

ANNUAL REPORT (2019-2020)



स्वाध्यायान्मा प्रमदः

**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
VARUN MARG, DEFENCE COLONY, NEW DELHI-110024**

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STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

(An Autonomous organisation of Education Dept. Govt. of NCT of Delhi)

VARUN MARG, DEFENCE COLONY, NEW DELHI-110024

Website: <http://www.scert.nic.in>

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December 2021

Published by: State Council of Educational Research and Training, Delhi

Printing by: M/s. Educational Stores, Gzb. UP

Foreword

Annual report is treated as the mirror to an institution that firmly believes in accountability and transparency. Echoing this spirit, it gives me immense pleasure to present the Annual Report of State Council of Educational Research and Training (SCERT), Delhi for the year 2019-20. SCERT is one of the autonomous organizations of GNCT Delhi, actively engaged in the field of school education with the aim to improve its quality and ensure enrolment of every child of school going age to the school. The Council also provides leadership for the transformation of school education especially those are under DoE, MCD, EDMC, NDMC & DCB through its ambit of services of training, research and material development by the qualified and committed faculty members and well coordinated administrative and supportive staff of SCERT and DIET. It also makes its presence to the community to mobilise them to create an enabling environment that facilitate the learning of the students and smooth functioning of the schools.

This Annual report 2019-20 is one step forward by the institution to disseminate its achievements in its mission of reaching every child and facilitating them to learn, grow & be happy. This report highlights the achievements of SCERT and DIETs. These institutions have organised a number of capacity building programmes for teachers and head of the schools, trainees and faculty members, research studies and developed supportive materials in the form of text books, training manuals, guidebooks, workbooks, magazines to assist teachers, school students and trainees. SCERT & DIETs have also extended its support to NCERT, Delhi University, Jamia Millia Islamia, GGSIPU and many educational institute of repute by its participation or by inviting their expertise for the benefit of the primary stakeholders of SCERT and DIETs and working actively with Ministry of Education of Delhi Govt.

I take the opportunity to congratulate our committed and hardworking team of faculty members, trainees, colleagues and supporting staff of SCERT and DIETs for their consistent efforts throughout the year to cater the needs of every child and teachers and thereby leading the institute a step ahead to make its presence not only in our country but also in international arena.

I would also like to convey my thanks to the team of Planning and Administration department of SCERT for compilation and lucid presentation of achievements of SCERT and DIETs in this Annual Report.

I am grateful to the Hon'ble deputy Chief Minister, GNCT, Delhi and Secretary, Education, Delhi for believing in me.

We have started our journey and come a long way with full enthusiasm and cooperation. I wish we shall continue all our future endeavours with more commitment and dedication to ensure quality education to all children of Delhi.

(Sh. Rajanish Singh)

Director

State Council of Educational Research and Training
New Delhi

PREFACE

Annual report of an institution is of utmost importance to make its presence to a large section of intelligentsia and with this view in pretext, I feel happy to present this Annual Report of SCERT that reflects the collective sincere efforts of SCERT and DIET throughout the year to enrich teacher education of Delhi in particular and school education in general.

This report highlights not only Pre-service and in-service training programmes organised by SCERT and DIETs but also their presence in different national and international educational institutes of repute like NCERT, NIEPA, Delhi University, Jamia Milia Islamia, IIM, Ahmedabad & Lucknow, Cambridge university, UK, NIEI, Singapore and many more.

The research acumen of faculty members is quite praiseworthy which can be noticed from the research section of this report. They have conducted many researches on different thematic areas of school education especially in elementary education with the aim to explore the areas/ aspects that influence or hinder its accessibility to each child in school and trainees in the training institutes and thereby influencing the quality intervention in school education in general and teacher education in particular.

The timely audit of all financial expenditure details of this institute that reflects the transparency and responsiveness towards the cause of education. I express my heartfelt appreciation to the team of finance and administration department of DIETs and SCERT and special thanks to Deputy Controller of Accounts (DCA), SCERT.

I would like to acknowledge the leadership provided by the principals and departmental heads of DIETs and SCERT and team spirit of every member of these esteemed institutes and unconditional cooperation extended by DoE, MCD, EDMC, NDMC, DCB in our educational endeavour throughout the year.

I would like to appreciate the sincere efforts of the team of Planning and Administration department of SCERT for bringing this report in present form.

Last but not least, I convey my sincere gratitude to Hon'ble deputy Chief Minister, GNCT, Delhi for giving me responsibility with great belief; Secretary, Education for guiding our educational journey; and Director, SCERT for giving us pace and autonomy to carry out this collective venture smoothly.

I wish, with this confident and enthusiastic team new avenues will be explored and achievements will be more visible in future years.

(Dr. Nahar Singh)

Reader

State Council of Educational Research and Training
New Delhi

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State Council of Educational Research and Training (SCERT), Delhi is one of the premier autonomous organizations under GNCT Delhi. Since its inception in 1988 it has been engaged continuously in enhancing quality in its every intervention for school education with special focus to govt. schools under Directorate Of Education (DoE), New Delhi Municipal Corporations (NDMC), Municipal council of Delhi (MCD), East Delhi Municipal Corporation (EDMC) of Delhi and Delhi Cantonment Board (DCB). The core functions of the institution are training, research and material development on different thematic areas of school education through its Eight District Institutes of Education and training (DIETs), one District Resource Centre and 21 Recognized Self Financed Private Elementary Teacher Education Institutions and 30 Self Financed Recognised Private Institutions running two year Diploma Course in “Early Childhood Care & Education (ECCE)” which are affiliated to SCERT. It also runs Bachelor in Education (B.Ed.) programme taking affiliation from Guru Govind Singh Indra Prastha University (GGSIPU) for 100 intakes of which 30 seats are reserved for In-service teachers of DoE in its Headquarter. Along with these it also work as a nodal agency of Examination recognized by the National Council of Teacher Education (NCTE) for Two year Diploma in Elementary Education (D.El.Ed.) and Early Childhood Care & Education (ECCE) and Nursery Teacher training (NTT).

SCERT also work in active coordination with institutions of national and international reputations like National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), Jamia Millia Islamia, Delhi University and many more. It has also given international exposure to the Head of the schools/ Principals/ Vice Principals of DoE and senior teaching faculty member of SCERT and DIETs to Cambridge University, Singapore and Finland and also organised many national exposure visits for them and other faculty members under faculty development programme. SCERT functions with the following units at its headquarter which are as follows:

Academic Units of SCERT

- ❖ Department of Social Sciences & Humanities Education
- ❖ Department of Educational Planning & Administration
- ❖ Department of Science and Mathematics Education
- ❖ Department of Educational Technology
- ❖ Department of Elementary and Non-Formal Education
- ❖ Department of Work Experience and Vocational Education
- ❖ Cell for School Leadership

- ❖ Cell for Human Values and Transformative Learning
- ❖ Department of B.Ed.
- ❖ Examination Cell
- ❖ Department of dissemination, documentation and Publication
- ❖ Library

Besides these units SCERT has a CAL Lab, Work Ex Lab, Science Lab and Educational Technology Lab with the capacity of development of e-TLMs.

OBJECTIVES OF SCERT

- ❖ To assist and advice the administration of Delhi in the implementation of its policies and major programmes for human resource development especially in the field of education, woman and child development, national integration and other related affairs.
- ❖ To promote educational researches and training of teachers and other personnel.
- ❖ To develop the curriculum, aiming at an all-round development of the child, and at the levels of education.
- ❖ To develop and produce the teaching learning materials
- ❖ To develop educational technology for use of the teaching learning activities and training programme and to provide Distance Education.
- ❖ To devise the system and approaches for qualitative education.
- ❖ To develop a scientific process of evolution of the pupil and the educational programmes and institutions.
- ❖ To develop the strategies to achieve the goals of education for equality.
- ❖ To establish linkages with NCERT, various department of Universities of Delhi, Administration of U.T. of Delhi, Deptt. of Education, other educational institutions of Central and Delhi Administration.
- ❖ To develop, adopt/adapt & produce curricular material, text books and other related instructional material.
- ❖ To provide all types of Educational materials & guidance to the disadvantage group
- ❖ To guide, develop and provide educational materials for non-formal education/ educational functional literature.
- ❖ To promote and assist Delhi Administration in SUPW & Vocational Education in the State/U.T of Delhi.
- ❖ To improve the existing examination system and to make question Book in different areas for School Education.

- ❖ To provide pre-service and in-service training to teacher at all levels of school education.

Functions

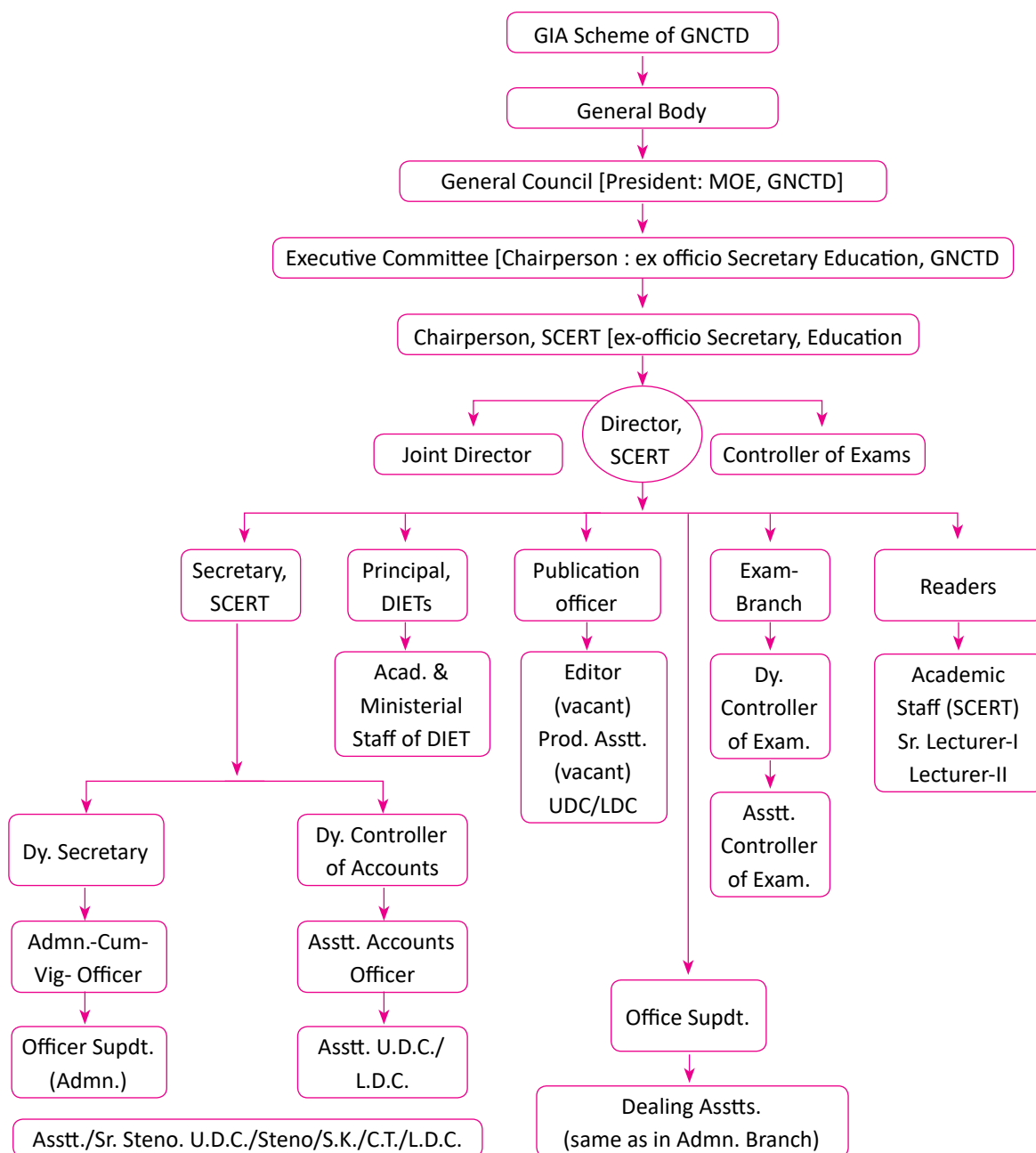
- ❖ To undertake, assist, promote and co-ordinate research in all branches of education.
- ❖ To organize pre-service and in-service training at elementary, secondary & also at an advanced level.
- ❖ To organise and provide extension to those who are engaged in educational research and training of teachers
- ❖ To experiment, develop and/or to disseminate improved educational programmes, techniques and practices in schools.
- ❖ To develop the curriculum and instructional materials.
- ❖ To undertake the preparation, evaluation, revision and production of teaching-learning materials to improve the quality of education.
- ❖ To explore the possibilities of use of Educational Technology in teaching-learning process.
- ❖ To assist and advice the various agencies of mass media for propagation of education.
- ❖ To experiment and recommend for the implementation of scientific pupil evaluation at all levels.
- ❖ To devise the systems and approaches for efficient management evaluation and monitoring of educational institutions.
- ❖ To suggest measures for the education for equality.
- ❖ To frame the programmes and suggest the initiations of action to achieve the Universalisation of Elementary Education.
- ❖ To suggest measures for ensuring qualitative education.
- ❖ To select and suggest the techniques for distance education.
- ❖ To identify the talented children and plan for nurturing of their talent (NTS & JSTS)
- ❖ To plan, execute and evaluate the educational programmes in the State of Delhi.
- ❖ To develop the State/UT and District level Resource Centres in the State/UT in the various fields of education.
- ❖ To design the curriculum and learning materials of teacher education and work out the process for enhancing the potentialities of the teachers.
- ❖ To help local bodies for primary and pre-primary education/ middle/ secondary/ sr. sec. education of Delhi and other State/ Centre level institutions;

organizations and agencies in developing and implementing programmes for qualitative improvement of education.

- ❖ To collaborate and cooperate with National and other Centre/State level institutions for the furtherance of its objectives.
- ❖ To establish, in any part of the State/UT, such institutions as may be necessary to realise its objective.
- ❖ To act as a clearing –house for ideas and information on all matters relating to education.
- ❖ To advise the Delhi Administration and other educational organisation and institutions on matters relating to education.
- ❖ To develop and manage the educational information system.
- ❖ To develop and/or publish such books, materials, periodicals and other literature as may be necessary for furtherance of its objective.
- ❖ To function as link organization between the National/ State/UT and District level institutions.
- ❖ To acquire by gift, purchase, lease or otherwise any property, movable or immovable, which may be necessary or convenient for the purposes of the Council and to construct, alter and maintain any building or building for the purposes of the Council.
- ❖ To draw, make, accept, discount and negotiate with the Admn. of Delhi the promissory notes, bills of exchanges, cheques or other negotiable instrument.
- ❖ To invest the funds of the Council in such securities or in such manner as may from time to time be determined by the Executive Committee and from time to time, to sell or transfer such investments.
- ❖ To sell, transfer, lease or otherwise dispose of all or any property of the Council.
- ❖ To do all such things as the Council may consider necessary, incidental or conducive to its primary objectives of promoting educational research, advance professional training of educational personnel and the provision of extension services to educational institutions.

ORGANIZATION CHART OF SCERT

(Pre Re-Structuring)



ESTABLISHMENT OF DIET

Under the aegis of SCERT, nine District Institutes of Education and Training (DIET) are functioning since their inception - one in each revenue district of NCT, Delhi for providing academic resource support and pre-service and in-service education for teachers at Elementary Level and other programmes as and when required by SCERT, Delhi and Action research in lab area. These are functioning with the following objectives:

- ❖ Substandard institutes to be phased out
- ❖ Selected training institutes to be upgraded
- ❖ NCERT to provide resources, curriculum
- ❖ Networking arrangements between institutions of teacher training & university. Dept. of education

The DIETs that are functioning under aegis of SCERT

- ❖ District Institute of Education and Training, (Central) Darya Ganj,
- ❖ District Institute of Education and Training, (West) Rajender Nagar
- ❖ District Institute of Education and Training, (North-East) Dilshad Garden
- ❖ District Institute of Education and Training, (East) Karkardooma
- ❖ District Institute of Education and Training, Keshav Puram (Dist. North)
- ❖ District Institute of Education and Training, (North-West), PitamPura
- ❖ District Institute of Education and Training (South) MotiBagh,
- ❖ District Institute of Education and Training, (South-West), GhummanHera
- ❖ District Resource Centre (New Delhi) R.K. Puram.

3.1 TRAINING FOR IN-SERVICE TEACHER (SCERT, DELHI)

The major function of SCERT is to organize in-service training programmes for all level teachers of DoE, Local Bodies & Government Aided School for school teachers & HoS in pedagogical aspects of their teaching subjects as well as other important themes. Total 1, 39,588 stakeholders have been trained for the year (2019 -20) under programme heads of SCERT.

A. Integrated Teachers Training Programme : NISHTHA

The Project Approval Board (PAB), MHRD, vide its minutes of the meeting held on 6th May, 2019 to consider the Annual Work plan & Budget 2019-20 for UT of Delhi, approved the activity INSET programme under subcomponent Special Project for **Integrated Teachers Training Programme under NISHTHA.**

Target Group : Teachers and School Heads of primary level (I-V).

Objectives :

1. To sensitize the teachers and school heads about their role in making teaching learning inclusive
2. To build their understanding and reflect about developing their personal-social qualities for creating a safe and healthy environment
3. To improve their understanding and establish linkage between learning outcome and school based assessment in EVS, language and mathematics
4. To motivate them to exercise their role as a leader to build the school learner friendly.

SCERT has organized training for the Teachers and School Heads of primary level (I-V) where it reached to 1650 Schools of all districts (Local Bodies) under the Integrated Teachers Training programme under NISHTHA. In this training programme total 11312 HoS & Teachers actively participated. The Feedback of the Activity shows that the Teachers& HoS found this training programme more appropriate and context specific.



B. Training for Teachers & Head Teachers (Secondary) (In- Service, Induction, and Leadership): In-Service Training (IX-X)

The Project Approval Board (PAB), MHRD, vide its minutes of the meeting held on 6th May, 2019 to consider the Annual Work plan & Budget 2019-20 for UT of Delhi, approved the activity INSET programme under subcomponent Special Project for Govt. & Govt. Aided School Teachers of DoE, NDMC & DCB.

Target Group: Teachers and School Heads of Secondary Level (IX-X).

Objectives

1. To build capacity of the teachers and school heads on the pedagogy of different subjects and addressing its hard spots
2. To build their capacity on the transaction of happiness curriculum, entrepreneurship mindset curriculum
3. To sensitize them on Road safety, gender, POCSO Act and knowhow of developing learner friendly environment in the school.

SCERT has organized training for the Teachers and School Heads of Secondary level (IX- X) where it reached to 1024 Schools of all 13 districts under the In-service Teachers Training programme. In this training programme total 13886 HoS & Teachers (out of 20000) actively participated. The Feedback of the Activity shows that the Teachers & HoS found this training programme more useful to address hard spots in different subjects as well as delivering curriculum like happiness and entrepreneurship mindset.



C. Sub-component No 115. Training for Teachers & Head Teachers (Secondary)

- (i) Under sub component **No 115. Training for Teachers & Head Teachers (Secondary)** SCERT has organized training for the Teachers and School Heads of Secondary level (IX- X) where it reached to 1024 Schools of all 13 districts. In this training programme total 7444 (out of 11000) HoS & Teachers actively participated. They were trained on the different subjects and general topics

based on the objectives. The overall feedback of the Activity shows that a majority of the teachers & HoS found this training programme up to their expectation and their doubts were clarified. One teacher reacted that this time she feels confident to lead her team to build an enabling environment for the students and teachers for learning to happen happily.



D. Sub-component No 116. Integrated Teachers Training Programme: Printing of Integrated Teachers Training Package (NISTHA).

Under this subcomponent SCERT coordinated the printing of 11100 NISTHA packages and distributed among the teachers and HoS of 1650 elementary schools during different NISTHA programme.

E. KRPs Training at State Level (Classes I-VIII)

SCERT coordinated the 5 days training programme for the Key resource persons (KRP) of elementary level which was organized by NCERT & NIEPA. In this programme KRPs of 315 schools (DoE & local schools) represented all 13 districts. They were trained as per the contents in the training package of NISTHA. The number of participants exceeds from the actually planned which reflects the need and enthusiasm among the schools.

F. SRPs Training by NIEPA at State Level (Classes I-VIII)

SCERT coordinated the 5 days training programme for the State resource persons (SRP) of elementary level which was organized by NIEPA. In this programme 95 SRPs participated representing DoE & local schools, SCERT and DIETs of Delhi. They were trained by NIEPA.

G. School Leadership Training of Head teachers/Principals/RPs (Class IX to XII)

- ❖ SCERT organised three days training programme on school leadership for the Head Masters/ Principals of Secondary schools in Vigyan Bhavan. In this programme 1110 head of the schools participated representing 1110 schools under DoE out of targeted 1200.



Inset- Status (2019-20)

S. No.	Particulars HoS/PGTs/TGTs /others	No. of days	Funding Agency SS/ SCERT	Number of Allotted Participants	Number of Attended Participants
1.	Training on “Inspiring Leadership Improving Performance” Programme for HoS at Cambridge University, UK	9	SCERT	210	176
2.	Leadership Capacity Building Programme for HoS at VigyanBhawan	3	SS	1200	1110
3.	Strategic Leadership Programme for HoS at IIM	5	SCERT	400	60
4.	PGT-English	4	SS	1331	1012
5.	PGT-Maths	4	SS	491	445
6.	PGT-Hindi	4	SS	851	772
7.	PGT-Commerce	3	SS	656	556
8.	PGT-Economics	4	SS	905	745
9.	PGT-Political Science	4	SS	1578	1263
10.	PGT-Geography	4	SS	396	320
11.	PGT-History	4	SS	1236	1011
12.	PGT-Sanskrit	5	SS	452	371
13.	PGT-Chemistry	4	SS	183	150
14.	PGT-Physics	5	SS	179	146
15.	PGT-Biology	5	SS	164	118

16.	PGT-Sociology	4	SS	142	110
17.	PGT-Urdu	4	SS	45	42
18.	PGT-Punjabi	4	SS	39	29
19.	PGT-Fine Arts	5	SS	81	66
20.	Physical Education	5	SS	328	288
21.	KRP/SRP Training programme for NISHTHA training	5+2	SS	354	410 (KRP-315) (SRP-95)
22.	International Exposer for TDC at NIEI Singapore	5	SCERT	720	330
23.	International Exposer for MT (DoE) at NIEI Singapore	5	SCERT	100	31
24.	International Exposer for CAU at NIEI Singapore	5	SCERT	40	31
25.	TGT- Social Science	4	SS	2725	2182
26.	TGT-Hindi	4	SS	2661	2084
27.	TGT-Sanskrit	4	SS	2199	1684
28.	TGT-English	4	SS	2446	1716
29.	TGT- Maths	4	SS	3162	2510
30.	TGT-Science	4	SS	2608	2028
31.	TGT-Punjabi	4	SS	111	89
32.	TGT-Computer Science	3	SCERT	1479	1277
33.	Domestic Science	4	SS	430	316
34.	PRT	1	SS	2530	2169
35.	Integrated Teacher Training Programme under NISHTHA for HoS& Teachers (Local Bodies)	5	SS	20000	11,312
36.	Nursery & KG - INSET Programme	3	SCERT	460	416
37.	Nursery & KG - INSET Programme	5	SS	1164	1008
38.	Lab Assistant	3	SCERT	2017	1720
39.	Club In-charge	2	SCERT	1028	943
40.	STC Teachers Training	3	SCERT	594	581

41.	OCBP in deferent Subject		SCERT	97835	71638
42.	EMC	1	SCERT	22351	19064
43.	Residential JivanVidyaShivir	8	SCERT	760	576
44.	Sensitization programme on River Yamuna	1	SCERT	8500	5854
45.	Orientation Programme on Inclusive Education for HoS/ Incharge of Local Bodies	1	SS	1011	706
47.	Master Trainer Training of CRCC & DURCC for SMC training	2	SCERT	126	123
Total				1,88,278	139588

3.2 PRE-SERVICE TRAINING PROGRAMME OF SCERT

B.Ed. Programme 2019-20

The Bachelor of Education Programme generally known as B.Ed. is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary (Classes IX-X) and senior secondary (classes XI-XII) levels.

SCERT, Delhi runs 02 years B.Ed. Programme (both for Pre-Service & In-Service teachers). In-Service teachers are those who are serving in the schools under DoE, NDMC and DCB and for pre-service the candidates are selected by Guru Govind Singh Indraprastha University, Delhi and sent to SCERT for admission. This B.Ed. Course of SCERT is affiliated GGSIP University, Delhi with an intake of 100 seats as approved by the State Govt. /University (Pre-service 70 and In-service 30 seats). The Degree is also awarded by the GGSIP University.

SCERT adheres to the criterion and norms as prescribed by the University and maintains laboratories, classrooms, library, and computer center as per the demand of the course curriculum. It organizes faculty development and student awareness programme through seminar, workshops, conference, and resource lectures in order to maintain quality standards and promote excellence in imparting education.

In the academic session 2019 -21, 83 students were enrolled (11 Boys & 72 Girls).

The category wise division is as follows:

Category	General		SC		ST		OBC		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
General	07	32	01	12		07	03	13	11	64
PWD		01								01
Muslim										04
Sikh										03

From the previous batch (2018-20) 64 trainees (17 boys & 47 Girls) are in 3rd semester.

The category wise division is as follows:

Category	General		SC		ST		OBC		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
General	10	19	03	12	-	01	02	12	15	44
PWD	01	-	-	01	-	-	-	-	01	01
Muslim		01					-	-	-	01
Sikh							01	-	01	-
Buddhist						01				01

CTET December 2019 Session (2018-2020)

Marks obtained in CTET		No. of students
1	84-90	05 (SC candidates)
2	91-100	15
3	101-110	13
4	111-120	12
5	Above 120	02

*52 trainees from B.Ed. Session (2018-2020) appeared in CTET Exam Dec'2019 and 47 qualified the CTET. Of which 2 two student secure 127 marks in CTET examination which is second highest of nationwide score. * Pass percentage is 90.38%



The Academic session started with the warm welcome to the new entrants by their seniors through different programmes starting with orientation programme followed by different cultural programmes. Besides curricular engagement of trainees in classroom teaching process they were also actively participated in Preliminary School Engagement (PSE-I) conducted for Semester-I trainees from 09-19 October 2019 and PSE for (Semester – II) from 27 January 2020 to 07 February 2020.

Extension lectures were also conducted for the trainees on different thematic areas as per the need emerged by them. The topics covered for 1st Semester trainees were Action Research & Case Study, POCSO Act., RPWD Act., Inclusive Education, First Aid Training, Training on Visual and Performing Art, Mindfulness in the Classroom. The topics covered for 3rd semester trainees were Achievement Test, Action Research, TLMs for Mathematics, Science, English, Social Science and how to prepare Lesson plan for teaching of English.

Visits: An Educational Tour to Himachal Pradesh was organized for B.Ed. trainees of (Semester – IV) from 31 January 2020 to 05 February 2020 and another visit to Surajkund International Craft Mela Organised for B.Ed. 1st year & 2nd year trainees on 14 February 2020. Trainees also participated in two days orientation programme on Cleanliness of River Yamuna on 19 & 20 February 2020 at Tyagraj Stadium, Delhi.



Celebration: All the National days, important religious festivals that come in the academic session 2019-20 were celebrated with enthusiasm and active participation of B.Ed. trainees, faculty members and invited guests. Along with this two days programme celebrated on the occasion of 150th anniversary of Mahatma Gandhi under Nai Taalim Week from 30.09.2019 and 01.10.2019.

3.3 DEPARTMENT OF PLANNING AND ADMINISTRATION

Department of Planning and Administration (P&A) plays a very important role in planning teacher education in the state of Delhi. It coordinates and provides support to all the 9 DIETs in planning its annual budget and by compiling theirs and of SCERT it prepares a total Annual budget for Teacher Education of Delhi state and send to the Ministry of Education, GNCT Delhi for approval. It is one of the core functions of this department of P&A. It also plays an active role in implementing Samagra Siksha in the state. It maintains data base for the state for planning for elementary education, research and innovation. Apart from this the department also conducts the Annual Programme Advisory Committee (PAC) meeting for presenting different programmes proposed by SCERT for the present academic year on different heads like Training, material development, Research& other Innovative programmes. It also organises Mid-term Programme Advisory Committee Meeting (Mid-Term PAC) of SCERT where the status of the programmes

proposed in annual PAC is reviewed and suggestions received for improvement and timely completion of the project by the end of the academic year. Further, it also facilitates timely organisation of the same in all 9 DIETs. Besides these regular activities the department has also undertaken many other programmes. Some of the main programmes/activities successfully completed are as given below:

❖ Leadership training programme at Cambridge, UK (3rd Phase)

With the vision to give exposure of world class training to all the Heads of the Delhi Govt. Schools, to equip them with able leadership skills, an international exposure visit was organized by SCERT in collaboration with Judge Business School (JBS), University Of Cambridge, UK on the theme “Inspiring Leadership Improving Performance” wherein 176/210 HoS/ Vice Principals, attended training in groups of 30 participants each. A group



of 30 participants included 28 HoS/Vice Principals from the DoE, 1 Officer from DoE and one Faculty from SCERT/DIET. The course content was designed keeping in view the needs of the Heads of Schools of the Directorate of Education, Delhi.

This programme covered the following areas:

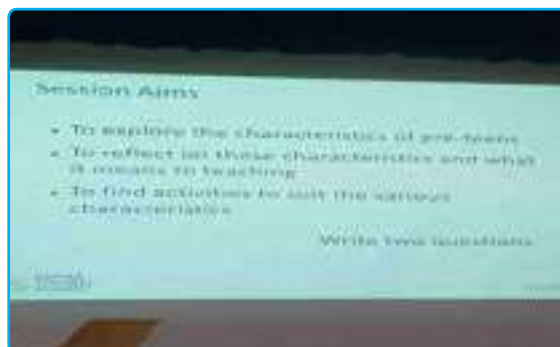
- ❖ Challenges of Leadership/Management in Schools
- ❖ Building High Performance teams
- ❖ Managing Stress and Counselling
- ❖ Managing Change processes
- ❖ Leader as a Coach
- ❖ Child centred learning and Pupil voice
- ❖ Evaluation and feedback
- ❖ Well Being of Principals/ Work-life Balance
- ❖ Teaching large classes innovatively
- ❖ Innovation in Education
- ❖ Leading Heads, Leading Change: Effective Leadership: Schools as Communities
- ❖ Implementing Vision in a School
- ❖ Curriculum Innovation: Inspiring Creativity
- ❖ Inclusive Education
- ❖ Managing HighPerformance Teams
- ❖ Coaching/ mentoring
- ❖ Cyber Security in Schools

Apart from this there were rotational School visits in group of 10 each to meet with school leaders, teachers and students and gain firsthand experience on areas like school administration, teaching learning process, students' participation and leadership etc. All the participants came back with bagfuls of learning experiences and takeaways with a vision to implement in their schools. Picture of a Primary section in one of the schools:



❖ **5 Days Continuing Professional Development Program (CPD) conducted by Oxford University Press for Secondary Teachers of Directorate of Education**

In an endeavour to provide Continuing Professional Development (CPD) to the teachers of the Department of Education, GNCTD, SCERT in collaboration with Oxford University Press (OUP), organized a CPD training program for the Secondary School Teachers teaching English in the DOE Schools. The training was organized on dates 29 July to 02 August 2019, at RSBV Rouse Avenue, New Delhi. The program is certified by the Oxford University Department for Continuing Education (OUDCE), London. 30 teachers were selected for the training after a rigorous scrutiny and were invited to be a part of this prestigious training along with three observers - Ms. Sheelu Mary Alex, from SCERT, along with Dr. Khaleeq Ahmad, from DoE and Ms. Vandana from SCERT. Ms. Sonali Bhattacharyya was the resource person with Oxford Teachers Academy and the group's trainer for the coming 5 days.



The prestigious and enriching training began with a pre-training assessment followed by an ice-breaking activity making every participant involved actively. Sessions followed with activities like - Building Blocks of English Language learning for pre-teen students that aimed to explore the social and cognitive characteristics of the students aged between 10-13 years, Speaking: From Accuracy to meaning included practical activities for preparing the students to participate in the speaking activities by providing them a conducive environment that acts as an impetus in equipping students learn the language. Various activities viz Crossword puzzle,

Jazz Chants, Travel Brochures, etc. to make learning more fun and involving were discussed and designed by the participants to cater to the social and cognitive requirements of the students. The sessions were enriching and participative and served the objectives of handling challenges and building on positives in students.

Activities such as Drilling, Back Chaining, Jazz Chants, Monologues, Reading News, Dialogues, Information Gaps, etc were discussed in detail and how the same can be implemented in the classroom.

