


DESHBHAKTI CURRICULUM FRAMEWORK



THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **¹[SOVEREIGN, SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the **²[unity and integrity of the Nation]**;

IN OUR CONSTITUENT ASSEMBLY this twenty –sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f.3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f.3.1.1977)

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VISION

During the celebration of India's 73rd Independence Day in 2019, the Hon'ble Chief Minister of Delhi announced his plan to introduce Deshbhakti Curriculum in government schools to help students become “true patriots”.



The Hon'ble CM shared three goals for the proposed *Deshbhakti* Curriculum:

- First, each and every child must feel pride for the nation. Children must be taught about the glories of the country.
- Second, each child must be made aware of their responsibility and duty towards the country.
- Third, we have to instil among children the commitment to be prepared to contribute and also sacrifice for the nation.

During the 2021 Delhi Budget, the Hon'ble Deputy Chief Minister announced the introduction of the '*Deshbhakti Pathyakram*' to instill the spirit of patriotism and nationhood among every child studying in Delhi Government schools and prepare them to be responsible citizens who shall contribute to nation-building.

With the aim of translating this vision into a meaningful and effective curriculum, a committee was constituted by the SCERT with the approval of Hon'ble Dy CM on 12th October, 2019.

CONTEXT

India attained independence in 1947, after 200 years of colonial rule, driven by the patriotism, spirit of sacrifice and shared efforts of our freedom fighters under the guidance of our visionary leaders. Despite being a young nation-state, India has successfully established itself as one of the fastest growing economies in the world, a powerhouse of knowledge and talent and an emerging superpower. At the same time, India is confronted with several challenges of poverty, inequality, corruption, malnutrition etc.

As in the past, it is upon the young people of India today to take pride in the rich civilizational history and achievements of India and work constructively towards the progress of the country. The Deshbhakti Curriculum is therefore being introduced to help students take pride in their country and become informed and responsible citizens who would serve with commitment to take the country forward.

Our endeavour in implementing this curriculum is to instill among children values of love, respect and pride for the country, imbibe constitutional values, and build awareness of their responsibilities and duties towards the society and the country. While students study various aspects of Indian democracy and the Constitution as part of their existing curricula, these are currently limited to being academic subjects to be learnt and tested in exams. Students are unable to relate values such as equality and fraternity to their daily lives. The Deshbhakti curriculum seeks to build a deeper understanding of these values and ownership towards them amongst our students. It aims to bridge the gap between values and action that unfortunately plagues much of our society today. As bearers of a democratic legacy, the youth of today shall have the onus to translate the values and ideals of the country into practice. The Deshbhakti Curriculum attempts to prepare them to fulfil this responsibility.

The time for introducing such a curriculum is also right, given that India is at a critical point in its developmental history with more than 60% of its population in the 15-59 age group. The progress of the country is heavily dependent on how it utilizes its demographic dividend. Education plays a critical role in building the necessary competence and commitment in our children to contribute in taking the country forward. This is the time for us to come together and actively participate in nation building along with our children. It is upon us to find solutions rather than only talking about problems. It is upon us to shoulder responsibilities that we want fulfilled for the progress of our country. It

is upon us to take concrete steps towards building patriotic citizens who are ready to take responsibility, face challenges head on, innovate, find solutions, and realise our dream of a better India.

It is critical to channelize the abundant energy and thoughts of our youth in a constructive and productive manner, where the constitutional values of oneness, human rights, empathy, equity, and equal opportunities for all are embedded and practised. Further, it is important to inculcate from an early age, the spirit of gratitude and self-sacrificing devotion towards the common good of the country.

The growing up years in a child's life are very influential and ideal for inculcating a feeling of belongingness and ownership towards one's country. This is the right time to create their awareness, understanding and appreciation of the diverse and pluralistic history and culture of India. This shall help unify our younger generation in the best interest of our country and ensure that a 'New India' emerges as a strong and developed country ready to face every challenge that comes its way. Deshbhakti curriculum is thus an aspiration that needs inspiration; it is a seed which will grow into a tree bearing fruits if it is cared for and nurtured from the very beginning. With this thought in mind and a commitment to make every child a responsible citizen of tomorrow, Deshbhakti curriculum is being introduced in all our schools.

