

General Note on Teacher's Diary

Teacher's Diary is an integral part of implementing successful Holistic progress Report Card in classroom situation and beyond classroom during teaching learning process. It embodies evidences the following things –

- Number of chapters / lessons / topics / concepts has been dealt with.
- The process of construction of knowledge during the transaction of a lesson in classroom situation.
- Learning evidence regarding behavioral change of a learner and it's assessment through multiple perspectives, focuses on diverse skills, includes accomplishments inventory, and provides opportunities for reflection.
- Describing Child's Progress of learning (positive changes with academic, social and emotional etc. i.e. holistic development) through qualitative statement.
- Determination of Child's Ability or Competency based learning using Bloom's Taxonomy Action Verbs.
- Evaluation of a learner's ability of learning through **Competency Mastery not Content Based Learning**.
- Teachers play a crucial role to assess student's strength and weakness across different dimensions such as collaboration, creativity, empathy, etc.
- Planning or designing remedial teaching, accordingly class teacher who is taking the class have to take remedial class beyond his/her 25 classes per week.



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General Instructions

- **Formative evaluation :**

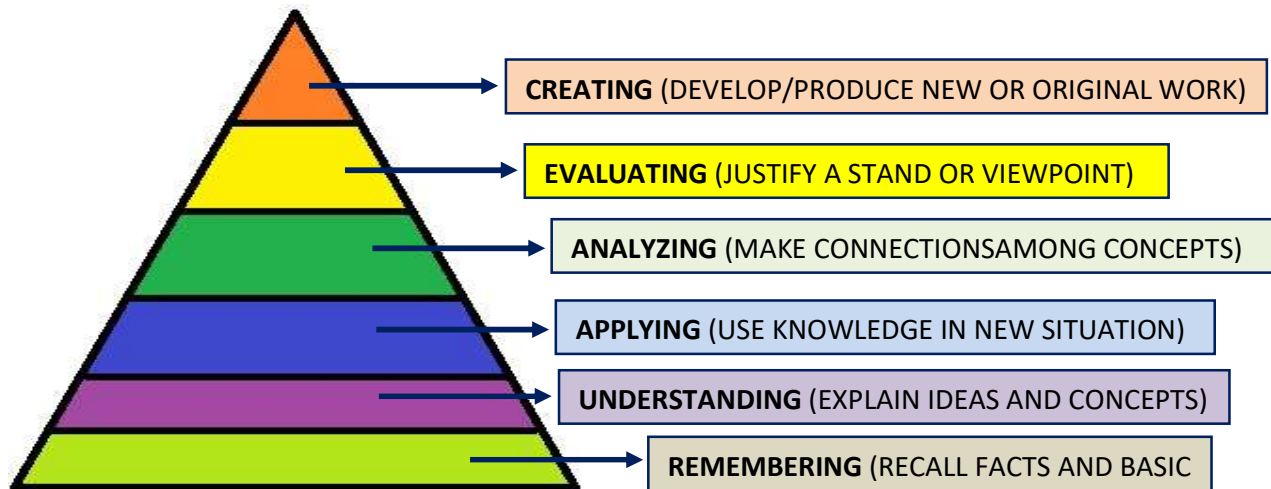
- (i) Subject wise and subject linked cognitive/psychomotor/affective learning outcomes wise evaluation system.
- (ii) Continuous and frequent evaluation at the time of formative of knowledge in classroom transaction and 9 times in academic year for each subject.

CLASS	FIA	FIB	FIC	F2A	F2B	F2C	F3A	F3B	F3C
VI	30	30	30	30	30	30	30	30	30
VII	30	30	30	30	30	30	30	30	30
VIII	30	30	30	30	30	30	30	30	30

(iii) **One formative evaluation shall be organized in every month** preferably on the third week and remedial teaching to be taken up on the fourth week.

(iv) Form of test may be classroom test on written questionnaire, project work, verbal test, physical activity, model demonstration or any other innovative assessment frame.

