

THE ROLE OF GOVERNMENT AND PRIVATE SECTOR IN ENHANCING TEACHER WELFARE: A COMPARATIVE STUDY OF POLICY IMPLEMENTATION IN DELHI

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Abstract

This paper presents a comparative analysis of teacher welfare implementation across public and private educational institutions in Delhi. By evaluating remuneration mechanisms, job security, psychosocial support systems, digital infrastructure, and regulatory enforcement, the study highlights structural disparities between institutional policy mandates and ground-level teacher experiences. In the public sector, administrative interventions—such as the contractual formalization of Part-Time Vocational Teachers (PTVTs), the integration of the Happiness Curriculum, and classroom digitization—demonstrate a state-backed framework supported by continuous funding and platforms like DIKSHA. Conversely, the private sector exhibits fragmented welfare mechanisms marked by wage depression, contractual informality, and limited regulatory compliance under Section 10 of the Delhi School Education Act. While targeted private-sector models (e.g., LEAD School, Sampark Foundation) offer localized pedagogical capacity building, their systemic reach remains constrained. Drawing on case analysis and judicial precedents, this paper argues that establishing equitable and sustainable teacher welfare in Delhi requires strategic cross-sectoral integration and rigorous regulatory oversight.

Keywords: Teacher Welfare, Delhi Education Policy, Public vs. Private Sector, Vocational Educators, Digital Education, Psychosocial Well-being.

Introduction

Teacher welfare—encompassing economic security, professional development, and psychosocial well-being—constitutes a fundamental determinant of educational systemic efficacy and institutional stability. Within the National Capital Territory (NCT) of Delhi, the co-existence of public and private educational systems reflects stark divergences in institutional operational frameworks and employment conditions. Public institutions generally offer standardized salary scales, tenure protections, and state-backed professional advancement, whereas private institutions frequently prioritize operational agility, often resulting in heightened employment precarity. Addressing these structural variances is vital for systematic educational reform.

Within the public domain, welfare provision is structured around formal employment guidelines, though implementation remains stratified. Contractual or "guest" faculty, recruited through schemes such as Sarva Shiksha Abhiyan, frequently encounter lower remuneration, restricted training access, and reduced tenure security relative to permanent personnel (Kumari, 2016, pp. 4, 9). Consequently, public policy implementation reflects ongoing operational gaps despite comprehensive structural frameworks.

Conversely, private educational institutions display distinct organizational dynamics. Comparative studies indicate that while private school educators report higher levels of instructional autonomy and peer collaboration, they encounter significant deficits in compensation and structured incentives (Vanishree et al., 2024, p. 2). Furthermore, empirical evaluations reveal that private sector educators often perceive lower institutional recognition and professional respect compared to public sector counterparts (Vanishree et al., 2024, p. 3). This structural tension demonstrates how instructional flexibility can co-exist with employment instability.

Psychosocial support represents another critical dimension of teacher welfare. Interventions in resource-constrained environments—such as Saharaline, a peer-support network operating via

digital platforms—demonstrate the efficacy of localized psychosocial frameworks. Pilot evaluation data indicates that structured peer interactions significantly enhance occupational coping mechanisms and psychological resilience (Varanasi, Vashistha, & Dell, 2024, p. 5).

Ultimately, Delhi's teacher welfare landscape is characterized by institutional contradictions. Public education provides foundational stability while exhibiting internal inequities in personnel contracts. Private education offers instructional latitude alongside compensation precarity. Bridging these systemic gaps requires a rigorous comparative evaluation of financial, structural, and psychosocial welfare indicators across both sectors to inform policy formulation.

Background and Literature Review

A significant policy development within Delhi's public education system concerns the formalization of Part-Time Vocational Teachers (PTVTs). In July 2025, the Lieutenant Governor approved contract extensions and remuneration adjustments for 410 PTVTs across government and aided schools, supported by a ₹36 crore allocation through March 2026. This administrative measure represents a transition from temporary, month-to-month arrangements toward structured contractual engagements aligned with the National Skill Qualifications Framework (NSQF). This action builds upon a 2024 initiative extending contracts for 461 vocational educators, highlighting an ongoing policy objective to stabilize the vocational instruction workforce for Grades 9–12. By replacing contingent renewals with budgeted, annual contracts, the policy enhances financial predictability and institutional retention.