RATIONALE

At present, almost half of India's population is below 25 years of age and it is the young that have the potential to shape the society and the future of the country. The school education system has an important role to play in equipping students with the right set of knowledge, skills and dispositions that would make them active and informed citizens of the country and indeed the world. Education has the potential to equip children and the youth to make informed, rational decisions about the changes they want to see in society and in systems of governance. School education can serve to transform pessimistic attitudes towards the country, build civic knowledge and enable students to participate in addressing real-life problems confronting them, their community and the nation at large. A strong sense of belongingness towards the country and self-identification as Indian citizens is important in a world where the youth are struggling with their identities and searching for a sense of belonging to a collective society.

The National Curriculum Framework 2005 (NCF 2005), while stating the multicultural nature of Indian society, emphasizes the right for all groups to co-exist and flourish. It talks about the critical role of citizenship training in sync with national ideals and global approaches. It states, ***“The greatest national challenge for education is to strengthen our participatory democracy and the values enshrined in the Constitution. Meeting this challenge implies that we make quality and social justice the central theme of curricular reform. Citizenship training has been an important aspect of formal education. Today, it needs to be boldly reconceptualised in terms of the discourse of universal human rights and the approaches associated with critical pedagogy. A clear orientation towards values associated with peace and harmonious coexistence is called for.”***

The National Education Policy 2020 also recognises and emphasises on the importance of inculcating constitutional and patriotic values among students. It envisages that ***“the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.”*** On curricular integration of essential subjects, skills, and capacities, Section 4.23 of the NEP states- ***“While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful,***

innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to proficiency in languages, these skills include: knowledge and practice of human and Constitutional values; gender sensitivity; Fundamental Duties; citizenship skills and values; knowledge of India". It also talks about the need to emphasise on conveying the importance of ethical decision making to students early on. Section 4.28. States, "Students will be taught at a young age the importance of "doing what's right", and will be given a logical framework for making ethical decisions.As consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students."

The Deshbhakti curriculum seeks to address these aspects of education policies and ensure that schools inculcate values like love and respect for the country, tolerance for differences, and prepare students to contribute to nation-building.

International frameworks such as the 'Framework for 21st Century Learning' also emphasize the inclusion of interdisciplinary themes such as civic literacy, environmental literacy and global awareness as key elements of the school curriculum. Several successful education systems around the world including countries like Singapore, Japan, Canada and Australia have adapted curricula aimed at instilling feelings of pride and responsibility towards the country, building an understanding of democratic values, civic education and citizen engagement and participation to resolve current and future challenges. These themes also form an integral part of the Deshbhakti Curriculum.

Thus the rationale for introduction of Deshbhakti curriculum can be found in both national and international education policy frameworks. The current discourse of society warrants that our education systems invest in preparation of citizens who love their nation and take pride in it; who are able to make sacrifices for the nation; who are able to critically evaluate the strengths and weaknesses of the nation and who have an awareness of their rights and responsibilities towards the nation. It is these citizens who would be able to work towards a society, nation and world that is equitable and habitable for all. In sum, the Deshbhakti curriculum would enable students to come together to build a stronger and progressive India that is able to embrace contemporary and future challenges with strength, vigour, and resilience.

CONCEPT

While the civilizational history of the Indian subcontinent spans thousands of years and is embedded in the culture, beliefs and practices of the people of this land, the idea of India as a modern nation-state emerged during the freedom movement. During the freedom struggle, the idea of ‘deshbhakti’ was evoked to inspire people to come together and fight colonial rule and realize the vision of an independent India. Writers such as Rabindranath Tagore used the term ‘deshbhakti’ along with terms such as ‘deshabhiman’, ‘swadeshprem’ and ‘swadeshchetna’ to denote one’s love for one’s country. **Deshbhakti can then be understood as a vernacular conception of patriotism in India, based on loving one’s shared lands and communities and working for the betterment of all living beings part of those lands and communities. Such a conception of Deshbhakti or patriotism is therefore a non-specific, non-ideological emotional state of love, bonding and investment with one’s land and people and is inclusive of the pluralism and diversity of beliefs, practices, religions, ethnicities, languages etc. that is at the heart of the civilizational heritage of India.**



Deshbhakti is a celebration of the pluralism and diversity of the people of India and is about developing deep love and pride for one’s own country and sovereignty while respecting and living harmoniously with the world. It embodies the spirit of the Indian philosophy of ‘vasudhaiva kutumbakam’ meaning the ‘world is one family’ and encourages one to not just be a loyal and patriotic citizen of India but also a conscientious global citizen.

