



**State Council Educational Research & Training**  
Varun Marg, Defence Colony, New Delhi-110024



# ANNUAL REPORT

## 2022-23



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स्वाध्यायान्मा प्रमदः

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




Annual Report 2022-23  
© State Council of Educational Research & Training, Delhi

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## SCERT: An Overview

In pursuance of the recommendations of NPE, 1986 and its Programme of Action, the State Council of Educational Research & Training (SCERT), Delhi was established as an autonomous organization on May 27, 1988, for providing academic resource support in improving the quality of school education in Delhi. At present, nine District Institution of Education and Training (DIETs) are functioning under the overall guidance of SCERT.

The goal of SCERT to raises the quality of school education by improving the attitudes, increasing the application of knowledge and enhancing the teaching skills of teachers and to provide academic and professional support and guidance to agencies and institutions working in the field of education. The Delhi education model has gone through revolutionary changes with the SCERT being one of its pillars. Thus, SCERT Delhi is the backbone of Delhi education system. It aims to rebuild the service environment and culture of schools by maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, to ensure that our children are learning.

### Vision

The vision of SCERT is to substantially raise the quality of school education and teacher education through increased innovation, effective teaching, and application of knowledge.

### Mission

- To raise the quality of school education by improving the attitudes, increasing the application of knowledge, and enhancing the teaching skills of teachers.
- To provide academic and professional support and guidance to agencies and institutions working in the field of education, population and development education, child rights and environmental protection, eco-friendly lifestyle, community education etc.
- To collaborate with other agencies, institutions, and organizations for the cause of quality in school education and teacher education programmes

The mission of SCERT is realized through various activities related to In-service & Pre-Service trainings, Material Development Projects, Research Projects, National & International Trips for professional Development, Faculty development Projects & innovative projects, technology Integration etc which is in alignment to the vision of the education Policies.

## 1. Training

SCERT has set out to transform the structure of in-service teacher training by recognizing the need for a rigorous training program for all teachers across Government schools in Delhi.

The intent behind this transformation is to elevate the quality of training while designing content that marks a shift from content to competency-based training and also to provide teacher training based on competencies aligned with global and national standards of teacher training, while keeping in mind the ground reality of the teacher's students at the Delhi Govt. Schools. SCERT disseminates high quality in-Service Teacher Training modules based on global best practices. The teacher training modules are specially designed for teachers to develop them as 21st-Century professionals.

The In-service trainings proposed for 2022-23 focus to empower teachers of different level and categories, Educational Administrators of DoE & MCD, SMC members/Community members, Field functionaries, Librarians, Eco club in charges, STC teachers, EVGCs etc who will ensure that every child in Delhi shall receive learning that helps them to be happy, responsible, healthy and productive citizens. The training on Entrepreneurship Mindset Curriculum (EMC), Deshbhakti Curriculum and Happiness Curriculum, build capacities of teachers to foster among students, the entrepreneurial skills, patriotism along with understanding the role of harmony within the self and outer environment.

At SCERT Pre-service training is imparted through B.Ed. Programme which is affiliated to GGSIP University Delhi with due recognition from NCTE. Besides the prescribed syllabus B.Ed Trainees are given opportunities & platforms through various activities. All the activities align with the vision of NEP 2020 and empower trainees to address needs of students.

A fully equipped Training Wing at SCERT supports to strengthen Teacher education. The inputs from SCERT & DIETs have resulted in the professional growth of teachers, teacher educators, educational administrators and other educational functionaries leading to improvement in their effectiveness and efficiency.

## 2. Material Development

SCERT develops engaging, joyful and innovative materials, to improve the quality of school education in Delhi. All the materials are then published and disseminated which provides academic resource support to teachers, students & other educational functionaries in form of Story Books, Comic books Modules, Textbooks, Manuals, Question-Banks, Handbooks educational Kits, reports, newsletter, curriculum etc. in print format and digital format.

## 3. Research

SCERT encourages a positive research culture and facilitates to produce high quality research which is refined piece of original work. SCERT undertakes the research



projects which are aimed at finding solutions to the problems related to school Education. The research projects aims to help policy makers, researchers to enrich quality of curriculum, pedagogic planning and practices focusing on the areas of school education and teacher education.

#### 4. Professional Development

SCERT envisions continuous professional development of all the teachers, school leaders and teacher educators by organizing faculty development Programmes, seminars, symposiums independently and also by collaborating with university departments of both national and international level.

The exposure to national & international institutions facilitates in updating their knowledge and skills and help to learn latest innovations and advancement in their profession. This also provides a platform for the teachers and teacher educators where; ideas can be exchanged, and best practices in education can be shared.

#### 5. Technology Integration

SCERT, Delhi has kept itself abreast with the pace of change. SCERT created new opportunities for digital learning and many inventive activities.

SCERT hope to further attain the target of quality and quantity in teacher education by integrating all possible and latest technology in all sphere of interventions related to teachers training, material development, Research and innovation. The technology augmentation resulted in setting up of smart classrooms, studios, library automation, apps, portals, websites etc.

- For Smart classes, Interactive panels were integrated in the classrooms.
- Studio has been setup for developing high quality e-content (Interactives, audio, video, e-educational resources), teleconferencing and broadcasting services.
- The website **scert.delhi.gov.in** is the main website of SCERT with all the upgraded information.
- The website **scertdelhi.adhyapanam.in** is exclusively for Sanskrit teachers which also provide online certificate courses to Sanskrit teachers.
- The website **scertdelhi.admissions.nic.in** is about all activities related to admission in D.El.Ed & DPSE courses and information related to examinations
- Automation of the Library of all DIETs and SCERT is accomplished by the installation of LIBSYS software at SCERT and DIETs. It eases the system of sturing berrowing and locating the ercisting resomce material.
- SCERT has initiated the process to establish a virtual management information system i.e Teachers Training Management System (TTMS) for implementing, monitoring and evaluation of the In-service teachers training programme which will help to streamline and facilitate teacher training across Delhi. This will help to know the actual status of teachers in their current training and how teacher

training can be improved. Grading of teachers will also be done through TTMS. Under the umbrella of this TTMS system schools of Government, NDMC, MCD and others will be covered. It will cover 82 thousand teachers. Through different MOOC courses online teaching will also be provided to teachers.

## 6. Innovative Projects

Every year SCERT proposes Innovative projects to enhance to quality of school education and teacher education and emphasize that the proposals are sustainable with long term planning, vision and clearly defined measurable outcomes.

TTMS is one of the innovative projects which will provide a teacher data base and active learning opportunities and will strengthen the teachers' skills and professional competencies.

The School Transformation and Enrichment Programme (STEP) is a combined collaborative efforts of Schools and SCERT /DIETs faculty to walk hand in hand to provide support in form of training and interventions. The combined and collaborative efforts of the school and the STEP faculty will result in amazing outcomes in the overall Education system in the near future.

Organizing Research Colloquiums in SCERT & DIETs is an initiative to foster a positive research culture in SCERT & DIETs.

SCERT organizes National/ International conferences on various theme related to "School and Teacher Education" to encourage the practitioners to engage with existing and emerging areas of research. This provides a platform to discuss existing agendas in school education and teacher education. SCERT promotes a culture of collaboration with different pioneer National & International Educational institutions i.e., Universities such as Central Universities, IITs, TISS, IIM, EFLU, IISC, University of Cambridge etc.

## 7. Other Programmes

SCERT envisions all the programme and activities with the central focus to improve learning outcome of the school students so that competency-based learning can happen by justifying equity and equality in education system of Delhi and ensure implementation of NEP 2020 in phased manner to achieve its set goal. It would not be an exaggeration if it is stated that SCERT Delhi is in full swing of implementing the National Education Policy 2020.

- SCERT aims to align all its academic activity with NEP 2020. All prog/projects reflect a "change management process" for the reinvigoration, capacity building and changing of the work culture of SCERT and DIETs for developing them into vibrant institutions of excellence and to ensure quality education.
- NEP 2020 has stipulated that attaining foundational literacy and numeracy for

all children must become an immediate national mission. This year focus is on achieving the targets of NIPUN BHARAT by augmenting students learning outcomes through Foundational literacy and Numeracy (FLN).

SCERT has developed Teacher's package for teacher teaching in Pre School. The package includes Monthly calendar, Teacher's handbook, word wall, numeracy poster, Activity book with activity sheets, Daily routine chart & Height chart)

- o A handbook for teachers is about the strategies to promote reading habits among the children. It is a guide for developing and managing reading areas in classes at foundational and preparatory stage of school education.
- o A kit of indigenous toys has been developed by SCERT for grades from primary to grade 5. The kit has 18 wooden items that are selected for children to play with and learn while playing. A manual on indigenous toys has been also developed, which is about the ways to use the toys and games. It is based on the Learning outcomes and competencies entailed in NIPUN Bharat document.
- Development of E content for DIKSHA Portal Under the DIKSHA (National Teacher Portal)- e content for academics and non-academic topics are being prepared and uploaded on the portal.
- Revision of Special Training Center (STC) Textbooks with gender perspective.

The work of the SCERT and DIETs covers the entire spectrum of school education including schools of the Directorate of Education, Education Departments of MCD, NDMC and Cantonment Board. The Faculty also participate & coordinate projects conducted by NCERT & MoE i.e NAS, FLN-NAS, post NAS interventions, Vidyanjali etc.

## 1. Status of B. Ed. 2022

There are a total of 100 seats in the SCERT B.Ed programme out of which 70 seats are for the Pre-service candidates admitted through GGSIP University on the basis of merit of Common Entrance Test conducted by the University and 30 seats are for the In-service teachers of the Govt. schools of Delhi (22 seats for DoE, 06 seats for NDMC & 02 seats for DCB). OBC reservation is over and above the sanctioned Seat Intake under Pre-service category. Total students enrolled for the batch (2022-24) are 112 out of which 89 are Pre-Service students and 23 are In-Service.

Batch	Male	Female	Total
2021-2023	25	89	114
2022-2024	19	90	109*

\* May increase or decrease subject to admission as per criteria

**Result: 2020-22 -93/93 (100%)**

Result Batch 2020-22	Student appeared	Student passed
End term Examination 2 <sup>nd</sup> year	93	93

## Activities conducted during the Session 2022-23

- Orientation regarding School Experience Programme (SEP) for B.Ed. II year / III Semester was organized in w.e.f 1.09.2022–9.09.2022.
- School Experience Programme (SEP) for B.Ed II<sup>nd</sup> year commenced w.e.f 23 September 2022
- Admission for pre-service candidates was done as per the list of candidates provided by GGSIPU for the B.Ed Ist year w.e.f 19 September, 2022. For In-service candidate's admission was done in the month of September 2022.
- As per the declared schedule by GGSIPU, academic session for B.Ed I year was started w.e.f 26 September, 2022.
- Commencement of classes for B.Ed II<sup>nd</sup> year were conducted i.e. 01.09.2022 (with Orientation for SEP)
- External viva for course code 252- Reflection on School Experience was conducted for B.Ed II year on 18<sup>th</sup> May 2022 respectively.
- External viva for course code 152 and 154 were conducted for B.Ed. I year on 3<sup>rd</sup> and 5<sup>th</sup> August 2022 respectively.
- Celebration of Hindi Divas Programme (14 Sept- 16 Sept, 2022)
- TLM Workshop for B.Ed. Second Year TTs on 14<sup>th</sup> September 2022
- Cyber Awareness Programme November 2, 2022
- World Health Day Celebration April 7, 2022
- Children's Day celebration 14<sup>th</sup> November 2022
- Annual Day 'Abhinandan' 11<sup>th</sup> November 2022

- A visit to Old Age Home- 20<sup>th</sup> October 2022
- Workshop on Mask Making and Story Telling for First Year TTs - 28<sup>th</sup> September, 2022
- International Yoga Day celebrations on 21<sup>st</sup> June 2022
- Farewell 'Rawangi' batch 2022-22 on 19<sup>th</sup> May, 2022
- Establishment of Placement cell and interface for selecting teacher fellows from batch(2020-2022).
- Independence Day was celebrated in online mode with B.Ed I & II year and faculty of SCERT.
- Celebration of Holi (March 2023)
- 08 extension lectures were organized for B. EdI & II year Trainees and faculty for SCERT for enriching their knowledge and understanding. The details are as given below:

S. No.	TOPIC	RP	DATE
1.	An overview on universal design of learning	Dr. Alan Bruce, Universal Learning systems, Ireland	30/05/22
2.	Reflection on Digital Immersive Learning	Dr.Christian Jonathan Angel Rueda, University of Queretaro, Mexico	18/06/22
3.	Exploring Brain –Compatible Learning: Principles and Applications	Ms.Rania Lampou, STEM Instructor, Directorate of ET and Innovation, Greece	09/07/22
4.	Learning the art of Digital story telling	Dr. Mira Mishra, Asst. Prof., G.D. Goenka University.	30/07/22
5.	Mindfulness Awareness Practice	Dr. Nellie Deutsch, University of Phoenix, U.S.A	13/08/22
6.	Teaching in inclusive classroom during SEP	Prof. Sara Begum, Dean FoE, JMI, Delhi	17/09/22
7.	Lights, Camera, Production: Students-made video projects to enhance Speaking skills	Mr. Rob Howard, Training institute and online language center, Poland.	15/10/22
8.	Enhancing Pedagogical Efficiency with Creative Aerobic	Dr. Arpan Yagnik,	20/10/22

- **Committees in B.Ed Division:** For smooth conduction of all activities in B.Ed Prog 21 committees have been constituted. The members of committees are Principal B. Ed, Faculty & BRPs. The various committees are –
- School Experience Programme Committee, Admission Committee, Timetable Committee, Attendance committee, Discipline Committee, Anti-Ragging Committee, Mentor Mentee Committee, Placement Committee, Alumni Committee, Sexual Harassment Committee, Scholarship/ Fellowship Committee,



Students Grievance Redressal Committee, Website and Publication Committee, Co-Curricular and Cultural Activities Committees, Affiliation, Audit, Inspection Committee, Special Need SC/ST/OBC/EWS/Minorities Committee, Placement and Notice Board and Faculty Detail Committee, Coordination between University and SCERT Committee, Science and ICT Lab. including live streaming of online events, Academic Activities committee (Extension Lecture, Workshops, Seminars, FDPs, Conferences), Examination committee Internal and External (Theory and Practical).

## Brief Report of Major Programmes

- **FAREWELL 'RAVANGI' on 19<sup>th</sup> May 2022**-The farewell program was organized on 19<sup>th</sup> May 2022 by first year trainees of B.Ed Division, SCERT, Delhi to make life more memorable for the passing batch of 2020-2022. Efforts by 1st year B.Ed trainees reflected their bonds with seniors with a fusion of events including welcome dance, folk songs, skit, and games organized for them along with stunning performances by both 1st and 2nd year teacher trainees.
- **Celebration of ANNUAL DAY on 11<sup>th</sup> November 2022**- SCERT B.Ed division celebrated its Annual Day on the divine occasion of National Education Day. The event with the central theme **"Abhinandan"** is marked by delightful, energetic and stunning performances by 1st and 2nd year B.Ed. trainees which represented the Beauty of India.

The main objectives of celebrating the annual day were:

- To appreciate and map the progress of SCERT
- To celebrate the feast and festivity when students present their wonderful performances
- To felicitate the students for their curricular achievements
- To provide the opportunity to faculty and trainees to present their insights and views.

