

ACTIVITIES OF SCERT (WB) FOR 2019-20

1. National Population Education Project (NPEP)

SCERT (WB) has been implementing the National Population Education Project activities of NCERT since 1984 in West Bengal. Different activities that have been conducted under this project are listed below.

i) Organisation of Role Play and Folk Dance Competition

The following activities were carried out-

a) Organisation of District Level Role Play Competition

b) Organisation of District Level Folk Dance Competition

c) Organisation of State Level Role Play and Folk Dance Competition

The selected **First positioned** team at the *State level Role Play Competition* was: Haldia Punarbasan Vidyaniketan (H.S.), P.O- Durgachak ,Dist- Purba Mednipur,PIN- 721602

The selected **First positioned** team at the *State level Folk Dance Competition* was:

Mathabhanga Girls' High School, P.O- Mathabhanga, Dist- Coochbehar, PIN - 736146

d) Participation in the Regional as well as National Level Role Play and Folk Dance Competition

The teams securing first position at the state level participated in the Regional as well as National level Role Play & Folk Dance Competition which was held at NCERT, New Delhi during 03-06 December, 2019.

Haldia Punarbasan Vidyaniketan (H.S.), of Purba Mednipur, has been selected from the regional level to participate in the National level Role Play Competition.

ii) Research & Evaluation:

SCERT (WB) has taken up the following research activity under NPEP-

A study titled “Issues and Concerns related to School adolescents in Jhargram district of West Bengal”

Separate opinionnaire has been developed for –

Student , Head of the Institution, Teacher and Parent .

The tools will be administered to secondary level selected schools in Jhargram district of West Bengal. Data will be collected , analysed and the report will be published.

2. Induction training on Action Research for newly recruited DIET faculty members (Professional development of DIET faculty)

Fund Source: CSSTE Project Fund.

Action Research is simply “*learning by doing*” in which a practitioner or a group of practitioners identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied try again. The thrust of the entire activity lays on initiating and encouraging such practices among teachers and teacher educators alike that promote active engagement with the process through evidence based, target-specific interventions, supported by a sustained culture of conducting action research by the practitioners. Toward this end a programme was undertaken by SCERT (WB) to impart induction training on Action Research for newly recruited DIET faculty members in our state for their professional development.

Under this induction training programme at first a two-day meeting was held at SCERT (WB) on 23-24 April, 2019 with resource persons and designated speakers for the oncoming training, to review an existing module on Action Research, prepared by SCERT (WB), and to draft a list of speakers for the programme. Upon finalizing the material for imparting the programme was held on 3-5 July, 2019 at SCERT (WB) with the support of six Resource Persons, training thirty (30) newly recruited faculty members from DIETs in West Bengal. The participants were trained on different facets of conducting Action research, with the future task of individually conducting Action Research on any chosen – and approved – topic being assigned to them within a specified time frame.

In its next phase this programme aims at conducting another meet of the participants, speakers and resource persons for submission of the action research reports, as carried out by the participants for the review of the house. Finally those reports, that qualify will be selected for a future compilation of the same.

3. Preparation of Guidelines and Manuals on Lab Set- up at Higher Secondary for Physics, Chemistry and Biology

Fund Source: School Education Dept, GoWB .

In the backdrop of West Bengal Board of Secondary Education having published activity-based science text books for upper primary level, and Science text books having being developed by private authors on the basis of the prescribed syllabus for the students of the secondary classes, it has been a felt need that most of the schools in our state don't have separate science laboratory for these students in upper primary and secondary stages. Therefore, a Science manual for secondary stage students under WBBSE curriculum along with the provision of setting up of activity corner/laboratory in the eighteen DIETs of West Bengal and SCERT has become imperative. This manual is aimed at including simple activities and experiments which can be easily performed by the students themselves. This effort envisions a promotion in the culture of scientific and creative thinking among the

secondary level students and also to help in the development of their psychomotor skills that will entail learning by doing. The following are the objectives of the project:

1. To prepare a Science manual for secondary stage of WBBSE curriculum for the use by DIET trainees, Teachers and Teacher Educators and the secondary level students.

2. To set up a Science Laboratory/ Activity corner each in SCERT (WB) and eighteen DIETs of West Bengal.

This proposed manual will be developed by SCERT (WB) in consultation with science subject experts, practicing teachers etc., in accordance with the curriculum/syllabus for the secondary level as prescribed by the WBBSE. The Science manual so developed – and the items with appropriate furnishing – for carrying out the listed science activities/experiments will be provided to all the DIETs. The DIETs will be advised to set up a Science Laboratory/ activity corner in its premise where students can perform the activities/ experiments in order to enhance their understanding of the subject.

