of Education is one of the important objectives of 10+2+3 pattern of Education. It is depressing to note that even after 16 years of the introduction of the system it has yielded no results. Unless qualified teachers and adequate equipments are available the system cannot work. The limited targets be set and there should be endeavour to achieve them. There are two streams Academic and Vocational. The students can opt for anyone according to their taste and aptitude. There should be 40% syllabus of vocation in the academic and vice-versa. The horizontal and vertical mobility be allowed. There should be bridge courses for change over. Open-end-system through a new concept be tried literally and religiously.

### **OFFICE STAFF**

To prevent the tendency of ministerial staff from constantly lobbying for more lucrative postings in their cadre there should be a separate ministerial cadre in the "Sarvodaya Vidyalaya Sangathan" separate from the DASS cadre. Initially the posts can be filled from DASS Cadre on deputation basis. They can be posted in any school or office of the Sangathan and transferable within the Sangathan only. The school office should have :

1. School Manager : One (of the rank of Superintendent)
2. Head Clerk : One (for genl. administration work)
3. U.D.C. : One (for accounts work)

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The school manager will act as DDO of the school and care-taker of the school. He will perform all the administrative function as assigned by the School Managing Committee and Sarvodaya Vidyalaya Sangathan from time to time.

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#### **AMENDMENT IN RECRUITMENT RULES FOR TEACHER**

The Sangathan will draft its own recruitment rules for the appointment of the teacher at various levels i.e. PGT, TGT, Primary Teacher etc. The Sangathan may prescribe a minimum pass percentage at Graduation/Post-graduation level for the recruitment of teacher so that only the best teacher joins the Sangathan to maintain the quality in Education. The Sangathan will amend the recruitment rules as per requirement from time to time.

#### **SUPERVISION OF PRINCIPAL**

The committee also felt that for better school administration a Principal and a Vice-Principal should be posted in a school where the strength of students is above 1100 and if below 1100 only Principal should be posted. Every Principal should maintain a Principal Diary to record the daily activities of the school which will be checked by the Area Education Officer periodically atleast twice in a month. Principal must inspect at least one class daily-sit in the class for the whole period, note the performance of teacher and response of students and also record it in the daily diary. He will tell the defects in teaching and guide the teacher to improve the quality in teaching. If during his IInd or IIIrd inspection, performance of the teacher remains poor he will refer the case to higher officers for re-fresher course/or other disciplinary action.

The committee also realized that in Govt. schools students come mostly from lower strata of society and cannot afford for tuitions etc and their parents too, cannot help them in any way. Therefore it will be appropriate that in Class Xth and XIIth teachers should give study material to students in Question-Answers form and during evaluation teachers should note the weaknesses of the students and report to the students, suggest ways and means to remove them for better results.

### **INSPECTION OF SCHOOLS :**

The Addl. Commissioner (Academic) will inspect each and every school of the Sangathan at least once in an Academic Session. The Dy. Commissioner of each District will inspect all the schools of their respective District once in three months. It will be mandatory for them. The Asstt. Commissioner of the Zone will visit all the schools under his jurisdiction at least twice in a month. He will not only point out the defects/short comings during his inspection but also suggest ways and means to remove such defects and to improve the Quality in teaching.

### **EXAMINATIONS AND IMPROVEMENT OF THE RESULTS**

1. Question banks of all the subjects should be developed at the State Level.
2. The First Terminal examination is considered for gradation and classification of Students.
3. The students who are below the margin line (30%) will be given remedial teaching after School hours and during vacations.

4. The services of regular and retired teachers for the purpose be utilized on contract basis.
5. On improvement, (33%) the students will not attend the remedial classes and others may join who fall in the category of below margin (30%) achievement.
6. Evaluation of students' performance will move towards cumulative grading system.
7. Each term will move upward leaving 25% of syllabus covered and examined in the previous terms.
8. The Annual Examination will be taken from 50% syllabus.
9. Remedial classes will continue to function up to the last.
10. Incentive schemes already introduced for scheduled tribes, scheduled castes and backward classes be made productive and purposeful Special Classes will be arranged for their improvement in the studies.
11. Multiple use of the Question Bank will be made as paper setting, Home assignments etc.

#### SCHOOL – CLASS ROOMS AND STUDENTS

1. The entire learning process be made practical and child centered. The students should listen, talk and interact both with teacher's and classmates. It is learning by doing. Make it really a joyful experience.



2. There is explosion of knowledge. It should be brought through constant circular changes nearer to the students as quick by as possible.
3. The environment in the field of education with the help of a mobile literacy, audio visual equipment and exhibitions materials be created. This system should reach every school in the state.
4. The load of books should be reduced to the optimum level. The recommendation of the Yash Paul Committee report in this regard be implemented.
5. The parents be invited in the schools for discussing the problems of the children. It is a collective move to improve the performance of the children. The facilities should be provided for purposeful dialogue.
6. Special schools with hostels be provided as far as possible at the district Head Quarters for handicapped children.
7. A plan of actions for pace setter schools :-
  - (i) Open Classrooms
  - (ii) Project based teaching
  - (iii) Promoting self learning techniques
  - (iv) Think tank session
  - (v) Quiz competition on different subjects
  - (vi) Symposium
  - (vii) Debates
  - (viii) Paper reading contests
  - (ix) Creativity clubs
  - (x) Inter disciplinary session

- (xi) Activity sessions
- (xii) Team teaching
- (xiii) Quality circles
- (xiv) Skills Development
- (xv) Action Research

## ACCOUNTABILITY

The committee strongly recommends accountability systems at all levels from Primary education to Sr. Secondary level. Asstt. Commissioners, Education Officer, Principal, Vice-Principal and teachers should be made accountable for poor performance at 10<sup>th</sup> and 12<sup>th</sup> Level Board Examinations. Comparison should be from the general pass percentage of a subject in a class of Board Examination. If poor performance of teachers at Board Examinations matches with the poor remarks of the Principal in his diary than the teachers should be punished with :

- a. Adverse entry in his ACR
- b. Stoppage of annual increment.
- c. Delay or stoppage of senior scale.

Incentives should also be given to teachers for their outstanding performances in Board Examinations in the form of additional increments, out of turn promotions etc. This should be in addition to awards already given to teachers/principal and best schools of State, District & Zonal Level.

## PROMOTION

The quota system of promotion from Primary Teacher to TGT, TGT to PGT, PGT to Vice-Principal, Vice-Principal to Principal has no educational rationale and a major factor for poor quality of education in Govt. schools. There should be a 'Limited Department Promotion Tests' up to the Post of Principal. Five years service in a particular post with essential qualification should render a teacher eligible for appearing in these tests for selection to the next higher post. For "limited department promotion tests" services of SCERT may be utilized.

The Vacancies up to the level of Principal should be filled systematically i.e.:

I st from Vice-Principal to Principal

II nd from PGT to Vice-Principal

III rd TGT to PGT

IV th Primary Teacher to TGT

This procedure will ensure exact number of vacancies to be filled at every level.

## INFRASTRUCTURE FOR GAMES & SPORTS

Physical education has no relevance. Emphasis should be given on the development of games and sports. Games and sports facilities can also be developed with the assistance of Private Agencies. If a school has sufficient ground, a swimming pool, lawn tennis court, skating court may be constructed, under certain terms and conditions by the Private Agencies like BOT. The school will use this facility during school hours for the benefit of its students. The private builder may be allowed to use the facility commercially after school hours and on holidays. A time limit say 25-30

Those who figure in Priority List-II should be transferred to the schools of their choice by displacing those employees who have completed 5 years of service in a particular school. For this purpose, a list of person who have served 05 years or more in one school should be prepared at District level and displayed. Mutual transfer may be permitted on satisfaction of the Commissioner, Sarvodaya Vidyalaya Sangathan but such cases should be taken up on completion of annual transfer.

There should be a strict rule in transfer policy that if a person fails to join his new assignment within 7 days of the transfer order his/her services will be terminated without conducting departmental enquiry.

### **TEACHER'S TRAINING**

In-service teachers training to be made need-based and effective and not just a formality for getting Senior Scale. SCERT may be consulted to arrange for subject based training for newly promoted of TGT's and PGT's. SCERT should evaluate the performance of each teacher after the completion of training and only successful teacher should be granted 'certificate for training'. A cluster of 25-30 schools may be made at Zonal Level for In-service Teachers Training . Senior most principal of school may be made incharge of the cluster. The SCERT may be requested to provide subject specialist for Teachers Training. An extra training arrangement should be made for the training of the Principal/Vice-principal on the matter of school administration and finance.

The SCERT is entrusted with the task of providing in-service training for teachers. The SCERT has a Faculty strength of about 25 and it is expected to train around 50,000 teachers.

- Regular capacity building activities such as study tours, training etc. for SCERT Faculty. 72
- A 100 – Computer Computer Aided Learning Laboratory for SCERT for use in trainings.
- Job security and facilities for SCERT employees as are being given to Delhi Govt. employees like GPF, Pension etc..
- A regular Calendar of training for all teachers through the span of their professional life.
- Training to be followed by assessment of teachers and follow up monitoring in schools to ensure that methods and knowledge are practiced in schools.
- SCERT to be evaluated by the extent to which the schools system improves.
- Zonal Resource and Training Centres in designated schools in each zone be established and placed under the control of SCERT.