## Report on Annual sports meet

B.Ed division of SCERT has participated in the 17th annual sports meet organized by GGSIP University from 9th to 16th December 2022 in different sports events held at the University campus, Dwarka, in which 72 affiliated colleges placed their entries. In this event, 18 trainees participated in the expert supervision of Ms. Harpreet Kaur, (BRP, PHE) in various sports events such as badminton, tug of war, race (200m, 800m, 4X100 relay, and 5 Km), throw (shot put, discus), Long Jump, and Chess. The event was magnificent and one of our trainee Ms. Mamta Bangri secured a bronze medal in the 5 Km race.

## Workshop on Pictorial Poster for B.Ed. Ist Semester Students

**Topic:** Pictorial Poster

**Course Title:** Understanding the Self

### Objective:

- To help student-teachers develop their capacity for reflection through art to understand self
- To develop the capacity for sensitivity and sound communication of their ideas through art
- To develop capacity to establish peace and harmony with self

A workshop on pictorial poster making for B.Ed. I Semester students was organized on 6<sup>th</sup> December, 2022 The workshop was conducted in two batches, first batch section B from 10:00am to 11:30am and second batch Section A from 11:30 am to 1:00pm.

The Faculty of Art Mr Vimal Chand Sr. Lecturer DIET Daryaganj and Dr Vikram Kumar Assistant Professor DIET Darya Ganj took the session and orient the students about the importance of poster making i.e. to provide maximum information with minimum words. Also poster should be eye-catching and informative. They can be used to communicate important messages. As part of their curriculum pictorial poster can also be used to express oneself. They can be either graphic or textual or both. Students were also told about the nitty gritty of poster making like usage of space, colour combination and border design etc. Students participated wholeheartedly and make poster expressing themselves as chef, singer, dancer and artists etc. using poster colours.

## Training Session on Mindfulness for B.Ed. Ist Semester Student

**Topic:** Mindfulness

**Course Title:** Understanding the Self

### Objective:

- To help student-teachers to improve focus and self-awareness
- To promote emotional balance and healthy relationship with students
- To develop capacity to establish peace and harmony with self

A training session on Mindfulness for B.Ed. I Semester students was organized on 9<sup>th</sup> December, 2022 The workshop was conducted in two batches, first batch section B from 10:00am to 11:30am and second batch Section A from 11:30 am to 1:00pm. The sessions were taken by Dr. Bhavna Chadha Ph.D & D.Lit in Neuro Clinical Psychology and Behavior Analytics, University of Delhi. She oriented the students about the benefits of mindfulness such as improvement of focus and self-awareness; Promotes emotional balance and help in stress management; support healthy relationship at work and at home. She also emphasis that practicing mindfulness activities makes the teacher more effective in classroom.

## Conclusion

These types of workshops help students to look inward, observe and express themselves. It is about paying attention to the present moment, using techniques like meditation, breathing and yoga. It helps us become more aware of our thoughts and feelings; instead of being overwhelmed by difficult situations we can manage them effectively.

## Training Session on First Aid and Basic Life Support B.Ed. III Semester Students

The B.Ed division of SCERT Delhi, organized a training on \*First Aid and Basic Life Support\* with the help of a team of prodigious doctors from Medanta mediclinic, New Delhi which focuses on crucial Life-Support Techniques, quick response strategies, immediate first aid and practical demo session for CPR with a major focus on how trainee teachers can respond to emergency medical requirements in school setup. The training was impactful and spread a beam of hope to act as and when needed.

## Extension Lecture: Philosophical Foundations of Education

Topic: Sankhya and Advaita Philosophy

Date: 21 January 2023

Dr. Richa Sharma from Tata Institute of Social Sciences took a lecture on two Indian philosophical traditions viz. Advaita and Sankhya philosophy. Her pedagogy primarily revolved around the lecture method, however, her constant encouragement to pose questions and problematize concepts made the lecture insightful and enriching. The highlight of the lecture was she gave a new lens to understanding Indian tradition which hitherto has been downgraded by the dominant western paradigm. She talked about the basic philosophical terms: ontology, epistemology, methodology, metaphysics, axiology, and phenomenology. The lecture helped the students to understand the nuances of Advaita and Sankhya which are one of the most important philosophical traditions of India.

## Extension Lecture: Philosophical Foundations of Education

Topic: Idea of Dialogue with special reference to Socrates, Freire, and Buber's ideas

Date: 27 January 2023

Dr. Vikas Beniwal from Delhi University took a lecture on Dialogue with special reference to Socrates, Freire, and Buber's idea of dialogue. The lecture was dialogical in the truest sense of the term. He encouraged the students to present their ideas as much as they could without any fear of making correct or incorrect statements. The lecture was structured in such a way that dialogue was between two equals (students and teacher) and not placed in a traditional hierarchical structure. The best part of the lecture was that the teacher didn't give one final answer or definition of a particular concept but rather included all shades of opinion.

## Extension Lecture: Philosophical Foundations of Education

Target Group: B.Ed. IV semester (2021-23)

Resource Person: Ms. Pinki Yadav

Date: March 02, 2023

### **Introduction:**

On March 01, 2023, an extension lecture was conducted for the B.Ed. IV semester trainees on the topic “Philosophical understanding of knowledge” by Ms. Pinki Yadav at SCERT, Delhi. The aim of the lecture was to help the trainees understand the philosophical perspective of knowledge and its importance in education.

Ms. Yadav started the lecture by explaining the different types of knowledge, different philosophical theories of knowledge, such as Empiricism, Rationalism, and Pragmatism, different branches of philosophy that deal with knowledge, such as Epistemology, Ontology, and Axiology. ,the role of knowledge in education, the importance of using different teaching methods to help students acquire knowledge. She stated that teachers need to use a variety of teaching methods, such as lecture, group discussions, and hands-on activities, to cater to different learning styles. In conclusion, the extension lecture on “Philosophical understanding of knowledge” was very informative and useful for the B.Ed. IV semester trainees.

## **REPORT ON PUPPETRY AND MASK MAKING**

We are only puppets; our strings are being pulled by unknown forces” -Georg Buchner

Target Group: B.Ed. IV semester

Resource Person: Mr. Pramod Sharma, NCERT

The students of B.Ed. IV th Semester of Academic Session 2022-23 of SCERT, Delhi engaged in an extraordinary Historical exercise of Puppetry and Mask Making on March 02, 2023. This fun activity aimed at introducing the form of Puppetry which involved the manipulation of inanimate objects for the B.Ed. trainees. The trainees were introduced to the hand puppet created from the Stick design. Puppetry is a very ancient form of theatre which was first recorded in the 5th century BC in Greece. Puppetry may take any form, but it shares the process of animating inanimate performing objects to tell a story. This activity involved mass participation from the B.Ed. Trainees helped the students lay their hands on such an Ancient Art Form. This ambitious workshop helped the trainees to develop their students’ visual-spatial intelligence and kinesthetic intelligence. It encouraged the craftsmanship and Originality of the students and enabled the child to learn about puppet design, puppetry technique and the technique of staging a puppet show.

### **Objectives of Workshop**

1. To introduce Puppetry as an aid to education.
2. To teach preparation and manipulation of glove, shadow, rod, string and other puppets.
3. To prepare educational scripts and Programmes for teaching curriculum subjects through puppetry and to study the impact of training for evaluation.

4. To enable teachers to acquire knowledge about traditional puppet theatre forms of India and to provide them with an opportunity to interact with traditional puppeteers.
5. To encourage teachers to improvise inexpensive teaching aids and to make creative activities for students, an integral part of classroom teaching.

### **Learning Outcomes:**

1. Trainees able to make lowcost teaching aids
2. Trainees able to relate puppet and mask to their teaching content
3. Trainees able to use these puppets and mask for their effective teaching
4. Trainees able to integrate different subject content in their subject
5. Trainees able to develop imagination and logical thinking among their learners too

## **REPORT OF WORKSHOP ON DRAMA IN EDUCATION**

Target Group: B.Ed. IV sem (2021-23)

On March 02, 2023, a workshop on theater and drama was organized for the B.Ed. Division B.Ed. trainees at SCERT, Delhi. The objective of the workshop was to enhance the teaching skills of the trainees through the use of theater and drama.

The workshop was conducted by renowned theater director Mr. Deependra Rawat and was attended by 50 B.Ed. trainees from various colleges and universities. Mr. Deependra Rawat started the workshop with a brief introduction on the history and significance of theater and drama. He highlighted the importance of incorporating theater and drama in the classroom as it not only helps in teaching various concepts but also aids in the holistic development of the students. The trainees were then divided into groups, and each group was given a different topic to work on. The topics included 'Importance of Water Conservation,' 'Effects of Social Media on Society,' 'Road Safety,' and 'Healthy Eating Habits.' The groups were instructed to come up with a short skit or play on their respective topics. Mr. Deependra Rawat guided the trainees in creating the skit, starting from the ideation stage to the final presentation. He emphasized the importance of creativity and innovation in the skit. The trainees were then given time to practice and perfect their skits. They were encouraged to incorporate various theater techniques such as voice modulation, body language, and facial expressions to make their performance more impactful. After the practice session, each group presented their skit to the entire audience. The performances were judged based on the relevance of the topic, creativity, and the effective use of theater techniques.

### **Conclusion:**

It helped them understand the importance of theater and drama in the classroom and how it can be used to teach various concepts. The trainees also learned various theater techniques and how to incorporate them into their teaching practices.



## 2. INSET Programme-(2022-23)

SCERT is entrusted with the responsibility of providing quality in-service training to Delhi Government school teachers. It has the mandate to train and build the capacity of teachers and support it with curriculum and training module developed by SCERT. The NEP also recommends continuous professional development of teachers for self improvement to learn the latest innovations and advances in the teaching profession.

Summary of Training conducted under different categories.

S. No.	Category	Participants proposed	Participants attended (Multiple Trainings)
1.	CMT	30	63
2.	PGTs	16448	547
3.	TGTs	3766	2507(MCD)
4.	PRTs	22866	4550
5.	Mission Buniyaad	23200	5627
6.	Trg. on Deshbhakti Curriculum	6450	1647
7.	TDCs	2995	2442
8.	MTs	1255	1014
9.	EMC	15008	13845
10.	CMIE	80	333
11.	BRP	150	493
12.	SMC	----	1775+
13.	STC	1634	1561
14.	Sanskrit teachers	721	610
15.	Training on 'Vidyanjali'	400	363
16.	Lab Assistant	1871	1581
17.	Training of Librarians	1029	795
18.	CRCCs	228	210
19.	Mathematics Teachers (PGT & TGT of DoE)	83	63
20.	EVGC	380	NIL
	<b>TOTAL</b>		<b>38890Attended</b>

### 3. Faculty Development Programme:

The SCERT/DIETs faculty exposed to innovative and alternate models of classroom practice and professional development through national and international exposure visits. These exposures helped in the capacity building of faculty.

#### Objectives:

- To broaden up the mental horizon of the faculty members by analyzing their needs for upcoming training programmes.
- Increase the understanding of the importance of non-academic life skills such as empathy and creative problem solving for the round development and success of a child.
- To develop and promote creativity among participants that increases performance and enthusiasm in their professional life
- To exchange ideas and experiences regarding working effective educational practices.
- To enhance the knowledge and skills which help in overall professional development

#### Status of Faculty Development-2022-23

S. No.	Prog	Coordinator/s	Status
1	Continuous Professional Development of faculty (SCERT/DIETs) for developing Massive Open Online Courses (MOOCs)	Dr. Sonu Lal Gupta, Dr. Gaurav Sharma	50 faculty members of SCERT and DIETs are engaged in one MOOC course with TISS named as Practitioner.Research – A lab Course for Teacher Educators
2	One week faculty Development program for faculties of SCERT/DIETs on Data Analysis using SPSS	Dr. Sonu L. Gupta, Dr. Gaurav Sharma	Conducted Two Workshops of 05 days Approx. 54 faculty Participated (24+30)
3	21 days faculty Development program for the members of State Research Forum (SRF) and District Research Forum (DRF).	Dr. Gaurav , Dr. Sonu & Team	Conducted with TISS Mumbai in the month of January 2023.
4	Half day orientation on School Transformation and Enrichment Programme	Dr. V.K. Pathak	Organized on 23 <sup>rd</sup> April 2022 at DIET KP. 318 faculty/BRPs proposed out of which 292 attended
5	School Transformation and Enrichment Programme (STEP)	Dr. V.K. Pathak	Organized on 21 <sup>st</sup> May 2022 at DIET KP 201 faculty of DIETs & SCERT proposed out of which 182 attended

S. No.	Prog	Coordinator/s	Status
6	Exposure/Training for the Faculty and BRPs of SCERT and DIETs for their Professional Development.	Dr. V.K. Pathak	Organized on 9.8.22 at Madhavgarh Farms Gurugram for 280 faculty & BRPs out of which 278 attended
7	Training on Module 1 (for knowledge partner and nodal officers of various head)	Dr. V.K. Pathak	Conducted on 7 <sup>th</sup> Nov'22 at SCERT 40 purposed out of which 37 attended
8	Training program on managing social media platforms	Dr. V.K. Pathak	Conducted on 14.11.22 25 participants proposed out of which 25 attended
9	Development of research skills among the teacher educators: 5 days training program With Collaboration (Central Institute of Education, Delhi University)	Dr. Ashok Kumar, & Mr. Sharad Sharma,	Completed 5 days training conducted during 1-4 & 6 March, 2023 at Deptt. Of Education (CIE), DU Content development for Publication of edited book is in progress.

## 4. National Exposure Visits

SCERT and the Delhi Education Department have a vision of developing all government schools in Delhi to achieve excellence. School leadership is critical in creating the right experiences and guiding everyone involved in the school ecosystem down the path of learning. SCERT, Delhi is actively conducting training for teachers, education officers and its faculty members by collaborating with other premier institutions such as TISS Mumbai, IIM- Ahmedabad , IIT Mandi etc. with the aim to upskill them in technology and expertise on content thereby making the teaching more effective for the students.

### OBJECTIVES:

- To facilitate creativity and cognitive thinking in education.
- To provide teaching-related support and input to participants.
- To facilitate the development of teaching content such as teaching cases and teaching notes
- To enhance 21st Century skills among participants.
- To develop scientific and technological skills among participants.
- To provide the continuous professional development to participants.
- To Equip participants with modern pedagogy strategies
- To explore explore relevant and contemporary learning issues encourage them to think independently and creatively

### Status of National Exposure Visits 2022-23

S. No.	National Exposure Visit	Participant	Participant	Status
		Proposed	Attended	
1.	05 Days Residential Trg for TDC Facilitators of SCERT/ DIET	45	46	Conducted at Hotel Ramada, Mussorie.
2.	'Leadership Development Programme' for HoS of DoE (IIM Ahmadabad)	100	100	First batch visited from 8th -13th August 2022 and Second batch from 31st October – 4th November 2022.
3.	HoS (DoE Offsite)	89	89	89 HoS of DoE attended 05 days Residential Training of facilitators of CLDP at Jaipur from 25 – 29 June 2022
4.	HoS (SDMC) offsite	51	50	Facilitator 05 days offsite workshop organized at Aurovalley Ashram, Rishidwar in November 2022

S. No.	National Exposure Visit	Participant Proposed	Participant Attended	Status
5.	Primary Incharges (DoE)	150	30	Primary Incharges of DoE visited Sikkim- (18 to 24 December22)
			30	Primary-In charges visited Hyderabad (9-14 Jan'23)
			30	Primary In-charges of DoE, Delhi visited to Kerala (15-21 Jan'23)
6.	FDP of SCERT/ DIET	200	50	1-7 Jan'23 at TISS Mumbai
7.	TDCs	100	30	TDCs of DoE visited Sikkim 15-21 Jan
8.	FDP ( CMT - SCERT faculty)	25	11	CMT's & SCERT Faculty to Odisha (25 feb-3 March'23)
9.	MTs/TGT/PGT of DoE and MTs of MCD	405	382	26 MT of DoE visited Hyderabad (2-7 Jan'23)
				26 MT of DoE visited Bangalore 8-13 Jan'23
				30 MT & Officials of MCD visited Sikkim from ( 8- 14 Jan'23)
				28 MTs of DoE, to Tirupati-Vijayawada From (12 - 18 Feb'23)
				28 MTs of DoE, to Vizag(12 feb -18 feb'23 )
				26 MTs of DoE, to Sikkim-Darjeeling (12 Feb-18 Feb'23)
				30 MTs of DoE, to Nagaland (12 March-18 March'23)
				48 PGT Maths DoE, at IIT Mandi Campus, Himachal (25 Feb- 3 March 23)
				50 TGT Mathematics of DoE at TISS Mumbai (14 - 16 March) Phase-1
				26 MTs DoE visited Pune Lonavala 15-21 Jan'23
				26 MTs DoE visited Pune-lonavala 29 Jan-4 Feb'23
				38 MTs & TDC of DoE to Mumbai 28 Feb – 6 March'23
10.	CBP for 50 (Fifty) Secondary Mathematics of DoE with TISS, Mumbai	50	50	Completed
11.	Science & Mathematics program for teachers with hands-on experience in state-of-the-art lab facilities at IIT Mandi, Himachal	52	52	Visit for FDP conducted from 10 <sup>th</sup> to 15 <sup>th</sup> March 2023.
		47	47	Visit for FDP conducted from 25 <sup>th</sup> February to 3 <sup>rd</sup> March 2023.