Thus in contemporary India, Deshbhakti curriculum envisages the practice of democratic patriotism – a loving orientation that embraces diversity, equity, and

solidarity which creates a foundation for bettering one's society and country. Deshbhakti is about having love, respect and pride for one's motherland. It is about becoming a responsible and informed citizen who respects people, resources and environment and becomes a catalyst in taking the nation forward.

In this context, a crucial question that needs to be addressed is – How do we define a Deshbhakt? The answer to this question needs to be situated in the Indian Constitution that has laid down certain guiding values and principles for the people of India and are enshrined in the Preamble to the Constitution. These include values of liberty, equality, fraternity, justice, democracy and secularism etc. A deshbhakt citizen is therefore one - for whom Deshbhakti is a celebration of our rich socio-cultural heritage; who understands and is committed to the philosophical premise of the Indian Constitution and the values enshrined in it; is a critical thinker who is aware of contemporary social and political issues and is able to make informed decisions; is someone who has respect for all forms of life and fosters a spirit of empathy and peace; who is conscientious about her/his duties, empowered to face challenges and bring about changes to take the country forward.

Deshbhakti curriculum actively seeks to build a sense of belongingness, ownership and responsibility towards the nation amongst students, which would also inspire them to make necessary sacrifices for the country. These values are sought to be developed in students by facilitating critical and creative thinking skills rather than by coercion. While celebrating our national symbols, Deshbhakti curriculum goes beyond symbolic patriotism and seeks to build constructive patriotism in our children and youth.

DESHBHAKTI CURRICULUM AIM

As an Indian,

I believe all Indians are equal irrespective of gender, religion, caste, place of birth.

I believe all people should be treated fairly and say something when I see it does not happen.

I respect rules and follow them.

I understand the importance and meaning of national symbols.

I respect and take care of public property.

I use my own resources for the benefit of my country and its people.

My country's problems bother me and I feel like I should work towards solving them.

I fulfill the roles I take on with utmost integrity and to the best of my ability.

I practice the values I believe in, in my everyday life and actions.

I protect the environment and keep my surroundings clean.

I am able to determine something is wrong when it contradicts constitutional values of liberty, equality, justice, fraternity and secularism.

I am aware of my rights and duties as an Indian citizen and ensure I respect the rights of others.

I take pride in and appreciate the diverse cultures and practices in my country.

I treat people as I wish to be treated.

I am proud of our freedom fighters.

CURRICULUM OBJECTIVES

The Deshbhakti Curriculum aims to achieve the following objectives:

1. Instill a feeling of pride for our country among the students:

- To value the feeling of oneness, pride and belongingness we get by the virtue of being an Indian.
- To have deep respect towards the country's pluralistic history, culture and heritage.
- To be able to say it with pride that "I am an Indian" and striving to make the nation proud of you.

2. Build awareness of responsibilities towards the country:

- To feel love, compassion and empathy for living beings and take care of the environment and society that we live in.
- To practice constitutional values and develop an appreciation for fundamental rights and fulfil the moral obligation of fundamental duties as enshrined in our Constitution.
- To become active, informed and responsible citizens.

3. Commitment to make sacrifice for the country:

- To prepare students towards socially constructive behaviour for the betterment of the society.
- To develop patriotic sentiments that will encourage the youth to stand up against any kind of adversity.
- To refrain from activities that can tarnish the image of the country.

DESHBHAKTI THEMES

Based on views of various stakeholders on their conception of ‘Deshbhakti’, Focus Group Discussions were conducted with students, teacher-trainees, and parents. Their responses led the way to consolidation of the themes that the curriculum would entail. Some of these themes, that would be covered in the Deshbhakti Curriculum are:



Knowledge

- Constitutional values
- Diverse people & cultures, beliefs & practices
- History of freedom struggle, freedom fighters, nation builders
- Indian achievements in science & technology, art, music etc.
- Social problems and inequalities
- Environmental awareness & sustainability



Values

- Honesty
- Loyalty
- Humility
- Empathy
- Love for the Country
- Respect
- Compassion
- Sacrifice
- Hard work & excellence



Behaviours

- Promoting liberty, equality, fraternity
- Standing up against injustice
- Respect for national symbols
- Respect for diversity and pluralism
- Scientific reasoning and mindset
- Social and civic responsibility
- Active contribution towards economic, cultural, technological progress of the country
- Environmental protection, cleanliness & sustainability