Other sessions dealt with various strategies such as:

- a) Social and affective strategies
- b) Raising awareness
 - ❖ To build confidence and raising self-esteem
 - ❖ Raising cultural awareness
 - ❖ Providing techniques to learn
 - ❖ Motivating students to learn
- c) Meta-Cognitive strategies
 - ❖ To make students understand why activities are used in the classroom
 - ❖ How they can participate effectively
- d) Direct/Cognitive Strategies
- (e) Grammar for Pre-teens : This session covered the importance of the grammar and its role among Pre-teens. It began with an activity that involved questions related to teaching of grammar in the classroom wherein the participants gave their feedback by agreeing and disagreeing to the asked questions. Various activities were discussed for introducing grammar to the pre-teens by understanding various levels such as:
 - 1. Sentence to Text
 - 2. Dialogues
 - 3. Class surveys
 - 4. Drawing Conclusions



Other sessions included - Lesson Planning: A framework for the lesson, Developing Writing Skills among students and equipping them with abilities to take writing simple sentences to more complex texts without taking away their fluency and accuracy. To boost their writing and keep their interest level intact various activities were worked upon such as:

- *Peer writing
- *Alternative Endings
- *Cartoons/storyboard
- *Task-Mystery Group story

Finally sessions on Assessing and Testing taught difference between assessment and testing at its core and how assessing and testing affects the quality of learning in the classroom. Various ways in which tests are tailoring the teaching these days was discussed in some detail such as the 'Backwash effect'. Objective and subjective questions were discussed and how to assess skills, attitudes and behaviour were understood.

It was a fruitful program for teachers. All the participants were highly enthusiastic and great receptors of learning. They all worked in tandem in a co-learning environment adopting a constructivist approach.

❖ Development of Module on Leadership for D.EL.ED students (Hindi Edition)

The Dept. of Planning and Administration, SCERT had undertaken an initiative to develop a resource support material for the D.El.Ed. Course on the theme – “Leadership and Management”.

The material has been developed in Hindi medium for the convenience of a majority of the students who are more conversant in the Hindi medium. The material is under print. Development of the same material for the English medium students also has also been initiated.

3.4 DEPARTMENT OF ELEMENTARY EDUCATION AND NON-FORMAL EDUCATION

This department developed Content (blended Mode) and conducted training for SMC members. The training design and delivery is divided into two phases i.e. Content development and Capacity building and Training. The process of content development and capacity building of Master trainers are as follows:

A. Content Development

The five stages of content development are as under:

- ❖ **Need Assessment:** Process to understand the gaps in knowledge and understanding among SMC members. This would support them in performing their responsibilities efficiently and derive themes for conducting the training.
- ❖ **Outcome Mapping:** Process to prioritizing issues/topics/themes we want to address to impart knowledge through training and articulate the outcome of training at various level like impact of content on trainers and participants etc.
- ❖ **Content Development:** Process to brainstorm solutions for the selected themes for the training and prototype the same content with different groups to identify best solutions/tools etc.
- ❖ **Content Finalization:** This involves taking stakeholders feedback through various processes, to improve content and finalize it with approval of authorities.
- ❖ **Production:** At this stage, the finalized content is sent out for getting necessary printing work done

Three booklets were created to support the delivery of the SMC annual training, in addition to the support material available online via videos.

The details of the booklets are as follow:-

Reading Booklet

Each SMC member who attended the training received one booklet each. This encompasses general information including latest circulars related to SMCs.

Module Booklet

This was further divided into two parts :-

Facilitator Booklet: It was the manual for the trainers to conduct the training

Participant Booklet: It was given to the participants for their reference. Each school got one booklet.

B. Capacity Building of Master Trainers

The two stages for capacity building of SMC members are:

- ❖ Train the Trainer: SCERT in support of Saajha, conducted training of CRCC and DURCC. CRCCs and DURCCs were trained as master trainers for conducting annual SMC training. At this stage, the participants of the training were explained the content in detail including the steps and protocols to be followed to conduct the annual training. Also mock training sessions were conducted during the training.
- ❖ Annual SMC Training: CRCC conducts the training of the respective SMC members of their cluster schools.

1. Cell for Local Bodies

A number of coordination meetings were conducted with stake holders of local bodies with an objective to bring about uniformity in the capacity building programmes being conducted in directorate of education schools and schools under local bodies.

Activities conducted under cell for local bodies

- 2.1. Selection of mentor teachers
- 2.2. Jeevan Vidhya Shivar for Mentor Teachers
- 2.3. Implementation of Happiness Curriculum in Schools of Local Bodies.
- 2.4. Capacity Building of Mentor Teachers for INSET Primary Teachers (Nishtha Programme)

2. Implementation of Learning Outcomes

Posters on Learning Outcomes for classes I-VIII were developed and disseminated to all the schools of Delhi Government and Local Bodies. These posters are placed in each and every class of the above mentioned schools.

3.5 DEPARTMENT OF WORK EXPERIENCE & VOCATIONAL EDUCATION

Department of Work Experience & Vocational Education emphasizes on hands-on experience with locally available materials for pre- service as well as in-service teachers. It facilitates to enhance their theoretical knowledge along with practical skill. Being future teachers it would help them

- ❖ To identify locally relevant Work Experience areas
- ❖ To develop sample teaching-learning material, low-cost teaching aids
- ❖ To organize awareness programs related to global issues such as environment through poster making, slogan writing, quiz competition, rallies etc.
- ❖ To promote work-related hobbies among trainees of the institute.
- ❖ To organize Workshop for visual art as a part of Work Experience activities.
- ❖ To equip Pre-service as well as in-service teachers, to plan and execute learning activities, integrating the competencies in work experience and core-subjects.
- ❖ To practise and perform manual work individually as well as collectively.

Activities organized by Work Experience Department are Clay moulding, Pottery, Puppet Making, Rangoli Making, Mask Making, Basket Weaving using different material, Mat Making, Products from waste material, Block Printing, Warli, Madhubani Painting etc. These media can be used in teaching of Mathematics, Languages and Environmental Studies and would result in development of art and skills.



Besides other activities the following programmes were also organized during 2019-2020 by Work Experience & Vocational Education Department:

- ❖ **INSET Training Program for PGT Punjabi and TGT Punjabi Teachers** in the Month of May-June 2019. Module were also developed and distributed during the training program.



KRP Orientation for PGT and TGT Punjabi and Workshop for need Identification and development of course design for PGT and TGT Punjabi were held for smooth conduction of these Training.

❖ **Workshops for review of Learning Outcomes at Secondary stage**

Draft document entitled Learning outcomes at Secondary Stage was received from NCERT. Workshops on nine subjects viz. Mathematics, English, Hindi, Sanskrit, Physical Education, Science, Art Education, Urdu and Social Science were organized in the month of July 2019 for the review and suggestions from the respective subject teachers.

❖ **Coordination for INSET program**

Sensitization Cum Awareness program on Cleanliness of River Yamuna was coordinated along with Dr Bindu Saxena for Heads of schools and Eco Club In-charges and Program Officers of NSS under DoE in the month of June 2019 at Thyagraj Stadium. We also contributed in developing Booklet and Brochure for distribution to participants. INSET Training program for Eco Club In-Charges and Lab Assistants were successfully coordinated in the month of September 2019. Sensitization Cum Awareness program on Cleanliness of River Yamuna for Private Schools and Local Bodies schools were coordinated with Dr. Bindu Saxena in the month of February 2020 to create awareness about cleanliness of river Yamuna.

❖ **Inspiring Leadership Improvement Programme at Judge Business School Cambridge was coordinated well in the month of November 2019. The Main Observations were:-**

- i. Dedicated Staff- "Good teachers make a difference, outstanding teachers transform lives"
- ii. Motivate young people - Raise their confidence and self esteem
- iii. Increase their employability - develop their skills of communication and of social interaction
- iv. Encourage cultural tolerance and understanding
- v. Promote a sense of social responsibility
- vi. Promote inclusion and combat exclusion in a world of rapid social and economic change.
- vii. Innovative and interactive training
- viii. Visit to city schools not just country school
- ix. Exchange programs may be initiated for both teachers and students



The training programme would broaden the horizon for learning and helpful in developing the leadership skills.

❖ **Feedback on different draft documents:**

This department also took the responsibility and provided feedback on Chapter 20 – Vocational Education of **Draft National Education Policy 2019** in the month of July 2019. Review of suggestions in **workbook received from DoE** for class I and II were done for Mathematics. It also contributed in **Workshop for Review of Learning beyond Textbook** Level I and Level II.

❖ Training programme for B.Ed. First semester students on Performing Art & Visual Art

As per the requirement of the paper, Drama and Arts in Education Code 157, a training programme on integration of performing Art & visual Art was organized for B.Ed First semester students on 26/09/19, 27/09/19, 28/09/19 and 01/10/19.

Objective of the Training on performing Arts & Visual Arts:

- ❖ To develop basic understanding of different Art forms – impact of Art forms on the human mind
- ❖ To cultivate and enhance the interest in performing arts and visual arts,
- ❖ To enhance artistic and aesthetic sensibility of learners
- ❖ To create awareness of the rich cultural heritage
- ❖ To develop creativity and willingness to take part in various activities
- ❖ To enable students teachers to develop interpersonal skills such as confidence, social interaction, taking responsibility, sharing, planning, decision making, team-work and problem sharing or solving.

Sessions on Performing Art were taken by Mr Subhash Rawat and by Ms Surbhi. Many activities were organized by Resource Persons. Students participated with great zeal and enthusiasm. They were involved in many activities for initiating drama in teaching learning process. They were given the theme and were asked to prepare a short play based on the theme. They prepared and presented the play. After that a feedback session on positive and negative points of each group was held. Some of them are :-

- ❖ Never show your back toward audience
- ❖ Always be creative , don't just repeat the memorized dialogues
- ❖ Be active and most important be confident

They listened patiently and enjoyed these sessions on performing art. They were involved in many group as well as individual activities. They got the opportunity to know their classmates. They could express themselves in a better way as it helped them to do away their hesitation. It would help them to integrate drama with teaching subjects. It helped them to create an environment for joyful learning and better retention. They



enacted many hilarious stories. It would enhance their creativity as well as active participation in classroom teaching. Through this workshop students got to know about the basic rules of drama and how a teacher's involvement in different art form can make a difference

Sessions on Visual art were taken by Ms Deepika. She started the session with introduction to Block printing. She explained and demonstrated the correct way to do block printing. She also demonstrated different patterns to do it. Students participated actively and they made beautiful designs on handkerchief, pillow cover, table cover and bed sheets using blocks and acrylic colours. They also learn to make useful article from waste material like Diwali lights using paper cups, Table lamp with bottle, Pot with old towel and cement etc.



Mr Hari Singh and Mr Raj Kumar took the session on the usage of cane in making article for decoration as well as use in daily life. Students learned weaving of basket using cane.

Through this they got to know that how everyone is dependent on others, how society and people are interrelated and work for one another. It enabled them to understand the dignity of labour. Everyone should be respected whatever work he/she does.

3.6 EDUCATION TECHNOLOGY DEPARTMENT

1. Entrepreneurship Mindset Curriculum:

The Entrepreneurship Mindset Curriculum (EMC) has been developed by SCERT with the aim to develop entrepreneurship mindset among students of class 9th to 12th of Government schools of Delhi. The mission of EMC is 'nurturing their own abilities, students to take charge of their career paths in employment or entrepreneurship'. The curriculum was launched on 13th Feb 2019 at Tyagraj Sports Complex.



The EM Curriculum is successfully running in all government schools of DoE, Delhi from 1st July 2019 for classes 9th to 12th. The curriculum has various components such as Student-Special Classes, Career Exploration, Live Entrepreneur Interactions and Field Project etc. Through EMC students learn to be self-confident, to dream big, to try something new and challenging, to recognize opportunities, to find creative solutions and relentlessly plan & execute to bring them to fruition.

In year 2019-20, two teacher's manuals of EMC were designed and published i.e. one for classes

9th to 10th and another for Classes 11th to 12th. Various trainings programmes have also been organized for teachers on EMC and about 18000 teachers were oriented on EMC at Tyagraj Stadium and about 5620 teachers have been trained through online under OCBP Training on EMC. Training on EMC was also conducted for 1200 EMC Coordinators and Mentor Teachers. Other stakeholders such as DDEs, Principals, Vice-principals and HoS have also been oriented on EMC on regular interval to implement the curriculum successfully.

Under Live Entrepreneur Interactions (LEI) component, 4059 entrepreneurs registered online, 3,10,309 students interacted with entrepreneurs and 3,270 interactions completed in 921 schools during 2019-20.

Under Micro-Research Project, 1,87,763 students have conducted interviews of entrepreneurs in their neighborhood.

❖ A research study on **“Comprehensive Baseline study on implementation of EMC”** was also conducted successfully during 2019-20.

Research Title: “Comprehensive Baseline study on implementation of EMC”

Objectives of Research

Research activities aim to accomplish two key objectives:

Objective 1: Assess the fidelity of implementation, identify recommendations to improve program quality, and document learning for future programs

Objective 2: Measure the soft skill outcomes for the students exposed to the Entrepreneurship Mindset Curriculum

Objective 3: Assess the impact of the ‘Entrepreneurship Mindset Curriculum’ on cognitive (learning) and non-cognitive outcomes (mindsets and soft skills)

Research design

The study was conducted in two phases:

PHASE 1: COLLECTS REPRESENTATIVE FEEDBACK FROM STAKEHOLDERS ON EMC

Number of schools: 46 schools across 28 zones. 12 schools - one boys and one girls/co-ed school were randomly sampled from each zone.

Classroom observations: 46 EMC and 43 non-EMC classes to capture teacher facilitation in an EMC vs. non-EMC class

Teacher self-administered surveys: 563 teachers; to capture teacher feedback on EMC implementation

Student self-administered surveys: 1535 students; to capture student feedback on EMC classes

PHASE 2: COLLECTS QUALITATIVE INSIGHTS ON EMC IMPLEMENTATION

Number of schools: 20 schools randomly sampled schools visited during phase 1 spread across 20 zones

Teacher semi-structured interviews: 20 teachers; 1 teacher randomly selected from each school to understand teacher perception and challenges for EMC

Student semi-structured interviews: 20 students; 1 student randomly selected from each school to understand student participation, perceptions, and challenges related to EMC

Semi-structured interviews with 13 HoS, 16 EMC Coordinators, 16 Mentor Teachers to understand school-level challenges in EMC implementation, input on evaluation design, survey questionnaires, and related topics

Major Findings

1. Teachers and others variously understand EMC.
2. Schools consider EMC as a ‘nice-to-have,’ not as critical to solving pressing challenges.
3. Teachers and schools have limited access to coaching, training, and additional resources.
4. Teachers feel EMC is not a part of their mandate.



2. Online Capacity Building Programme for Teachers of Delhi : Using Technology effectively to reach all teachers

State Council of Educational Research and Training, Delhi introduced an Online Capacity Building Programme (OCBP) to connect and equip the teachers posted at different locations in Delhi. The aim of OCBP is to provide specific topic based pedagogical support to its teachers and build their capacity in effective classroom transaction. The trainings are mapped as per the annual academic calendar of schools. The programmes have been prepared by faculty of SCERT and Mentor teachers with technical support from Million Spark foundation by focusing on In-class resources (How to plan & teach my next class?). The training is provided through web www.chalklit.in & app “Chalklit”. (Available on android & iOS platforms). In 2019-20, approx. 71,638 teachers are trained and awarded certificates through online mode.

3. Content development for OCBP :

Content development for OCBP in Mathematics, English, Science, Social Science, Commerce etc. with focus on Class 10th were taken place. This package covered content including connections from previous classes and modules like teaching strategies, common misconceptions, evaluation strategies, Real life connections etc.

Content developed in the workshop mode for OCBP on the following topics:

- ❖ Mathematics:
 1. Primary Level: shapes and spaces
 2. Secondary Level: Circles
- ❖ Social Science:
 1. Resources
 2. Understanding nationalism
- ❖ Commerce:
 1. Financial Management and Financial Market
 2. Marketing Management and Consumer Protection Act(Is in Process)
- ❖ Science:
- ❖ Light
- ❖ Plant Physiology
- ❖ English:
 1. Class 10 -2nd Term-PROSE
 2. Class 10 -2nd Term-Poetry
- ❖ EMC Field Project
- ❖ School Based Assessment

It also includes modules like teaching strategies, common misconceptions, evaluation strategies, Real life connections etc.

4. Digitization of SCERT resource material:

Digitization is the process of converting information into digital form MHRD-Govt. of India envisions digitizing all the textbooks of SCERTs/SIEs, School Boards in states/UTs for wider dissemination purpose through web portal and App.

SCERT has been developing manuals/reference material for the teachers of schools of Delhi on regular basis which is disseminated in the workshops/training programmes/seminars.

For an easy and larger access to all the stakeholders these manuals are required to be converted in the digitized form for the e-pub and dissemination of the same will be done through web-portal.

In 2019-20, SCERT Delhi has digitized 18 resource material in e-Pub format for an easy access to all the stakeholders and its dissemination through DIKSHA website.



5. Development of animated content :

Development of animated content for the book “ICT in Education” for Class VII, animation of 04 Chapters completed.

The conversion of ICT in Education book into e-content must be required for many purposes like Training of ICT Teachers, to help the Students in content delivery at home also. To increase the reach of different stakeholders easily this e-content will be delivered through the App and Website.

As like the main feature of our book i.e narrative style with dialogue feature, the e-content will be in narrative style with dialogues, so teachers and students will easily understand. E-content will also include evaluation also to maintain their continuous learning.

The content material uploads for an easy access to all the stakeholders and its dissemination through DIKSHA website and youtube link: <https://youtu.be/Boe-2zJWw4k>.



Fig.: Animation of book

6. Research and innovation (Please refer research section of this report)

3.7 RESOURCE SUPPORT AND MATERIAL DEVELOPMENT

The department of publication of SCERT has been working continuously to ensure the publication of different books and other materials on time by keeping coordination with the subject specific coordinators and empanelled publishers. This year the department has coordinated to publish the following 39 materials.

List of SCERT Publications 2019-2020

S. No	Name of the Publication
1.	Senior Secondary level (Punjabi) Teaching Learning Material -2019
2.	<i>Bhasvati Samunmesh Bhag -1</i> (Class -11) PGT Sanskrit Manual
3.	<i>Bhasvati Samunmesh Bhag -2</i> (Class -12) PGT Sanskrit Manual
4.	<i>Bhogolik Avadharna Ki Samjh</i> (for lecturers of Geography) -2019
5	Shemushi –Sammusallasah Bhag-2 (Class 10)- TGT Sanskrit Manual -2019
6	Transactional Methodologies for teaching in English -A handbook for English Lecturer 2019-20
7	Secondary level (Punjabi) Teaching Learning Material -2019
8	Booklet on Cleanliness of River Yamuna
9	Handbook on Understanding the Rights of person with disabilities (RPWD)
10	“Administrative Capacity Building training programme of HOS, of DoE to be held at Vigyan Bhawan, New Delhi on 18 th & 20 th June, 2019,
11	Handbook on Entrepreneurship Mindset Curriculum Book for Class 9-10
12	Handbook on Entrepreneurship Mindset Curriculum Book for Class 11-12
13	Capacity Building manual for PGT Mathematics on Strengthening Pedagogical Practices Manual 2019
14	<i>Greh Vigyaan Mai Namonamesh</i> for Class 6 to8 (2019)
15	Enabling Learners’ Explorations in Business Studies and Accountancy Manual for Lecturers in Commerce (2019-20)
16	Mentor Teacher Handbook for TDC Programme July – October, 2019 (English)

17	Mentor Teacher Handbook for TDC Programme July – October, 2019 (Hindi)
18	Teacher Development teacher Handbook LIC-5 for TDC Programme July – October, 2019 (Hindi)
19	Teacher Development teacher Handbook LIC-5 for TDC Programme July – October, 2019 (English)
20	Skill Sharpener - A Practical handbook for English TGT Class-X -2019
21	Teacher's Handbook on Happiness for Nursery & KG Classes
22	Teacher's Handbook on Happiness for Class 1
23	Teacher's Handbook on Happiness for Class 2
24	Teacher's Handbook on Happiness for Class 3
25	Teacher's Handbook on Happiness for Class 4
26	Teacher's Handbook on Happiness for Class 5
27	Teacher's Handbook on Happiness for Class 6
28	Teacher's Handbook on Happiness for Class 7
29	Teacher's Handbook on Happiness for Class 8
30	Teacher Development teacher Handbook LIC-6 for TDC Programme November 2019 -January, 2020 (Hindi)
31	Teacher Development teacher Handbook LIC-6 for TDC Programme November 2019 -January, 2020 (English)
32	TGT Urdu Manual 2019
33	NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) –Training Package
34	NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) –Leadership Package
35	SMC Training Manuals for facilitators (Prashikshak hetu prashikshan module)
36	SMC Training Manual for participants (Pratibhagi hetu prashikshan module)
37	SMC Training Reading Document (<i>Padne hetu prashikshan module</i>)
38	Impact of the Online Capacity Building Programme on knowledge and classroom Practice of Delhi Govt. School Teachers Research Report 2019
39	Cleanliness of River Yamuna –Booklet and Brochure



3.8 CELL FOR SCHOOL LEADERSHIP

Title of the Programme: - Leadership for Excellence in Education Programme for Head of Delhi Government Schools.

Coordinator: Ms. Nishtha Verma

A 5 days residential training programme “Leadership for Excellence in Education Programme” at IIM Ahmedabad was organised by SCERT for Principals of Delhi Government schools. A batch of 60 participants was trained during 30th December 2019 to 3rd January 2020.

The main focus of the programme was:

- ❖ To encourage team Building
- ❖ To motivate and inspire the team members
- ❖ To handle workload effectively
- ❖ To improve upon analytical skill of school leaders
- ❖ To improve the communication and interpersonal skills



Sitting First Row (L to R)	Parikshit Kumar, Prem Lata Yadav, Om Singh, Sushma Solanki, Ajay Kumar Bhati, Fakir Chand, Neharika Vohra, Rajeev Sharma, Dharma Singh, Sunit Kumar Arora, Rakesh Kumar Jaiswal, Gajraj Singh, Sudhir Sandilya, Namrata, Sudhakar Gaikward
Standing Second Row (L to R)	Manjula Upadhyaya, Kamlesh Gautam, Sunita Kuldeep, Rajendra Kumar, Virendra Kumar, Anisha Grover, Suchismita Biswas, Ritu Kumari, Garima Gupta, Priti Rani Solanki, Mrinalini Gautam, Poonam, Sarita Kumari, Babita Singh, Asha, Vanita Khanna, Meena Sharma
Standing Third Row (L to R)	Abutaliv, Rahey Shyam, Kamlesh Kumari, Shatrughan Prasad Mali, Bimlesh Yadav, Gayatri Devi, Savita, Damyanti Gharia, Hari Prasad, Kalpana Basumatari, Aruna Kumari Bhatia, Saroj Bala, Manju Lata, Sair Degum, Veena Khurana.
Standing Fourth Row (L to R)	Krishna Dhamecha, Ramesh Chand, Santosh Kumar, Jogender Singh, Subhash Chand, Rakesh Kumar, Razi Ahmed, Mohan Singh, Anil Kumar Yadav, Vineeta Narula, Sumitra Meena, Urvashi Kamal Budhiraja, Rehana Umar, Ghyoor Ahmed, Manjoo Sharma, Hem Chand

The second batch of the same programme scheduled from 27th January 2020 to 31st January 2020, could not happen because of non availability of many participants for the training due to the preparation of the Delhi Legislative Assembly Elections 2020.

Title of the Programme: - Cluster Leadership Development Programme for Head of Delhi Government Schools.

The CLDP sessions was being held each month and need to be held till September 2019 because of the MoU renewal process. The MoU was signed between Creatnet Education and SCERT for the continuation of the Cluster Leadership Development Programme for the next two years.

After the MoU was signed, the CLDP sessions were planned but could not be held due to non availability of HoSs as per confirmed by School Branch of Directorate of Education, GNCT Delhi.

3.9 CELL FOR HUMAN VALUES & TRANSFORMATIVE LEARNING (CHVTL)

Introduction: In our present scenario, the society values material gains and profit. It is not an exaggeration to say that in this materialistic era of science & technology, everything except values has reached its echelon. Everyone is worried about continuous corrosion of values, yet not much action has been taken for restoration of values. Even our current education system is oriented primarily towards giving

skills that would make students salable products. This education system, even thought with good intent, has managed to develop only the cognitive aspect of the child but unfortunately unknowingly ignore the Affective and Psychomotor aspects. This void has led to students becoming more irresponsible, insensitive, self-centered and demanding without showing any sense of ownership. Students have also started engaging in serious criminal offenses such as rape, theft, kidnapping and even murder.

At this juncture, Delhi government, SCERT as well as Directorate of Education have launch a Value Education Programme under the banner of “ Cell for Human Values and Transformative Learning” to be able to address this grave scenario.

Vision: The vision of the Cell for Human value and Transformative Learning is Humanization of Education, Conscientious Development and establishing a Universal Human Order that allows all human beings to achieve global peace and harmony.

Objectives:

- ❖ To identify, study and practice Universal Human Conduct
- ❖ Develop consciousness in every human being.
- ❖ Integrate values, skills, Art & Technology into educational content and methodology to bring about qualitative transformation in human beings.

Values Education Programme:

- a) Orientation Programme to value education (1-3 days)
- b) Introduction Programme to value education (7-8 days)
- c) Intensive study programme in value education (3-6 month)
- d) Weekly/Fortnight/Monthly Seminar
- e) Curriculum Development (D.El.Ed) & Subject-training.
- f) Session with D.El.Ed students throughout the academic session
- g) Teacher’ Handbook upto class VIII for Happiness curriculum & Training of Teachers

Target Group: School Students, DIET trainees, Teachers, Teacher Educators, CRCC, BRP, Mentors, SMC Members, HOS, Assistant DE, DDE, RDE, Additional DE, Society Members and parents.

Programme organized in session (2019-20)

S. No.	Subject	Participants HoS/Vice Principals/ Mentors/ Teachers		Venue	Date/ Duration	Coordinators	Remarks
		Target	Achievement				
1.	Residential Jeevan Vidya shivir for NORTH DMC MENTORS	70	61	Abhyudaya Sansthan, Dhanaura, Hapur	3/7/2019 TO 10/07/2019	Dr. Sandip Kumar Dr. Ruby Malik	
2.	Residential Jeevan Vidya shivir for DOE NEW MENTORS	35	32	Abhyudaya Sansthan, Dhanaura, Hapur	3/7/2019 TO 10/07/2019	Dr. Sandip Kumar Dr. Ruby Malik	
3.	Residential Jeevan Vidya shivir for DOE HoS	105	68	Abhyudaya Sansthan, Dhanaura, Hapur	12/07/2019 TO 19/07/2019	Dr. Sunil Kumar	
4.	Residential Jeevan Vidya shivir for MCD MENTORS NORTH/SOUTH/EAST	105	91	Abhyudaya Sansthan, Dhanaura, Hapur	23/07/2019 To 30/07/2019	Dr. Sandip Kumar	
5.	Residential Jeevan Vidya shivir for HOS	105	93	Abhyudaya Sansthan, Dhanaura, Hapur	05/08/2019 To 12/08/2019	Mr. Bhartendu Gupta Ms. Neera Sadh	
6.	Residential Jeevan Vidya shivir for HOS	140	108	Abhyudaya Sansthan, Dhanaura, Hapur	06/09/2019 To 13/09/2019	Mr. Vimal Chand Mr. Asheesh Arora	Target participants increased Due to merging of two batches
7.	Residential Jeevan Vidya shivir for HOS	105	66	Abhyudaya Sansthan, Dhanaura, Hapur	30/10/2019 To 06/11/2019	Mr. Jai Pratap Singh Mr. Rajdev Nayak	
8.	TOTAL	665	519				



Workshop of MCD Mentors at Sh. Som Tyagi,
Education Minister Sh. Manish Sisodia Ji



Abhyudya Sansthan, Dhanaura, Hapur Cell
Member Dr. Rajesh Kumar and Sh. Sanjeev
Chopra visited at Abhyudaya Sanstha.

3.10 TEACHER DEVELOPMENT COORDINATOR (TDC) PROGRAM

Introduction

The Teacher Development Coordinator (TDC) program is an initiative introduced by SCERT as the extension of the flagship Mentor Teacher Program with the vision of creating a collaborative network of teachers teaching in all the Schools under Directorate of Education. This program primarily focuses on professional development through multiple platforms and envisages a Co-Learning environment where every stakeholder will get the opportunity to experience the journey of professional growth.

The TDC program has successfully reached out to all 13 districts in the state of Delhi, covering 1029 schools. The District Institute of Education and Training (DIET) is the academic lead of the TDC program. This institute has supported the program in almost every aspect. Nine DIETS' with 24 facilitators including DIET Principals, DIET lecturers, and BRPs across Delhi play a central role in the facilitation and operation of the program.

The Teacher Development Coordinator (TDC) Program is a new and dedicated role for TDC in school, which is developed to help in achieving a significant strategic goal of the school of supporting teachers in creating school as learning institutes in real sense. Teacher Development Coordinators contribute to the development and management of academic culture in school where everyone can learn. The Teacher Development Coordinator directly works with all the school teachers under the guidance of the Principal to achieve the vision of program "A System where everyone can learn".

TDC Singapore visit:

In the academic session 2018-2019, total 299 selected TDCs had already been trained at NIEI, Singapore. As desired by Honorable Education Minister all remaining TDCs had to be sent to NIEI Singapore for **'5-day Professional Development**

Program’ on ‘Enhancing Teaching and Learning Effectiveness of Teachers and Students’ but due to COVID-19 pandemic and election of Delhi Legislative assembly in February 2020, training program for some batches was postponed. However, total 330 participants were provided world class training at NIEI Singapore under 11 runs of 30 participants each.

Apart from learning from topmost professors and Resource Persons at NIEI, Singapore through their activities and motivational sessions, TDCs got an opportunity to visit classrooms in schools in Singapore during their 5 day training program. They learnt various ways of developing lesson plans and various teaching and learning technologies which may be disseminated among other teachers teaching in Government Schools under Directorate of Education, GNCT of Delhi.

Co-learning sessions are held at various levels in which academicians- DIET Principals, DIET Facilitators, BRPs, TDCs, MTs and Program Managers participate and they share various issues related to teaching and learning in schools and chalk out strategies for their best solutions. They also share various best practices during co-learning sessions and develop effective and applicable strategies in order to create better teaching and learning atmosphere in schools so that all round development of children may be ensured . The innovative ideas of co-learning sessions are in turn disseminated among teachers so that they may impart education to their students in the most effective ways. Besides pondering over academic activities, Core Design Team also works in the direction of providing moral and emotional support to teachers and students. The credit of improved result in X and XII CBSE Examinations during academic session 2019-20 partially goes to such efforts.

Key activities of TDC Programme and role of Stakeholders at multiple levels in state during the year (2019-2020):

Stakeholder		Major activities	Nature of the role
State	SCERT Core Team	<ul style="list-style-type: none"> ❖ Program designing as per the needs of schools ❖ Alignment with other programs and amplifying the impact ❖ District level progress check ❖ Producing supportive circulars and orders 	<ul style="list-style-type: none"> ❖ District teachers of some DIETs ❖ Mentor Teachers of some districts ❖ STiR Education representatives from the Design and Program teams
	TDC Facilitators	<ul style="list-style-type: none"> ❖ Support to Mentor Teachers for TDC programs ❖ Lead facilitator for TDC co learning session and MT CLs 	<ul style="list-style-type: none"> ❖ DIET Principal, DIET Faculty and DIET Facilitators ❖ Block Resource Persons (BRP)

District	Mentor Teachers	<ul style="list-style-type: none"> ❖ Co- learning sessions ❖ School visits (Dist. officials) ❖ Monthly progress check and planning (DIET and MT) ❖ District Alignment Meetings (DDE, DIET and MTs) 	<ul style="list-style-type: none"> ❖ Teachers volunteer to be a Mentor ❖ Each MT allotted 5-7 schools ❖ MTs do not work as a teacher during their tenure as a mentor. ❖ TDC program is one of their engagements apart from other engagements as a Mentor.
School	Teacher Development Coordinator	<ul style="list-style-type: none"> ❖ Monthly Academic Resource Team discussions ❖ Peer observations in classrooms and feedback ❖ Daily 30 mins academic discussions 	<ul style="list-style-type: none"> ❖ One TDC in each school is selected by HOS ❖ TDC is an existing permanent teacher of that school ❖ Usually is the most motivated teacher of the school
	Academic Resource Team	<ul style="list-style-type: none"> ❖ Academic Resource team meeting ❖ Peer feedback ❖ Classroom practice Implementation 	<ul style="list-style-type: none"> ❖ 10% of the most motivated teachers of each school ❖ Attend Academic Resource Team monthly meetings facilitated by TDC
	Program Manager	<ul style="list-style-type: none"> ❖ Support to Mentor teachers for School Visits ❖ Support to DIET for conducting DPCM and co learning session. ❖ Classroom observations and ART meetings 	<ul style="list-style-type: none"> ❖ STiiR Education employee ❖ One program manager for each district

Learning Improvement Cycles

July to October:

LIC 5 (Classroom Routines) - As part of the theme, Building Connect, we discussed how it is important that students feel valued in their class. Establishing classroom routines that help all students feel included, and those that help establish trust towards students, are an effective way of making students feel valued. This LIC focused on the use of two routines that enable teachers to involve a larger number of students, and get students thinking about the lesson ahead while settling down at the beginning of the lesson. In LIC 5 new practices were observed in 90% of classrooms. Dr. Anil Teotia, Principal of DIET Dilshad Garden opined, “TDC program is the only program which has focused on the continuous development of teachers. This program has helped teachers to establish connection with the children and has also supported in enriching classroom teaching learning processes.”

