

Documentation of Teacher Recruitment Practices in Government Schools in New Delhi

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ABSTRACT

Teacher quality in government schools has always been a hot topic for debate. It is in this regard that we talk about teacher recruitment process. A March 2015 news article¹ reported that the standard of education was poor in government schools. A report by New Zealand's Education Review Office² states that lack of good teachers is one of the key reasons for poor quality of education. Further, teacher recruitment practice is one of the key factors influencing the quality of teachers. The paper looks at the different types of government schools in New Delhi and documents the recruitment practices in each school. There are 4 types of government schools in New Delhi – State run government schools, MCD Schools, Kendriya Vidyalayas and Navodaya Vidyalayas. Recruitment practices include periodically communicating the vacancies to the concerned authorities, the process of application, monitoring, conduction of tests, interviews, demos, types of teachers recruited, terms of employment, amongst many others. Of the 4 types of schools mentioned above, which ones have relatively more effective recruitment practices? What sets them apart is the mandatory interviews conducted, diversity of members of the selection committee, incentives for teachers, autonomy of the school principal and above all the dedication to recruit quality, committed teachers to improve the quality of education in the country.

¹ "Govt Schools Suffer from Poor Education Standards, Facilities" Zee News. March 14, 2015. http://zeenews.india.com/news/india/govt-schools-suffer-from-poor-education-standards-facilities_1561310.html.

² "Quality in Early Childhood Services." August, 2010. <http://www.ero.govt.nz/National-Reports/Quality-in-Early-Childhood-Services-August-2010/Poor-quality-education-and-care>.

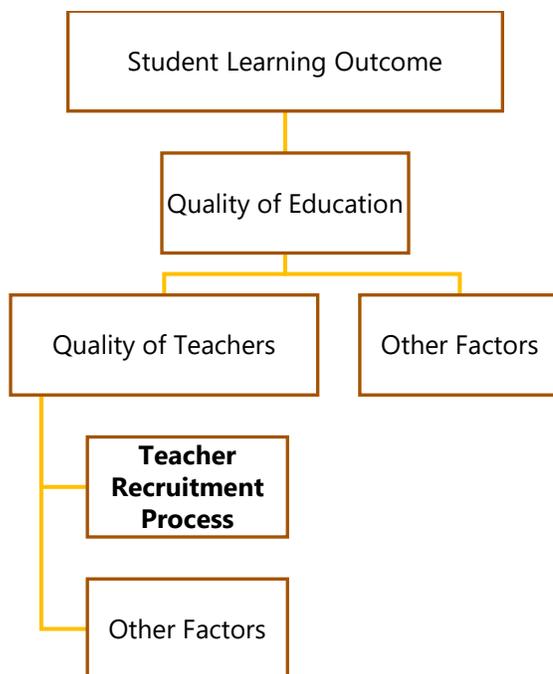
LIST OF ABBREVIATIONS

ADE	Additional Director of Education
B.Ed	Bachelor of Education
B.Tech	Bachelor of Technology
DoE	Directorate of Education
DSSSB	Delhi Subordinate Services Selection Board
JNV	Jawahar Navodaya Vidyalaya
KVS	Kendriya Vidyalaya Sangathan
MCD	Municipal Corporation of Delhi
MHRD	Ministry of Human Resource Development
NPE	National Policy on Education
NTT	Nursery Teachers Training
NVS	Navodaya Vidyalaya Samiti
PGT	Post Graduate Teacher
RTE	Right to Free and Compulsory Education Act
SKV	Sarvodaya Kanya Vidyalaya
TGT	Trained Graduate Teacher

I. BACKGROUND OF THE STUDY

The teacher recruitment process is a small piece of a much bigger puzzle. It was reported in a Zee News article, '*Govt Schools Suffer from Poor Education Standards, Facilities*', that the standard of education was poor in government schools. The same was highlighted in a report by Pratham³ (non-profit organisation) which said that government schools were lacking in providing quality education. The 2010 report of New Zealand's Education Review Office, *Quality in Early Childhood Services*, highlighted the lack of good educators as one of the key reasons for poor quality of education. Further, Stronge and Tucker's book, *Linking Teacher Evaluation and Student Learning*, emphasised on the causal relationship between effective teachers and positive student learning outcomes. It also went on to describe the key characteristics of an efficient and quality teacher. A good quality teacher can be defined as one who has excellent (subject) knowledge and who can deliver, that is, engage her class and communicate the knowledge effectively. It is assumed that teacher recruitment practice is one of the key factors influencing the quality of teachers while teacher education is the other major factor. Therefore, logic implies that if the teacher recruitment process is corrected, it can solve the problem of poor quality of education to a great extent.

³ "'Government Schools Imparting Poor Quality Education"' January 17, 2014. <http://www.downtoearth.org.in/news/government-schools-impacting-poor-quality-education-43292>.



II. SCOPE OF THE STUDY

For the purpose of this paper, I have selected 4 different types of government schools of New Delhi – State-run Government schools, Municipal Corporation of Delhi schools, Kendriya Vidyalays and Jawahar Navodaya Vidyalayas.. The paper will document the teacher recruitment practices in each school and within the given set, will highlight the better practices. This will help us in identifying which practices are comparatively more effective, what are the gaps and what challenges exist in each step of the recruitment process. The paper will not go on to provide 'ideal recruitment practice' for teacher recruitment. The paper will also not delve into the study of the other factors of the puzzle (as can be seen in the diagram drawn above). Further, measuring the quality of school teachers and critiquing whether remodelling the recruitment process will improve the quality is a topic for another research paper.

III. OBJECTIVES OF THE RESEARCH

1. To document the teacher recruitment process in government schools in New Delhi.
2. To analyse and highlight the more effective recruitment practices in different types of government schools.

IV. RESEARCH QUESTION

What are the more effective teacher recruitment practices in the public schooling system in New Delhi?

V. RESEARCH METHODOLOGY

The paper is based on primary and secondary research, focusing majorly on the former. For the purpose of primary research, personal and telephonic interviews were conducted. A general questionnaire has been prepared (listed in the annex) which was customized while conducting the interviews as it was observed that interviewees preferred a free-flow of discussion. In total, 7 interviews were conducted which included 2 Sarvodaya Kanya Vidyalaya (SKV) teachers, 2 Municipal Corporation of Delhi (MCD) teachers, 1 Kendriya Vidyalaya Sangathan (KVS) teacher, 1 Government Senior Secondary school teacher and 1 Additional Director of Education. The secondary research included studying the Right to Free and Compulsory Education (RTE) Act and National Policy of Education (NPE) norms pertaining to the teacher recruitment process. The recruitment process map for each type of school has been drawn and explained. A table has been prepared charting the different recruitment practices and documenting whether or not they are followed in the different schools. Then, the research findings especially the challenges have been listed and discussed. Finally, the most effective practices have been listed.

VI. PUBLIC SCHOOLING SYSTEM IN DELHI

As per Section 2(n) and 2(n)(i) of the RTE Act, government schools include those that at least impart elementary education and are owned or controlled by the appropriate Government or local authority.

TYPES OF GOVERNMENT SCHOOLS

There are four different types of government schools in New Delhi.

1. Delhi State-run Government Schools

These schools are monitored and administered by the Delhi Subordinate Services Selection Board (DSSSB) and the Directorate of Education (DoE).

- a) Sarvodaya Kanya Vidyalaya – classes from I to XII for girls
- b) Government Co-ed Senior Secondary School – classes from VI to XII

These schools are both primary and secondary schools that run till class XII.

2. Municipal Corporation of Delhi Schools

These schools are run by the Municipal Corporation of Delhi. They are elementary schools that run only till class V or maximum class VIII.

Education is free in both the above mentioned type of schools. Both schools give their students a list of certain items on enrolment like textbooks, notebooks, school uniform amongst others.

3. Kendriya Vidyalaya (KV)

These schools are administered by the Kendriya Vidyalaya Sangathan, an autonomous body. KV schools are operated till class XII. Unlike state-run government schools, education is not free in KV Schools. They collect fees from their students. KV schools also do provide any items like books or uniforms to the students.

4. Jawahar Navodaya Vidyalaya (JNV)

These are residential schools administered by the Navodaya Vidyalaya Samiti, an autonomous body. Only above BPL male students from Class IX-XII pay fees of Rs.200 per month. They are committed to providing quality education to children from rural areas. They provide free lodging and expenses on books, uniforms, stationery and transport.