## ENGAGEMENT OF PRIVATE AGENCIES FOR IMPARTING CERTAIN SERVICES

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In order to improve the general state of cleanliness and security, the committee recommends to allow the schools to engage the service of Private Agencies for :

- a) Watch and ward duties of schools, presently performed by the chowkidars.
- b) Cleaning of school building, toilets, class-rooms including dusting of desk etc presently done by sweepers.
- c) Proper maintenance of gardens, lawns and compounds, presently done by malis.

The selection and appointment of Private Agencies will be made by the "School Managing Committee". The school will be a liberty to engage one agency for all three services or an agency for each service separately at its discretion. Preference may be given to recognized bodies/known agencies. It must be ensured that service of an Agency and not individual workmen are hired for the above mentioned job. The contract should be between school and agency alone and under no circumstances with an individual or group of individual. Payment to these agencies may be made out of 'School Development Fund'. No ceiling is fixed for this purpose, and the rates may be fixed on per week basis by the school managing committee.

## **RECOMMENDATIONS FOR IMPROVEMENT OF LANGUAGE, MATHS AND SCIENCE TEACHING**

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### **LANGUAGE**

To make language learning process more effective and significant, language teacher should develop the communicative competence among the student. Communicative competence includes I) knowledge of the grammar and vocabulary of the language ii) knowledge of rules of speaking iii) knowing how to use and respond to different types of speech acts such as request, apologies, thanks etc. and iv) knowing how to use the language appropriately. To enhance the communicative competence among the students, more linguistic components should be involved in textbooks. Language textbooks should be in interactive mode. Apart from this less no. of lesson but more and variety of exercise should be involved in text books. Delhi SCERT and DIETs can play an important role in developing the language textbooks.

Adequate teaching learning material (e.g. flash cards, words cards, picture cards, visual prompts, slides worksheets) should be developed and provided for students as well as for the teachers. To make language learning enjoyable, language games can be used in the classroom.

In language education evaluation should be oral and written. Language evaluation should be continuous and comprehensive.

Proper pre-service and in-service training should be provided to language teachers. In-service training programmes should be theme based and related to their practical problems.

~~Great emphasis should be laid on linguistic competence. The capacities of~~ expressions should become better and better. Emphasis be given on pronunciation, vocabulary, spelling, handwriting and oral expression through drill and various activities.

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In language education programme there should be provision for proper diagnosis remedial teaching and speech therapist. So that students scan get proper speech therapy or treatment who are seriously affected by different language disorders.

## MATHEMATICS

Concrete/semi concrete materials are effective means to develop mathematical concepts and skills. Their use helps children to understand the underlying structures and principles or mathematical concepts and skills.

Waste material like bottle tops, seeds bicycle spokes, match sticks, broom sticks, etc. should be increasingly used to prepare aids. Mathematical models charts, could be prepared and mathematical exhibitions could be put up in schools to highlight new developments in mathematics. Teacher should encourage activity approach wherever possible.

Usually the text books form Class I to XII are not attractive. Curriculum to some extent, do not relate to the life of learners. To make textbooks interesting, content should be related to learner's day to day life. It should be based on activity and problem solving approach.



~~A teacher should be highly motivated to provide best experiences to students.~~  
Most of children have math phobia or the fear of mathematics. Mathematic teachers should try to inspire the children towards mathematical thinking, logical reasoning, keen observation and verification of results etc. Teachers should be trained in using lots of activities related to mathematics. Most of the teachers give private tuitions after school. They devote less time in teaching and try to motivate the students towards their private tuitions to earn more money. If mathematics is taught in an interesting manner, there will not be any need for private tuitions.

## SCIENCE

There is a need to revise the science curriculum as per the requirements of Delhi, its physical and biological environment. Topics like vehicular pollution and the selection of fuels, pollution of river Yamuna and possible ways to minimize it, depleting water table & rain water harvesting, preservation of Delhi's flora and fauna, diseases associated with polluted air and water, fast foods and their effects on health etc. may be included at different level.

Textbooks should be activity based and the suggested activities should be such that are easily carried out in the classroom/laboratory or even at home. The task of writing textbooks for Delhi students may be assigned to SCERT, Delhi and Text Book Bureau may be get them printed and distributed at the school level.

Teachers have to be given an intensive training in content enrichment whenever they get promoted from assistant teacher to TGT or from TGT to PGT. Even the freshly recruited TGTs need an intensive training in the subject they have not studied

in their graduation (Biology to TGT 'A' group teachers and Physics to TGT 'B' group teachers) Recurrent training should be mandatory for the science TGTs in the new concepts in Physics, chemistry and biology that are added at senior secondary level from time to time.

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Practical activities should be made an essential component of sciences curriculum and proper practical records be kept and these should form an integral component of the evaluation in science.

Students should be given small projects which they can complete on their own. Worksheets based on various topics in science may also be developed and filled in by the students regularly. This will minimize dependence on guides. Students should also be taken out for field visits to agricultural farms, industrial units, science museums etc. Provisions of buses and necessary funds would facilitate such outings.

Science fairs should start at the school level and the parents of the students should be invited to visit the fair. Only original work of the students should be allowed for display.

Most of science teachers in Govt. schools who are highly educated and trained got themselves engaged in coaching for admission to ITTs and PMT. They do not pay attention towards their job responsibilities. It should be stopped.

**MISCELLANEOUS SUGGESTIONS**

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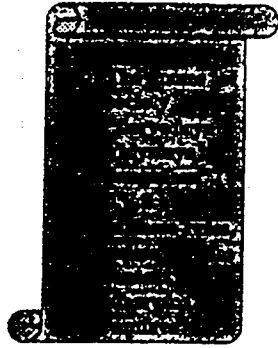
The committee felt that the following suggestions are very crucial for up-gradation of teaching standards, academic results and general atmosphere of the school.

1. If in a Sr. Sec. School at 11<sup>th</sup> and 12<sup>th</sup> number of students in a stream (Science, Arts or Commerce) is less than 30 and there is another Sr. Sec. School within an area of 3-5 K.M. that particular stream should be discontinued and students be shifted to that school.
2. Free Textbooks are provided to students under various schemes of the Govt. but the students do not return these books to the school authorities. Rather they sell them as 'Raddi'. It is a wastage of National treasure. These books can be re-circulated after the academic year is over and if the students feel that they have to return the books, they will ensure that these books should be properly taken care of. They will develop a sense of respect towards the books. A book bank in each school should be set up and students may be required to return the textbooks they get free from the schools after each academic session. Donation from Private Agencies or individuals may be accepted. It will strengthen the 'Book Bank' and more and more students will be benefited by this scheme during next academic session. At present Book Banks are hardly functional and funds for them in the Plan Scheme are spent elsewhere.
3. It has been found that teachers hardly consult reference books to upgrade their knowledge. Principals of the school must ensure that the teachers

and students are making the use of facilities like libraries, laboratory and other teacher aids.

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4. Sangathan may seek the help of "Delhi High Court Legal Service Committee" to resolve the grievances of the employees at pre-litigation stage to save a lot of time, money and energy. A separate legal cell may be established at Head Quarter Level and two posts of Legal Officers be created to monitor all legal cases of the Department. Posts of Asstt: Legal Officers may also be created to attend the courts, for contacting the Govt. Counsel etc.
5. If Principal or a subject teacher retires, he may be given re-appointment on a fixed sum till the end of the session or till promotee principal or subject teacher joins the school.
6. Patrachar Vidyalaya is a total failure and out-dated concept at Secondary and Sr. Secondary level. Class-room teaching has no substitute and as such efforts should be made to stop drop-out cases from the schools and schools must admit failed students of their schools. Patrachar Vidyalaya must be closed and 'Open-school' may be started.
7. It is the need of the hour to develop neighbourhood area concept in schools as well. Admission to students coming from far away places should be discouraged. Steps should be taken to admit more than 75% students of local area, in a school. It will save time of the student, minimize dependability on local transport and save them from unwanted exertion.



## CHAPTER – VI

# MEMORANDUM OF ASSOCIATION AND RULES OF SVS

~~The principal and teacher~~ of the Sangathan will not be utilized for non-academic assignments as these assignments hamper the normal work of the schools. The Sangathan will however consider about the assignments such as election duty etc., which normally comes up once in 5 years.

The aided schools may be allowed to follow the same system at school level as suggested by the Committee for the schools under Sarvodaya Vidyalaya Sangathan.

10. There should be some mechanism in Delhi School Education Act & Rules so that representatives of private run schools, are involved in order to bring rationality and greater transparency in the administration of Pvt. Schools.

## **Chapter -VI**

### **SARVODAYA VIDYALAYA SANGATHAN**

(To be registered as a society under societies Registration Act.)

#### **MEMORANDUM OF ASSOCIATION**

1. The name of society shall be the “Sarvodaya Vidyalaya Sangathan”.(S.V.S.).
2. The office of the S.V.S. will be in Delhi/New Delhi.
3. The objectives for which Sangathan is established :-
  - a. To provide, establish, maintain, control, manage all Govt. schools situated in the Union Territory of Delhi and to do all acts and things necessary for promotion of the schools.
4. To take over the assets and properties of all existing Govt. of Delhi schools.
5. To establish new schools wherever necessary
6. To prepare, introduce, supervise and amend the curricular, syllabi and other programmes regarding the education of students of schools of the Sangathan.
7. To create, teaching, administration, technical, ministerial and other posts under the Sangathan and to make appointment, promotion and transfer thereto and arrange training for them.