November to March:

LIC 6 (Teaching & Learning Strategies 2) - This LIC focused on using student talk and the writing process as tools for learning. Teachers were encouraged to ask students to reflect what they learnt in a particular lesson and express their thoughts through any medium they preferred in their Student Journals. For the second strategy, teachers focused on making student group discussions more efficient by providing scaffolding and specific prompts for discussion. Teachers observed new practices in LIC 6 this was 81%. Mr. Rajesh, Mentor Teacher (MT) of South East district shared “Some TDCs have shared that receiving post-observation feedback has helped them improve the execution of their roles within the TDC Program”

Impact of TDC program:

Major findings from DIET, Dilshad Garden:

- 100 % ART members agreed that LIC themes helped in their Assessment skill development 89% ART members agreed that LIC themes helped to develop their lesson planning skill.
- The data reveals that 64% TDCs agreed that there is improvement in their following skill areas – Lesson planning, assessment skill, Leadership skill, listening skill and communication skill.
- 50% Male and 66% Female ART members felt that the program has helped them to connect more with the HoS and 59% female and 45% male ART members shared that they have established better connect with other teachers.
- Majority of the ART members irrespective of Gender has agreed that their confidence level and motivational level as an academician has increased owing to sharing of strategies, peer observation, and lesson planning during network meetings.

How does the HOS perceive the Role of TDC and Impact of the Program/LICs:

- a. 85% of the HOS (out of 14, 12 HOS) shared that presence of TDC in school had been much helpful in various ways. TDC helps the teachers in lesson planning, observes the class and shares insights with HoS.
- b. Some of the HOS shared that TDCs in their school motivate the teachers in writing lesson plan and also help them in improving their plans. In the absence of HOS, TDCs play significant role in smooth functioning of the school.
- c. In some cases, HOS opined that TDCs give suggestions to teachers and help them in improving the teaching learning process in class and also help in improving the learning outcome of the children.

3.11 MENTOR TEACHERS AND CORE ACADEMIC UNIT (CAU) TRAINING PROGRAMMES

Besides the regular Capacity building training programmes of Mentor Teachers, DoE, the following programmes were organized for MTs and Core Academic Unit, DoE during 2019-20:

1. Five Days Training Programme for CAU on “Enhancing Assessment and Student Engagement in School” at NIE Singapore from 16-20 Sept, 2019:

A five days training programme on ‘Enhancing Assessment and Student Engagement in School’ was organized by SCERT, Delhi for Core Academic Unit (Exam Branch), Directorate of Education, GNCT of Delhi at NIE, Singapore from September 16th-20th, 2019. The focus was on co-relation between Assessment, Evaluation and Tests/ Non Tests and was explained “how it can lead to an engaged learning”. The Exposure of e-tools for e-assessment and creation of e-questions for Lower Order Thinking and High Order Thinking along with choice of use of ICT for teaching learning and assessment were also discussed along with latest technique and methodologies and a visit to FUHUA Primary School, Singapore.





2. Five Days Training Programme of Mentor Teachers on “Teaching and Mentoring Leadership” at NIE Singapore from 4-8 Nov., 2019:

A five day’s training programme for Mentor Teachers of DoE was organized at NIE, Singapore from 4-8 November, 2019. The focus was on teaching as a profession, vision, autonomy of teachers, PBLs (Project Based Learning) to be an integral part of the curriculum, TLLM- Teach Less Learn More, to study and learn about the various initiatives being taken up in their education system and a school visit.



3. National Exposure Visits of Mentor Teachers during March, 2020:

National Exposure Visits of Mentor Teachers were organized in 5 groups at SCERT to different places such as Thiruvanthpuram, Kerala, Aurobindo Ashram, Puducherry, Udhyam Learning Foundation, Bangalore-VGKK, Chamrajnagar, Isha Home Foundation, Coimbatore-Lawrence School, Ootacamund during March, 2020 respectively. The main focus of exposure visits was to study and learn about the innovative teaching-learning practices of these host organizations.



List of Regular Training Programmes/ Workshop conducted in (2019-20)

S.No.	Name of Program	Dates	Venue
1.	2 days Mathematics - Mentor Teachers	9 & 10 April , 2019	Ludlow Castle Sports Complex
2.	2 days Science - Mentor Teachers	16 & 18 April, 2019	DIET, Darya Ganj
3.	2 days Social Science - Mentor Teachers	29-30 April, 2019	Ludlow Castle Sports Complex
4.	2 days Development of guidelines of Assessment Patterns	24-25 June, 2019*	SCERT
5.	2 days Mathematics - Mentor Teachers	1-2 August, 2019*	SBV , Chirag Enclave
6.	2 Days training Programme of Mentor Teachers of Social Science	23-24 Oct., 2019	DIET, Pitampura
7.	2 Days training Programme of Mentor Teachers of Maths	24-25 Oct., 2019	Ludlow Castle Sports Complex
8.	2 Days training Programme of Mentor Teachers of Science	23-24 Oct., 2019	DIET, Darya ganj
9.	2 Days training Programme of Mentor Teachers of Hindi	23-24 Oct., 2019	DIET, Pitampura
10.	2 days Capacity Building programme of all mentor teachers of 3 MCDs	20-21 Nov., 2019	SBV, Rouse Avenue
11.	2 days Social Science - Mentor Teachers	27-28 Nov., 2019	SBV, Rouse Avenue
12.	2 days English - Mentor Teachers	28-29 Nov., 2019	SV, New Police Lines
13.	2 days Mathematics - Mentor Teachers	28-29 Nov., 2019	Ludlow Castle Sports Complex
14.	2 Days training Programme of Mentor Teachers of Science	4-5 Dec, 2019	DIET, Darya ganj
15.	2 Days training Programme of Mentor Teachers of Hindi	4-5 Dec, 2019	DIET, R.K.Puram
16.	2 days Mathematics - Mentor Teachers	17-18 Feb., 2020	Ludlow Castle Sports Complex

3.12 EXAMINATION CELL (2019-20)

Examination cell plays very vital role in producing the future teachers of primary education of Delhi state through its sincere and collaborative effort starting from the admission to completion of smooth examination process and certification of all those candidates appeared for the examination. The Cell works through certain processes which are as follows:

I. Review of previous provision and finalization of Policy

1. Constitution of Admission Committee for Admission Process-2019-20 for following three admission processes :-
 - A. For D.El.Ed. Govt. DIETs
 - B. For D.El.Ed. Self financing affiliated institutes
 - C. For DPSE Self financing affiliated institutes
2. Invitation of feedback from all stakeholders to review, discuss and finalized appropriate modification on the basis of experience of previous year.
3. Conduct of several round of meeting of Admission Committee for review, discuss and finalization of the policies for Admission Process-2019-2020, keeping in view previous year experiences.
4. Approval of policies for Admission Process-2020, keeping in view previous year experiences.

II. Approval of Award of contract (AOC) to NIC, Govt. of India for online admission Process 2019 (Session 2019-20).

1. Approval for Extension of Award of Contract (AOC) to the NIC computer agency.
2. Award of work (AOC) to the NIC Govt. of India rates approved by DIT, GNCTD in TEC of IT Department .
3. Execution of agreements and obtaining all necessary documents from bank as bank guarantee etc to ensure all conditions.

III. Preparation and approval of prospectus

1. Preparation of draft prospectus and schedule for following three Admission Process 2019
 - A. For D.El.Ed. Govt. DIETs
 - B. For D.El.Ed. Self financing affiliated institutes
 - C. For DPSE Self financing affiliated institutes
2. Review and discussion with Principal DIETs and Admission Committee: several round of meeting of Admission Committee and Principal DIET took place for review, discussion and refining of prospectus of all three admission process.

3. Finalization of prospectus of all three admission process
4. **Approval of prospectus of all three admission process by competent authority.**

IV. Hosting of Admission website (www.scertdelhiadmission.nic.in) for online admission process-2019

1. The finalized and approved website of Admission Process was hosted by NIC.
2. Uploading of finalized and approved prospectus of following two admission process
 - A. For D.El.Ed. Govt. DIETs and D.El.Ed. Self financing affiliated institutes
 - B. For DPSE Self financing affiliated institutes
3. Hosting/uploading of other content of the website to make it candidate friendly and environment friendly.
4. Invitation of online applications through aforesaid website

V. Processing of Applications of three admission process for 2019 (session 2019-2021)

For following three admission process the numbers of applications received for admission process-2019 are as under

Sr. No.	Admission Process	No.of Applications Received
A	For D.El.Ed. Govt. DIETs and D.El.Ed. Self financing affiliated institutes	12917
B	For DPSE Self financing affiliated institutes	1941

VI. Declaration of Admission list

1. As per decision and approval competent authority four admission list to be declared as mentioned in the prospectus-2019 initially.
2. The admission committee reviewed the status of admission after declaration four admission lists.
3. As per recommendation of Admission committee, approved by competent authority, it was resolved to declare some more admission lists thus total 13 admission lists were declared before conduct of online counselling process to fill-up the vacant seats though online counselling process of all five admission process.

VII. Conduct of online Counselling process

A. Counselling process for D.El.Ed. Govt. DIETs

1. As per recommendation of Admission committee, approved by competent authority, it was resolved to conduct counselling process and call no of 5 times candidates than the number of vacant seats available in Govt. DIETs
2. The admission committee reviewed the status of admission after counselling process.
3. As approved by competent authority, it was resolved to close the admission process for Govt. DIETs.

B. Counselling process for D.El.Ed. Self Financing Institutes affiliated to SCERT, Delhi

1. As per recommendation of Admission committee, approved by competent authority, it was resolved to conduct counselling process and call no of times candidates than the number of vacant seats available in Self Financing Institutes.
2. As approved by competent authority, it was resolved to close the admission process for D.El.Ed. Self Financing Institutes affiliated to SCERT, Delhi .

C. Counselling process for DPSE Self Financing Institutes affiliated to SCERT, Delhi

1. As per recommendation of Admission committee, approved by competent authority, it was resolved to conduct counselling process and call all remaining candidates to fill-up remaining vacant seats available in ECCE institutes.
2. The admission committee reviewed the status of admission after 1st counselling process.
3. As per recommendation of Admission committee, approved by competent authority, it was resolved to re-open one time the admission process for DPSE, keeping in view large number of vacant seats.
4. Admission process for DPSE was re-opened and applications were invited online through admission website after giving public notice in this regard.

VIII. Monitoring of admission process

1. The complete admission process have been regularly monitored by Director, SCERT, Controller of Examination, Dy. Controller of Examination and complete team of Examination Cell, SCERT.
2. The Admission Committee has always been consulted for each and every aspect of Admission Process to make the admission process smooth, fair candidate friendly and environment friendly.

Details of Admission status 2019

Admission Process-2018	Total Appli- cation Received with fee	No of DIET/ Institute with Total Intake		No. of Candi- dates Allotted during several round of ad- mission	No. of list & No. of Times called for coun- selling	No. of seats to be filled by SCERT & Vacant Seat					Remarks for Reforms if any
						Intake	Admitted		Vacant		
							No.	%	No.	%	
D.El.Ed DIETs and D.El. Ed-Self Financing Inst.	12938	9	1040	2767	10	3040	2767	91.09	273	8.98	Admission Process-2019 is being discussed by admission committee for Final recommen- dation and approval
		27	2000								
DPSE-Self financing Inst.	1941	27	1600	1006	4	1600	826	51.62	774	48.37	Final fig of total 2019 Enrolment under process

A. Examination Process

- (1) Following examinations were planned, executed and conducted and all results have been declared of D. El. Ed. I & II year and DPSE Ist & IInd year Annual & Reappear examination 2019:
 - i) D. El. Ed. Ist year Annual Examination, 2019
 - ii) D. El. Ed. IInd year Annual Examination, 2019
 - iii) DPSE Ist year Annual Examination, 2019
 - iv) DPSE IInd year Annual Examination, 2019
 - v) D. El. Ed. Ist year Reappear examination, 2019
 - vi) D. El. Ed. IInd year Reappear examination, 2019
 - vii) DPSE Ist year Reappear examination, 2019
 - viii) DPSE IInd year Reappear examination, 2019

Following innovative practices have also been adopted towards examination evaluation reforms

1. De-centralized evaluation process was undertaken at 9 different centers i.e. at 09 DIETs and at SCERT to bring out the results on time

2. The marking scheme was prepared and finalized and the head examiners and other evaluators were oriented on the marking scheme before evaluation work.
3. Three level monitoring :- The evaluation work was monitored at 03 levels i.e by Center Suptd. CLO, Head Examiner and controlling authorities of Examination Cell
4. Institute wise results were displayed on SCERT website and institutes were advised to download the same from the net and display on their Notice Boards. At the end of each result sheet, details of candidates viz. appeared, passed, reappear, absent, fail and pass percentage was mentioned.
5. Verification of marksheets and diploma certificates of pass out candidates referred by different employers

A. Admission : Through complete ONLINE Admission

The initiative taken in the year 2019 for new innovation of complete ONLINE Admission Process was reformed further after feedback from all stakeholders i.e Principal of DIETs, D.El.Ed & DPSE institutes, NIC, observation and experience of controlling authority of SCERT, Delhi.

The major reforms belongs to following categories :

1. Domicile certificates were waived off from candidates applying under non Delhi quota (15%) under which Delhi residents willing to apply under Non Delhi quota of 15% were also considered.
2. In addition to online payment were also prescribed for submission of application fee to make it candidate friendly.
3. Online submission of part admission fee of Rs.1800/- (non refundable). The part Admission fee of Rs.1800/- paid by candidates, online to SCERT will be adjusted in second quarter fee of DIETs as well as SFS Pvt. Institute.
4. No migration clause has been mentioned and strictly followed
5. Clarifications from Govt. were sought on various reservation categories and strictly followed
6. Provision of submission of fee on the spot in counseling process

Complete ONLINE Admission Process benefitted the all stake holders system in the following ways:

1. Candidates friendly admission process where application can be submitted online and candidate can edit their application even after submission till the duration prescribed by SCERT. Candidate can also see complete merit list and their rank order before declaration of admission list.
2. Environment friendly paperless admission process which prevent wastage of huge quantity of paper in prospectus, admission lists etc.
3. Economic measures: Saved large amount of money involved directly by preventing newspapers, advertisements, prospectus printing, admission list printing and indirectly by saving large expenditure on salary and time of academic faculty who were involved earlier in various activities of sale and submission of application forms.

4. Efficient
5. Transparent
6. Cost effective.
7. Hassel free

Following Activities were undertaken for Admission process

- 1) Prospectus of following 3 courses have been reviewed and finalized after several rounds of meetings and incorporation of appropriate suggestions taken from all 63 institutes affiliated to SCERT.
 - i) D.EL.Ed. Govt DIET,
 - ii) D.El.Ed. Private recognized institutes
 - iii) DPSE private recognized institutes.
- 2) Admission process, 2019 conducted by outsourcing agency i.e NIC. The admission of candidates was taken as per the schedule through 10 admission lists published phase wise. After the over of this scheduled phase of admission the vacant seats of D.El.Ed. and DPSE Courses were filled through counselling.

B. Workshops

- 1) Workshops for Centre Superintendent
- 2) Workshops for Centre Level Observer and Flying Squad Member

C. Other Activities Under taken at Affiliation, Admission and Examination cell

- 1) Reply of various RTIs related to Examination & Admission.
- 2) Reply of court cases given and attended courts matters related with Admission & Examination.
- 3) Attended hearing in CIC, Public Grievance Cell, Disability Commission

3.13 LIBRARY

Library works as a resource centre for the faculty / staff and students to enhance their knowledge. The committed team of staff at Library crate an enabling environment by providing reading room facility, book keeping, issuing books and maintaining proper record of every book, journal etc. for the readers especially B.Ed. students, faculty members and other visitors who come for reference from time to time. New arrivals, periodicals, journals, newspapers are displayed in the Board for better dissemination. Every year new books, journals are added as per the need raised by the students and faculty members. In this year 474 books (text books, reference books & fiction) were added in the library. SCERT library also subscribes national journal (22), international journals (05), magazines (national 20, international 02) and 9 newspapers of Hindi & English medium.



SCERT Library also provides the service of (online search facility) by DELNET services to its users.

3.14 GENERAL ADMINISTRATION:

The smooth function of the SCERT is led by Deputy Director Education (Administration) who works with a dedicated team of officers and staff. There is a separate accounts wing headed by the Deputy controller of Accounts (DCA). During the year, emphasis was on stream lining of office procedures, restructuring of SCERT, condemnation of old files and materials, clearance of legal cases and renovation of the building. In accounts, all mater related to retirement of staff and expenditure of the SCERT and DIETs and audit of expenditure for the year 2019-20 and the proposal for the year 2020-21 were look after.

3.15 RESEARCH PROJECTS BY SCERT & DIET FACULTY MEMBERS(2019-20)

3.15.1 Research projects by SCERT

Title: Impact of the Online Capacity Building Programme (OCBP) on Knowledge and Classroom Practices of Delhi Government School Teachers:

Dept. Of ET

A research study was successfully completed on “Effectiveness of Online Capacity Building Program for In-Service Teachers across school subjects i.e. English, Maths, Science”. The research report was disseminated to all stake holders.

Objective of the study

The following were the key objectives of the study:

- a) To evaluate the effectiveness of the OCBP program with respect to its impact on
 - ❖ Teacher pedagogy
 - ❖ Teacher efficiency
 - ❖ Teacher empowerment
 - ❖ Student engagement
- b) To identify measures to improve effectiveness of OCBPs in Delhi
- c) To make recommendations to enable scale up the program

Research Methodology

The study was conducted using Randomised Control Trial in which 151 Math TGTs from 52 government schools of Delhi participated. The method of stratified sampling was used to select the participants. The participants belonged to different blocks of Delhi. The experimental group consisted of 85 teachers. These teachers

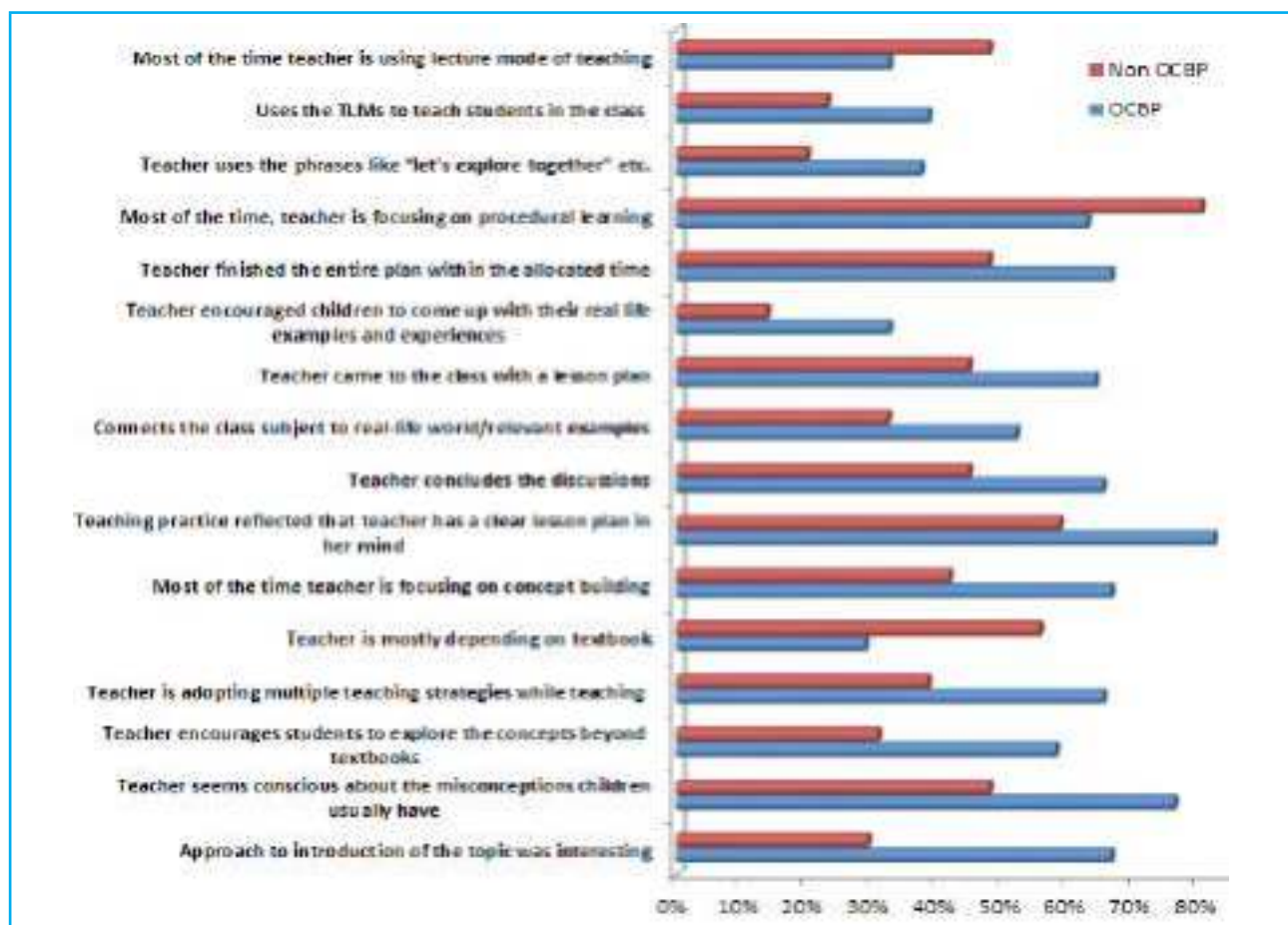
were subjected to at least 3 trainings on ChalkLit. The control set did not consist of 66 teachers who had undergone any training on ChalkLit nor have they done any other activity on the platform.

The observation and interview tool used during the study was developed as a collaborative effort of SCERT.

SCERT nominated a team of 21 observers to conduct the research. This team included 13 Mentor teachers from SCERT, 6 Chief Minister (CM) Fellows, and 2 SCERT officials. The team went through 2 days of orientation where they were briefed on the various tools of the study supporting classroom observations and teacher interviews. They were also trained to observe classroom transactions and on using the observation tool to collect data. After the observations and the interviews were completed, the team met again for the final data analysis posts which the findings and key recommendations of the study were deliberated and documented.

Major findings

It was found that the participants in the experimental group were performing better on multiple variables compared to the participants in the control group. Following are some of the variables where the impact is the greatest (impact is calculated as the absolute difference between the average scores of the experimental group and control group):



3.15.2 Research Projects By DIETs

a. Research Projects by DIET, Daryaganj

1. A study of Effectiveness of flipped classroom on enhancing learning and engagement of D.El.Ed trainees of DIET, Daryaganj

Coordinators: Ms. Neha Sharma, Mr. Pramod Malik

Objectives:

- ❖ To study the challenges being faced by the D.El.Ed. trainees while using Flipped Classroom.
- ❖ To compare the impact of the Traditional Teaching Model and Flipped Classroom Model.
- ❖ To study the effectiveness of Flipped Classroom on DIET Trainees.

Findings:

- ❖ Most of the Students are not well versed with the concept of Flipped Classrooms.
- ❖ When used in the classroom, it has enhanced the engagement of trainees in the classroom.
- ❖ The learning level among the trainees improved.
- ❖ It helps in breaking the monotony of the lecture based class rooms.
- ❖ The students appreciated learning through using video material, the opportunity to study in their own pace, flexibility and mobility brought about by accessible video lectures, and that learning is easier and more effective within the frame of the flipped classroom.

2. A study of the Perception of DIET Trainees about the remarks given by the DIET Faculty & HOS/ School teachers to them during SEP.

Coordinator: Dr. Smita Rai

Objectives:

- ❖ To study the perception of trainees about Verbal remarks given by the DIET faculty & HOS/School teachers during SEP.
- ❖ To study the perception of trainees about written remarks given by the DIET faculty & HOS/School teachers during SEP.
- ❖ To identify the remarks which provided better guidance as perceived by DIET trainees.

Findings:

- ❖ The findings indicate that student teacher view school experience programme as an important component in their training because it expose them to actual teaching and learning environment in which they can actualize their theoretical knowledge gained during training.

- ❖ It also gives teacher trainees an opportunity to determine whether the appropriate career choice has been made or not. Teacher Trainee Felt that the D.El. Ed course has prepared them for the school Experience programme.
- ❖ DIET faculty supervise the lesson plan of the all subjects regularly and write the comment on all lesson plan. She discussed my strength and weakness.
- ❖ Also Training teachers had to play a dual role of being teachers in school and students as Institution.
- ❖ While some respondents indicated that school staff was supportive and always willing to share their valuable advice and skills other felt exploited and supported by them.
- ❖ We have attempted to highlight the actual experience of teacher trainees during SEP as the experiences have been both positive and negative, thus the teacher education courses has scope for lot of improvement.
- ❖ The DIET Trainees believed that better guidance was given by the DIET faculty. She is also able to comment correctly or rightly.

3. A study of the effect of CTTL programme on DIET trainees

Coordinator: Dr. Sandip Kumar, Dr. Rajesh Kumar, Dr Shyam Sundar

Objectives:

- ❖ To study the understanding of Value Education among Trainees.
- ❖ To study the impact of CTTL programme helps in understanding the importance of value w.r.t. different subjects for trainees of D.El.Ed.
- ❖ To analyse and observe the behavioral change in the Trainees after attending CTTL Programme.
- ❖ To study the problems and challenges faced by the trainees while attending CTTL Programme

Findings: On the basis of the research study of the effect of Critical Thinking and Transformative Learning (CTTL) programme on DIET trainees, on the basis of above discussions, following findings were drawn:

- ❖ Trainees have begun pondering upon various issues like trust, gratitude and respect in existential design.
- ❖ Basic physical needs, values and feelings were understand by trainees according to the universal concept.
- ❖ Their concept of richness for the collection of physical goods and money is very clear-cut it is evaluated and distinguished between physical and mental need and the way to fulfil them.
- ❖ The trainees shown positive change in the sensitivity towards the nature and their role in protecting environment.

- ❖ The feeling of gratitude was observed among the trainees. The respect the human being and nature.
 - ❖ There is a paradigm shift in thought process of trainees regarding various words and their meaning by knowing them in universal order.
 - ❖ Trainees have begun to think and reflect on integration of nature, society, family and self by emphasizing human consciousness.
 - ❖ The trainees become vigilant towards their words and conduct
- 4. Strategies used by the teachers and principals for promoting inclusion in the schools of Central District of Delhi- An Exploratory study**

Coordinator: Dr. Sandip Kumar

Objectives:

1. To study the teaching-learning strategies used by teachers for inclusion.
2. To study the strategies used by the principals for creating inclusive environment.
3. To study the problems faced by teachers, principals in relation to inclusion.

Findings:

- ❖ Teachers, parents, students and principals play a vital role for the setup of inclusion in schools.
 - ❖ Teaching learning material is used by the teachers as per requirement of CWSN.
 - ❖ Teachers used the reinforcement technique to participate SEN in the classroom
 - ❖ Data based decision is used by the teachers to identify and plan for meeting with parents of CWSN they encouraged the CWSN students to participate in co-curricular activities in their peers.
 - ❖ Schools planed the training to teachers for dealing with CWSN students. They also provide counselling sessions for the parents of CWSN to provide the better opportunities and support to CWSN students.
 - ❖ Teachers use resources in their school like medical facilities and resource room etc. which are available.
- 5. A study of the resources and their utilization with respect to Children with Special Needs (CWSN) DoE schools for creating learner specific academic environment**

Coordinator: Dr. Anjul Sharma

Objectives:

- ❖ To study the status of availability of resources Children with Special Needs (CWSN) in DoE schools.
- ❖ To study utilization of resources in DoE schools.

- ❖ To study relationship between available resources and academic performances of students in DoE schools.
- ❖ To provide suggestive measures to generate local resources.

Findings:

Data were collected from 10 schools of DoE where Children with special needs were found 4-15. During personal interview it was found that most of the teachers are not aware about checklist for identification of Children with special needs. In absence of training, many of the children with intellectual functioning remain unidentified. Many of the teachers received training regarding education of CWSN but very short duration training they attended. During five days seminar only one session they have attended. Resource room is available in most of the schools however no aids, equipments, educational facilities are available in resource room. No resource teacher is available in schools.

6. A Study of Effectiveness of Use of Tablets in Schools of DoE falling in District Central during SEP

Coordinators: Mr. Promod Malik, Ms. Neha Sharma

Objectives:

- ❖ To identify the Areas where the Tablets are being used in the Schools of DoE.
- ❖ To study the effective use of Tablets in the Academic Front in the Schools of DoE.
- ❖ To study the effective use of Tablets in the Administrative Front in the Schools of DoE.
- ❖ To study the effect of use of Tablets in the Classroom in enhancing Learning among the Learners.

Findings:

Mostly the teachers don't use the Tablets for Academic Purpose.

- ❖ They are not well versed with the use of tablets in the teaching learning process, i.e., they don't have the knowledge of using tablets as a learning tool.
- ❖ Tablets are being used for Marking Attendance Only.
- ❖ Approximately only 40% teachers are using them for showing educational videos in the class.
- ❖ Mostly teachers need training to access the tablets

7. Impact of Happiness Classes on student's Academic Achievement and their interpersonal Relationship- An Exploratory Study

Coordinators: Dr. Shyam Sunder, Dr. Sandip Kumar & Dr. Anjul Sharma

Objectives:

1. To study the impact of Happiness classes on academic achievement of students.

2. To study the expectations of Happiness classes of different stakeholders i.e. Parents, teachers, students.
3. To study interpersonal relationship of students with family, peers and teachers.

Findings: There is positive impact on academic achievement of students who are attending happiness classes and interpersonal relationship among students' family, peers and teachers has increased.

b. Research Projects Undertaken By DIET, Dilshad Garden

DIET, Dilshad Garden completed following research projects.

❖ **Teacher Development Coordinator:** An Evaluative Study: This research was conducted by the institute having the **objectives** to know the impact of the TDC program on the skill development areas of the different stakeholders based on the activities incorporated in the three learning cycles; To study the impact of the teacher development program on the performance of teachers in classroom process and to understand the perspective of the different stakeholders regarding the TDC program. The **sample** for this study consisted of 20 selected schools in first stage from all zones of the district, in second stage the required sample were selected from these 20 selected schools. Interview schedule, class room observation tool and perception scale were developed to collect data. The main **findings** of the study was that many skills were strengthened among teachers due to this programme, classroom process has become more student friendly and more interactive and teachers are frequently using the strategies discussed in various LICs.

❖ **Role of open ended task in achievement of Mathematics in District North East:**

District Institute of Education and Training Dilshad Garden made an attempt to study the **role of open ended task in achievement of Mathematics in District North East**. Experimental Design of research was employed. The sample consisted of 369 students of class V of four sampled schools of District North East (two schools of DoE and two schools were of MCD). In this research experimental group were taught with open ended tasks whereas control group were taught through traditional approach. The study revealed that there is a significant difference in the level of conceptual understanding of mathematics at primary level. The results were in favour of the group which was given interventions.

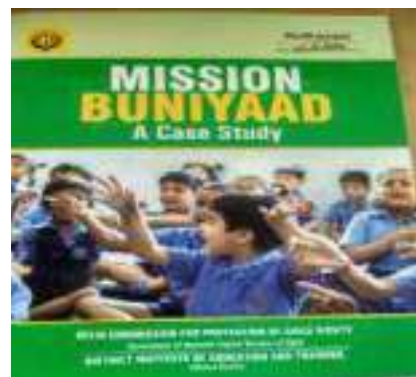
❖ **A Study of the Implementation of Happiness Curriculum in classroom and Perception of Various Stake Holders regarding Happiness Curriculum in DoE Schools of District North-East** was taken as research project by DIET. The main objectives of this study were to study the perceptions of various stakeholders about happiness curriculum and to investigate about its implementation in real classrooms. Sample of various stakeholders were selected from 26 DoE schools of District North East of Delhi. For data collection tools were developed for all stakeholders. The main findings of the study were

that most of the stakeholders were very satisfied with the introduction of this curriculum in the schools of DoE. Regarding classroom process researchers found that in most of the schools the classes were organised as per the manual of happiness curriculum.