The proposal on the said project has been sent to the School Education Department on 23.10.2019 for its necessary administrative and financial approval which is awaited till date.

4. Conducting Teacher Assessment Test (TAT) for the teachers in Ekalavya Model residential Schools (EMRS) in West Bengal

Fund Source: Tribal Development Department, GoWB.

Ekalavya Model Residential Schools (EMRS) have been flagship interventions of the Ministry of Tribal Affairs, Govt. of India to provide quality middle and higher education to Scheduled Tribe (ST) students in remote areas in the country. Toward providing quality education in the EMRS in West Bengal the TDD has entrusted SCERT (WB) with the conduct of an assessment test of all teachers in all the seven (07) EMRS in West Bengal – one each in the districts of Bankura, Birbhum, Purulia, Paschim Bardhaman, Jhargram, Dakshin Dinajpur and Jalpaiguri on 01.10.2019 with the express purpose of:

- (i) assessing the subject knowledge of practising EMRS teachers;
- (ii) ascertaining the conversance of the EMRS teachers with the teaching techniques and the pedagogic processes required to be followed during classroom engagements;
- (iii) placing suggestion for improving the quality of pedagogic process followed in the EMRS in West Bengal.

The EMRS in the district of Jhargram has not participated in this activity and a brief report on that has been sent competent authority stating the facts. Out of 122 teachers in the 6 schools, only 38 teachers appeared in the Teacher Assessment Test. The Test contained questions on Pedagogy and subject contents (Bengali, English, History, Geography, Mathematics, Physics, Chemistry and Biology).

The responses from the six EMRS (sans EMRS, Jhargram) were processed and analysed employing suitable statistical technique to ascertain the extent of subject knowledge possessed by the teachers along with their conversance in techniques of teaching a class. The results of the said analysis had been compiled in a report, which was submitted to the Tribal Development Department on 15.11.2019.

5. A Study on the Causes of Dropout among Students at Transition from Elementary to Secondary and in Secondary Levels in Government Sponsored/Aided Schools of West Bengal

Fund Source: School Education Dept, GoWB .

SCERT (WB), at the behest of Department of School Education, Government of West Bengal, has conducted a study for the State of West Bengal on the phenomenon of dropout observed among students at the transition from elementary to secondary (i.e. at the end of class-VIII and beginning of class IX) and at the secondary stage (i.e. at the end of class IX and beginning of class- X) of school education. The study has primarily focused on identifying the probable factors/reasons (viz. social, economic, cultural, household, school etc.) behind dropping out of students from the schools at the identified stages of school education, both in rural and urban areas.

The study was carried out in survey mode in collaboration with different DIETs of West Bengal. Questionnaires for different target groups were developed by SCERT (WB). The survey was conducted on 164 dropped out children in twenty three (23) revenue districts and one (1) educational district (Siliguri) of West Bengal. The data was collected, tabulated and analyzed. The report is being prepared and will be submitted to the competent authority.

6. Activity Report of DIETs in West Bengal

Fund Source: School Education Dept, GoWB .

A report has been published on different activity of DIET in West Bengal. This report makes an attempt to enlist the activities taken up by the DIETs in West Bengal during the year 2017-18 and 2018-19. Hope this report would help the DIETs as well as SCERT (WB) to plan for better in the future.

7. The following are to be taken up by SCERT in F.Y 2019-20

- I) Under **Teacher Education for Strengthening of physical infrastructure and Establishment of new DIETs** in the **Construction of New DIET Building** , the proposal involves “*construction of DIETs for newly created district of Paschim Medinipur. Although due to paucity of time actual proposal of the PWD could not be brought out but this needs approval of both administrative and financial. The Department of School Education will release the fund on receipt of the proposal from PWD.*”
- II. Under **Teacher Education for Establishment of Special Cells in SCERT** (Teacher Education) in **Education Technology/Computer**, the specific project will be **Establishment of Science Cell at SCERT**. This is proposed as conveyed in the recently workshop at NCERT.
- III. The SCERT and DIETs are also proposing for a research to be carried out titled “*Translating In-service Training into the Classroom : A Tracer Study*”. The research will be taken up by SCERT and all the 19 DIETs.

