

## REPORT ON FIELD VISIT TO SCERT

Date: 7 MARCH 2025

Venue: SCERT TAPOVAN

Organizers: SCHOOL OF EDUCATION AND SCERT

Participants: B.Ed first year students (school of education)

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## INTRODUCTION

The visit to the State Council of Educational Research and Training (SCERT) Uttarakhand proved to be a highly informative and engaging experience. Under the expert guidance of Mr. Manoj Shukla, students were afforded the opportunity to gain a deeper understanding of SCERT's pivotal role within the state's educational framework. This visit facilitated meaningful interactions with professionals, allowed for the observation of various operational departments, and provided insights into the contemporary challenges and solutions prevalent in the education sector.

## OVERVIEW OF SCERT

Established on 17th January 2002 SCERT serves as the principal authority for education in the state. Its responsibilities encompass the formulation of the state curriculum, the development of educational policies, the organization of training programs and workshops for educators, and the

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promotion of innovative pedagogical practices. Operating under the auspices of the Department of Education, Government of Uttarakhand SCERT is dedicated to enhancing educational standards by merging modern teaching strategies with traditional knowledge frameworks.



## EXPLORATION OF SCERT FACILITIES

Mr. Manoj Shukla guided the students through a comprehensive tour of SCERT, highlighting various specialized units, each focused on a critical area of educational advancement:

**ADMINISTRATIVE CELL**– Oversees the overall administration and operational efficiency of SCERT.

-**NEP Cell** – Executes the directives of the National Education Policy (NEP) and ensures effective implementation at the local level.

- **Balvatika Cell** – Concentrates on early childhood education, promoting foundational literacy and numeracy for young learners.

-**PM e-Vidya Cell** – Supports digital learning initiatives under the PM e-Vidya scheme, ensuring that technology-enhanced education is accessible to all children.

-**Career Guidance and Counselling Cell** – Offers career advice and psychological support to both students and educators.

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**Foundational Literacy and Numeracy cell** – Responsible for overseeing the comprehensive development of state education policies and ensuring their coherence with national goals.



## **FUNCTIONS AND CONTRIBUTIONS OF SCERT**

SCERT plays a crucial role in:

1. - Offering pre-service and in-service training for educators to enhance their pedagogical skills and teaching techniques.
2. - Creating educational resources, including textbooks, digital materials, and research publications, to improve the quality of education.
3. - Conducting research-oriented educational studies to identify deficiencies within the education system and propose innovative solutions.
4. - Designing and implementing educational programs aimed at students from marginalized communities to promote inclusive education.
5. - Organizing capacity-building workshops for teachers and school administrators to keep them informed about the latest educational trends.



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## INITIATIVE FOR EDUCATIONAL UPLIFTMENTS

SCERT has launched several initiatives to assist underprivileged students and enhance learning outcomes. Some of the prominent programs include:

- - **PRAVESHOTSAV** – A school enrollment initiative aimed at promoting education for all children and decreasing dropout rates.
- - **PRATIBHA DIWAS** – A dedicated day for acknowledging and celebrating student accomplishments in both academic and extracurricular fields.
- - **MISSION KOSHISH** – Focused on enhancing foundational literacy and numeracy among students, particularly in rural regions.
- - **Balshakha Program** – Concentrates on providing mentoring and academic support for students in need, offering tailored guidance.
- - **Teacher Exchange Programs** – Initiatives that facilitate collaboration among teachers from various districts to share best practices and implement innovative teaching methods.
- - **SCERT Fellowships** – Scholarship opportunities for research scholars and educators who contribute to the educational sector.

## DIGITAL INNOVATIONS IN EDUCATION

To broaden the accessibility of education, SCERT has developed several digital applications, including:

1. - **Ullas** – A learning application designed to boost student engagement through interactive content and gamified learning experiences.
2. **Arohi**- serves as a platform dedicated to assisting educators by providing resources, innovative teaching strategies, and tools for lesson planning.
3. **DigiPathshala**- is an initiative that offers a virtual classroom experience, granting free access to high-quality online lectures and educational materials.
4. **Shiksha Setu**- is a mobile-optimized portal designed to connect students, teachers, and parents, facilitating effective communication and tracking of academic progress.





These digital initiatives have been instrumental in delivering education to remote and underserved regions, ensuring that quality learning opportunities are accessible to every child. The SCERT team has also partnered with various educational technology companies and universities to enhance their digital infrastructure and curriculum continuously.

### **STUDENT EXPERIENCE AND KEY TAKEAWAYS**

The visit was characterized by high interactivity, with students participating in question-and-answer sessions with experts, engaging in live demonstrations of digital learning tools, and gaining insights into the efforts made to close the educational gap. This exposure to real-world challenges in education administration and policy-making motivated students to consider careers in educational research, policy development, and teaching.



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## **CONCLUSION**

The field visit to SCERT Uttarakhand was a transformative experience that underscored the organization's dedication to educational excellence and innovation. It provided students with a comprehensive understanding of policy-making, teacher training, and the digital transformation of education. The knowledge acquired from this visit will undoubtedly encourage future educators to make meaningful contributions to the education sector. Additionally, the experience emphasized the necessity of ongoing learning and adaptation in the dynamic landscape of education.