METHODOLOGY

The pedagogical discourse of Deshbhakti curriculum is centred around social constructivism – the idea that children construct understanding with the help of peers and adults. Two key constructs in this frame are child-centred pedagogy and critical pedagogy. A brief note on these foundational constructs as expounded in NCF 2005:

- **“Child-centred pedagogy** means giving primacy to children’s experiences, their voices, and their active participation. This kind of pedagogy requires us to plan learning in keeping with children’s psychological development and interests. The learning plans therefore must respond to physical, cultural and social preferences within the wide diversity of characteristics and needs.”
- **“Critical pedagogy** provides an opportunity to reflect critically on issues in terms of their political, social, economic and moral aspects. It entails the acceptance of multiple views on social issues and a commitment to democratic forms of interaction. This is important in view of the multiple contexts in which our schools’ function. A critical framework helps children to see social issues from different perspectives and understand how such issues are connected to their lives...Critical pedagogy facilitates collective decision making through open discussion and by encouraging and recognizing multiple views.”

Further, it is envisaged that rather than being limited to Deshbhakti classes, the ideas and spirit of the curriculum would become a part of overall school life by being an underlying thread in various subjects and included in several activities.

DESIGN & PEDAGOGY

Childhood is a period of immense growth and change, involving development of one's physical and mental capacities to the fullest. It involves being socialized into the ways of adulthood, into acquiring and creating knowledge of the world and oneself in relation to others, in order to understand, act and to transform. In this light, the Deshbhakti Curriculum has been designed following the guiding principles given by **National Curriculum Framework (NCF) 2005**:

Guiding Principles of NCF 2005	How the Deshbhakti Curriculum seeks to fulfil these
Connecting knowledge to life outside the school	All the discussions and reflections in Deshbhakti curriculum are based on real life situations and examples with which students can easily relate.
Ensuring that learning is shifted away from rote methods	Children learn in a variety of ways—through experience, making and doing things, experimentation, reading, discussions, questioning, listening, thinking and reflecting, and expressing oneself in speech, movement or writing—both individually and with others. They require opportunities of all these kinds in the course of their development. The curriculum adopts a 'Participatory Method of Learning' that makes students partners in the process and ensures relevant and meaningful understanding for them. The method of instruction is through activities, discussions and reflection based enquiry. This will promote critical thinking, perspective building and self-reflection abilities. The role of the teacher is to facilitate the discussion as opposed to 'conventional teaching'.

Guiding Principles of NCF 2005	How the Deshbhakti Curriculum seeks to fulfil these
Enriching the curriculum to provide for overall development of children rather than textbook centric	To ensure this, only teacher's handbooks are being provided; no textbooks are being given to students. All classes are discussion-based and focus on honing the intellectual, mental, emotional, and social abilities in students.
Making examinations more flexible and integrated into classroom life	No formal examinations or grading system will be followed for the Deshbhakti curriculum. Emphasis will be on observing and assessing the development of the values, behaviours and actions pertaining to Deshbhakti among students, on an ongoing basis through reflections and observations.
Nurturing an overriding identity informed by caring concerns within the democratic polity of the country	The curriculum will help students in becoming willful, active and informed participants in the governance and development of the country. It aims to enable our next generations to become committed and responsible citizens who would work proactively for the betterment of society and country and take India to greater heights.

LESSON DESIGN

The content of the curriculum moves from themes of love and respect for the country, to the idea of Deshbhakti, what it means in practice, and towards identifying the strengths and challenges of the country, to reflecting on what each student (person) can do for the country and how can each one contribute to India's progress. An underlying essence throughout the curriculum is on bridging the gap between values and actions, and make each child realise that every action of theirs represents their relationship to India, and has an impact on the country.

The following are some key elements of lesson design:



Opening Discussion

Every chapter begins with an initial, warm-up question or prompt to spark students' interest and involvement. Along with getting the students' engaged, it also sets the tone for the entire chapter and the issues it aims to delve into..



Classroom Discussions

The main activity all through the curriculum, intended to accelerate children's expression in class and engagement with the content, is classroom discussion. It aims to inspire children to think and share, without any inhibitions, their thoughts, opinions, and experiences vis-a-vis themselves, their home, the society and country. It will help in creating a conducive classroom environment where every child participates. Children learn more when they have active participation in class. The teacher acts as a facilitator, creating the space for students to co-create knowledge and acquire skills. Classroom discussions include some key questions that form the linchpin of the chapter, and represent the main purpose of the chapter.



