



**State Council of Educational Research and Training**  
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Dated: 15/09/23

### **CIRCULAR**

**Subject: Guidelines to implement Deshbhakti Curriculum in the schools of Directorate of Education, GNCT, Delhi**

Deshbhakti Curriculum was launched on September 28th, 2021 by SCERT Delhi, with an aim to instil the spirit of patriotism and nationhood among students and prepare them to be responsible citizens. It is being implemented in all schools of Delhi Government and some private schools from grades KG to 12th. Through this curriculum, our students get an opportunity to reflect upon their thoughts and behaviour and what would make them a responsible citizen committed to nation building.

### **OBJECTIVES**

- Every child should feel pride for our country. Children to be taught about the glories of the country.
- Each child is made aware of their responsibility and duty towards the country.
- Instil the commitment among children to be prepared to contribute to the country.

The guidelines in the form of a planner have been developed by the SCERT, Delhi to ensure the smooth implementation of the Deshbhakti Curriculum in the schools of Directorate of Education, GNCT, Delhi. The guidelines are attached in **Annexure - A**.

This issues with the prior approval of the Competent Authority.

**(Dr.Nahar Singh)**  
**Joint Director (Academics)**

**Copy to: -**

1. PS to Secretary Education
2. PS to Director (Education)
3. PS to Director, SCERT
4. Addl. DE (Schools), School Branch, DoE
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6. WIM, SCERT
7. OS IT for uploading on DoE website
8. Guard File



**(Dr.Nahar Singh)**  
**Joint Director (Academics)**

## Overview of the Curriculum

1. The Deshbhakti Curriculum is divided into **three cohorts: Cohort KG-5, Cohort 6-8, and Cohort 9-12.**

2. Allotment of Periods of Deshbhakti Curriculum with respect to different Cohorts -

- According to the mandate, the **Deshbhakti Curriculum is allocated one period every day for grades K-8, and twice a week for grades 9-12.**

*It is recommended that the first period after recess be allocated for the Deshbhakti Curriculum.*

- For grades 9-12, it is necessary to have a minimum gap of two days between Deshbhakti Curriculum classes.

*The period allocation can be scheduled in one of the suggested combinations: Monday and Thursday or Tuesday and Friday, or Wednesday and Saturday.*

3. Resources

- Deshbhakti Curriculum has separate manuals and workbooks for grades K-2 and grades 3-5.
- For grades 6-8, there are separate manuals and Deshbhakti Diaries for grade 6 and grades 7 & 8, respectively.

4. Revised content for cohort 9-12 is under review.

## Objective of the Planner

1. To facilitate the timely and effective implementation of the Deshbhakti Curriculum in all DoE schools.
2. To organise class flow of Deshbhakti Curriculum.
3. To build an understanding regarding the overview and structure of the Deshbhakti Curriculum components and classroom practices.

## Process of Implementation

**Step 1:** Assigning Deshbhakti Nodal Teacher for each cohort i.e, K-5, 6-8 & 9-12 separately, preferably a regular teacher.

**Step 2:** Going through the manuals in detail - Manuals contain detailed information about the Deshbhakti curriculum.

**Step 3:** Teacher identification and orientation - Curriculum is designed in a way that any

teacher can facilitate the Deshbhakti Curriculum class.

**Step 4:** Teachers to familiarise themselves with the Curriculum's:

- Vision, aims and objectives
- Major components
- Pedagogy
- Curriculum Progression and Chapter flow
- Facilitation strategies suggested in the manuals
- Do's and Don'ts

**Step 5:** Implementing the Curriculum in the Classroom.

- The curriculum is written in colloquial language (Hindi), however, teachers may facilitate classes bilingually.

**Step 6:** Reach out to the Deshbhakti Curriculum team for clarification and support.

## **Deshbhakti Curriculum Stakeholders**

- |                                        |                                                                                                   |
|----------------------------------------|---------------------------------------------------------------------------------------------------|
| ● <b>Principal/ HoS</b>                | ● <b>Nodal Teachers</b>                                                                           |
| ● <b>Mentor Teachers</b>               | ❖ Tell us who the nodal teachers are, using this <a href="#">google form</a> .                    |
| ● <b>Master Trainers</b>               | ❖ In Case of replacement, inform the Deshbhakti Curriculum team via <a href="#">google form</a> . |
| ● <b>Deshbhakti Curriculum Teacher</b> |                                                                                                   |
| ● <b>Students</b>                      |                                                                                                   |
| ● <b>Parents of Students</b>           |                                                                                                   |

## **Roles and Responsibilities**

### **Principal/ HoS**

Head of Schools / Principal are required to ensure that Deshbhakti Curriculum classes are conducted across the grades K-12 on a regular basis as suggested in circulars.