IV. Under **Teacher Education for Training for In-Service Teacher, Head Teachers and Teacher Educators** , the following training proposals have been conceptualised and proposed-

A. Development of Supplementary Learning Teaching Elements for enhancing quality education from Elementary to Higher Secondary level covering 6000 teachers from Class-I to XII of 24 districts,

B. Development of Teacher Training Module and State Resource Group for residential School Leadership Management Course for Teachers and Head Teachers at the Elementary Level and will involve 168 SRGs, 96 developers of Teacher training module benefitting 960 Teachers and 960 HTs with School Leadership and Management Course at the elementary level from Class –I to VIII.

C. Training of 936 number of Educational Officers and Managers for Stake Based Monitoring and Support,

D. CPD for the State Resource Group for SLDP covering 96 In-service teacher trainers,

E. Orientation of 1152 Resource Persons and Master Trainers for the Training and Development of supplementary LTEs from Elementary to Higher Secondary Levels

F. CPD on Project Management for the Educational Managers (Head of DIETs) covering 36 personnel,

G. Research Methodology Course in collaboration with NCERT for promotion of culture of research among the DIETs of West Bengal covering 54 personnel,

*H. School Leadership Development Programme : This year there will be training of 1500 Head Teachers at the elementary level and 600 Head of the Institutes at the Secondary and Higher Secondary Level through Four Zones or Lead Districts. **The 4 LDCs are-***

- I. DIET, North 24 Parganas
- II. DIET, Bankura
- III. DIET, Howrah
- IV. DIET, Uttar Dinajpur

The programme would be of three cycles- First cycle is 4 days Concept Development, Second Cycle is of 9 days Practicum, Final Cycle is of 3 days Concept Review.

The First Cycle will be invested in developing various concepts and ideas related to Leadership and the role of the Head of the Institute in steering the school towards centre of excellence.

The Second Cycle is “ Academic Service Learning “ phase. In this phase the trainee Heads of Institutions would be required to implement the learning of the training in his or her actual working set up , in his or her school.

After completion of the training on the 4th day of the First Cycle, the trainees are given two weeks time (14 days) to work on the Case as identified and partly structured on the 4th day of training. After 14th day , the trainees would be given Four (4) days of time to develop the study and complete the dissertation as per format under the mentors specified to the group of trainees. The mentor will be one of the resource person from the district. After 4th day of the Second Cycle, the trainees will have to submit the dissertation to a specified email address. This phase would be called pre-submission phase. The pre-submission phase would be of 3 days. After three

days of pre-submission, the respective District Team under the leadership of the District Coordinator would sit for the “ Review “ of the pre-submitted case studies/ assignments. The collegium of Resource Persons of the respective district then provide feed back in specified format over mail to each of the trainee participants. On the basis of the review, the trainees will work for “ Submission” for seven (7) days. The District Team will then visit the schools of the districts for Five (5)days of the completion of “Final Submission” phase. The respective supervision team of mentors would then collect the Hard and soft copies of the dissertation at the School. The Resource Group would have to submit both the copies at the DIETs before one week of the Final Cycle of the training.

4. The Final Cycle will be of review of the concepts learned in the First Cycle with additional learning. In this cycle, there will be also scope for sharing of practice to develop the CoP (Community of Practice).

8. Implementation of the Biometric Attendance System at DIETs in West Bengal

Fund Source: State Development Scheme Fund

SCERT (WB) was taken up a project to implement the Biometric Attendance System for staff of DIETs under SCERT (WB). This project has been successfully completed.

9. Implementation of the infrastructure development of DIET and SCERT (WB)

Fund Source: State Development Scheme Fund

SCERT(WB) has initiated to develop infrastructure of DIET and SCERT(WB) through PWD (Civil and Electrical).In the F.Y 2019-20, SCERT(WB) has sent to the Govt. of different proposals of amount of Rs. 45 crore (approx) for various repair and renovation work for different DIETs and SCERT(WB).In the previous year the SED ,GoWB has approved Rs. 15 crore (approx) for various repair and renovation work for different DIETs and SCERT(WB).

10. Development of a module on Child Protection Policy in Schools

Fund Source: CSSTE Project Fund

SCERT(WB) took up the programme under CSSTE to develop a module on Child Protection Policy in Schools in English version and revised the same in Bengali language through series of workshops. The modules has been published and circulated to the DIETs for their use of library.

Fund source: State Development Scheme.