## 5. International Exposure Visit

Since 2017, SCERT and Cambridge are successfully working to provide professional development training to HoS of DoE. The Partnership for Education's approach here combines international knowledge from Cambridge University, along with expertise from our SCERT stakeholders.

### Objectives:

- To develop a vision regarding educational reforms that must be taken by the participants as leaders.
- To develop a better understanding of role as an effective academic and administrative leader.
- To get an allocentric view of the field of education: its challenges and solutions.
- To visit local schools and understand the effective practices pedagogies used by them.
- To enhance innovative work behaviour among the participants.

#### Status of International Exposure Visit-2022-23

S. No	International Exposure Visit	No. of Attended Participants	Status
1.	<b>Cambridge University</b> (Excellence in Schools' Leadership Programme) : HoS	59 (HOS/Officials of DOE, SCERT Visited)	Visit of first batch from 8 -15 July 2022 & of second batch from 9- 18 October 2022 conducted

### Brief Report:

For HOS/Officials of DOE, SCERT has organized an eight-day leadership training program at Judge Business School, Cambridge University, UK, from 8 July to 15 July 2022 for the First Batch and from 9 October to 18 October 2022 for the Second Batch. This has given HoS an opportunity to discuss and learn from the experiences of eminent academicians, school heads, etc., as well as to observe and reflect on their teaching and learning methodologies. The HoS got the option to tour nearby Cambridge schools during this training program. They learned a lot about what makes a good leader through conversations with senior leaders, lectures, and observations of their classes and extracurricular activities. They visited different colleges like the Fulbridge Academy, and Witchford Village College where they had the opportunity to interact with senior leaders, and learned about their system of education. The school had thematic presentations in corridors using every inch of space. They learned about the schedule and structure of the school, the student-teacher ratio, and how they work to make the school environment better. The school had multiple language subjects. They consider community feedback while grading students. Hence, their participation in the community becomes more meaningful for the learner and focuses on sustainable growth.

## 6. Cell for School Leadership (CSL)

Cell for School leadership (CSL) was established in SCERT w.e.f. the year 2015 with a specific mission of enhancing leadership - both academic and administrative - in our Educational Institutions. Ever since it came into existence, CSL has been working constantly in the Direction of strengthening the required skills of various stakeholders with a view to bringing about changes in our education system through national and international exposures in collaboration with various knowledge partners. CSL runs two programme CLDP and PLDP for School Leaders.

### CLDP - Programme

CLDP develops leadership competencies of Principals/ Heads of Schools (HoS) as well as enables them to evolve as facilitators within the education system.

To enable educational institutions as a catalyst for change by empowering leadership within the institution, SCERT Delhi has started the programme under Cluster Leadership Development Program (CLDP).

### The main objectives are as under:

- Sharing good practices and finding multiple solutions.
- Learning and supporting each other in the cluster group through problem- solving strategies and school observation.
- Administrative and leadership capacity building for HoS of local bodies.
- To enhance administrative skills of Principals and vice Principals.
- To improve skills of managing school climate
- To enhance the skills in the field of new emerging challenges.

#### Status of projects under 'Cell for School Leadership' 2022-23

S. No.	Topic	Status Prop. /Atte.	Venue
1.	One day CLDP core session for HoS, MT of DoE	115 /74 4 <sup>th</sup> April 2022	SBV Shaheed Hemu Kalani Lajpat Nagar
2.	One day Cluster session for HoS of DoE	92/97 6, 7 & 8 <sup>th</sup> April 2022	SE1 to SE 8
3.	One day Facilitators developer selection meeting for DoE Hos	40/27 Date: 30 <sup>th</sup> May 2022	SCERT Delhi
4.	One day Orientation for MTs (PRT, TGT, PGT)	262/234 Date: 20 <sup>th</sup> July 2022	SBV Shaheed Hemu Kalani Lajpat Nagar
5.	One day orientation of Hos of DoE and DIET Principals	132/98 Date: 21 <sup>st</sup> July 2022	SBV Shaheed Hemu Kalani Lajpat Nagar

S. No.	Topic	Status Prop. /Atte.	Venue
6.	One day orientation programme for Hos of DoE and DIET Principals	2088/1876 Date : 23, 25 & 26 <sup>th</sup> July 2022	87 clusters
7.	MTs & Academic Coordinator Orientation for CLDP (including District Coordinators)	262/262 Date: 20 August 2022	Shaheed Captain Sanjeev Dahiya Sarvodaya Vidyalaya Rohini
8.	Core Program for Facilitators	132/132 Date: 23 August 2022	Shaheed Captain Sanjeev Dahiya S V Rohini
9.	CLDP Aug: Cluster Sessions	2040/2040 27, 29, 30 Aug	85 cluster sessions
10.	MTs & Academic Coordinator Orientation for CLDP (including District Coordinators)	346/346 Date: 19 September 2022	RPVV, Civil Lines
11.	CLDP Sep: Core Program for Facilitators	132/132 Date: 20 September 2022	RPVV, Civil Lines
12.	CLDP Sep: Cluster Sessions	2040/2040 Date: 24-27 September 2022	88 cluster sessions
13.	MTs & Academic Coordinator Orientation for CLDP (including District Coordinators)	346/346 Date: 10 November 2022	GBSSS, G Block, Saket (1923068)
14.	CLDP Nov: Core Program for Facilitators	132/132 Date: 11 November 2022	GBSSS, G Block, Saket (1923068)
15.	CLDP Dec: Core Program for Facilitators	132/132 Date: 14 December 2022	SKV Ashram Maharani Bagh Chowk
16.	CLDP Dec: Cluster Sessions	2088/2088 17, 19, 20 Dec 2022	87 cluster sessions
17.	CLDP Feb: Core Program for Facilitators	142/78 Date: 06 February 2023	GGSSS, Kohat Enclave Pitampura
18.	CLDP Feb: Cluster Sessions	2088/2088 Date: 10, 11, 13 February 2023	87 Clusters

## PLDP Programme:

The PLDP program was envisaged on the lines of CLDP (Cluster Leadership Development Program), a continuous learning program by SCERT for leadership development of Principals in the Department of Education, Delhi.

SCERT launched the Primary Leadership Development Program in 2021 in 4 zones of MCD, Delhi with a vision that all schools in MCD grow as learning organizations and embody a learning culture. With primary schools forming the most crucial base of learning of our children in the government school system, the PLDP program aims at strengthening this base to form vibrant, thriving schools.

## The objectives of the program are:

- Development of leadership competencies of all Principals & teachers to strengthen their role as educational leaders of their schools for the development of all children

The initial phase of the program (before it was started with all 580 schools as monthly cluster sessions), was planned to ease the team into the process in a very gradual and supported manner. All sessions for PLDP are based on the Principal Competency Framework

From August 22 monthly cluster sessions for all 04 zones of the MCD schools have started.

S. No.	Topic	Status Prop. /Atte.	Venue
1.	One day PLDP for HoS of SDMC	100/86 Date -21, 26, 27 May	Various venues
2.	One day PLDP for HoS of DoE	04/04, Date -6 <sup>th</sup> June	SCERT Delhi
3.	01 day Facilitator Development workshop for HoS of SDMC	46/37 Date- 8 <sup>th</sup> June	RPVV Dwarka Sec -5 Delhi
4.	One day Facilitator Development workshop at zonal level for HoS of SDMC	50/ 50 Date- 9 <sup>th</sup> June 2022	Various venues
5.	Orientation Training on PLDP for HOS of DoE & MCD	7545/ 8608 <b>Date-</b> 17 <sup>th</sup> August 2022	Thyagraj Stadium
6.	Orientation on Primary Leadership	9/9 16 August, 2022	SCERT, Delhi
7.	Orientation on Primary Leadership	48/48 Date- 18 August, 2022	MCD Co-ed, RK Puram
8.	Orientation on Primary Leadership	660/504 25,26 Aug 2022	Various Venues (44 Clusters)
9.	One Day PLDP Design Meeting	12/10 14 Sep 2022	SCERT Delhi
10.	PLDP Core Session for September	48/48 17 Sept 2022	DIET Motibagh
11.	PLDP Cluster Session	880/559 27 Sep to 12 October 2022	Various Venues (44 Clusters)
12.	Orientation Training on Primary Leadership	55/55 16 December 2022	RPVV Harinagar
13.	PLDP Cluster Session for December	757/514 21,22,23 Dec 2022	Various Venues (44 Clusters)
14.	PLDP Core Session for January	55/52 20 January 2023	Govt Co ed SV, Sector 13 Dwarka
15.	PLDP Cluster Session for January	757/555 27,28,30 Jan 2023	Various Venues (44 Clusters)
16.	04 days Capacity building Prog of HoS (Distt SE) of DoE	112/104 <b>Date</b> -12-15 July 2022	Veer Savarkar SKV No.1 Kalkaji

## 7. Cell for Human Values and Transformative Learning (CHVTL)

Residential workshops on Ensuring Happiness and Harmony through Education For various stakeholders of education system.

### Objectives:

- To make all the stakeholders aware of Universal Human Values, its utility and identification based on Co-existentialism.
- For better understanding of human relationships, its purpose and nature.
- To understand the true nature of happiness, values and ethics

### Status of Cell for Human Values and Transformative Learning (CHVTL)

S. No.	Programs	Proposed / attended	Dates and Duration	Status
1.	10 Residential workshops on Ensuring Happiness and Harmony through Education For various stakeholders of education system	320/ 243	12-09-2022 to 19-09-2022/24-09-2022 to 01-10-2022/ 15-10-2022 to 22-10-2022	Prog Organized at Abhyudaya Sansthan, Dhanaura, Hapur
2.	10 programmes (2 days each) Non-Residential, CTTL module development Training for DIET/SCERT faculty	40/30	25-26 Aug'22 01 -02 Sep'22 27-28 Oct'22 Organized at DIET Daryaganj	3Prog Completed First draft of material of CTTL Curriculum having five units completed and ready for vetting
3.	10 follow up workshops of various stakeholders of education system	130/130	27/12/2022	2 Programme Completed
4.	Five Days Non-Residential workshops on Ensuring Happiness and Harmony through Education For Specific category of teachers of DOE	4376/4500	28 Jan. 2023 to 01 Feb 2023	Completed
5.	Two days Capacity Building Programme for Happiness teachers	15782/18000	4/03/2023 to 20/03/2023	Completed
6.	CBP For happiness team	120/160	15/11/2022 & 16/11/2022, 09/12/2022 & 13/12/2022	Completed
7.	Programme on Spiritual Moral Education	100/100	15/03/2023 to 17/03/2023	Completed



## 8. Happiness Curriculum

The Curriculum is a path-breaking initiative that questions and challenges the traditional pedagogy and practice. The curriculum believes that the purpose of education is to create confident, mindful, responsible, and happy individuals who collectively build a happy and harmonious society. The Happiness Curriculum is an endeavor to guide the attention of students towards exploring, experiencing, and expressing happiness in not just the momentary but deeper and sustainable forms as well. This will enable the learner to comprehend happiness within self, relationships and society. This enables a paradigm shift where a learner moves from searching happiness externally through senses to, be able to ensure it within oneself through Learning & Awareness and ensure continuity of values.

### OBJECTIVES

- To develop self-awareness and mindfulness amongst learners.
- To inculcate skill of critical thinking & inquiry in the learners.
- To enable learners to communicate effectively and express themselves freely and creatively

#### Status of Cell Happiness Curriculum

S. No	Happiness	Status
1.	Two Days Quarterly Capacity Building Prog. (District Wise) for Happiness Coordinators of DoE (in 04 Cycle)	Cycle 1- from 7 & 8 July'1039 /1022 attended. Cycle 2- from 2 & 3 Sep, 1039 /1033 attended
2.	Capacity Building of CTTL Faculty (SCERT& DIETS (Govt/ Private)	Two prog of 05 days conducted from 1-5 August and 10-14Oct'22
3.	12 Prog of Two Days Monthly Capacity Building for Team Happiness	10 meetings conducted upto Feb 2023.
4.	Re print of Teachers handbook on happiness classes-Nur to 8 <sup>th</sup>	1500 copies printed
5.	Monthly follow up for District Happiness Coordinators (DHCs)	Conducted

## 9. Research Projects (2022-23)

S. No	Research	Coordinator	Status
1.	A Longitudinal Study investigating the impact of Entrepreneurial Mindset Curriculum (EMC) on the students of class 9 <sup>th</sup> to 12 <sup>th</sup> of the Delhi government schools.	Dr Sapna Yadav, Dr. Rakesh Kumar Gupta	Baseline assessment conducted with 250 schools for 9 <sup>th</sup> grade students. One day workshop on Observation process held on 28 <sup>th</sup> April'22. 4 Cs happened with 74 Schools Workshop for Tool Development conducted. Midline survey for the 9th-grade students conducted in march
2.	An exploratory study of the use of TLM for pedagogical intervention by the teachers in the schools of Delhi	Ms. Anju Pathak	Completed
3.	A study of learning achievement of students as per goal setting of key performance indicators	Dr. Bindu Saxena, Dr. Piyush Kamal	Tools have been prepared for data collection
4.	The challenges and possibilities of existing Inquiry-based learning in Social Science classrooms in Delhi government schools.	Joginder Kumar, Mr. Nasruddin Abbasi, Ms. Sunita, Dr. Ajay Chaubey (Project)	Note- All the five research have been merged in one collaborative study titled "Issues and possibilities of situating active learning in all subjects in the Government Schools and transforming Government Schools into 21 <sup>st</sup> century in Delhi"
5.	The issues and possibilities of situating Inquiry-based learning in science classrooms in Delhi government schools	Dr. Amit Sharma, Dr. Bandita Mohanty, Ms. Preetu Arya Dr. Ajay Chaubey	
6.	A study of issues and possibilities of situating active learning in Mathematics Classrooms of Delhi Govt. Schools	Dr. Ruchi Sharma & Dr. Ajay K. Choubey, Dr. Tapsa, & Team	
7.	The issues and possibilities of situating Inquiry-based learning in language classrooms in Delhi government schools	Dr. Ajay Choubey Ms. Kapila Parashar, Dr. Alok Tiwari & Team	

## 10. Innovative Projects

S. No.	Innovative Projects	Coordinator	Status
1.	Development of online certificate courses on pedagogical interventions/approaches suggested in NEP 2020 (critical thinking, discussion and analysis-based learning.) at middle stage on DIKSHA Portal	Dr. Sanjay Kumar & team	Development workshop of MOOCs Courses on 17, 20, 24, 27 February and 3, 6, 10 & 13 March 2023.
2.	Monthly Research Colloquium of DIETs and SCERT	Dr. Gaurav, Dr Sonu Lal Gupta	5 Research Colloquia have been organized at SCERT
3.	Facilitating teachers as action researchers and their engagement with Praxis: A Reflection on landscape of Educational change in Delhi	Dr. Nahar Singh, Dr. Gaurav Sharma & team	Teachers were oriented about Action Research.
4.	Proposal to hire a consultancy firm for INSET	Dr. V.K. Pathak	Consultancy firm is established and working on different trainings
5. 6.	Three Days National Conference in SCERT on the theme "Teacher and School Education	Dr. Sonu Lal Gupta, Dr. Gaurav Sharma	Organized 02 days National Conference on 1 <sup>st</sup> & 2 <sup>nd</sup> Feb, 2023 at India Islamic Cultural Centre, New Delhi.
7.	Development of a reading fluency app for improving reading fluency of primary school students	Dr. Geeta & Dr. Sonu Lal Gupta	The initial draft of content is ready.