[N: B- **Bloom's taxonomy** was developed to provide a common language of learning outcomes for teachers to discuss and exchange learning and assessment methods. Specific learning competencies can be derived from the taxonomy as specified in formative evaluation.



BLOOM'S REVISED TAXONOMY

- **Summative evaluation:**

- (i) Subject wise and subject linked cognitive/psychomotor learning outcomes wise evaluation system.
- (ii) Three times in an academic year : in the **1st week of April, 1st week of August and 1st week of December** or as per the notification from WBBSE in an academic year.

CLASS	1st Summative Evaluation	2nd Summative Evaluation	3rd Summative Evaluation	TOTAL MARKS	PERCENTAGE
VI	30	50	70	150	
VII	30	50	70	150	
VIII	30	50	70	150	

STEPS / FRAMEWORK OF FOUR C's, FOUR H'S, ICON MODEL OR FIVE E MODEL AS APPLICABLE:

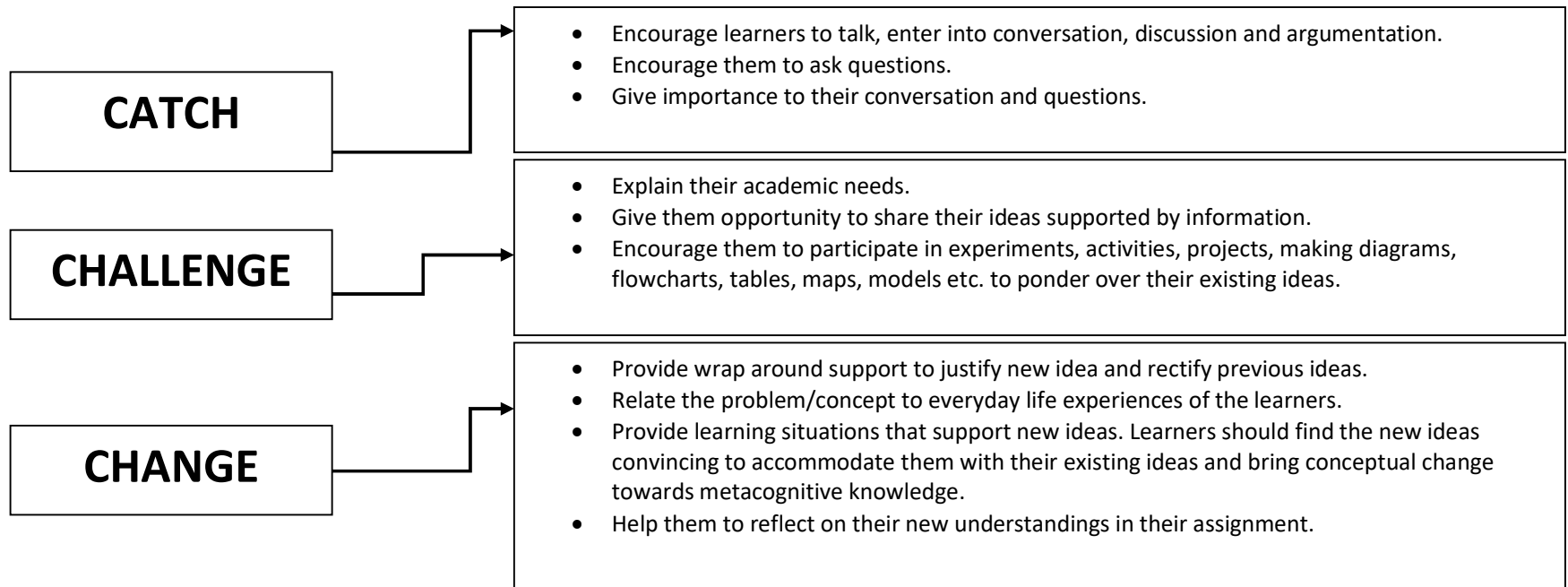
Class VI – VIII		Class IX - X	
FOUR C	FOUR H	ICON MODEL	5 E MODEL
<p>1) Communication (Students should be able to share their ideas, questions, thoughts and solutions)</p> <p>2) Collaboration (Students should be able to work together to achieve a goal by using their knowledge, talent and expertise)</p> <p>3) Critical thinking (Students should be able to look at problems in new ways and connect learning across different subjects)</p> <p>4) Creativity (Students should be willing to try new approaches to create things that can lead to innovation and invention)</p>	<p>Head</p> <p>Heart</p> <p>Hands</p> <p>Health</p>	<p>Observation</p> <p>↓</p> <p>Contextualization</p> <p>↓</p> <p>Cognitive Apprenticeship</p> <p>↓</p> <p>Collaboration</p> <p>↓</p> <p>Interpretation Construction</p> <p>↓</p> <p>Multiple Interpretation</p> <p>↓</p> <p>Multiple Manifestation</p>	<pre> graph TD Engage[Engage] --> Evaluate[Evaluate] Evaluate --> Elaborate[Elaborate] Elaborate --> Explain[Explain] Explain --> Explore[Explore] Explore --> Engage </pre>