1. Special achievements/ best practices of SCERT (WB)

- i. SCERT (WB) has developed and published two activity books of Mathematics; one for elementary and secondary level in Bengali version and another one for higher secondary level in English version by utilizing the state development scheme fund. Both the books are very useful for the students for developing various concepts of mathematics through different activities. SCERT (WB) has also developed Mathematics Laboratory at SCERT (WB) and 28 numbers of DIETs including second campuses in West Bengal. The department may be aware that few Govt. schools have also been setup Mathematics Laboratory under the guidance of SCERT (WB) in their schools. In this year, SCERT has setup Mathematics Laboratory for the higher secondary stage which will be established in all DIETs in due course. We are very hopeful that our achievement will help to the students and teachers in West Bengal for learning and teaching mathematics in an effective way.
- ii. SCERT (WB) has developed science activity manual for the students of secondary stage under WBBSE curriculum along with setting up activity corner/laboratory at SCERT and DIET, Hooghly by utilizing the state development scheme fund. SCERT (WB) have planned to setup activity corner/ laboratory at other 17 DIETs within February 2021. In the manual, there are 126 number of activities and experiments which can be easily performed by the teachers as well as students themselves. This effort envisions a promotion in the culture of scientific and creative thinking among the students and also help them in the development of their psychomotor skills which they will entail learning by doing.
- iii. SCERT (WB) has taken initiative for developing an activity based manual on Social Science for the learners of classes 6 to 10. The manual would help the students to learn the subjects in a more attractive manner. This would also help the future teachers who are studying D.El.Ed to impart the lessons in social science in a more effective manner.
- iv. The COVID- 19 pandemic has changed the teaching learning in a major way and this resulted in shutdown of schools across the world. SCERT (WB) has conducted a study on the efficacy of the online classes. The main objective of the study is to study the effectiveness of the online classes during COVID-19 pandemic situation and to compare the usefulness of face-to-face teaching viv-a-vis online classes. The study founds the following:
 - a) 56.01% students have responded that the online classes could meet their expectations
 - b) Only 51% students have responded that online classes are effective as face to face teaching.

From the study it is evident that there is no comprehensive alternative to face-to-face mode of curricular transaction till now.

- v. SCERT (WB) has taken initiative to develop lesson plans for conducting online teaching-learning of the D.El.Ed students. This effort will help all the students of the

- D.El.Ed course to continue teaching-learning during any pandemic situation like COVID-19 without any disruption.
- vi. Santhali medium books have been developed for the students of D.El.Ed course of Santhali medium which is currently established and running at the Second campus of DIET Jhargram situated at Ramgarh. This is a great achievement for SCERT(WB) since SCERT(WB) is able to run one unit of D.El.Ed course in Santhali medium for the first time in West Bengal. This will help all the students, teachers and community of Santhali medium to continue their teaching-learning in their mother tongue in a very effective way.

ACTIVITIES OF SCERT (WB) FOR 2021-22

Due to COVID- 19 pandemic no such remarkable activities has taken up during 2021-22.

ACTIVITIES OF SCERT (WB) FOR 2022-23

1. Printing of textbooks for D.El.Ed. trainees in our state.

SCERT (WB) has developed and print of 11 titles of D.El.Ed. Textbooks for trainees admitted in DIETs and Govt PTTIs. This is a great achievement for SCERT (WB) since SCERT (WB) is able to published Text Books for D.El.Ed course in Bengali medium for the first time in West Bengal.

2. Development of Items Designed for Assessment of Learning Outcome in different subjects

SCERT (WB) has taken up the project titled, "Development of Items Designed for Assessment of Learning Outcome in Language, Science, Social Science and Mathematics at the end of Upper Primary level (Class VIII) following WBBSE Curriculum" for assessing learning outcomes of students at the end of class VIII in Language, Science, Social Science and Mathematics. In various studies of SCERT (WB) such assessments have been carried out at various stages of school education, wherein these items may be used. The project activities entailed three rounds of developmental and finalization workshops with Resource Persons. Items have been designed for assessment of learning outcomes on different subjects viz. Bengali and English Languages, Sciences, Social Sciences and Mathematics at the end of elementary stage of education, following WBBSE curriculum. Presently the process of printing of the item bank is to be undertaken.

3. DIPSTICK STUDY - Post NAS, 2021 Intervention Research Study

After the declaration of National, State and District Reports of National Achievement Survey, 2021, the NCERT as guided by MoE, GoI, planned to facilitate designing and implementation of Dipstick Studies that will be helpful in designing and remedial action for improving quality of education and learning level for students.

Accordingly as guided by NCERT, SCERT (WB) has submitted a research study under Dipstick Study for West Bengal titled "Reasons for low performance of class- VIII students in Mathematics in Purulia District of West Bengal".