### Brief Reports of Innovative Projects 2022-23

- Name of the Activity:** Development of online certificate courses on pedagogical interventions/approaches suggested in NEP 2020 (critical thinking, discussion and analysis-based learning) at middle stage and to be available on DIKSHA Portal".

#### Objectives:

Development of online certificate courses on pedagogical interventions/approaches suggested in NEP 2020 (critical thinking, discussion and analysis-based learning) at middle stage and to be available on DIKSHA Portal".

**Date/month wise brief report of activity conducted:** Structure of the MOOCs courses development. Development of courses is in progress. Courses were organized in the month of Feb-March 2023.

## **2. Name of the Activity:** Monthly Research Colloquium of DIETs and SCERT

### **Objectives:**

- To enable Research practitioners to produce a refined piece of original work, which showcases their specialized knowledge, analytical and writing skills
- To create an opportunity to draft new research proposal in the field of education.
- To provide exposure to new topics in different subject and opportunity for the practitioners to study the topic in depth
- To promote innovative ideas and provide platform for scholars to test their ideas unlikely to find while doing research.

### **Brief Report:**

Till date, three research colloquia have been organized at SCERT on dated 31/05/22, 23/08/22 and 14/10/22. Experts from the education field had come in these research colloquia to talk about many researches related issues and develop research culture among faculties of SCERT and DIETs. In first research colloquium, Professor Vandana Saxena talked about fundamentals of research and research ethics. In second research colloquium, Professor R. Govinda enlightened the faculty how to build research culture in any institution. In third colloquium, DIET faculty who were working on research project “Effectiveness of Mission Buniyaad program” presented their work in front of DRF and SRF in the presence of expert Dr. Vikas Baniwal.

### **Outcome:**

All the colloquia were held successfully and they were able to achieve their objectives. Faculties of DIET/SCERT were excited to present their work in next colloquia. Faculty of DIETs also decided to organize colloquia in their respective DIETS in coming days.

## **3. Name of the Activity:** Facilitating teachers as action researchers

### **Objectives:**

- To facilitate the school teachers for conducting action research in their classrooms
- To understand the the process of engagement of teachers with praxis
- To identify challenges faced by school teachers while doing action research
- To explore the possibilities of action research in developing the reflective practices of school teachers

## Brief report:

The project started in September, 2021 where teachers were oriented about action research. They identified a problem/issue with respect to their practices and did exploratory action research. The first draft of documentation part of their research is completed.

### 4. **Name of the Activity:** Hire a consultancy firm for INSET

## Objectives:

To execute the training Delhi Government teachers on competency-based modules, specialists were engaged to create and facilitate these modules. Previously, SCERT has organized subject based training facilitated through SCERT and DIET faculty, who were responsible for conducting the training and also creating the training design. Now the transition towards competency and skills-based training is a ground-breaking step for SCERT and would demand more expertise and content knowledge with respect to the suggested modules. To be able to fulfil these needs of incorporating competency-based modules drawn from global best practices, an external Consultant firm with fresh perspective, approach and reflective capabilities to revamp and execute the new model of training envisioned by SCERT was hired.

## Date/ Month wise brief report of activity conducted:

**Work Areas and Contributions:** Consultant worked with the INSET core team to contribute the following processes during this period:

**Planning and strategy:** Discussions with the core group to plan the next steps to continuously support the CMT group and build their capacity, and ensure more engagement and ownership from them.

## Design:

- Gave multiple rounds of feedback on Module 1 that was being designed by the core team
- Worked with the design team to create plans for the co-working groups of CMTs to work on theses like Design, M and E and Collaboration

## Training operations:

- Attended regular meetings to discuss and review decisions related to operations of INSET training
- Gave feedback on multiple formats and tools created for dissemination and design of Module trainings
- Worked on and gave feedback to various modules/sessions designed to explain the dissemination model to various stakeholders



## Facilitation:

- Conducted rehearsals with CMTs before execution of Module 1
- Interacting with CMT group in online and off-line mode during working group sessions

## Monitoring and Evaluation:

Discussing data from the first few rounds of training and observations. Looking at the feedback in general and gaps in particular. Thinking about possible short- and medium-term actions

## Program collaboration and alignment:

Worked with the design team to set the broad themes and objectives for the program partner meeting

## Outcome:

The consultation is providing the following services on monthly basis:

- Guidance on overall program direction and its execution plan
  - Design and facilitate the sessions for the master trainers and facilitators
  - Knowledge of various research and design methodologies
  - Will ensure that in order to keep the project on track, the relevant best practices and revised guidelines are made available at appropriate stages of the project.
  - Oversee and Review research and evidence-based design of training modules
  - Excellent facilitation skills, both online and offline
  - Create Coaching model in alignment with the program design
  - Inputs on program Monitoring and Evaluation process and design
  - Prepare necessary guidelines for implementation plan, Experience in Project Coordination in Centre/State/Public Sector Units
  - Ensuring consistency and support in project implementation and improve processes from time to time
5. **Name of the Activity: Three Days National Conference on the theme “Teacher and School Education”**

## Objectives:

- To create a platform for teachers, faculties, researchers, administrators to share and discuss their ideas, experience and information on various issues and challenges related with teacher education.
- To promote quality improvement of teacher education in India.
- To develop innovative ideas in the area of Teacher of Education especially

in strengthening the inclusive nature of higher education by bringing the disadvantaged and marginalized sections of the society.

- To develop capacity building for curriculum designing and scientific assessment and evaluation
- To present research papers based on their experience.

### **Brief report:**

SCERT has organized the National Conference on School and Teacher Education in the light of National Education Policy (NEP), 2020 on 1st and 2nd Feb, 2023 at India Islamic Cultural Centre, New Delhi. SCERT Delhi received more than 300 papers from all over India out of which 93 papers were selected through a rigorous process of internal and external review.

These paper presentations were conducted in 12 technical sessions spread across 2 days and was chaired by renowned educationists. The themes covered in the conference captured the issues, concerns and challenges related to school and teacher education.

## 11. Material Development Projects 2022-23

S. No	Material Development	Coordinator	Status
1.	FLN based Story Books of Numeracy and Literacy (TLMs)	Dr. Dabas, Dr. Meena Sehrawat	48 Story books developed. Printing has been through Samagra Shiksha fund.
2.	Content Development for Capacity Building of SMC	Dr. Ritika Dabas, Dr. Meena Sehrawat	Content developed
3.	Development of EMC Design Curriculum Framework	Dr. Sapna Yadav,	Content developed
4.	Development of Teacher's Manuals for class 9 <sup>th</sup> to 10 <sup>th</sup> for teachers	Dr. Sapna Yadav,	Content developed
5.	Development of content for class 9 <sup>th</sup> to 10 <sup>th</sup> for Students.	Dr. Sapna Yadav,	Content developed
6.	Publication of- <ul style="list-style-type: none"> <li>• 'Comic book on Active and Passive Voice'</li> <li>• 'Comic book on Narration'</li> </ul>	Ms. Preeti	Completed
7.	Review of Curriculum of ICT in Education for class 6-8 for session 2023-24	Dr. Sapna Yadav,	The task of reviewing the ICT Curriculum in Education is completed
8.	Preparation of training module for teachers on teaching English at upper primary level as per NEP guidelines	Ms. Kapila Parashar, Dr. Geeta, Dr. Tapsa	Completed.
9.	Development of a Training Module on Portfolio as tool of Assessment	Dr. Anju Pathak, Dr. Ajay Chaubey	The framework of book is complete & vetting has been done, ready for printing
10.	Development of Sanskrit Resource Kit.	Dr. V K Pathak	Completed
11.	Comic Books on safety and Security of school children in English, Urdu and Punjabi.	Ms Shilpa Sud	The comic books have been translated in English, Urdu and Punjabi language. Completed
12.	Handbook on Achieving Sustainable Development Goals through Ecoclubs	Dr. Bindu Saxena	Handbook has been prepared & Under printing process
13.	Assessment tools for Special Training Centres	Dr. Bindu Saxena	Prepared for English, Hindi, Maths and EVS ( Level I and II) and English, Hindi, Maths, S. St and Science (Level III and Level IV)
14.	Folk Art- A Handbook on Art Education (Vol. 2)	Dr. Vimal Chand, Dr. Vikram Kumar	Completed 2 Workshops conducted till December, Chapters are decided, and content related to 4 art forms have been finalized.

S. No	Material Development	Coordinator	Status
15. 16.	Developing resource materials to support entrepreneurial mindset curriculum framework using existing research & theories	Dr. Sapna Yadav	The Content is developed
17.	Fun with Grammar Practice Workbook -II	Shilpa Sud, Rajeev Jha	Books under publication
18.	Printing of Workbook for teachers <b>“Distress to De-stress”</b> for Management of Stress	Ms. Shilpa Sud	Completed
19.	Printing of Cyber security booklets for class 9-12	Dr. Sapna Yadav	Ccontent developed
20.	Designing of Info graphics regarding awareness of Vidhyanjali Programme and its dissemination in Printed form among Delhi schools	Dr. Manisha Taneja	Completed
21.	Development of user manual for Vidhyanjali portal in English and Hindi	Dr. Manisha Taneja	Completed
22.	Development of Delhi Vidhyanjali activity report for the year 2022-23	Dr. Manisha Taneja	Completed
23.	Publication of Textbooks of Home Science for Class VI to VIII for schools of Directorate of Education GNCTD.	Dr. Kaushika P. Rawat (DIET Karkardooma)	In the process of publication
24.	Development of flip books of SCERT publication published during 2020-22	Dr. Sapna Yadav	Completed
25. 26.	Printing of Ideation booklet for all students and teacher of 11 <sup>th</sup> & 12 <sup>th</sup>	Dr. Sapna Yadav	The content has been developed
27.	Printing of teacher resource manual of English subject	Dr. Geeta & Dr. Kapila Parashar	Completed.
28.	Development of module on Experiential Learning Approach”(ELA) for the School Teachers to improve teaching-learning process	Dr. Ashok Kumar	Module is developed
29.	Print- rich environment indispensable as per NIPUN Bharat for lab School	Dr. Ritika Dabas	Completed
30.	Development of Delhi Curriculum Framework 2020 and based content	Dr. Sanjay Kumar & team	The development work was taken up by DBSE.

## 12. Deshbhakti Curriculum

Under this head following activities are conducted:

S. No	Activity	Status
1	First Anniversary of Deshbhakti Curriculum	Organized on 28 <sup>th</sup> September 2022.
2	Teacher's Manuals on Deshbhakti Curriculum KG -2 and Grades 3-5	Completed
3	Creation of Teachers Manuals for Deshbhakti Curriculum Grades 6 and Grades 7-8	Content for both the manuals has created in March 2023.
4	Creation and Printing of Student Diary for Deshbhakti Curriculum Grade 6-8	Content has been created.
5	Printing of Student Workbooks for Deshbhakti Curriculum Grade KG-5	Workbooks for grades KG-2 and Grades 3-5 developed.
6.	Reprint of Teachers Manual on Deshbhakti Curriculum for Grades 6-8 & Grade 9-12	Completed

### Brief Report

**1. Name of the Activity:** First Anniversary of Deshbhakti Curriculum

**Objectives:** To celebrate first Anniversary of Deshbhakti curriculum of class 6<sup>th</sup> -12<sup>th</sup>

**Brief Report:** SCERT Delhi organized an event to mark the one-year anniversary of Deshbhakti Curriculum at Thyagaraj Stadium on 28.09.2022.

The event was attended by Honorable Chief minister Sh. Arvind Kejriwal and Honorable Deputy Chief Minister Sh. Manish Sisodia. The program was attended by Head of schools, Two Nodal teachers of Deshbhakti curriculum and one student of all schools of Directorate of Education. Students and teachers interacted with the Additional Director of Education, DOE and shared their success stories.

**Outcome:** Successful implementation of Deshbhakti curriculum

**2. Name of the Activity:** Development of Teacher's Manuals on Deshbhakti Curriculum

**Objective:** To develop Teacher's Manuals on Deshbhakti Curriculum for Grades KG -2 and Grades 3-5

**Brief Report:** Deshbhakti Curriculum seeks to build a sense of belongingness, ownership and responsibility towards the nation amongst students.

Two separate modules for Grades KG -2 and Grades 3-5 were created.

The content of the curriculum for primary grades aims to inculcate and develop in the students the feelings of love, respect and responsibility for their home, school,



surroundings, and people related to the country, and to understand their rights and duties, so that they become aware citizens. The curriculum is activity based where students can reflect and introspect their actions and behavior. It aims to bridge the gap between values and actions, and make each child realize that every action of theirs represent their relationship to the Tricolor and has an impact on the country. Teacher Manuals for the Primary cohort for Deshbhakti curriculum were launched on 17.08.2022. Training to primary teachers was given on Deshbhakti Curriculum and teacher manuals for all primary teachers of DoE schools were printed and distributed to them in the month of September 2022.

**Outcome:** Implementation of Deshbhakti Curriculum at primary level

**3. Name of the Activity:** Creation of Teachers Manuals for Grades 6 and Grades 7-8 of Deshbhakti Curriculum

Target group: Grade 6

**Objectives:** To instill the spirit of patriotism and nationhood among students and prepare them to be responsible citizens who shall contribute to nation-building, and to make students 'true patriots.

**Status:** Content for both the manuals have been developed.

**4. Name of the Activity:** Creation and Printing of Student Diary for Deshbhakti Curriculum

Target group: Grade 6-8

**Objectives:** To instill the spirit of patriotism and nationhood among students and prepare them to be responsible citizens who shall contribute to nation-building, and to make students 'true patriots.

**Status:** Content has been created. Student Diary for Deshbhakti Curriculum Grades 6 and Grades 7-8 are in Publication Department.

**5. Name of the Activity:** Printing of Student Workbooks for Deshbhakti Curriculum

Target group: Grade KG-5

**Objectives:** To instill the spirit of patriotism and nationhood among students and prepare them to be responsible citizens who shall contribute to nation-building and to make students true patriots.