TEACHER CLASSIFICATION

(A) CLASSIFICATION BY GRADE THEY TEACH

1. **Nursery teacher** – Teach nursery, lower kindergarten and upper kindergarten
2. **Primary Teacher** – Teach classes I to V
3. **Trained Graduate Teacher (TGT)** – Teach classes VI to X
4. **Post Graduate Teacher (PGT)** – Teach classes XI and XII

TGTs and PGTs can be subject teachers or language teachers. There is a fifth kind of teacher who teaches in all classes.

5. **Miscellaneous Teacher** – These teachers are those who teach yoga, dance, music and physical education.

(B) CLASSIFICATION BY TYPE OF EMPLOYMENT

There are two types of teachers

1. Permanent teachers

These teachers have permanent positions in the schools and do not have to renew their contract of employment each year. They are paid a higher salary than para teachers.

2. Para teachers

These teachers are of two types as shown below. They are recruited to literally fill the temporary vacant positions in school created due to a short-term leave of a permanent teacher. However, over the last few years, this form has become more popular among the recruiters because the salary to be paid is lower than for permanent teachers.

- a) Contract Teachers – These teachers have a one year contract with the school they are employed in with no guarantee of contract renewal. It is only in this year 2015, after the AAP government has come to power, that for the first time guest teachers have got an automatic renewal of their position. Their salary is higher than guest teachers' salary.
- b) Guest Teachers – These teachers also have a one year contract with the school they are employed in. However, the difference is that they have to reapply each year and go through the recruitment process all over again. They are not paid for the 50 day period of summer vacation. Their salary is lower than the salary of contract teachers.

VII. REGULATIONS FOR TEACHER RECRUITMENT

This part includes the regulations - the sections of the RTE Act and NPE - that affect and influence teacher recruitment practices in government schools. They are quoted as stated;

NPE, 1986 (modified 1992)

- **Section 9.2** The methods of recruiting teachers will be reorganised to ensure merit, objectivity and conformity with spatial and functional requirements. The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession. Efforts will be made to reach the desirable objective of uniform emoluments, service conditions and grievance-removal mechanisms for teachers throughout the country. Guidelines will be formulated to ensure objectivity in the postings and transfers of teachers. A system of teachers evaluation – open, participative and data-based – will be created and reasonable opportunities of promotion to higher grades provided. Norms of

accountability will be laid down with incentives for good performance and disincentives for non-performance. Teachers will continue to play a crucial role in the formation and implementation of educational programmes.

RTE Act, 2009

- **Section 23 (1)** Any person possessing such minimum qualifications, as laid down by an academic authority, authorised by the Central Government, by notification, shall be eligible for appointment as a teacher.
- **Section 25 (1)** Within six months from the date of commencement of this Act, the appropriate Government and the local authority shall ensure that the Pupil-Teacher Ratio, as specified in the Schedule, is maintained in each school.
- **Section 25 (2)** For the purpose of maintaining the Pupil-Teacher Ratio under subsection (1), no teacher posted in a school shall be made to serve in any other school or office or deployed for any non-educational purpose, other than those specified in section 27.
- **Section 26** The appointing authority, in relation to a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or by a local authority, shall ensure that vacancy of teacher in a school under its control shall not exceed ten percent of the total sanctioned strength.
- **Section 27** No teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties or duties relating to elections to the local authority or the State Legislatures or Parliament, as the case may be.

The minimum qualifications as stated in Section 23 (1) of the RTE Act refer to the minimum qualifications as stated in the First and Second Schedule of the NCTE norms which include the mandate of aspirants having to give the TET exam (CTET for Delhi) for appointment as a teacher.

VIII. STANDARD RECRUITMENT PROCESS

In this section, the standard recruitment process in each type of school has been mapped.

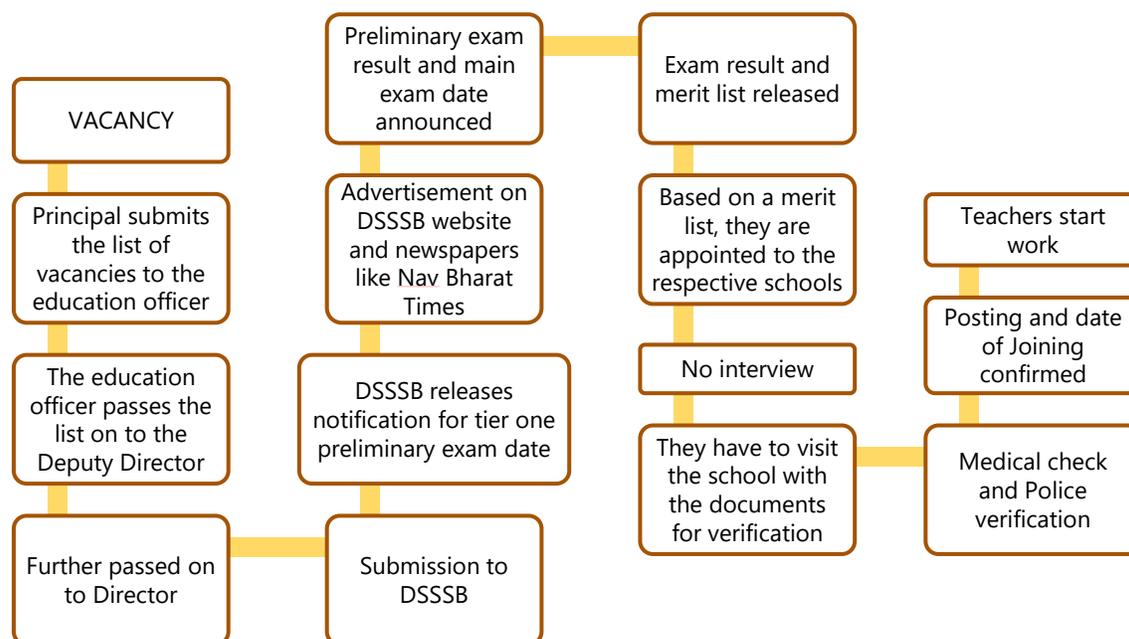
(A). DELHI STATE-RUN GOVERNMENT SCHOOLS AND MCD SCHOOLS

(1) PERMANENT TEACHERS

Every month, the Principal submits the list of vacancies to the education officer. The education officer then passes the list on to the Deputy Director who further passes it on to the Director. The Director compiles and makes submission to the DSSSB along with the recruitment rules and requirements. DSSSB releases a notification for the exam date of the tier one preliminary exam. The appropriate notification is advertised on the website and newspapers like Nav Bharat Times. Teachers apply and sit for the exam. Then the exam results are released along with the date for the main exam (tier two). Afterwards, the main exam results are published and the merit list is announced. Teachers are appointed to the respective schools. There is no interview. After

accepting the post, they have to visit the school with the documents for verification. They have to get a medical check done and police verification follows. When the verification process is completed, the posting and date of joining is fixed thereby confirming their appointment to the school. On the respective date, teachers start work.