SCERT has administered the questionnaires as designed and developed, analyze the data and the report has been prepared and forwarded to NCERT.

4. STATE ACHIEVEMENT SURVEY (SAS)

The School Education Department, GoWB has planned to administer questionnaires to the randomly sampled students of Class – III, V, VIII and X of the Government/ Government Sponsored/ Government Aided schools of the state in Dec' 2022 which will be continued in every year.

The State Project Officer, PBSSM has requested SCERT to make the sampling of Schools having classes – III, V, VIII and X as per their direction. SCERT has completed the process of sampling and survey will be started very soon.

5. National Population Education.

SCERT (WB) has been implementing the National Population Education Project activities of NCERT since 1984 in West Bengal. Under this project SCERT (WB) successfully conducted Role play and folk dance competition in the District and State level. Also SCERT (WB) has taken up a research study titled "**Issues and Concerns related to School Adolescents in selected 8 districts of West Bengal**" to identify the reasons and concerns on certain issues, Separate opinionnaires for Head of the Institution (HoI), Teachers (3 teachers of class X) , Parents / Guardians (of class X students) and Students of class X were designed involving experts.

6. REPORT OF WEST BENGAL ON FOUNDATIONAL LEARNING STUDY 2022 (FLS – 2022)

The Foundational Learning Study 2022 (FLS – 2022), previous as Foundational Literacy and Numeracy – National Achievement Study (FLN–NAS) for students of class 3 was taken up by the entire nation under the aegis of Ministry of Education, Government of India and NCERT. The purpose of the study was to assess where our children stand in

terms of attaining basic literacy and numeracy, i.e. children becoming effective communicators and children becoming involved learning and counselling with their immediate environment. This study was conducted in two phase .The Phase 1 of the Foundational Learning Study 2022 (FLS – 2022) was taken up by the entire nation during 23 – 26 March 2022.

In West Bengal, the study was conducted by SCERT (WB) with active support from the DIETs, PTTIs (in districts which do not have DIETs) and DPO, Kolkata. The study was conducted in 439 schools under State and other Boards (January – December session and April – March session). The tools were administered on 3322 students who were in class 3 students on December 2021. in Bangla, English, Hindi, Urdu, Nepali language.

In the Phase 2 of the Foundational Learning Study 2022 (FLS – 2022) for students of class 3 was taken up in West Bengal during 4 –6 April 2022. The Phase 2 of the survey was taken up to make up the difference in the number of students and number of schools with the target numbers

In phase 2 the study was conducted by SCERT (WB) with active support from the DIETs, PTTIs (in districts which do not have DIETs) and DPO, Kolkata. The study was conducted in 476 schools under State and other Boards (January – December session and April – March session). The tools were administered on 5383 students who were in class 3 students in Bangla, English, Hindi, Urdu, Nepali language.

7. Development of State Curriculum Frameworks (SCFs) of West Bengal

SCERT (WB) has been entrusted with the work of developing the following four State Curriculum Frameworks in keeping with the National Education Policy, 2020 as per approval of the Hon'ble MIC, Department of School Education, Govt. of West Bengal in collaboration with the Expert Committee on School Education:

1. State Curriculum Framework for School Education (SCFSE)
2. State Curriculum Framework for Early Childhood Care and Education (SCFECCE)
3. State Curriculum Framework for Teacher Education (SCFTE)
4. State Curriculum Framework for Adult Education (SCFAE)

For development of the above four draft curriculum frameworks SCERT (WB) have been taken initiatives as per the guideline of NCERT.

8. PREPARATION OF WRITE-UP ON CULTURAL MAPPING OF WEST BENGAL UNDER EK BHARAT SHRESTHA BHARAT (EBSB) PROGRAMME of DoSE & L, MoE, GoI

In accordance with EBSB guidelines of DoSE & L, MoE, GoI the office of SCERT(WB) was entrusted by the State Project Director, PBSSM to prepare write up covering different aspects related to the cultural mapping of West Bengal (cuisine, wildlife, flora & fauna, knowledge of plants used for traditional medicine , music , dance , theatre, movies & films , handicrafts, textiles , sports, literature , festivals , painting , sculpture etc) and develop a digital repository of the same.

For this purpose a format (Google form) was designed and developed by SCERT (WB) and circulated to all the DIETs for collecting district specific information from twenty-three districts of West Bengal. Faculty, staff & students of the DIETs were involved in the activity and submitted the filled-up format (Google form) with photographs and videos to SCERT (WB). The information thus obtained are in the process of being edited and compiled at SCERT (WB).