**Status:** Student Workbooks for Deshbhakti Curriculum for Grades KG-2 and Grades 3-5 have been created and are in Publication Department. Student Workbooks for grades KG-2 and Grades 3-5 will be printed by March 2023.

## 13. ICT in Education

### Name of the activity:

Sample textbook for teachers of ICT in education for class 6-8 for session 2023-24

### Objectives:

- To construct content that addresses the aims of a curriculum.
- To fulfill the need of the learner & Society.
- To help teachers to implement the curriculum as well as to support their own knowledge.
- To achieve the goal of New Education Policy.
- To correlate between the students' theory courses and learning practices.

### Date/ Month wise brief report of activity:

A 5-day workshop was held on 14, 17, 18, 27, 28 October for the development of the content of ICT textbooks in Education for class 6-8.

A 2 day Vetting workshop of ICT textbook development for class 6-8 was held on 13 and 14 February, 2023.

### Outcome (target/objectives achieved):

The textbooks have been developed

## 14. Status of Projects under different budget Heads

S. No	Budget Head	Status
a	State Awards for Teacher Educators	Conducted on 6 <sup>th</sup> September 2022
b	Implementation of NEP 2020 in State	Ongoing
c	Hiring of Specialized Experts	A total of 25 (CMIE) Fellows and 25 Interns are hired by SCERT for a period of 1 year The salary and TA of CMIE & Interns are incurred under this head.
d	Developing mathematical Aptitude of D.El.Ed trainees	<ul style="list-style-type: none"> <li>Batch 1: 50 D.El.Ed. trainees (10 from each DIET approx) were sent to the exposure trip to Homi Bhabha from 13-17 Feb'23</li> <li>Batch 2: 50 D.El.Ed. trainees (10 from each DIET approx) were sent to the exposure trip to Homi Bhabha from 15-19 March'23</li> <li>Batch 3: 50 students of DIETs visited IIT Gandhi Nagar from 22-27 March'23</li> </ul>
e	Status of Activities under 'Contingency' Sub Head	Office Expenditure (Contingency Exp.)/ Office Exp. For DIETs Security & Sanitization Payments for 9 DIETs

### Brief Reports

#### 14 (a) State Awards for Teacher Educators

##### Objective:

- To honor the teacher educators for their dedication, remarkable work and significant contribution in the field of education.

**Brief Report:** SCERT, Delhi organized State Teacher Educators' Award – 2022 to honour the teacher educators for their dedication, remarkable work and significant contribution in the field of education. All Teacher Educators of Government DIETs/ SCERT who have completed at least 3 years of regular and continuous service as teacher educators were eligible to apply. In total 5 Teacher Educators were felicitated. The program was conducted at Sri Sathya Sai auditorium, Lodhi Road on 6<sup>th</sup> September 2022. The program included Felicitation of the participants with a citation, memento and Cash prize of Rs 21,000. The function also included cultural program and lunch. State Teacher Educators' Award is an opportunity to appreciate the efforts made by teacher educators.

#### 14(b) Implementation of NEP 2020 in State

- Report of National Education Policy:

- **Name of the Activity:** Documents developed through Delhi State NEP Task tracker.
- **Objectives:** Implementation of NEP 2020

MoE has created a task tracker of the National Education Policy (NEP) in which there are different types of tasks given in the tracker, task number, title of task and the output of the task are given in the tracker and the task progress of each month is updated by nodal officers.

### 14(c) Hiring of Specialized Experts

**Name of the Activity:** Hiring of Specialized Experts & Skilled Personnel (Change maker/ Fellowship/ Consultant)

**Status:** A total of 25 Change Maker in Education (CMIE) Fellows and 25 Interns are hired by SCERT for a period of 1 year. They're young professionals who are allocated different Education department projects under SCERT. They work in collaboration with DBSE and DoE. They research, strategize and help in implementation of the projects with other stakeholders. The salary and TA of CMIE & Interns are incurred under this head.

### 14(d) Developing Mathematical Aptitude of D.El.Ed. Trainees

**Objectives –**

- To develop Mathematical Aptitude and attitude among D.El.Ed trainees.
- To provide First Hand Experiences to the Trainees through Visits.
- To develop Critical Thinking among Trainees.
- To organize training programs for teacher Educators of Mathematics regarding Mathematical Aptitude
- To develop material and activities to develop mathematical aptitude and attitude.
- To provide opportunity to trainees to showcase their innovative ideas related to mathematics concepts.

**Status:**

- Batch 1: 50 D.El.Ed. trainees (10 from each DIET approx.) were sent to the exposure trip to Homi Bhabha from 13-17 feb 2023
- Batch 2: 50 D.El.Ed. trainees (10 from each DIET approx) were sent to the exposure trip to Homi Bhabha from 15-19 March 2023
- Batch 3: 50 students of 09 diets visited IIT Gandhi Nagar from 22-27 March 2023

The students gave very encouraging feedback about the workshops in these trips. It was advocated that similar kind of activities could be done to motivate them about development of the mathematical mindsets.

## 15. Status of Examination, Affiliation & Admission

Examination Cell, SCERT Delhi has been entrusted with the responsibility of Affiliation, Admission and Examination of 63 Institutes i.e. 09 Govt. DIETs, 25 Institutes of D.El. Ed and 24 DPSE courses affiliated to it. Monitoring of all teachers training recognized Institutes for quality teacher education programme is also to be done by AA&E Cell. To carry out time bound, confidential work and various other activities by Admission/ Examination Cell, the following activities and Budget Estimates are proposed as below for consideration and approval of PAC SCERT.

Admission Process-2022 (Session 2022-2023)

### I. Review of previous provision and finalization of Policy

1. Constitution of Admission Committee for Admission Process-2022 (Session 2022-2023) 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 finalized the policies for Admission Process-2022 (Session 2022-2023), keeping in view previous year experiences.
4. Finalization of policies for Admission Process-2022 (Session 2022-2023), keeping in view previous year experiences.
5. Approval of policies for Admission Process-2022 (Session 2022-2023), keeping in view previous year experiences.

### II. Approval of Award of contract (AOC) to NIC, Govt. of India for online counselling admission Process 2022 (Session 2022-2023) and EdCIL for entrance examination

1. EdCIL conducted entrance examination for DEEd and DPSE courses at seven centres in Delhi and rank was finally awarded to 13715 candidates
2. Approval for Extension of Award of Contract (AOC) to the NIC for online counselling
3. Award of work (AOC) to the NIC Govt. of India rates approved.
4. Execution of agreements and obtaining all necessary documents to ensure all conditions.



### **III. Preparation and approval of prospectus**

1. Preparation of draft prospectus and schedule for following three Admission Process 2022 (Session 2022-2023)
  - 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. Review, discussion and finalization of Admission website for online Admission Process-2022 (Session 2022-2023)**

1. Several rounds of meetings of Admission Committee and special invitees having wide experience in the area have been convened to review, discuss and suggest appropriate model of website to ensure candidate friendly options
2. Finalization of website for admission process-2022 (Session 2022-2023)
3. Approval of website for admission process-2022 (Session 2022-2023) by competent authority

### **V. Hosting of Admission website ([www.scertdelhiadmission.nic.in](http://www.scertdelhiadmission.nic.in)) for online admission process-2022 (Session 2022-2023)**

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

### **VI. Processing of Applications of three admission process for 2022 (Session 2022-2023)**

For following three admission processes the numbers of applications received for admission process-2022 (Session 2022-2023) are as under

Sr. No.	Admission Process	No. of Rank Awarded after entrance by EDCIL
A	For D.El.Ed. Govt. DIETs and D.El.Ed. Self-financing affiliated institutes	11227
B	For DPSE Self-financing affiliated institutes	2488

## VII. Declaration of Admission list

1. As per decision and approval competent authority three admission list were declared as mentioned in the prospectus-2022 (Session 2022-2023) 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 03 admission lists were declared before conduct of online counseling process to fill-up the vacant seats through online counseling process of all five admission process.

## VIII. Conduct of online Counseling process

### A. Counseling process for D.El.Ed. Govt. DIETs

1. As per recommendation of Admission committee, approved by competent authority, it was resolved to conduct counseling process and 8 lists were declared for participating candidates.

### B. Counseling 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 counseling process and call online application form 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. Counseling 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 counseling process and call all remaining candidates to fill-up remaining vacant seats available in DPSE institutes.
- 2) The admission committee reviewed the status of admission after 1<sup>st</sup> counselling process.
- 3) As per recommendation of Admission committee, approved by competent authority, it was resolved to re-open two times 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.

## XI Monitoring of admission process

1. The complete admission processes have been regularly monitored by Director, SCERT, Controller of Examination, Asstt. 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 2022 (Session 2022-2023) \*status till 31/10/2022

Admission Process-2021 (Session 2021-2022)	Total Application Received with fee	No of DIET/ Institute with Total Intake		No. of Candidates Allotted during initial round of admission	No. of list & No. of Times called for counseling	No. of seats to be filled by SCERT & Vacant Seat				Remarks for Reforms if any
		No.	Intake			Intake	Admitted	Vacant		
							%	No.	%	
D.El.Ed DIETs and D.El. Ed-Self Financing Inst.	14183	9	1040	958	958	1040	92.11%	82	7.88	Admission Process-2022 (Session 2022-2023) is being discussed by admission committee for Final recommendation and approval
		25	1900	1522	1522	1900	80.10%	378	19.89	
DPSE-Self financing Inst.		24	1450	584	584	1450	40.27%	866	59.72	

#### A. Examination Process:

Due to Covid-19 Pandemic the innovative method of evaluation/assessment process for D.El.Ed. and DPSE was discussed in Affiliation Admission and Examination Advisory Committee (AAEAC) & the due process of assessment was followed, as per recommendation of AAEAC.

### DIET & PVT. INSTITUTE SUMMARY OF RESULT OF ANNUAL EXAMINATION 2022

Exam	No. Of Students Appeared		Total	Passed		Total	Pass %		Over All Pass %
	GOVT. Diets	PVT. Institute		Diets	PVT		Diets	PVT.	
D.El.Ed. IInd Year (Govt. and Pvt.)	941	1813	2754	864	1386	2250	91.81	76.44	81.69
DPSE- IInd year	N.A	661	661	N.A	532	532	N.A.	80.48	80.48

Exam	No. Of Students Appeared		Total	Passed		Total	Pass %		Over All Pass %
	GOVT. Diets	PVT. Institute		Diets	PVT		Diets	PVT.	
D.El.Ed.- Ist Year	916	1637	2553	713	820	1533	77.83	50.09	60.04
DPSE –Ist year	N.A	668	668	N.A	453	453	N.A.	67.81	67.81

#### A. Admission: Through complete ONLINE Admission

The initiative taken in the year 2022 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 belong 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 Counseling fee for Rs.1000/-
4. Online submission of part admission fee of Rs.3600/-(nonrefundable). The part Admission fee of Rs.3600/- paid by candidates, online to SCERT will be adjusted in second quarter fee of DIETs as well as SFS Pvt. Institute.
5. No migration clause has been mentioned and strictly followed
6. Clarifications from Govt. were sought on various reservation categories and strictly followed
7. Provision of submission of fee on the spot in counseling process

Complete ONLINE Admission Process benefitted the allstake 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 prevents 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 58 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, 2022 from outsourcing agency i.e NIC was initiated.
- 3) First admission list declared & admission were done as per schedule.
- 4) Second admission list declared & admission were done as per schedule.
- 5) Third admission list declared & admission were done as per schedule.
- 6) Counselling for vacant seats for admission in D. El. Ed. Course.
- 7) Counselling for vacant seats for admission in DPSE Course.

**B. Workshops:**

- 1) Workshops for Centre Supritendent : March 2022
- 2) **Workshops for Centre Lavel Observer and Flying Squad Members** : March 2022

**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



## 16. List of SCERT Publication 2022-23

S. No	Name of the Publications
1.	A Handbook on Indigenous Games
2.	A Handbook on Indigenous Toys
3.	Paryogshala hetu sandershika
4.	Compendium of Initiative & Intervention in education
5.	Safe and Secure Netizens of Class 9 <sup>th</sup> to 12 <sup>th</sup>
6.	Innovation and Ideation a perspective of entrepreneurial market
7.	Understanding of ICT in Education
8.	Curriculum of ICT in Education for Class 6 to 8 (2023-24)
9.	Information Communication and Technology (ICT) in Education Class -6
10.	Information Communication and Technology (ICT) in Education Class -7
11.	Information Communication and Technology (ICT) in Education Class -8
12.	Improving communication skill of students – A handbook for Teachers
13.	Namonmesh Annual Report of Vidyanjali Delhi 2022-23
14.	Sopamik -A user Manual for Vidyanjali Portal k (Hindi and English)
15.	Assessment tools for Balvatika to Grade -3 (SET-1, SET-2)
16.	Assessment tools for Grade -1 (SET-1, SET-2)
17.	Assessment tools for Grade -2 (SET-1, SET-2)
18.	Assessment tools for Grade -3 (SET-1, SET-2)
19.	Khel Khel main Book for class Nursary (Part -1)- 2023
20.	Khel Khel main Book for class Prep –KG (Part -2)-2023
21.	Utkarsh 2.0 - Convergence in Physics Class -11 <sup>th</sup>
22.	Utkarsh 2.0 - Convergence in Physics Class -12 <sup>th</sup>
23.	UTKARSH 2.0 – Bhugol Ek kadam Safalta ki Oar Class -12 <sup>th</sup> (2023)
24.	UTKARSH – RAJNITIK VIGYAAN Class -12 <sup>th</sup> (2023)
25.	NISHTHA -2.0 Learn Together Accountancy Manual Class -11 <sup>th</sup> (2023)
26.	Nishtha 2.0 Accountancy Practice Sheets Class -12 <sup>th</sup> (2023)
27.	UTKARSH 2.0 – My Voyage of Mathematics Class -10 <sup>th</sup> (2023)
28.	UTKARSH 2.0 Meri Ganit Yatra Kaksha -10 (2023)
29.	UTKARSH 2.0 – Learn Together Biology Class -11 <sup>th</sup>
30.	UTKARSH 2.0 – Learn Together Biology Class -12 <sup>th</sup>
31.	Utkarsh 2.0 - Learn Together Business Studies Class -11 <sup>th</sup> (2023)
32.	Utkarsh 2.0 - Learn Together Business Studies Class -12 <sup>th</sup> (2023)
33.	Utkarsh 2.0 - Science Concept Map At a Glance Class -10 <sup>th</sup> (2023)
34.	My Awesome Journals (English) Grade -9
35.	My Literary Journal -My Respective, Space, Expression (English) Grade -10
36.	VIDYARAMBH Teacher's Handbook for School Preparedness Programme (URDU, ENGLISH & PUNJABI Language)

