

BUDGET SPEECH OF HON'BLE MIC, 2016-17

ACTIVITIES OF SCERT (WB) FOR 2015-2016

A) NATIONAL LEVEL

1. NATIONAL POPULATION EDUCATION PROJECT (NPEP)

SCERT (WB) is implementing the National Population Education Project activities of NCERT since 1984 in West Bengal.

SCERT (WB) had submitted the Plan of Action and budget of the National Population Education Project activities for 2015-16 for West Bengal in the Project Progress Review Meeting of the project held in February, 2015 at Amritsar, Punjab.

ORGANISATION OF FOLK DANCE COMPETITION

After receiving the approval, SCERT (WB) initiated the activities by organizing a state level meeting for implementation of the Folk Dance Competition in sixteen districts on 03.08.2015. The Principals/Lecturer in-charge of all 16 functional DIETs; the DPOs/representatives of and the DI / S (SE)/ representatives of all these districts attended the meeting.

A) Organisation of District Level Folk Dance Competition

- As discussed and decided in the state level meeting on 03.08.2015 at SCERT (WB), the DIETs of the selected sixteen districts organized the District Level Folk Dance Competition in active collaboration with the DPOs, SSM/RMSA and DIs (SE) of the respective districts.

B) Organisation of State Level Folk Dance Competition

The State level Folk Dance Competition was organised by SCERT (WB) on 01.10.2015 at Ballygunge Govt. High School. From each of the sixteen districts the teams standing first participated in the State Level Folk Dance Competition

The selected **three positioned** teams at the *State level Folk Dance Competition* are:

- 1) Harindanga High School, P.O. -Chaberia, P.S.- Palta, Dist- South 24 Parganas
- 2) Shyam Sukhi Balika Shiksha Niketan, P. O. Gazole, Dist. Malda
- 3) Singimari C.D. High School, P.O.+ Vill: Singimari, P.S.: Maynaguri, Dist.: Jalpaguri,

Participation in the National Level Folk Dance Competition

The team from . Harindanga High School,P.O. -Chaberia, P.S.- Palta, Dist- South 24 Parganas,Pin – 743504 is nominated and participated in the “National level Folk Dance Competition” which was held at Guwahati, Assam on 10 December,2015.

MATERIAL DEVELOPMENT:

Adaptation and translation of a NCERT draft Training and Resource Book on Adolescence Education into Bengali version is completed and published.

TRAINING:

By using the published Resource Book, a 3 day Advocacy programme in presence of NCERT Experts with the MRPs/ KRPs of District level will be organized.

RESEARCH & EVALUATION:

- a) A 2 day workshop was organized to find out the researchable areas in Population Education. The report preparation is in progress.
- b) An Impact Study will be carried out to understand the students awareness and attitude towards specific issues on P.E./A.E.

2. NATIONAL ACHIEVEMENT SURVEY AT THE END OF CLASSE-VIII, CYCLE- 4

The Educational Survey Division (ESD) of NCERT, New Delhi and SCERT (WB) has collaboratively embarked on conducting a state-wide survey in West Bengal on ascertaining the overall health of education in our state. This endeavour is a part of the national level exercise, undertaken by NCERT.

The Educational Survey Division (ESD) of NCERT has initiated activities for conducting the National Achievement Survey at the end of Class VIII in February 2015. As guided by NCERT, a pilot survey was organized by SCERT(WB) in 4 districts (Hooghly, Howrah, Nadia and North 24 Parganas).

The pilot survey was conducted in 14 selected schools in each districts by the respective DIETs of Hooghly, Howrah, Nadia and North 24 Parganas as per NCERT guidelines where test forms on Language ,Science, Mathematics and Social Science were field tested on approximately more

than 2000 children of 56 schools.. The filled-in Response Sheets after the survey were sent to ESD, NCERT.