- Learning tasks / activities are opportunities of a teacher to create environment for learners to engage them within the content of learning. The learning activities may be observational, experimental, brain storming, experiential or so on. The task must have a definite learning goal and to be completed within a particular time schedule. The task may be of following types – class assignment, activity, project, quiz, physical activity, model demonstration, verbal test, written test or any other relevant activities. The assessment of task to be conducted in the following ways -

- **Assessment Tools-** teacher’s observations, class discussions, observational check list as specified anecdotal records, rating scales (like A : Very good, B : Good, C : Satisfactory, D : Requires more development) , portfolios and e – portfolios.
- **Strength and Weakness of Learners in terms of competency. (assessing student’s strengths& weakness both simultaneously)**

Strength of Learners(Exemplary Statements)	← → Weakness of Learners (Exemplary Statements)
<ol style="list-style-type: none"> 1. Demonstrates a clear understanding of key concepts and purpose of interaction. 2. Self- disciplined, open-minded, responsible, curious, goal oriented attitude, critical thinker, attentive, motivates, collaborative and communicative, innovative, leadership qualities. 3. Adaptable in difficult situation, empathetic, self motivated, effectively manages time, resources and energy. 4. No anxiety to attend school regularly and no anxiety to appear in evaluation. 5. Generates novel ideas, solutions for interaction and relates issues to relevant personal experiences. 	<ol style="list-style-type: none"> 1. Not able to demonstrate key concepts. 2. Lack of self-discipline, open-mindedness, responsibility, curiosity, goal-oriented attitude, critical thinking, attention, motivation, collaboration and communication, innovation, leadership qualities. 3. Not able to adapt in difficult situation, not self-motivated, self-aware, not affectingly manages time, resources and energy. 4. Anxious to attend school regularly and to appear in evaluation. 5. Not able to generate novel ideas, solutions for interaction and related issues to personal experiences.

- Remedial measures taken for weak learners: - ensuring attendance in school on regular basis, ensuring follow-up teacher’s instruction properly, providing extra time/ extra class, to complete an assignment, arranging diagnostic tests, observation, check list for achieving learning outcomes etc. Remediation involves three steps – Catch – Challenge – Change.