- ❖ **DIET Dilshad Garden also explored the Perception of Principal/HoS of District North East regarding Various Innovations taken by Government of Delhi in DoE Schools.**
- ❖ All Principal /HoS of DoE schools of North East district were taken as the sample for this study. Tools were developed to collect the data related to various initiatives taken by Delhi Govt. The major findings of the study was that majority of Principals were satisfied with various initiatives.

Few more activities of DIET Dilshad Garden

- ❖ DIET Dilshad Garden has completed a Research project entitled **Mission Buniyaad : A Case Study** in collaboration with Delhi Commission for Protection of Child Rights (DCPCR) which is another feather in the cap for this Institute.
- ❖ Dr Satnam Singh, Dr Kumud Bhardwaj, Dr K.N Shashtra, Bhartendu Gupta and Ms Neera Sadh of this DIET are performing their roles as Nodal In-charge at State level for organizing In-service programmes in different subjects.
- ❖ Dr Anil Kumar, Dr Satnam Singh, Dr. Kumud Bhardwaj & Mr Bhartendu Gupta were team members of DIET for coordinating NISHTHA training programme.
- ❖ Dr Satnam Singh worked as Nodal In- charge for reviewing and editing of social studies text books for primary classes.
- ❖ Principal and Faculty members continuously provide support in various programmes run by the Delhi Government in the field of education at district level or at State level as:
 - Leadership Development Programme for Principal/HoS.
 - Parenting Workshop for Parents of Students Studying in Class X and XII.
 - District Level Happiness Utsav of Dist East and North –East.
 - Critical thinking for Transformative Learning (CTTL) for D.El.Ed .
 - Provide inputs in Pragati Series support Material for students.
 - Acted as External Evaluator in Shalla Shidhi programme.
 - Organised Capacity Building Programme for Mentor Teachers, Teacher Development Coordinators Happiness Coordinators & EMC Coordinators.



c. Research Projects undertaken by by DIET, Pitampura

1. **TITLE: Effectiveness of In-service Teacher Training classroom process with the help of classroom observation schedule under North-West District.**

Researcher: Dr. Ram Kishan, Principal, DIET Pitampura, Yogesh Sharma, Lecturer and Shinam Batra, Lecturer

Objectives:

1. To study the effect of specific training programmes.
2. To find the relevance of training.
3. To suggest measures to improve In-service Training programme.

DESIGN

SAMPLE OF THE STUDY

- ❖ 50 teachers from 15 primary schools of North West district.

TOOLS

- 1) Observation Schedule
- 2) Interview

MAIN FINDINGS

- ❖ Only 20 % of teachers introduce their lessons by reviewing the previous lesson
- ❖ 70% of teachers present new concepts by discussing their lesson with explanation
- ❖ 27.5% of teachers explain concept without examples
- ❖ 32% of teachers generally test factual knowledge
- ❖ 6% teachers elicit students opinions
- ❖ 36% students who did not volunteer to answer
- ❖ 50% of activities organised during the lesson is in group work
- ❖ 60% lessons are covered in classroom
- ❖ 64% teachers used textbook to explain the content of the lesson
- ❖ 68% evaluation of students by the teacher done through written test
- ❖ 74% teachers conclude the lesson by summarizing the main points
- ❖ 60% of teachers spent time on each lesson by interacting with students

SPECIAL FEATURES OF THE LESSON

❖ PRAISEWORTHY FEATURES

- ❖ Most of the teachers were giving Individual Attention.
- ❖ Most of the teachers were putting Full Efforts.
- ❖ Most of the teachers were having clear speech and loud.

UNDESIRABLE FEATURES

- ❖ Very less teachers were using Specific Aids.
- ❖ Less Activity being organized in classroom.

2. Title: Try out and finalization of Mathematics Learning Material Developed for Students at the Primary Level

Researcher: Dr Kusum Bhatia, DIET, Pitampura

Objectives: (1) To try out MLM developed for students at the primary level in classroom environment. (2) To finalize the manual for teachers titled, “Teachers’ Manual on Mathematics Learning Material (For Primary Classes)” based on the feedback received.

Research Design: It is a Feedback study. Three tools developed by the researcher were (i) Observation Schedule (ii) Questionnaire for teachers (iii) Questions for Focus Group Discussion with students of selected classes.

Findings: (1) Through Observation Schedule student-teachers concluded that MLM was effective for learning mathematical concepts at the primary level as they observed students responding to questions posed to them while performing activities through MLM and solving worksheets through MLM on their own except a few. A few students who needed support were those who had poor base of mathematical knowledge and inadequate previous knowledge. They also lacked the skill of reading and comprehension of language. In the beginning when the material was used for the first or second time student-teachers had to put a lot of efforts to make students work in groups on their own with MLM, without the support of teachers because they were not in habit of learning through activities and through hands on experience on MLM. After one or two days students became familiar with the methodology and worked within the groups effectively. (2) Initially student-teacher thought that the size of Unit, Ten and Hundred Cards and Bricks could be increased but later when they observed students performing activities with their small hands on their desks comfortably, then they changed their opinion. They found the size of the material to be appropriate. (3) Student-teachers observed that slow learners of the class also attempted to worksheets through MLM. Peer tutoring within the group helped them in learning concepts. In case of slow learners, extra attention may be paid to bring them at par with other students of the class. (4) At the end, assessment of students learning was done through worksheets provided in the manual. It was observed by the student-teachers that a few students who had language barrier were able to understand the questions given in the worksheet with help/support from teacher. (5) Work should be done with such students to overcome their language barrier. (6) Teachers of sample schools found the MLM to be effective, useful, joyful, comprehensive, simple and easily usable learning materials for learners at the primary level. They further responded that the learners were anxious and interested in performing group activities with MLM. The best thing according to them was even the non participants of the class were participating in group activities and were trying to solve problems of worksheet. They responded that more than sixty-four percent learners were using the material for free play. The other thing pointed by teachers was that the learning material was easy to

prepare and they could develop their own kit using the manual. (7) Students enjoyed learning mathematical concepts through MLM. They enjoyed performing activities in groups. They also enjoyed solving problems of worksheet.

3. Title “A Study to Explore Values of Prospective Teachers of North West District of Delhi in Relation to Gender”

Researcher: DR. SUMAN, Lecturer, DIET Pitampura,

Objectives:

1. To study the core values of D.El.Ed Trainees studying in North-West DIET's
2. To compare the core values of boys and girls in North West DIET.

Research Design

Self-developed tool 'Value questionnaire for prospective Teachers' having objective type questions related to values of prospective teachers was used to collect data. For analysis of core values 'percentage' and 't' test was used. A two days workshop was conducted with expert in the field Professor S.K. Yadav, NCERT, Delhi. Objective of study and tools were discussed with them and data analysed, results finalised with discussion and Implications.

Findings Regarding Nine Core Values

- ❖ Majority (92%) D.El.Ed. trainees are found to have polite courteous and well-mannered values, which will help in odd and difficult situations.
- ❖ As many as 80% of trainees are found to have competent, effective and right attitude to learn which will help them to become a competent teacher.
- ❖ Almost half (51%) of trainees expressed the honesty, welfare for others, loyalty, responsibility etc. traits which are essential for teaching profession.
- ❖ About 69% D.El.Ed. Trainees expressed dependable, reliable, responsible etc. behavior traits which are the quantities of the responsible teachers.
- ❖ As many as 87% trainees are found to have core values 'forgiving' traits such as willing to pardon others, forgiving etc.
- ❖ About 64.3% trainees are found sincere, thoughtful and honest in their action and deeds.
- ❖ Only 8% trainees are found to expressed the traits of 'Hedonisms' core value such as indulge in pleasurable activities, enjoying life, ignore others for their pleasure.
- ❖ As many as 84% trainees provided correct responses which reflect the capability, ambition, influence, intelligence, success etc. qualities, which are very important qualities of teaching profession.
- ❖ As many as 89.3% trainees were found to express positive responses towards core value 'universalism'. broad mindedness, justice, equality, unity and the world at peace etc.

- ❖ Findings Regarding Comprehension of Core Values between Male and Female Trainees
- ❖ Significant difference was found between male and female trainees on polite value. Female trainees were found to be more polite than male trainees.
- ❖ No significant difference was found between male and female trainees with reference to 'capable' value. Both male and female trainees are found equally competent and effective to do the task assigned to them in their professions.
- ❖ No significant difference was found between male and female trainees with reference to 'Benevolence' value. Both male and female trainees are found equally loyal, honest, responsible and ready to work for welfare of others in society.
- ❖ Significant difference was found between male and female trainees with reference to 'Responsible' value. Male trainees were found to be more responsible than female trainees.
- ❖ No significant difference was found between male and female trainees with response to 'forgiving' value. Both male and female trainees have some feelings of forgiveness and both are willing to pardon others for their mistakes.
- ❖ There was found no significant difference between male and female trainers in terms of 'honest' value. Both were found honest.
- ❖ Significant difference was found between male and female trainers with reference to 'Achievement' value. The difference in achievement value was found more in female trainees as compared to male trainees.
- ❖ Significant difference was found between male and female train is with reference to 'hedonism' value. Male trainers were found to be more hedonistic as they are not serious on home and at work front like girls and involved in other pleasurable activities with friends outside home.

d. Research Projects undertaken by DIET, Keshav puram

1. **Title of the study:** A Comparison of concept attainment of social science among D.El.Ed students through ICT based and Non ICT based pedagogy

Objectives:

1. To study existing status of the use of ICT in social science pedagogy.
2. To find the barriers in integrating ICT in social science pedagogy.
3. To find if ICT integration can contribute in quality teacher education.

Research Design: quantitative and qualitative research

Population: the population comprised of 150 trainees of D.El.Ed 2nd yr

Sample: those who opt social science In D.El.Ed 2nd yr

Tool: observation, interview and questionnaire (general and subject specific questionnaire)

Major findings:

It appears from the findings that difference between ICT and NON ICT based learning is not much significant in easier concept as students show almost equivalent result whereas the level of concept became deeper we found that students show better results in ICT assisted class as compare to NON ICT assisted. So it can be said that in intensive and high thinking order concepts student remember and recall easily with ICT assisted class than NON ICT.

2. Title of the study: A Study of Socio-Economic Conditions of the Street Children of District North Delhi: With special reference to SBT

Objectives:

- ❖ To study the socio-economic condition of street children in district north Delhi. (SBT)
- ❖ To find out association between quality of life and various socio-demographic variables, if any.
- ❖ To assess the access of government scheme by the street children.

Research Design:

The present study will be descriptive. It attempts to describe the present picture of the phenomenon under investigation.

Data would be collected on the basis of Descriptive Research and in-depth interview. There would be participatory group discussion, interview schedule, Close-ended- for quantitative data collection and Open Ended for Qualitative Data collection. Random sampling of 100 respondent was taken for the collection of data.

Major findings:

- ❖ The data collected reveals highest percentage of street children are in between the age group of 8-10 yr. with 42%.
- ❖ About 68% of the children responded not going to school are either dropout or not even enrolled in any formal or informal schooling.
- ❖ The highest percentage of academic attainment shown for up to class 5 with 52 %.
- ❖ The reasons of stop schooling by the street children because parent can't afford with 45%.
- ❖ The highest percentage of distribution of daily earning shown for Rs.50-100 with 36 %.
- ❖ The response of street children visiting for their sickness the highest percentage shown for visiting quacks with 61%.
- ❖ Only 2% of children are aware of government welfare scheme.

3. **Title of the study- A study on the awareness of POCSO Act among school teachers**

Objectives:

- ❖ To study the awareness of POCSO Act,2012 among teachers
- ❖ To study the specific knowledge of POCSO Act,2012 among teachers

Research Design: The statistical analysis of the population sample is done, to explore the awareness of Municipal Corporation of Delhi school teachers. The sample technique is used for the present study is random sampling approximately 318 school teachers who came in NISHTHA training from different zone were studied. Questionnaire is used for collecting the data. The data was analyzed question and theme wise.

Major Findings: An extensive study can be made to wider zone and how the awareness can be developed. Most of the teachers were not aware of the facts of POCSO of specific theme in questionnaire

4. **Title of the study: The Study of Education, Health care and welfare Schemes for the Transgender in District North Delhi**

Objectives:

1. To assess the educational status of transgender in district north of Delhi
2. To find out the health status and welfare scheme pertaining to the transgender
3. To see the socio-economic condition of transgender

Research Design:

The proposed research was Descriptive and observational study, Transgender People residing in the district north of Delhi, random sampling 100 respondent was taken to collected the data.

Major findings:

- ❖ The highest percentage in respect to educational attainment shown for primary education with (75%) followed by secondary with 15%.
- ❖ The nature of work shows that about 62% of the respondent has been working for their Guru or their close association with the traditional work.
- ❖ The yearly income data indicate that about 76% of the respondent fall under the bracket of income under Rs.2 lakhs.
- ❖ The main reason of drop out indicates peer discrimination in school with about (65%).
- ❖ About 87% said that they are not aware of any welfare scheme for the Transgender.
- ❖ The data collected clearly shows that the transgender prefer to visit local quack with the 87% because of some form of stigma or openness.

e. Research Projects Undertaken By DIET, R.K.Puram

Title: A Study on the Effectiveness of a New Course “Critical thinking for Transformative Learning” on D.El.Ed Trainees during 2019-20

Co-ordinators: Dr Rama Srivastava and Ms Laxmi Dagar

Introduction

A new course: Critical Thinking for Transformative Learning has been introduced in the Curriculum for D. El. Ed trainees. This study was conducted in order to study the impact and effectiveness of the course on the thinking process of DIET Trainees.

Objectives:

- ❖ To develop thinking skills critically and communicate effectively, build healthy relationship and develop proper understanding about self, society and nature
- ❖ To develop thinking skills of trainees to enhance their logical thinking by developing their analytical abilities.
- ❖ To develop their problems solving skills and improving their decision making abilities with the help of critical thinking.
- ❖ To improve their social skills through proper understanding of inter personal relationship, communication skill and team spirit.
- ❖ To create emotional balance in the trainees by proper understanding of self, society and nature so that they are comfortable with themselves and are able to cope up with their emotions

Methodology:

Different activities was discussed and executed during sessions conducted before and after SEP for better understanding of “Critical thinking for Transformative Learning”

- ❖ Classroom discussion
- ❖ Brainstorming
- ❖ Role play
- ❖ Games
- ❖ Analysis of situations and case studies
- ❖ Story telling
- ❖ Debates

Few activities/ strategies used were:

- ❖ **Story telling** in few sessions was used to initiate the discussion in guided direction. It is an interesting way to evoke better participation in the session. Stories used were always open ended to ensure better interaction and

introspection by asking participants to give the appropriate closure/end to the story.

- ❖ **Case studies** were used as a tool to initiate group discussions which ensures participation. Participants were encouraged to discuss their views and counter each other with logic if they disagree and arrive at concrete conclusion.
- ❖ Strategies like **role plays and Consciousalley** were also used to enable participants to think from different perspectives and thus empathize with others. Whatever strategy was adopted, it was ensured that everyone participated and expressed their views. The objective was established through discussions and reinforced via them (participants) only.

f. Research Projects Undertaken by DIET, Ghumnhera

(1) A Study on the Impact of Mega Parents Teacher Meeting (PTM) on Students Learning Outcomes in South-West Delhi

By: Dr. Dinesh Kumar & Dr. Chiter Rekha

Rationale:

Parents may build positive and cordial relationship with school administration to provide quality education to their ward. There is a need to modify and modernize the education system in such a way that schools begin to interact with parent frequently and regularly share all matters for the whole development of the child. Keeping in this view Mega PTM was organized by Delhi government in all Directorate of Education schools of Delhi in 2016. Mega PTM is scheduled on the same date across all schools of Delhi governments. The researcher selected this topic to explore the impact of involvement of parents and teachers in schools on the development of the students.

The Objectives of the study were: (1) To study the awareness about the role of PTM & Mega PTM among the stakeholders (Students, Parents, teachers & Principals). (2) To study the impact of Mega PTM on students learning outcomes. (3) To find out the extent of success of Mega PTM in connecting the parents with school activities. (4) To study the challenges and to suggest measures to overcome the challenges.

Methodology: This research study was conducted to examine the impact of Mega PTM on the learning outcomes of students in multiple directions. The research study was conducted in 10 Secondary schools of Delhi South West. Schools, parents, students and teachers were selected through simple random sampling. Total 80 parents, 80 students and 80 teachers (8 parents, 8 students and 8 teachers from each school) were selected randomly from each school. All 10 principals were considered. All principals and selected teachers were interviewed through structured and unstructured questionnaire. Focused group discussion was used for parents & interview schedule was used for students. **Survey was** used as a tool for data collection.

Findings:

Conclusions in relation to objective 1: All the Principals and teachers awareness about the role of PTM & Mega PTM was found to be excellent .They were well informed about the role & objectives of PTM& Mega PTM. All the principals agreed that they never ordered to conduct PTM for all classes at the same time & same date in their schools. All of them agreed that the major objective of Mega PTM was to bridge communication gaps and develop a strong relationship between parents and teachers. It was seen that more than 50% parents were not fully aware about the role PTM & Mega PTM. 95% teachers agreed that they discuss the various issues with parents during the Mega PTM i.e. children strength, weakness, their level of learning, attendance, home work related issues, progress in school subjects, behavioral problems, their interest in specific areas, linguistic problems, creativity, social behavior & role of parents in this regard etc. All the Teachers keep the records of PTM & Mega PTM, no. of enrolled children, their attendances, progress reports & they also keep the child wise profile of all children.

Conclusions in relation to objective 2: Mega PTM played an important role in enrolment, preventing dropouts, retention, academic and non academic progress of students. All the stakeholders (Principals, teachers, parents & students) agreed that after the implementation of Mega PTM, punctuality, regularity in attendance of students, their achievements in academic & non academic areas has significantly improved quantitatively & qualitatively. The positive behaviors changes have been observed among the students. The result of Hindi & Maths subjects under Mission Buniyad has been improved (60%-80%).

Conclusions in relation to objective 3: 84% teachers agreed that presence of parents in Mega PTM have been increased (50% to 85%) . 80% teachers agreed that the parents helped them in many areas. All teachers & principals tried to establish good relationship with parents to convince them about the importance of the education in the lives of their children. 19% parents were providing resource support to the teachers. The relationship among the principals, parents, teacher & students were cordial. All the stakeholders cooperate with each other to promote education.

Conclusions in relation to objective 4: 40% parents were not satisfied with the timing of Mega PTM. A majority of parents responded that they face problems in attending the Mega PTM. According to them it was difficult for them because most of them are daily wagers. 30 % parents reported that they did not take part in all Mega PTM. According to them timing of Mega PTM should be flexible. Majority of parents were uneducated, primary, middle & secondary pass out so they are not able to provide academic help to their children at home.

Education Implications: Teachers and parents provide a vital support system to help students flourish. Both groups are important. This Study will help to create awareness among parents and teachers about their role for their children and students & involve them for the educational achievement of their children.

(2) A Study of Nature and Scope of Work Education and its Activities in Senior Secondary Schools in South West Delhi

By: Dr. Dinesh Kumar & Ms. Rajesh Solanki

Work Education is considered purposeful and meaningful physical work which is organized as the inherent part of educational process. It is deemed as the production of meaningful material and community services, in which the children share the experience of contentment and pleasure. Work Education emphasize on knowledge, Understanding and Practical skills in educational activities. It is based on the principle of learning by doing. It is an essential and significant factor in learning process. In schools the focus should be on the all round development through scholastic as well as co- scholastic inputs. Co-scholastic subjects like Health and Physical Education, Work Education and Art Education plays vital role in bringing out the best from the students. The study recommends to revise the status of Work Education, Art Education and NaiTalim in schools and implement Work Education, Art Education and Nai Talim in true spirit.

Objectives of the study were (i) To study the status of Work Education, Art Education and NaiTalim in Government schools (ii) To investigate the conducting of Work Education, Art Education and NaiTalim activities (iii) To analyse the extent of integration of Work Education, Art Education and NaiTalim with classroom process.

Sample survey method was used. Three questionnaires were developed (i) for teachers (ii) for students (iii) observation schedule to see actual conduct of activities.

Tools were administered on 18 DOE Senior Secondary Schools class 6th to 8th. Questionnaires were given to students and teachers. Their responses were noted and quantitative data analysis had been done.

Findings of the study were: Out of 18 schools, 3 schools didn't have Work Education/ Art Education teacher; one school had no post for work Education/ Art Education teacher; one school didn't participate and cooperate in the study. Half of teachers revealed that there is a regular period for WE/AE in a week, while few of teachers stated that they have no such fixation in their time table. Majority of teachers stated that there are WE/AE laboratories in their schools while few of teachers revealed that there are no such labs in their schools. Most of the students said that these activities help them in learning of other subjects.

3.15.3 Research Papers, Articles and Books Published by Faculty Members of SCERT & DIETs (2019-20)

Research Papers: by SCERT faculty members

- ❖ Dabas, Ritika and Chauhan Sangeeta (2019).An Analysis of a Teacher Preparation programme. Peripex-Indian Journal of Research, Vol-8.Issue-12.

- ❖ Kumar Ashok (2019). Significance of Philosophy in Perspective of Education, Indian Adult Education Association, New Delhi, ISSN No.0019-5006 pp (67-73)

Book Publication:

- ❖ **Kumar Ashok and kumar(2019). Shiksha aur samaj**, Bookman, Sawan park, Ashok vihar phase-3, Delhi 52, ISBN,978-93-88669-89-4

Publications by DIET, Rajender Nagar

Choudhary, D. S. (2019, june). an approach to joyful learning. mannual for Lecturers in Commerce, pp. 116-121.ISBN-978-93-85943-83-6

Gupta. C & Ansari, A. (2019, june). Altering Indian concisiousness: rising level of substance abuse among adolescents. mannual for Lecturers in Commerce, pp. 131-141.ISBN-978-93-85943-83-6

Puri, L.(2020) Phenomenon based learning :What can we learn from Finnish Education System. In Teacher Education : The changing Landscape Vol.1(pp.141-151)V.L. Media Solutions

Puri,L.(2020) Know your self- Module No.1on Life Skills under Adolescence Education Curriculum for teachers of Madrasas of Bihar State (pp10-58)JamiaMillia Islamia.

Srivastava, D. S. (2019). Enabling Learners Exploration in Bussiness Studies and Accountancy: A Mannual for Lecturer in Commerce. Delhi: SCERT. ISBN-978-93-85943-83-6

Zamir, D. M. (2019, June). Teacher leadership. mannual for Lecturers in Commerce, pp. 108-115. ISBN-978-93-85943-83-6

Research Papers and Articles by faculty members of DIET, Pitampura Articles

- ❖ Suman, 2020, Role of Emotional Intellegence for teachers,VIDHYA-AMRITAM (An Yearly Publication), DIET Pitampura

Paper presentations/Books by faculty members

- ❖ **Book:**
- ❖ Suman, Sharma S., 2019, “Science Education At Elementary Level” BOOKMAN, B-41, Sawan Park, Ashok Vihar , Delhi-110052

Articles by faculty members of DIET, R.K. Puram

- ❖ डॉ. कुमारी शारदा, 2020 शैक्षणिक संदर्भ व्याकरण की घण्टी, एकलव्य संस्था, 42–49।
- ❖ डॉ. पांडेय, लक्ष्मी, 2019, समकालीन साहित्य में शिक्षा की अवधारणा: समकालीन बाल साहित्य और शिक्षा—एक अवलोकन, साहित्य संचयन, ISSN No. 9789388011624, Page: 22-28.

Paper Presentation/Books for 2019-20

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- ❖ Biswal Kalyani, 2020, Inclusive participation in secondary education: A phenomenological investigation, IPEM Journal for Innovations in Teacher Education, Vo.(5), ISSN No. 2581-5881

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- ❖ Sharma, Bhawana, (2019) Role of Social Media in Education, Yadav O.P. (Ed) Contemporary Practices & Trends in Digital Marketing & Social Media, 215-218, Aaditya Enterprises, Delhi. ISBN No. 81-939918-0-0.
- ❖ Sharma, Bhawana & Sharma Ruchi, (2019) ICT in teacher education *Researcher's Voice*, 8, (1), 25-32, ISSN No. 2231-6310.
- ❖ Sharma, Bhawana & Sharma Ruchi, (2019) An Assessment of Technological, Pedagogical content Knowledge of in service Teachers. *CPJ Global Review*. 11, (1), 61-68, ISSN No. 0975-1874.
- ❖ Sharma Bhawana, (2020) *Lockdown mein online shiksha, laabh va chunautiyan*, *Researcher's Voice*, 9, (2), 42-47, ISSN-2231-6310.
- ❖ Mohanty Bandita, Mann Divya, Sharma Bhawana, (2019) A Study of Problems and Concerns of EWS students in Private Unaided Schools. *Research Chronicler*, 7, (3), 200-210, ISSN- 2347-5021.
- ❖ Mann Divya. (2019). Awareness, Effectiveness & Implementation of Mid Day Meal Scheme -Persepective of Stakeholder. *Research Chronicler.com*, 7(4)234-244. ISSN: Online:2347-503X; ISSN: Print: 2347-5021
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- ❖ Rohilla. Anamika, 2019 cyber apradh ke sandrbh mein diet trainees ki ki jagrukta. ISSN 2277-2405
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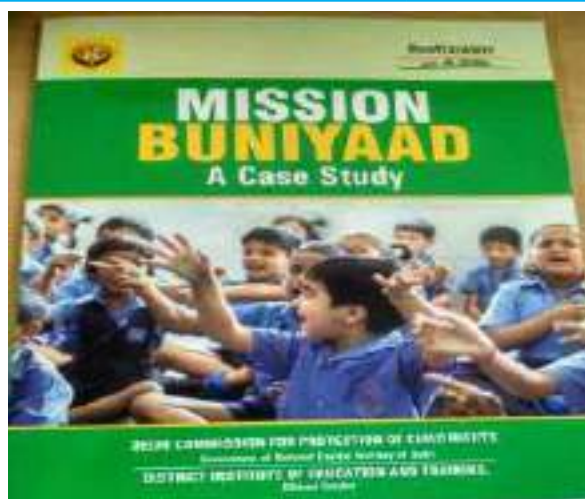
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- ❖ Sharma, Bhawana.,(2020) *Phulwari Part-1* (Workbook for various Matras) DIET,Keshavpuram, ISBN: 978-81-944769-5-5.
- ❖ Rana, Veena. 2019. Gatividhi Yukt Shikshan class 5 EVS. DIET,Keshavpuram, ISBN: 978-81-944769-0-0.
- ❖ Malik, Saroj & Yadav, Davender Singh, (2020) Karya Pustika Kaksha -1, Parayaran Adhayan. DIET, Keshavpuram, ISBN: 978-81-944769-2-4
- ❖ Malik, Saroj & Yadav, Davender Singh, (2020) Karya Pustika Kaksha -2, Parayaran Adhayan. DIET, Keshavpuram, ISBN: 978-81-944769-3-1
- ❖ Malik, Saroj, (2020) A Manual on Puppetry in Classroom , DIET, Keshavpuram, ISBN: 978-81-944769-1-7
- ❖ Yadav, D.S.& Kohli, Tanvi (2020) MultiSkills Activities : For Primary Teachers DIET Keshavpuram,ISBN : 978-81-944769-6-2
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4

PROGRAMMES/ACTIVITIES OF DIET





डाइट पीतमपुरा ने धूमधाम से मनाया 71वां गणतंत्र दिवस

डाइट पीतमपुरा इंडियन मिडिल स्कूल में 71वां गणतंत्र दिवस का कार्यक्रम मनाया गया। इस अवसर पर छात्रों ने तिरंगा ध्वज फहराया और गाने गाए। कार्यक्रम में छात्रों ने तिरंगा ध्वज फहराया और गाने गाए। कार्यक्रम में छात्रों ने तिरंगा ध्वज फहराया और गाने गाए।

प्रदूषण रहित दिवाली मनाने के लिए डाइट पीतमपुरा ने चलाया अभियान, दिलाई शपथ

प्रदूषण रहित दिवाली मनाने के लिए डाइट पीतमपुरा ने चलाया अभियान, दिलाई शपथ

डाइट पीतमपुरा इंडियन मिडिल स्कूल में प्रदूषण रहित दिवाली मनाने के लिए अभियान चलाया गया। छात्रों ने शपथ ली कि वे प्रदूषण रहित दिवाली मनाएंगे। छात्रों ने शपथ ली कि वे प्रदूषण रहित दिवाली मनाएंगे। छात्रों ने शपथ ली कि वे प्रदूषण रहित दिवाली मनाएंगे।

4.1 DISTRICT INSTITUTE OF EDUCATION AND TRAINING, DARYAGANJ

PRE-SERVICE TEACHER TRAINING PROGRAMMES

The curriculum transaction for pre-service pupil teacher at DIET, DG is specially designed to fulfill the society's expectations of an effective, efficient and sensitive teacher. Each batch has unique curricular experience at DIET. The new entrants are oriented into the culture of the institute with the orientation programme. The pupil teachers are inducted to the teacher education programme which is different from any of the undergraduate programmes. The experience the student teachers have at the institute mould them into a critical pedagogue out of an unsure undergraduate.

Like every year, this year many festivals were celebrated in DIET premises having aims to build an environment whereby trainees from different backgrounds mingle together and maintain harmony and peace with each other. They also get to know the importance of each festival and the various rituals associated with it. All the trainees participated with full enthusiasm in the festivals/events such as Orientation Week, Independence Day, Janmashtami, Teacher's Day, Eid, Navratri, Republic Day, Lohri and Holi, Farewell etc.

Apart from the celebration, many workshops were organised for the trainees namely Extension Lectures on Pedagogy, Psychology, Use of Low Cost Materials, Use of Theatre in Education, Puppet Making Workshop, Inclusive Education Workshop, Training on Health Check-Up & First Aid, Disaster Management, workshop on CTTL. Various local and outstation Excursions were well organised for the trainees.

DIET organized "School Experience Programme" for its 1st year and 2nd year students from 21 October 2019 to 28 December 2019 under the Coordinatorship of Dr. Anjul Sharma, Head PSTE & Ms. Neha Sharma, Lecturer, DIET, DG. The trainees actively participated under the supervision of faculty members and successfully completed the same with enriched experiences.