1. Further, they must ensure the appointment of 3 Deshbahkti Nodal teachers i.e. one for Cohort (K-5), one for Cohort (6-8) and one for Cohort (9-12).
2. Ensuring the availability of Deshbhakti Curriculum resources i.e, Teacher's Manuals, Workbooks (Cohort KG - 5), Deshbhakti Diaries (Cohort 6 - 8), 100 stories books etc. for all classes in their respective schools.
3. Ensuring each and every Deshbhakti Curriculum teacher is trained, carry out need analysis of the training and conduct the training in collaboration with the mentor teacher as per the requirement.

## **Mentor Teachers**

### **1. Setup/ Implementation of Deshbhakti Curriculum in School**

- a. To ensure allotment of dedicated Deshbhakti Curriculum periods in all cohorts in their respective schools.
- b. To ensure the allotment of Deshbhakti Curriculum teacher to each class in all cohorts.

### **2. Need Assessment**

- c. Assessing the need of resources for students, teachers & nodal teachers.

### **3. Classroom Observation**

- d. Regular classroom observation of Deshbhakti Curriculum across cohorts and recording the observation in the Google Form, the link for which is attached in the circular.
- e. Establishing the connect with the Deshbhakti Curriculum Nodal Teachers and Deshbhakti Curriculum teachers.

### **4. Mentorship and Needbased Feedback and Support**

- f. Providing feedback and support to the Nodal Teachers and the teachers concerned with Deshbhakti Curriculum.
- g. Offering support in implementation and improving learning outcomes of Deshbhakti Curriculum classes.

### **5. Point of Contact**

- h. Act as a Point of Contact among the Nodal Teachers, teachers & students to gauge the concerns, limitations and shortcomings in the progress of the Deshbhakti Curriculum.
- i. Acting as a bridge between the mentee-schools and Curriculum team/Master trainers for the purpose of sharing the status, concerns & best practices of the schools.
- j. To help in increasing the reliability of the content by sharing their on-ground experiences with the curriculum team.

## **Nodal Teacher**

As a Deshbhakti Curriculum Nodal Teacher, they are the ambassadors of the Deshbhakti Curriculum at school level, and responsible for ensuring that the curriculum is being implemented smoothly in all the classes of the school. The role of the Nodal Teachers is to -

1. Attend the training conducted by the SCERT, Delhi w.r.t. Deshbhakti Curriculum and conduct training/ meeting of the same in their respective schools.

2. Understand their role and implement Deshbhakti Curriculum in their schools in the expected manner.
  3. Observe at least 2 Deshbhakti Curriculum classes in their respective cohort per week and record the observation in the Google Form, the link for which is attached in the circular.
  4. Establish a connect with the Deshbhakti Curriculum teachers for the regular transaction of learnings and experiences.
  5. Establish a sharing mechanism to share feedback or discuss issues and concerns arising in Deshbhakti Curriculum classes.
- 
6. Plan training at school level with the help of the Mentor Teacher and include various strategies and techniques for better content delivery.
  7. Conduct training session(s) for all Deshbhakti teachers.

### **Deshbahkti Curriculum Teacher**

As a Deshbhakti Curriculum Teacher, they are the one delivering the content to the students and are responsible for ensuring that the curriculum is transacted in its true sense. The role of the Deshbhakti Curriculum Teacher is to -

1. Understand the vision and purpose of Deshbhakti Curriculum.
2. Deshbhakti Curriculum teacher must be trained by the Nodal Teacher on the overview, structure, key components and format.
3. They must recognize the design of the curriculum, importance of the flow as designed and given in the manual and conduct classes as prescribed in the manual.
4. Read the manual and the resources (Workbooks/ Diaries) before facilitating the class.
5. Regularly speak to, and learn from fellow colleagues taking Deshbhakti Curriculum class and discuss challenges.
6. Becoming a facilitator - Deshbhakti Curriculum is not a subject but a series of conversations with the entire class.
7. Watch the video on Do's and Don'ts.