The main survey will be conducted in twenty districts of West Bengal in collaboration with SCERT (WB), DIETs, DPOs and schools at the district level. For the main survey a list of sampled schools has to be provided by ESD, NCERT. The tools of the main survey in Language, Science, Mathematics and Social Science etc. are yet to be finalized.

3. NATIONAL ACHIEVEMENT SURVEY AT THE END OF CLASSE-III, CYCLE- 4

The Educational Survey Division (ESD) of NCERT has initiated activities for conducting the National Achievement Survey at the end of Class III in December 2014. As guided by NCERT, a pilot survey was organized by SCERT(WB) in the district of South 24 Parganas.

The pilot survey was conducted in the district by DIET, South 24 Parganas on 24th March, 2015 where test forms on Language and Mathematics were field tested on approximately 800 children of 25 schools. SCERT (WB) translated the tools provided by NCERT for the field try out in Bengali, the tools being provided by ESD, NCERT. The filled-in tools after the survey were handed over to ESD, NCERT by SCERT (WB). Again a two-day workshop was held at SCERT (WB) for the training of the Field Investigators during 25-26th March 2015.

The main survey will be conducted in twenty districts of West Bengal in collaboration with SCERT (WB), DIETs, DPOs and schools at the district level. For the main survey a list of sampled schools has been provided by ESD, NCERT. As per guidelines from NCERT, SCERT (WB) has communicated with all the Principals/DPOs of the concerned districts regarding the conduct of main National Achievement Survey in class III within December 2015. In the process, SCERT (WB) has also translated the revised test forms on Language and Mathematics and had sent the same to NCERT for quality check. NCERT had sent its observation to SCERT in this regard.

STATE LEVEL

1. TEACHERS' TRAINING ON CHILD PROTECTION POLICY:

A project titled "Advocacy of Teachers on Child Protection Policy in Schools" which has been an approved project under CSSTE for the year 2014-15, has been taken up by SCERT for the Primary Schools in the initial stage. This project entails activities like development and dissemination.

SCERT (WB) has brought out a Handbook on Child Protection Policy for schools in West Bengal in February, 2015 through a consultative process involving specialists from various fields, to wit the W.B National University of Judicial Sciences, British Council (East India), UNICEF, Human Rights Law Network, Kolkata, PBSSM, WBBPE, Commissionerate of School

Education, Education Deptt, Kalyani University, Prajak Development Society, Kolkata, Faculty members from DIETs and Asstt. Teacher and Head Teacher from schools. This Handbook delineates the background, rationale, explanation of key concepts, modality of implementation along with providing information on relevant policies and laws on child rights protection. This comprehensive, yet compact document is aimed to be a Sourcebook on CPP for all as well as a Training Module on CPP from the Resource persons.

Presently this CPP Handbook has been printed in adequate number of copies and distributed to all the districts to the district coordinators – of whom an orientation has been done on 15.09.2015 at SCERT (WB). The district coordinators who are constituted of the Principals/ Teachers-in-Charges and the DPOs in the respective districts are provided with a fund of Rs. 75,000/- each to orient 150 Head Teachers of Primary Schools from each district. During the month of Nov-Dec, 2015, this district- level orientation programmes for all the 150 Head Teachers are expected to be completed.

2. PERFORMANCE INDICATORS (PINDICS) FOR ELEMENTARY SCHOOL TEACHERS

The Performance Indicators (PINDICS) were developed by NCERT to assess the performance and progress of teachers. It consists of –

1. Performance standards (PS) – The teachers perform their tasks and responsibilities under these areas.
2. Specific standards –These are some specific tasks under performance standards which are expected to be performed by the teachers.
3. Performance indicators - Performance indicators have been derived from specific standards.

PINDICS is based on the provisions in sections 24, 29 and the schedule specifying norms and standards for schools in the RTE Act 2009, NCF-2005 and SSA Framework-2011. It has been further modified using the feedback received from the NCERT Study-‘In-service Education for Teachers (INSET) impact on classroom transaction’ conducted in 2010-11, try out with primary and upper primary school teachers and comments received from state level officers from SCERT and SPO, and teacher education professionals.

