

The Delhi Education Revolution: Insights from Teachers

Dr. Kriti Dhawan

ICSSR Post-Doctoral Fellow, Jawaharlal Nehru University

ABSTRACT

Delhi Education Revolution (DER) promises to transform the education system in Delhi as they believe that good education is not just the prerogative of the rich and privileged but the inalienable right of every child. In this light Delhi Education Revolution (DER) focuses on **intervention for students, interventions aimed at principals and teachers, building a strong school community and improving school infrastructure**. At last, DER also focuses on **regulation of private schools**. Teachers are key to success of any education reforms. Role of teachers in delivering quality education is critical. It is pertinent to listen to teachers' voices when discussing education reforms. So, it is important to know teacher's perception about DER as well as problems and challenges faced by teachers in the implementation of Delhi Education Revolution. 40 teachers in 4 schools were selected by simple random sampling. Questionnaire and Semi-structured Interview Schedule were used. It was concluded that the education reforms have brought meaningful changes to the culture of schooling. The most visible gains are in foundational learning support, holistic and socio-emotional development, student participation, confidence, school connection, parent communication and exposure to new teaching approaches. Large class sizes, inconsistent focused reading activities, rare reading melas, inadequate library-corner coverage, attendance/irregularity and limited access to advanced professional exposure remain concerns. The reforms have created a stronger platform for student engagement and holistic development, but their long-term success will depend on implementation quality, teacher capacity, adequate resources, realistic workload expectations and sustained attention to students who remain academically or socially vulnerable.

KEYWORDS: Delhi Education Revolution, Mission Buniyaad (MB), Happiness Curriculum (HC), Entrepreneurship Mindset Curriculum (EMC), holistic and socio-emotional development.

INTRODUCTION

In 2015, Delhi government sought out to transform the education system by putting forth Delhi Education Revolution. Their aim was to incorporate innovative teaching strategies to make the learning experience more effective and enjoyable for the students. The 'education model of Delhi' has been widely acclaimed. There were stark differences between private and government schools. Private schools are a popular choice for schooling among the urban population due to the availability of better infrastructural facilities. The Delhi government wanted to bridge the gap between the private and government schools. For this reason, the education budget of Delhi has increased dramatically. Delhi's investment on education as ratio to aggregate expenditure is 22.8%, which is highest among all states of India. The Delhi Education System launched many programs like Chunauti, Reading Campaign, Mission Buniyaad, Happiness Curriculum, Spoken English Classes etc. to promote the education revolution in Delhi.

In Delhi, elected government took charge of the situation and revolutionized education in Delhi schools by proposing Delhi Education Revolution (DER). Delhi Education Revolution (DER) promises to transform the education system in Delhi as they believe that good education is not just the prerogative of the rich and privileged but the inalienable right of every child. In this light Delhi Education Revolution (DER) focuses on **intervention for students, interventions aimed at principals and teachers, building a strong school community and improving school infrastructure**. At last, DER also focuses on **regulation of private schools**.

Teachers are key to success of any education reforms. Role of teachers in delivering quality education is critical. It is pertinent to listen to teachers' voices when discussing education reforms. So, it is important to know teacher's perception about DER.

OBJECTIVES

- To study teachers' perception towards Delhi Education Revolution.
- To study the problems and challenges faced by teachers in the implementation of Delhi Education Revolution.

SAMPLE

10 teachers in each school i.e., 40 teachers in 4 schools were selected by simple random sampling. Lottery method was used to select teachers in each school. A list of all the teachers (curricular and co-curricular) of classes VIII and IX was prepared and then each teacher was marked with a specific number. Then each number was written on a piece of paper. These pieces of paper were mixed and put into box and then numbers were drawn out of the box in a random manner.

RESEARCH TOOL

Questionnaire was developed by the investigator for teachers with closed ended and open-ended items to understand their awareness level. Questionnaire was also focused upon to study the implementation of DER as well as problems and challenges faced by teachers.

The investigator developed **Semi-Structured Interview Schedule** for teachers to study teachers' perception towards the revolution. The interview schedule also focused to study the problems and challenges faced by teachers to implement revolution as well as impact of the revolution.

The semi-structured interview schedule was conducted with 40 TGT teachers (both curricular and co-curricular) of four schools (10 from each school). Semi-structured interview schedule for teachers was focused on dimensions such as Awareness about the Revolution, Training of Teachers, Appropriate Material, Impact of the Revolution, Perception about the Revolution, Miscellaneous, Children with Special Needs, Problems Faced and Infrastructure.