Till date eight write-ups have been finalized and submitted to the State Project Director, PBSSM for uploading in the appropriate portal. The remaining write-ups will be forwarded to the office of PBSSM in due course of time after the requisite edition and compilation at SCERT's end.

9. Survey for status of PTTIs in West Bengal by SCERT (WB):

In the year 2022, the Department of School Education, Govt. of West Bengal has entrusted SCERT (WB) to monitor all Govt. / Govt. Sponsored/ Govt. Aided PTTIs in respect of all administrative and academic activities vide Go No. 06-ES/EE/PTTI-7/2011(Pt) dt. 07.01.2022.

SCERT (WB) organized a meeting with all Heads of PTTIs on 15th and 16th April, 2022 to discuss various issues of PTTIs and try to assess the needs and the present status of PTTIs. Also SCERT (WB) has been taken a survey for status of PTTIs in West Bengal.

Team members of SCERT (WB) including the Director and the other officers have recently undertaken visits to the PTTIs across the state from May 2022 to get an overall glimpse about the day to day functioning of the PTTIs. As an outcome of the visits a requirement was felt to provide support regarding engagement of teaching and non teaching staff and improving the infrastructure of all PTTIs. The training of the PTTIs faculty on different academic aspects along with administrative and financial roles and responsibilities is also needed. Already SCERT (WB) organized a 5 days residential training programme on Administrative and Financial management in collaboration with ATI on 20th June, 2022 to 24th June 2022. The Scholl Education Department has been taken under active favorable consideration on the following issues:

1. Engagement of guest lecturers in DIETs and PTTIs on consolidated pay
2. Issuance of Leave rule and service rule of employees of Govt. Sponsored and Govt. aided PTTIs

3. Engagement of DEO and MTS through WTL in DIETs and PTTIs.
4. Development of infrastructure of DIETs and PTTIs

10. DIGITIZATION OF ENGLISH TEACHING LEARNING MATERIAL

This project laid stress on the learning and teaching of English up to secondary level. Under this project (lesson plans were designed on the basis of different competencies as prescribed by NCERT. Various applications on ELT were developed both online and off line. SCERT (WB) has developed approximately 120 lessons in 3 level, level 1 for class 5 & 6, level 2 for class 7 & 8, level 3 for class 9 & 10. The entire lessons has been digitized through apps and learning management system module.

11. DEVELOPMENT OF ITEMS FOR QUIZ COMPETITION IN SCHOOLS

SCERT (WB) has been entrusted with the work of developing MODEL BOOKS for Quiz competition in schools for developing quality improvement of Students. SCERT has developed items on Bengali, Mathematics, Science, and Social Science separately for Class 5 to Class 10.

ACTIVITIES OF SCERT (WB) FOR 2023-24

1. Translation of D.El.Ed. Text Books in English & Urdu for students of DIETs and PTTIs (Govt./Govt. Sponsored/Govt. Aided PTTI) in West Bengal

SCERT (WB) has taken an initiative for Translation of D.El.Ed Text Books developed by SCERT(WB) in English and Urdu for students of DIETs and PTTIs (Govt./Govt. Sponsored/Govt. Aided PTTI) in West Bengal. A series of consultations with Resources Persons (RP) who are from DIETs and Schools and Colleges has been completed. These RPs are the translators for the textbooks in their respective domains of language expertise. The translated textbooks are aimed at being completed before the next academic session.

2. Training of Master Trainers for Implementation of Supportive Supervision

In West Bengal, the Department of School Education plays a pivotal role in providing access to free education to the masses in the state. West Bengal is one of the few states in India where over 90% students are enrolled in Government/ Govt. Aided/ Sponsored schools. To improve the present system of monitoring and supervision, activities under Supportive Supervision have been envisaged. It is intended toward improving the overall teaching learning process through which both the teachers and the students can be benefited. The Supportive Supervision is presently for the teachers of classes 1 to 8. Its main objectives are :

- i. To provide mentoring support to all teachers in classes I-VIII

- ii. To develop feedback mechanisms to support teachers for self-improvement
- iii. To collect data in state level on classroom transactions and performance of schools
- iv. To provide data in evidence-based planning at State, District and Block levels.

The School Education Department, Government of West Bengal has, through collaboration of PBSSM, SCERT(WB) and UNICEF arranged training programmes for around 100 Resource Persons as Master Trainers in the state level at NSATI, WB. Many subsequent trainings in the district levels have taken place to implement the Supportive Supervision in West Bengal. For the online implementation of Supportive Supervision the *m-PARIDARSHAN* app has been launched by the School Education Department, GoWB.

