

A) General Information: -

1. Name of the Institute: DIET, Dilshad Garden

2. Details of the Investigator(s):

Name	Designation	Place of posting at the time of project completion	Present place of posting	Contact No.	E-mail
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3. Project/ Study Conducted Academic Session: 2020

Institute where Project/Study submitted: DIET, Dilshad Garden

4. Theme of the Project/Study: Teacher and Teaching

5. Level of the study: school level

B) Summary of the Conducted Research work/Project/Study: -

1. Title: Delhi Education Reforms :A perspective of Head of schools

2. Introduction: : To ensure quality education in its true sense various initiatives have been taken in school education. From adequate infrastructure in schools, new curriculums for positive impact on personality of children to national and international capacity building of teachers and principals, these initiatives brought about a revolution in the government schools of Delhi and have been instrumental in transforming perception of the government schools. Some major initiatives are:

Mission Buniyad was launched to improve basic reading and arithmetic competencies of the students of class iii to ix. Chunauti was launched in June 2016 with the aim to bridge the learning gaps of over 9.5 lakh students of classes 6, 7 and 8 studying in Delhi government schools. Under Pragati Series supplementary learning material was created for students of Classes VI to VIII in subjects English, Hindi, Science, Social Science. Happiness Curriculum is based on the theme that every individual can learn and all the vital problems can be solved through education. This curriculum focuses around leading by examples rather than preaching. In Mentor Teacher Programme, Mentor Teachers provide academic support to teachers in the schools allotted to them. They have played a dynamic role in every possible field related to the Delhi education system. In order to study the impact of all these programmes, DIET Dilshad Garden conducted a research on Head of Schools to check their perception.

3. Research Objectives: The main objectives of the study were to analyze Principals' perceptions on:

- Impact of Chunauti 2018 and Mission Buniyaad on basic learning level of students.
- Effectiveness of Pragati books in raising the level of learning amongst students of class VI- VIII.
- Implementation and effectiveness of Happiness Curriculum and Entrepreneurship Mindset Curriculum in DoE Schools.
- Role of SMCs' to uplift overall environment of the schools.

- Changing infrastructure of schools and role of Estate managers.
- TDC and Mentorship Program.
- Capacity building of Teachers by SCERT.
- Technological support to teachers to strengthen their pedagogy and easing out their classroom work through K-yan and tablets.
- National and International exposure to Principal/HoS for strengthening their leadership skills.

4. Research Design:

- **Research method(s):** Survey method under descriptive research was used in this study.
- **Tools and techniques used:** Perception Scale was used to check the perceptions of HoS/Principals towards Initiatives taken by DoE, GNCT of Delhi.
- **Statistical techniques:** For analyzing the data percentage was used.

5. Research findings: The main findings of the study were:

- Chunauti 2018 and Mission Buniyaad have been effective in raising the levels of students in basic mathematics and languages as well as summer camps helpful for overall development of students.
- Pragati books are helpful for both students and teachers as they contain simplified content.
- Happiness Curriculum is easy to comprehend and implement, as well as it is helpful for students and teachers to understand themselves and others better.
- SMC's are successful in establishing better connect with students and community as well as their trainings made them more aware of their role and responsibilities.
- TDC and Mentor teacher are helpful in uplifting academic environment in schools.
- Principal/HoS is able to practice innovative measures in his/her school.
- Reforms in education have strengthened the relations between DIETs and schools, and made them more professional in meeting academic needs.

6. Educational implications:

- The outcomes of the study would enable Principals and teachers to contextualize and articulate upon objectives of various initiatives in a way to bring holistic change in the school.
- All the stakeholders may continuously endeavour to improve the effectiveness of various programs running in the school under new education model of Delhi.
- The research may help DIETs and higher authority to chalk out an improvement plan for schools in the light of feasible solutions to the challenges identified through the study.
- The findings of the study would help enable Policy makers and authorities to understand that in all settings, HoS/Principal need to purposefully focus on and retain collaborative professional development practices with teachers in the context of continued accountability.

7. Scope of the study: Delhi's school education reforms are constantly expanding, and new schemes are being launched. To check the effectiveness of the programmes more such researches can be done. In order to get a better insight about such initiatives the perspectives of teachers, parents and students can also be taken into consideration. This study is done in the North-East District and the same can be done in other districts to check the effectiveness of these education reforms there.