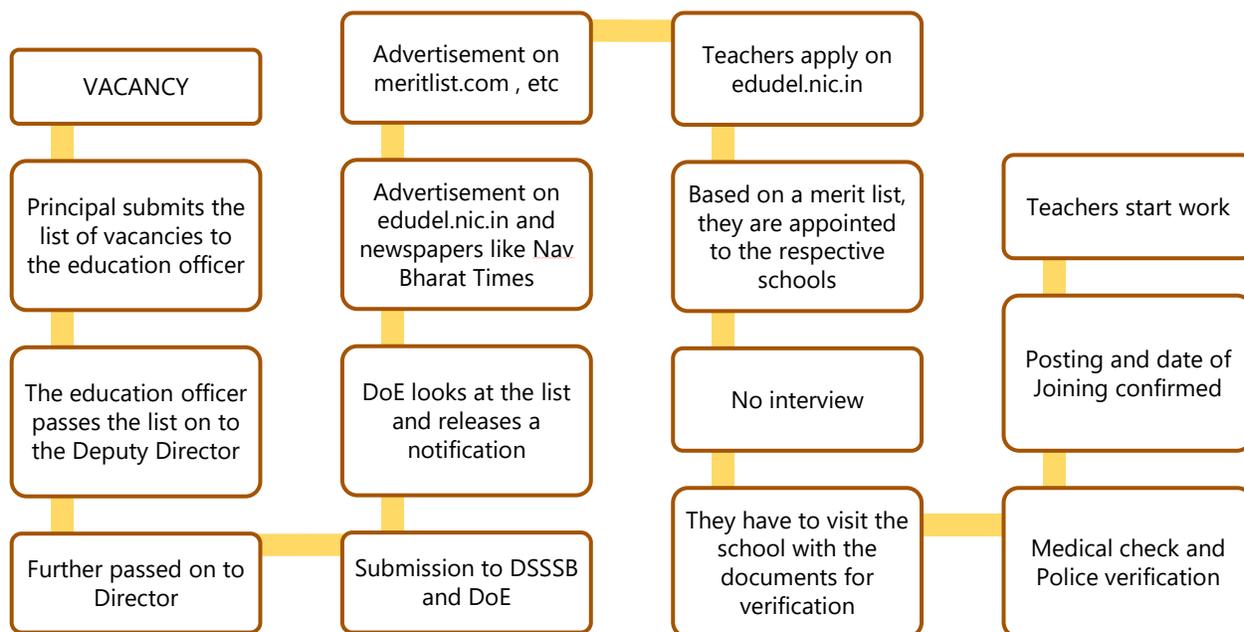
Permanent form of teachers is more common in TGT and PGT and much lesser in primary school teachers. Although there is a separate process for recruitment of permanent teachers, the last time that such a process was conducted was in 2013. Permanent recruitment takes a lot of time to complete all the formalities. Many exams have been rescheduled or cancelled. For contract teachers to become permanent teachers, they have to take an exam conducted by the DSSSB, which includes Logical Reasoning, English and Maths.



(2) PARA TEACHERS

Every month, the Principal submits the list of vacancies to the education officer. The education officer then passes the list on to the Deputy Director who further passes it on to the Director. The Director compiles and makes submission to the DSSSB along with the recruitment rules and requirements. For contract teachers, the DoE looks at the list and releases a notification. The appropriate notification is advertised on the website edudel.nic.in and newspapers like Nav Bharat Times. There are websites like meritlist.com and sarkariexam.com that monitor edudel.nic.in and advertise the vacancies on their websites as soon as [edudel](http://edudel.nic.in) puts up their ads. Teachers visit the [edudel](http://edudel.nic.in) website and apply for the post and school (MCD or SKV) they want to get employed in. They list the marks obtained by them in their B.Ed degree. Since the introduction of the CTET exam, they have to list those marks too. They also list their area of residence. A merit list is then released, based on which, they are appointed to the respective schools. There is no interview. Teachers are generally appointed to schools that are closer to

their area of residence. If they were to accept the post, they have to visit the school with the documents for verification and meet the principal. After submission, they have to get a medical check done and police verification follows. When the verification process is completed, the posting and date of joining is fixed thereby confirming their appointment to the school. On the respective date, teachers start work.

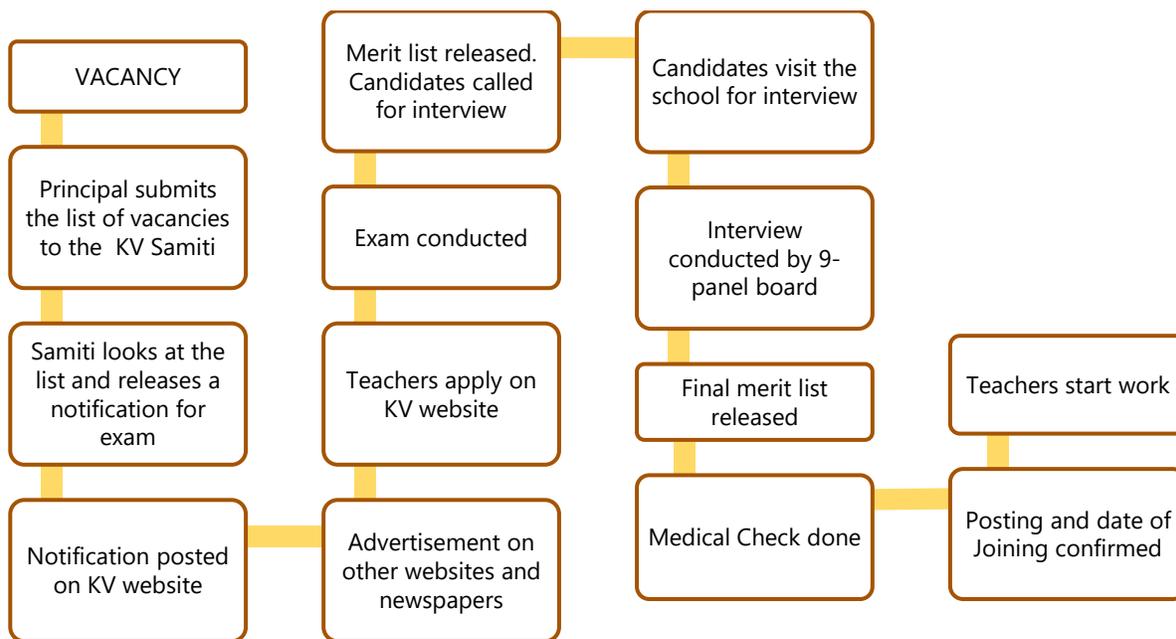


For State-run Government and MCD Schools, the time taken from advertisement to final teacher recruitment is - Best (2 months), Average (10-15 months) and Worst (15-24 months), as reported by teachers of the schools.

(B). KENDRIYA VIDYALAYA

At regular intervals, the Principal of the KV School submits the list of vacancies to the KV Sangathan. The members of KVS look at the list and release a notification for the exam. This exam is conducted by the KVS and the notification is posted on the KV website, Employment Notice section – <http://kvsangathan.nic.in/EmploymentNotice.aspx>. Advertisement on other websites and newspapers is placed. Aspirants have to apply only through the KV website. They also have to pay an administrative fee of Rs.750-1200. On the respective date, the exam is conducted. The merit list is released and qualified candidates are called for an interview. The candidates visit the school for interview. The Interview conducted by 9-panel board including the principal, fellow teachers and sometimes members from the KVS too. Afterwards, the final merit list is released. Successful candidates who accept the post get a medical check-up done. Then the posting and date of joining is confirmed. Teachers start work.

KV Schools have a probationary period of 2 years for their teachers. In most cases, the process is direct recruitment for all kinds of teacher posts including miscellaneous teachers. For the post of head master, generally a primary teacher who has been serving at the KV School for a minimum of 5 years is promoted to this post. The salary for Primary Teacher and Miscellaneous Teachers are similar.



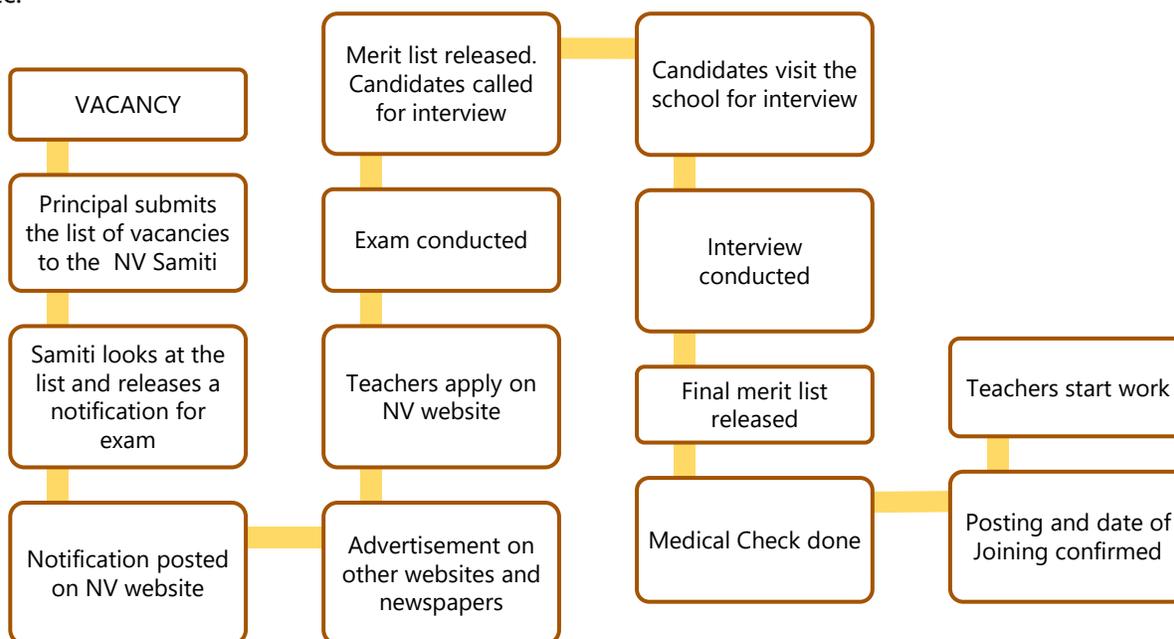
Based on primary research findings, the time taken from advertisement to final teacher recruitment is - Best (1 month) and Average (1-1.5 months). There is insufficient data to report the time taken in the worst case scenario.