Performance Standards (PS)

Performance Standards represent the expectations from teachers for each responsibility area of job performance. The following seven performance standards have been identified –

- Designing Learning Experiences for Children
- Knowledge and Understanding of Subject Matter
- Strategies for Facilitating Learning
- Interpersonal Relationship

- Professional Development
- School Development
- Teacher Attendance

The Chronology of Events

- In West Bengal, the district Hooghly was selected for administration of PINDICS for elementary teachers **on a pilot basis**. DIET, Hooghly carried out the pilot with the active support of SCERT (WB) and other district functionaries.
- The meeting of the Core Resource Group was held at DIET, Hooghly on 08.01.2015. The Core Resource Group included Director and faculty of SCERT (WB), Principal and faculty of DIET, Hooghly, Chairman, DPSC, Hooghly, District Inspector of Schools (SE & PE), Professors of Kalyani University, Education Officer, Chandannagar Municipal Corporation, representative from DPO, SSM, Hooghly, Head Teachers and Assistant Teachers of selected schools. Discussion was held on the following agenda:-
 - TIMELINE OF THE PROJECT
 - SELECTION OF SCHOOLS AND TEACHERS

Primary

1. 2 schools were selected randomly from each of the 46 CLRCs.
2. All teachers (as provided in DISE) were covered, including Head Teachers / Teachers –in – Charge, the supervisor being the concerned SI.

Upper Primary

1. 2 schools were selected randomly from each of the 31 Blocks / Municipality / Corporation.
2. All the Upper Primary teachers (as provided in DISE) were covered.
3. The parateachers / teachers on contractual basis were excluded.

➤ SELECTION OF DISTRICT RESOURCE PERSONS

The team of District Resource Persons included SIs, faculty of DIET, Hooghly and nearby PTTI and senior teachers.

➤ BENGALI VERSION OF THE TOOL

The house held an extensive discussion on the Bengali translation of the tool and the Bengali version of the tool was finalized.

- A meeting for the orientation of DRPs regarding pilot administration of PINDICS in the randomly selected primary and upper primary schools of the Hooghly district was held at DIET, Hooghly on 22.01.2015. The DRPs included SI (PE), Head Teachers and senior teachers. Some members of the State Resource Group from SCERT (WB) also attended the meeting.
- The administration of the tools was carried out on **06.02.2015** and **10.02.2015**. A few schools, which could not be visited on either of these dates, were visited on **13.02.2015**. Members of the Core Resource Group visited some selected schools on these days.
- The collected data, the observations of the DRPs and related documents were submitted at DIET, Hooghly on **18.02.2015**.
- The number of schools and teachers from whom data was collected is provided below -

Type of School	Number of Schools	Number of Teachers	Number of Investigators / Observers
Primary	94	340	36
Upper Primary / Secondary / Higher Secondary	62	483	32
TOTAL	156	823	68

All the schools were selected randomly.

- The report of the survey is in the last stages of preparation.

3. SCHOOL LEADERSHIP DEVELOPMENT PROGRAMME (SLDP) IN WEST BENGAL

The National Centre for School Leadership (NCSL) was established by MHRD at NUEPA with a prime purpose of transforming ordinary schools into schools of excellence, eventually bringing improvement in the entire school system through leadership development. The School Leadership Development Programme (SLDP) therefore envisages covering different stages of

school education from primary to secondary and higher secondary. The vision being to develop new generation leaders to transform schools so that every child learns and every school excels. In this context a detailed plan and suitable materials in Bengali (translated from NCSL, NUEPA materials) were developed. A District Resource Group (DRG) comprising 20 persons was formed in each of the four districts-Hooghly, N 24 Parganas, Bankura, Coochbehar where the SLDP programme would be organised on a pilot basis covering 50 participants in each district. The first phase of district level training for concept development on SLDP and the review meeting was conducted in April, 2015. The second phase of district level training for concept application activities related to SLDP and the review meeting was conducted in May, 2015. The third phase of district level training for concept review and the feedback workshop was held in May-June, 2015. The wrap up of SLDP activities in West Bengal was held on 29-30 June 2015. The detailed report of SLDP activities in West Bengal was prepared and disseminated to concerned authorities.