S. No	Name of the Publications
37.	VIDYARAMBH A Three Month Play Based Preparation Module (URDU, ENGLISH & PUNJABI Language)
38.	VIDYARAMBH A Workbook for School Preparedness ( URDU, ENGLISH & PUNJABI Language)
39.	Deshbhakti Pathyakarm- Teacher's Manual Class 6-8
40.	Deshbhakti Pathyakarm- Teacher's Manual Class 9-12
41.	Deshbhakti Pathyakarm Teacher Manual for Foundational Stage KG to Class 2
42.	Deshbhakti Pathyakarm Teacher Manual for Preparatory Stage Class 3 – 5
43.	Deshbhakti Pathyakarm Student Handbook for Foundational Stage KG to Class 2
44.	Deshbhakti Pathyakarm Student Handbook for Preparatory Stage Class 3 – 5
45.	FOLK ART VOLUME –II
46.	NIPUN Shikshak National Initiative for Proficiency in Reading with Understanding and Numeracy A Handbook for Teachers to Know and Understand NIPUN Bharat Mission (Hind and English )
47.	Pathan Ki Or Badte Kadam - Shikshak Sandershika
48.	COMIC series 1 (Hamari Suraksha Humare Hath) (URDU, ENGLISH & PUNJABI)
49.	COMIC series 2 (Hamari Suraksha Humare Hath) (URDU, ENGLISH & PUNJABI)
50.	COMIC series 3 (Hamari Suraksha Humare Hath) (URDU, ENGLISH & PUNJABI)
51.	COMIC series 4 (Hamari Suraksha Humare Hath) (URDU, ENGLISH & PUNJABI)
52.	COMIC series 5 (Hamari Suraksha Humare Hath) (URDU, ENGLISH & PUNJABI)
53.	Comic Book – Active Voice & Passive Voice
54.	Comic Book – Narration
55.	Comic book English Grammar
56.	Fun with Grammar Workbook –II for class -5
57.	NEP Task Implementation Report 2021-22
58.	Handbook For Achieving Sustainable Goals Through Eco Club
59.	Studio Booklet
60.	NIPUN Bharat Mission Guidelines - English/Punjabi/Urdu
61.	Aankalan Praptra Level-1 (Class 2 -3)
62.	Aankalan Praptra Level-2 (Class 4 -5)
63.	Aankalan Praptra Level-3 (Class 6-7)
64.	Aankalan Praptra Level-4 (Class 8)
65.	Prashast A Disability Screening Checklist For Schools
66.	Memorandum & Rules & Regulations Delhi Gazette

S. No	Name of the Publications
67.	Udgam – An Integrated Workbook for Class -1 (Reprint)
68.	Umang – An Integrated Workbook for Class -2 (Reprint)
69.	Tarang – An Integrated Workbook for Class -3 (Reprint)
70.	Sangam – An Integrated Workbook for Class -4 (Reprint)
71.	Manthan – An Integrated Workbook for Class -5 (Reprint)
72.	English is Fun Level-1 (Class 2-3) (Reprint)
73.	English is Fun Level-2 (Class 4-5) (Reprint)
74.	Enjoying English Level –III (Class 6-7) (Reprint)
75.	Enjoying English Level –IV (Class 8) (Reprint)
76.	Hindi (Jharokha - Bhag-1) (Class 2-3) (Reprint)
77.	Hindi (Jharokha - Bhag-2) (Class 4-5) (Reprint)
78.	<i>Rashdhara Satr III</i> (Class 6-7) (Reprint)
79.	<i>Rashdhara Satr IV</i> (Class 8) (Reprint)
80.	Mathematics (Khel Khel Mai Ganit - Bhag-1) (Class 2-3) (Reprint)
81.	Mathematics (Khel Khel Mai- Bhag-2) (Class 4-5) (Reprint)
82.	<i>Khel Khel main Ganit</i> –Star III (Class 6-7) (Reprint)
83.	<i>Khel Khel main Ganit</i> –Star IV (Class 8) (Reprint)
84.	EVS (Pariyavaran Adhyan - Bhag-1) (Class 2-3) (Reprint)
85.	EVS (Pariyavaran Adhyan - Bhag-2) (Class 4-5) (Reprint)
86.	<i>Samajik Vigyan</i> –Star III (Class 6-7) (Reprint)
87.	<i>Samajik Vigyan</i> –Star IV (Class 8) (Reprint)
88.	Vigyan –Aao Milker Khojein –Star -III (Reprint)
89.	Vigyan –Aao Milker Khojein –Star –IV (Reprint)
90.	UTKARSH HINDI CLASS-6 (Reprint)
91.	UTKARSH HINDI CLASS-7 (Reprint)
92.	UTKARSH HINDI CLASS-8 (Reprint)
93.	UTKARSH- Science Activity Treasure: Class VI (Reprint)
94.	UTKARSH- Science Activity Treasure: Class VII (Reprint)
95.	UTKARSH- Science Activity Treasure: Class VIII (Reprint)
96.	UTKARSH- Vigyaan Gatividhi Khajaana Kaksha Saataveen (Reprint)
97.	UTKARSH- Vigyaan Gatividhi Khajaana Kaksha Aathaveen (Reprint)
98.	UTKARSH- Vigyaan Gatividhi Khajaana Kaksha Chhah (Reprint)
99.	PARWAAZ - Aamozishi Sargarmiyon Par Mushtamil Kitab - Class VI (Urdu-A) (Reprint)
100.	PARWAAZ - Aamozishi Sargarmiyon Par Mushtamil Kitab - Class VI (Urdu-B) (Reprint)

S. No	Name of the Publications
101.	PARWAAZ - Aamozishi Sargarmiyon Par Mushtamil Kitab - Class VII (Urdu-A) (Reprint)
102.	PARWAAZ - Aamozishi Sargarmiyon Par Mushtamil Kitab - Class VII (Urdu-B) (Reprint)
103.	PARWAAZ - Aamozishi Sargarmiyon Par Mushtamil Kitab - Class VIII (Urdu-A) (Reprint)
104.	PARWAAZ - Aamozishi Sargarmiyon Par Mushtamil Kitab - Class VIII (Urdu-B) (Reprint)
105.	UTKARSH - My Book of English Language Learning Activities Class sixth (Reprint)
106.	UTKARSH - My Book of English Language Learning Activities Class seventh (Reprint)
107.	UTKARSH - My Book of English Language Learning Activities Class eighth (Reprint)
108.	UTKARSH -Social Science Ek Kadam Safalta Kee Aor Class VI (Reprint)
109.	UTKARSH -Social Science Ek Kadam Safalta Kee Aor Class VII (Reprint)
110.	UTKARSH -Social Science Ek Kadam Safalta Kee Aor Class VIII (Reprint)
111.	UTKARSH -Samajik Vigyan ek kadam saphalata kee or kaksha- VI (Reprint)
112.	UTKARSH -Samajik Vigyan ek kadam saphalata kee or kaksha- VII (Reprint)
113.	UTKARSH -Samajik Vigyan ek kadam saphalata kee or kaksha- VIII (Reprint)
114.	UTKARSH - Punjabi Gatividhiaan Da Khazaana Class VI (Reprint)
115.	UTKARSH -Punjabi Gatividhiaan Da Khazaana Class VII (Reprint)
116.	UTKARSH - Punjabi Gatividhiaan Da Khazaana Class VIII (Reprint)
117.	My Voyage of Mathematics Class for Class -6 (Reprint)
118.	My Voyage of Mathematics Class Class -7 (Reprint)
119.	My Voyage of Mathematics Class Class -8 (Reprint)
120.	Meri Ganit Yatra Kaksha -6 (Reprint)
121.	Meri Ganit Yatra Kaksha -7 (Reprint)
122.	Meri Ganit Yatra Kaksha -8 (Reprint)
123.	Distress to Di-stress teachers manual (Reprint)
124.	Shiksha Hetu Rashtri Shiksha Niti (NEP 2020 Hindi) (Reprint)
125.	Anubhav - A handbook for teachers - KG
126.	Adhaar - A Workbook for Preschool 2 - KG Preschool 2
127.	Adhaar - A handbook for teachers - Nursery
128.	Adhaar - A Workbook for Preschool 2 - Nursery
129.	Anubhav Adharit Bhasha Adhigam - Aao Anubhav se Sikhe (2023)
130.	Teaching Learning of Social Science (History) At School Level : The Role for Action Research

S. No	Name of the Publications
131.	Development of Social Skills Among Preparatory Stage Students (Teacher Activities Handbook)
132.	Home Science -Class -6 (Part 1)
133.	Home Science -Class -7 (Part 2)
134.	Home Science -Class -8 (Part 3)
135.	<i>Khel Pitara</i> -ECCE Literacy Kit Box
136.	EVS Poster class 3 (English and Hindi Language) (Reprint)
137.	EVS Poster class 4 (English and Hindi Language) (Reprint)
138.	EVS Poster class 5 (English and Hindi Language) (Reprint)
139.	Other Publication
140.	Deshbhakti Student Dairy Class -6
141.	Deshbhakti Student Dairy Class -7 -8
142.	Holistic Progress card for nursery/KG and Class 1to 4
143.	Learning Outcomes Nursery to Class 3 (LO poster)
144.	Hoarding on Parental Involvement in Children's learning
145.	NAS Report of 13 Districts
146.	Nipun Pledge
147.	Vidyanjali Inforgraphis and Posters
148.	Workbook & teacher Resource material – Story Books (Hindi Medium)
149.	Workbook & teacher Resource material – Story Books (Punjabi Medium)
150.	Workbook & teacher Resource material – Story Books (Urdu Medium)
151.	Workbooks for Teacher Resource material for Pre-School -II
152.	Workbooks for Teacher Resource material for Pre-School -III
153.	Research skill among the SCERT/DIET Teacher Educators







## B. Gender Audit of Textbooks

The gender audit of textbooks/curriculum prepared by SCERT was undertaken in the year 2022-23. A gender audit committee was formed and a proforma was developed to carry out gender audit. The textbooks and curriculum developed by SCERT were analyzed from the perspective of inherent gender biases and stereotypes. Teams were formed subject-wise to analyze the books. The analysis of the textbooks led to the findings and the committee gave the general as well as specific recommendations on the basis of the findings. Suggestions were given by the gender experts to ascertain that the content portrayal and visual depiction in the SCERT textbooks/manuals is gender inclusive.

## C. Post NAS Interventions

National Achievement Survey (NAS) was conducted on 12th November 2021 by CBSE, & NCERT under the aegis of MoE for Grade 3, 5, 8 and 10 students of State Govt. schools, Govt. Aided schools, Private Unaided recognized schools and Central Government schools in key curricular areas of Language, Mathematics, EVS/Science and Social Sciences.

NCERT prepares district wise report of NAS, which reflects the performance of the different learning outcomes in the different districts i.e Percentage of students in the district of grade sampled grade who have acquired grade level competencies, Number of Learning Outcomes found to be underachieved (as compared to national average) in district. In view of this Post NAS Interventions has been planned at State and district level.

### Major objective(s):

- To minimize the gap in achievement of Learning Outcomes
- To identify and implement Interventions for enhancement of Learning Outcomes especially for students in areas having lower performance under the National Achievement Survey (NAS) 2021.



Post NAS Intervention WORKSHOP at State level

### Highlights of the initiative

- (i) A **Workshop with district coordinators** was held on **4th and 5th August, 2022** at SCERT. A team of three people consisting of two District coordinators and one BRP from each district attended the workshop. The agenda of the workshop was:
  - To Understand the NAS 2021 reports i.e. the District, State and the National reports
  - To Plan for district level interventions to mitigate the identified learning gaps as called out from the NAS reports.

- To Ensure dissemination and understanding of the reports at the District Level by the DDEs, DURCs, CRCs, pedagogy experts and classroom teachers.

The findings of NAS 2021 were shared with district coordinators where they were apprised about the performance of Delhi in NAS for classes 3, 5, 8 and 10 in comparison to national average and the district wise comparison was also shared.

Each district worked in groups and analyzed their district reports to find out learning gaps and areas for Intervention based on NAS Report.

Each district group prepared roadmaps and intervention plan as per their district needs. They presented the roadmap wherein following points were common :

### Action Steps to be taken

- Meeting with different stakeholders to disseminate the reports HoS/ principal/ DDEs
  - Creating awareness about learning outcomes among HOS, teachers & SMC members
  - Conducting Workshops for Subject Specific MTs & TDCs/
  - focus on Subject Specific LOs & Teaching Methods/ teaching learning Materials.
- (ii) An orientation programme for **subject coordinators of MCD was held on 20<sup>th</sup> October, 2022.**
- (iii) **An orientation meeting with District Coordinators for Post NAS workshops was held on 14 February, 2023.**
- (iv) **District Level workshops** (Phase 1 and Phase 2 ) with Mentor teacher, Hub In charges, Primary In charges and Teacher development coordinators were organized **at each DIET in the month of February-March, 2023.** The objective of these workshops was understanding and dissemination of reports and for planning and implementing interventions specific to each district.

**Impact made qualitative as well as physical**  
(number of schools, teachers/students etc.)

Date	Description of the activity	Number of days	Number of participants
4 <sup>th</sup> -5 <sup>th</sup> August, 2022	<b>Workshop with District Coordinators</b>	Two	40/40
20 <sup>th</sup> October, 2022.	Orientation Programme for Subject Coordinators of MCD	One	72/98
14 <sup>th</sup> February, 2023	<b>An orientation meeting with District Coordinators</b>	One	27/33
17 <sup>th</sup> Feb to 28 <sup>th</sup> Feb, 2023	<b>District Level workshops for Hub Incharges and Mentor Teachers</b>	One	238/322
25 <sup>th</sup> Feb to 13 <sup>th</sup> March, 2023	<b>District Level workshops for Hub Incharges, Mentor Teachers, Primary Incharges and Teacher Development Coordinators</b>	Two	1432/1720

## D. Vidyanjali A School Volunteer Programme

Vidyanjali is an initiative taken by the Ministry of Education, Government of India with the aim to strengthen Schools through community and private sector involvement in schools across the country. This initiative would connect schools with varied volunteers from the Indian Diaspora namely, young professionals, retired teachers, retired Government officials, retired professionals, NGOs, Private Sector and Public Sector Companies, Corporate Institutions and many others.

### ROLES & RESPONSIBILITY OF STATE TEAM

- Creating and managing the login for District Nodal Officers.
- Managing/ guiding schools/ volunteers in overall delivery of service/activity and assets/material/equipment
- Trainings & Orientations for District team
- Guiding District team for Volunteer campaign through Rally, Nukkad Natak, Door to Door Campaigning, Alumni approaching
- Connecting NGOs and organizations with Vidyanjali.

### OBJECTIVES

1. To orient different stakeholders about Vidyanjali Programme.
2. To provide training on Vidyanjali Portal to DURCC, CRCC, School heads.
3. To spread awareness about Vidyanjali Programme among community.
4. To develop awareness material for dissemination among schools.

### STATE PROGRESS

A total of 2838 Delhi schools are on board on Vidyanjali portal and 3882 volunteers are connected with it and have completed 2101 service/activities and 137 Asset / Material / Equipment activities and Impacted Children 146706 as on 17 March 2023. These volunteers are providing mainly Subject Assistance, Teaching of Yoga / Sports, Teaching of Art & Craft, Mentoring & Career Counseling, Self Defence training, Vocational Skills etc. The volunteers are also donating Smart TV, Water Cooler, Educational DVDs and CDs, Sports T-shirts and lowers, Musical instruments, Tube lights, Yoga mats, books, chairs, Bedsheets for recycling, stationery etc. enthusiastically. Also, official twitter “@VidyanjaliDelhi” has been following by 462 followers and 1109 tweets have been posted so far to appreciate Vidyanjali Yogdaans by volunteers.