TRAINING PROGRAMMES FOR IN-SERVICE TEACHERS SCHOOLS



**AYESHA REHMAN – FIRST WINNER
OF ESSAY WRITING COMPETITION ON
INTERNAIONAL DAY FOR PRESERVATION
OF OZONE LAYER**



**VISIT OF D.El.Ed. TRAINEES TO
INTERNATIONAL CONFERENCE**



Visit to Notional Science Centre

The achievements of D.El.Ed Students are as follows:

Achievements of D.El.Ed Students:

Result of D.El.Ed 2nd year Annual Examination (2017-2019)		
Total appeared	Distinctions (>75%)	1st Division (60-74.9%)
108	74	34

Result of D.El.Ed. 1st year Annual Examination (2018-2020)		
Total appeared	Distinctions (>75%)	1st Division (60-74.9%)
112	68	42

Position Holders of D.El.Ed 2 nd year Annual Examination (2017-2019)			
Position	Name	Marks (out of 2300)	Percentage (%)
I	Fahima Begum	1956	85.04%
II	Maryam Abrar	1884	81.91%
III	Laiba	1876	81.56%

Position Holders of D.El.Ed. 1 st year Annual Examination (2018-2020)			
Position	Name	Marks (out of 1150)	Percentage (%)
I	Manshi	982	85.39%
II	Anshika Pandey	956	83.13%
III	Juhi Sharma	954	82.96%

CTET Result of D.El.Ed. Trainees (2019)

Month and Year of Exam	No. of Students Appeared	No. of Students Qualified	Pass Percentage
June, 2019	107	79	73.83
December, 2019	54	42	77.77

A. Various Activities of Pre-Service Teacher Education Programmes (2019-20)

Various activities and competitions are organised to develop the teaching skills among the trainees for creative teaching learning process and also to enable the trainees for executing their skills through their performances. Followings are the details of Pre-Service Teacher Education Programme:

Sl. No.	Name of the Programme	Coordinators	Status
1.	Orientation week (05 days)	Head PSTE and All DIET faculty	Conducted: 29 July- 2 Aug 2019
2.	20 Extension Lectures & Demo Lessons (01 day each)	Head PSTE and All DIET faculty	7 Extension Lectures conducted. (CCE; theories of psychology; stress management; pedagogy of math; pedagogy of English & pedagogy of science)
3.	SEP School Head's Meeting for Introduction of DIET Students for Programme (01 Day)	Dr. Anjul Sharma & Ms. Neha Sharma	Conducted 14th October 2019

4.	Pre Annual Exams (D.El.Ed I & II year)	Head PSTE/Exam in-charge and Dr. Neha Malhotra along with all DIET Faculty	Exam for D.El.Ed 2 nd year w.e.f. 17 th Feb to 2 nd March 2020 & for D.El. ED 1 st year w.e.f. 16 th - 27 th March 2020
5.	Farewell (D.El.Ed. 1 st & 2 nd Year)	Head PSTE and All DIET faculty	13 th March 2020
6.	Celebration of Festivals (D.El.Ed I & II year)	Head PSTE and All DIET faculty	Total Seven (07) Festivals were celebrated: Lohri, Independence day, Republic day, Teachers day, Eid, Holi, Janamashtami
7.	Annual Day/Annual Meet	Head PSTE and All DIET faculty	Conducted on 13 th March 2020
8.	Organization of PTM	Dr. Anjul Sharma	One PTM Conducted
9.	Use of theatre in education & Performing Arts (D.El.Ed. 1 st & 2 nd Year)	Mr. Vimal chand Dr. Vikram Kumar	Conducted 19 th to 23 rd August 2019 (D.El.Ed IInd year) & 26 th to 30 th August (D.El.Ed Ist year) 2019
10.	Workshop on Multipurpose Teaching Board (D.El.Ed. 1 st Year)	Mr. Pramod Kumar Malik	Workshop Conducted in the month of September 2019
11.	Workshop on learning of teaching skill (D.El.Ed 1 st yr.)	Dr. Neha Malhotra	Conducted On 25 To 27 Sep 2019
12.	Preparation of teaching aids/ Low/No cost Teaching-Aid in Science, S. Sc, Mathematics & language (Eng., Hindi & Urdu). (D. El. Ed. 1 st & 2 nd Year)	Ms. Neha Sharma, Ms. Farzana Khatoon, Ms. Anamika Sharma & Ms. Rajani	Conducted in the month of September 2019
13.	Puppet making (D. El. Ed. 1 st & 2 nd Year)	Ms. Uma Anurag	Conducted (3 rd & 4 th September 2019)
14.	Workshop on Inclusive Education (D. El. Ed. I Yr)	Ms. Neha Sharma	Conducted on 28 th February & 2 nd March 2020

15.	Workshop on Dance/ Music	All DIET faculty	Conducted
16.	Training of Health Check-up & First Aid (D. El. Ed. 1 st Year)	Ms. Neha Sharma & Mr. Pankaj	Conducted on 28 th February 2020
17.	Self Defense Workshop (D. El. Ed. 1 st Year)	Dr. Ram Kishor & Ms. Neha Sharma	Conducted on 4 th March
18.	Workshop on “Critical Thinking for Transformative Learning-CTTL”	Dr. Anjul Sharma	Conducted- 5 th -10 th Aug 2019
19.	Organization of Local Field trip for D. El. Ed Trainees	Head PSTE & All DIET Faculty	National Science Centre- 6 th Sept 2019, Indira Paryavan Bhawan- 16 th Sept. 2019
20.	Organization of out station Field trips / Excursion for D. El. Ed Trainees	Head PSTE & All DIET Faculty	Two conducted: one for Mussorie and Dehradun- 25 th – 29 th May 2019 (22) another was at Indore, M.P- 9 th – 15 th July 2019 (41)

IN-SERVICE TRAINING PROGRAMMES (2019-20)

One of the major functions of DIET is to organise INSET programmes for strengthening the capacity of teaching community. Every year new themes are identified for teachers’ in – service training on the basis of their current academic needs. The need are identified before planning the programme through need assessment workshops(2019-20), feedback of training programmes, focussed group discussion, etc. conducted during the year (2018-19). The following INSET programmes were organised in (2019-20):

S. No.	Name of the Programme	No. of Participants proposed	No. of Participants present	Date and duration	Name of Coordinator
1.	PGT Biology	87	70	27/05/19 to 31/05/2019 (5 Days)	Ms. Neha Sharma
2.	TGT Computer Science	44	40	04/06/19 to 07/06/19 (Except 05/06/19) (3 Days)	Mr. Pramod Kumar Malik

3.	PGT Physics	108	86	10/06/2019 to 14/06/19 (05 Days)	Ms. Sonia Gupta
4.	TGT Computer Science	39	31	10/06/19 to 12/06/19 (3 Days)	Mr. Pramod Kumar Malik
5.	PGT English	105	80	10/06/19 to 12/06/19 (4 Days)	Ms. Anamika Sharma
6.	TGT S.SC.	116	83	11/06/19 to 14/06/19 (4Days)	Dr. Smita Rai
7.	TGT Computer Science	39	33	13/06/19 to 15/06/19 (3 Days)	Mr. Pramod Kumar Malik
8.	TGT Hindi	169	123	17/06/19 to 20/06/19 (4 Days)	Ms. Anamika Rohilla
9.	PGT English	120	81	17/06/19 to 20/06/19 (4 Days)	Ms. Anamika Sharma
10.	PGT Economics	123	92	19/06/19 to 21/06/19 (3 Days)	Ms. Sonia Gupta
11.	TGT Domestic Science	215	151	17/06/19 to 20/06/19 (4 Days)	Mr. Pramod Kumar Malik
12.	PGT Hindi	141	113	24/06/19 to 27/06/19 (4 Days)	Ms. Anamika Rohilla
13.	TGT Domestic Science	215	169	24/06/19 to 28/06/19 (Except 25/06/19) (4 days)	Ms. Uma Anurag
14.	PGT Urdu	45	42	25/06/19 to 28/06/19 (4 Days)	Ms. Farzana Khatoon
15.	PGT Fine Arts	81	63	24/06/19 to 28/06/19 (5 Days)	Mr. Ashish Arora

16.	PGT Urdu KRP Training	7	7	13/06/19 to 14/06/19 (2 Days)	Ms. Farzana Khatoon
17.	TGT Urdu Module Development	10	10	23/05/19 to 05/06/19	Ms. Farzana Khatoon
18.	PGT(Physics)	71	64	10/6/19 to 14/6/19 (05 days)	Dr.Anamika Singh
19.	TGT English	75	70	02/07/19 to 05/07/19 (4 Days)	Dr.Anamika Singh
20.	Module Development for PGT Physics	7	7	29/06/2019 to 03/07/2019	Dr.Anamika Singh
21.	PGT Physics KRP Training	10	10	31/05/2019	Dr.Anamika Singh
22.	TGT Science	160	141	16/09/2019 to 19/09/2019 (4 Days)	Ms. Neha Sharma
23.	TGT Urdu	68	55	16/09/2019 to 20/09/2019 (5 Days)	Ms. Farzana Khatoon
24.	TGT Maths	185	155	17/09/2019 to 20/09/2019 (4 Days)	Dr. Sandip Kumar
25.	INSET Programme for Primary In-charges of Sarvodaya Schools	42	38	19/11/2019	Dr.Neha Malhotra
26.	NISHTHA Programme for MCD(Primary Teachers) Cycle-1	250	175	16/12/19 to 20/12/19	Mr.Pramod Kumar Ms.Neha Sharma
27.	NISHTHA Phase -2	228	160	23-28/12/19	Mr.Pramod Kumar Ms.Neha Sharma

28.	NISHTHA Phase -3	228	145	23-28/12/19	MS. Rajani Saini MS. Anamika
29.	NISHTHA Phase -4	203	96	19- 24/01/2020	Mr.Pramod Kumar Ms.Neha Sharma
30.	NISHTHA Phase -5	141	79	19- 24/01/2020	MS. Rajani Saini MS. Anamika
31.	NISHTHA Phase -6	275	212	10/2/2020- 14/02/2020	Mr.Pramod Kumar Ms.Anamika Sharma

**TRAINING PROGRAMMES FOR TEACHERS,BRC AND CRC
COORDINATORS,VEC,SMC MEMBERS ETC.**

Name of Training	Coordinator	Status
Capacity building Programme for TDCs and MTs of DIET DG	Dr Rajesh Kumar, Ms. Anamika Sharma	Completed 16 th -18 th July, 11 th 13 th Oct., 30 th Nov. 2019
Workshop for Science Mentors at Elementary level	Dr. Rajesh Kumar, Ms. Neha Sharma	Completed

MATERIAL DEVELOPMENT (2019-20)

1. A Handbook for Adolescents/ D. El. Ed Trainees of DIET, DG on Cyber Safety

Coordinators: Mr. Pramod Malik &Ms. Neha Sharma

S. No.	Title of the Project	Objectives	Coordinator
1.	A Handbook for Adolescents/ D. El. Ed Trainees of DIET, DG on Cyber Safety.	<ul style="list-style-type: none"> ❖ To identify the various forms of ❖ Cyber Crime that is prevalent among Adolescents. ❖ To identify the various factors that contributes to Cybercrime. ❖ To identify the various ways to control cybercrime and moving towards cyber security. 	Mr. Pramod Malik Ms. Neha Sharma

2.	To develop a Handbook on Web tools in Education for D. El. Ed. Trainees of DIET, DG	<ul style="list-style-type: none"> ❖ To identify the various webtools that can be used in the Classroom. ❖ To identify the various utility of Webtools in the classroom. ❖ To help students and teachers to use webtools in their curriculum transaction. 	<p>Mr. Pramod Malik</p> <p>Ms. Neha Sharma</p>
3.	To Prepare a studymaterial for language Education Urdu for II Year D.El. Ed Trainees of DIETS.	<ul style="list-style-type: none"> ❖ To develop material to familirize Urdu with the new curriculum and its content with transactional process. ❖ To Understand the Need and problems of the Tainees with Teaching Learning Process. ❖ To Prepare support material in teaching of Urdu for DIET Students. 	Ms. Farzana Khatoon,
4.	Compilation and publication of action research to be done by trainees during SEP	To study the different action research conducted by D.El.Ed trainee	<p>Dr. Sandip Kumar</p> <p>Ms. Anamika Sharma</p>
5.	To develop a UDL(Universal Design for Learning) based manual for class 5 th .	<ol style="list-style-type: none"> 1. To provide a new way of thinking by creating multiple learning opportunities in every area of the curriculum. 2. To offer a framework for designing education environment that enhances inclusive settings. 3. To reduce barriers in educational instructions. 4. To provide appropriate accommodations, supports and challenges to all the students. 5. To maintain the high achievement expectation for all the students including CWSN. 6. To minimize barriers and maximum learning for all the students. 	<p>Dr. Sandip Kumar</p> <p>Ms. Anamika Sharma</p>

RESEARCH PROJECTS 2019-20

*(Please refer 3.15.2 section of this report)

INNOVATIONS (2019-20)

Title: Development of Mobile Application of DIET DG

Coordinator: Mr. Pramod Malik

The power of technology upon education has been immense over the past few decades. Development of the Mobile Application of the Institute helped the Faculty as well as the Students of the Institute to know their Institute more. The Mobile Application made the students to access various information and updating about their own Institute. In fact mobile application was used to access the Assignments, Time Table, and Previous Year Question Papers etc. A 05 days content development workshop was conducted from 8th -12th April followed by two days vetting workshop w.e.f. 23-24th April 2019. The App was launched on Google play store on 1st May 2019.



FACULTY DEVELOPMENT PROGRAMME (2019-20)

- ❖ Dr. Anjul Sharma, Sr. Lect. PSTE contributed to the deliberations during In-Service Training and Sensitisation of key functionaries of Central and State Government, Local Bodies and other Service providers under the aegis of Rehabilitation Council of India organised by CIE, University of Delhi on Sept19, 2019.
- ❖ She has attended and presented a paper at National seminar on Mental Health and social inclusion of persons with Intellectual and developmental disabilities at Institute of Human behaviour & Allied sciences (IHBAS) organised by Manovikas Charitable society w.e.f. 29-30th Nov. 2019.
- ❖ She has attended International conference on Happiness and Performance Management in Modern Globalised Business Scenario, 2019 w.e.f. 21-22 December 2019 organised by Rukmini Devi Institute of Advanced Studies in association with Gedul College of Business Studies, Royal University of Bhutan. She also presented a paper there entitled as “Impact of happiness classes in students’ academic achievement and their interpersonal relationship”.
- ❖ She has visited Chennai and Pondicherry w.e.f. 24th to 29th Dec. 2019 **along with three faculty members of DIET, GhumanHera under** Faculty development programme. She shared the best practices of Delhi schools and Nistha programme during discussion in **DIET, Puducherry**.



KHO KHO PLAYED BY D.EL.ED TRAINEE



LITERACY WEEK 02 SEP TO 06 SEP 2019



INDEPENDENCE DAY CELEBRATION



D.EL.ED. SECOND YEAR WITH LOCAL SCHOOL CHILDREN AT MUSSORIE



MATHS PEDAGOGY WORKSHOP



VISIT OF D.EL.ED. SECOND YEAR TO MUSSORIE

4.2 DISTRICT INSTITUTE OF EDUCATION AND TRAINING RAJENDER NAGAR



Faculty of DIET, Rajender Nagar
Photos of different programs/Activities



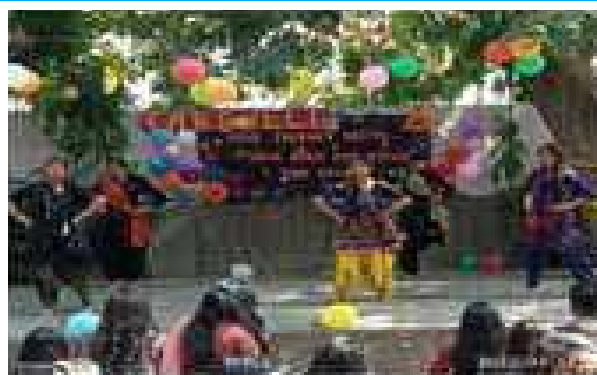
work shop of Teaching of English for D.El.Ed.
trainees



Annual PAC Meeting



Celebration of Independence Day



Celebration of Farewell of Second year D.El.Ed.



NISHTHA training for primary Teachers



Training for HOS & Primary incharges



Training for PRT English



Training for Nursery Teachers



Outstation excursion of D.El.Ed. Trainees at Himanchal Pradesh



Use of technology in classroom



Viist to SCERT in kerala (Faculty Development)



Hands on experience of clay moulding at Saras Mela

Introduction

Pursuant to provision of NPE 1986 on teacher education, elementary education and adult literacy, DIETs have been established under a centrally sponsored scheme throughout India. In Delhi DIET Rajinder Nagar is one of the first established DIETs in 1988 under the aegis of state Council of educational research and training and government of national capital territory of Delhi. At present it is one of the nine functional DIETs of Delhi, actively involved in the qualitative development of Elementary, non formal and adult education in district West of Delhi. The institute is achieving its objectives by providing academic and resource support at grassroot level for the success of various Strategies and programs in the area of universalisation of elementary education and eradication of illiteracy. This Institute is committed to achieve objective through various strategies namely training to pre-service and in-service teachers, headmasters, community leaders, master trainers, volunteer instructors of adult and non- formal education, developing teaching learning material to provide guidance to concerned personnel and innovative action research to deal with the problem of the district.

All the Seven branches of DIET are under operation which are as under:

(I) Pre service teacher education (PSTE)

PSTE branch organizes a two-year Diploma course in Elementary Education for three units of 50 intakes each. This course prepares trainees to provide learner-centric education and education for overall development of personality of learners including children belonging to disadvantaged group i.e. SC,ST and OBC students, first generation learners and handicapped children including differently abled children. Various transactional methodologies to teach the curriculum are: lectures, demonstrations, visits, extension lectures and workshops.

Workshop on English Language Teaching

The workshop was organized for first Year and second year Trainees. Its objectives were, exploring approaches of English language teaching, exploring Textbooks and Grammar in Context, explore resources in teaching English language and to do Assessment and Evaluation.



Workshop on Yoga

Three days workshop on Yoga was organized for D.El.Ed IInd year at DIET Rajinder Nagar from 15/12/2020 to 17/12/2020. The objectives of the workshop was to orient the trainees about need and importance of yoga education in daily life and to sensitize trainees about the various yogic techniques for improving the health and wellbeing of children.



Workshop on Safety and First Aid

A Threeday Workshop cum training was organized on 27/2/2020, 16/3/2020 and 17/3/2020. Training was organized in interactive and demonstration mode, Resource Person from St. JOHN AMBULANCE conducted the sessions. First aid Awareness and sensitization was given on the First Aid and its significance to the trainees. First aid is emergency care given immediately to an injured person. The purpose of first aid is to minimize injury and future disability.



Workshop on Inclusive Education

A two-day workshop was organized for D.El.Ed first year trainees from 2.9.2019 to 4.9.2019. The objective of the workshop was, to enable the trainees to understand the concept of inclusion, to sensitize the trainees to the needs of the children with special needs, to introduce the trainees to the various disabilities, to enable the trainees to understand the RPWD.



Workshop on Critical Thinking for Transformative Learning (CTTL)

A Workshop on 'Critical Thinking for Transformative Learning' was organized for 4 Days from 27 to 30 August 2019 for D.El.Ed. first year trainees. Its objectives were to orient D.El.Ed. trainees about the new curriculum of CTTL, to develop a profound understanding concerning knowledge and skills in a certain domain of high importance, to encourage the trainees to think critically about their actions/behaviour, to express their feelings appropriately regarding daily exposure.



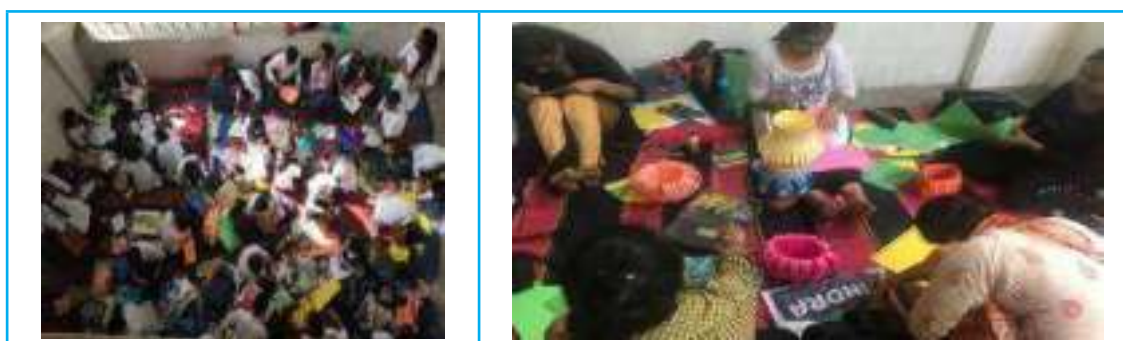
Workshop on Action Research

A four-day workshop on 'Action Research' for D.El.Ed students was organized on 4 days viz. 4th and 23rd Sept for second year trainees and 19th and 20th Sept for D.El.Ed. first year trainees. The objectives were, to understand the purpose and main features of action research, to understand the utility of action research and to develop skills in formulating action research proposals related to class/school problems.



Workshop on Puppetry and Paper Craft

A five day workshop on Puppetry and Paper Craft for D.El.Ed first year trainees was held from 11-13 and 16-17 September 2019. Objectives of this workshop were to orient the trainees towards the art of puppet making, educational and developmental importance of puppetry. preparation of different types of paper articles including puppets using paper and teaching different concepts through paper craft articles and puppets.



Workshop on Drama in Education

A five days workshop on Drama in Education for D.El.Ed first year trainees was held from 10-13 and 17 February 2020. Objectives of this workshop were to orient trainees to understand the drama as an art form, its importance, its developmental value and drama as a medium of learning and personality development.



Workshop on Folk Art Workshop

A three days workshop on Folk Art for D.El.Ed trainees was held from 18-20 February 2020. D.El.Ed trainees were divided into two groups. First day first session focused on importance of our rich cultural heritage and the folk arts. Trainees were introduced to different regional art forms through pictures and different art works brought by the artists.



Workshop on Script writing

A two-day workshop on 'Script Writing' was organised for D.El.Ed. I Year Trainees on 21st and 22nd January 2020. Its objectives were: 1 To introduce D.El.Ed. trainees to the art of creative writing and directing. 2. D.El.Ed. trainees will learn how to organize their ideas into a script. 3. D.El.Ed. trainees will learn to use appropriate images/videos and words to convey an issue-based messages.



Extension Lectures

Extension Lectures are organized to enrich and update the knowledge of trainees and faculty by inviting experts on various innovation and challenges prevailing in education. Every year an effort is being made to find out the areas of educational significance and concerns for updating trainees

S. No.	Topic	Date	Name of RP
1.	Coping with Stress and Emotions	28/8/2019	Ms. Nishtha
2.	Ensuring Mental health of children	03/9/2019	Ms. Smita
3.	Museum as a means of learning	09/9/2019	Mr. Argha Kamal Ganguly
4.	Building Mathematical concepts through AIL	08/1/2020	Ms. Nirupma
5.	Teaching of Hindi through Art Integration	09/1/2020	Ms. Nirupma
6.	Developing effective Communication skills	22/1/2020	Ms. Manisha Chopra
7.	Protection of Children from Sexual Offence(POCSO)	27/1/2020	Dr. Smiti
8.	Ensuring Social and Emotional health of Children	5/2/2020	Ms. Smita
9.	Developing Teaching Competencies through the use of ICT	6/2/2020	Mr. Shailender Gupta
10.	Enhancing Communication skills in Hindi Language	27/2/2020	Ms. Iqra Qureshi
11.	Role of Grammar in learning Hindi Language	29/2/2020	Dr. Jai Dev Dabas
12.	Heritage walk as a Teaching- learning Pedagogy	03/3/2020	Ms. Tessa Walter



School Experience programme (SEP)

The purpose of the School Experience programme is to provide the student teacher with the opportunity of undergoing a meaningful experience as a future practitioner. To achieve the aim of the program the student teacher needs to integrate his/her knowledge based understanding of children and classroom processes and theoretical understanding of pedagogical approaches with the classroom teaching. A rigorous 40 days SEP is organised with prior orientation on all the activities to be performed by the trainees and they are exposed to all kind of experiences in the schools for being a competent teacher under the regular monitoring, supervision and guidance of the competent faculty besides teaching, trainees perform several activities such as action research, community survey, parent teacher meeting, school profile, school records, text book analysis, achievement test report, report writing on creative work of students and organising sports, cultural and literary activities and morning assembly of schools.



Local Educational Excursions

Local Educational excursions/visit provide a great and unique opportunity for teacher trainees to gain such experience and face a range of challenges that can contribute significantly to their personal development. Visits can also make a major contribution to the acquisition of knowledge and development of skills.

Visit of D.El.Ed Trainees to Bharat Parv at Red Fort



Red fort visit

Visit of D.El.Ed. Trainees Science Centre, New Delhi



Art museum visit



Visit of D.El.Ed. Trainees at SarasMela at India Gate

Participation of D.El.Ed. Trainees in Conclave on Plastic Waste Management



Celebrations of Cultural Events and major festivals

The Future of the country is shaping in class rooms by the teachers. Primary school teachers play important role to decide the destiny of a country. Feeling of Nationality Integration and Cultural harmony should be developed among the pupil teachers and students. For this purpose training is required about planning, organization and management of different events related with celebration of different religions and national festivals. Teachers are in need to be introduced with their expected roles and concepts involve in organizing these celebrations in schools. Celebration of festivals involves different activities related with various as well different kind of group activities to celebrate the festivals could help in developing tolerance and harmony. Group activities help to develop feeling of brotherhood and unity.

Celebration of Orientation Program for D.El.Ed. I-Year Trainees (Freshers)



Farewell of D.El.Ed. Second Year Trainees



Outstation excursion of trainees

The trip comprises of sixty-six trainees of D.El.Ed. Second year batch 2018-20, Principal DIET Dr. Mohammad Zamir and three faculty members namely Dr. Lovely Puri, Sr. Lecturer, Mr. Surinder Singh, Lecturer and Ms. Deepika Malhotra, Lecturer and coordinator. The trip began with the departure from DIET on 9th October at 7.00PM by Himanchal Roadways buses. Group visited DIET Dharamshala. Principal DIET briefed about the functioning and control. These institutions are under the control of Director Elementary Education Himachal Pradesh.

Museum	Dharamshalla	Cricket Stadium
		

Learning through movies	
	

(II) In-Service Education

Inset for Nursery teachers

A five days In-service teachers training programme for nursery teachers of DoE and SDMC was organized from 2-6 March 2020. Objectives of this In-service teachers training programme were to orient teachers about the NEP 2019, understand the importance of early years, ways to enhance student engagement and learning different AIL based teaching techniques. In this training programme 95 teachers participated. The course design was finalized after having a consultative meeting with the officers from both the departments. The topics finalized for this training programme included a good mix of theoretical sessions as well as activity based sessions. The sessions were taken by experts in their own field. The course design of the programme included session on National Education Policy 2019, Classroom Engagement, Early identification, Story weaving and telling, Theatre in Education, Drawing and colouring, Music and First Aid. These sessions were very well taken by the participants and they were all actively engaged and participating in these sessions. The training programme ended with a session on Learnings through the in-service programme. The participants made separate presentations based on all the sessions and shared their learning from those sessions. The programme ended with a valedictory programme and certificate distribution.

Inset for Head of Schools and Primary In-charges

Five days In-service teachers training programme for Principal of primary school of NDMC, SDMC and Primary In-charge of DoE was organized from 24-28 Feb 2020.

The objectives of the programme comprised of developing understanding and skills related to institutional planning, leadership and management. The methodology included lecture cum discussion, group activities, demonstration and Power point presentation. The resource person invited from NIEPA, Amity University, DoE Delhi, besides faculty of DIET. In this training programme 88 (44 HOS & 44 PI) participants participated. The program was coordinated by Dr. Sudha, Sr. Lecturer and Ms. Apsara Ansari, Lecturer.



Capacity Building Programs for PGT Commerce

A three days capacity building program was organized for PGT Commerce of DOE schools in two cycles viz. 12th to 14th June and 17th to 19th June-2019 respectively. Total 568 out of 656 participants were attended the program at different seven centers. Before starting the program a Three days Program is designed to address the hard spots, changes brought in by NCERT and CBSE in Evaluation Strategies sharing with them Innovative Practices, Use of Worksheets, MCQs and critically exposing them the content and pedagogy of teaching Commerce besides the new inclusions in the syllabus was also organized.

Capacity building program in English for primary teachers

English as a second Language in India still face challenges especially in Govt.-.set up schools at primary level. Creating a spoken environment is one of the major lacking in developing the communication skills among students. It is with this objective that Five day thematic program in the subject of English Teaching was organised for Primary/Assistant teachers of SDMC and DoE from 2 -6, March, 2020 where basic competency of LSRW, Language games and activities, Learning Outcomes in English and Assessment in Language including ICT based Teaching / Assessment were taken up.

National Initiative for School Heads' and Teachers' Holistic Advancement- NISHTHA

The Department of School Education and Literacy has launched a **National Mission to improve learning outcomes at the Elementary level** through an

Integrated Teacher Training Program called *NISHTHA – National Initiative for School Heads’ and Teachers’ Holistic Advancement* under the Centrally Sponsored Scheme of SamagraShiksha in 2019-20. The aim of this training was to motivate and equip teachers to encourage and foster critical thinking in students, handle diverse situations and act as first level counsellors. They will be oriented on and develop their skills on various aspects related to quality education like-Learning Outcomes ,Competency Based Learning and Testing ,Learner-centered Pedagogy ,School Safety and Security, Personal-social qualities, Art Integrated Learning ,Health and well-being including yoga, School Leadership Qualities and School Based Assessment etc. the institute, under NISHTHA provided 5 days training to 1686 primary teacher and 103 Head of Schools of MCD in west zone of Delhi.



District Progress Check Meeting (DPCM)

In Delhi, an initiative is taken to select teachers from DoE and train them for acting as Mentor Teachers (MTs) These teachers are trained after one cycle to another for their capacity building on different themes and meetings are organised on regular basis which are called district progress check meeting (District Progress Check Meetings, DPCM), in order to assess the progress and impact of training and to design further course of action, in order to improve the learning outcome of students in schools. Themes of training of 28 MTs in different Learning Improvement Cycles was as under:

LIC	Theme	Dates
LIC 1	Connect	15/04/19
LIC 2	Look for Understanding and Respond	27/05/19
LIC 3	Mission Buniyad, Lesson Planning	26/08/19
LIC 4	Learning Strategies-1 (Do Now & No Hands)	4/11/19
LIC 5	Classroom Routines	22/11/19
LIC 6	Teaching -Learning Strategies-2 (Supporting Students Discussion & Reflection Log/Diary	20/02/19

Training of Mentor Teachers on Art Integrated Learning (AIL) Pedagogy

A one-day capacity building programme for Mentor teachers of district West was held on 'Art integrated Learning Pedagogy' on 5th November 2019. Objective of this programme was to orient Mentor teachers about the AIL pedagogy and how it can be effectively used in elementary classes to teach various concepts. In this one full day training programme, mentor teachers were oriented about the pedagogical approach of using different art forms to promote learning. In all there were four sessions. The day started with a brief overview of the concept of AIL, the project that was initiated in select SDMC and DoE schools, its impact and response of the teachers about using this pedagogy in their classrooms. This was followed by a session on 'Icebreakers' wherein the concept of icebreakers was dealt with by practicing actual icebreakers by the mentor teachers. Initially general icebreakers were practiced and later they were converted into concept- based icebreakers. The mentor teachers were told how these small one-minute activities can make the classroom environment enthusiastic, fun filled, energetic and active. The group was also explained how these icebreakers can be used to initiate class, as a starting activity for introducing some concept and also for strengthening some concept or at the time of evaluation. This was followed by next session in which the participants were shown a film on "Morning Assembly- A fun filled way to start the day". The film showcased how morning assemblies can be a medium of learning. These can be fun filled, activities based, theme-based morning assemblies in which students are actively participating in various morning assembly activities. After watching the

movie, there were a whole lot of curiosity questions and certain comments eg. 'it was all like a dream' and 'how much effort has been put up in this training on AIL' etc. which boosted our confidence also. Next two sessions focused on types of art forms i.e. 'Visual and Performing'. The session oriented the participants about the various types of art forms, their examples and how these can be used in classroom for teaching different concepts. Use of easily available and waste material was also stressed.

Training for Mentor Teachers on Effective use of K- Yan and Tablets in classroom teaching

One day Capacity Building for Mentor Teachers of District West dated 17th May, 2019 on Effective use of K-Yan and Tablets in classroom teaching. In this one full day training programme, the mentor teachers were oriented about the Effective use of K-Yan and Tablets in classroom. Mr. Shuiab, Mr. Rohit Upadhyaya and Ms. Swarnali discussed how to connect, usage and basic troubleshooting (DO's and Don'ts) including Hands on experience on K-Yan. Usage of Tabs, various apps integrated to use Tabs, screen cast of tabs on projector/smartTV/laptops were discussed. The participants were also made to understand various Google Tools: Google Doc, Google Sheet, Google slides and Google Forms were developed. Over all it was a fruitful experience.

Training for Mentor Teachers of District West on Action Research

One day training for Capacity Building Program for Mentor Teachers of District West organized at DIET, Rajinder Nagar on 1/10/2019. It is essential for mentor teachers to understand the existing problem and search for its solution in the given context. In this workshop resource person Dr. Mohammad Zamir explained the meaning of research and the need of doing the research. This was followed by an explanation on its types and how it is conducted and the steps of doing the action research namely, Decision, Perceived dissatisfaction of a situation, Define Problem, Analyze Problem, Hypothesis ideas, Implement Plan, Evaluate Action, Reflect and understand action.

Faculty Development Exposure Visit to Kerala

The team of five academic Faculty members from DIET visited Kerala from 4 th December, 2019 to 11 th December, 2019 to study and exchange the educational practices in the State of Kerala schools and teacher education institutes for adapting and adopting the best practices there, get firsthand experience and exposure about the innovations, experimentation and best practices in the field of Elementary education in Kerala, visit best schools and teacher-education institutes, SCERT/ DIETs of Kochi and Trivandrum to observe and study the Geographical conditions including flora and fauna of Kerala and explore the socio-cultural characteristics of Kerala. Places of educational /historical/cultural were visited viz. Kochi Fort/ Museum, Kochi Beach, St. Joseph College of Teacher Education, Munnar, Spice Garden, Riffle Tea Factory Allepy Backwaters –Alappuzha , Visit to BRC, an Aided School, Primary/Elementary Govt. School , Vivekananda Rock Memorial, Visit to SCERT in Tiruvananthapuram, KITE (Kerala Infrastructure and Technology and

Education ,Art Gallery etc. The use of ICT was quite evident in the schools and teacher education institutes.



B. Ed College



Interactions with Faculty of SCERT,
Tiruvanthpuram

Significant Takeaways:

State's own Curriculum, Textbooks and reading material to suit its own locale needs. Timely revision and inclusion of contemporary issues and value laden components, ICT enabled classrooms and mandatory 10 Days training and 4 days ICT training for all teachers, working in Community are embedded in the Curriculum, DIETs are also enjoying autonomy in functioning and are using ICT and other innovative projects like Sureeli Hindi and Hello English and other community projects,. BRCs, CRCs are independently doing need-based teacher training and follow up. There are only three Teacher Education Institutes that have well-proportioned intake in D El. Ed, B. Ed and M. Ed. Selection is also through Teacher Board having merit criteria along with Interviews. SCERT enables/ funds the Research /Material work by faculty SCERT/DIET/Teachers/NGOs or independent Innovative teacher directly and extends all academic and administrative support, however there are no National or International exposure for Teachers or Teacher –Educators in the State. They were appreciative of Delhi State Interventions in Education viz MT, TDC, Happiness and EMC Programs etc. Kerala has natural surroundings and rich cultural heritage and they take pride to conserve and preserve it. The simplicity and commitment are commendable in the fabric of society.