Classroom Activities

Classroom activities help students delve deeper into questions or issues raised in class discussions. Each chapter contains different types of class activities such as visualisation, self-introspection, interpretation and creative exercises. These activities are aimed to help students to interact, communicate and learn. They provide scope for students to deepen their engagement with the concepts or issues being discussed in the chapter.



Homework

Homework is a crucial part of the curriculum. It is intended to help children to seek views and opinions of people around them- adults and acquaintances- and encourage them to listen to different views and thoughts of the people around them about patriotism and the country as they ask the key questions of the chapter to their family and neighbours. This will enhance the expanse of discussion and broaden student perspective, along with creating a wider discourse on patriotism and other issues regarding the country.



Self Reflection

As a concluding activity for every chapter, a self-reflective expression activity is included, with the aim of allowing children to introspect and examine what and how much they have learnt from the chapter. It will deepen their learning and help them better understand their own thoughts and opinions.

LEARNING OUTCOMES

The heart of the framework is a model of the values, competencies and behaviours that the Deshbhakti curriculum intends to impart to its learners so that they are equipped to participate effectively in a culture of democracy and establish a truly culturally diverse democratic society, while contributing to an equitable and just society.

1. Self- awareness

Students would develop the capacity to understand their own self in relation to the larger socio-historical and cultural context of India. They would also be able to identify and critically reflect upon their own ideals, perspectives, attitudes; leading to a nuanced consciousness of self as situated in a larger societal context. Students would be able to reflect upon their identity at an individual level, as a member of the society and as a citizen.

2. Self- confidence

Students would be able to identify their strengths, gain confidence in their abilities and skills, and strive towards excellence in their chosen fields of study and work. They would develop resilience and acquire an understanding of learning as a process that is joyful but also fraught with challenges. Students would be able to adapt themselves to new situations, would be in better control of self and use it for the benefit of society at large.

3. Problem Solving

Students would be able to identify and seek solutions for both local and global problems - particularly political and social, through creative and critical thinking. By planning systematic inquiries, investigating logically and objectively, and considering multiple perspectives, students would generate locally viable and globally sustainable solutions to problems.

4. Collaboration

Students would be able to foster healthy relationships with peers and other members of the society which would enable them to work in collaboration with others. They would understand the importance of working together, and develop skills of negotiation, team-work and leadership.

5. Practising Constitutional values

Students would develop a critical understanding of how India is visualized as a nation-state historically and in contemporary times. Students would be able to build a perspective on the complementary nature of rights and duties specified in the Constitution. They would also be able to practice and promote constitutional values of Democracy, Liberty, Equality, Fraternity, Justice and Secularism enshrined in the Preamble of the Constitution subsequent to a critical understanding of the same.

6. Pluralism and Diversity

Students would gain a pluralistic understanding of India's history and become aware of its rich and diverse socio-cultural heritage. They would imbibe the essence of diversity in our country and around the world. In the light of critical understanding of the Constitution and the principles laid down in it, the students would learn the importance of empathy and co-existence.

7. Environmental Sustainability

Students would develop compassion for all living creatures and seek to protect and improve the natural environment. While understanding the construct of sustainable development, the students would learn to live in healthy co-existence with the environment and make judicious use of the country's resources towards building a harmonious eco-system.

8. Ethical Social Behaviour

Students would develop the capability to act ethically while investigating problems and arriving at the solutions to the same; in working collaboratively; in communicating their opinions and ideas. They would be able to understand how reasoning facilitates ethical judgment and understanding.

9. Social and civic responsibility

Students would develop a critical understanding of how India is visualized as a nation-state historically and in contemporary times. Students would be able to build a perspective on the complementary nature of rights and duties specified in the Constitution. They would also be able to practice and promote constitutional values of Democracy, Liberty, Equality, Fraternity, Justice and Secularism enshrined in the Preamble of the Constitution subsequent to a critical understanding of the same.

EVALUATION

Evaluation for this curriculum shall be through self-assessment, peer assessment, and assessment by the teacher. Therefore, no formal examinations or grading system will be followed for the Deshbhakti curriculum. Emphasis will be on observing and assessing the development of the values, behaviours and actions of Deshbhakti amongst students on an ongoing basis.

