

Positive and Responsive Employer

For the Teachers, this process, which created the enabling environment, provided the enabling resources, and gave them their due, was perhaps the most important. This is where the Government and the Department of Education, as the Employer, responded to the needs and requirements of the Teachers, making them feel fulfilled and allowing them to concentrate on meeting their obligations and duties towards the students. Some of these positive steps taken by the Department of Education are listed below. Please also refer to the introduction by the Secretary(Education) and the Executive Summary: Unprecedented Successes, for further details.

The creation of an enabling environment was possible because of the enormous support from the Chief Minister and the Minister Education who were at the forefront of all reforms and spearheaded their implementation. Interestingly, once the benefits started to become visible, particularly in the CBSE Board results and the improvement in the infrastructure, there was whole hearted support from all levels of the political leadership, and from all parties. The Chief Minister and the Minister Education started the entire process of empowerment in the Department by empowering the Secretary, Director and other senior officers first.

Decentralisation has played a key role in all the successes of this Department. The question of grading schools, be it as a means to ensure accountability or to reward the best schools, is being actively debated at all levels of Government. However, the truth is that all schools are not equal, be it in terms of the resources available to them or the challenges that they may be facing. One school may be privileged with an excellent building in a good locality and just 1000 students, whereas another may be a poor building in a crowded slum with almost 4000 students. In addition, Principals were





severely handicapped by the heavy centralisation of powers and the near absence of autonomy. As their flexibility to manoeuvre and bring about improvements was limited, they resented any move to grade them as per the existing situation:

A look at the finest Private schools in Delhi reveals that each and every one is associated with an exceptional Principal, one whose name is well known to most people in Delhi. It was obvious that it is the Principal who more than anyone else determines the nature and success of a school and that we too had to bring this association into the DGS. A conscious decision was therefore taken to empower all Principals by decentralising power and funds to them. By giving them greater autonomy they are now in a position to influence the school. This initiative has worked excellently and upto two-thirds of all Principals have responded magnificently. The balance one third are being separately trained and motivated, and it is expected that they will also reach the same levels shortly.

By giving the senior officers direct access to them, the Chief Minister and the Minister Education created an enabling environment for them. Similarly, the Secretary and Director have been accessible to all Principals, Teachers and even students. As indicated elsewhere, this did not result in any huge rush towards the headquarters, rather it led to a positive confidence throughout the system that when they wanted or needed it, they had somewhere to go, someone who would listen to them. so that their voices would be heard. The training programmes of course provided regular opportunities for everyone to speak and communicate their news.

The Principals and Teachers are now part of the Decision Making process and have access to all relevant information: By not shutting them out and not making them merely 'recipients', the Department has succeeded in ensuring that they completely own all the reforms, thus ensuring their sustainability. Significantly, the Principals and

Teachers have enriched all the Department's initiatives immeasurably through their active involvement and participation. Their presence within the system has led to a healthy environment where the demands for reforms are raised, and solutions for meeting these demands are given.

Specific steps include :-

1. Extending the age of Retirement to 62 years for Principal and Teachers

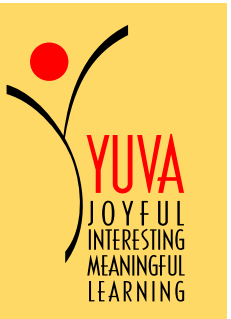
The Department of Education has given an extension of two years to all Teachers, Principals and Vice Principals. This scheme was implemented with effect from January 2007 and is continuing since then. This step has been welcomed by the Teacher community as a whole. This very positive step, has made the whole Teacher community happy and motivated. Moreover, this has led to continuity of service which has helped schools, and led in raising the self-esteem of Teachers at an age when it is most required.

2. Assured Career Promotion Scheme (ACP)

The Assured Career Promotion Scheme has been made more efficient and the long term back logs have been cleared. Earlier Teachers had to wait for more than two to three years to get their ACP, but now most Principals, Vice Principals, Teachers of all categories have been given ACP's, which were long overdue. Efforts are also being made to give them ACP within six months of the due date. The Department of Education is also ensuring that the promotion lists are made almost six months in advance so that the Teachers get the ACP right on the day when it is due. This has again made the Teachers very happy, positive and accountable to their respective jobs.

3. Quick and Speedy Promotions

Earlier Teachers used to stagnate at the senior scale and selection scale, for want of vacancies, The Department of Education has cleared the backlog of promotions in the various categories such as Teachers, Lab Assistants, Vice Principals, Principals and





Education Officers. Hardly any backlog is left as thousands of vacant posts have been filled. Those who were not promoted because of the limitation of vacancies have now got the ACP. This has made thousands of Teachers and other officials very satisfied and positive towards the Department.