Perception about the Revolution comprised their perception about revolution in general as well as perception about Mission Buniyaad, Happiness Curriculum, Chunauti, 2018, Reading Campaign, Pragati Intervention, Summer Camp, Spoken English Classes, Principal Development Programme, Mentor-Teacher Programme, International Exposure, Jeevan Vidhya Shivir, Reforms in Primary Schooling, Core Academic Unit, School Management Committee, Mega-PTM, Estate Manager and three-tier Library system). Miscellaneous included initiative taken.

ANALYSIS

The data collected through semi-structured interview schedule and questionnaire was analyzed qualitatively as well as quantitatively. Dimensions and item of each objective were organized tool wise. In accordance with the nature of study and to realize the objectives of the study, qualitative technique of narrative analysis was implemented for analysis of data. A qualitative approach was adapted to analyze and interpret the data using some quantification in form of percentage. For the analysis of questionnaire, mean and percentages were computed.

DELIMITATION

- The study was confined to only class VIII and IX students.
- The study was delimited to Delhi government schools.

DISCUSSION

The present discussion synthesizes the qualitative and quantitative findings derived from teacher evaluations regarding the Delhi Education Revolution (DER). The investigation provides a comprehensive evaluation of teachers' perceptions, implementation experiences, perceived effectiveness and operational constraints across key educational domains. Teachers broadly recognize DER as a constructive, large-scale attempt to reform government-school education, shifting the paradigm from traditional, lecture-heavy instruction toward interactive, student-centric and activity-based learning.

A recurring perspective among educators is that DER successfully combines genuinely novel initiatives with older, existing practices that have been reorganized, formalized and rebranded under systematic programme names. Interventions such as Mission Buniyaad, Chunauti 2018, Desh Bhakti themes and storytelling-based moral education are often perceived as formal structures built upon informal remedial methods that teachers had previously deployed independently. The evidence suggests that while DER has delivered remarkable and highly visible gains in student engagement, emotional comfort, foundational literacy and community connection, its impact on uniformly measurable academic outcomes remains a subject of ongoing debate among educators.

Detailed Evaluation of Major Curricular Interventions

• Mission Buniyaad & Remedial Learning (Chunauti 2018)

Mission Buniyaad (MB) stands out as one of the most highly rated and impactful interventions under DER. Survey data reveals that 46% of teachers rated Mission Buniyaad at 7/10, 27% rated it 9/10 and 19% awarded it a perfect 10/10 score. Teachers value MB extensively for establishing foundational reading, writing and basic mathematical skills among low-performing learners, enabling them to re-engage with grade-appropriate mainstream learning. Chunauti 2018's skill-based student grouping demonstrated extraordinarily high teacher awareness (Mean: 1.27) and strong classroom implementation (Mean: 1.27). However, Mission Buniyaad faces distinct operational vulnerabilities; it is highly sensitive to student absenteeism and poor attendance during vacation periods and summer camps, where extreme summer heat severely impairs student participation.

• Happiness Curriculum (HC)

The Happiness Curriculum (HC) is widely celebrated for its innovative focus on mindfulness, emotional well-being, present-moment awareness, storytelling, yoga and meditation. Educators

report that HC successfully creates a relaxing, low-anxiety environment, helping students become calmer, happier, more articulate and emotionally comfortable in school. This emotional grounding allows students to return to core academic subjects with heightened focus and attention. While 73% of teachers reported experiencing no major barriers in conducting happiness classes, 27% identified severe class-size overcrowding (exceeding 40 students per section), mismatched class strength, or the lack of designated time slots as notable operational hindrances.

• Entrepreneurship Mindset Curriculum (EMC)

The Entrepreneurship Mindset Curriculum (EMC) is viewed positively for establishing entrepreneurship as a formal pillar of school education. Teachers acknowledge its efficacy in fostering self-confidence, leadership, practical exposure, problem-solving and a proactive mindset oriented toward opportunity creation rather than sole reliance on conventional employment. Seed-money grants and small-enterprise activities serve as practical catalysts, encouraging students to experiment with creative ideas. Nevertheless, educators question the suitability of EMC for younger age groups, strongly recommending that its primary focus and resource allocation be concentrated at the senior-secondary level (Classes 10–12). Furthermore, qualitative findings highlight a 9% training gap where teachers exhibited clear misunderstandings regarding the core scope and objective of EMC.