(C). JAWAHAR NAVODAYA VIDYALAYA

The Principal of the NV School submits the list of vacancies to the NV Samiti. The Samiti looks at the list and releases a notification for the exam. This exam is conducted by the NVS and the notification is posted on the NVS website, Recruitment section – <http://www.nvshq.org>. Advertisement on other websites and newspapers comes out. Aspirants have to apply through the NV website. On the respective date, the exam is conducted. The merit list is released and qualified candidates are called for an interview. The candidates visit the school for interview. The Selection Committee that takes the interview comprises of members of the NVS, educationists, subject teachers, representatives of the minorities sections, female members, etc. Afterwards, the final merit list is released. Successful candidates who accept the post get a medical check-up done. Then the posting and date of joining is confirmed. Teachers start work.

Sometimes, when it's urgent for vacant teacher positions to be filled, NVS releases notifications for walk-in interviews. Its key to note that interview is a must in their recruitment process. They may skip taking an independently conducted exam but interviews are mandatorily conducted. Their goal is to have a screening process that efficiently assesses the overall personality of the aspirant and to ensure that a good quality, committed teacher is recruited who is dedicated to teach students and improve the quality of education.

The salary of teachers in JNV is relatively higher in comparison to KVs. For teachers, they also provide free lodging and incentives such as admission to teacher's children, special allowances, etc.



Based on primary research findings, the time taken from advertisement to final teacher recruitment is similar to that of KV Schools.

IX. ANALYSIS OF RECRUITMENT PRACTICES

- (A). APPLICATION PROCESS – includes steps before and during the application
- (B). SELECTION PROCESS – includes practices during the selection of candidates
- (C). TERMS OF EMPLOYMENT – includes preferences of schools, condition after recruitment

RECRUITMENT PRACTICES

No.	Practice	KVS	JNV	MCD	SKV
(A).	APPLICATION PROCESS				
1.	Vacancy notified periodically	✓	✓	✓	✓
2.	Autonomy of School Principal	✓	✓		
3.	Independent education officers, directors	✓	✓		

4.	Recruitment board tasked with other department recruiting			✓	✓
5.	Advertisement on School website	✓	✓		
6.	Application through School website	✓	✓		
(B).	SELECTION PROCESS				
7.	Strict monitoring of passing CTET exam	✓	✓		
8.	Direct recruitment from B.Ed colleges				
9.	Independent exam conducted	✓	✓		
10.	Special Selection Committee	✓	✓		
11.	Interviews taken for qualified candidates	✓	✓		
12.	Demo/Practical test for miscellaneous teachers				
13.	Degree looked at for language teachers strictly		✓		
14.	Student/Parent feedback included in recruitment process				
15.	Medical check-up done	✓	✓	✓	✓
16.	Police verification conducted	✓	✓		
(C).	TERMS OF EMPLOYMENT				
17.	Period of probation	✓			
18.	Contract renewal based on performance				
19.	Preference for contractual form of teachers			✓	✓
20.	Special incentives		✓		
21.	Pupil-Teacher Ratio maintained	✓	✓		
22.	Teachers deployed in non-teaching purposes			✓	✓
23.	Recruitment based on promotion	✓			
24.	Preference to residence area for posting	✓	✓	✓	✓
25.	Monitored by administrative body after recruitment	✓	✓		

DETAILED ANALYSIS

(A). APPLICATION PROCESS

1. *Vacancy notified periodically*

All schools notify the vacancies of teaching posts to their respective authorities periodically. In state-run government and MCD schools, the list is sent to the DSSSB/DoE, while in KV and NVs, the lists are sent to their respective sangathan/samitis.

2. *Autonomy of School Principal*

School principals in state-run government and MCD schools have no autonomy. They have no significant role to play in teacher recruitment except to notify the DSSSB of the

vacancies. They have to accept the candidates sent to their school. On the other hand, KV and NV school principals have autonomy and can select/reject candidates.

3. *Independent education officers, directors*

Education officers communicate the list of vacancies to the Deputy Director. In state-run government and MCD schools, education officers are accountable to the DSSSB while in the other two schools they are accountable to KVS and NVS respectively.

4. *Recruitment board tasked with other department recruiting*

Unlike KVS and NVS, the DSSSB is overburdened. They are tasked with recruiting staff members for over 100 departments. They even have to recruit on a priority basis. If it is urgent for the Jal Board to get staff members, the DSSSB will prioritise their recruitment.

5. *Advertisement on School website*

For state-run government and MCD schools, the notifications of vacant teacher positions are advertised on the DSSSB website for permanent teachers and DoE website (edudel.nic.in) for para teachers. Notifications of vacancies in KV and NV schools are advertised on their respective individual school website as well as the KVS and NVS website.

6. *Application through School website*

Aspirants/Candidates have to apply through the DSSSB/DoE website for state-run government schools and MCD schools. For the other two, candidates have to apply via the respective school website.

(B). SELECTION PROCESS

7. *Strict monitoring of passing CTET exam*

KV and NV schools strictly monitor/cross-check if the aspirants have cleared the CTET exam ever since the inception of the exam. However, the state-run government and MCD schools are lagging behind in this practice.

8. *Direct recruitment from B.Ed colleges*

No type of school recruits teachers directly from the B.Ed colleges. They have to go through the application process.

9. *Independent exam conducted*

All government schools rely on the candidates' marks obtained in the B.Ed degree and CTET exam. However, KV and NV schools also conduct an additional independent exam to recruit teachers.

10. *Special Selection Committee*

There is no special selection committee to recruit candidates in state-run government and MCD schools. However, in the other 2 schools, they do have special selection committee that interviews candidates before final selection. The Selection Committee in KV Schools comprises of 9 members including the principal, fellow teachers and KVS members. The Selection Committee in NV Schools comprises of members of the NVS, educationists, subject teachers, representatives of the minorities sections, etc.

11. *Interviews taken for qualified candidates*

Interviews are mandatorily conducted in only KV and NV schools.

12. *Demo/Practical test for miscellaneous teachers*

No practical test for miscellaneous teachers to demonstrate skill in any school.

13. *Degree looked at for language teachers strictly*

Except for NV Schools, the degree qualification is not strictly looked at in other schools. Some language teachers lack the B.Ed degree.

14. *Student/Parent feedback included in recruitment process*

No school considers current student's or parent's feedback in the future recruitment of teachers.

15. *Medical check-up done*

Medical check-up is mandatory in all schools.

16. *Police verification conducted*

Police verification mandatorily conducted in all schools.

(C). TERMS OF EMPLOYMENT

17. *Period of probation*

There is only a probationary period for teachers in KV Schools. The period is two years.

18. *Contract renewal based on performance*

Although teacher performance is considered in KV and NV schools, there is no primary evidence that the contract renewal is on the basis of performance.

19. *Preference for contractual form of teachers*

The current situation is such that in state-run government and MCD schools, there is more contractual recruitment of teachers rather than permanent.

20. *Special incentives*

Only NV schools give special incentives to teachers like special allowance, admission to their wards, rent-free housing, etc.

21. *Pupil-Teacher Ratio maintained*

The pupil-teacher ratio in state-run government and MCD schools is not maintained despite RTE rules. On the other hand, KV and NV schools monitor and maintain the ratio.