The curriculum is highly experiential and focused on the journey of developing the values and actions of Deshbhakti in students over several years. Students are given various reflective opportunities where they can reflect on their learning and share with their teachers and peers on a continuous basis. This not only allows teachers to assess the progress of students but also provides opportunities for self-assessment and peer assessment, thereby ensuring a 360-degree evaluation.

REFERENCES

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DESHBHAKTI CURRICULUM COMMITTEE

1. Dr. Renu Bhatia, Principal, SKV Moti Bagh 1– Chairperson
2. Ms. Sharda Kumari, Principal, DIET R.K Puram – Co Chairperson
3. Ms. Sapna Yadav, Senior Lecturer, SCERT- Member
4. Mr. Akshay Kumar Dixit, MT, GBSSS, G Block, Saket - Member
5. Ms. Pooja Rathee, TDC, SKV, Moti Bagh 1 – Member

SUPPORT, RESEARCH AND ANALYSES TEAM

○ Mentor Teachers and Teachers

1. Akanksha Tyagi, Mentor Teacher
2. Aarti Kanungo, Mentor Teacher
3. Alok Mishra, Mentor Teacher
4. Anju Rohilla, Mentor Teacher
5. Anu Chaudhary, Mentor Teacher
6. Atuba Saeed, Mentor Teacher
7. Avinash Jha, Mentor Teacher
8. Bhawani Prasad Singh, Mentor Teacher
9. Bhavna Sawnani, Mentor Teacher
10. Chhavi Gupta, Teacher
11. Deepak Mittal, Mentor Teacher
12. Deepshikha, Teacher
13. Devender Kumar Juneja, Mentor Teacher
14. Gaurav Kumar, Mentor Teacher
15. Hansraj Badsawal, Mentor Teacher
16. Hari Shankar Swarnkar, Mentor Teacher
17. Jaspal Singh Negi, Mentor Teacher
18. Joginder Kumar, Mentor Teacher
19. Kalpna, Mentor Teacher
20. Kamayani Joshi, Mentor Teacher
21. Kirti Yadav, Teacher
22. Meenu, Mentor Teacher
23. Monica Jagota, Mentor Teacher
24. Mukesh Jain, Mentor Teacher
25. Murari Jha, Mentor Teacher
26. Neel Kamal, Mentor Teacher
27. Neeru Puri, Mentor Teacher
28. Poonam Mamgai, Teacher
29. Praven Thareja, Teacher
30. Rahul Kumar, Mentor Teacher
31. Rajan Kumar, Mentor Teacher
32. Rakesh Gujral, Mentor Teacher
33. Rameshwar Upadhyay, Mentor Teacher
34. Ravinder Kumar, Mentor Teacher
35. Rita Sharma, Teacher

36. Shachinder Arya, Teacher
37. Surinder Kaur, Mentor Teacher
38. Tapsa Verma, Mentor Teacher
39. Vandana Gautam, Mentor Teacher
40. Vipul Kumar Verma, Mentor Teacher
41. Nirupma Sharma, Primary Teacher, SDMC Jaitpur No 1, Ist, New Delhi

○ **NGO Partners and Other Experts**

1. Teach for India
2. Commutiny - The Youth Collective
3. Pravah
4. We The People Abhiyan
5. Mr. Roopak Chauhan (Room to Read)
6. Mr. Manish Arora and his team (Ahvaan)
7. Mrs. Santosh Vyas, Principal and her team of teachers from Sadhu Vaswani International School for Girls, Shanti Niketan, New Delhi
8. Divya Murali, Former CMULF Fellow
9. Sambhrant Srivastava, Former Member- Education Task Force

○ **Coordination, Analysis, and Design**

1. Nayanika Varma, CMIE Fellow, SCERT Delhi
2. Anushna Jha, CMIE Fellow, SCERT Delhi
3. Shivani, CMIE Intern, SCERT Delhi
4. Mehak Verma, Media Intern, Directorate of Information and Publicity, Delhi
5. Sumit Kumar, CMIE Intern, SCERT Delhi
6. Charumitra Sardana, CMIE Intern, SCERT Delhi
7. Alisha Butala, Member, Education Task Force
8. Vani Gupta, CMIE Intern, SCERT Delhi
9. Stuti Dua, Former CMIE Intern, SCERT Delhi