Conversely, private sector educators in Delhi frequently face wage disparities and contractual informality. A landmark 2023 ruling by the High Court of Delhi affirmed that educators in unaided private schools possess a statutory right to pay parity and statutory benefits equivalent to public sector standards under Section 10 of the Delhi School Education Act and the 7th Central Pay

Commission. However, compliance mechanisms remain underdeveloped. Many institutions continue to employ faculty without formal contracts, offering lower compensation scales or recruiting underqualified personnel to minimize operational overhead. Economic evaluations by Bahl and Sharma (2023) substantiate these observations, demonstrating that employment informality impacts wage levels more significantly than skill-occupation mismatches. Empirically, private sector educators in Delhi receive between 35% and 66% of equivalent public sector compensation.

Investigative findings also detail systematic payroll discrepancies in select private institutions, including unrecorded salary deductions and forced cash-back arrangements. These practices lower real earnings by an estimated 18% to 20%, exacerbating financial anxiety and accelerating professional turnover (Bahl & Sharma, 2023).

Regulatory enforcement in the private education sector remains a critical weakness. Legislative revisions granting private institutions greater operational autonomy have coincided with diluted oversight regarding contractual compliance. Reports from judicial tribunals and oversight bodies highlight ongoing non-compliance, noting that enforcement entities frequently lack the institutional capacity or statutory authority required to mandate compliance.

Methodology

This study utilizes a qualitative, descriptive comparative methodology relying on secondary literature, including peer-reviewed journal articles, government reports, institutional policy briefs, and legal judgments. The primary objective is to evaluate institutional welfare frameworks across Delhi's public and private school sectors, prioritizing compensation structures, contractual security, professional development, and psychosocial support systems.

Data sources include publications from the Ministry of Education, Delhi Directorate of Education, UNESCO, Brookings Institution, and Centre for Policy Research. Large-scale empirical datasets—such as the Annual Status of Education Report (ASER) and National Sample Survey (NSS) working papers—were analyzed to trace systemic patterns. Analytical procedures involved thematic synthesis to identify policy gaps and structural inequities across both administrative sectors.

Conceptual and Definitional Analysis Teacher Welfare

Teacher welfare encompasses the multi-dimensional mechanisms governing an educator's financial security, workplace safety, professional development, and psychological health. UNESCO (2017) defines teacher welfare as a comprehensive framework incorporating equitable compensation, contractual security, adequate pedagogical

infrastructure, ongoing professional learning, and occupational mental health support (UNESCO, 2017, p. 25).

Psychosocial Factors

Psychosocial factors refer to the dynamic interaction between individual psychological state and the institutional work environment. In academic settings, these factors include professional autonomy, organizational backing, peer relational dynamics, occupational strain, and overall job satisfaction (Kyriacou, 2001, p. 28).

Perceived Stress

Perceived stress measures the degree to which workplace demands are evaluated as unpredictable or overwhelming. Utilizing the Perceived Stress Scale (PSS) framework (Cohen et al., 1983), elevated stress levels correlate with professional burnout, absenteeism, diminished instructional efficacy, and physiological exhaustion (Cohen et al., 1983, p. 385).

Psychological Hardiness

Psychological hardiness denotes an individual's resilience capacity, characterized by three integrated dimensions: commitment, control, and challenge acceptance (Kobasa, 1979; Bartone, 1995, p. 78). Educators exhibiting high hardiness maintain occupational engagement and efficacy despite structural uncertainties.

Government vs. Private Educational Institutions

Government institutions are state-funded and operated under centralized statutory regulations governing recruitment, promotion, and standardized pay scales. Private institutions, administered by independent trusts or corporate entities, exhibit highly variable employment policies, appraisal metrics, and wage structures (Tilak, 2015, p. 98).

Comparative Analysis of Teacher Welfare in Delhi: Government Initiatives vs. Private Sector Practices

Remuneration and Employment Security

The Delhi government's formalization of 410 PTVT positions via a ₹36 crore budget allocation represents a structured policy shift toward contractual stabilization under the NSQF framework (Press Trust of India, 2025; ET Education, 2025). Conversely, private sector practices continue to display widespread informality, non-compliance with the 7th Central Pay Commission, and statutory violations despite clear directives from the High Court of Delhi (Delhi High Court, 2023; Republic World, 2024).

Psychosocial and Professional Support

- **Government Sector:** Institutionalized programs such as the Happiness Curriculum and the Mentor Teacher initiative provide structured peer coaching, mitigating classroom stress and supporting professional development (Basu, 2020).
- **Private Sector:** Private institutions generally lack state-mandated psychosocial frameworks or structured mentorship, leaving educators vulnerable to unmitigated workplace strain (ScienceDirect, 2021; Bahl & Sharma, 2023).

Regulatory Oversight and Accountability

- **Government Sector:** Administrative oversight is maintained through statutory budgeting, standardized administrative audits, and continuous program review (PTI, 2025; ET Education, 2025).
- **Private Sector:** Regulatory mechanisms exhibit significant enforcement gaps. The Delhi School Tribunal and local courts consistently highlight persistent non-compliance regarding wage parity, qualified hiring, and fee transparency (Delhi School Tribunal, 2024; Times of India, 2021).