Faculty members visited: Dr. Mohammad Zamir (Principal), Dr. Lovely Puri, Sr. Lecturer, Dr.SangeetaChoudhary, Sr. Lecturer, Ms.DeepikaMalhotra, Lecturer and Dr.SeemaSrivastava, Sr. Lecturer (Co-ordinator)

DIET Rajinder Nagar as a Resource Centre For Art Integrated Learning

DIET Rajinder Nagar has been the 'State level Resource Centre for Art integrated Learning' since year 2011. Since then it has been engaged in various activities for promotion of understanding and development of various skills for use of AIL pedagogy in classroom situation by different stakeholders. This year's AIL based activities done by DIET are as under:

1. Training in AIL pedagogy through workshops and practical training sessions of pre service trainees as well as in-service teachers.
2. Orientation of district West A and B Mentor Teachers on AIL pedagogy
3. Production of Concept based films on how to teach through AIL pedagogy
4. Use of AIL pedagogy by D.El.Ed trainees during the School Experience Program
5. Books under publication related to integration of different art forms in primary classes
6. Dissemination of 'AIL process document' to Mentor teachers and district schools through Mentor teachers for reference purpose.

Publications (Please refer 3.15.3 section of this report)

4.3 DISTRICT INSTITUTION OF EDUCATION AND TRAINING, KARKARDOOMA



Figure 1: Book on Teaching of Punjabi



Figure 2: Marchrom work



Figure 3: Bharat Parv Visit



Figure 4: Interstate visit to rajasthan



Figure 5: Republic Day



Figure 6: Annual PAC (2019-2)



INSET Programme for Nursery Teachers
of DoE



INSET Programme for Assistant Teachers
of DoE



Need assessment workshop for Principals
training prog.



Visit to Free School under the Bridge



Visit to State level exhibition



Interstate visit to Rajasthan

PRE-SERVICE TRAINING PROGRAMMES

D.El.Ed. RESULTS

D.El.Ed	No of trainees appeared	No of trainees Passed	Pass Percentage
II Year	104	103	99.04%
I Year	112	112	100 %

WORKSHOPS AND EXTENSION LECTURES CONDUCTED FOR D.EL.ED. TRAINEES

S.No	Month	Activity	Target Group	Days	Coordinator
1.	3 to 5 July 2019	Workshop on Yoga	D.El.Ed. 2 nd year	3	Dr. Rashmi Dr. Poonam
2.	8 to 10 July 2019	Workshop on Disaster Awareness	D.El.Ed. 2 nd year	3	Dr. Rashmi Dr. Sunil Kumar Dr. Mamta
3.	22-26 July & 19-23 August 2020	Workshop on Theatre in Education	D.El.Ed. 1 st &2 nd year Trainees	10	Dr. Munesh Kumar Dr. Mamta
4.	21-23 August 2019	Life Style & Stress Management Workshop	D.El.Ed. 2 nd year	3	Dr. Rashmi Dr. Poonam
5.	27-30 August 2019	Workshop On Ensuring value education through education	D.El.Ed. 1 st year	3	Dr. Munesh Dr. Sunil Kumar
6.	3-9 Oct. 2019	Micro Teaching Workshop	D.El.Ed. 1 st year	5	Dr. Urvashi Gupta
	14-15 & 21-22 Oct 2019	Workshop on Action Research	D.El.Ed. 1 st Year & 2 nd Year	4	Dr. Rajashree Pradhan
7.	14-18 Oct. 2019	Workshop on TLM	D.El.Ed. 1 st , 2 nd year Trainees	5	Dr. Sunil Kumar Dr. Mamta Yadav

8.	21-23 Oct. 2019	Orientation on SEP	D.El.Ed. Trainees	3	Dr. Munesh Kumar Dr. Sunil Kumar
9.	30 Oct. 2019	Pre- SEP Meeting	D.El.Ed. Trainees	1	Dr.MuneshKumar
10.	31 Oct. 2019	Commencement of SEP	D.El.Ed. Trainees	1	Dr. Munesh
11.	15-21 Jan 2020	Workshop on Self Defence	D.El.Ed. 2 nd year	5	Dr. Munesh Kumar & Mr. Deepak
12	13-27 Jan. 2020	Workshop On English Teaching	D.El.Ed. 1 st year Trainees	11	Mr. Parveen Kumar
13	13-27 Jan. 2020	Workshop on Computer Education	D.El.Ed. 1 st year	11	Dr. Urvashi Gupta Ms. M.K. Jayala
14	27.01.2020 to 03.02.2020	Workshop on Macrame	D.El.Ed. 2 nd year	6	Dr. Kaushika. P. Rawat
15	3-5 feb.2020	Workshop on First Aid	D.El.Ed. 1 st year	3	Dr. Munesh Kumar Mr. Deepak
16	28 Jan. 2020	Extension lecture on Mathematics Education	D.El.Ed. 1 st & 2 nd year	1	Dr. Munesh Kumar & Ms. Preeti
17	2 & 4 March,2020	Extension lecture on Art Education & Work Education	D.El.Ed. 2 nd year	2	Dr. Munesh Kumar
18	3 March 2020	Extension lecture on Child Development	D.El.Ed. 1 st year	1	Dr. Munesh Kumar, Ms. Preeti & Dr. Mamta
19	3 & 4 March,2020	Extension lecture on Language Education	D.El.Ed. 2 nd year	2	Dr. Munesh Kumar, Mr. Parveen & Dr. Mamta
20	13 Feb 2020	Post- SEP Meeting	Principal of DOE & EDMC	1	Dr.Munesh Kumar

School Experience Programme (SEP) (2019)

School Experience Programme started with an orientation programme for D.El.Ed trainees for three days w.e.f. 21st to 23rd Oct. 2019 with the prime objective of orienting D.El. Edtrainees about their duties and assignments to be carried out in the school during SEP. This programme followed by a Pre-SEP meeting organized on 30th October 2019 for Principals of different schools under EDMC and DoE taken for SEP 2019. Dr. M. S. Alam, Principal of DIET started the meeting with warm welcome of all the Principals and discussed the objectives with Principals of DoE & EDMC for smooth functioning of SEP programme. Dr. Munesh Kumar (Head, PSTE) addressed the Principals & faculty members regarding rules & regulation to be followed during SEP. The SEP was completed successfully by following all the guidelines and supervision of faculty members and school teachers and principals of respective schools. After completion of SEP, a Post SEP meeting was organised on 13th Feb 2020 at DIET, Karkardooma with the objective

of improving SEP programme through suggestions/ feedback from the principals of respective schools under DoE and EDMC taken for SEP programme. Dr. Rajashree Pradhan presided the meeting. Most of the principals suggested that DIET faculty members should provide a model lesson plan for each of the subject as reference to each principal for easy facilitation of supervision by the principals and teachers. Most of the Principals also suggested that the writing skills of the trainees should be emphasized as well their attitudes and etiquette. They also appreciated the efforts and initiations taken by the trainees starting from the morning assembly to various activities of the school. They were also informed that they should feel free to provide their suggestion through email. The meeting ended with vote of thanks by Dr. Jagbir Singh.

Workshop on Self Defence

DIET, Karkardooma organised a 5-days (15 to 21 Jan 2020) workshop on 'Self Defence' for students of D.El.Ed.2nd year. The goal of the workshop is to make students aware about the safety of ourselves. The resource persons for the workshop were Mr. Ashok Kumar and Mr. Neeraj Chaudhary



Glimpses of Innovations during school experience programme

During the school experience programme pupil-teachers have adopted some new initiatives during classroom teaching learning process along with compulsory SEP assignments. These initiatives were undertaken with supervision of Dr. Rajashree Pradhan, Sr. Lect(P&M).

Attendance chart: The attendance chart was developed on which vertically the name of the students with different colours and horizontally the dates are written along with the reinforcement column at the end of every week and every month. The chart is mounted on the wall and the students are asked to make tick mark against their names. By doing this the students who were not able to write their names before became able to do it. Reinforcement is being given to the students on the basis of their attendance to motivate other irregular students.



Student Portfolio

Pupil teacher developed individual student portfolio in the shape of a packet by involving the students and through the use of old newspaper. Through this the students learn to make envelop or paper bag to put the glimpses of their performances. This helps the pupil-teacher to keep the record of the individual student's progress.



Reading test in the language

Reading test is being conducted in different classes assigned to the pupil-teachers in one of the language i.e. English and Hindi to know the baseline status of the students and there by planning the strategies. Reading test was done through different texts taken i.e story, simple poem, dialogue, news as per the level of the class beyond the textbook specified for the class. It is followed by making the students read the text and evaluate thereby. One evaluation sheet is prepared to classify the students on the basis of their reading level such as letter identification, word formation sentence formation etc.

Student corner:

Pupil- teacher develops the student corner for displaying the student performances in different subjects and various areas which motivates them to do better performance by seeing their name on the student corner.



IMPORTANT EVENTS & CELEBRATIONS

1. **Eid Celebration:** On 4th June 2019 a special assembly organized to celebrate Eid which is on 5th June 2019. The 2nd year trainees of DIET, KKD gave speeches and faculty members also highlighted the month long fast before the day of Eid and how it is celebrated on the occasion of Eid and its importance to cultural unity of our country.
2. **Orientation Week:** The orientation programme for the D.El.Ed.1st year students was organized from 1st to 6th August, 2019. The students were oriented towards various functions and activities of DIET. The freshers portrayed their talent and various performances were given by 2nd year students to welcome their juniors.
3. **Teej Celebration:** Teej celebration was organised on 2nd August 2019 in DIET campus. The students celebrated the Teej festival by singing songs and dance performances. Speeches were also given by few students. Mehndi competition was also held for students of both years.



4. **Independence Day & Rakshabandhan**

Celebration: August 14, 2019 was celebrated as Independence Day in the DIET, KKD. The National flag of our country was hoisted by our Principal. Everyone gave salute to the National flag and sang the National Anthem. On this auspicious occasion a colourful programme was organized by the trainees where solo and group dance and song performances were given followed by speeches by the Principal and faculty members.



Raksha Bandhan festival was also celebrated on 14th August 2019. Special morning assembly was held and Rakhi making and Thali decoration competitions were held for all the students of DIET.

5. **Celebration of Literacy Week and Hindi Divas:** Literacy week was celebrated at DIET campus from 6th September to 13th September 2019. Various activities were conducted throughout the week in DIET. Dr. Jagbir Singh, Sr. Lect (DRU) and Mr. Parveen Kumar, Lect (PSTE) coordinated the programme. The trainees participated in different activities under the supervision of academic staff members. All the competitions were based upon different social issues like literacy, Poverty, Population, Small Family and environment protection and many more.

Hindi Divas was celebrated in the institution on 13th September 2019. It was celebrated to make the students understand the value of the Hindi language.

- 6. Republic Day Celebration:** Republic Day was celebrated at DIET, Karkadooma on 24th January 2020. After the flag hoisting, Dr. M.S. Alam, Principal, addressed students with an inspirational speech by highlighting the importance of the day for the teacher-trainees and the role in preserving the basic ideas of our freedom struggle. He sensitized students about their rights and duties towards our Nation to make it peaceful, happy and developed. He also praised the trainees and faculty members to organize a very beautiful programme based on patriotism.

Other Programmes celebrated in DIET		
S.No.	Programme	Date
1.	Janmashtami	23 rd August 2019,
2.	Teachers' Day Celebration	5 th Sept. 2019
3.	Gandhi Jayanti	1 st Oct. 2019
4.	Lohri and Makar Sankranti Celebration	13 th Jan. 2020

EDUCATIONAL VISITS				
S.No.	Visiting places	Date	Faculty	Trainees
1.	Visit to NCTE on the occasion of International conference on journey of "Teacher Education: Local to Global"	17-18 August 2019	Dr. Munesh Kumar, Mr. Parveen Kumar Dr. Sunil Kumar	15 D.El.Ed. 2 nd year Trainees
2.	Visit to NCERT on its 59 th Foundation Day	1 st Sep. 2019	Ms. Kalyani Biswal	10 D.El.Ed. 2 nd year Trainees
3.	Visit to a school for marginalized children named "Free school under the bridge"	9 th Sept. 2019	Dr. Jagbir Singh Dr. Rajashree Pradhan Dr. Kaushika P. Rawat	D.El.Ed. trainees
4.	State Level Science Exhibition organized by DoE at RPVV Surajmal Vihar	9 th Dec. 2019	Dr. Urvashi Gupta Ms. Preeti Sharma	D.El.Ed. 2 nd year Trainees
5.	World book fair	10 Jan, 2020	All Faculty Members	D.El.Ed. Trainees

6.	Bharat Parv	30 Jan. 2020	All Faculty Members	D.El.Ed. Trainees
7.	International Craft Festival at Suraj Kund	14 Feb. 2020	All Faculty Members	D.El.Ed. Trainees
8.	Inter State visit to Rajasthan	17-22 Feb.2020	Dr. Munesh Kumar along with 7 Faculty members	D.El.Ed. Trainees 2 nd year

SUMMARY OF TOTAL IN-SERVICE PROGRAMMES

Name of INSET Programmes under SamagraSiksha			
Target Group	No. of Programmes conducted	Expected	Trained
PGT's	06	330	273
TGT's	30	1905	1519
Primary Teacher	08	500	430
Nur. + K.G	06	277	255
HOS	01	108	72
NISHTHA Prog.	15	2519	1663
Total	66	5531	4212
INSET Programmes under DIET Head			
Primary Teachers	2	100	94
Nursery teachers	1	25	25
Total	3	125	119
*DPCM	6	160	133

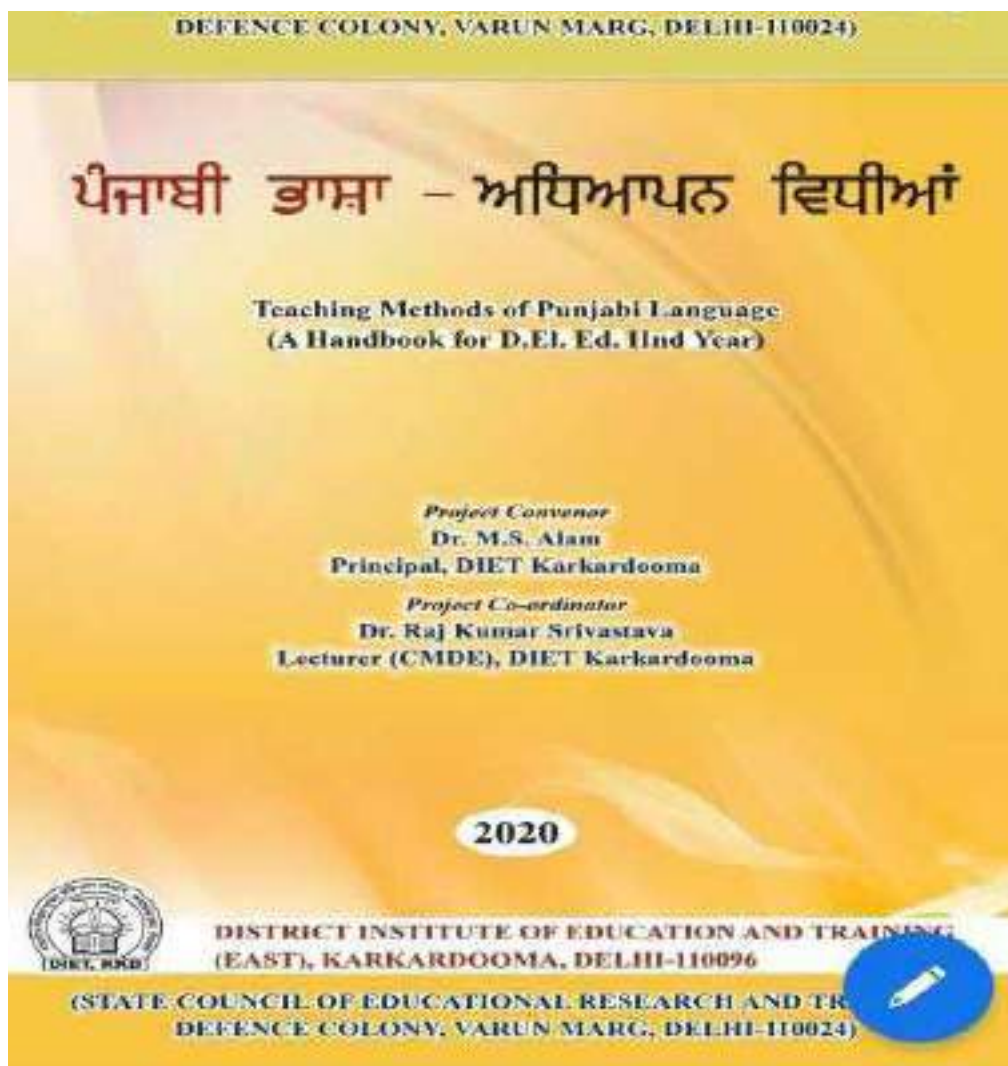
❖ Organisation of Research Advisory Committee

Research Advisory Committee meeting was organised by inviting the RAC members on 24th October 2019 in DIET, Karkardooma to review the research projects taken in Annual PAC (2019-20) i.e., "Inclusive Participation of Students in Primary Schools of Delhi". After the workshop as per advice by the committee the project has been reframed.



New Initiative under Material Development:

- ❖ **“Development of study material for Teaching of Punjabi Language” for D.El.Ed trainees (I &II year):** The teaching of Punjabi handbook for 1st year & 2nd year has been developed by following all the due process of conducting workshops, Making draft, finalizing after reviewing by the experts and proof reading. This is a good initiative for the first time since punjabi language has been introduced in DIET. It has been developed under the guidance of Dr. M.S.Alam, Principal and coordination of Dr.R.K. Srivastava, Lect(CMDE) & Mr. Tirath Singh (Guest Lect., Language Education –Punjabi)



4.4 DISTRICT INSTITUTE OF EDUCATION AND TRAINING, DILSHAD GARDEN

All Staff Members of DIET



Jivan Vidhya Shivar



Clay Modling



Workshop on First aid



Workshop on Self Defense



Visit to Goonj (A NGO)



Soft Toys Making Workshop



Group Photo of D.El.Ed II & I Year





Visit to CIET



Workshop on Creative Art and Craft



Independence Day Celebration

Workshop on Cooking



Celebration of Republic Day

Workshop on Yoga



Jeevan Vidya Shivir

The main objective of Jeevan Vidhya Shivir is to change the perception & way of thinking of all human beings. It also explains us to think and work on oneself rather than changing others. It explains humans' relationship with nature and society.



Orientation Programme for New Entrants

Orientation programme for new entrants was organized to orient them about the structure of DIET, aims and functions of institute and it's various departments. It serves as a great platform for trainees and DIET to share their expectations from each other.



Orientation Programme for Parents of New Entrants

The institute took an initiative to organise an orientation programme for the parents of newly admitted trainees of first year. This programme was an outcome of the belief of DIET that it's the duty of all stakeholders to join hand together for the development of trainees. This orientation programme provided a platform for DIET to share about the process through which their ward will go through next two years and also understand the expectations of parents from the institute.

Orientation Programme for Parents of New Entrants



Celebrations of various Festivals and important days

India is a secular country, having people of different religions, faith and diverse culture. This diversity is also present in the classroom where these trainees have to work in future. So to make them aware about this cultural and religious diversity DIET provides them opportunities to celebrate all the festivals and important days, it also gives vision to trainees about the celebration of these festivals in schools also.

Independence Day Celebration



Teacher's Day Celebration



Sports Day Celebration



Celebration of Literacy Week

Literacy Week was celebrated in DIET from 2nd to 6th September 2019. During this celebration various workshops and lectures were organized to elaborate the meaning of literacy, need and importance of literacy. Also trainees were made aware about the overall literacy rate of India and where we are lacking behind.

Celebration of Literacy Week



Educational Visits and Excursions

DIET organizes numerous local and outstation visits and excursions for D.El.Ed Trainees to make the trainees aware about rich socio-cultural heritage of various places and innovations in the field of Teacher Education. Some of the important visits that are organized by DIET in this year are as follows:

Visit to Suraj Kund Craft Fair



Out Station Educational Tour to Himachal Pradesh

DIET Dilshad Garden organized 6 days outstation educational excursion to Himachal Pradesh for trainees. During this excursion they visited few DIETs and many historical places to understand functioning of teacher training institutes and schools in Himachal Pradesh.



School Experience Programme

DIET, Dilshad Garden organized School Experience Programme for trainees of both years. As per the schedule, SEP was organized from 23rd October, 2019 to 30th December, 2019. It is three months Programme. It's main Purpose is to provide opportunity to trainees to apply their theoretical learning & skill in practice.

Exhibition of Teaching Learning Material during SEP



In-Service Teacher Training Programme (2019 -20)

One of the major functions of the DIET is to train various stakeholders as Principal/ Head of Schools, Teachers of different levels, Key Recourse persons, SMC members, Mentor teachers, Teacher development coordinators, Lab assistants and teachers of miscellaneous category. In this reference DIET, Dilshad Garden has organised many In-service Programmes for these stakeholders. In this academic year (2019-20) DIET had trained 2561 primary teachers under NISHTHA training programme which are as follows:

S. No.	Category of Teachers	Proposed Participants	No. of Participants
1	Post Graduate Teachers	1435	1177
2	Trained Graduate Teachers	2163	1783
3	In-charge Primary Section	320	274
4	Laboratory Assistants	330	295
5	Mentor Teachers	140	128
6	Teacher Development Coordinators (in different cycles)	178	174
7	Key Resource Persons	160	147
8	Head of Schools of East Delhi Municipal Corporation Primary Schools	200	220
9	Primary Teachers Under NISHTHA Training	2845	2561
10	Special Training Centre Teachers	526	115
11	Eco Club Teachers		103
12	Entrepreneurship Curriculum Mindset Coordinators		125
13	Miscellaneous category		28
14	Orientation on Inclusive Education for teachers		72
15	Need Assessment and Course design workshop		28
	Grand Total	8466	7324

In-Service Programmes





Research Projects (Please refer 3.15.2 Research Section of this report)

Material Development

DIET Dilshad garden took initiatives in providing resource support in the development of locally relevant curriculum, study material, teaching learning material, manuals and assessment tools for gauging the progress of educational programmes as well as the progress of learners at District level. Following material has been published in year (2019-20).

❖ **A Manual on development of critical thinking through Mathematical concepts at primary level (in Hindi)**

Mathematical thinking is more than being able to do calculations or solve problems. The ability to explore, discover, try to find a creative solution and make mistakes, create new knowledge rules based one's own experiences etc., are some aspects of learning which the curriculum is highlighting and focusing. We need such type of textbooks or reading material which can foster critical thinking skills. Understanding this need DIET Dilshad Garden prepared a manual on development of critical thinking through Mathematical concepts at primary level. this manual will be of great help for primary teachers To identify visual representations which can contribute to the development of critical thinking skills, To discuss the ways of connecting mathematics with daily life situations, To discuss the ways of analyzing responses, To discuss that how to create such learning environment which foster critical thinking

❖ **A manual on Teaching Learning Process and Assessment in Mathematics at Upper Primary Level (in Hindi).**

The assessment is an inseparable part of educational process; in this regard DIET Dilshad Garden has taken an initiative to develop a manual for upper primary teachers on assessment and teaching learning process in mathematics. This manual is helpful for teachers to understand different methods, innovations and how to frame appropriate questions in assessment.

4.5 DISTRICT INSTITUTE OF EDUCATION AND TRAINING, PITAMPURA



Staff of DIET Pitampura



Chief Guest Ms. Ira Singhal, IAS during Independence Day Celebration



Hindi Diwas Celebration: Kavi Samelan & Invitee Dr. Anamika Principal DIET Kpuram



Pledge on Pollution Free Diwali



Participation by D.El.Ed. Trainees

1. Cultural Competition “Harit Spandan” at Institute of Vocational Studies, Sheikh Sarai on 13/2/2020.
2. Inter College/Institution Nukkad Natak Competition on 26/02/2020 at Janki Devi Memorial College, University of Delhi.



DISTRICT INSTITUTE OF EDUCATION & TRAINING (DIET) PITAMPURA, DELHI came into existence on July, 1997 as centrally sponsored scheme of Government of India, Ministry of Human Resource & Development under the administrative control of State Council of Educational Research & Training (SCERT), Delhi as an apex body at state level. This DIET is functioning in the North-West District with all the following seven units of DIET

- ❖ Pre-service Teacher Education (PSTE)
- ❖ Planning & Management (P&M)
- ❖ In-service, Field interaction, Innovation & Co-ordination (IFIIC)
- ❖ Work Experience (WE)
- ❖ Education Technology (ET)
- ❖ Curriculum Material Development & Evaluation (CMDE)
- ❖ District Resource Unit (DRU) for Adult and Non-Formal Education.

Important programmes/ activities of DIET (2019-20)

Work Education Workshop

- ❖ A workshop was organized from 7th August 2019 to 9th August 2019 under the supervision of Ms. Mridula Bhardwaj. Experienced resource people were invited for the three day workshop. The resource persons were Mr. Vijit and Ms. Archana Jain. The objectives of the workshop were to make trainees understand how to make TLM from waste material and to inculcate value of cooperation and coordination among them.

Exhibition displaying TLMs made by trainees



Theatre Education Workshop

- ❖ A workshop on Theatre Education was organized from 20th August 2019 till 26th August 2019 under the supervision of Ms. Mridula Bhardwaj and experts for the 5 day workshop. The experts were Mr. Manoj Kumar and Ms. Neeraj Kumari. The main objective of the workshop was to develop confidence and effective communication skills among trainees and using theatre as an effective medium for teaching different subjects. Many activities were performed like blind fold activity which helped in arousing attention towards different issues like save water, avoid junk food, social discrimination etc. Overall the workshop was very successful in terms of confidence building and teaching of various curricular subjects through theatre.



Workshop of Critical Thinking and Transformative Learning

- ❖ A 4 day workshop was conducted from 2nd of September – 6th of September 2019 on critical thinking and transformative learning for I year trainees under Dr. H.L.Khatri, Ms. Shinam Batra, Ms. Pragati Srivastava and Ms. Lovey Aggarwal along with the resource persons Dr. Anil Kumar Teotia and Ms. Nivedita. The main objective of the workshop was to facilitate trainees to identify beliefs/ perceptions/ notions, think critically and develop ability to analyze them. The methodology used were introspection and observation.

Resource Person elaborating on CTTL



E.V.S Workshop

- ❖ On 9th of October a workshop was conducted on “Activity based learning” of subject E.V.S under Dr. Suman and resource person Mr. Jai Ram. It was an interactive workshop which was based on child-friendly classroom activities. The main objective of the workshop was to make trainees understand the use of waste and low cost material to gain knowledge from exploring their surroundings.



Resource Person demonstrating activities

Demonstration of Upper Primary Science Kit

- ❖ A one day workshop on demonstration of upper primary science kit was co-ordinated by Dr. Suman Dabas on 30th of August 2019 with Mr. Shailendra Kumar as expert. During the workshop various experiments were demonstrated by using science kit.

Trainees Using UPSK



Disaster Awareness and Management Workshop

- ❖ A one day workshop was organized on 18th of July on “Disaster Awareness and Management” under the guidance of Ms. Anju Sharma, Ms. Pragati Srivastava, Mr. Laxman Singh (Ex. DSO) and Mr. P. R. Sharma. The awareness about the disaster, type of disaster, problems created by disaster, disaster management and fire safety precautions was developed among trainees that will be helpful to them in future daily life.



- ❖ Apart from above workshops trainees were given exposure to different educational organisation and activities some of which are as below.
- ❖ **International Conference on Journey of Teacher Education : Local to Global**
- ❖ The National Council for Teacher Education (NCTE) organised an International Conference on Journey of Teacher Education on 17th and 18th of August 2019. Trainees attended the conference alongwith faculty of DIET, Dr. Suman and Ms. Vandana. The theme of conference was to plan and coordinate development of the teacher education system throughout the country along with the regulation and proper maintenance of norms and standards in Teacher Education System.

Trainees and Faculty at NCTE Conference



Science Exhibition

- ❖ A three days state level Science Exhibition was organized by Directorate of Education, Delhi at RPVV, Surajmal Vihar w.e.f. 09-12-2019 to 11-12-2019. DIET Pitampura trainees actively participated in this exhibition under guidance of Science faculty Dr. Suman on 09-12-2019. Following exhibits were displayed and demonstrated during the exhibition by I and II year trainees.



- ❖ Dr. Nahar Singh, Joint Director SCERT visited the exhibition and applauded efforts of trainees. Organisational authorities of science exhibition selected Ajay and Yogesh to perform their 'Air Pressure Activity' on next day also. Overall it was a good learning experience for trainees and all exhibits receive a huge appreciation.

Extension Lectures for Trainees



SCHOOL EXPERIENCE PROGRAMME 2019-20

- ❖ **Commencement of School Experience Programme 2019-20** for D.El.Ed trainees under the guidance of Principal, Dr. Ram Kishan, was w.e.f. 21.10.19 to 28.12.19 in 12 Sarvodaya Vidyalayas under DoE and 17 MC Primary Schools and was successfully completed as per their curriculum.

Glimpses of School Experience Programme



Celebrating events and **festivals** have become an integral part of learning and building a strong cultural belief in a child. Such **celebration** will bring trainees closer to traditional and cultural belief. Some of these are:

S. No.	Event	Dates
1.	Orientation Week	31 st July – 2 nd August 2019
2.	Independence Day	14th August 2019
3.	Teacher's Day	5th September 2019
4.	Hindi Diwas	13th September 2019
5.	Gandhi & Lal Bahadur Shastri Jayanti	1st October 2019

6	Diwali Celebration & Pledge	27th October 2019
7	Basant Panchami and Lohri	13th January 2020
8	Republic Day	24th January 2020
9	Basant Panchmi	30 th January 2020
10	Annual Day and Farewell	4 th March 2020

Brief Reports of the Research Projects (Please refer 3.15.2 Research section of this report)

Research Papers and Articles by faculty members (Please refer 3.15.3 of this section of this report)

4.6 DISTRICT INSTITUTE OF EDUCATION AND TRAINING, KESHAV PURAM



Glimpses of Various Activities and Programmes Organised at DIET

Orientation Week



Independence Day



Hindi Pakhwada



Literacy Week



30th Foundation Day of DIET KP





Highlights of important programmes (2019-20)

❖ HIGHLIGHTS OF PRE-SERVICE TEACHER EDUCATION

RESULT ANALYSIS OF D.EL.ED II YEAR(BATCH 2017-19)

Position Holders			
Position	Name	Marks out of 2300	Percentage %
I	Ishita	1944	84.50
II	Prishita	1935	84.13
III	Molika Ahlawat	1924	83.65

Result		
Total trainees appeared	Distinctions (> 75%)	I Division (60-74.9%)
135	94	41

RESULT ANALYSIS OF D.EL.ED I YEAR(BATCH 2018-20)

Total Appeared	Distinctions (above 75%)	I Division (60-74.9%)	Re-appear
142	79	62	01

Position Holders OF D.EL.ED I YEAR(BATCH 2018-20)

Positions	Name	Marks out of 1150	Percentage %
I	Richa Goel	996	86.60
II	Tanu	975	84.78
III	BhartiVerma	955	83.04

OVERALL POSITIONS IN DIETs OF KESHAV PURAM TRAINEES IN DELHI

S.No.	Position held in Delhi Govt. DIETs	Name of the position holder	Grand total acquired by the trainees
	3 rd	Ishita	1944
	6 th	Prishita	1935
	7 th	Molika Ahlawat	1924
	8 th	Pooja Patwal	1921
	9 th	Sakina	1920

INNOVATIVE PROGRAMMES

- ❖ **TITLE: Building capacity of each D.El.Ed 2nd year trainees to become a confident & competent teacher by developing their pedagogical skills.**

OBJECTIVES

To provide an opportunity to teacher trainees to practice teaching by using various new teaching methodologies and strategies with the use of ICT ,analysing and covering the gaps in teaching and content knowledge.

PROGRAM DETAILS

Time Duration 2 Months

Program was run from month of July to September before School Experience Program (SEP)

Daily Practice Time 1.5 hrs

Everyday one and half hour was allotted in which 2 trainees presented their lesson plans for 30 minutes each followed by a reflection session.

Feedback

An observation Performa was used to give feedback. Three trainees acted as observers in a group and gave feedback on one's teaching. Other trainees also had freedom to give feedback during reflection session.

Tool

A google form (comprising of 34 questions based on 10 skills to be practised as mentioned in observation performa) was used to conduct Pre and post tests to gauge students level of competence before and after SDP

Analysis

Data was analysed using Microsoft excel.