○ Teachers Core Group for Content Development and Review

S. No.	Name	Designation	School
1.	Rajni Salhotra	TGT English	SKV, Janaki Devi, Mayur Vihar, Phase 1, Pocket 2
2.	Sanghmitra	Assistant Teacher Nursery	School of Excellence, Sec-17, Rohini
3.	Sangeeta Sharma	PGT Economics	GSKV Burari
4.	Tusha Arora	Assistant Teacher Primary	Bnk SKV Jonapur New Delhi
5.	Vivek Bharadwaj	PGT English	Sarvodaya Bal Sr. Sec. Vidyalaya, Qutub, Mehrauli
6.	Amit Kumar Sharma	TGT English	Govt. Co-ed, Sec School, Block-2, Geeta Colony
7.	Poonam Arora	PGT Maths	SBV, West Patel Nagar, New Delhi
8.	Kulvinder Kaur	TGT English	Core Academic Unit, DOE

बच्चों द्वारा बताये गए देशभक्ति के मायने

अच्छी आदतें
अपनाना और नियमों
का पालन करना ।

पढाई ईमानदारी से
करना ।

झूठ नहीं
बोलना ।

देश के लिए ऐसा कुछ
करना जिससे देश का
विकास हो ।

लोगों में जात पात
का अंतर न करना ।

शिक्षित व्यक्ति बनना ।

किसी चिड़िया को
बचाना ।

ईर्ष्या और अहंकार
न करना ।

देश की प्रगति में
मदद करना ।

कुछ अगर गलत हो रहा हो
तो उसका विरोध करना ।

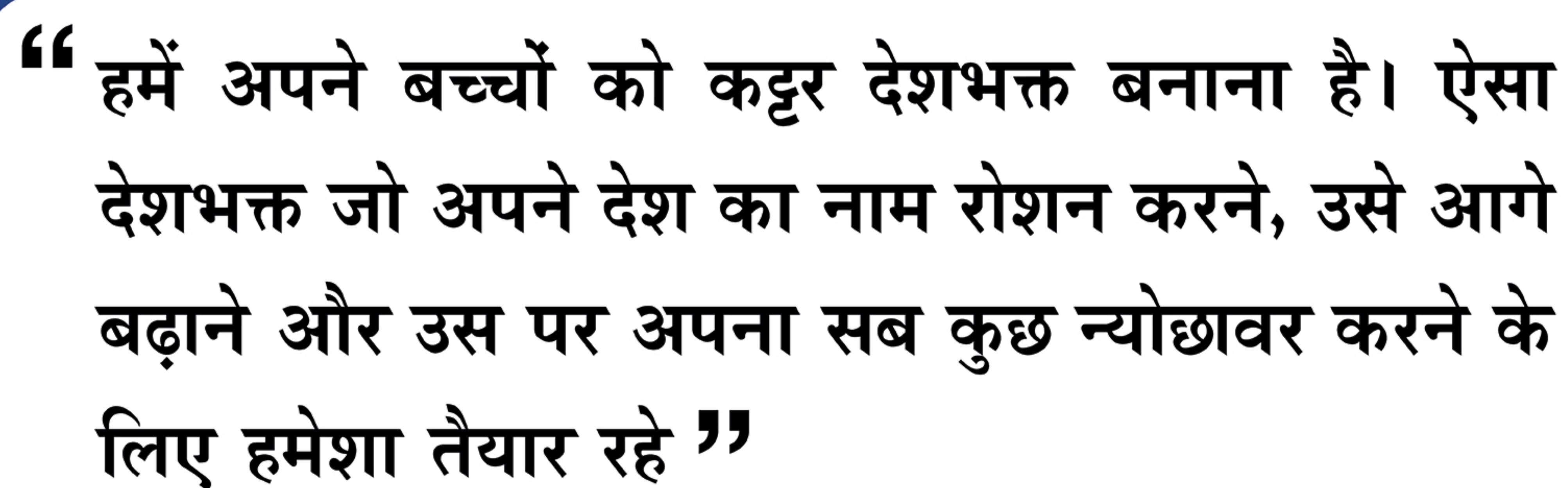
मेहनती होना तथा
सदा सत्य बोलना ।

कागज, पानी
और बिजली
बचाना ।

देश को आगे
बढ़ाना ।

महिलाओं का
सम्मान करना ।

ब्लड बैंक में
जाकर खून देना ।



- अरविंद केजरीवाल, मुख्यमंत्री, दिल्ली