4. UTKARSHA ABHIJAN 2014 FOR CLASS – II & VI AND UTKARSHA ABHIJAN 2015 FOR CLASS – III & VII

In 2014, the School Education Department, GoWB decided to carry out the SLAS (2014-2015) under the name Utkarsha Abhijan 2014 for Classes – II & VI in all the district of West Bengal. For conducting the survey, 25% & 20% schools from each circle were selected for class –II & Class – VI respectively. The survey took place in West Bengal under SSA in collaboration with SCERT (WB) and UNICEF, Kolkata. In this context SCERT, W.B was involved in the development of tools, sampling, pilot testing and report writing for both the classes which took place in December, 2014.

In 2015, the School Education Department, GoWB decided to carry out the Utkarsha Abhijan 2015 for Classes – III & VII in all the district of West Bengal. The survey would be conducted by SSA in collaboration with Expert Committee, SCERT (WB) and UNICEF, Kolkata. The tools were developed in October – November 2015 through various workshops and pilot testing.

5. MODEL SCHOOL EVALUATION AND IMPROVEMENT STUDY

The Model School Scheme was launched in November 2008 in pursuance to the announcement of the Hon'ble Prime Minister in his Independence Day Speech of 2007. The scheme aims to provide quality education to talented rural children through setting up of 6,000 model schools as benchmark of excellence at block level at the rate of one school per block. The scheme has the following objectives:-

- ❖ To have at least one good quality senior secondary school in every block,
- ❖ To have a pace setting role,
- ❖ To try out innovative curriculum and pedagogy,
- ❖ To be a model in infrastructure, curriculum and social governance.

The scheme has two modes of implementation,-

- (i) 3,500 schools are to be set up in as many educationally backward blocks (EBBs) through State Governments,
- (ii) The remaining 2,500 schools are to be set up under Public-Private Partnership (PPP) mode in blocks which are not educationally backward.

The State sector component for setting up of model schools in EBBs through the State Governments is being implemented from 2009-10 and implementation of the PPP component for setting up of model schools in blocks which are not educationally backward has been initiated from 2012-13.

Chronology of events

- The Government in School Education verbally requested SCERT to place a proposal for supporting the Model School.
- Accordingly, a Preliminary Project Report titled "Supporting the Paradigm Shift-Capacity building of Teachers and Students for teaching learning through L2" was prepared and placed vide this office no. 958/SCERT dated 10.03.2014.
- Following a discussion at the chamber of the Secretary, the Government in School Education vide its no. 269/SSE/14 dated 05.05.2014 requested SCERT to suggest an effective supporting exercise to these model schools in this year so that the model schools can be benefitted.
- This office resubmitted the proposal vide no. 44/SCERT dated 22.05.2014.
- The Government in School Education vide no. 168-JS(PM&PI)/SED/Secy/2014 dated 17.06.2014 then again requested the SCERT to ascertain the functioning of the model schools and situation regarding the transition to English Medium and what needs to be done and enclosed the details of these schools as available. It was informed that there are 18 model schools and 84 teachers have been appointed.

- The Government in School Education sanctioned administrative and financial approval vide 281(Sanc)-SE(P&B)/11S-12/2014 dated 03.09.2014 to SCERT for this tracer study.
- The SCERT meanwhile as per approved plan and for acquaintance with the terrain undertook the Field study of these schools and in-house developed three schedules for collection of initial data for development of portfolios for each school.
- The field study report of the model schools for South 24 Parganas, Coochbehar, Murshidabad, Malda, Uttar Dinajpur, Nadia, Birbhum & Dakshin Dinajpur was submitted to the Department in April 2015.