### **Deshbhakti Curriculum Teacher (while conducting the class) -**

- Start the class with Deshbhakti Dhyaan (Grades 6-8).
- Note the key questions on the blackboard.
- Use the prompts given, not all at once but provide the required amount of time and discussion.
- Encourage deeper discussions in the class.
- Conduct all the activities given in the manual.
- Encourage each and every student to participate.
- Recognize, each opinion is valued and every voice is heard.
- Ensure students use their Deshbhakti Diaries (Grade: 6-8) and Workbooks (Grade KG-5) to note reflections and for class activities.

- Familiarise themselves with the homework format and make the students aware about the seriousness of it.
- Not put forward their own opinion strongly but instead encourage students to voice theirs.
- Know there are no right or wrong answers.
- Recapitulate the class at the end of the period.

### **Deshbhakti Curriculum Master Trainer**

As a Deshbhakti Master Trainer, they are the ambassadors of the Deshbhakti Curriculum and link between the Mentor Teacher and Curriculum Team. Their role is to ensure smooth implementation and delivery of the curriculum.

- Champion the curriculum and content.
- Inspire Nodal Teachers to conduct training using effective strategies and regular classroom observations.
- Explain curriculum to the Nodal Teachers, establish clarity of the role & responsibilities and transacting facilitation strategies to the Mentor Teachers and Nodal Teachers for better delivery of the content.
- Train Mentor teachers on ‘how to train Nodal teacher and Deshbhakti Curriculum teachers in their schools.
- Stay Connected with Mentor Teachers to offer support and to collect feedback.
- Share feedback, stories and any other issues with the core team.

## Overview of the Cohorts

| Link for the Deshbhakti Curriculum Resources -<br><a href="https://drive.google.com/drive/folders/1_3ItjpTSj839ZNFP3YY1KY0KmA0JnRbr?usp=sharing">https://drive.google.com/drive/folders/1_3ItjpTSj839ZNFP3YY1KY0KmA0JnRbr?usp=sharing</a> |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                        |              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Items                                                                                                                                                                                                                                     | Cohort: KG-5                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                | Cohort: 6-8                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                        | Cohort: 9-12 |
|                                                                                                                                                                                                                                           | Grade KG-2                                                                                                                                                                                                                                                                                                                     | Grade 3-5                                                                                                                                                                                                                                                                                                                      | Grade 6                                                                                                                                                                                                                                                                                                                                | Grade 7-8                                                                                                                                                                                                                                                                                                                                                                              |              |
| Period Allocation                                                                                                                                                                                                                         | Daily                                                                                                                                                                                                                                                                                                                          | Daily                                                                                                                                                                                                                                                                                                                          | Daily                                                                                                                                                                                                                                                                                                                                  | Daily                                                                                                                                                                                                                                                                                                                                                                                  | Twice a week |
| Resources                                                                                                                                                                                                                                 | <b>Teacher:</b> Teacher's Manual<br><b>Student:</b> Student Workbook                                                                                                                                                                                                                                                           | <b>Teacher:</b> Teacher's Manual<br><b>Student:</b> Student Workbook                                                                                                                                                                                                                                                           | <b>Teacher:</b> Teacher's Manual<br><b>Student:</b> Deshbhakti Diary                                                                                                                                                                                                                                                                   | <b>Teacher:</b> Teacher's Manual<br><b>Student:</b> Deshbhakti Diary                                                                                                                                                                                                                                                                                                                   |              |
| Chapter Progression                                                                                                                                                                                                                       | <b>Total No. of Chapters: 6</b><br><br><div> <b>TERM 1</b><br/>           1. देश का तिरंगा<br/>           2. तिरंगे से प्यार<br/>           3. तिरंगे का सम्मान         </div> <div> <b>TERM 2</b><br/>           4. तिरंगे के हीरो<br/>           5. अनेकता में एकता<br/>           6. हमारे अधिकार और कर्तव्य         </div> | <b>Total No. of Chapters: 6</b><br><br><div> <b>TERM 1</b><br/>           1. देश का तिरंगा<br/>           2. तिरंगे से प्यार<br/>           3. तिरंगे का सम्मान         </div> <div> <b>TERM 2</b><br/>           4. तिरंगे के हीरो<br/>           5. अनेकता में एकता<br/>           6. हमारे अधिकार और कर्तव्य         </div> | <b>Total No. of Chapters: 6</b><br><br><div> <b>TERM 1</b><br/>           1. देश क्या है?<br/>           2. अपने देश से प्यार<br/>           3. अपने देश का सम्मान         </div> <div> <b>TERM 2</b><br/>           4. देशभक्त और देशभक्ति<br/>           5. मेरा देश : मेरा गौरव<br/>           6. मेरे सपनों का भारत         </div> | <b>Total No. of Chapters: 7</b><br><br><div> <b>TERM 1</b><br/>           1. अपने देश से प्यार<br/>           2. अपने देश का सम्मान<br/>           3. देशभक्त कौन ?<br/>           4. देशभक्ति         </div> <div> <b>TERM 2</b><br/>           5. मेरा देश: मेरा गौरव<br/>           6. मेरा भारत महान फिर भी विकसित क्यों नहीं?<br/>           7. मेरे सपनों का भारत         </div> |              |