• Desh Bhakti Curriculum (DBC) & Pragati Series

The Desh Bhakti Curriculum (DBC) yielded mixed evaluations and comparatively modest effectiveness ratings, with 46% of teachers rating it 5/10 and 45% rating it 6/10. While teachers appreciate its emphasis on civic duty, national personalities and freedom fighters, many contend that patriotism was already integrated informally into everyday schooling. Consequently, without deep pedagogical delivery, DBC risks becoming event-oriented rather than transformative. On the academic side, the Pragati Series supplementary learning material for Classes 6–8 received high recognition for academic utility (Mean: 1.45), but teachers noted that its delivery frequently arrives too late in the academic session to be effectively utilized for syllabus completion and revision.

Intervention Name	Core Pedagogical Focus	Perceived Value & Ratings	Primary Operational Challenges
Mission Buniyaad	Foundational literacy, writing, basic numeracy	High (92% Positive) Reconnects weak learners	Summer heat, vacation absenteeism, student irregularity
Happiness Curriculum	Mindfulness, emotional resilience, stories, meditation	High Engagement Reduces fear & stress	Overcrowded classrooms (>40 students), period allocation
Entrepreneurship (EMC)	Leadership, business seed-money, self-reliance	Moderate-High Builds practical confidence	Curriculum understanding gap (9%), age-appropriateness
Desh Bhakti Curriculum	Civic duty, national leaders, constitutional values	Modest (5-6/10) Formalizes moral values	Risk of turning into superficial, event-driven tasks
Pragati Series	Class 6–8	High Utility Child-	Late arrival of print

	supplementary academic material	centric learning	materials in the academic session
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Pedagogical Transformation, Classroom Dynamics & Autonomy

The instructional approach across Delhi government schools is undergoing a gradual transition from conventional lecture-heavy methods toward activity-based, interactive and experiential learning. Survey data shows that 60% of teachers actively adopt new pedagogical methodologies, 20% utilize them strictly according to central instructions and 20% report not using them to any significant extent due to resource or structural constraints. Innovators utilize team games, role-play, map activities, science experiments, smartboards and concrete learning aids to make abstract concepts concrete. Educators widely recognize that "learning-by-doing" leads to deeper conceptual understanding and retention compared to passive memorization.

To foster inclusive participation, teachers demonstrate dedicated efforts to engage introverted, shy, low-performing, or back-bench students. Strategies include rotating seating arrangements, posing simpler, relatable questions first to build confidence, organizing group competitions and leveraging peer-led activities. However, instructional quality remains unstandardized and relies heavily on individual teacher initiative.

Furthermore, digital tools like Kiyan and multimedia projectors face operational friction due to frequent power fluctuations, lack of dedicated computer labs, or inadequate hardware. In several instances, dedicated teachers reported purchasing tablets and digital devices using personal funds, underscoring resource gaps at the school level.

Regarding professional autonomy, 80% of teachers report that school principals grant them meaningful pedagogical freedom and classroom flexibility. However, operational constraints remain severe around non-teaching duties, clerical tasks and administrative deadlines. High class size (student-teacher ratio) emerges as the single most dominant barrier across the entire study, with teachers estimating that roughly 70% of trained pedagogical techniques get applied in real-world classrooms due to overcrowding. Infrastructure ratings show that 70% of schools experienced marked improvements (upgraded desks, clean toilets, estate managers, fresh paint etc.), but 20–30% still suffer from broken furniture, poor ventilation, absent science labs, and missing playgrounds.

Socio-Emotional Development, Mental Health & Inclusivity

One of the most powerful qualitative outcomes of DER is the significant improvement in teacher-student relationships. Around 80% of teachers report that students willingly share personal feelings, emotional struggles, and home-related problems during discussions, creating an empathetic classroom climate. Furthermore, 70% of teachers have developed active coping strategies—such as individual informal counseling, storytelling, activity redirection, and parent communication—to support distressed students. The Happiness Curriculum has played a central role in breaking down traditional fear dynamics between students and teachers.

Inclusivity & Counselling Gap: While 70% of teachers observed positive shifts in peer relationships and socio-emotional resilience, 30% reported no visible behavioural changes, indicating that impact varies based on implementation intensity. A critical systemic gap is the lack of formal psychological counselling capacity, forcing regular teachers to manage complex mental health concerns without specialized support.