Onboarded School	Registered Volunteers	Impacted Children
2838	3882	146706

## STATE ACTIVITIES

S. No.	Name of the activity	REMARKS
1.	Online meetings with District teams	Online (State) 21 March 2022 6 April 2022 20 April 2022 22 April 2022
2.	Vidyanjali orientation of SCERT / DIET faculty	Online (State) 3 June 2022
3.	Orientation of D.El.Ed & B.Ed trainees	Online (State) 11 March 2022
4.	Training on school & volunteer registration on Vidyanjali portal for DURCC & CRCC	Online (State) 17 May 2022
5.	Orientation on Vidyanjali of HoS, MT MCD, DURCC & CRCC	Online (State) 28 April 2022
6.	Grievance meeting of DURCC & CRCC regarding Vidyanjali school onboarding	Online (State)
7.	A two-day Vidyanjali School Interaction Programme for HoS of MCD of all 13 districts	Online (State) 9-10 June 2022
8.	Vidyanjali training programme for DURCC & CRCC at DIET Moti Bagh	Offline (State) 7 July 2022 Total Participants = 100 / 100
9.	Vidyanjali Refresher Programme for MCD Nodals at DIET Keshav Puram	Offline (State) 7 Nov 2022 Total Participants = 263 / 300

## State Initiatives

The success of Vidyanjali in Delhi is not a one-night show. It became possible only through a positive approach that “Yes, it is possible and we will do it.” SCERT, Delhi got connected with all District Nodal Officers from DIETs and shared the dream of Vidyanjali in Delhi. They suggested to connect teacher trainees and the DURCC team also. This idea of connecting the DURCC team worked and we were able to connect ourselves directly with schools. We experimented with some approaches to get volunteers from the community which worked and became our Best Practices.

These are – i. Rallies ii. Vidyanjali Mela iii. Nukkad Natak iv. District Orientations v. Field Visits vi. One to one Support vii. SCERT / DIET faculty as Volunteer viii. CRCC as Volunteer ix. Appreciation Certificates for Volunteers

## SUPPORTING PARTNERS

Delhi Vidyanjali is also grateful to our Supporting Partners without whom Vidyanjali in Delhi was not possible. We are delighted to share that 34 NGOs and 43 Organizations are registered on Vidyanjali Portal and providing their services in Delhi Government and Government aided schools.

## OUTCOMES

1. Oriented different stakeholders about Vidyanjali Programme.
2. Provided training on Vidyanjali Portal to DURCC, CRCC, School heads.
3. Spread awareness about Vidyanjali Programme among community.
4. Develop awareness material for dissemination among schools.



## E. Revision of D. El. Ed Curriculum in view of NEP 2020

### Budget Head: Material Development

The existing Diploma in Elementary Education (D. El. Ed) Curriculum was implemented with effect from 2014-15 session and is presently followed in all DIETs, including 20 private teacher training institutes in Delhi. With the implementation of NEP 2020, the recommendations suggest a complete revamp in the transaction of curriculum, pedagogical approaches, and assessment from content to competencies; the present curriculum needed revision to make it contemporary and in alignment with the provision of NEP 2020.

### Objectives:

1. To restructure the curriculum needs, interests and abilities of the learner as per new frameworks and education policies
2. To introduce latest and updated content, pedagogy and assessment in view of NEP 2020
3. To correlate between theory courses and learning practices for continuous quality improvement

### Brief report of activity conducted:

In continuation to the revision of D. El. Ed 2<sup>nd</sup> year Reference F.No.33(1)/DIET/RKP/ Curriculum Revision/2<sup>nd</sup> year/2023-24/1761-67 vide Sanction Order No. D. El. Ed



### Curriculum Revision:

1. As per Sanction Order with Ref. No. F. No. DPB/SCERT/D.El.Ed./20222/23/13469-74 dated -08/12/2022, has to be revised. Curriculum Revision Teams were formed comprising of Internal faculty of DIET /SCERT and External Experts from different educational bodies in the concerned paper. \*(List attached for the same). Team conducted series of workshops with Internal faculty and revise the syllabus with experts and faculty of SCERT and DIETs including the representative from private DIETs of Delhi under SCERT in finalizing the Curriculum.
2. D. El. Ed 1<sup>st</sup> year curriculum was revised in the view of NEP,2020 by different subject core committees along with experts from different academic institutions. **The same was presented and approved in the Executive Council meeting held on 07/03/2023 at SCERT (F. No. 20(37)/EC/SCERT/ADMIN/2020-21/1972-75 dated 12/05/2023).**
3. The proposal regarding the implementation of the Diploma in Elementary Education (D. El. Ed) and Syllabus Outline (Revised) 2023 was approved by Executive Committee held on 07/03/2022 at SCERT.
4. Reference F. No. DPB/SCERT/D. El. Ed/2022-23/13469-74 dated 08/12/2022 vide Sanction Order 399, Rs. 33,90,500/- were approved for revision of D. El. Ed 2<sup>nd</sup> year curriculum in the 2<sup>nd</sup> phase.
5. Consequent upon the Program Advisory Committee meeting held on 10<sup>th</sup> April 2023, the sanction was carried forward to the next financial year 2023 – 24 (*Refer to minutes of the PAC Meeting, Page No. 12, Item No. 3.2: Agenda No. 2: Approval for projects to be Carried Forward on S. No. 29*).
6. The project was time bound and was of continuous nature and was in the prior knowledge of concerned authorities and hence as per revised sanction, the time was extended.

**Outcome:** D. El. Ed Curriculum has been revised and finalized.



## AN OVERVIEW OF DIETs

### DISTRICT INSTITUTE OF EDUCATION & TRAINING

DIETs in Delhi act as a district-level academic authority and nodal institutions guiding all school education and teacher education efforts in the districts. They function with substantial institutional autonomy in planning and executing their mandate, with guidance and support from SCERT and Directorate of Education. Their overarching focus is on ensuring quality of school and teacher education with a strong outcome orientation.

#### Following is a summary of the proposed institutional mandate for DIETs:

**Pre-service training:** DIET premier teacher training institutions at district level teaching DPSE and D.El.Ed courses (all DIETs). They are nationally recognized as hubs of innovation in experimenting with innovative curriculum and pedagogy that gives substantial opportunities for practice-based learning to student-teachers through a back-and-forth movement between theory and the field through inbuilt field-based units of study in each theory course as well as specially designed practicum. In addition, they also get opportunity for an extended period of teaching internship (similar to medical students) before course completion.

**In-service training (PDT/INSET):** DIETs will act as nodal institutions to plan, coordinate and execute all in-service training programmes for school teachers up to the secondary level (Std 10) in their districts. DIETs will have substantial autonomy to determine local training needs, design appropriate in-service training programmes, and ensure that training inputs are translated to effective practice. To the extent possible, the training plan is aligned with state and national guidelines (e.g. SSA), but top-down planning will be discontinued where DIETs are made to train a certain number of teachers to meet centrally determined targets. The role of SCERT is limited to coordinating and executing in-service training only for all senior secondary teachers in Delhi.

Over 3-10 years however, in-service teacher training in Delhi will be further decentralized to a cluster-level with a cluster representing a footprint of 10 secondary schools. There will be enough capacity and resources at cluster-level to plan, coordinate and execute in-service teacher training as per locally determined needs. In this scenario, the role of DIETs will be primarily in training the master trainers at block and cluster level, and providing them necessary resources (e.g. physical space) to meet their goals.

**Curriculum and Material Development:** DIETs have been empowered to tailor specific aspects of the curriculum for pre-service training to suit the local context e.g. faculty has have flexibility to design the practicum components for each course in a way that reinforces classroom learning. Further, DIET faculty develop will develop their own materials for in-service training as well as to meet specific local needs.

**Educational Planning and Research:** DIETs act as nodal institutions at district-level to undertake all kinds of educational research activities in their districts, preferably in collaboration with faculty from SCERT and universities to ensure methodological rigour and wider relevance of research. They also promote a culture of evidence-based practice among all education stakeholders in the districts such as block and cluster-level resource persons, and teachers. It train and supports them in their own action-research projects.

## Infrastructure Facilities-

Wi-Fi enabled campus, spacious green compound with good parking facility.

### Academics-

- Classrooms: Smart classrooms for teaching and learning.
- Conference room: well-equipped conference room with multimedia projector and screen.
- Library.
- ICT/Computer lab.
- Science Lab.
- Work-Experience lab
- Auditorium
- Hall

### Other facilities-

- Medical Room
- Ground

At present, following nine Government District Institutions of Education and Training are functioning under the overall guidance of State Council of Educational Research & Training, Delhi.

1. District Institute of Education and Training, (North) B-2, Keshav Puram, Delhi-110035.
2. District Institute of Education and Training, (North-West) FU Block, Pitam Pura, Delhi-110034
3. District Institute of Education and Training, (West) Baba Phoola Singh Marg, Old Rajinder Nagar, New Delhi-110060
4. District Institute of Education and Training, (Central) Ansari Road, Darya Ganj, New Delhi-110002.\*
5. District Institute of Education and Training (New Delhi) RK Puram, Sector VII, New Delhi-110022.
6. District Institute of Education and Training, (North-East) J & K Block, Dilshad Garden, Delhi-110095.
7. District Institute of Education and Training, (East) Karkardooma Institutional Area, Delhi-110092.\*\*
8. District Institute of Education and Training (South), Moti Bagh, New Delhi-110021.
9. District Institute of Education and Training, (South-West), Ghumman Hera, New Delhi-110073.

## Annexure-A

### Audited Statement of Accounts of SCERT (Delhi)

**Rajesh Seema & Associates**

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



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rajeshseemaassociates@gmail.com  
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#### INDEPENDENT AUDITOR'S REPORT

The Director  
State Council of Educational Research & Training,  
Varun Mang, 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 31<sup>st</sup> March, 2023 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 statement 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 mis-statement(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 of 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 31<sup>st</sup> March, 2023;
- (ii) In the case of the Income & Expenditure Account, of the surplus (unutilized grant); excess of income over expenditure for the year ended 31<sup>st</sup> March, 2023.

#### 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.

For Rajesh Seema & Associates  
Firm Registration No. 017925N  
Chartered Accountants



Place: Delhi  
Date : 31.10.2023  
UDIN: 23098548B6TYMS202B

Branch Office : L-26, Top Floor, Naveen Shahdara, Delhi-110032



## 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 maintained manual for accounting and MIS system etc. During the year under audit, SCERT has tried to maintain accounting in computer system.
3. There were few loans and advances which were pending from the beginning of the financial year 2021-22. It is explained to us, most of such advances has been adjusted or written off in the FY 2022-23. But in the financial year 2022-23, no such adjustment was made but assure that they will comply the same in FY 2023-24.
4. There are Rs. 29,957/- 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.
5. During the year under audit, SCERT has received grant in aid from Delhi Government for capital expenditure for Rs. 3,56,38,000/- and Excess spent Grant of Previous year for Rs. 8,80,885/-. Total Grant for Capital Expenditure for the year under audit was Rs. 3,47,57,115/-, out of which Rs. 3,38,28,839/- utilized for capital expenditure. During the year under audit, there is unspent grant under Capital Expenditure is Rs. 9,28,276/- at the end of the year.
6. During the financial year 2021-22, SCERT has made payments to PWD for Rs. 5,08,80,885/- under capital expenditure. In the Financial Year 2022-23, SCERT has made capital expenditure for Rs. 3,38,28,839/-. No records in respect of status of work whether it has been completed or not has not been maintained by the respective branch. In case of completion of work, no completion certificate has been produced before us for verification.
7. In the financial year 2021-22, SCERT has received amount from MSTC for Rs. 1,10,100.00 as advance against sale of Scrap. Such amount taken into consideration in the FY 2022-23.
8. During the year under audit, SCERT has given loan to various DIETs for the payment of salary to its staff. Such advances have not been part of any grant or otherwise granted to DIETs and it is returnable. Such loans were outstanding to different DIETs aggregating to Rs. 61,31,643.00 as on 31.03.2023.
9. In the FY 2021-22, SCERT has received demand from EPF on account of various arrears which amounting to Rs. 1,36,72,247.00 (Rupees One Crores Thirty Six Lacs Seventy Two Thousand Two Hundred Forty Seven Only). SCERT has made payment initially and challenge such demand in appeal and recovered Rs 68,35,873.00 (Rupees Sixty Eight Lacs Thirty Five Thousand Eight Hundred Seventy Three Only) in the FY 2021-22. As explained to us, balance for Rs. 68,36,374/- is also in dispute and will be recovered soon.
10. In the FY 2021-22, SCERT has made excess payment for Rs. 14,006.00 on account of GST TDS. It is advised to recover the same either from party or GST department.
11. There are NEFTs returns for Rs. 5,34,436.46 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. 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.
12. Balancing of Bank book has been done by the SCERT in FY 2022-23. Bank reconciliation statement has been prepared by the SCERT. There are some entries which belong to FY 2021-22 which have not been settled/cleared in FY 2022-23. It is advised to reconcile all these entries.
13. During the Year under audit, SCERT has made expenditure for Rs. 3,07,65,032/- on different fixed assets purchased under the various head which includes Programme Expenditures, Office Expenditure and Fixed assets. Out of these assets, some had been transferred to different DIETs and some had been used by SCERT. The List of assets transferred to different DIETs is as per Annexure-I. Such list has been provided by the SCERT. It is required to reconcile the assets transferred to different DIETs along with quantity and amount as well as prepare register for the assets transferred including name of Diet, items, quantity and value. After such reconciliation, SCERT should make necessary entries in the

**RAJESH SEEMA & ASSOCIATES**  
**CHARTERED ACCOUNTANTS**

books of accounts. It is also advised to DIETs to maintain Register of Fixed Assets transferred from SCERT along with Items, Quantity, Location and Value.

14. During the year under audit, SCERT has not form the Committee for verification of Fixed Assets. As explained to us, SCERT has maintained the fixed assets register since 2016 only. It is also explained to us, there is not any unique number on the fixed assets. It is advised to conduct physical verification of such fixed assets by third party.
15. SCERT maintained Books of accounts manually as well as electronically.
16. SCERT has maintained Corpus Fund under the head ETE Maintenance & Upgradation Fund since yester years and having huge balance as on 31.03.2023 which amounting to Rs. 22,84,09,872.71 (Rupees Twenty Two Crores Eighty Four Lacs, Nine Thousand Eight Hundred Seventy Two and paisa Seventy One Only) including Development Fees Fund (ETE). During the year under audit, out of this amount, Rs. 14,88,13,812.00 has been utilized and balance for Rs. 8,15,96,060.71 still balance in the ETE Maintenance and Upgradation Fund as on 31.03.2023.

For Rajesh Seema & Associates  
Firm Registration No-817925N  
Chartered Accountants



Place: Delhi

Dated: 31.10.2023

UDIN: 2304854886TYMS2028

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

**RECEIPT & PAYMENT ACCOUNT**  
**FOR THE YEAR ENDED 31ST MARCH, 2023**

RECEIPTS	(Amount in Rupees)	
	Amount	Amount
<b>Opening Balances:</b>		
Cash In Hand		13,80,45,112.00
Balance with Canara Bank SB A/c 64708	3,62,19,031.65	40,60,04,552.00
<b>Plan Grant in Aid</b>		
Grant Received During the Year	57,85,02,968.00	5,63,76,865.62
Grant Received purchase of Fixed Assets	3,07,65,032.00	
Grant for Capital Expenditure received during the year	3,56,38,000.00	3,23,15,287.00
<b>Other Grant in Aid</b>		
Corpus Fund - ETE Maintenance & Upgradation Fund	29,43,650.00	63,27,41,816.62
<b>Income from Other Sources during the Year:</b>		
ETE - Sale of Prospectus form	2,06,30,199.60	-1,042.00
ETE - Examination Fee Received	1,58,89,860.00	1,40,25,866.00
ETE - Affiliation Fee	22,50,000.00	45,288.00
Miscellaneous Receipts	27,645.00	
Program B.Ed Fee / Activity Fund (Net)	77,30,000.00	21,13,72,620.00
Interest from Bank A/c no. 64708	12,05,507.00	
Bank Interest - Auto Sweep Term Deposit (Net of TDS)	60,70,793.00	
<b>Other Receipts During the year:</b>		
NEFT Return Received		49,47,339.00
Condemnation of Assets	49,76,888.00	
Condemnation of Furniture & Fixture	5,99,283.00	
Loan to DIETs Recovered	1,23,369.00	
	48,08,84,020.00	3,57,48,755.00
<b>Closing Balances:</b>		
Cash in Hand	48,65,83,560.00	20,21,11,506.63
Balance with Canara Bank SB A/c 64708		1,79,87,11,824.90
	<b>1,79,87,11,824.90</b>	<b>20,21,11,506.63</b>

Note: Opening Balance of Bank in negative due to over issue of cheques.