22. *Teachers deployed in non-teaching purposes*

In state-run government and MCD schools, teachers are deployed in non-teaching purposes. They are given election-duty training, etc during school working hours.

23. *Recruitment based on promotion*

In NV schools, TGT teachers are promoted to become PGT teachers. MCD teachers get promoted to SKV schools. In KV schools, primary teacher is promoted to head master after 5 years of employment.

24. *Preference to residence area for posting*

All schools give preference to teacher residential areas in their postings.

25. *Monitored by administrative body after recruitment*

Only in KV and NV schools, the sangathan/samiti monitor even after recruitment process is completed.

X. RESEARCH FINDINGS

1. In my discussion with teachers from state-run government and MCD schools, the teachers pointed out that;

- a) Schools do not strictly monitor the clearing of CTET exam of candidates.
- b) The pupil-teacher ratio as mandated by the RTE should be 30:1 for primary teachers and 35:1 for TGT and PGTs. However, some classes are conducted with over 46 students and only 1 teacher. This makes it difficult for the teacher to cater to the needs of each individual student.
- c) There are huge vacancies in state-run government and MCD schools in Delhi. Some of the reasons are as follows;

- Teacher Unions are demanding recruitment. Suddenly there is a very high demand to match which makes the recruitment process hasty whilst not necessarily filling up the vacancies.
- There is a backlog of vacancies from the previous years' non-recruitment of teachers.
- Government states in its action plan that 17000 teachers will be recruited.

2. Being a para teacher is a major source of dissatisfaction for the teachers who want to be regularised. The guest teachers from SKV School opined that they feel undermined when they are given daily wages. They are also under constant tension due to the insecure form of their current job and low amount of salaries. They add that their colleagues get demotivated in the long-run and that regularisation of their employment will motivate them to work harder.

This is a controversial debate. Kartik Murlidharan's paper has concluded that para teachers work harder and provide better outcomes than regular teachers. However, based on these teachers' testimonies, it seems like regular teachers perform better. What is missing here?

Source of motivation, an incentive, is what is missing. Teachers are not promoted on the basis of performance. As such, they are not worried about getting fired either. A carrot and sticks approach is missing in government schools.

3. The Singapore model of teacher recruitment is such that the top 3 students of the batch are recruited as teachers. That level of quality recruitment is lacking in Delhi's government schools.

4. The Government Senior-Secondary School Teacher explained that too much time elapses between the announcement of vacancy and the filling of position. Sometimes the positions remain unfilled despite releasing a merit list. Normal recruitment process takes over a year.

5. The Additional Director of Education (ADE) highlighted that the DSSSB is tasked with recruiting staff for over 100 departments, and is therefore, heavily burdened. If it is urgent for the Jal Board to get staff members, the DSSSB will prioritise their recruitment. This delays the teacher recruitment process in state-run government and MCD schools.

6. A guest teacher at the SKV School stated that the Para teacher form of employment affects teacher-student relationship. Teachers are replaced every year resulting in lack of rapport/bond building between the teachers and students that could have positively affected the students' learning outcomes in the long run.

7. Lack of interviews being conducted in state-run government and MCD schools affects the possibility of checking the qualitative features of a teacher –whether she/he can deliver, engage a class, is motivated and committed enough, etc. The KVS teacher expressed how demos are very important to verify if a music/yoga/dance teacher can actually teach music/yoga/dance. Giving autonomy to the school principal will hopefully make the teacher recruitment process speedy and transparent.

8. The Additional Director of Education (ADE) emphatically stated that correspondence courses in junior basic teacher training are responsible for compromising the quality of the pool of teaching aspirants. He added that, "the recruitment process can select meritorious teachers, not efficient teachers." If one wanted to improve the quality of teachers, then one would need to first enhance the standard of the pool of aspirants.

9. The ADE discussed that in some cases, teaching aspirants are enrolled in B.Tech courses in Delhi, while simultaneously being enrolled in JBT courses in Madhya Pradesh.

10. Guest teachers at the SKV School expressed that despite the current state of job insecurity, teaching aspirants still preferred government school teacher position over private schools. It is harder to get into private schools as experience is a key factor in recruitment.

XI. CONCLUSION

A report by the Quality Council of India states that, "Kendriya Vidyalayas have maintained a tradition of Quality in education eversince their inception about half a decade ago." An article in Factly also states that KVs and JNVs have performed better than other government and private schools. Based on the logic stated earlier in the paper, quality teachers are definitely a contributing factor to this positive view. As such, KV Schools and NV Schools have more effective recruitment practices.

The key effective practices and reasons are;

1. Better screening process and strict monitoring by the KVS and NVS
2. Interviews are mandatorily conducted
3. The Selection Committee has diverse members
4. There is autonomy of the school principal
5. Incentives for teachers

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ANNEXES

I. GENERAL QUESTIONNAIRE

1. Which school do you teach in? What is your post?
2. What are your educational qualifications?
3. Why do you think there are so many vacancies in government schools?
4. What was the recruitment process in your case?
 - a. How much time does it take?
 - b. Were you happy with it? If not, what changes would you like?
5. What kinds of questions were asked in your interview?
6. Have you worked in any other kind of government school before?
 - a. If yes, which recruitment process is better?
 - b. If yes, what are the main significant differences in the process and teachers in the two schools?
7. Media always comments that government teachers' quality is poor. What do you have to say about it? Do you think the teacher recruitment process is responsible for such comments or are there other reasons?
8. How is the recruitment process different for contract teachers and permanent teachers?
9. Did you give the TET test or some other test?
10. What is your opinion on teachers who fail the test? Do you think it reflects their poor quality or is the test unfair?
11. What is the average number of teachers required per school per subject?
12. How is the recruitment process different for subject teachers?
13. What are the main problems with the current teacher recruitment process?
14. Any suggestions?

II. NARRATIVES

A. SCIENCE TEACHER – MCD School

This is a Science Teacher, in her early 50s. She was reluctant to answer a full questionnaire but was responsive to a conversation. She taught in an MCD school for 13 years before getting promoted to an SKV school. She had accompanied her daughter who was writing the DIET exam on the day of the conversation.

- **Is the teacher recruitment process flawed in your opinion?**

No

- **Did you give the TET test?**

No

- **Why so?**

Those who give B.Ed or D.Ed test don't give TET

- **How does the teacher recruitment process begin?**

For teachers, 10th+12th+graduation+B.Ed – Merit list and get the school as per closest area for which you apply.

Now, have to give CTET. Already recruited teachers do not have to give CTET exam.

- **When did you start teaching at MCD School?**

1997, MCD South Extension Part 2

Based on merit list, I got appointed to MCD School and after 12-13 years, got promotion and transferred to SKV School.

B. NURSERY TEACHER – SKV School

This is a teacher who has done her NTT from Orissa. She is dedicated and committed and wishes there were better resources and facilities in government schools so that teachers could give their best and education could be at par with that in private schools.

- **Why do you think there are so many vacancies in government schools?**

There aren't so many vacancies. Our school currently has no vacancies.

- **But if you visit the websites, there are over 4000 vacancies listed?**

Is that so? I am not aware of it.

- **What was the recruitment process in your case?**

I did my graduation in humanities. Then cleared the NTT (Nursery Teachers Training) exam and worked in a private school. When I saw advertisement for position in government school, I applied and based on a merit list got appointed to this school. I am a guest teacher, have to apply every year. It's only this year that I got an automatic renewal due to Kejriwal's administration.

- **What kinds of questions were asked in your interview?**

No interview was taken. Just merit list.

- **Have you worked in any other kind of government school before?**

No

- **Media always comments that government teachers' quality is poor. What do you have to say about it? Do you think the teacher recruitment process is responsible for such comments or are there other reasons?**

No. Teacher recruitment process is fine.

a. Problem is with lack of resources. The teachers get de-motivated with the shortage of resources they have to deal with. We cannot be at par with the education at private schools without the same facilities, it is unfair.

b. Moreover, children take tuitions despite our best efforts. Yet we are blamed when the outcome is poor. How will we be motivated to give our best?

- **What is your opinion on teachers who fail the test? Do you think it reflects their poor quality or is the test unfair?**

TET is subjective and theoretical. For teachers, it is more important to be able to handle the students, a trait which the TET cannot test.