Comparative Analysis of Psychosocial Factors Among School Teachers in India

Empirical evaluations by Banerjee and Das Tewary (2021) demonstrate statistically significant differences in psychological hardiness and perceived stress between public and private school educators ($N = 500$).

Psychosocial Factor	Government Teachers	Private Teachers	Source
Psychological Hardiness (M)	41.2	37.8	Banerjee & Tewary (2021, p. 5)
Perceived Stress Score (PSS-10)	14.5	17.1	Banerjee & Tewary (2021, p. 6)
Perceived Stress (Odisha Study)	14.0	16.8	Sahu et al. (2024, p. 88)
Reported Stress Symptoms (%)	41%	63%	Gautam & Sharma (2011, p. 23)

Table 1: Comparative stress and psychological hardiness indicators among Indian educators.

Public sector educators benefit from institutional protections—including wage security, pension frameworks, and standardized workloads—which mitigate stress and foster psychological hardiness.

In contrast, private sector educators face employment precarity, performance pressure, and administrative oversight, with 72% reporting job insecurity (Vanishree et al., 2024, p. 3).

Government Welfare Initiatives

Salary Enhancements and Contractual Security

The allocation of ₹36 crore for PTVTs stabilizes employment terms for hundreds of educators, converting piecemeal arrangements into formal annual contracts under the NSQF (PTI, 2025, p. 2; Careers360, 2025, p. 4).

Training Modules and Digital Infrastructure

The state's ₹900 crore smart-board initiative aims to digitize 18,996 classrooms by 2030, supported by structured pedagogical training and centralized platforms like DIKSHA (NCERT, 2025, p. 4; Times of India, 2025, p. 1).

Mental Health and Psychosocial Support

Indirect psychosocial backing is integrated through the Happiness Curriculum, EVGC-led counseling initiatives, and structured mentor networks (Sisodia, 2019, p. 5; Basu, 2020, p. 2; Times of India, 2025, p. 2).

Private Sector Teacher Welfare Measures In-House Capacity Building

Ed-tech partnerships and corporate initiatives (e.g., LEAD School, Sampark Foundation) deliver digital modules, training apps, and classroom management tools to budget private schools (LEAD School, 2025, p. 1; Rangan & Bagai, 2020, p. 2).

Insurance and Financial Welfare

Formal financial welfare frameworks remain underdeveloped. CSR initiatives primarily address broader educational infrastructure rather than direct employee insurance or pension benefits (CSR Project, 2014, pp. 48–50).

CSR-Funded Programs

Corporate Social Responsibility initiatives (e.g., ICICI Foundation, Wipro WATIS, Adani Foundation) fund leadership development and infrastructure upgrades, though direct teacher welfare tracking remains limited (CSRBOX, 2016, p. 1; Behera & Sahoo, 2023, p. 4).

Case Studies

- **LEAD School Digital Ecosystem:** Demonstrates technology-driven teacher support in budget private institutions through standardized lesson plans, automated grading, and remote coaching (StartupTalky, 2024; Wikipedia, 2025).
- **Sampark Foundation "Teachers First":** Highlights a scalable public-private partnership model utilizing audio-visual kits and AI platforms to reduce lesson preparation time and enhance plan adherence across 84,000 public schools (Rangan & Bagai, 2020; Sampark, 2025).

- **Saharaline Social Support:** Demonstrates the impact of low-cost, WhatsApp-based peer networks in providing emotional support and pedagogical advice to educators in low-income schools (Varanasi et al., 2024, p. 3).
- **Moinee Foundation, eVidyaloka, and e-Shala:** Illustrate community- and NGO-driven interventions that enhance digital infrastructure, provide volunteer mentorship, and increase teacher confidence in low-resource environments (Moinee Foundation, 2014; Wikipedia, 2025).

Conclusion

This comparative analysis reveals significant systemic divergence between public and private educational sectors in Delhi regarding teacher welfare. Public policy initiatives demonstrate a formal commitment to employment stabilization, institutionalized mentorship, classroom digitization, and social-emotional integration. Conversely, the private sector remains fragmented, characterized by contractual informality, non-compliance with statutory pay standards, and inconsistent access to professional or emotional support.

Addressing this disparity requires rigorous statutory enforcement under Section 10 of the Delhi School Education Act, alongside target-driven CSR incentives to expand structured mentorship, health protection, and financial security across private educational institutions. Ensuring systemic equity and psychological safety for educators is essential to elevating instructional quality and sustaining educational reform.

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