8. To constitute Boards, Committees or other Bodies as may be deemed fit and to prescribe their powers, functions, tenure etc.
9. To acquire hold and dispose off property in any manner and to construct, improve, demolish, repair and maintain any building for the purpose of Sangathan, including the existing buildings of the schools of Govt. of NCT of Delhi.
10. To give pension, gratitudes or charitable aid to teachers, staff, employees, ex-employees of the Sangathan or to their wives, children or dependents and to form and contribute to the Provident Fund and benefit funds for the benefit of any person of the Sangathan.
11. To maintain a record of Funds received from Govt. of Delhi.
12. To fix and arrange to collect such fees and charges as may be laid down by the Rules.
13. To do all such things as may be considered necessary incidental or conducive to the attainment of all or any of the objects of the Sangathan.
14. To affiliate its schools with CBSE or any other Board/Institution/University.
15. To have international collaboration with any agency.
16. To generate additional resources of income (For example through Bank interest, etc.) which should not be adjusted in grants-in-aid received from the Govt.



- 17 The Govt. of Delhi may from time to time appoint one or more persons to review working and progress of Sangathan.

The income and property of the Sangathan, howsoever derived shall be applied towards the promotion of the objects thereof as set forth in the Memorandum of Association subject to such condition or limitations as the Government of Delhi may from time to time impose. No part of the income and property of the Sangathan shall be paid or transferred, directly or indirectly by way of dividends bonus or otherwise howsoever by way of profit to the persons who are or any time have been members of the Sangathan or Board of Governors or to any of them or to any persons claiming through them or any of them provided that nothing therein contained shall prevent the payment, in good faith of remuneration to any members thereof or other persons in return for any services rendered to the Sangathan or of travelling allowance, halting, or other similar charges.

The name and addresses of occupations of the first members of the Governing body of the Sangathan (referred to in the Rules as Board of Governors) to whom by the Rules of Sangathan the management of its affairs is entrusted are as follows as required under Section 2 of Societies Registration Act XXI of 1860 (Punjab Amendment Act 1957) as extended to the Union Territory of Delhi.

S.NO.	NAME	DESIGNATION	ADDRESS	OCCUPATION

## RULES OF THE SARVODAYA VIDYALAYA SANGATHAN

### Definition

1. In these rules, unless the context otherwise requires :-
  - (i) 'Sangathan' means the Sarvodaya Vidyalaya Sangathan;
  - (ii) 'Schools' means the Delhi Schools set up or taken over to the Delhi School Scheme, and shall include the existing Middle Schools, Secondary Schools, Senior Secondary Schools, Sarvodaya Vidyalayas, and Pratibha Vikas Vidyalayas currently run and managed by the Govt. of NCT of Delhi.
  - (iii) The 'Chairman' means the Chairman of the Sangathan
  - (iv) The 'Commissioner' means the Commissioner for Sarvodaya Vidyalaya Sangathan appointed by the Govt. of Delhi.
2. The Office of the Sangathan will be situated in Delhi or at such other place or places as the Sangathan may determine.

### 3. MEMBERS OF THE SANGATHAN

The Sangathan shall consist of the following members ;

1. Chief Minister, Govt. of Delhi Chairman
2. Education Minister, Govt. of Delhi Vice-Chairman
3. Two members of Delhi Vidhan Sabha to be nominated by the Chairman
4. Two representatives from the privately managed public schools to be nominated by the Chairman
5. Two eminent Educationists to be nominated by the Chairman
6. Secretary (Education), Govt. of Delhi
7. Secretary (Finance), Govt. of Delhi
8. Secretary, PWD, Govt. of Delhi
9. Secretary (Planning), Govt. of Delhi
10. Chairman CBSE
11. Director, NIEPA
12. Director, SCERT
13. Director, NCERT
14. Vice-Chairman, DDA

## 6. TERMINATION AND RESIGNATION

- (i) The authority which nominates or appoints a person to be member of the Sangathan shall have the power to terminate that membership at any time and to nominate or appoint another person in his place.
- (ii) A member of the Sangathan shall cease to be such a member if :-
  - a. he becomes of unsound mind, becomes insolvent or is convicted of a criminal offence involving moral turpitude, or
  - b. he does not attend three consecutive meetings without obtaining leave of absence from the Chairman of the Sangathan
- (iii) A resignation from the membership of the Sangathan shall be tendered in writing to the Secretary and shall not take effect until it has been accepted on behalf of the Sangathan by the Chairman.

## 7. VACANCIES

- (i) Any vacancy in the membership of the Sangathan caused by any of the reasons mentioned in Rule 6 above, or by the death, shall be filled up by nomination or appointment by the authorities entitled to make nomination or appointment, as the case may be.
- (ii) The Sangathan would function notwithstanding that any person, who is entitled to be a member by reason of his office; is not a member of the

Sangathan for the time being and notwithstanding any other vacancy<sup>89</sup> whether by non-appointment or otherwise, and no act or proceeding of the Sangathan shall be invalidated merely by reason of the depending of any of the above mentioned events or of any defect in the appointment or nomination of member of the Sangathan.

## 8. **AUTHORITIES AND OFFICERS OF THE SANGATHAN**

### (i) Authorities

The following shall be the authorities of the Sangathan

- (a) The Chairman
- (b) The Vice-Chairman
- (c) The Executive Board
- (d) Such other authorities as may be constituted

### (ii) Officers

The officers of the Sangathan shall be Commissioner, Addl. Commissioner, the Deputy Commissioners, the Assistant Commissioners and such other persons as may be designated.

The Commissioner of the Sangathan shall be an officer of the AGMU Cadre of the Indian Administrative Service in the Super-Time scale appointed by the Govt. of Delhi for such period and on such terms and conditions as the Govt. of Delhi may prescribe.

## 10. PROCEEDINGS OF THE SANGATHAN

### (i) Meeting of the Sangathan

(a) The Annual General Meeting of the Sangathan shall be held at such time, date and place as may be determined by the Chairman to consider at Annual Report of the Sangathan

(b) The Chairman may convene a special meeting of the Sangathan whenever he thinks fit.

(ii) All meetings of the Sangathan shall be called by written notice under the signature of the Secretary or any other officer authorised by the Secretary on his behalf.

(iii) Every notice calling a meeting of the Sangathan shall state the date, time and place at which such meeting will be held and shall except in the case of a special meeting, be served upon every member of the Sangathan not less than twenty one clear days before the day appointed for the meeting.

(iv) In the absence of the Chairman, the Vice-Chairman will chair the meeting of the Sangathan.

(a) If the Chairman and Vice-Chairman are not present, any member appointed for this purpose by the Chairman in writing, shall be the Chairman of the Meeting.

- (b) If none of them is present and if there is no authorisation by the Chairman in favour of any member of the Sangathan, as provided under (a) above, a member chosen by the members present at the meeting shall be the Chairman of the meeting.
- (v) One-third of the Members of the Sangathan present in person shall form a quorum at every meeting of the Sangathan.
- (vi) All disputed questions at the meeting of the Sangathan shall be determined by vote.
- (vii) The Secretary shall keep a record of the proceedings of the meetings of the Sangathan and a copy thereof shall be sent to the Govt. of Delhi

## 11. EXECUTIVE BOARD

The following members of the Sangathan shall form the Executive Body:

i)	Secretary (Education)	Chairman
ii)	Eminent Educationist nominated by the Chairman of the Governing Body.	Member
iii)	Director, SCERT	Member
iv)	Member of Finance Deptt. nominated by Prl. Secretary, Finance	Member
v)	Commissioner of Sangathan	Member Secretary Convenor

## 12. FUNCTIONS AND POWERS OF THE EXECUTIVE BOARD

- (i) The Board shall generally carry out the objects of the Sangathan as set forth in the Memorandum of Association.
- (ii) The Board shall have the management of all affairs and funds of the Sangathan and shall have the authority to exercise all the power of the Sangathan

## 13. REGULATIONS

- (i) The Executive Board shall have the powers to frame regulations, not inconsistent with these rules, for the administration and management of the affairs of the Sangathan
- (ii) Without prejudice to the Generality of the foregoing provisions, such regulations may provide for the following matters:
  - (a) The preparation and sanction of budget estimates, sanctioning of Expenditure, making and execution of contracts, investment of funds of the Sangathan, and sale or alterations of such investment and accounts of audit.
  - (b) Procedure for appointment of the officers and the staff of the Sangathan, the schools and other institutions managed by the



(iv) ~~In case of any issue that cannot wait for the meeting of the Executive Board, the Chairman on the recommendations of the Commissioner shall be empowered to take the decision which would be required to be reported to the Executive Board in its next meeting.~~

(v) Any business which it may be necessary for the Board to perform may be carried out by circulation of the draft resolution among all its members and any resolution so circulated and approved by a majority of the members by affixing their signature thereon shall be as effectual and binding as if such a resolution had been passed at a meeting of the Board provided that at least three members of the Committee had recorded their views on the resolution.