FORMAT OF TEACHER'S DIARY FOR CLASSROOM TRANSACTION FOR ALL SCHOOLS RECOGNISED BY W.B.B.S.E

NAME OF THE SCHOOL:

NAME OF TEACHER:

PART A (a) : Daily Activity (Mandatory)

SUBJECT :

CLASS:

SECTION:

STUDENT PRESENT:

DATE:

TIME PERIOD/ PHASE WISE FORMATIVE EVALUATION:

PERIOD	I	II	III	IV	V	VI	VII	VIII
LESSON/TOPIC/UNIT								
EXPECTED LEARNING OUTCOMES/ COMPETENCIES								
INCLUSIVE TEACHING LEARNING PROCESS (USING 4C/4H/ICON/ 5E MODEL WITH HELP OF TLM)								
ACTIVITY FRAMED (FOR MEASURING 21 ST CENTURY LIFE SKILLS,LEARNING PERSPECTIVE OF COGNITIVE DOMAIN,BEHABIOURAL COGNITIVE OUTCOMES)								
REMARKS (LIFE SKILLS, COGNITIVE DOMAIN,BEHABIOURAL COGNITIVE OUTCOMES ASSESSEDOR NOT ASSESSED) BY HEAD OF THE INSTITUTION (ONCE IN A WEEK)								

Note: i) To be filled daily and record to be kept for future reference by the teacher concerned.
ii) HOI to endorse, with remarks (if any) once in a week.



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ASSESSMENT TABLES FOR HPRC AS PER NCFSE TO BE USED THRICE IN AN ACADEMIC YEAR

(i) DEVELOPMENT OF PERSONALITY AND LIFE SKILLS (15 ITEMS)
(EMPHASIZING AWARENESS, SENSITIVITY, CREATIVITY)

CLASS:

SECTION:

21ST CENTURY LIFE SKILLS	LEARNING ACTIVITY FRAMED TO EXPLORE LIFE SKILLS	LIFE SKILL ACHIEVED BY NUMBER OF STUDENTS
1. Learning skill		
2. Communication skill		
3. Empathy skill		
4. Co – operation skill		
5. Conversation skill		
6. Friendship skill		
7. Conflict resolution / Problem solving skill		
8. Stress coping skill		
9. Decision making skill		
10. Interpersonal skill		
11. Organizational skill		
12. Emotion control skill		
13. Respect skill		
14. Assertiveness skills / Positive attitude		
15. Leadership		

(ii) Learning Perspective of Cognitive Domain (7 ITEMS)

Items	Learning activity/action designed to find out the items of strength and weakness			Number of students addressed		
	Formative 1 st Phase	Formative 2 nd Phase	Formative 3 rd Phase	Formative 1 st Phase	Formative 2 nd Phase	Formative 3 rd Phase
1. Pattern of intelligence						
2. Area of interest						
3. Positive attitude						
4. Exceptional ability						
5. Features of anxiety						
6. Learning gaps						
7. Specific learning difficulties						

(iii) Behavioral Cognitive Outcomes (10 ITEMS) [INVOLVES AWARENESS, SENSITIVITY & CREATIVITY]

Items	Learning activity conducted to change behavior towards positive outcomes			Number of students addressed		
	Formative 1 st Phase	Formative 2 nd Phase	Formative 3 rd Phase	Formative 1 st Phase	Formative 2 nd Phase	Formative 3 rd Phase
1. Self-awareness						
2. Communication skill						
3. Collaborative thinking						
4. Experiential learning skill						
5. Critical thinking						
6. Analytical thinking						
7. Problem solving Ability / Drawing effective conclusion						
8. Decision making skills						
9. Creative presentation skill						
10. Aesthetic appreciation						
Teacher's Perception (overall)						

PART – A (b):

1	2	3
PHASE OF FORMATIVE / TIME PERIOD	TOPIC AND LESSON	ASSESSMENT TOOL USED IN FORMATIVE EVALUATION/INTERNAL FORMATIVE EVALUATION

4	5	6
STRENGTH OF LEARNERS	WEAKNESS OF LEARNERS	REMEDIAL MEASURES TAKEN

PART – A (c):PERIODICAL ACTIVITY

1	2	3	4	5				
TIME PERIOD / DURATION	CLASS	TOTAL MARKS	SUBJECT	NUMBER OF ITEMS USED TO FRAME BLUEPRINT OF QUESTION PAPER PERTAINING TO ALL TOPICS / CONCEPTS COVERED IN A PARTICULAR DURATION				LEARNING OUTCOMES SELECTED / DETERMINED FOR EACH AND EVERY QUESTION
				MCQ	VSQ	SAQ	LAQ	