During stage 1, trainees found gaps in their content knowledge especially in maths and science.. This was followed by participants solving their difficulties in the group itself with the of help of each other. Some participants and faculty provided support to other groups also on the basis of their expertise in a particular topic of a subject.

During stage 2 trainees of each group taught daily for 30 minutes within their respective groups on topics selected from middle school curriculum. In each group a trainee played the role of teacher, student and observer. When one trainee was teaching, three trainees acted as observers and remaining trainees were supposed to act like students in a classroom. Observers rated individual's teaching on the scale of 1 to 5 on a number of parameters mentioned in observation performance, modulation and transaction effectiveness. Afterwards, observers justified and analysed the ratings given to one's teaching with suggestions to improve. During reflection session trainees playing role of students also had freedom to give feedback on one's teaching. Faculty members also assessed said lesson plans and provided feedback. It was emphasized that trainees use more and more TLMs in order to make the lesson more interactive and interesting and thereby, find creative ways to present subject content. Lessons were delivered using PowerPoint presentation, activities, flashcards and games, puppets, Role Play and many more methods.

CONCLUSION

A pre- test conducted in the SDP assessing their capacity as teacher trainee's revealed shortcomings in content knowledge and teaching skills in Mathematics, Science and English in general. Over next two months, SDP focused on enhancement of the trainee's with respect to their subject understanding and content delivery skills. SDP targeted the enhancement of school subjects content and Teaching Learning Material (TLM) usage along with few basic teaching skills like black board writing, stimulus variation, creativity pupil participation, methodology, communication, voice modulation. It was a mock drill exercise in control groups of 1:20 (all peers) basic performer teacher trainees, observer teacher trainees followed by general discussion in the group about the effectiveness of classroom content delivery.

SDP 19-20 turned out to be very productive and focused exercise that enhanced the teaching skills of trainees in a concentrated, time bound manner. On an average 17-20% capacity built up was observed in all critical assessment areas.

Another positive outcome was heightened confidence of trainees to take up the challenge of classroom teaching. Additionally trainees got firsthand experience of structured learning and teaching, effective use of ICT, analysis and developmental feedback. SDP also served as a pre exercise to make and use TLM effectively while teaching.

❖ ORGANISATION OF ORIENTATION WEEK

In this session 2019-20, DIET Keshav Puram came up with innovative idea for organising Orientation week for D.El.Ed I year trainees under the guidance of Dr D S Yadav. A five day programme with different theme on each day was planned and organised by the DIET in order to enhance the skills and critical thinking of trainees. Also experts from different walks of expertise were invited

to inaugurate the respective day. The themes of five respective days were: Performing Art; Inclusion; Professional Ethics; Skill Development; Integration of Curriculum.

❖ **CELEBRATION OF FOUNDATION DAY**

DIET Keshav Puram celebrated its 30th Foundation day on 26th Sep. 2019. On this great event, DIET invited all the previous Principals who served DIET KP since its inception in 1989. Also the first Director of SCERT, Dr Bhandari along with the present Director, Ms Sunita Kaushik and Dr Nahar Singh graced the occasion with their presence.

❖ **DENTAL HEALTH & CHECK UP CAMP BY DENTAL CLOVE**

“Keep smiling because life is a beautiful thing and there’s so much to smile about” -Marilyn Monroe

A workshop cum dental check -up camp was organised at DIET Keshav Puram on 15th October 2019 by Clove dental clinic keeping in mind the oral and dental health of trainees, faculty and staff of DIET, Keshav Puram. Details of the workshop are as under:



A lecture regarding oral health, oral hygiene, do's and don'ts for healthy, strong and shiny teeth was given by Cloves. It was a very interactive session. Dental check- up of faculty, staff and trainees was done by the expert team of Cloves dentists; relevant recommendations were suggested individually. Cloves also distributed the free service coupes to all the participants.

❖ Research Projects with report

(Please refer 3.15.2 Research section of this report)

❖ Research paper and article (Please refer 3.15.3 section of this report)

4.7 DISTRICT INSTITUTE OF EDUCATION AND TRAINING MOTI-BAGH, NEW DELHI-110021



DIET Family



Lohri Celebration



Foundation day



Republic day celebration



Visit to Bharat Parv at Lal Qilla



Retirement of Dr. A.N. Goswami, Principal

IMPORTANT EVENTS AND CELEBRATIONS (2019-20)

Independence Day Celebration

DIET, Moti Bagh, celebrated Independence Day with zeal and spirit befitting the occasion on 14th August 2019. The celebration activities held on the campus were conducted after morning assembly. The entire DIET assembled at the ground. There was a House-wise march past.



Janamashtami Celebration

Shree Krishna janmotsav was celebrated by D.EL.ED students on 24th August 2019. The event was coordinated by 2nd year students whole heartedly. Students along with faculty members worshipped Lord Krishna.

Literacy Week Celebration

The International literacy day was celebrated on 18th September 2019 with great enthusiasm in DIET MOTI BAGH. The International literacy week was organized by DRU department, DIET, Moti Bagh.

Teacher's Day Celebration

We celebrated our Teachers' day on 5th September. Students expressed their gratitude and appreciation for their teachers. The faculty members and the D.El. Ed students coordinated the function. This day is dedicated to Dr.Sarvepalli Radhakrishnan –The Second President of India.

Mahatma Gandhi And Lal Bahadur Shastri's Jayanti

We celebrated Mahatma Gandhi and Lal Bahadur Shastri Jayanti on 1st October 2019 with great zeal. On this day, students express their gratitude and appreciation towards Mahatma Gandhi and Lal Bahadur Shastri.

Diwali Mela Celebration

DIET, Moti Bagh celebrated its Diwali festival and organised an astonishing Diwali Mela on 24th October 2019 in DIET premises. Diwali is an ancient Hindi Festival, spiritually signifies the victory of light over darkness, knowledge over ignorance, good over evil, and hope over despair. So, a great diwali mela was organised as always.

Christmas Day Celebration

Christmas day and New Year were celebrated on 3rd January 2020 after winter holidays in DIET auditorium. The program was fully coordinated by first year students. Christmas cake was also cut on that day by principal sir and other faculty members after the programme.

Lohri Celebration

Lohri- the folk festival of Punjab was celebrated in the institute with great pomp and show on 14th January 2020. The trainees presented different cultural programmes followed by LOHRI DAHAN.

Republic Day and Neta Ji Subhash Chandra's Birthday

India's 71st Republic Day was celebrated on 24th January, 2020 this year in the DIET auditorium. The patriotic fervour warmed up the cold winter morning. The teachers and trainees enthusiastically gathered and hoisted the National Flag. The Principal, Dr. Poonam Gaur, addressed the gathering and expressed pride in the cultural past of the country.

Foundation Day

DIET, Moti Bagh was established in 1989. DIET, Moti Bagh has celebrated its foundation day on 5th Feb 2020. The celebration started with morning assembly followed by Sarva dharma prathana sabha coordinated by Dr. Kamal Swaroop Srivastava. A Brochure containing details of vision, Mission and Function of DIET MB was distributed among the students.

Bal Bhawan Visit

We went for an educational tour to Bal Bhawan On 16th August 2019. Dr. A.N. Goswami (Principal) was the coordinator of the tour. All the trainees along with the faculty members visited there and all were very mesmerized by the venue and the environment of Bal Bhawan.

Book Fair Visit

All D.El.Ed students and faculty members visited World Book Fair, Pragati Maidan on 10th January 2020. The theme of the book fair was unique and interesting i.e., Mahatma Gandhi. There were seminars, panel discussions, presentations, author meet-ups etc. to keep the exhibitions and visitors engaged and to spread knowledge.

Bharat Parv: Lal Quila Visit

DIET, Moti Bagh organized a visit to Bharat Parv held at Lal Quila on 31st January 2020. The visit was coordinated by Dr. Neelam. There were separate stalls for every state showing their culture and tradition. Food stalls for each state was also there which delighted the visitors. Folk dances were also arranged to fascinate the visitors.

Suraj Kund Mela:

On 13th February 2020 Surajkund Trip was organized for D.El.Ed. I & II Year trainees under the coordinator ship of Ms. Neha Yadav. The theme of 34th Surajkund International Craft Mela was Himachal Pradesh. Mela depicted the culture and tradition of all the states with dresses, jewellery, dance forms, food etc. Trainees and staff enjoyed a lot. Refreshment distributed to all. It was just like a picnic with educational learning.

NCERT Library Visit

DIET Moti Bagh organized a visit to NCERT Library on 18 February 2020 for 2nd year teacher trainees. Purpose behind the visit was to make trainees understand the importance and relevance of library. Trainees further understood the structural formation of NCERT books and their syllabus. All kind of NCERT books and Thesis were available for students. All the Trainees enjoyed the visit. Now they are capable of collecting material for students at their level.

Hunar Haat at India Gate Visit

The trainees of 2nd year along with the faculty members visited Hunar Haat at India Gate on 19th February 2020. The visit aims to make students familiar with cultural arts from different states as different cultural arts and traditions were displayed. Later our Honourable PM Shri Narendra Modi attended the Hunar Haat Fair. Also dance, singing programs were performed for the people.

Humayun Tomb Visit

DIET Moti Bagh organized a visit to Humayun Tomb on 20th February 2020. Trainees learned the history and analyzed the Tomb and its structure. This helped them in getting familiar with Mughal architecture. Besides that, trainees loved spending time and gathering information related to the historical place.

Educational Tour to Himachal was organised for 2nd year trainees. Trainees departed on 17th Feb 2020. The objective of conducting this tour was to reinforce experiential and contextual learning. Apart from that it exposed trainees to different lifestyles, places and gave them first-hand experience and developed skills which will help them acquire knowledge they require to be a responsible teacher trainee.

Schedule:

17/02/2020:- Delhi-Dharamshala

18/02/2020:- Dharamshala-Macleodganj

19/02/2020:- Macleodganj -Bajinath-Palampur

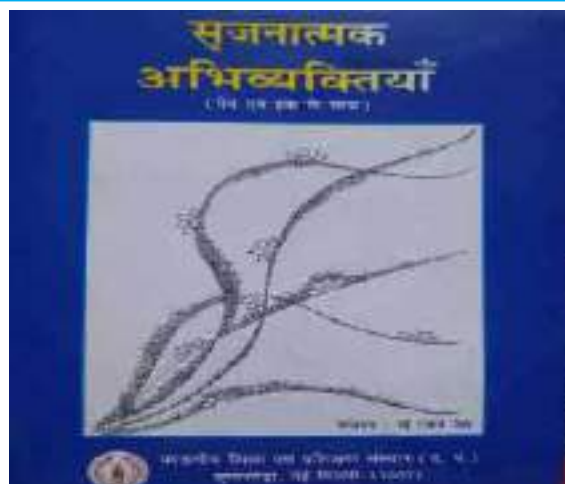
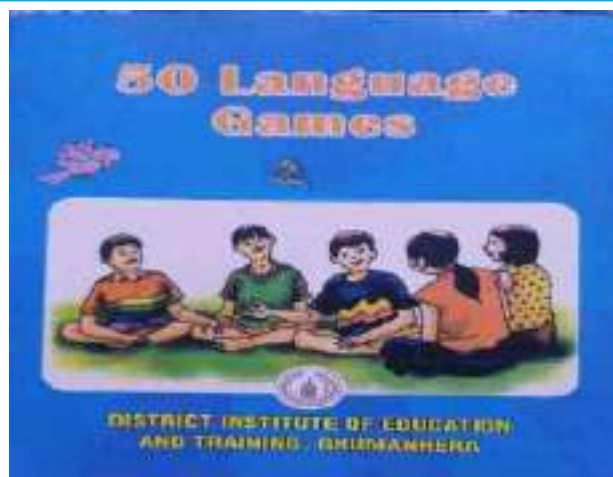
20/02/2020:- Palampur - Dalhousie

21/02/2020:- Dalhousie - Delhi

IFIIC department has proposed a Manual on child Rights

People from across the world striving for social justice have often directed their efforts toward the most vulnerable in society—the children. Children's rights are a subset of human rights with particular attention to the rights of special protection and care afforded to minors. The final shape of this manual was given under the valuable guidance of Dr. Poonam Gaur, the Principal. First draft of the manual is ready and meetings regarding the same was conducted on 20th Dec 2019, 12th Feb. 2020 and 2nd March 2020.

4.8 DISTRICT INSTITUTE OF EDUCATION AND TRAINING, GHUMANHERA



PRE-SERVICE TRAINING PROGRAMMES (2019-20)

The academic session started in the month of July 2019 for D.El.Ed 2nd year and the admission process of D.El.Ed 1st year trainees started in June-July 2019.

Years	Batch	Enrolment
D.El.Ed II	2018-20	137
D.El.Ed I	2019-21	144

Examination & CTET Results

Year	Session	No. of Trainees Appeared	No. of trainees Passed	Reappear*	Pass %
D.El.Ed II	2017-19	139	130	07	93.53%
D.El.Ed I	2018-20	138	133	05	96.38%

* All the Reappear trainees passed.

D.El.Ed. II Year (2017-19)

D.El.Ed. I Year (2018-20)

Position	Name of the trainee	Marks	% age	Position	Name of the trainee	Marks	% age
1 st position	Vaishali Bharti (00034811)	1876/2300	81.56	1 st position	Ritika (00037064)	992/1150	86.26
2 nd position	Bhawna (00034699)	1872/2300	81.39	2 nd position	Harshita (00036997)	966/1150	84
3 rd position	Pooja (00034764)	1868/2300	81.21	3 rd position	Kavita Bhardwaj (00037011)	936/1150	81.39

CTET Results 2019-20

S. No.	CTET Date	Total No. of Students	Total No. of Students appeared in CTET	Total No. of Students Passed	Pass %
1.	CTET July 2019	137	56	31	55.35%
2.	CTET Dec 2019	137	114	65	57.02%

**Workshops & Extension Lectures Conducted for D.El.Ed Trainees
in 2019-2020**

S. No.	Month	Activity	Target Group	Days
1	July	Workshop on Theatre in Education	D.El.Ed II yr	10 Days 15-07-19 to 25-07-19
2	July	Workshop on Work Education Activities	D.El.Ed II yr	3 Days 29-07-19 to 31-07-19
3	August	Workshop on Inclusive Education	D.El.Ed II yr	3 Days 07-08-19 to 09-08-19
4	August	Workshop on ICT	D.El.Ed II yr	5 Days 19-08-19 to 20-08-19 16-09-19 to 18-09-19
5	August	Workshop on Self Defence	D.El.Ed II yr	10 Days 26-08-19 to 06-09-19
6	August	Workshop on Gender Equality	D.El.Ed I yr	3 Days 28-08-19 to 30-08-19
7	September	Workshop on Micro Teaching	D.El.Ed I yr	5 Days 16-09-19 to 20-09-19
8	September	Workshop on Theatre in Education	D.El.Ed I yr	5 Days 23-09-19 to 27-09-19
9	October	Workshop on Work Education Activities	D.El.Ed I yr	3 Days 01-10-19 to 04-10-19
10	October	Workshop on Teaching Learning Material (Science)	D.El.Ed II yr	2 Days 15-10-19 to 16-10-19
11	October	Workshop on Low cost Teaching Learning Material	D.El.Ed I yr	1 Day 16-10-19
12	January	Workshop on Work Education Activities	D.El.Ed I yr	5 Days 13-01-20 to 17-01-20
13	January	Workshop on Art Education	D.El.Ed I yr	3 Days 27-01-20 -29-01-20

14	February	Workshop on Disaster Management	D.El.Ed II yr	3 Days 10-02-20 to 12-02-20
15	February	Workshop on ICT	D.El.Ed I yr	4 Days 17-02-20 to 20-02-20
16	February	Workshop on First Aid	D.El.Ed I yr	3Days 24-02-20 to 26-02-20

SCHOOL EXPERIENCE PROGRAMME 2019-2020

- ❖ School Experience Programme was organized from **18 October 2019 to 31th December 2019** for D.El.Ed trainees.
- ❖ 21 MC Primary Schools & 4 DOE Schools for D.El.Ed. 1st year were allotted.
- ❖ 18 DOE'S Schools for D.El.Ed. 2nd year were allotted.

SEP Orientation Programme for D.El.Ed Trainees

Prior to SEP an **orientation programme of 5 days** was organized for D.El.Ed trainees (**07.10.2019 to 14.10.2019**).

The following themes were discussed in the orientation programme for SEP.

❖ Purpose and Objectives of SEP Programme	❖ Integration of Work Education, Arts Education and Health and Physical Education with teaching subjects
❖ Lesson Planning	❖ Learning about School records
❖ Effective handling and use of teaching learning material	❖ Action Research Planning and Execution
❖ Preparation, Administration and Analysis of Achievement Test	❖ Familiarization of student teachers with school environment
❖ Observation of lesson of peers	❖ Expectations from student teachers in schools
❖ Conduction of Neighbourhood Survey	❖ Text Book Analysis
❖ Preparation of School Profile	
❖ Writing of Reflective Dairy	

Work done by D.El.Ed. Trainees during SEP

- ❖ Total Number of Lesson plans delivered by each D.El.Ed. First year = 90
- ❖ Total Number of Lesson plans delivered by each D.El.Ed. Second Year = 105

Following reports were prepared by trainees during SEP

- ❖ Schools records: Types, Maintenance and utility for D.El.Ed first year

- ❖ Peer observation file for D.El.Ed first and second year
- ❖ Textbook Analysis for D.El.Ed first and second year
- ❖ Reports on Parents Teacher Meeting for D.El.Ed first year
- ❖ Action Research for D.El.Ed first and second year
- ❖ Achievement Test Development, Administration and Analysis for D.El.Ed first and second year
- ❖ Report on creative work, art etc. Developed by school children under the guidance of students teacher during SEP D.El.Ed first year
- ❖ School profile for D.El.Ed second year
- ❖ Report on neighbourhood survey for second year

D.El.Ed trainees are also involved in the activities (in addition to teaching) which were being conducted in their SEP schools.

- ❖ Organisation of cultural activities such as sports day
- ❖ Celebration of constitution day.
- ❖ Contribution in improvement in distribution of Mid Day Meal.
- ❖ Special contribution for non readers by taking extra classes to teach them.
- ❖ Decoration of bulletin boards in schools etc.
- ❖ Annual day celebration.
- ❖ Organized special assemblies based on the ideology of Jeevan Vidya (D.EL. EDIstyr)
- ❖ Various activities organized on Gender sensitization & Swachh Bharat Abhiyan

Important Events and Celebrations

S. No.	Name of the Event/ Celebration	Date	Organizing House
1	World Population Day	11 July 2019	Vivekananda House
2	Orientation Programme	1-6 August 2019	Gijubhai House
3	Id-Ul-Zuha	12 August 2019	Aurobindo House
4	Independence Day	14 August 2019	Aurobindo House
5	Raksha Bandhan	14 August 2019	Aurobindo House
6	Janmashtami	22 August 2019	J. Krishnamurti House
7	Ganesh Chaturthi	2 September 2019	Vivekananda House
8	Teacher's Day	5 September 2019	Vivekananda House
9	International Literacy Day	9-11 September 2019	Vivekananda House

10	Hindi Divas	13 September 2019	Aurobindo House
11	Gandhi Jayanti	1 October 2019	Vivekananda House
12	Shri Lal Bahadur Shastri Jayanti	1 October 2019	Vivekananda House
13	Dussehra	7 October 2019	Aurobindo House
14	Republic Day	23 January 2020	Aurobindo House

World Population Day

World Population Day was celebrated on 11 July 2019 to raise awareness about global population issues. Competitions like Poem Recitation, Poster Making and Slogan Writing based on the particular theme were organised. They become aware about the issues related to the increase of population.



Orientation Day

A four days orientation programme for the new batch of D.EL.ED 1ST year (Session 2019-21) was organised from 1st Aug to 6th August 2019. The program started with **HAVAN and Sarv Dhram Prathana** for new beginning of 1st year trainees which remarks the spiritual importance of **'VIDYAARAMBHA SANSKAR'** through the chanting of mantras. The D.El.Ed 2nd year trainees welcomed the new trainees by Welcome Party. The Introduction Session of D.El.Ed I year was followed by many competitions like



Poster Making, Slogan Writing, Dictation, Quiz, Best out of Waste, Preparation of TLM, Story Telling, Poem Recitation, Story Making, Bhajan Competition, Debate, Extempore etc to explore the hidden talents of the trainees. This program reflected cooperation, team work and management ability in trainees.

Independence Day, Raksha Bandhan and Id-ul- Zuha

The programme began with flag hosting followed by flag song and National Anthem. The DIET campus especially the Hall was beautifully decorated with tricolor, balloons and posters made by trainees on the theme of **Independence Day, Raksha Bandhan and Id-ul- Zuha**. Patriotic poems, Group songs, Dance, skit and Nukkad natak, Speech and Yogic Stunts were performed by the trainees. The



learning outcomes were that trainees acknowledged the diverse history and rich heritage of India and also sensitized regarding their duties towards the society and nation.

Janamashtami

Janmashtami is an annual Hindu festival that celebrates the birth of Lord Krishna, the 8th avatar of Vishnu. This holy festival was celebrated in DIET on 22 August 2019 with a lot of enthusiasm and cheers. The Bhajan and Poem Competitions along with Speech and Skit based on Lord Krishna's life and his teachings were organized on this occasion.



Teachers' Day

The Teacher's day was celebrated on 5 September 2019 as a mark of tribute to the contribution made by teachers' to the society on the Birth Anniversary of great educationist Dr Sarvepalli Radhakrishnan, who was a staunch believer of education and was a well-known diplomat, scholar, the President of India and above all, a teacher. D.El.Ed. II year trainees performed the role of their DIET teachers and taught in the classes of D.El.Ed I year. They also showed their gratitude towards their teachers by their self composed poems and a greeting card as a token of love and respect.



International Literacy Day

International literacy day was celebrated on 9th and 11th September 2019. The theme of International Literacy Day 2019 was ***“Literacy and Multilingualism”***. Various competitions like Poster Making, Slogan Writing, Quiz, Debate and skit were organised based on the particular theme.



Hindi Diwas

Hindi Diwas is celebrated every year on 14 September to commemorate the adoption of Hindi written in Devanagiri script as one of the two official languages of the Republic of India by Constituent Assembly of India. It was celebrated in the DIET on 13 September to spread awareness about Hindi Divas and the importance of Hindi language and literature. Extempore and Quiz were organized in Hindi language.



Gandhi Jayanti

Gandhi Jayanti is an event celebrated in India to mark the birth anniversary of Mohandas Karamchand Gandhi, born on 2 October 1869. It was celebrated on 1 October 2019 to make the trainees aware about Gandhian Philosophy. Many competitions like Poster making, Slogan writing, Poem Recitation, Speech and Skit Competition were organized and the trainees participated with full enthusiasm.

Republic Day

The republic day is celebrated on 23 January 2020 in DIET. The programme was started with flag hoisting followed by flag song and National Anthem. The teacher trainees presented patriotic songs, dance, skit and speech to inculcate the feeling of patriotism among students.



Educational Visits

❖ A Visit to National Museum

The National Museum in New Delhi is one of the largest museums in India. Established in 1949, it holds a variety of articles ranging from pre-historic era to modern works of art. D.El.Ed 2nd year trainees visited the National Museum in two groups on 21st and 23rd August 2019. The trainees explored about the concepts which are derived from history and art which lead them to understand about the tradition, customs and heritage of our country. They also correlated it with their curriculum.



❖ **Visit to National Gandhi Museum**

On Wednesday, September 11, 2019, DIET organised an educational trip to National Gandhi Museum, at Rajghat New Delhi for the trainees of D.El.Ed. first year. The National Gandhi Museum provides a complete panorama of Mahatma Gandhiji's life, work and philosophy. That museum offered an opportunity to witness the display of a rich collection of original letters, relics and all the belongings to the Father of the Nation. Each picture had an interesting tale which the guide narrated. There was also an audio-visual section which had films and CDs of Gandhiji's speeches, his life and Indian Freedom Movement. The D.El.Ed. trainees got to know about the unrevealed facts of Gandhiji's life through the documentary shown. The teacher trainees acquainted with the philosophy of Gandhiji and got an idea how basic principles of Gandhian Philosophy can be used in their life.



❖ **A Tour to Madhya Pradesh**

Educational Tour was organised with an objective of educating students and provide them a chance to learn from a new set of experiences in an informal setting. It also provided an opportunity to students to develop close bonding with teachers and peer group. The D.El.Ed. 2nd year trainees got an opportunity to visit various tourist places of Madhya Pradesh from 24th January to 28th January 2020. The trainees visited many places like Sanchi Stupa, Bhimbetka Caves, Pandav Caves, Handi Kho, Jata Shankar Temple, Gupt Mahadev Temple Panchmarhi, Scouts & Guides Training Institute, Museum of Man and Bharat Bhavan Institute. The trainees also enjoyed Upper Lake Cruise Ride. The Learning Outcomes were enhancing the knowledge of trainees about the history and geography of Madhya Pradesh and making experiential learning through field visit.



❖ **Visit to National Science Centre and Craft Museum**

An educational trip was organized to the National Science Centre and Craft Museum, Delhi for the first-year trainees on 12th February 2020. The visit proved to be a great way to arouse curiosity among the students and was a thrilling and motivating experience. They were really drawn into the magical world of science and were greatly inspired. The trip was an enriching experience for them. The trainees were also given an opportunity to visit the craft museum near Pragati Maidan in Delhi. They got a chance to explore the different art pieces from various periods in history. They also got to understand the ways in which people built their huts over the ages. It was a great learning experience and a wonderful opportunity for the trainees to discover the cultural heritage of the nation. The interaction with the crafts persons and the cultural performers was an enriching experience for all the trainees and left an indelible impression on their minds. Broadly, it gave them a chance to understand the changing lifestyles of people in India over time. A documentary based on different wooden toys made in different regions of India was also shown to the trainees.



ANNUAL DAY CUM ALUMNI MEET -2020

Annual day cum Alumni meet was organized by DIET on 13th March 2020. The programme was celebrated with full enthusiasm and joy. The programme started with the auspicious event of lamp lightening. Saraswati Vandana and a welcome song presented in the honour of the guests by D.El.Ed first- year trainees. Some books published by DIET Ghumanhera were released on this occasion by the guests and a prize distribution ceremony also took place.

A folk dance on the theme Save Girl Child, Women Empowerment and the rich culture of Haryana was performed by D.El.Ed II-year trainees. A skit was performed by trainees on the theme – Cyber Crimes against Women in India. Annual report was presented by the Hon'ble Principal. He told about the achievements made by DIET from time to time. Then Alumni meet took place. Trainees of different batches came upon the stage and shared their experiences and views. The chief guest Dr. Nahar Singh address was very enlightening. A cultural dance on the theme of

“Diversity in India” was performed by first-year trainees. An exhibition was also displayed by Art and Work Education department in which a variety of items made by trainees were displayed. It was a wonderful exhibition and a beautiful depiction of creativity by the trainees. Programme ended with a peace mantra.



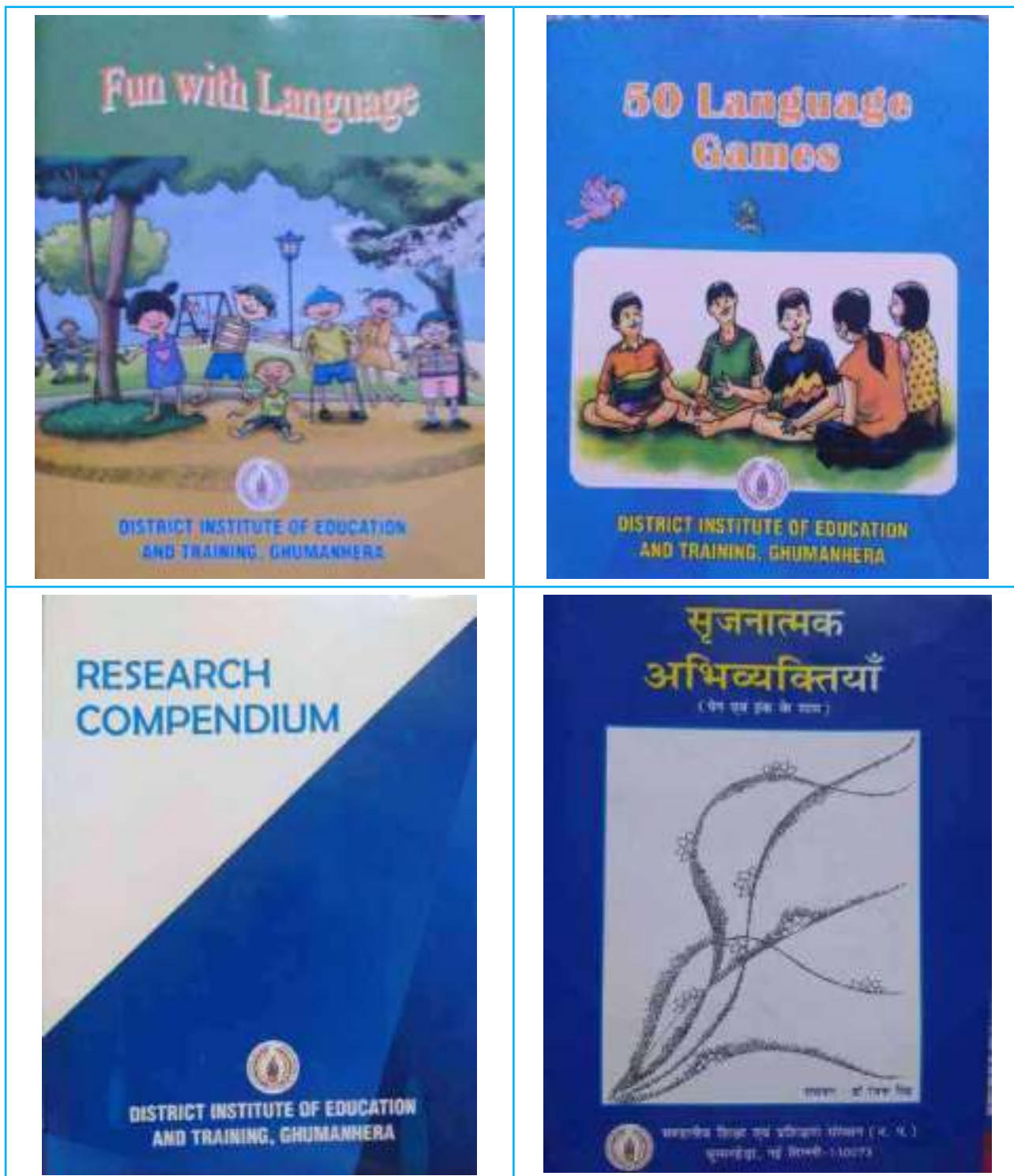
Involvement of Faculty Members in the In- Service Training/ Other Programmes at SCERT

S. No.	Subject	State Nodal Officer
1	PGT English	Dr. Meena Sehrawat
2.	PGT Chemistry	Dr. M.M.Roy
3.	PGT Hindi	Dr. Pravin Kulshrestha
4.	TGT Sanskrit	Dr. Ranjana Singh
5.	TDC (District Level)	Dr. M.M.Roy
6.	Mentor (District Level)	Dr. Meena Sehrawat
7.	NEP 2019, Language Education	Dr. Meena Sehrawat
8.	Review of NISHTHA Module (EVS)	Dr. Dinesh Kumar
9.	Review of NISHTHA Module (Leadership)	Dr. Meena Sehrawat
10.	State Resource Group (SRGs) of NISHTHA	Dr. Meena Sehrawat, Dr. M.M.Roy, Dr. Pravin Kulshrestha & Dr. Naresh

**Research projects undertaken by DIET, Ghumnhera
(please refer 3.15.2 f of this report)**

BOOKS PUBLISHED BY DIET:

The following books were published by Dr. Meena Sehrawat, Dr, M M Roy and Dr.,
Ranjana Singh.



4.9 DISTRICT RESOURCE CENTRE, R.K. PURAM

Snap shots of some activities for D.El.Ed. Trainees at DIET 2019-20



Self defence



CTTL Intervention classes



Goa Outstation Tour: Visit to DIET, Goa, D.El.Ed. Trainees and Faculty



Workshop on Pottery for D.El.Ed. Trainees



Visit to World Book Fair by D.El.Ed. trainees



Ms. Sabina D.El.Ed. Trainees, NMNH



Republic Day Celebrations at DIET R.K PURAM



Celebrating Foundation Day at NCERT, Delhi



Visit to NCERT, New Delhi by D.El. Ed. trainees on International Mother Tongue day

DIET, R.K. Puram is functioning as District Resource Centre having two important departments i.e., Pre-Service Teacher Education & Work Education with good infrastructure, digital library and computer lab. This year the faculty members as a team has done a lot of work related to research and innovation in teaching-learning processes to improve quality of education. The new session starts with the warm welcome and orientation program for the newly admitted first year trainees.