In terms of inclusive education, DER has achieved remarkable progress. 100% of teachers confirmed receiving specialized training for effective implementation, with hands-on training for Special Educators in developing Individualized Education Plans (IEPs) scoring exceptionally high (Mean: 1.36). Support for Children with Special Needs (CWSN) and IEP implementation scored "Always" across implementation metrics (Means: 1.18 to 1.45). Conversely, awareness regarding Educational, Vocational and Guidance Counsellors (EVGC) remains highly inconsistent: only 55% correctly identified the full expansion of EVGC, while 36% mistakenly restricted EVGC's role solely to Class 10–12 career guidance, missing its broader learning-disability and personal counseling mandate.

Stakeholder Engagement: PTMs, SMCs & Governance

Parent-Teacher Meetings (PTMs) and Mega PTMs represent one of the most successful and universally praised governance reforms under DER. 100% of teachers agreed that PTMs have effectively bridged the communication divide between homes and schools, raising parental awareness regarding attendance, academic progress and home support. Additionally, 70% of teachers observed direct attendance gains resulting from Mega PTMs. Teachers strongly advocate for PTMs to become regular, frequent institutional touchpoints rather than periodic events.

School Management Committees (SMCs) receive generally positive evaluations for re-enrolling dropouts, visiting homes, addressing facility needs, and connecting parents with school leadership. However, survey results yield a "Neutral" mean score (2.63) regarding overall SMC efficiency. Teachers expressed concerns regarding overstepping boundaries when SMC members attempt to interfere in academic classroom management without pedagogical background. Thus, educators emphasize "balanced empowerment"—ensuring community oversight without compromising professional authority. External NGO and CSR partnerships remain largely underutilized or poorly known among teachers, presenting an unexploited opportunity for civil society collaboration.

Institutional Support, Teacher Training & Systemic Mismatches

Teacher capacity building serves as a foundational pillar of DER. All surveyed teachers (100%) confirmed receiving training, with 80% identifying SCERT as the primary provider. Professional development was strongly endorsed (Mean: 1.54) for introducing interactive pedagogies, clarifying guidelines, and refreshing subject knowledge. Materials provided by the Directorate—including HC/EMC/DBC handbooks, math kits, charts, and subject resources—are utilized by 90% of teachers. The Core Academic Unit (CAU) is recognized by 82% of teachers for question-bank development and assessment tools, though 60% note it remains underutilized due to staff deputations creating teacher shortages in home schools.

Despite these strengths, structural mismatches persist. The most critical tension lies between the broad, holistic mandates of DER (HC, EMC, DBC, Mission Buniyaad) and the narrow academic metrics (high/100% board pass percentages) used to evaluate teacher performance. Non-academic duties, administrative tasks and election assignments further erode core instructional time. Furthermore, while local capacity-building structures like Mentor Teachers (MTP) and Teacher Development Coordinators (TDCP) are well regarded, access to advanced international programs is virtually absent—exposure to the NIE Singapore mentoring course received a mean of 4.27 ("Never").

Quantitative Survey Analysis & Empirical Findings

The quantitative investigation was structured across three core dimensions: Part A (Awareness), Part B (Implementation Frequency), and Part C (Operational Challenges). The consolidated empirical results demonstrate strong conceptual alignment paired with specific operational bottlenecks.

Survey Part / Metric	Mean Score	Qualitative Interpretation	Key Empirical Findings & Highlights
Part A: Awareness	1.97	Agree / High Awareness	Highest awareness in Chunauti grouping (1.27), MB (1.27), Pragati (1.45), HC (1.54). Neutral awareness in Spoken English (3.18) and Jeevan Vidya Shivir (2.72).
Part B: Implementation	1.88	Usually / Regular	Strongest in CWSN IEPs (1.18), Summer Camps (1.36), Funds receipt (1.54). Severe gaps in Reading Melas (3.63), Primary Libraries (3.45), NIE Singapore (4.27).
Part C: Challenges	2.18	Agree / Manageable	High agreement on Estate Managers reducing workload (1.54) and training utility (1.54). High disagreement on class size non-interference (4.00).

Part A (Awareness) Insights: Teachers demonstrated exceptional clarity regarding foundational interventions, special education training (1.36), and daily happiness mindfulness practices (1.63). However, notable knowledge gaps exist in specific conceptual domains, such as the philosophical roots of Jeevan Vidya Shivir (2.72) and exact dates of Reading Campaigns (3.18). Role awareness gaps were also documented in MTP objective definitions and EVGC terminology.