| Components |  <p>वार्म-अप एक्टिविटी</p>  <p>मुख्य एक्टिविटी</p>  <p>रिफ्लेक्शन टाइम</p>  <p>देशभक्ति वर्कबुक</p> |  <p>वार्म-अप एक्टिविटी</p>  <p>मुख्य एक्टिविटी</p>  <p>रिफ्लेक्शन टाइम</p>  <p>देशभक्ति वर्कबुक</p> |  <p>देशभक्ति ध्यान</p>  <p>देशभक्ति डायरी</p>  <p>शुरुआती चर्चा</p>  <p>क्लासरूम चर्चा</p>  <p>क्लास एक्टिविटी</p>  <p>होम एक्टिविटी</p>  <p>अभिव्यक्ति एक्टिविटी</p>  <p>समापन एक्टिविटी</p> |  <p>देशभक्ति ध्यान</p>  <p>देशभक्ति डायरी</p>  <p>शुरुआती चर्चा</p>  <p>क्लासरूम चर्चा</p>  <p>क्लास एक्टिविटी</p>  <p>होम एक्टिविटी</p>  <p>अभिव्यक्ति एक्टिविटी</p>  <p>समापन एक्टिविटी</p> |  |
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## Additional Resources

### Grades: KG - 2 (Foundational Stage)

| S.No. | Poem                 | Page No. | QR Code                                                                             |
|-------|----------------------|----------|-------------------------------------------------------------------------------------|
| 1     | सुनो तिरंगा मेरा नाम | 2        |  |
| 2     | ज़िम्मेदारी किसकी?   | 65       |  |

### Grades: 3 - 5 (Preparatory Stage)

| S.No. | Poem                             | Page No. | QR Code                                                                               |
|-------|----------------------------------|----------|---------------------------------------------------------------------------------------|
| 1     | सुनो तिरंगा मेरा नाम             | 3        |  |
| 2     | देशभक्ति गीत (नन्हा मुन्ना राही) | 20       |  |
| 3     | गांधी जी के तीन बंदर - भाग 1     | 27       |  |

|   |                              |    |                                                                                     |
|---|------------------------------|----|-------------------------------------------------------------------------------------|
| 4 | गांधी जी के तीन बंदर - भाग 2 | 30 |  |
| 5 | आखिर किसकी ज़िम्मेदारी?      | 75 |  |

### Grades: 6

| S.No. | Poem                    | Page No. | QR Code                                                                               |
|-------|-------------------------|----------|---------------------------------------------------------------------------------------|
| 1     | झंडा गीत                |          |   |
| 2     | देश हमें देता है सब कुछ |          |  |
| 3     | दिल्ली है मेरी जान      |          |  |
| 4     | मेरा रंग दे बसंती चोला  |          |  |

|   |                          |  |                                                                                     |
|---|--------------------------|--|-------------------------------------------------------------------------------------|
| 5 | है प्रीत जहाँ की रीत सदा |  |  |
| 6 | सारे जहाँ से अच्छा...    |  |  |

### Grades: 7 & 8

| S.No. | Poem                        | Page No. | QR Code                                                                              |
|-------|-----------------------------|----------|--------------------------------------------------------------------------------------|
| 1     | भारत हमको जान से प्यारा है! |          |  |

### Observation

**Observation Form** - [Google form](#) is to be filled by the Mentor Teacher and Nodal Teacher for each cohort on a regular basis.

#### Mentor Teacher -

1. Mentor teachers are required to observe Deshbhakti Curriculum classes whenever they visit their mentee schools.
2. At least one class from each cohort to be observed during the visit to their mentee schools and fill the observation form based on their observation.
3. Observation forms to be filled on the same day of class observation, preferably during school hours.

#### Nodal teacher -

1. Nodal teachers are required to observe at least 2 Deshbhakti Curriculum classes on a weekly basis.
2. Observation forms to be filled the same day of the classes observed.