(vi) The Board shall keep a record of the proceedings of each meeting of the Sangathan.

## 15. FUNCTIONS AND POWERS OF THE COMMISSIONER

The Commissioner shall be the Principal Executive Officer of the Sangathan and subject to any decision that may be taken by the Board, he shall be responsible for the proper administration of the affairs of the Sangathan and the properties and institutions, such as the schools, playgrounds, gymnasium, hostels, residential, administrative, financial and other activities under the Sangathan.

- 
- i) He shall have all administrative and financial powers as enjoyed by a Head of Department of the Govt. of NCT of Delhi, as amended from time to time.
  - (ii) It shall be the duty of the Commissioner to coordinate and exercise general supervision over all educational training, residential, administrative, financial and other activities under the Sangathan.
  - (iii) The Commissioner may delegate in writing any of his powers and functions to any other officer or authority appointed or established under the rules
  - (iv) The Commissioner shall have such other powers and duties as may be assigned or delegated to him by the Board or the Chairman in accordance with the objects of the Sangathan.
  - (v) The Commissioner, shall prescribe the duties of all officers and staff of the Sangathan and shall exercise such supervision and disciplinary control as may be necessary.
  - (vi) The Sangathan shall keep its funds in any nationalized bank as the Commissioner may direct.
  - (vii) The Executive Board may appoint a Finance Committee

(vii) The Finance Committee, if appointed, shall have the following duties:-

- (a) To scrutinize the accounts and budget estimates of the Sangathan and to make recommendations to the Board.
- (b) To consider and make recommendations to the Board on proposals for new expenditure on account of major works and purposes which shall be referred to the Finance Committee for opinion before they are considered by the Board.
- (c) To scrutinize re-appropriation statements and audit notes, and make recommendations thereon to the Board.
- (d) To review the finances of the Sangathan from time to time and have concurrent audit conducted whenever necessary; and
- (e) To give advice and make recommendations to the Board on any other financial questions affecting the affairs of the Sangathan.

#### UNTS AND AUDIT

- (i) The Sangathan shall maintain proper accounts and other relevant records and prepare an annual statement of accounts including the balance sheet in such form as may be prescribed by the Government of Delhi.

~~(v) The Management Committee shall meet at least three times in a year and special meetings may be called by the Chairman of that Committee.~~

## 18. ANNUAL REPORT

The Sangathan shall submit annually to the Government of Delhi, Department of Education a report on its working together with the Audit Report on its accounts for the previous year (Both English and Hindi version) for laying them within 9 months of the close of the accounting year on the Table of the Assembly.

## 20. ALTERATIONS

- (i) Subject to the prior approval of the Government of Delhi, the Sangathan may alter, extend or abridge any object or purpose for which it is established, by following the procedure prescribed in that behalf by the Societies Registration Act, 1860, (XXI of 1860).
- (ii) The rules of the Sangathan may be altered at any time by a resolution passed by a majority of the members present at any meeting of the Executive Board which shall have been duly convened for the purpose.
- (iii) If upon the dissolution of the Sangathan there shall remain after the satisfaction of all its debts and liabilities any property whatsoever, the same shall not be paid to or distributed among the members of the Sangathan or any of them, but any property whatsoever remaining after the satisfaction of all its debts and liabilities shall be transferred to the

## ADMINISTRATIVE SET UP OF SARVODAYA VIDYALAYA SANGATHAN

- A.
1. Chairman ( Hon'ble Chief Minister, Govt. of Delhi)
  2. Vice-Chairman (Hon'ble Education Minister, Govt. of Delhi).

### B. Executive Board

- |    |   |                               |
|----|---|-------------------------------|
| 1. | Secretary Education   | Chairman                      |
| 2. | Eminent Educationist nominated by<br>the Chairman of the Governing Body | Member                        |
| 3. | Director, SCERT   | Member                        |
| 4. | Member of Finance Deptt. nominated<br>by the Prl. Secretary (Finance)   | Member                        |
| 5. | Commissioner of the Sangathan   | Member Secretary/<br>Convenor |

### At Head Quarter Level

1. Commissioner ( An IAS (AGMU Cadre) Officer of Super-time scale ) on deputation
2. Additional Commissioner (Admn. & Legal)
3. Additional Commissioner (Academic)
4. Additional Commissioner (I.T.)

- 
5. Financial Advisor

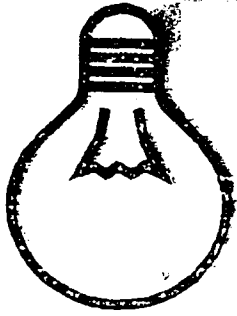
103

**D. At District Level**

1. Deputy Commissioner in each district
2. Education Officer in each district
3. Administrative Officer (Admn.) in each district

**E. Zonal Level/Sub-Divisional Level**

1. Assistant Commissioner
2. Education Officer



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## CHAPTER – VII

# RECOMMENDATION HIGHLIGHTS

## Chapter-VII

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**RECOMMENDATION HIGHLIGHTS**

1. An autonomous body named "Sarvodaya Vidyalaya Sangathan"— should be set up to govern, manage and supervise all Govt. schools in Delhi. There shall be total decentralization of administrative and financial powers at all levels. All teaching staff shall continue to be treated as Govt. Servants with protection of existing service conditions and rules.
2. Chairman of "Sarvodaya Vidyalaya Sangathan" would be the Hon'ble Chief Minister of Govt. of Delhi and Vice-Chairman the Hon'ble Education Minister of Govt. of Delhi.
3. The Director of Education shall henceforth function only as a regulator of all private schools, exercising statutory powers under the Delhi School Education Act and Rules, apart from the implementation of centrally sponsored schemes like Non-Formal Education, Universalisation of Elementary Education, National Literacy Mission, Adult Education, Vocational Education and Sports etc. The Director will be advised by Committees comprising of representatives of Private schools in the discharge of his regulatory functions.
4. Enhanced role for Principals, and representatives of teachers and parents in school administration and governance at both macro and micro level.



The functioning of Govt. Schools shall be on two basic pillars of school based autonomy viz. the School Managing Committee and School Development Fund. The School Managing Committee shall deal with the day-to-day activities including keeping the school premises neat and clean, upgradation of Science and Computer Labs, maintenance of playgrounds sanitation, minor repairs, maintenance and upgradation of sports facilities like Swimming pools, gyms, tennis court, security, horticulture, appointment of contract teachers etc. and meet its expenditure from the School Management Fund collected through voluntary contributions from students and matching funding from the Govt. They will not have to depend on the Headquarters either for funds or for sanctions to maintain their schools. The School Managing Committees will be chaired by eminent persons of the area with a sound educational background and duly represented by parents, teachers, SC/ST's, minorities etc.

6. Creation /construction of new school buildings, maintenance of existing ones no more to be the exclusive domain of the Public Works Deptt. Henceforth, other govt. agencies like NBCC, U.P. Bridge Corpn. DSIDC, DDA, NDMC, MCD etc. to be involved through competitive bidding to ensure timely and quality execution of works.
7. Creation of infrastructure like Swimming Pools, gyms, tennis court/cricket grounds by involvement of private parties on a BOT basis.
8. Special schemes for Resettlement Colonies – concept of Out Reach schools on mother-teacher concept for those who are not able to get admissions in regular schools as a step towards universalisation of education. National

Open Schools certificates for classes IIIrd, Vth and VIIIth to be given due recognition for admissions in Govt. Schools.

In the absence of corporal punishment, it is very essential to have Provision of fine to be imposed on all erring students to maintain discipline in the schools.

There must be single shift co-educational schools from Ist to XIIth standard to ensure adequate teaching hours and use of library, laboratory, sports and extra-curricular activities. Provision regarding 1200 hours of teaching to be enforced.

11. Apart from the existing trained manpower in physical education, for promotion of games and sports, Yoga, Craft and Art, services of Private Experts should be taken on need basis.
12. A Principal and a Vice-Principal should be posted in a school where school strength is above 1100 students and if below 1100 only principal should be posted for effective management and supervision.
13. Proper and effective monitoring and supervision right from headquarters to zones of the schools by periodic inspections by different authorities. Professional accountability to be enforced by a liberal and dynamic system of rewards and stringent punishment if performance is poor.

14. Transfer policy of teachers rationalized by removing demotivators and adding incentives. All transfer, promotions, pay fixations to be computerized and made transparent.
15. Rational and transparent admissions policy to remove anomalies and give due recognition to merit as opposed to influence.
16. All promotions should be made through "Limited Deptt. Promotion Tests". Merit based promotions to ensure that teachers teaching higher classes are properly qualified and knowledgeable.
17. In-service teachers training should be made compulsory, more pragmatic, progressive, effective and catering to the requirements of modern education.
18. Book Bank at school should be strengthened to provide books to more and more students.
19. The department may seek the help of "Delhi High Court Legal Service Committee" to resolve the grievance of the employees at pre-litigation stage.
20. Remedial coaching may be started in all schools, by using the regular teachers or engaging the teachers on contract basis for increasing the standard of weak students.