6. TESS INDIA PROJECT IN COLLABORATION WITH SCERT (WB)

TESS India (Teacher Education through School-based Support in India) is a DFID funded and Govt. of India collaborated project led by UK Open University. A series of National and State level workshops/activities were held at New Delhi and Kolkata during the month of February, May, July, August, November 2015 to facilitate the capacity building of the State Resource Group on Open Educational Resources/ Teacher Development Units (OERs/TDUs) of TESS India.

The State Resource Group subsequently implemented School Leadership Development Programme in 4 Pilot Districts. The translation and contextualization of the TESS INDIA OERs into Bengali was completed during the period. Massive Open Online Course (MOOC) on “Enhancing Teacher Education through OER”, another strategy to reach out to Teacher Educators in the state, was piloted during June 2015 with the State Resource Group. The MOOC is taken up for actual running during November and December 2015. TESS India also provided support in RMSA programme.

Following four collaborative programmes which are underway are 1) Action Research with TESS India OERs in 2 DIETs, 2) developing OER culture in 4 DIETs, 3) 2nd phase of School Leadership Development Programme with 400 more HMs and 4) Continuous professional Development Programme for SCERT/DIET faculty. These will be completed by March 2016.

7. PROJECT ACTIVITIES UNDER RASHTRIYA MADHYAMIK SIKSHA ABHIYAN

A project under Rashtriya Madhyamik Siksha Abhiyan has been approved by the Department for the year 2014-2015. As discussed and resolved in the meeting on 6th May 2014 the training component of the RMSA was delegated to SCERT by the Government in School Education.

Further the issues were deliberated at length on 14.05.2014. The Project entails activities like development and teacher training of Secondary school teachers. The total 5 days of training will be transacted under RMSA on English Language Teaching, Mathematics & Science and Inclusive Education & Career Counselling. Separately, it was planned that the total number of Secondary teachers to be trained during 2014-15 will be 22214. The subject wise target of the teachers to be trained is given below:

1. English Language Teaching – 6000
2. Mathematics - 6000
3. Science - 6000
4. Inclusive Education & Career Counselling - 4214

Presently SCERT has completed the teacher training including KPR training on Inclusive Education & Career Counselling in all the districts in collaboration with VERS & IEDSS Cell of School Education Department & DIETs.

Also SCERT has been developed three teacher training modules on Mathematics, Physical Science & Life Science through a consultation process involving specialists from practicing teachers, DIET faculties and SCERT faculties. These modules have been sent to the Department for approval.

For English Language Teaching SCERT had placed a plan of action for module development and training under RMSA. Also this office has been prepared a note for views & comments on Training module developed by Institute of English, West Bengal.

PROPOSED ACTIVITIES OF SCERT (WB) FOR 2016-17

A) NATIONAL LEVEL

1. National Population Education Project (NPEP) activities as approved by NCERT for the year 2016-17.
2. National Achievement Surveys (NAS) in collaboration with NCERT.

B) STATE LEVEL

1. Development of digital content for the Secondary Level on English Language Teaching-Learning as Second Language for the Teachers and the Teacher Trainers.
2. Development of Mathematics Laboratory Manual for Teacher Educators and conducting dissemination workshop.
3. Training on Pre-Primary Education (Teaching clarity development for DPSE course as per NCTE norms)
4. ICT IN EDUCATION in collaboration with INTEL for the teachers of such schools where ICT@School Scheme has been implemented and where ICT set up has been provided under CAL intervention of SSA and in such schools where K-Yan has been provided by the Government in School education in West Bengal through DIETs.
5. Research Methodology Certificate course for Teachers and Teacher Educators in collaboration with NUEPA/NCERT at SCERT.
6. Database & Computing Technology for Teachers /Teacher Educators
7. Advocacy of School Child Protection Policy in the state of West Bengal.
8. Gender Sensitization among the Pre-Service Trainees of the D.El.Ed Course in West Bengal.