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**Name of Scholar: Ravina Richards**

**Name of Supervisor: Dr Pooja Paswan**

**Name of Department: Political Science**

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### **Findings**

#### **FINDINGS BASED ON SECONDARY DATA**

The findings, based on secondary data, are of paramount importance as they provide a comprehensive understanding of the educational landscape in the NCT of Delhi, Ghaziabad, Gautam Buddha Nagar, Faridabad and Gurugram. These findings not only serve as the foundation for formulating recommendations but also play a crucial role in improving educational infrastructure and resources in these areas.

#### **NCT of Delhi**

##### **a. Infrastructure Development**

- The administration's commitment to providing basic services, such as drinking water in Delhi schools, was evident with a 100% provision from 2008 to 2018.
- The availability of library or reading rooms was not specifically recorded by the UDISE from 2008 to 2012. Therefore, the data from 2014 to 2018 shows a decline from very good percentage of 98% to 96%. The reason for this decline was that the number of students increased, so the need for more classrooms also increased, and consequently, the reading rooms were converted to classrooms. This reflects that the NCT of Delhi fulfilled the basic requirements of educational space.
- The administration's focus on promoting safety and privacy was evident in the provision of separate toilets for girls and boys. The provision for boys in 2008 -2018 increased 53% to 85%. For girls, it declined from 88% to 83% in 2008 -2018. Conclusively, we can say that the percentage of boys' toilets was higher than that of girls' toilets in the schools in the NCT of Delhi. The reason for this is that the number of boys is higher than the number of girls in schools. Therefore, the administration provided toilets in a good percentage of schools in the NCT of Delhi.
- Playgrounds are an essential part of school administration, which helps in promoting the health of the students through various physical activities. There was no record of playgrounds from 2008-2012. However, from 2014 to 2018, it significantly increased from 87% to 92%. This substantial increase in the provision of playgrounds indicates

the administration's strong commitment to sports and physical activity and their efforts to improve the sports infrastructure for school students.

- Ramps are an essential part of school which promotes inclusive growth. The percentage of ramps for the access of persons with special needs in the NCT of Delhi was increased from 59% to 73% from 2014 to 2018. This data indicates a reassuring trend of prioritizing the needs of special children by providing ramps in the schools, with the administration maintaining the provision year by year.
- Extra services are provided to students through medical checkups in schools, which promotes good health among students. There is no specific tabulation by the UDISE from 2008 to 2009. However, in the years 2014 to 2015, we can find that the percentage increased to 81% and then declined to 77% in the years 2018 to 2019. This shows the administration's comprehensive approach to education, considering student health by providing medical checkups to school students.
- Computers have become essential in educational institutions. The availability of computers was 0% from 2008 to 2009 as there is no data tabulation, particularly in this direction by the UDISE from 2008 to 2012. However, from 2014 to 2018, the percentage improved from 81% to 91%. This reflects a promising trend of improving computer services in schools, indicating a positive direction towards technological advancement in education.

#### b. Teachers

- Number of teachers received in-service training in NCT of Delhi from 2008-2018. In the academic year 2008-2009, a total of 9085 primary-level teachers received training, with 2952 being male and 6133 female. Subsequently, in the year 2017-2018, the number of teachers receiving training increased to 7125, with 5624 females and 1501 males. This pattern indicates a decrease in the number of teachers receiving in-service training from 2008 to 2018.
- In the 2008-2009 academic year, 392 teachers received training at the primary and upper-primary levels, with 86 male and 306 female teachers. Surprisingly, no records were found for the year 2017- 2018. These findings suggest a decline in the number of teachers receiving in-service training at the primary and upper-primary levels from 2008 to 2018.
- In the academic year 2008-2009, the number of teachers who received training at the primary level and all levels was 12649. Among them, 3524 were male and 9125 were female. Subsequently, in the year 2017-2018, the number further rose to 14718, with 10038 females and 4680 males. This demonstrates a increase in the number of teachers receiving in-service training increase from 2008 to 2018.
- The number of upper-primary level teachers who received training in 2008- 2009 was 781, with 406 being male and 375 being female. In 2017-2018, the number increased to 8904, with 3365 male teachers and 5539 female teachers. This indicates an initial increase in the number of teachers receiving in-service training from 2008-2013, followed by a decrease from 2013-2015, and then another increase from 2015-2018.