- **Any suggestions?**

Remove the concept of guest/contract teachers. This form is de-motivating in itself. We put the same effort, yet we suffer from job insecurity. Why don't teachers give full dedication? Because they know that they have to leave in one year and the salary issue. Also, you have to keep reallocating/changing contract teachers. It hampers the teacher-student relationship. Teacher also faces problems. Quality teachers need quality payment. Teachers feel undermined due to the contract feeling and being paid daily wages. If you want to improve the quality of teachers, then what are required are job security, job satisfaction, salary satisfaction and apt resources.

C. PRIMARY TEACHER – SKV School

This is another dedicated teacher who has studied in Delhi. She is well aware of the challenges in the recruitment process and advocates regularisation of teachers.

- **Why do you think there are so many vacancies in government schools?**

Vacancies depend on student strength. According to the RTE, there should be 1 teacher for every 35 students. We don't have too many classrooms so we end up having many students in one class. Classes that have around 46-50 students are sometimes given 2 teachers. When teachers leave, then vacancies are created. Also, guest teachers have to reapply each year, go through the entire process of recruitment again without the guarantee of re-appointment. So each year, there is a vacancy in his/her place till she is appointed again. Teachers change, class stays the same.

- **What is the standard recruitment process?**

The Principal informs the IT department. The IT department then sends a mail to the GNCT communicating the vacancy in the school and requirement of teachers. The vacancies are then put up on the DSE website – edudel.nic.in. The same notifications are also advertised in newspapers like Hindustan, Nav Bharat times, etc. We apply. According to the merit list, we are appointed to a school. We go to meet the principal and verify our documents. There is no interview.

- **What was the recruitment process in your case?**

I did my graduation in commerce. Then cleared the DIET exam and based on a merit list got appointed to this school. I am a guest teacher.

- **Have you worked in any other kind of government school before?**

No. But I did apply to for KVS schools.

- **What is their recruitment process?**

They post their advertisements online on the KVS website. There is a written exam and an interview in front of a panel of 9 people including teachers, principal, etc. Weightage is given to both the exam and interview.

- **Which recruitment process is better?**

The process is different. Interview is better because it gives a chance to test the teacher personally. Exams are more theoretical and cannot efficiently judge a teacher's capability. There are some reports that say that DSSSB takes money to clear the exams. So interview makes recruitment tougher in such a case. Also, there are students who don't want to become teachers but apply due to parental pressure. Such students may be meritorious but don't form part of quality teachers.

- **Media always comments that government teachers' quality is poor. What do you have to say about it? Do you think the teacher recruitment process is responsible for such comments or are there other reasons?**

Yes. 90% weightage can be given to the teacher recruitment process for poor quality of teachers.

a. The department has a problem. The recruitment for 2009 vacancies was done recently. The 2013 exam was cancelled. Then again in 2014 the exam was taken and finally in 2015 they started working.

b. Also the condition of guest/contract teachers is really bad. They get less salary and no benefits like insurance, PF, etc. They are given daily wages instead of a monthly salary.

- **What is your opinion on teachers who fail the test? Do you think it reflects their poor quality or is the test unfair?**

Teacher quality is poor.

- **What is the average number of teachers required per school per subject?**

PGT teacher – 2 per subject

TGT teacher - more

- **How is the recruitment process different for subject teachers?**

I am not aware of the process for subject teachers.

D. ADDITIONAL DIRECTOR OF EDUCATION

This is a well-informed, committed administrator who understands the processes deeply and is concerned about the quality of education in government schools. He opposes the concept of correspondence courses and demands that regulators put a stop to it.

- **How does the teacher recruitment process begin?**

Every month, the Principal submits the list of vacancies to the education officer. The education officer then passes the list on to the Deputy Director who further passes it on to the Director. The Director compiles and makes submission to the DSSSB along with the recruitment rules and requirements. The DSSSB then looks at the list and releases a notification. The appropriate notification is advertised on the website. Teachers visit the edudel website and apply for the school they want to get employed in. Based on a merit list, they are appointed to the respective schools. They have to visit the school with the documents for verification. Police verification follows. No interview takes place.

- **How much time does it take?**

It is difficult to give a standard time frame. It works on a priority basis. The DSSSB is overloaded with work. If recruiting for the Jal Board is a priority, they will give attention to that first. So it can get delayed too.

- **Is the teacher recruitment process flawed in your opinion?**

No.

- **Media always comments that government teachers' quality is poor. What do you have to say about it? Do you think the teacher recruitment process is responsible for such comments or are there other reasons?**

The selection process can select teachers based on merit. They can select meritorious teachers, not efficient teachers. Have you heard of the idiom, "Andho mein kana raja?"

If all applicants are like that then the meritorious teacher is also of that quality.

- **Where do you think the problem lies?**
 - a. The DSSSB is overburdened. They don't recruit only government school teachers. They are also burdened with the recruitment of staff members of over 100 departments including the Jal Board, NDMC, Fire Service amongst many others.
 - b. (i) Teachers are doing their JBT from correspondence courses in Madhya Pradesh. If I take teachers from the last 5 years and ask them to show me where they passed their JBT from, they won't be able to show it. They can show me the examination centre but not the institution they passed from.
(ii) Girls in Delhi are doing B.Tech whilst being enrolled in JBT in Madhya Pradesh. Their parents confer that whichever they get into, they will do that. Now that is faulty and an unfair practice. It reflects in the poor quality of the teacher.
- **What should be done to improve the quality of teachers?**
 - a. Lessen the workload of the DSSSB.
 - b. Stop the correspondence courses.
- **What can be done to improve/correct this?**

Mitigation is a problem in itself because it is very difficult to track and prove on paper. It is even very difficult to catch because they show full attendance here in Delhi. It is very difficult to get proof. See, maybe the correspondence courses are not bad but the way the agents are running it is faulty. Even in police verification where the teachers have to show their residence of the last 5 years, they don't write Madhya Pradesh despite doing the course from there.
- **Even the police can't track?**

Police could track case to case but cant enmass. Police verification is not able to trace and catch the teachers as they prove that they lived in Delhi, whereas it is evident that they did JBT from Madhya Pradesh. Do you see the irony?
- **Can training help?**

How will you train them? They are reluctant and will question you that they just fulfilled these training requirements and entered the school. They can prove on paper that they are trained teachers with proper course degree. At best you could have a refresher course.
- **Do you think the TET is good?**

Yes. It has improved the situation a little bit. Those teachers passing from correspondence courses in Madhya Pradesh are not able to clear the TET easily.
- **How is the recruitment process different for subject teachers?**

It is specified in the recruitment rules submitted along with the list of vacancies.
- **Any suggestions?**

If you are researching on teacher recruitment process, you should research how many aspirants/teachers have done JBT from Madhya Pradesh and why are they being selected instead of our Delhi aspirants who have given the DIET test?

III. TEACHER RECRUITMENT ADVERTISEMENTS

In this section, the advertisements have been reproduced and pasted from the websites of DSSSB, DoE, KVS and NVS. The URL of the website has been retained in every picture.

(A) DSSSB WEBSITE

(1)

delhi.gov.in/wps/wcm/connect/doi_t_dsssb/delhi+subordinate+services+selection+board/home/

Search

delhi.gov.in
Govt. of NCT of Delhi

Delhi Subordinate Services Selection Board

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[Vacancy Advertised](#)
[Citizen Charter](#)
[Eligible or Ineligible Candidates](#)
[Results](#)
[Question Bank](#)
[Answer Keys](#)
[Exam Related Instructions](#)
[Notice of Interview](#)
[Notice of Exam and Circulars](#)
[Debarred List](#)
[Tender](#)
[Right To Information Act](#)
[Contact Us](#)

Welcome to Delhi Subordinate Services Selection Board
[DOWNLOAD ADMIT CARD OF POST CODES 49/12, 59/12, 153/14 & 156/14](#)
[Interview Notice](#)

Latest Updates
 13 COMPLIANCE OF ORDER/DIRECTION DATED 13.08.2014 OF THE HON'BLE CENTRAL ADMINISTRATIVE TRIBUNAL AS PASSED IN OA 3304/2013 TTLED AS SAMAY SINGH & ORS V/S GNCTD & ORS.(SH. DINESH MAHAWAR)
 13 COMPLIANCE OF ORDER/DIRECTION DATED 13.08.2014 OF THE HON'BLE CENTRAL ADMINISTRATIVE TRIBUNAL AS PASSED IN OA 3304/2013 TTLED AS SAMAY SINGH & ORS V/S GNCTD & ORS. (SH.RAJ KUMAR BHAKRAWAL)
 13 COMPLIANCE OF ORDER/DIRECTION DATED