4. Transparency in Transfers and Postings

The Department of Education has made the whole process of transfers and posting very transparent. Teachers can apply for a transfer on line and are allowed to give the names of ten schools, priority wise. The transfer and posting are made in a way that is suitable for the school as well as the Teacher. While transferring a Teacher, it is ensured that :

- ✍ Teacher availability in any school not fall below a certain benchmark - ITA (Index of Teachers Availability)
- ✍ The combined distance travelled by all the employees is minimum.
- ✍ Teachers with results above a certain benchmark get preference over all other categories.

5. Direct Recruitment of Principals

The last direct recruitment to the post of Principals was done more then 6 years ago. The Department has recently cleared all vacancies pending over the past 6 years with the UPSC, and the process lasted almost two weeks. Both the Secretary of Education and Director of Education attended the meetings at the UPSC for this period.

6. Full Salaries to Sanskrit, Urdu and Punjabi Teacher

The Department had part time language Teachers in Sanskrit, Urdu and Punjabi. They had been agitating for a long time for improvement in their working conditions. The Department has now made all of them full time and is paying them full salaries. This positive step has led to enormous satisfaction amongst the Teachers, making them more willing to work harder in school leading to harder inputs from their side in the school system.

7. Pay Enhancement of Kashmiri Migrant Teachers

The Department also has a sizeable number of Kashmiri Migrant Teachers who were taken on contract and given low wages. The Department of Education has now increased their pay substantially, to their satisfaction.

8. Filling the Posts of Music, Arts and Craft, Physical Education and Sports Teachers

Thousands of posts of Teachers of subjects such as Music, Arts and Craft, Physical Education and Sports were not filled up for years on end because it was considered that these were not important. In the light of the recommendations of the National Curriculum Framework and the need to provide a holistic education to all children and learning which incorporates all elements, the Department of Education has worked towards filling these vacancies.

9. Reaching out to Teachers & Principals

The Secretary of Education and Director of Education are available to all employees and this has created a feeling of confidence amongst all Teachers. Special efforts are made to meet with representatives of Teachers and Principals on a regular basis to



obtain feedback on their requirements and assessment of implementation of reforms and initiatives.

10. Guest Teachers to Fill Vacancies

The Department also has a policy of taking retired Teachers as guest Teachers to fill up any immediate vacancies. This ensures that there are no actual vacancies in the schools and students do not suffer.

11. Additional Plan Funding for Schools

During the Teacher training sessions, feedback was taken from Teachers on materials and other items required by schools, both in connection with the Board examinations and otherwise. Once identified, these requirements were passed onto the administrative branch who worked hard to provide these. For instance, the introduction of a paper on Science Practical Skills in Class X meant that students would have to carry out practicals in schools, otherwise they would not be able to answer the paper. The laboratories in schools were in a fairly bad condition. The administration branch worked hard to obtain extra funding for renovating the laboratories. Additionally, the administration branch takes care of all supplies to students, for example free textbooks, uniforms subsidy and geometry boxes. The administration branch also took up the matter of a new plan scheme called YUVA and additional plan funding.

12. Positive Appreciation

The administration branch worked closely with S.C.E.R.T. to give positive appreciation to Principals and Teachers. For example, the Annual Conference of Principals at Vigyan Bhawan, training in leadership at reputed Management Institutes like IIM, Ahmadabad, felicitation of Principals by the Hon'ble Chief Minister etc.

13. Awards as Appreciation

The Department of Education also shows its appreciation for the good work done by its officials and Teachers by felicitating them on different occasion and also by giving them various awards.

A. State Awards

State Award is given every year to outstanding Teachers on 'Teachers Day' in order to appreciate their contribution in the field of education and to improve the quality of education. Every year 60 Teachers are selected by a committee constituted for this purpose.

B. Indira Award

This award is given for outstanding work of a Teacher in the field of 'National Integration, good results, innovative inputs, decreasing dropout rate, integrating disabled children, increasing the enrolment in school etc. Indira award is also given to students who have obtained more than 90% marks in class XII.

C. Awards / Incentives to best Teaching Staff

This scheme aims at inculcating a competitive attitude among the school Teachers for excellence in academic field. This award is given on the basis of performance in Secondary and Sr. Secondary Examination.

A selection committee is constituted in the Directorate of Education to select the awardees. 30 Teachers (28 from 28 Zone, one from RPVV and one from Aided schools) are awarded cash prize of Rs. 11000 each.

By listening to Teachers and by being responsive to their needs, the Department of Education has made them feel valued and its is these Teachers, Principals and Officials who have become the strength of this Department. These positive inputs by the Department has also ensured accountability among its employees, which is crucial to the success of any organization.