Part B (Implementation) Insights: High operational consistency was recorded for Directorate funding provision (1.54), Class 9 pass percentage improvements (1.54), supplementary material distribution (1.63), and assessment tool usage (1.72). Spoken English initiatives were implemented moderately (2.45). The weakest implementation layer corresponds to community-facing structures: primary library corners (3.45) and SMC-led reading melas (3.63) were "Rarely" observed, while the three-tier library system remains largely unestablished.

Part C (Challenges) Insights: The survey confirms that teachers do not view DER as inherently flawed or excessively burdensome overall (Mean: 2.18). They strongly agree that smooth integration occurs (2.18) and that learning has become more enjoyable (2.18). However, class size (4.00) and 1-hour focused reading execution difficulties (3.54) stand out as major systemic pain points requiring targeted infrastructure and staffing solutions.

CONCLUSION

The teacher analysis indicates that the education reforms have brought meaningful changes to the culture of schooling. The most visible gains are in foundational learning support, holistic and socio-emotional development, student participation, confidence, school connection, parent communication and exposure to new teaching approaches. Teachers are central to these gains, and the evidence repeatedly shows that programme success depends on teachers' ability to adapt interventions to student needs rather than merely

following prescribed activities. Mission Buniyaad and several teacher-development mechanisms are particularly well regarded.

At the same time, the findings identify important implementation priorities. Large class sizes, inconsistent focused reading activities, rare reading melas, inadequate library-corner coverage, attendance/irregularity and limited access to advanced professional exposure remain concerns. The relatively low rating of Desh Bhakti Curriculum and inconsistent understanding of EVGC and MTP also warrant attention. The overall evidence suggests that DER has established a strong foundation, but the next phase should focus on improving consistency, depth, infrastructure, teacher role clarity and measurable outcomes rather than only programme availability.

At the same time, the document identifies a critical implementation dilemma: the reform agenda has expanded the scope of teachers' responsibilities without always expanding the time, staffing, infrastructure and specialized support needed to deliver them effectively. Large class sizes, competing programme requirements and non-academic duties can dilute the impact of otherwise, valuable interventions. The next phase should therefore focus on consolidation rather than simply adding more initiatives. The priority should be to protect core academic time, strengthen foundational learning, institutionalize effective emotional and counselling support, improve infrastructure and staffing as well as establish outcome measures that capture both academic achievement and holistic student development.

To conclude, the findings support a conclusion of positive but uneven transformation. The reforms have created a stronger platform for student engagement and holistic development, but their long-term success will depend on implementation quality, teacher capacity, adequate resources, realistic workload expectations and sustained attention to students who remain academically or socially vulnerable.

STRATEGIC RECOMMENDATIONS AND ROADMAP

Based on the synthesized teacher feedback and empirical survey data, five strategic recommendations are proposed to refine the implementation of the Delhi Education Revolution:

- **Class Size Rationalization & Infrastructure Alignment:** Strict measures must be taken to align student-teacher ratios with pedagogical mandates. Overcrowded classrooms above 40 students severely undermine Happiness Curriculum practices, activity-based learning and individualized CWSN support. Expanding physical classrooms, labs and dedicated activity spaces is vital.
- **Rebalancing Academic vs. Non-Academic Priorities:** The Department of Education should establish clear scheduling frameworks and priority calendars to ensure holistic curricula (HC, EMC and DBC) complement rather than compete with core academic syllabus coverage, revision and examination preparation. Non-teaching administrative and election duties should be minimized.
- **Strengthening Community Infrastructure & Libraries:** Urgent attention must be directed toward underperforming community initiatives. Establishing primary section library corners, operationalizing the three-tier library model and revitalizing SMC-led Reading Melas will bridge the gap between classroom literacy and community engagement.
- **Targeted Training & Advanced Professional Exposure:** Training programs should address specific knowledge gaps, particularly around EMC curriculum scope, EVGC guidance functions and advanced pedagogical tools. Furthermore, opportunities for international exposure (such as the NIE Singapore course) should be democratized and expanded beyond select cohorts.
- **Institutionalizing Formal Counselling Support:** Given that teachers are increasingly handling

complex student emotional and mental health challenges. School-level EVGC deployment must be expanded to ensure dedicated and professional psychological support across all government schools.

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