



CLUSTER INNOVATION CENTRE
(UNIVERSITY OF DELHI)
M.Sc. (Mathematics Education)
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A Descriptive Study of Educational Reforms Implemented in Delhi Government Schools since 2015

(A research dissertation submitted at Cluster Innovation Centre, University of Delhi)

Abstract

This study investigates the educational reforms undertaken by the Delhi government in government schools since 2015. The study adopts a descriptive approach to analyze the objectives, implementation processes, and challenges associated with these reforms. The primary objectives of the study are to identify and analyze the educational reforms initiated by the Delhi government in schools since 2015, to study the implementation process of these reforms, including policy enactment and execution at various levels, and to discuss the challenges encountered in the execution and effectiveness of educational reforms in Delhi government schools. Through document analysis and interviews, the study gathers comprehensive data on the range of reforms introduced, such as the Happiness Curriculum and infrastructure improvements. It examines how these reforms were put into practice, exploring the policymaking and execution mechanisms at different administrative levels. Additionally, the study investigates the obstacles encountered during the execution of these reforms and evaluates their effectiveness in enhancing the quality of education in Delhi government schools. The findings of this research provide valuable insights for policymakers, educators, and stakeholders involved in educational reform initiatives. By understanding the successes and challenges of these reforms, stakeholders can make informed decisions to further improve the education system in Delhi government schools and ensure equitable access to quality education for all students.

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