The orientation programs are designed to guide student teachers. During orientation, students were made aware of opportunities to be socially integrated into the institution with the objectives to help DIET in talent hunting and harnessing their talent for professional growth. A number of workshops on different themes, extension lectures, celebrations of national festivals and events of national importance, local visits, outstation educational trips and many other programmes were organized to achieve ethical discipline, creativity, development of self-expression of ideas, thoughts. Innovative activities like Action Researches were conducted during SEP.



General Motivational Program

**Workshop/Programme/Seminar attended by the Faculty Members outside DIET
April 2019-March2020**

S. No.	Name of Participant	Programme Attended	Venue	Date
1.	Dr. Sharda Kumari	Consultative meeting on Art Integrated Learning	CBSE	09.04.2019
2.	Dr. Sharda Kumari	Mentor Teacher Evaluator Programme	Sports Complex, Ludlo Castle	15.05.2019
3.	Dr.Sharda Kumari	Healthy Aging, India	Deptt.of Genetics, AIIMS	13.07.2019
4.	Dr. Sharda Kumari	Vidyarthiyon ke liye Abhinav Samagri	UEE Mission, Lucknow Road, Delhi	09.08.2019
5.	Dr. Sharda Kumari	Enhancement of Aesthetics	Jamia Millia Islamia	30.08.2019

6.	Dr. Sharda Kumari	Development of template on Indian culture and values for supplementary material for JSS	DAE, MHRD	25.09.2019
7.	Dr. Sharda Kumari	Ek Bharat, Shresth Bharat	NCERT	02.12.2019
8	Mr.G.K. Vedhera	Leadership training programme at Cambridge University, UK	JBS, Cambridge University, UK	23-30 September, 2019
9.	Dr Sharda Kumari, Dr Rama Srivatava & Ms Laxmi Dagar	Visit to Hyderabad	SCERT, Hyderabad	16-19 December, 2019

Workshop/Programme/Seminar attended by the D.El.Ed Trainees, (Pre-Service Activities for 2019-2020)			
S. No.	Name of the Programme	Dates	Name of the Coordinator
1	Orientation Programme for D.El.Ed. trainees (2019-2021 Batch)	5-7 Aug,2019	Dr Rama Srivastava
2	'आत्मरक्षा' पर कार्यशाला Atma Raksha per Karyashaley	25 Feb -06 March,2020	Dr. Rama Srivastava
3	Workshop in Disaster Management, Civil Defense, and First Aid	17,18,19 September, 2019	Dr. Rama Srivastava, PSTE, Head
4	बहुभाषी कक्षायी परिवेश पर कार्यशाला	19 Sept 2019	Dr Sharda Kumari
5	डी.एल.एड. प्रथमव द्वितीय वर्ष के प्रशिक्षणार्थियों हेतु "थिएटरइन एजुकेशन" पर कार्यशाला का आयोजन	Aug, 2019	Dr Sharda Kumari
6	मदक पदार्थों के सेवन के संदर्भ में अभिविन्यास कार्यक्रम	24, 25 October, 2019	Dr Sharda Kumari
7	अंतर्राष्ट्रीय साक्षरता सप्ताह	05,06,07 September, 2019	Dr Sharda Kumari
8	Training-cum-Workshop in Action Research for D.El.Ed I & II Year Trainees	11, 12, September, 2019 and 07 October, 2019	Dr. Rama Srivastava and LaxmiDagar

9	Workshop on use of Information and Communication Technology in Education for D.El.Ed.2 nd year.	16& 19 September 2019	Mrs.LaxmiDagar
10	Workshop on use of Computer Basics in Education for D.El.Ed.1 st year	13-19 September 2019	Mrs.LaxmiDagar
11	Workshop on Micro Teaching for D.El. Ed. 1 st year Trainees	24-26 September 2019	Ms.LaxmiDagar
12	‘कथाउत्सव’ परकार्यशाला कथाउत्सव’ ‘कथाकथाउत्सव’ परकार्यशालान	26/9/2019 to 27/09/2019 and 27/11/2019	Dr Sharda Kumari Dr. Laxmi Pandey
13	प्रारंभिक साक्षरता एवं बरखा श्रृंखला पर कार्यशाला (Prarabhik saksharata ebam Barkha Srunkhala par Karya Shala)	15-19 October, 2019	Dr Sharda Kumari
14	कलासमावेष्टित पाठ्यचर्यक गतिविधियों का आयोजन (Kala samabesit pathya Charjak gatibidhiyon ka ayojan)	October, 2019	Dr Sharda Kumari
15	कार्य अनुभव संबंधी गतिविधियों की कार्यशालाओं का आयोजन (Karya Anubhab sambadhi gatibidhiyon ka karyasala ki ayojan)	October, 2019	Dr Sharda Kumari
16	Celebration of Festivals and organization of Inter-House competition in the institute	2019-2020	Dr. Rama Srivastava
18	शैक्षिक, सांस्कृतिक एवं ऐतिहासिक रूप से महत्वपूर्ण स्थलों का भ्रमण (स्थानीय) (Shaikhik, sanskritik evam aitihashik rup se mahatwapurn sthalon ka bhraman(sthaniya)	2019-2020	Dr Sharda Kumari
18.a	Amar Jyoti Inclusive school visit	19-20 August, 2019	Dr.LaxmiPandey Dr.Zakia Ms.JyotiVarshney Ms.Aamna Ahmed
18.b	Orientation Program for D.El,Ed Trainees NMNH	21-22, August, 2019	Dr G.M Yazdani&Dr. Zakia

18.c	International Conference on Journey of Teacher Education Local to Global	17-18 August, 2019	Dr.ShardaKumari, Mr.GeetVadhera
19	विस्तार व्याख्यान माला (Extension lecture series)	20 September, 2019	Dr Sharda Kumari
19a	Teaching of English Language	Feb,2020	Dr ZakiaSadique
20	अधिगम संकेतक आधारित आकलन एवं पृष्ठपोषण (Adhigam sanketak adharit aakalan evam prustha poshan)	09 September, 2019	Dr. Sharda Kumari
21	Organization of School Experience Programme for D.EL.ED. I& II Year Trainees	21 October, 2019-31 December, 2019	Dr. Rama Srivastava Srivastava, Dr. G.M.Yazdani& Dr. ZakiaSadique
22	डी. एल. एड. द्वितीय वर्ष के प्रशिक्षार्थियों के लिए राजधानी से बाहर शैक्षिक भ्रमण का आयोजन।	20-27 January, 2020	Dr. Sharda Kumari
23	Engaging Guest Faculty / Resource Person(s) to teach Teaching of Health& Physical Education and Teaching of Art Education to D.El.Ed. Trainees during Session 2019-2020	Organized	Dr. Rama Srivastava, PSTE Head
23a	Teaching of Science	Feb.2020	Ms. Laxmi Dagar
24	Workshop on the New Course “Critical thinking for transformative learning”	Ongoing	Dr.Rama Srivastava
25	Five days workshop on Advanced science kit and new innovations at upper primary level for D.El.Ed. 2 nd year trainees	Feb, 2020	Ms.Laxmi Dagar
26	Organization of Pre-final Exams for D.El. Ed. 1 st & 2 nd Year Trainees (2019-20)	03 March-16 March, 2020(Second	Dr. Rama Srivastava, PSTE

RESEARCH PROJECTS 2019-20

Please refer 3.15.2 Research Section of this report

ACCOUNTS AND AUDIT REPORT OF SCERT, DELHI

Rajesh Seema & Associates

CHARTERED ACCOUNTANTS
E-4/110, Sector-16, Rohini, Delhi-110085

Phone: 07838380570, 9871057052
9818857052,

Email: seema@rajesh_2001@rediffmail.com
rajeshseemaassociates@gmail.com

INDEPENDENT AUDITOR'S REPORT

The Director
State Council of Educational Research & Training,
Varan Marg, Defence Colony, Delhi-110024

REPORT ON FINANCIAL STATEMENT

We have audited the attached Balance Sheet of the STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING as at 31st March, 2019 and Income & Expenditure Account and Receipts & Payment Account for the year ending on that date and annexed hereto.

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL STATEMENT

These financial statements and books of account are the responsibility of the management of the SCERT that gives true and fair view of the financial position, financial performance of the institute in accordance with GFR Rules and Societies Registration Act, 1960.

AUDITORS' RESPONSIBILITY

Our responsibility is to express an opinion on these financial statements and books of account based on our audit. We conducted our audit in accordance with auditing standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement(s). An audit includes examining, on a test basis, evidence supporting the accounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

OPINION

In our opinion and to the best of our information and according to the explanations given to us, the said accounts give the information required by Societies Registration Act, 1960 in the manner so required and give a true and fair view in conformity with the accounting principles generally accepted in India except as per our observation in Annexure-A:

- (i) In case of Balance Sheet, of the state of affairs of the society as on 31st March, 2019;
- (ii) In the case of the Income & Expenditure Account, of the surplus (utilized grant); excess of expenditure over income for the year ended 31st March, 2019.

REPORT ON OTHER LEGAL & REGULATORY REQUIREMENTS

We further report that

- 1) We have obtained all the information and explanation which to the best of our knowledge and belief were necessary for the purpose of audit.
- 2) In our opinion proper Books of Accounts as required under the Act, Rules and Bye-Laws had been maintained by the SCERT subject to our observation given in 'Annexure A' of this Report.
- 3) The Balance Sheet, Income & Expenditure Account and Receipts & Payment Account dealt with by this report are in agreement with the available Books of Accounts.
- 4) The Balance Sheet, Income & Expenditure Account, and Receipts & Payments Account dealt with this report are drawn as per the provisions of the Societies Registration Act, 1960 read with rules made there under along with GFR Rules.

Place: Delhi
Date : 25.05.2020

For Rajesh Seema & Associates
Firm Registration No. 2922N
Chartered Accountants


JCA, Rajesh Gupta
PARTNER

ANNEX TO AUDIT REPORT

Annexure - A

1. As explained to us by the management, some observations for the previous years have not been complied with and such observations are still pending and part of this report.
2. The SCERT needs internal audit to strengthen the internal control procedures. SCERT has not maintained manual for accounting and MIS system etc.
3. There were number of loans and advances which were pending from the beginning of the financial year 2018-19. It is advisable to recover such amount from the salary of the employees or to take reasonable action if due to others including DIETs.
4. GSLIS payable of Rs. 5,075 is pending since last four years. As per GFR rules, SCERT should take proper action with the approval of concerned authorities. GSLIS DIET of Rs. 967 is pending for last three years. And this year amount has been increased to Rs 2,556 as on 31.03.2019. GSLIS -SCERT has also outstanding amount for Rs 1404 as on 31.03.2019 which belong to previous years.
5. There is an outstanding amount for Rs. 6,000/- (Rupees Six Thousand Only) since yester years, towards Civil Judge-Tarai. It is advised to settle the amount whether they are payable or not and if not payable it should be adjusted after proper approval.
6. There are Rs. 20,400/- under the head Recoverable amount from Diets and from NCTE Programme since more than four years. It is advised to SCERT to recover the same from the DIETs and NCTE.
7. There are NEFTs for Rs.8,58,493/- which have been return by the bank against payment for expenses but the same have not been reversed due to unavailability of name/expenses whose NEFTs have been return. SCERT has shown such amount under the head NEFT Return 18-19 instead of respective expenses or parties. The same has been done in FY 2017-18 for Rs 22,08,381 as on 31.03.2018 out of which 17,77,133/- has been adjusted during the year 2018-19 and Rs 4,28,248/- is still pending in FY 2018-19. NEFT return for FY 2018-17 for Rs. 2,43,634/- is pending in the beginning of FY 2018-19 and the same amount is still pending as on 31.03.2019. No adjustment has been done during the FY 2018-19. It is advised to settle all NEFT returns whether to adjust in proper head or taken as income with the approval of concerned authority. It is also advised to take proper information from banks in respect of such entries to adjust such entries in proper head in books of accounts.
8. Balancing of Bank book has not been done by the SCERT since yester years and same thing is going on in FY 2018-19. Bank reconciliation statement has been prepared by the SCERT. There are lots of entries which belong to so many past years which need to be transferred in side cheques account.
9. As explained to us, SCERT has given advances to EPF account for Rs. 6,00,000/- to meet the shortage of monthly contribution to EPF department. It is advised that as such fund was unproductive since 2010, it should be recovered from such account.
10. No Fixed assets register have been prepared by the SCERT. No physical verification of fixed assets have been carried out by the SCERT or any third party during the year under audit. It is advisable to conduct the physical verification of fixed assets which should be carried on by third party once in a year. Also no depreciation was charged by SCERT on Fixed assets. The Fixed assets are shown on cost basis only in the books of account.
11. SCERT maintained Books of accounts manually as well as electronically.
12. SCERT has maintained Corpus Fund under the head ETF Maintenance & Upgradation Fund since yester years and having huge balance as on 31.03.2019 Rs. 5,42,29,310.15 (Rupees Five Crores Forty Two Lacs Twenty Nine Thousand Three Hundred Ten and paise Sixteen Only) due to accumulation of receipt of each year. There is not any guidelines for utilization of this fund. It is advised to prepare guidelines for its utilization and take action against such fund.

For Rajesh Sharma
Firm Registration
Chartered

(CA) Rajesh Sharma
PARTNER



Place: Delhi
Date: 25.05.2020

STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
VARUN MAH, DEHRADUN, NEW DELHI-110001

BALANCE SHEET AS ON 31 MARCH 2019

Previous Year	Liabilities	Amount	Pending Year	Assets	(Amount in Rupees)
					Amount
	Capital Fund:			Fixed Assets:	
25,895,645.50	Amount as per last Balance Sheet	25,844,235.50	25,417,560.50	(As per Schedule - A)	25,454,567.32
-4,451,556.00	ADD: Additions during the Year	-			
	LESS: Condemnation of Fixed Assets		8,70,000.00	Loans & Advances	800,000.00
33,782,045.66				Loan Account - 64713	
	Unspent Grant	-101,113,678.66		(05-25-2019 Rs. 3 Lakhs, 01-10-2014 Rs. 5 Lakhs)	
43,311,105.00	Dual Government		2,70,000.00	Advance - NCERT to SCERTs	200,000.00
594,354.00	Corpus Fund-ETE Maintenance & Upgradation Fund	54,129,300.00			
	NCERT - National Achievement Survey	345,900.00			
				Current Liabilities:	
803,595.00	CURRENT LIABILITIES:			Cash in Hand	6,840.00
	E.M.D	474,705.00	26,705.00	Central Bank Saving Bank A/c no. 54705	10,177,959.82
	GST P/I	27,020.00		Auto Sweepstakes Term Deposit	212,502,232.00
24,300.00	Unsecured Payable				
3,075.00	GST Payable	5,075.00	10,950,568.00	Advances:	
957.00	GST Payable	2,660.00	508.00	Plan (As per Schedule - B)	16,184,253.00
1,404.00	GST Payable	1,404.00	6,732.00	Recoverable Amount	508.00
	Recovery Charges for Water Charge			GST Recoverable	6,633.00
1,984,302.00	Withold Amount	3,285,305.00	20,325.00	Advance LTC	
	National Council of Rural Institute	62,137.00		Recoverable Advance to Staff	20,325.00
484,813.00	TDS Payable		5,916.00	Recoverable - NCIE Programme Account	5,916.00
	TDS on GST Payable for the month of March 2019	142,074.00	24,041.00	Recoverable from DIETs (Postpaid)	24,041.00
240,634.00	Expenses Payable 2019-20: NET return FY 2016-17	240,634.00	106,305.00	TDS Recoverable for AY 2017-18	106,305.00
2,205,381.00	Expenses Payable 2019-20: NET Return FY 2017-18	429,248.00	350,001.00	TDS Recoverable for AY 2018-19	350,001.00
	Expenses Payable 2019-20: NET Return FY 2018-19	859,493.00		TDS Recoverable for AY 2019-20	160,175.00
			10,100.00	Security Deposit & Advance (As per Schedule - C)	10,100.00
3,68,936,050.16		1,18,401,841.32	1,08,916,090.16		1,15,401,841.32

As per Accounts as per Schedule H
Schedule A to H part of this financial statement

For State Council of Educational Research & Training

By Controller of Accounts

Director

As per our Report of Basic Data attached
for Rajesh Seema & Associates
Chartered Accountants
101, 102, 103, 104
Ground Floor, Sector 17, Gurgaon
Haryana - 122002



Date: Delhi
15/05/2020

STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
VARUN MARKS, DISTANCE COLONY, NEW DELHI-110024

INCOME & EXPENDITURE ACCOUNT
FOR THE YEAR ENDED 31ST MARCH, 2019

Previous Year	Expenditure	Amount	Previous Year	Income	(Amount in Rupees) Amount
67,263,759.00	Expenditure for Salary (As per Schedule - D)	74,018,489.00	Unspent Grant Balance b/f from Previous Year:		
237,961,771.00	Programme & Other Scheme Expenditure	174,009,112.00	Delhi Government	99,790,915.66	
	(As per Schedule - E)		NCERT - National Achievement Survey	594,354.00	
10,056,558.00	Office Expenditure other than Salary	8,901,067.00	Corpus Fund - ETE Maintenance & Upgradation	43,311,106.00	137,685,372.86
	(As per Schedule - F)				
	Capital Asset Expenditure	49,351,152.00	Grant Received during the Year:		
	(As per Schedule - G)		Delhi Government	285,070,000.00	
1,225,269.00	NCERT - National Achievement Survey	1,283,577.00	NCERT - National Achievement Survey	513,563.00	
	Programme NIOS D. EL. ED		Corpus Fund - ETE Maintenance & Upgradation Fund	10,918,204.16	
	Unutilised Grant To C/o to Balance Sheet (Balance Figure):	762,017.00	Programme NIOS D. EL. ED	921,510.00	266,753,277.16
	Delhi Government	321,510.00	Capital Receipt during the Year:		
	Corpus Fund - ETE Maintenance & Upgradation	100,235,476.65	Cost of Condemnation of Office Equipment during the year		
99,790,915.66	Fund	54,229,310.16	USSF - Loss on Condemnation of Vehicle		
43,311,106.00	NCERT - National Achievement Survey	345,900.00			
594,354.00			Income From Other Sources during the Year:		
			ETE - Sale of Prospectus Form	5,712,500.00	
			ETE - Examination Fee Received	8,487,885.00	
			ETE - Affiliation Fee	2,743,100.00	
			Miscellaneous Receipts	81,665.00	
			Program B.Ed Fee / Activity Fund (Net)	6,655,501.00	
			Interest from Bank A/c no. 64708	49,277.00	
			Bank Interest - Auto Sweep Term Deposit	7,981,849.00	25,752,381.00
454,161,632.66		464,192,033.83			464,192,033.82

Notes to Accounts as per Schedule H
 Schedule A to H part of this financial statement

For State Council of Educational Training & Research

As per our Report of Even Date attached
 for Rajesh Sharma & Associates
 Firm Registered No. 027925IN
 Chartered Accountants

(Signature)
 New Delhi
 PARTNER

(Signature)
 Director

(Signature)
 Dy. Controller of Accounts

(Signature)
 A.A.O./D.D.O.

Place: Delhi
 Date: 25.05.2020

RECEIPT & PAYMENT ACCOUNT
FOR THE YEAR ENDED 31ST MARCH, 2019

Page No. 161

**STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
VARUN MARG, DEFENCE COLONY, NEW DELHI-110024**

Statement of Grants (Plan & Non Plan) Receipts and Utilisation incurred for the year ended 31st March, 2019

Particular	Delhi Government	National Achievement Survey	Corpus Fund-ETE Maintenance & Upgradation Fund	Total
Unspent Grant as on 01.04.2018	93,780,915.66	594,354.00	43,311,106.00	137,686,375.66
Add: Received During the Year	285,000,000.00	513,563.00	10,918,204.16	296,431,767.16
Received from Internal Source	29,752,381.00	-	-	29,752,381.00
Total of Grant and Receipt (A)	408,533,296.66	1,107,917.00	54,229,310.16	463,870,523.82
Utilisation				
Expenditure for Salary	74,018,489.00	-	-	74,018,489.00
Programme & Other Expenditure	174,009,132.00	762,017.00	-	174,009,112.00
Office Expenditure other than Salary	8,901,067.00	-	-	8,901,067.00
Capital Asset Expenditure	49,381,152.00	-	-	49,381,152.00
Total of Utilisation (B)	306,309,820.00	762,017.00	-	306,309,820.00
Unspent Grant after Utilisation (A-B)	102,223,476.66	345,900.00	54,229,210.16	157,560,703.82
Less: Grant Refund to respective Fund	-	-	-	-
Unspent Grant as on 31st March, 2019	102,223,476.66	345,900.00	54,229,210.16	157,560,703.82

For State Council of Educational Training & Research

(Signature)
A.A.O / D.D.O

(Signature)
Dy Controller of
Accounts

(Signature)
Director

For Rajesh Seema & Associates

Firm Registration No.017925N

Chartered Accountants



(CA Rajesh Gupta)

MRN-098568

PARTNER

Place: Delhi

Date : 25.05.2020

STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
VARUN MARG, DEFENCE COLONY, NEW DELHI-110024
Accompanied Schedules As on 31.03.2019

Schedule - A Fixed Assets

Particulars	Balance at Cost as at 31.03.2018	Additions During the Year	Refund/Condemnation	Balance as at 31.03.2019
Air Conditioner	145,967.00	-	-	145,967.00
Books	242,155.00	-	-	242,155.00
Building-CSS Non Recurring	2,171,291.00	-	-	2,171,291.00
Building-Govt of NCT Delhi's Share	1,221,554.00	-	-	1,221,554.00
Cabin-Air Library	479,900.00	-	-	479,900.00
Computer, Printer & Software	7,392,385.00	36,898.00	-	7,429,283.00
Confers & Heaters	102,021.00	-	-	102,021.00
CVT/ Stabilizers	174,350.00	-	-	174,350.00
Duplicating Machine	119,928.00	-	-	119,928.00
Equipment Under STV Project	233,553.00	-	-	233,553.00
External Board	53,612.00	-	-	53,612.00
Fax Machine	312,412.00	-	-	312,412.00
Fire Extinguisher	41,130.00	-	-	41,130.00
Furniture & Fixture	3,073,505.11	-	-	3,073,505.11
Garden Tools	23,328.00	-	-	23,328.00
Generator	60,610.00	-	-	60,610.00
Handycam-Sony	182,400.00	-	-	182,400.00
HP Computers	483,388.00	-	-	483,388.00
Intercom Systems	213,431.00	-	-	213,431.00
Internet Equipment	9,495.00	-	-	9,495.00
Laptop	456,000.00	-	-	456,000.00
Land for Bholanath Nagar/KKD	609,426.00	-	-	609,426.00
Library	2,018,451.24	-	-	2,018,451.24
Library Books (Office)	197,981.00	-	-	197,981.00
Library Books (SRSC)	62,248.00	-	-	62,248.00
Office Equipment	2,772,531.76	-	-	2,772,531.76
Office Equipment YUVA SAFP	371,339.00	-	-	371,339.00
Photocopy Machine	1,097,460.00	-	-	1,097,460.00
Plasma TV	64,688.00	-	-	64,688.00
Research Tools-Prog SRSG	209,075.00	-	-	209,075.00
Stretching of SCERT -Equipment	323,600.00	-	-	323,600.00
Typewriters	333,070.20	-	-	333,070.20
Vehicles	160,654.19	-	-	160,654.19
Water Tank	4,630.00	-	-	4,630.00
Total	25,417,569.50	36,998.00	-	25,454,567.50

R.P. Singh 



STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
VARUN MARG, DEFENCE COLONY, NEW DELHI-110024

Schedules are Forming Part of Balance Sheet & Income & Expenditure Account

(Amount in Rupees)

	Current Year	Previous Year
Schedule-B		
PLAN ADVANCE		
Advance ETE		
DIET Dilshad Garden	1,655.00	1,655.00
DIET Moti Bagh	12,294.00	12,294.00
Dinesh Sharma	-	3,956.00
Gopal Sharma	-	12,200.00
Short & Excess	-	139.00
	13,949.00	30,244.00
Advance General		
ITDC	3,560.00	3,560.00
Mukesh Tyagi	53,460.00	-
Mahender Kumar Pal	-1,500.00	-
Naveen Kumar	-	2,140.00
Rakesh Kumar	-	5,000.00
Short & Excess	-	-44.00
Sunil Tyagi	1,370.00	1,370.00
Suresh Sundriyal	5,000.00	5,000.00
	61,890.00	17,026.00
Advance NCERT (NAS)		
DIET Darya Ganj	3,440.00	3,440.00
DIET Dilshad Garden	17,230.00	17,230.00
DIET Ghumanhera	9,900.00	9,900.00
DIET Karkardooma	11,630.00	11,630.00
DIET Keshav Puram	5,600.00	5,600.00
DIET Moti Bagh	13,300.00	13,300.00
DIET Pitam Pura	28,000.00	28,000.00
DIET Rajinder Nagar	18,100.00	18,100.00
	107,200.00	107,200.00
Advance Programme		
Aamna Ahmad	-	380.00
Amit Agarwal	6,043,663.00	-
Anita Batra	5,250.00	5,250.00
Arun Kumar	-	3,200.00
Bindu Saxena	10,320.00	15,320.00
Sapna-Computer Incharge	3,373.00	3,373.00
DGS&D	18,762.00	18,762.00
DIET Moti Bagh(Adv)	6,200.00	6,200.00
DIET Rajinder Nagar	1,110.00	1,110.00
DIET Darya Ganj	1,289,212.00	30,000.00
DIET Dilshad Garden	-	156,520.00
DIET Ghumanhera	-	416,532.00
DIET Karkardooma	-	29,420.00
DIET Keshav Puram	159,869.00	843,900.00
DIET Moti Bagh	1,298,416.00	88,090.00
DIET R K Puram	248,942.00	22,590.00
IEDSS	858,866.00	639,851.00
K.S. Srivastav	8,010.00	10,360.00



Laxmi Dagar	1,920.00	1,920.00
M/S Alam	4,550.00	4,550.00
Mukesh Aggarwal	11,700.00	11,700.00
Programme Cell for Human Values	-	1,145,000.00
Raman Arora	4,680.00	4,680.00
Ritika Dabas	40,140.00	40,140.00
Sapna Yadav	-	18,640.00
Seema Srivastava	4,480.00	4,480.00
Seema Yadav	4,550.00	4,550.00
Sharad Sharma	5,977,131.00	1,774,606.00
Sheelu Mary Alex	4,640.00	3,834,520.00
Shyam Sunder	1,420.00	1,920.00
Sumeeta Behl	-	1,664,924.00
Veena Godhra	4,010.00	4,010.00
	16,011,214.00	10,808,498.00
	<u>16,194,253.00</u>	<u>10,960,968.00</u>

Schedule-C

SECURITY DEPOSITS & ADVANCES

Ring Road Services	10,000.00	10,000.00
SK Saxena	100.00	100.00
	<u>10,100.00</u>	<u>10,100.00</u>

Schedule-D

EXPENDITURE FOR SALARY

Salary	69,130,900.00	62,925,450.00
Gratuity	-	820,941.00
Employers Contribution to EPF	1,542,149.00	1,520,948.00
Medical Reimbursement	347,743.00	512,190.00
Leave Encashment	-	233,414.00
Leave salary Pension Contribution	554,496.00	579,305.00
Bonus	420,237.00	317,768.00
Leave Travel Concession	2,022,964.00	347,011.00
Over Time Allowance	-	6,732.00
	<u>74,018,489.00</u>	<u>67,263,759.00</u>

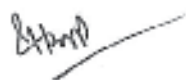
Schedule-E

PROGRAMME & OTHER SCHEME EXPENDITURE

In-Service Programme		
Programme in Service	34,731,075.00	69,592,834.00
Programme Research Study Innovation & Seminar	40,555.00	589,530.00
Programme for Capacity Building & Faculty Staff	468,293.00	-
Programme Strategic Information	-	28,190,250.00
Programme Strategic Leadership (IIM)	5,268,400.00	-
Programme Training of Laboratory Assistant	1,801,804.00	1,902,294.00
Programme Yuva SLP	-	105,436.00
Programme B.Ed Library Expenses	-	131,695.00
Programme B.Ed Expenses	954,254.00	864,154.00



Programme Capacity Building of Faculty and Staff of SCERT/Diets	-	55,086.00
Programme Development of English Communication Skill	-	23,558.00
Programme National & International visits	10,970,131.00	23,486,472.00
Programme State Research Group	-	136,000.00
Programme BED Cultural Activities	16,392.00	-
Programme Happiness Curriculum A Study	12,886,796.00	-
Other Innovative Programme		
Programme Automation of SCERT Library	-	23,600.00
Programme Questpedia	143,100.00	974,204.00
Programme Cultural Quest Global	-	44,920.00
Hiring of Specialized Experts	10,197,616.00	1,621,883.00
Examination Expenses (ETE/NTT)		
ETE Examination Expenses	13,394,254.00	11,811,574.00
ETE Affiliation Expenses	-	12,000.00
Material Development		
Programme for Documentation and Preparation Report	-	15,005.00
Programme Development of Teacher Manual of Subject Teachers	-	7,412,342.00
Programme Mentor Teacher/Inservice	-	64,770.00
Programme Material Development	8,733,820.00	-
Other Programme		
Programme for Office Expenses	-	40,354.00
Programme Right to Education	5,586,072.00	3,079,474.00
Programme Production of Standardized Video Module	-	698,336.00
Programme Cell for Human Values & Transformation	2,654,047.00	2,461,714.00
Programme Cell for School Leadership	32,235,335.00	84,794,286.00
Programme TDC Singapore	33,927,168.00	-
	<u>174,009,112.00</u>	<u>237,931,771.00</u>

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Schedule-F

OFFICE EXPENDITURE OTHER THAN SALARY

Office Maintenance	3,232,664.00	2,881,772.00
Advertisement	582,156.00	2,728,069.00
Bank Charges	12,636.00	44,878.00
Books, Newspaper & Periodicals	271,949.00	312,238.00
Conveyance	60,633.00	37,207.00
Electricity & Water Charges	1,727,183.00	1,403,063.00
Fuel & Power Expenses	15,839.00	70,431.00
Hiring of Vehicles	1,108,173.00	721,914.00
Legal & Professional Charges	48,250.00	88,150.00
Meeting Expenses	110,178.00	265,100.00
Postage and Courier Expenses	26,916.00	33,000.00
Repair & Maintenance Expenses(Vehicle)	19,248.00	37,088.00
Refreshment		4,517.00
Stationery & Other Items	1,185,569.00	861,611.00
Telephone Expenses	499,634.00	449,586.00
Rounded Off to	39.00	
Travelling Expenses		87,934.00
	<u>8,901,067.00</u>	<u>10,026,558.00</u>

Schedule-G

Capital Asset Expenditure
Capital Expenses

49,381,152.00

49,381,152.00

S. P. Sharma
Chartered Accountant

STATEMENT OF ACCOUNTING POLICIES

1. Accounting Conventions:

- a) The Financial Statements have been prepared under historical cost convention on going concern basis.
- b) The SCERT generally follows cash system of accounting and recognizes income and expenditure on cash basis.

2. Fixed Assets:

Fixed assets are stated at cost only. Cost comprises of capital cost and incidental expenses attributable to bringing the assets to working condition for its intended use.

3. Depreciation

No Depreciation has been charged on fixed assets.

4. Retirement Benefits:

- a) Gratuity is charged to revenue on payment basis.
- b) Leave encashment on retirement is charged to revenue on payment basis.

5. Revenue Recognition:

- a) Fees from various exams are recognized on receipt basis.
- b) Sale of Prospectus has been recognized on receipt basis.
- c) Interest on Auto Sweep deposit is recognized on accrual basis.

6. Grant-In-Aid Recognition:

- a) Grant in Aid received for recurring expenditure has been taken in the Income & Expenditure Account directly.
- b) Grants-in-aid received for Non-recurring purpose is being shown under the capital receipt.

B) NOTES ON ACCOUNTS

1. Previous year's figures are regrouped, rearranged, recast wherever necessary to conform to this year's classification.
2. SCERT is an Educational institution which is wholly financed by State Government and its receipts are exempt U/s 10(23C)(iiab) of the Income Tax Act, 1961. It is Recommendation from the Income Tax Department that SCERT should take registration U/s 12A of the Income Tax Act, 1961 in addition to exemption u/s 10(23C) of the Income Tax Act, 1961.
3. All the current assets, loans and advances, cash and Bank are as per the books of account produced before us. All the above figures are subject to confirmation except cash and bank balances.
4. All the current liabilities are as per the figures provided to us as per books of account produced before us and subject to confirmation.

For State Council of Educational Research & Training

A.A.O./D.D. Deputy Controller of Accounts Director

Place: Delhi
Date: 25.05.2020

for Rajesh Seema & Associates
Firm Registration No. 817625
Chartered Accountants

ICAI, Rajesh Seema & Associates
MRN-050848
PARTNER