For State Council of Educational Training & Research

  
 Director  
 By Controller of Accounts

Place: Delhi

Date: October 31, 2023

UDIN: 230785486374HS2028

As per our Report of Even Date Attached

For Rajesh Seema & Associates

Firm Registration No. 017925N

Chartered Accountants

  
 (CA Rajesh Gupta)

M/N-098548

PARTNER



**STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING**  
**VARUN MARG, DEFENCE COLONY, NEW DELHI-110024**  
**Accompanied Schedules As on 31.03.2023**

**Schedule - A Fixed Assets**

Particulars	Balance at Cost as at 31.03.2022	Additions During the Year	Refund/Condemnation	Balance as at 31.03.2023
Air Conditioner	33,02,342.00	-	-	33,02,342.00
Air Purifier	4,99,970.00	-	-	4,99,970.00
Books	2,42,155.00	-	-	2,42,155.00
Building-CSS Non Recurring	21,71,291.00	-	-	21,71,291.00
Building-Govt of NCT Delhis' Share	12,21,554.00	-	-	12,21,554.00
Cabin-At Library	4,79,900.00	-	-	4,79,900.00
Computer, Printer & Software	2,15,94,113.00	1,72,32,177.00	-	3,88,26,290.00
Coolers & Heaters	48,513.00	-	-	48,513.00
CVT/ Stabilizers	1,64,000.00	-	-	1,64,000.00
Desk Cum Bench-DIETS	66,49,240.00	-	-	66,49,240.00
Duplicating Machine	1,19,928.00	-	-	1,19,928.00
Equipment Under STV Project	2,33,553.00	-	-	2,33,553.00
External Board	53,612.00	-	-	53,612.00
Evota 75" Interactive Touch Display-DIET	1,32,72,000.00	-	-	1,32,72,000.00
Fax Machine	3,12,412.00	-	-	3,12,412.00
Fire Extinguisher	41,130.00	-	-	41,130.00
Furniture & Fixture	1,73,12,054.11	49,51,900.00	16,36,921.00	2,06,27,033.11
Garden Tools	23,328.00	-	-	23,328.00
Handycam-Sony	1,82,400.00	-	-	1,82,400.00
H P Computers	4,83,388.00	-	-	4,83,388.00
Intercom Systems	2,13,431.00	-	-	2,13,431.00
Internet Equipment	9,495.00	-	-	9,495.00
Laptop	4,56,000.00	-	-	4,56,000.00
Land for Bholanath Nagar/KKD	6,09,426.00	-	-	6,09,426.00
Library	20,18,451.24	-	-	20,18,451.24
Library Books (Office)	1,97,981.00	-	-	1,97,981.00
Library Books (SRSG)	61,793.00	-	-	61,793.00
Office Equipment	30,96,708.76	71,06,980.00	-	1,02,03,688.76
Office Equipment YUVA SAEP	3,71,339.00	-	-	3,71,339.00
Photocopy Machine	10,97,460.00	4,24,492.00	-	15,21,952.00
Plasma TV	64,688.00	-	-	64,688.00
Research Tools-Prag SRSG	2,09,075.00	-	-	2,09,075.00
Strengthening of SCERT -Equipment	3,23,600.00	-	-	3,23,600.00
Typewriters	3,33,070.20	-	-	3,33,070.20
Vehicles	1,60,654.19	8,48,183.00	-	10,08,837.19
Water Cooler	-	2,01,300.00	-	2,01,300.00
Water Tank	4,630.00	-	-	4,630.00
<b>Total</b>	<b>7,76,34,685.50</b>	<b>3,07,65,032.00</b>	<b>16,36,921.00</b>	<b>10,67,62,796.50</b>

*(Signature)*



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

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

	Current Year	(Amount in Rupees) Previous Year
<b>Schedule-B</b>		
<b>PLAN ADVANCE</b>		
Advance ETE	1,655.00	1,655.00
Advance General	5,296.00	6,338.00
Advance Programme	43,50,029.00	-
Advance Programme	1,95,80,435.00	99,04,596.00
Advance LTC	45,288.00	-
	<b>2,39,82,703.00</b>	<b>99,12,589.00</b>
<b>Schedule-C</b>		
<b>Capital Asset Expenditure</b>		
Capital Expenses	3,38,28,839.00	5,08,80,885.00
	<b>3,38,28,839.00</b>	<b>5,08,80,885.00</b>
<b>Schedule-D</b>		
<b>EXPENDITURE FOR SALARY</b>		
Salary	12,55,33,087.00	10,47,67,289.00
Medical Reimbursement	24,84,659.00	28,50,923.00
Bonus	8,51,799.00	4,62,836.00
Leave Travel Concession	4,92,583.00	2,56,006.00
Gratuity	15,30,592.00	24,88,670.00
Employers Contribution to EPF	26,79,415.00	25,34,996.00
Leave Encashment	8,56,262.00	18,40,675.00
Leave salary Pension Contribution	36,16,715.00	7,31,031.00
	<b>13,80,45,112.00</b>	<b>11,59,32,426.00</b>
<b>Schedule-E</b>		
<b>PROGRAMME &amp; OTHER SCHEME EXPENDITURE</b>		
<b>In-Service Programme</b>		
Programme in Service	5,49,76,344.00	3,15,36,332.00
Programme for Cluster Development Leadership	25,91,692.00	5,44,586.00
Programme for Merit Award For D.LED /B.Ed	-	22,380.00
Programme for State Award for Teacher Education	19,85,632.00	2,36,982.00
Programme for Developing Mathematical Aptitude of D.Led	26,32,861.00	5,79,070.00
Programme Research Study Innovation & Seminar	1,56,65,968.00	5,69,272.00
Programme for Capacity Building & Faculty Staff	15,21,450.00	2,14,849.00
Programme Strategic Leadership (IIM)	47,20,000.00	-
Programme B.Ed. Expenses	20,60,567.00	10,98,792.00
Programme National & International visits	2,38,53,688.00	1,08,26,420.00
Programme ICT in Education	7,61,05,070.00	9,94,250.00
Programme Happiness Curriculum A Study	1,21,42,844.00	60,65,284.00



Programme International Training	32,500.00	
Other Innovative Programme		
Hiring of Specialized Experts	2,84,79,803.00	2,44,33,441.00
Examination Expenses (ETE/NTT)		
ETE Examination Expenses	2,83,67,674.00	47,74,817.00
<b>Material Development</b>		
Programme Material Development	3,47,69,832.00	2,47,14,964.00
Other Programme		
Programme Right to Education	8,66,192.00	1,58,21,599.00
Programme Cell for Human Values & Transformation	1,80,46,939.00	1,22,10,789.00
Programme Cell for School Leadership	1,33,64,691.00	2,68,48,967.00
Programme TDC Singapore	17,51,461.00	-
Programme HOS Cambridge Visit	3,24,59,528.00	-
Programme P-1029 (CLDP)	20,398.00	-
Programme New Education Policy	17,74,972.00	-
Programme Innovative Project	3,735.00	-
Programme Faculty Development	1,05,944.00	-
Programme DeshBhakti (New)	4,77,04,767.00	-
	<u>40,60,04,552.00</u>	<u>16,14,92,794.00</u>

## Schedule-F

**OFFICE EXPENDITURE OTHER THAN SALARY**

Office Maintenance	4,53,23,357.00	3,71,11,614.00
Advertisement	41,804.00	89,788.00
Bank Charges	1,63,619.62	1,19,193.08
Books, Newspaper & Periodicals	8,99,204.00	3,19,241.00
Conveyance	9,412.00	1,500.00
Electricity & Water Charges	36,23,897.00	18,12,320.00
Hiring of Vehicles	23,20,394.00	17,97,778.00
Legal & Professional Charges	67,950.00	65,900.00
Meeting Expenses	5,85,948.00	6,37,159.00
Postage and Courier Expenses	26,757.00	30,000.00
Stationery & Other Items	30,90,397.00	9,28,247.00
Petrol/CNG	25,438.00	-
Telephone Expenses	1,13,850.00	1,12,144.00
Repair & Maintenance	84,838.00	-
	<u>5,63,76,865.62</u>	<u>4,30,24,884.08</u>






**Significant Accounting Policies and Notes on Accounts:**

**Schedule-G**

**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.

**6. 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.

**7. 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 confirm 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)(iiib) of the Income tax Act, 1961. It is Recommend 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. SCERT has applied the same in the year of audit.
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



Director Deputy Controller of Accounts



D.D.O



for Rajesh Seema & Associates  
Firm Registration No. 017925N  
Chartered Accountants



Place: Delhi

Date: 31.10.2023

UDIN: 2309854884TYMS2028

[illegible]

STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING  
VARUN MARG, DEFENCE COLONY, NEW DELHI-110034

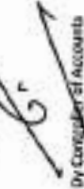
INCOME & EXPENDITURE ACCOUNT  
FOR THE YEAR ENDED 31ST MARCH, 2023

Previous Year	Expenditure	Amount	Previous Year	Income	Amount
11,59,32,426.00	Expenditure for Salary (As per Schedule - D)	13,80,45,112.00		Unspent Grant Balance B/F from Previous Year	15,77,31,285.28
16,14,92,794.00	Programme & Other Scheme Expenditure	40,60,04,552.00	14,27,10,740.36	Delhi Government	38,700.00
	(As per Schedule - E)		9,46,82,511.48	NCEERT - National Achievement Survey	38,700.00
4,30,24,884.08	Office Expenditure other than Salary	5,63,76,803.42		Corpus Fund - ETE Maintenance & Upgradation	8,24,16,822.71
	(As per Schedule - F)			Development Fees Fund (ETE)	14,30,49,400.00
	ETE Maintenance & Upgradation Expenses	14,68,13,812.00	90,85,48,178.00	Grant Received during the Year	57,85,01,968.00
15,77,31,285.28	Unutilized Grant To S/O 30 Balance Sheet (Balance Forward)		13,07,83,711.23	Delhi Government	
14,30,49,400.00	Delhi Government			Corpus Fund - ETE Maintenance & Upgradation Fund	29,43,650.00
8,24,16,822.71	Development Fees Fund (ETE)			Income from Other Sources during the Year	
38,700.00	Corpus Fund - ETE Maintenance & Upgradation			ETE - Sale of Prospectus form/Application	2,06,20,109.60
	Fund			ETE - Examination Fee Received	1,58,89,890.00
	NCEERT - National Achievement Survey			ETE - Affiliation Fee	22,50,000.00
				Miscellaneous Receipts	27,645.00
				Program B.Ed Fee / Activity Fund (Net)	77,39,000.00
				Interest from Bank A/c No. 64708	12,05,507.00
				Bank Interest - Auto Sweep Term Deposit	74,76,104.00
70,36,86,312.07		1,01,94,91,241.59	70,36,86,312.07		5,52,00,315.60
					1,01,94,91,241.59

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

For State Council of Educational Training & Research

  
Director

  
Dr. Consultant Accounts

Place: Delhi

Date: October 31, 2023

UDIN: 2304854886TYMS1028

As per our Report of Even Date attached  
For Rajesh Sharma & Associates  
Firm Registration No. 0179025N

Chartered Accountants

  
Rajesh Sharma

ICAI Rajesh Sharma

PARTNER

MPN-008548



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

**Statement of Grants Receipts and Utilisation Incurred for the year ended 31st March, 2023**

Particular	Delhi Government	Delhi Government GIA For Capital Assets	National Achievement Survey	Corpus Fund-ETE Maintenance & Upgradation Fund	Development Fees Fund (ETE)	Total
Unspent Grant as on 01.04.2022	15,77,31,285.28	-8,80,885.00	38,700.00	8,24,16,822.71	14,30,49,400.00	23,93,05,922.99
Add: Received During the Year-Consumable/non consumable	60,92,68,000.00	3,56,38,000.00	-	29,43,650.00	-	64,78,49,650.00
Income Received from Internal Source	5,52,08,315.60	-	-	-	-	5,52,08,315.60
Transfer from Development Fund (ETE)	-	-	-	14,30,49,400.00	-	14,30,49,400.00
<b>Total of Grant and Receipt (A)</b>	<b>82,22,07,600.88</b>	<b>3,47,57,115.00</b>	<b>38,700.00</b>	<b>22,84,09,872.71</b>	<b>14,30,49,400.00</b>	<b>1,08,54,13,288.59</b>
Utilisation						
Expenditure for Salary	13,80,45,112.00	-	-	-	-	13,80,45,112.00
Programme & Other Expenditure	40,60,04,552.00	-	-	-	-	40,60,04,552.00
Office Expenditure other than Salary	5,63,76,865.62	-	-	-	-	5,63,76,865.62
Office Expenditure other than Salary-Non Consumable-Fixed Assets	3,07,65,032.00	-	-	-	-	3,07,65,032.00
Capital Asset Expenditure	-	3,38,28,839.00	-	-	-	3,38,28,839.00
ETE Maintenance & Upgradation Expenses	-	-	-	14,58,13,812.00	-	14,58,13,812.00
Transfer to ETE Maintenance & Upgradation Fund	-	-	-	-	14,30,49,400.00	14,30,49,400.00
<b>Total of Utilisation (B)</b>	<b>63,11,91,561.62</b>	<b>3,38,28,839.00</b>	<b>-</b>	<b>14,58,13,812.00</b>	<b>14,30,49,400.00</b>	<b>63,42,55,368.62</b>
Unspent Grant after Utilisation (A-B)	19,10,16,039.26	9,28,276.00	38,700.00	8,15,96,060.71	-	27,35,79,075.97
Less: Grant Refund to respective Fund	-	-	-	-	-	-
<b>Unspent Grant as on 31st March, 2023</b>	<b>19,10,16,039.26</b>	<b>9,28,276.00</b>	<b>38,700.00</b>	<b>8,15,96,060.71</b>	<b>-</b>	<b>27,35,79,075.97</b>

For State Council of Educational Training & Research

  
 Director

By Controller of Accounts

Place: Delhi

Date : October 31, 2023

UDIN: 33098548B6TYMS2023

For Rajesh Sarda & Associates  
 Firm Registered with the Institute of Chartered Accountants of India  
 Chartered Accountants  
  
 (CA Rajesh Gupta)  
 MSN-098548  
 PARTNER

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

**Bank Reconciliation Statement  
FOR THE YEAR ENDED 31ST MARCH.2023**

Particulars	Schedule	Amount
Balance as per General Ledger as on 31-03-2023		20,21,11,506.63
<b>ADD: Cheques Issued but not presented for payment:</b>		
- Cheques issued but not Cleared upto 31/03/2023	I	4,24,91,344.35
<b>Less : Cheque Deposited but not credited by bank</b>	II	9,55,69,165.00
<b>Balance as per Bank Pass Book as on 31-03-2022</b>		<b>14,90,33,685.98</b>