What's New
 13 PUBLIC NOTICE: FOR THE CANDIDATES FOR THE POST OF ASSISTANT TEACHER(PRIMARY),NDMC DATED 31.07.2015 [NDM](#)
 13 PUBLIC NOTICE:FOR THE CANDIDATES FOR THE POST OF SPECIAL EDUCATION TEACHER(POST CODE 146/14),GNCTD AND SPECIAL EDUCATOR(PRIMARY) POST CODE 147/14) MCD. [NDM](#)
 13 Engagement of One Driver purely on contract basis. dated 30.07.2015 [NDM](#)
 13 PRESS NOTE REGARDING PGT TIER-II EXAMS HELD ON 28.06.2015 [NDM](#)
 13 PUBLIC NOTICE: KIND ATTENTION FOR THE CANDIDATES OF POST CODE 101/12 FOR THE POST OF ASSTT. TEACHER(PRIMARY),GNCTD [NDM](#)
 13 NOTICE FOR CANDIDATES FOR THE POST OF STENOGRAPHER(JR., STENOGRAPHER/STENO TYPIST POST CODE: 91/09, 92/09, 41/13, 50/13 & 59/13 DT. 27/07/2015 [NDM](#)
 13 PUBLIC NOTICE :KIND ATTENTION FOR THE CANDIDATES FOR THE POST OF FOREST GUARD IN FOREST & WILDLIFE DEPARTMENT.GNCTD(POST CODE 68/14)
 13 PUBLIC NOTICE:FOR THE CANDIDATES FOR THE POST OF HEAD CONSTABLE IN TRANSPORT DEPARTMENT.GNCTD(POST CODE 43/13) [NDM](#)
 13 O.A NO. 4710/2014 ,M. MEENA KUMARI V/S DSSSB & ORS. [NDM](#)
 13 FOR CANDIDATES APPLIED AGAINST VARIOUS POST CODES OF PGTs [NDM](#)

Local Services

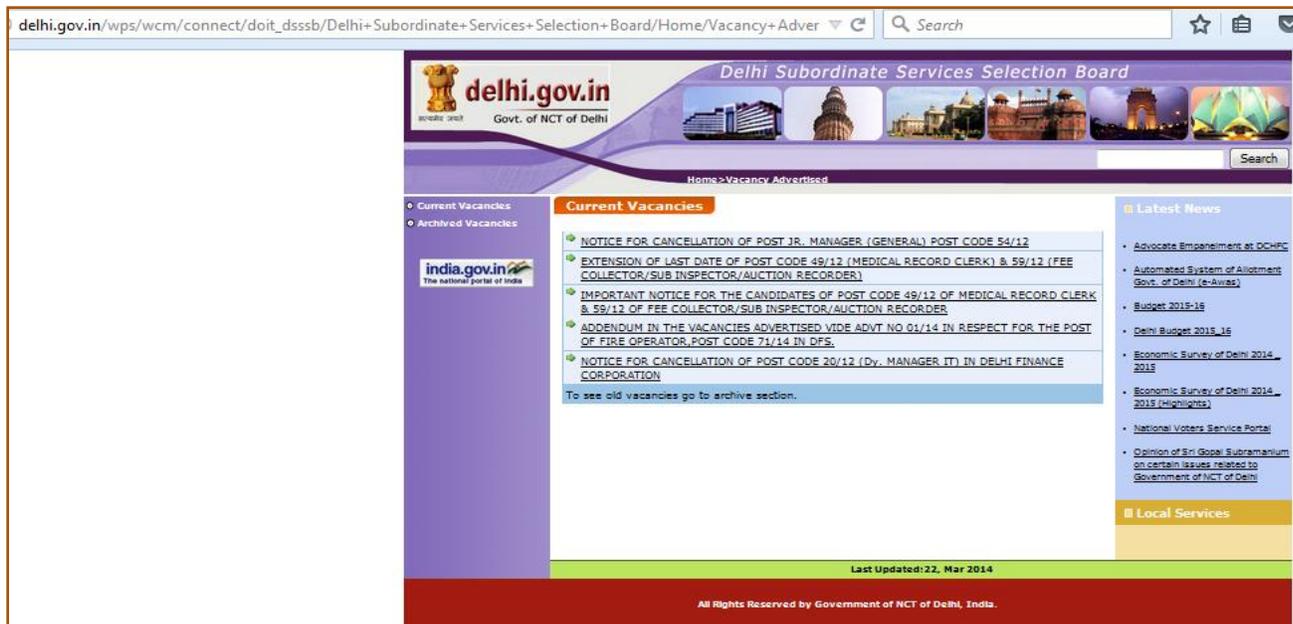
Latest News
 • Advocate Empanelment at OCHFC
 • Automated System of Allotment Govt. of Delhi (e-Awas)
 • Budget 2015-16
 • Delhi Budget 2015-16
 • Economic Survey of Delhi 2014-2015
 • Economic Survey of Delhi 2014-2015 (Highlights)
 • National Voters Service Portal
 • Opinion of Sri Gopal Subramaniam on certain issues related to Government of NCT of Delhi

[India.gov.in](#)
 The national portal of India

Page No 1 of Total 10 Pages

This website is updated on 17-AUGUST-2015.

(2)



delhi.gov.in/wps/wcm/connect/doi_t_dsssb/Delhi+Subordinate+Services+Selection+Board/Home/Vacancy+Adver

delhi.gov.in
Govt. of NCT of Delhi

Delhi Subordinate Services Selection Board

Home>Vacancy Advertised

Current Vacancies

- NOTICE FOR CANCELLATION OF POST JR. MANAGER (GENERAL) POST CODE 54/12
- EXTENSION OF LAST DATE OF POST CODE 49/12 (MEDICAL RECORD CLERK) & 59/12 (FEE COLLECTOR/SUB INSPECTOR/AUCTION RECORDER)
- IMPORTANT NOTICE FOR THE CANDIDATES OF POST CODE 49/12 OF MEDICAL RECORD CLERK & 59/12 OF FEE COLLECTOR/SUB INSPECTOR/AUCTION RECORDER
- ADDENDUM IN THE VACANCIES ADVERTISED VIDE ADVT NO 01/14 IN RESPECT FOR THE POST OF FIRE OPERATOR, POST CODE 71/14 IN DFS.
- NOTICE FOR CANCELLATION OF POST CODE 20/12 (Dy. MANAGER IT) IN DELHI FINANCE CORPORATION

To see old vacancies go to archive section.