## **CHAPTER – VIII**

# **WORKING PLAN**

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**Chapter -VIII**

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**WORKING PLAN**

1. The first step will be the approval of the report of the Committee by the Cabinet which would decide in principle whether the recommendations of the committee in setting up of the SVS have been accepted and have to be implemented. For this purpose a Cabinet note would be prepared by Secretary Education and moved in the Cabinet meeting for approval.
2. Since it is not proposed to have any amendment in the Act or set up the SVS through an Act of the Legislative Assembly, the next step would be registration of the SVS as a society under the Societies Registration Act, 1860. For this purpose a draft Memorandum of Association and Rules have already been prepared and placed in the report under Chapter-VI.
3. Once the SVS is registered as a Society the next stage will be the appointment of a Commissioner, SVS who shall be an IAS Officer of super-time scale from the AGMU Cadre. The said appointment shall be done by the Competent Authority in the Govt. Of Delhi.
4. Apart from the Commissioner, the other core staff shall be appointed like an Addl. Commissioner (Academic), Financial Advisor, Addl.

Commissioner (Administration). They shall be appointed on deputation basis from different cadres including ex-cadre posts of Dte. of Education.

5. Simultaneously the administrative posts which at present exist under the Dte. of Education shall be diverted to the autonomous body for creation of appropriate level posts. The funds for payment of salaries and other administrative expenses shall also be diverted simultaneously. For this purpose a comparative statement of the total posts under the Dte. of Education and the total posts proposed for the SVS and the Dte. of Education in the new set up is placed at Annexure -II.
6. A committee shall be appointed for re-allocation of existing staff in the Dte. of Education into proposed SVS and the newly organized Dte. of Education. Initially all postings in the administrative cadres shall be on deputation basis, with an option for absorption as far as ex cadre posts of Dte. of Education are concerned. The requirement of administrative posts in the SVS along with the financial implications is at Annexure-III.
7. The entire teaching staff shall be placed under the control of the Sangathan, but they shall continue to be treated as Govt. of Delhi employees for purposes of GPF, Pension etc. by creating a specific cell for the purpose under the Dte. of Education, Accounts Wing. This will however, apply to the existing teaching staff only. Their service conditions and Service-Rules shall continue to be those of the Govt. of Delhi employees. A statement of such posts/employees and the funds required for their salaries is placed at Annexure-IV.

8. All Govt. school buildings, since they are owned by the Govt. will have to be vested in the Sangathan on a perpetual lease basis through a Memorandum of Understanding (MOU) which will stipulate that the maintenance, alteration etc., of these buildings shall here-in-after be done by the Sangathan.
9. At the same time, it will be decided by the Competent Authority in the Sangathan where the headquarter of the Sangathan shall be located, and the same shall be set up.
10. There shall be new roles for the Dte. of Education which will have to be re-defined. Some suggestions regarding the new role of Secretary and Director are as under :-

#### **I. ROLE OF SECRETARY EDUCATION**

- A. Secretary Education shall be the Chairperson of the Executive Committee of SVS.
- B. Secretary Education shall be responsible for all policy decisions regarding formulation of policy on higher education, UEE, non-formal education, adult education, vocational education and also policies regarding aided and unaided schools.
- C. Change in School Education Act and Rules if any.

- D. Powers of administrator which are delegated to the Director of Education under the Delhi School Education Act and Rules should be delegated to the Secretary.
- E. Secretary should be Administrative Secretary for the Sangathan including processing of grant-in-aid.
- F. All existing roles of the Secretary vis-à-vis SCERT, Directorate of Education.
- G. Secretary shall be the Chairperson of the Delhi Bureau of Text Books.
- H. Secretary shall approve international collaboration to SVS run schools.

## II. ROLE OF DIRECTOR

- A. He shall exercise all the statutory powers provided to him under the Delhi School Education Act and Rules.
- B. He shall be a Member of the Sangathan.
- C. He shall be responsible for execution of non-formal education, UEE missions, national-literacy mission, adult education, vocational education, sports, and welfare schemes.
- D. He shall also co-ordinate National Co-operative System for improvement of the education department.



- E. He shall be liable for the perspective planning of the department of education and creation of data-base for the department of education.
- F. Litigation limited to department of education shall be handled by the Directorate of Education. Service matters of SVS, teachers and employee's all current litigations in service matters involving govt. teachers will be transferred to the SVS,
- G. He shall be the controlling authority of the aided schools.
- H. There shall be two regular committees under the Director (1) Aided schools and (2) Private schools in which there will be adequate representation of these schools.
- I. The Director shall co-ordinate with the MCD/NDMC on all matters relating to transition of primary to secondary schools.
- J. He shall also be the authority for providing recognition to aided schools/private schools and provide NOC's for affiliation to CBSE, AISSCE.

The budget both Plan and Non-Plan will have to be bifurcated between the Dte. of Education and the SVS. The Bifurcation of the Non-Plan Budget is available at Annexure V. A bifurcation of the Plan Schemes to be implemented by SVS and Dte. of Education in the new set up is placed at Annexure-VI. The plan funds shall be given to the SVS in the form of grants-in-aid, but they will be required to spend the money scheme-wise as laid down in Annexure-VI.

2. ~~The next stage would be preparation of the up-gradation plan for rationalization and restructuring of existing govt. schools to make them into single shift co-educational schools from Class I to XII. A Perspective plan requiring the land, building and staff required for new schools would be prepared by the Sangathan.~~
  
13. Schools are taken over by the School Management Committee and for each school Chairman and Members shall be appointed by the Sangathan. The School Development Fund shall become operational. Initially till the full resource mobilization of the School Development Fund is complete, the Sangathan shall finance the School Development Fund in the following manner :-

There shall be a plan scheme for School Development Fund @ Rs. 12 Lakhs per school per year as a part of School Development Fund under plan scheme to be made available to the School Managing Committee. This will involve initially Rs. 15 Crores for all the schools. This can be initially for 5 years which can be reviewed after taking into account the capacity of the schools to generate resources.

The School Managing Committee may decide an appropriate amount that can be collected from students every month according to the following slabs : - Rs. 100.00 – Rs. 150 : Upto 40% of the children in the school ; Rs. 50.00 : Upto 20% of the children in the school Rs. 20.00 : for the remaining and the arbitor of the

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~~fund will be School Managing Committee~~ Development fund will be subject that no child will be denied access to the school due to lack of capacity to pay to school development fund.

School Managing Committee shall have the right to mobilize resources from the community, corporate houses, charitable institutions etc., either in cash or kind. They will also have the power to allot sponsorship hiring space for public use, sponsorship for maintenance of play grounds, display borders etc., as long it does not run counter to the academic discipline of the schools.

School Managing Committee shall have the right to access fund available in the form of MLA Fund or various funds from such as those amount for development and education of children of construction workers from the Social Welfare Board etc.

School Managing Committee shall be authorized to organize suitable socially productive programmes by the children, the sales proceeds of the products shall be deposited in the School Development Fund.

School Managing Committee shall be authorized to ask senior children to render certain socially useful services for the up-keep of the schools as a part of their work exercise in vocational education e.g. repairing of tables/chairs/desks, painting of buildings etc., gardening, planting of trees, plumbing.

14. ~~Support Organisations like SCERT, Delhi Bureau of Text Books, Science Centre~~ will have to be up-graded and co-ordinated for the requirement of the SVS.
15. Preparation of academic calendar and plan of action – the whole exercise should normally take one year and the suggested time frame for each stage of activity is placed at Annexure -VII.



## **CHAPTER-IX**

## **ANNEXURES**

**GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI  
DEPARTMENT OF EDUCATION  
OLD SECRETARIAT : DELHI - 1100 54**

No. PS/SE/2002/502-511

Dated : 14/2/2002

**ORDER**

The Directorate of Education has been introducing, from time to time, a number of innovative ideas/schemes/programmes with a view to improving the quality of education in the schools run/aided by it; and there has been considerable improvement in some spheres of education. Even then, an impression has been gaining ground that inspite of having sufficient funds and qualified staff some of these schools have not been able to impart quality education; though some of these schools have been having an alround excellent performance.

With a view to studying the whole picture, make a realistic assessment of these schools and suggest ways and means of holistic improvement in them; the Government has decided to constitute a committee.

- A. The Committee shall consist of the following :-
- |      |  |                  |
|------|--|------------------|
| i)   | Dr. S.C. Vats, MLA                                   | Chairman         |
| ii)  | Shri Ashok Singh, MLA                                | Member           |
| iii) | Dr. Harsh Vardhan, MLA                               | Member           |
| iv)  | Dr. Ved Vyas, Educationist                           | Member           |
| v)   | Shri B.P. Khandelwal, Director, NIEPA or his nominee | Member           |
| vi)  | Shri Gyanendra Srivastava, Director Education        | Member Secretary |
- B. The terms of reference of the Committee shall be as follows :-
- The Committee shall study the existing scenario in the schools run/aided by the Delhi Government with reference to the quality of education, infrastructure, availability and utilization of funds, academic and administrative machinery and its efficiency etc.; and propose a formulae for 'A', 'B', 'C' grading of these schools based on these and other relevant factors.
  - The Committee shall suggest ways and means of improvement in the said schools with reference to the above factors.
  - The Committee shall suggest a range of alternatives in order of preference for improving the quality of education in the 'B' & 'C' category schools. In suggesting such alternatives the committee will also broadly assess the costs, benefits and possible risks of such alternatives.

