SCERT

The 1986 National Policy on Education, recommended the creation of State Council of Educational Research and Training (SCERT) in each State as a measure of decentralization of functions of quality education, research and training. SCERT, Delhi, was set up as an autonomous body under the Societies Registration Act in May, 1988. It receives funding from GNCT of Delhi under the Grants-in-aid scheme. 9 District Institutes of Education and Training (DIETs) have been set up for each of the 9 revenue districts in Delhi and these operate under the overall administrative control of SCERT.

Funding for DIETs comes from MHRD under the Centrally Sponsored Scheme for Teacher Education and Re-organisation .

**MISSION/VISION**

To work towards universal elementary education of equitable quality for all children in Delhi.

To work towards quality improvement at all spheres and all levels of education.

To work towards universal elementary education and universal adult literacy.

To act as resource support agency for policy, planning, research, training & material development for the school system in Delhi.

To act as affiliating agency for elementary and pre-school teacher education courses and teacher education institutions working in the GNCT of Delhi.

To design Courses for professional development of teachers.

To frame curricula, syllabi, textbooks, materials and evaluation framework for educational administrators, teachers and children.

**AIMS AND OBJECTIVES OF THE ORGANIZATION**

**To promote educational researches and training of teachers and** other personnel.

To develop the curriculum, aiming at an all round development of the child, and at all levels of education.

To develop and produce teaching-learning materials.

To develop Educational Technology for use in the teaching learning activities and training programmes and to provide Distance Education.

To devise the systems and approaches for qualitative education.

To develop scientific processes of evalution of the pupil and the educational programmes and institutions.

To develop the strategies to achieve the goals of education for equality.

To establish linkages with NCERT, various department of Universities of Delhi, Administration of U. T. of Delhi, Deptt. of Education, other educational institutions of Central and Delhi Administration.

To develop, adopt/adapt, & produce curricular materials, text-books and other related instructional materials.

To develop educational materials for the education of and guidance to children from disadvantaged group.

To guide, develop & provide educational materials for non-formal education/educational functional literature.

To promote and assist Delhi Administration in SUPW & Vocational Education in the State/U.T. of Delhi.

To improve the existing examination system and to prepare relevant materials in different areas for schools education.

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

The RESPONSIBILITIES of SCERT:

Organise regular In-service teacher education programmes for all teachers in the system.

Design and Organise Course for professional advancement of teachers such as B.Ed. (In-Service).

Prepare textual materials for children at all levels of school education.

Prepare teacher support materials.

Prepare computer aided learning modules, cassettes, CDs, teaching-aids.

Conduct research for qualitative improvement of school education.

Evolve and initiate school improvement programmes.

Oversee the functioning of DIETs.

Act as affiliating body for elementary and early childhood care and education Courses in GNCTD.

Conduct entrance examinations, syllabi, examinations and award Diploma for these Courses.

Act as resource support agency to Directorate of Education and MCD.

liase with apex organizations and disseminate current trends in school education to the system.

Block Resource Centers (BRCs)

DIETs have been entrusted with the responsibility of improving the quality of

education and speeding up the educational activities at the district level. The

Block Resource Centre at block level has been set up with the aim of providing

academic support and educational guidance to teachers and schools and to

implement quality improvement interventions at the school level.

BRCs comprise a group of 100 villages. The activities of a BRC is coordinated

by Block Education Officer with technical support of other personnel like data

entry operators, Junior engineers, block coordinators, resource teachers and other

personnel.

Responsibilities of BRCS

BRC must be involved in planning, implementing and monitoring SSA activities;

It gives training to teachers, Develops material, Community mobilization, action

research works and organization of different activities/competitions among

teachers and students. Any information on primary education is completed by

BRC and subsequently made available to district and State level officials

BRC seeks to be a resource centre for giving all kinds of onsite academic support

to the elementary school teachers. Following are the responsibilities of BRCs.

(a) To provide adequate accommodation and equipment to primary school.

(b) To carry out current repairs of school buildings and if authorized also to

carry out special repairs and to construct new buildings,

(c) To exercise such supervision over the school as may be prescribed.

(d) To be responsible for the enforcement of compulsory attendance within its

area,

(e) To arrange wherever possible, midday meal to children

(f) To provide uniform to children and

(g) To celebrate school functions and to organize excursions and other social

and cultural programmes in the school

(h) To monitor the progress and quality of construction of educational works

undertaken in the block.

(i) To organize awareness campaigns and block-level functions.

(j) To secure the co-ordination and co-operation of other agencies like, NGOs,

SHG (self help groups), Government Departments, etc.

(k) Conducting periodical review meetings with other officials of the block to

remove any bottle neck in the execution of the various programme inputs.

(l) Supervising the training programmes at the blocks and assessing the impact

of the training.

CLUSTER RESOURCE CENTERS

(CRCs)

Cluster is a group of eight to ten schools, in which different institutions can

reinforce each other by exchanging resources, personnel, materials, teaching aids,

etc. and using them on a sharing basis. Through CRCs teachers come together to

change ideas and experiences with other teachers and the work on their own

professional development.

CRC is required to do the same activity at the cluster level as BRC at the block

level. The CRCs will be accountable to the Head Masters of the said school who

have been declared as Panchayat Education Officers for rural areas and Cluster

Education officers for urban areas.

Responsibilities of CRCS

1. To prepare rules and procedures for school’s functioning,

2. To manage and distribute school’s finances,

3. To make arrangements for implementing new curriculum/ syllabus.

4. To arrange workshops for teachers

CRCs have been functioning as centers of teacher empowerment, where the

teachers meet to share their experiences and innovative practices being used by

them in their school.

• Inspection and Supervision of schools in the complex,

• Initiating transfer of teachers within the complex,

• Disbursement of salaries,

• Distribution of furniture

• Equipment and stationery,

• Provision of leave substitutes in the complex.

• Sanction for casual leave to heads of schools in the complex

• Collection of information for on word transmission to BRCs, district and

State functionaries.

• Develop curricular materials

• Academic functions

• Arrange regular meetings for teachers

• Arrange curricular and extracurricular programmes,

• Provide better access to teaching and learning resources

• Planning for in-service training programmes for………...

• Supervision of schools

CRCs break the isolation of rural teachers and pupils. It improves school

governance and accountability.