

Deccan Herald

Govt, MCDs not filling vacant teachers' posts

A petition in the Delhi High Court has sought action against Delhi government and the municipal corporations for not filling vacancies of teachers in their schools.

The petition says that there are as many as 26,031 (this does not include 9,000 posts created by Delhi government last year) vacant posts of teachers in Delhi government and the three municipal corporations run schools.

According to Delhi government, the 1,011 government schools currently have a total vacancy of around 15,000 teachers which severely affects the teacher-student ratio.

Highlighting that despite a Division Bench order of December 20, 2001, there are so many vacancies, the petition said that this is “resulting in depriving 25,05,691 students studying in 1977 schools of their fundamental right to receive quality education”.

The plea, filed by NGO Social Jurist, seeks action against the officials of Delhi government and the three municipal corporations – South, North, and East – responsible for “such deliberate and intentional disobedience of the directions” of the High Court which required these authorities to ensure that there should be zero vacancy at the commencement of each academic year.

The hearing of the petition is likely to come up next week in the High Court. Meanwhile, to overcome the problem of shortage of teachers, the Delhi government has thought of giving powers to school principals and School Management Committees (SMCs) to hire retired teachers on their own.

According to a proposal which has been cleared by the Directorate of Education (DoE) and has been sent to the Finance Department, the schools will be asked to recruit retired teachers against vacant posts per hour basis. The remuneration for the teachers will be somewhere between Rs 800- Rs 1,000 for one hour.

The shortage in government schools currently is higher in two subjects – English and Science. Even the government’s recently concluded baseline

assessment of class 6 students showed that 13 per cent children could not identify English alphabets and 75 per cent children could not read an English story of standard two level.