- C. The Committee shall submit its report within a period of three months.

Sd/-  
( GITA SAGAR )  
SECRETARY (EDUCATION)

Dated : 14/2/2002

no. PS/SE/2002/502-511

No. PS/SE/2002/502-511

Dated : 14/2/2002 120

Copy forwarded for information and necessary action :-

1. Dr. S.C. Vats, MLA, D-10, C.C. Colony, New Delhi.
2. Shri Ashok Singh, MLA, B-5/183, Safdarjung Enclave, New Delhi.
3. Dr. Harsh Vardhan, MLA, E-8A/14, Krishna Nagar, Delhi.
4. Dr. Ved Vyas, Educationist
5. Shri B.P. Khandelwal, Director, NIEPA, 17-B, NCERT Campus, Hauz Khas, New Delhi.
6. Director Education, Govt. of NCT of Delhi, Old Secretariat, Delhi.
7. Principal Secretary to Chief Minister, Delhi.
8. Secretary to Minister of Education, Delhi.
9. OSD to Chief Secretary, Delhi.
10. PS to Secretary Education, Govt. of NCT of Delhi, Old Secretariat, Delhi.

Sd/-  
( N.S. TOLIA )  
ADDL. DIRECTOR OF EDUCATION (SCHOOL)

**GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI  
DEPARTMENT OF EDUCATION  
OLD SECRETARIAT : DELHI - 1100 54**

No. PS/SE/2002/704-715

Dated : 5-3-2002

**CORRIGENDUM**

In partial modification of this Office order No. PS/SE/2002/502 dated 14/2/2002 regarding constitution of a Committee for suggesting ways and means of holistic improvement in Govt. and Aided schools, the following additions are made :-

- |    |   |                 |
|----|---|-----------------|
| 1. | Shri Narendra Kumar, Chairman, D.P.S. Society | Member          |
| 2. | Dr. Janaki Rajan, Director, SCERT             | Special Invitee |

Sd/-  
( GITA SAGAR )  
SECRETARY (EDUCATION)

No:

Dated :

Copy forwarded for information & necessary action to :-

1. Dr. S.C. Vats, MLA, D-10, C.C. Colony, New Delhi.
2. Shri Ashok Singh, MLA, B-5/183, Safdarjung Enclave, New Delhi.
3. Dr. Harsha Vardhan, MLA, E-8A/14, Krishna Nagar, Delhi.
4. Dr. Ved Vyas, Educationist
5. Dr. B.P. Khandelwal, Director, NIEPA, 17-B, NCERT Campus, Hauz Khas, New Delhi.
6. Director Education, Govt. of NCT of Delhi, Old Secretariat, Delhi.
7. Shri Narendra Kumar, Chairman, Delhi Public School Society, Delhi
8. Dr. Janki Rajan, Director, SCERT, Delhi.
9. Principal Secretary to Chief Minister, Delhi
10. Secretary to Minister of Education, Delhi.
11. OSD to Chief Secretary, Delhi.
12. PS to Secretary Education, Govt. of NCT of Delhi, Old Secretariat, Delhi.

Sd/-  
( N.S. TOLIA )  
ADDE. DIRECTOR OF EDUCATION (SCHOOL)



**GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI**  
**( SERVICES-I DEPARTMENT )**  
**DELHI SECRETARIAT, 7<sup>TH</sup> LEVEL, 'B' WING**  
**LP. ESTATE, NEW DELHI-110002**

No. F.8/1/2001/S.I/

Dated : 08/03/02

**ORDER NO : 83**

The Competent Authority is pleased to post Sh. Sanjay Pratap Singh, IAS (AGMU:84), presently awaiting posting, as Member Secretary to the Committee constituted to look into aspects of improving quality of education in the schools run/aided by the Delhi Government, with immediate effect.

Further, Sh. Sanjay Pratap Singh, IAS while holding the above charge shall draw his salary against the post of OSD in GAD in Super Time Scale.

Sd/-  
( RAJESH SOMAAL )  
JOINT SECRETARY (SERVICES)

No. F.8/1/2001/S.I/

Dated : 08/03/02

Copy to :

1. Secretary to Lt. Governor, Govt. of NCT of Delhi, Delhi
2. Pr. Secretary to the Chief Minister, Govt. of NCT of Delhi, Delhi.
3. Secretary to the Speaker, Delhi Vidhan Sabha, Delhi.
4. Secretaries to all Ministers of Govt. of NCT of Delhi.
5. Dy. Speaker, Delhi Vidhan Sabha, Delhi.
6. OSD to Chief Secretary, Govt. of NCT of Delhi.
7. Secretary (Education), Govt. of NCT of Delhi, Delhi-for taking necessary action in keeping with their order No. PS/SE/2002/502-511 dated 14.02.2002.
8. Sh. Sanjay Pratap Singh, IAS, D-II/359, Vinay Marg, Chanakya Puri, New Delhi. He shall report to the Secretary (Education).
9. All Pr. Secretaries/Spl. Secretaries/Secretaries/Addl. Secretaries, Govt. of NCT of Delhi.
10. All HODs/Local Bodies/Public Undertakings, Govt. of NCT of Delhi.
11. Secretary(PGC), Govt. of NCT of Delhi, Delhi.
12. Secretary (Legislative Assembly), Govt. of NCT of Delhi, alongwith 70 copies for onward transmission to all the MLAs.
13. Addl. Secretary (IT), Govt. of NCT of Delhi, Delhi.
14. Incharge (Computer Cell), NIC, Delhi Secretariat, New Delhi.
15. Jt. Secretary (PWD/Allotment), L&B Department, Govt. of NCT of Delhi, Delhi.
16. Dy. Secretary (Services/Admn.), Govt. of NCT of Delhi, Delhi.
17. All branches of Services Department, Govt. of NCT of Delhi, Delhi.
18. P.S. to Secretary (Services), Govt. of NCT of Delhi, Delhi.
19. PAO-VI/PAO concerned through concerned HOD.
20. Personal file/Guard file/C R, Cell.

Copy forwarded to :-

1. Dy. Secretary(CPS), Govt. of India, Ministry of Home Affairs, North Block, New Delhi.
2. Research Officer, Career Management Division, Govt. of India, Department of Personnel and Training (Room No. 215), North Block, New Delhi.

Sd/-  
( RAJESH SOMAAL )  
JOINT SECRETARY (SERVICES)



Dated : 17/05/02

Copy forwarded for information and necessary action to :-

1. Dr. S.C. Vats, MLA, D-10, C.C. Colony, New Delhi.
2. Shri Ashok Singh, MLA, B-5/183, Safdarjung Enclave, New Delhi.
3. Dr. Harsh Vardhan, MLA, E-8A/14, Krishna Nagar, Delhi.
4. Shri S.P. Singh, Member Secretary, Committee for Improvement of Quality of Education, Room No. 502, 5<sup>th</sup> Floor, Delhi Sectt., IP Esate, New Delhi.
5. Dr. Ved Vyas, Educationist.
6. Shri B.P. Khandelwal, Director, NIEPA, 17-B, NCERT Campus, Hauz Khas, New Delhi.
7. Principal Secretary to Chief Minister, Delhi.
8. Director Education, Govt. of NCT of Delhi, Old Secretariat, Delhi.
9. Shri Narendra Kumar, Chairman, DPS Society.
10. Ms. Janaki Rajan, Director, SCERT.
11. Secretary to Minister of Education, Delhi.
12. OSD to Chief Secretary, Delhi.
13. Shri P.V. Barapatre, DDE (Pop. Edn.)/Nodal Officer.
14. PS to Secretary Education, Govt. of NCT of Delhi, Old Secretariat, Delhi.

Sd/-

( N.S. TOLIA )

ADDL. DIRECTOR OF EDUCATION (SCHOOL)

**PROPOSED ADMINISTRATIVE STAFF  
& SALARY & ALLOWANCES IN S.V.S.**

(Rs. in Lakhs)

S.NO.	CATEGORY	SCALE IN RS.	NO. OF REQD. POSTS IN SVS	ESTIMATED FUND REQD. IN SVS FOR PAY & ALLOWANCES PER ANNUM	REMARKS
1	Commissioner	18400-22400	01	5.00	To be created
2	Addl. Comm.	16400-20400	03	9.60	Upgraded scale and diverted from existing post of Addl. DE
3	Financial Advisor	16400-20400	01	3.00	To be created
4	Dy. Comm.	14300-18300	13	35.10	Upgraded & diverted fm. DDE
5	Asstt. Comm.	12000-16500	37	87.00	Diverted fm. EO
6	Education Officer	10000-15200	44	99.60	Interchangeable from Principal & diverted fm. E.O. & Dy.E.O.
7	Acctts. Officer	8000-13500	02	4.00	Diverted fm. Dte. of Edn
8	Admn. Officer	8000-13500	11	22.00	-do-
9	Supdt.	6500-10500	770	1155.00	-do-
10	JAO	5500-9000	11	16.00	-do-
11	Head Clerk/Asstt.	5000-8000	561	701.00	-do-
12	Stenographer Gr.I	6500-10500	01	1.50	To be created
13	Stenographer Gr.II	5000-8000	03	3.50	To be created
14	Stenographer Gr.III	4000-6000	50	21.00	Diverted fm Dte. of Edn.
15	U.B.C.	4000-6000	1067	850.00	-do-
16	L.D.C.	3050-4590	300	225.00	-do-
17	Class IV (F/T)	2550-3200	4438	3106.00	-do-
18	Class IV (P/T)	1350 p.m.	1213	2.00	-do-
	TOTAL		8526	6346.30	