Latest News

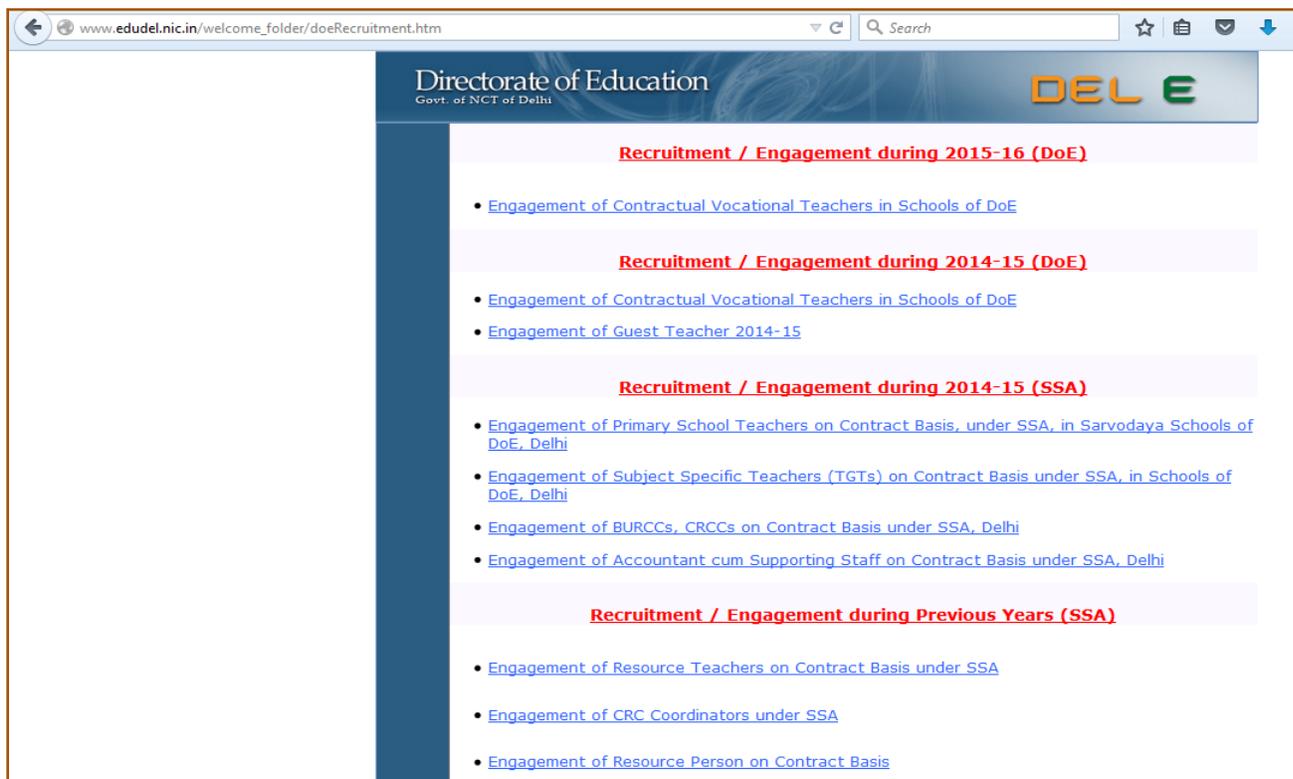
- Advocate Empanelment at DC/HC
- Automated System of Allotment Govt. of Delhi (e-Awar)
- Budget 2015-16
- Delhi Budget 2015-16
- Economic Survey of Delhi 2014-2015
- Economic Survey of Delhi 2014-2015 (Highlights)
- National Voters Service Portal
- Opinion of Sri Gopal Subramaniam on certain issues related to Government of NCT of Delhi

Local Services

Last Updated: 22, Mar 2014

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(B) EDUDEL (DIRECTORATE OF EDUCATION)



www.edudel.nic.in/welcome_folder/doiRecruitment.htm

Directorate of Education
Govt. of NCT of Delhi

DEL E

Recruitment / Engagement during 2015-16 (DoE)

- Engagement of Contractual Vocational Teachers in Schools of DoE

Recruitment / Engagement during 2014-15 (DoE)

- Engagement of Contractual Vocational Teachers in Schools of DoE
- Engagement of Guest Teacher 2014-15

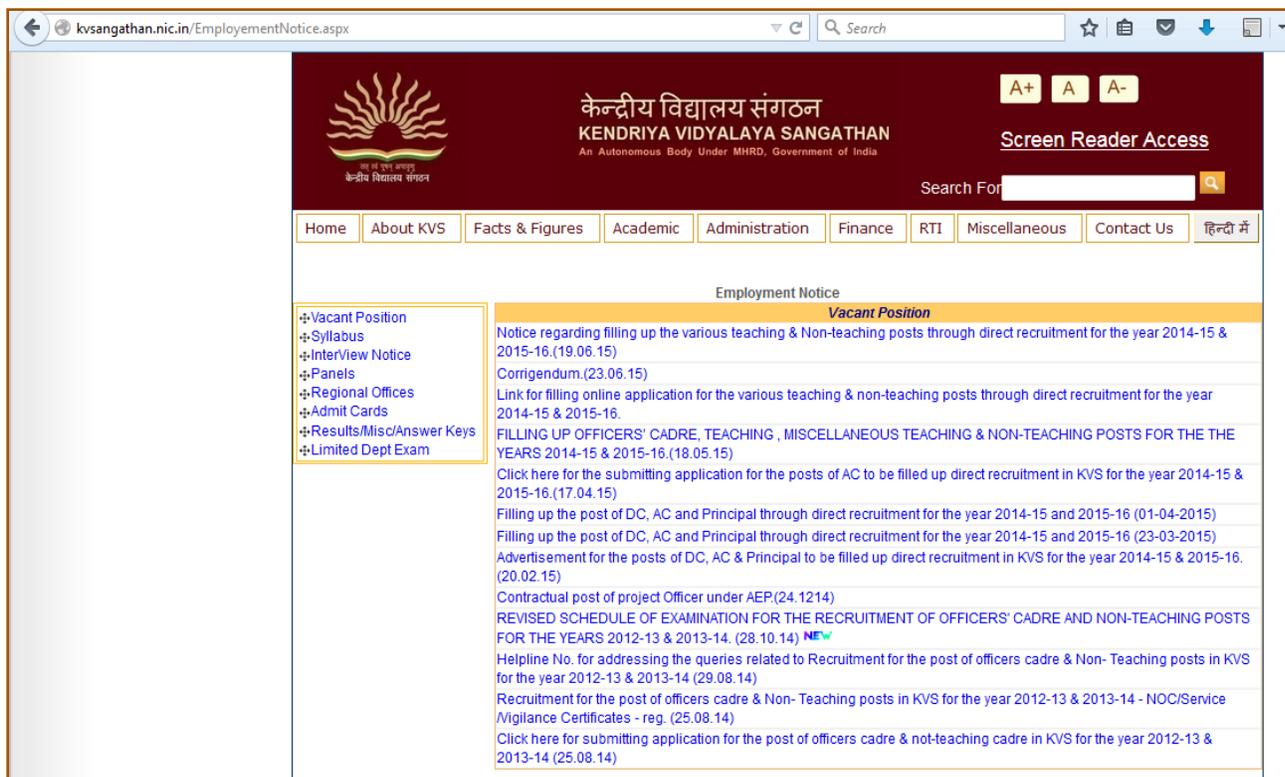
Recruitment / Engagement during 2014-15 (SSA)

- Engagement of Primary School Teachers on Contract Basis, under SSA, in Sarvodaya Schools of DoE, Delhi
- Engagement of Subject Specific Teachers (TGTs) on Contract Basis under SSA, in Schools of DoE, Delhi
- Engagement of BURCCs, CRCCs on Contract Basis under SSA, Delhi
- Engagement of Accountant cum Supporting Staff on Contract Basis under SSA, Delhi

Recruitment / Engagement during Previous Years (SSA)

- Engagement of Resource Teachers on Contract Basis under SSA
- Engagement of CRC Coordinators under SSA
- Engagement of Resource Person on Contract Basis

(C) KENDRIYA VIDYALAYA SANGATHAN



The screenshot shows the website of Kendriya Vidyalaya Sangathan (KVS). The header includes the KVS logo, name in Hindi and English, and a search bar. A navigation menu contains links for Home, About KVS, Facts & Figures, Academic, Administration, Finance, RTI, Miscellaneous, Contact Us, and हिन्दी में. The main content area is titled 'Employment Notice' and features a 'Vacant Position' section with a list of recruitment notices for the years 2014-15 and 2015-16. A sidebar on the left lists various links such as Vacant Position, Syllabus, Interview Notice, Panels, Regional Offices, Admit Cards, Results/Misc/Answer Keys, and Limited Dept Exam.

(D) JAWAHAR NAVODAYA VIDYALAYA SAMITI



The screenshot displays the 'Teachers Advertisement' page of Navodaya Vidyalaya Samiti. The header provides the organization's address: A-28, Kailash Colony, New Delhi - 110048. The main heading is 'SPECIAL RECRUITMENT DRIVE FOR RECRUITMENT OF TEACHERS FROM SC/ST/OBC CATEGORIES FOR NAVODAYA VIDYALAYAS'. The text describes the organization's role and invites applications from eligible Indian nationals. It also mentions that Navodaya Vidyalayas are co-educational, residential schools. Details regarding essential and desirable qualifications, pay scales, age limits, and reservation for various categories (SC, ST, OBC & PH) are provided. The advertisement is divided into 'PART-I' and 'A. POST GRADUATE TEACHERS IN', listing subjects like English, Hindi, Physics, Chemistry, Mathematics, Economics, Biology, History, Geography, and Commerce. The pay scale is listed as Rs. 6500-200-10500, and the upper age limit is 40 years as on 15.7.2005. Essential qualifications are also mentioned.