3. Training of Master Trainers for Life Skills/Life Style Education

Life skills/life style education is an essential component of a comprehensive school curriculum that aims to equip students with the necessary skills to effectively cope with the challenges of everyday life. These skills encompass a wide range of abilities, including communication, decision-making, problem-solving, critical thinking, emotional intelligence, and interpersonal skills. Implementing life skills education in schools can have a positive impact on students' personal development, well-being, and overall success in various aspects of life. The School Education Department, Government of West Bengal has, through collaboration of PBSSM, SCERT (WB) and UNICEF arranged training program for around 135 Resource Persons in the state level at NSATI, WB, and much more subsequent training in the district levels to implement the following steps:

- i. Curricular Integration: Schools need to integrate life skills education into various subjects and grade levels, ensuring that these skills are taught in a contextually relevant manner.
- ii. Teacher Training: Teachers should incorporate life skills education effectively into their teaching practices. This training equips educators to facilitate discussions, group activities, and experiential learning that promote life skills development.
- iii. Assessment and Monitoring: Develop assessment methods to measure students' progress in acquiring life skills, and regularly monitor and evaluate the effectiveness of the program.

The implementation of life skills education in West Bengal schools is aimed by imparting it particularly through the duration period in schools' time table marked as "Ananda Parishar".

4. Activities under National Population Education Project (NPEP)

SCERT (WB) has been implementing the National Population Education Project (NPEP) activities of NCERT since 1984 in West Bengal. Under this project SCERT (WB) successfully conducted Role play and folk dance competition in the District and State level. Also SCERT (WB) has taken up a research study titled "Issues and Concerns related to School Adolescents in another selected 8 districts of West Bengal" to identify the reasons and concerns on certain issues, Separate opinionnaire for Head of the Institution (HoI), Teachers (3 teachers of class X) , Parents / Guardians (of class X students) and Students of class X were designed involving experts.

5. Preparation of Focus Group Reports for Developing the Four Draft State Curriculum Frameworks (SCFs) for West Bengal toward Developing NCF in the light of NEP 2020

SCERT (WB) has been entrusted with the work of developing the following four draft State Curriculum Frameworks in keeping with the National Education Policy, 2020 as per approval of the Hon'ble MIC, Department of School Education, Govt. of West Bengal in collaboration with the Expert Committee on School Education:

1. State Curriculum Framework for School Education (SCFSE)
2. State Curriculum Framework for Early Childhood Care and Education (SCFECCE)
3. State Curriculum Framework for Teacher Education (SCFTE)
4. State Curriculum Framework for Adult Education (SCFAE)

For development of the above four draft curriculum frameworks various activities like Mobile-app Survey, preparation of District Consultation Reports – both at the state and for National levels – SCERT (WB) has also constituted 25 Focus Groups as per the guideline of NCERT. The 150 Resource Persons of various organisations along with the Members of Faculty of SCERT (WB) have been involved in the process, as they prepared position papers on different areas, under the supervision of the Director, SCERT (WB) who acted as the Chairperson of the Focus Groups.

6. Analyses under State Achievement Survey (SAS), 2022

The State Achievement Survey (SAS) 2022 was conducted all throughout West Bengal in December 2022. After the conduct of field work under SAS'22, SCERT (WB) had been entrusted with the analysis and preparation of report of the survey. SCERT (WB) in collaboration with the members of faculty and technicians from the DIETs in our state carried out the analysis and prepared the report under consultations with the office of the State Project Director, PBSSM during February to May, 2023. The draft report along with the Executive Summary has been submitted to the PBSSM.

7. Activities under State Achievement Survey (SAS), 2023

Like previous years, the SED, GoWB in collaboration with PBSSM and SCERT (WB) has conducted State Achievement Survey (SAS) 2023 on 25.11.2023. SCERT (WB) has carried out sampling, tool development, etc. for this survey. With the progress of survey activities SCERT (WB) is likely to be involved in Analysis, Preparation of Report etc.

8. Activities under State Educational Achievement Survey (SEAS), 2023

PARAKH, NCERT in the light of NEP, 2020 and as per guidelines of MoE, GoI has initiated the process of conducting the State Educational Achievement Survey (SEAS), 2023 in the grades 3,6 and 9 in the states and UTs of India. SCERT (WB) has conducted the translation of English tools in Bengali, developed by NCERT.