**PROPOSED TEACHING STAFF & BUDGET REQUIREMENT FOR  
SALARY & ALLOWANCES IN S.V.S.**

(Rs. in Lakhs)

S.NO.	CATEGORY	SCALE IN RS	NO. OF REQD. POST IN SVS	ESTIMATED FUND REQD. IN SVS FOR PAY & ALLOWANCE PER ANNUM	REMARKS
1	Principal	10000-15200	670	1608.00	Diverted fm Dte. of Edn.
2	Vice Principal	7500-13000	996	2211.00	-do-
3	Physical supervisor	7500-13000	09	18.00	-do-
4	Lecturer (PGT)	6500-10500	6463	14347.00	-do-
5	T.G.T./L.T.	5500-9000	19932	35877.00	-do-
6	Drawing Teacher	5500-9000	1427	2566.00	-do-
7	P.E.T.'s	5500-9000	1426	2139.00	-do-
8	Dom. Sc. Teacher	5500-9000	992	1488.00	-do-
9	Music Teacher	5500-9000	417	625.00	-do-
10	Head Master (Pry)	*		-	-do-
11	Asstt. Teacher	4500-7000	2942	2942.00	-do-
12	Hobby Teacher	*		-	-do-
13	Nursery Teacher	4500-7000	60	60.00	-do-
14	Librarian	5500-9000	801	1201.00	-do-
15	Lab Asstt.	4000-6000	1762	1762.00	-do-
16	Tabla Player (P/T)	*		-	-do-
17	W.E.T.	*		-	-do-
18	Craft Teacher	*		-	-do-
19	Head Master(M)	*		-	-do-
20	Yoga Teacher	5500-9000	495	891.00	-do-
21	E.V.G.s	*		-	-do-
	<b>TOTAL</b>		<b>38392</b>	<b>67735.00</b>	

**TOTAL ESTIMATED FUND REQUIRED FOR PAY &  
ALLOWANCES FOR S.V.S.**

**NON-PLAN**

(Rs. in Lakhs)

<b>TOTAL ESTIMATED FUND UNDER DTE. OF EDUCATION</b>	<b>FUND REQUIRED UNDER SVS</b>	<b>FUND REQUIRED UNDER DTE. OF EDUCATION NEW SET-UP</b>	<b>ADDL. FUND (FINANCIAL IMPLICATIONS FOR SALARIES) FOR SVS</b>
74664.50	74097.30	580.20	13.00

**ESTIMATED FUNDS REQUIRED FOR OFFICE  
EXPENSES FOR SVS**

NON-PLAN

(Rs. in Lakhs)

<b>TOTAL ESTIMATED FUND UNDER DTE. OF EDUCATION</b>	<b>FUND REQUIRED UNDER SVS</b>	<b>FUND REQUIRED UNDER DTE. OF EDUCATION NEW SET-UP</b>
2685.00	2000.00	685.00

**ESTIMATED BUDGET OF PAY & ALLOWANCES OF TOTAL SANCTIONED  
STATE OF DIRECTORS OF EDUCATION**

S.N O.	CATEGORY	SCALE	SANCTIONED POSTS	TOTAL ESTIATED FUND FOR PAY AND ALLOWANCES PER ANNUM
1	Director	18400-22400	01	5.00
2	Addl. D.E.	14300-18300	05	16.00
3	J.D.E	12000-16500	02	5.00
4	D.C.A.	10000-15200	01	2.40
5	D.D.E. (Admn/Sports)	12000-16500	01	2.40
6	D.D.E's	12000-16500	18	48.60
7	Education Officer	10000-15200	61	145.00
8	Dy. Education Officer	10000-15200	35	77.60
9	Physical Supervisor	7500-13000	24	63.00
10	Account Officer	7500-13000	05	10.00
11	Admn. Officer	8000-13500	14	28.00
12	Principal	10000-15200	670	1608.00
13	Vice Principal	7500-12000	996	2211.00
13	Lecturer (PGT)	6500-10500	6463	14347.00
14	T.G.T./L.T.	5500-9000	19932	35877.00
15	Drawing Teacher	5500-9000	1427	2566.00
16	P.E.T.'s	5500-9000	1426	2139.00
17	Dom. Sc. Teacher	5500-9000	992	1488.00
18	Music Teacher	5500-9000	417	625.00
19	Head Master (Pry)		*	-
20	Asstt. Teacher	4500-7000	2942	2942.00
21	Hobby Teacher		*	-
22	Nursery Teacher	4500-7000	60	60.00
23	Librarian	5500-9000	801	1201.00
24	Lab Asstt.	4000-6000	1762	1762.00
25	Supdt.	6500-10000	799	1198.00
26	JAO	5500-9000	23	34.00
27	Head Clerk/Asstt.	5000-8000	611	763.00
28	Stenographer Gr.II	5000-8000	01	1.50
29	Stenographer Gr.III	4000-6000	78	57.00
30	U.D.C.	4000-6000	1167	930.00
31	L.D.C.	3050-4590	455	341.00
32	Tabla Player (P/T)		*	-
33	Work Experience Teacher		*	-
34	Craft Teacher		*	-
35	Head Master (Middle)		*	-
36	Yoga Teacher	5500-9000	495	891.00
37	E.V.G.s		*	-
38	Class IV (F/T)	2550-3200	4588	3218.00
39	Class IV (P/T)	1350 p.m.	1213	2.00
	TOTAL		47485	74664.50

NOTE:- Total estimated pay and allowances calculated per head, taking average p allowances (including current DA, CCA, HRA & TA) per annum x No. of po  
DATA NOT PROVIDED FROM DTE. OF EDUCATION



**PROPOSED BUDGET REQUIREMENT FOR  
SALARY & ALLOWANCES IN S.V.S.**

(Rs. in Lakhs)

S. NO.	CATEGORY	SCALE IN RS.	NO. OF REQD. POSTS IN SVS	ESTIMATED FUND REQD. IN SVS FOR PAY & ALLOW. P A	REMARKS
1	Commissioner	18400-22400	01	5.00	To be created
2	Addl. Comm.	16400-20400	03	9.6	Upgraded scale and diverted from existing post of Addl. DE
3	Financial Advisor	16400-20400	01	3.00	To be created
4	Dy. Comm.	14300-18300	13	35.10	Upgraded & diverted fm. DDE
5	Asstt. Comm.	12000-14500	37	67.00	Diverted fm. EO
6	Education Officer	10000-11200	44	25.00	Interchangeable fm. Principal & divtd fm. EO & Dy. EO
7	Acctts. Officer	8000-13500	02	4.00	Diverted fm. Dte. of Edn
8	Admn. Officer	8000-13500	11	22.00	-do-
9	Principal	10000-15200	670	1608.00	-do-
10	Vice Principal	7500-13000	996	2211.00	-do-
11	Physical supervisor	7500-13000	09	18.00	-do-
12	Lecturer (PGT)	6500-10500	6463	14347.00	-do-
13	T.G.T./L.T.	5500-9000	19932	35877.00	-do-
14	Drawing Teacher	5500-9000	1427	2566.00	-do-
15	P.E.T.'s	5500-9000	1426	2139.00	-do-
16	Dom. Sc. Teacher	5500-9000	992	1488.00	-do-
17	Music Teacher	5500-9000	417	625.00	-do-
18	Head Master (Pry)	*		-	-do-
19	Asstt. Teacher	4500-7000	2942	2942.00	-do-
20	Hobby Teacher	*		-	-do-
21	Nursery Teacher	4500-7000	60	60.00	-do-
22	Librarian	5500-9000	801	1201.00	-do-
23	Lab Asstt.	4000-6000	1762	1762.00	-do-
24	Supdt.	6500-10500	770	1155.00	-do-
25	JAO	5500-9000	11	16.00	-do-
26	Head Clerk/Asstt.	5000-8000	561	701.00	-do-
27	Stenographer Gr.I	6500-10500	01	1.50	To be created
28	Stenographer Gr.II	5000-8000	03	3.50	To be created
29	Stenographer Gr.III	4000-6000	50	37.00	Diverted fm Dte. of Edn.
30	U.D.C.	4000-6000	1067	850.00	-do-
31	L.D.C.	3050-4590	300	225.00	-do-
32	Tabla Player (P/T)	*		-	-do-
33	W.E.T.	*		-	-do-
34	Craft Teacher	*		-	-do-
35	Head Master(M)	*		-	-do-
36	Yoga Teacher	5500-9000	495	891.00	-do-
37	E.V.G.s	*		-	-do-
42	Class IV (F/T)	2550-3200	4438	3106.00	-do-
43	Class IV (P/T)	1350 p.m.	1213	2.00	-do-
	* TOTAL		46918	74097.00	

NON-PLAN

Annexure V-D

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**PROPOSED BUDGET FOR SALARY & ALLOWANCES  
REMAINING IN DTE. OF EDUCATION**

(Rs. in Lakhs)

S.NO.	CATEGORY	SCALE IN RS.	NO. OF POSTS WITH DTE. OF EDN.	ESTIMATED TOTAL FUNDS FOR PAY & ALLOWANCES FOR REMAINING POSTS IN DTE. OF EDN. PER ANNUM
1	Director	18400-22400	01	5.00
2	Addl. DE	14300-18300	02	6.40
3	JDE	12000-16500	02	5.00
4	DCA	10000-15200	01	2.40
5	DDE(Admn/Sports)	12000-16500	01	2.40
6	DDE's	12000-16500	05	13.50
7	EO	10000-15200	15	36.00
8	Physical Supervisor	7500-13000	15	45.00
9	Acctts. Officer	8000-13500	03	6.00
10	Admn. Officer	8000-13500	03	6.00
11	Supdt	6500-10000	29	43.00
12	JAO	5500-9000	12	18.00
13	Head Clerk	5000-8000	50	62.00
14	Stenographer Gr.II	5000-8000	01	1.50
15	Stenographer Gr.III	4000-6000	28	20.00
16	UDC	4000-6000	100	80.00
17	LDC	3050-4590	155	116.00
18	Class IV (F/T)	2550-3300	150	112.00
	<b>TOTAL</b>		<b>573</b>	<b>580.20</b>

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Annexure-VI

## Plan Scheme

(Rs. in Lakhs)

S.NO.	NAME OF THE SCHEME	BUDGET ALLOTTED 2001-02	AGENCY OPERATING THE SCHEME	
			S.V.S. (BUDGET)	DTE. OF EDN. (BUDGET)
	<b>GENERAL EDUCATION I. ELEMENTARY EDUCATION (MNP)</b>			
1	Stg. of Book Bank	15.00	15.00	-
2	Improvement of school libraries	20.00	20.00	-
3	Free supply of school uniform	130.00	130.00	-
4	Free Transport Facilities to the Girls stds. of rural areas	20.00	20.00	-
5	Free supply of text books	132.00	132.00	-
6	Non-formal Education	-	-	-
7	Opening of new school	30.00	30.00	-
8	Int. of Yoga in Delhi Schools	15.00	15.00	-
9	Capital Works.(Pacca/semi-pacca school buildings)	2017.00	2017.00	-
10	Provision of Pre-primary, Primary classes in the existing Govt. Comp. (Model Schools)	100.00	100.00	-
11	Assistance to Madrassas for teaching English & Maths & Science	1.00	-	1.00
12	Education for All	-	-	-
	<b>TOTAL MNP (DTE OF EDN.)</b>	<b>2480.00</b>	<b>2479.00</b>	<b>1.00</b>

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	<b>II. DIRECTION &amp; ADMN.</b>			
13	Stg. of Dte. of Edn.	1.00	-	1.00
14	Stg. of Inspection Staff	60.00	-	60.00
	SUB TOTAL:-	61.00	-	61.00
	<b>III. SECONDARY EDUCATION</b>			
15	Provision of Additional Schooling facilities to the students in the age group 11-14 & 14-17	350.00	350.00	-
16	Stg. of Correspondence courses	35.00	-	35.00
17	Free transport facilities to girls students of rural areas	20.00	20.00	-
18	Free supply of Uniforms	215.00	215.00	-
19	Stg. of Book-Banks Provision of Question Bank	126.00	126.00	-
20	Improvement & expansion of teaching of Science throughout school stage	65.00	65.00	-
21	Improvement of school library	85.00	85.00	-
22	Introduction of Yoga in schools	30.00	30.00	-
23	Educational T.V.	-	-	-
24	EVG Services in schools	15.00	15.00	-
25	Educational Tour for Stds.	15.00	15.00	-
26	Mobilization of community resources for School Improvement programmes	10.00	10.00	-
27	Awards/Incentives to the Best-students/Schools & Teaching staff etc.	35.00	35.00	-
28	Implementation of Agric. Education in rural schools	2.00	2.00	-
29	Vocational Education in Schools	514.00	514.00	-
30	S.U.P.W.	25.00	25.00	-

31	Population Education Cell	12.00	-	12.00
32	Capital Works for Sec. Edn.	5500.00	5500.00	-
	TOTAL SEC. EDN.	7054.00	7007.00	47.00
	<b>IV. TEACHER EDUCATION</b>			
33	State Awards to Teachers	16.00	-	16.00
34	Development of Libraries for Teachers	-		-
35	G.I.A. to S.C.E.R.T.	130.00	-	130.00
	TOTAL TEACHER EDN	146.00	-	146.00
	<b>V. OTHER SCHEMES</b>			
36	Scholarship to students	4.00	-	4.00
37	Merit scholarship to SC/ST students including Edn. Backward classes	37.00	-	37.00
38	Open Merit scholarship to SC/ST students	1.00	-	1.00
39	Coaching facilities to the students to SC/ST & Educationally Backward minorities & Weaker sections	10.00	-	10.00
40	National Integration Cell	10.00	-	10.00
41	EDP Cell	30.00	-	30.00
42	Monitoring & Evaluation cell	-	-	
43	Examination Reforms for quality improvement	15.00	-	15.00
44	Grant-in-aid to the N.G.Os Organisations engaged in the Educational field	-	-	
45	Specialised Coaching facilities for the talented students. (Including SC/ST & educationally backward minorities for entrance Exams.)	-	-	

46	Cocahing facilities-students Rural schools	-	-	
47	Setting of the Deptt. Canteen. (B-Type)	-	-	
48	Scholarship to educationally Backward minority Community Students	20.00	-	20.00
49	Introduction of Computer Awareness Programmes (CAP) in Govt. Model Schools	-		-
50	Introduction of Computer Science in Govt. Schools at +2 stage	800.00	800.00	-
51	Setting-up of D.B.S.E.	1.00	-	1.00
52	Value Education	-		-
53	Opening of PVVs/Capacity building for ex. in schools	85.00	85.00	-
54	Stipend to girl-students	750.00	-	750.00
55	Provision of Addl. Facilities Renovation work in existing buildings of the Edn. Deptt.	33.00	-	33.00
56	Non-formal Vocational Edn	-	-	
57	Setting-up of District-Voc. Education	4.00	-	4.00
58	Stg. of Stat. Instt. of Voc. Edn.	1.00	-	1.00
59	Bhagidari of Private Mgt. in Govt. Schools	8.00	8.00	-
	SUB TOTAL SCHEMES	1809.00	955.00	854.00
	GRAND TOTAL	11550.00	10441.00	1109.00

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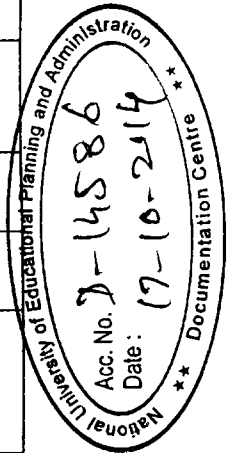
(Rs. in Lakhs)

S.NO.	NAME OF THE SCHEME	BUDGET ALLOTTED 2001-02	AGENCY OPERATING THE SCHEME	
			S.V.S. (BUDGET)	DTE. OF EDN. (BUDGET)
	<b>SPORTS &amp; YOUTH</b>			
1	Promotion of Sports & Games activities	159.00	159.00	-
2	Development of play grounds, sports complexes, swimming pools	181.00	181.00	-
3	Rural sports stadia	15.00	-	15.00
4	Youth welfare prog.	19.00	-	19.00
5	Devlp. of physical edn & promotion of sports	14.00	14.00	-
6	Delhi Schools of sports	10.00	-	10.00
7	Constn. of wrestling stadia	5.00	-	5.00
8	Spl. Assistance to the outstanding players/sportsmen	20.00	-	20.00
9	Establishment of sports centres	7.00	-	7.00
10	Introduction of scouts & guide programme in govt. schools	16.00	16.00	-
11	Devlp. of Chattarsal stadium	192.00	-	192.00
12	Best sports teacher award	2.00	-	2.00
	<b>TOTAL</b>	<b>640.00</b>	<b>370.00</b>	<b>270.00</b>

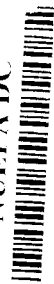
Committee for Improvement of Quality of Education in Govt. and Govt.-Aided Schools of NCT of Delhi

TIME LINE FOR IMPLEMENTATION

S.N.	Months	1	2	3	4	5	6	7	8	9	10	11	12
1.	Approval of the Committees report by Cabinet	←→											
2.	Registration of the SVS as a society. & Memorandum of Association	←→											
3.	Appointment of Commissioner & Core Staff		←→										
4.	Committee for reallocation of existing staff				←→								
5.	Redefining and appointing structure of Directorate of Education/ Regulatory, Govt. Aided						←→						
6.	Upgradation plan } Identification } CI I-XII Restructuring }							←→					
7.	Land & Buildings, Teachers required for Single Shift schools-rationalisation							←→					
8.	School Management Committee – Appointment, Creation of School Development Fund							←→					
9.	Support Structure – SCERT, DBTB, Science Centres						←→						
10.	Academic Calendar / PoA									←→			



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