9. Reflection-in-Action: A study of In-Service Training vis-à-vis Classroom Practice in West Bengal

The present research will look in-service teacher education scenario in 24 districts of West Bengal and study the content and methodology of in-service training received by teachers of Science, Technology Engineering, and Mathematics (STEM), Social Sciences and Language in these districts. The study will include visiting classrooms of selected teachers. SCERT (WB) would speak to providers of in-service teacher training in these districts and compare their views with the receivers of their training. Finally the study will make recommendations for policy decisions that would cater for an In-Service Training (INSET) appropriate for preparing teachers to be informed practitioners and inform the

practices of the providers of the INSET like SCERT and DIETs. This is expected to impact the School Education scenario of the State of West Bengal as a whole and in similar contexts.

The main questions guiding this research are:

1. What policy document/s determines the current system of in-service training of upper elementary and secondary teachers in West Bengal?
2. What is the content of the in-service training programme conducted in West Bengal?
3. What methodology is used in INSET to develop teachers to prepare them to translate the paradigm shift into practice?
4. What steps are necessary to make INSET programmes more fruitful in supporting in-service teachers perform their expected role as informed practitioners?

10. Preparation of Write-up on Cultural Mapping of West Bengal under *Ek Bharat Shrestha Bharat* (EBSB) Programme of DoSE&L, MoE, GoI

In accordance with EBSB guidelines of DoSE&L, MoE, GoI the office of SCERT(WB) was entrusted by the State Project Director, PBSSM to prepare write up covering different aspects related to the cultural mapping of West Bengal (cuisine, wildlife, flora & fauna, knowledge of plants used for traditional medicine , music , dance , theatre, movies & films , handicrafts, textiles , sports, literature , festivals , painting , sculpture etc) and develop a digital repository of the same.

For this purpose a format (Google form) was designed and developed by SCERT (WB) and circulated to all the DIETs for collecting district specific information from twenty-three districts of West Bengal. Faculty, staff & students of the DIETs were involved in the activity and submitted the filled-up format (Google form) with photographs and videos to SCERT (WB). The information thus obtained have been edited and compiled at SCERT (WB). Write-ups have been finalized and submitted to the State Project Director, PBSSM for uploading in the appropriate portal.

11. A Survey of the Status of Primary Teachers Training Institutes in West Bengal

In January, 2022 the Govt. of West Bengal delegated to SCERT the academic and administrative responsibilities of all the PTTIs in West Bengal.

Under this circumstance, SCERT planned to assess the status of all the PTTIs in West Bengal so as to understand where they stand in terms of infrastructure and all aspects of Teacher Education. As a result, the study titled ‘**The Status of Primary Teachers Training Institutes in West Bengal**’ was taken up with the approval of the Department of School Education, Government of West Bengal.

Sample - All the Government, Government Sponsored and Government Aided PTTIs of West Bengal were the samples of the study.

Development of Survey Tools - At first, a questionnaire was developed at SCERT, WB to gather detailed information regarding infrastructure, equipment, staff and other amenities available at the PTTIs.

Next, three questionnaires were designed at SCERT, WB for the Heads of Institutions, Teacher Educators and Teacher Trainees.

The questionnaire for the Head of the Institution covered infrastructural, administrative, training programmes arranged and pedagogical aspects at the Institutes. The Teachers Educators were asked to give their opinions on professional development, teaching practices, beliefs and attitudes and use of technology in teaching-learning. The questionnaire for the Teacher Trainees covered use of technology in pedagogy and different infrastructural, academic and administrative aspects of the Institutes.

All the three groups were asked to suggest areas of improvement in infrastructure and pedagogy.

Administration of Tools - The Hols of all PTTIs were invited in workshops held at two venues, one at SCERT (WB) and another at DIET, Hooghly for discussion regarding the procedure of data collection through all these three types of questionnaires. Each item was discussed extensively in the workshops with the Hols and all their doubts regarding the procedure of administration of tools and collection of data were cleared.

Analysis of the collected data has been completed and preparation of the report is under progress.

12. Effectiveness and Preparation of TLM in teaching learning of students at elementary and secondary levels in West Bengal

SCERT has taken up the development of a manual on the “Effectiveness and Preparation of TLM in teaching learning of students at elementary and secondary levels in West Bengal” with the purpose of helping teachers in the preparation of level appropriate LTMs that would facilitate learning. The manual would the theoretical background of use of LTMs, several exemplars in different school subjects of classes upto secondary level and application of ICT in developing the LTMs. The development of the manual is under progress and will be completed within March 2024.