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24	CONTENT WRITING													
25	INNOVATIVE WRITING													
26	LEARNING FOREIGN LANGUAGE													
27	LANGUAGE LABORATORY													
28	MATH LABORATORY													
29	SUMMER / WINTER PROJECTS													
30	ECO CLUB													
31	HOBBY CLUB													
32	TECHNOLOGICAL INVOLVEMENT													
33	OTHER RELEVANT ACTIVITIES													

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PART C

NATIONAL DAY CELEBRATION / LOCAL DAY CELEBRATION/ANY GOVT. INSTRUCTED ACTIVITIES OBSERVATION/PARTICIPATION IN LOCAL COMMUNITY BASED ACTIVITIES	SCHEDULED DATE/WEEK	NAME OF THE TEACHER INVOLVED	NATURE OF INVOLVEMENT(NUMBER OF STUDENTS AND CLASS INVOLVED)	ENDORSED BY HEAD OF THE INSTITUTION

PART D : HEAD OF THE INSTITUTION WILL REPORT TO THE WBBSE AS PER THE GIVEN FORMAT REGARDING THE PERFORMANCE OF TEACHERS REFLECTED ACCORDING TO THE MAINTENANCE OF TEACHER'S DIARY.

SL.NO	NAME OF TEACHER	WHETHER TEACHER'S DIARY MAINTAINED PROPERLY OR NOT IN DUE TIME	REMARKS IF ANY

- If any teacher does not maintain Teacher's Diary, WBBSE will take steps against the concerned teachers.

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Signature of Head of the Institution

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PERFORMING INTERNAL FORMATIVE EVALUATION (IFE) IN CLASSROOM SITUATION: (CLASS IX AND X)

TOOLS	TASKS TO BE FRAMED TO ACHIEVE EXPECTED LEARNING OUTCOMES	EXPECTED LEARNING OUTCOMES (EXEMPLARY)	MARKS ACCORDED TO ACHIEVED LEARNING OUTCOMES
1. Survey		List Record Tabulate, Observe, Report, Research, Calculate, Find errors etc.	
2. Nature Study		Examine, Identify, Recognize, Compare, Contrast, Interpret, Sketch, Simulate etc.	
3. Case Study		Select, Visualize, Discuss, Infer, Judge, Justify, Review, Summarize, Argue, Debate, Investigate, Conclude etc.	
4. Model Making		Design, Plan, Construct, Organize, Solve, Research, Imagine, Demonstrate etc.	
5. Creative Writing		Argue, Write, Describe, Give examples, Convert, Illustrate, Combine, Compile, Compose, Assemble etc.	
6. Open Text Book Evaluation (OTBE)		Cite, Examine, Associate, Opinion, Formulate, Compute, Review, Solve etc.	

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PREPARATION OF CHILD'S LEARNING PROFILE IN TERMS OF LEARNING COMPETENCIES (SUBJECTWISE; ON A REGULAR BASIS)

STUDENT'S NAME	CURRICULAR SUBJECTS (FIRST LANGUAGE, SECOND LANGUAGE, THIRD LANGUAGE (for VII&VIII), MATHEMATICS, SCIENCE, ENVIRONMENT & HISTORY, ENVIRONMENT & GEOGRAPHY, L.SC, P.SC, ART & WORK EDUCATION & HEALTH & PHYSICAL EDUCATION (VI – VIII)	SUBJECT WISE & SUBJECT LINKED COGNITIVE/PSYCHOMOTOR/AFFECTIVE COMPETENCY BASED CLASSROOM TRANSACTION (VI – VIII) ICON & 5E MODEL BASED CLASSROOM TRANSACTION (IX – X)

- GUIDELINES FOR MEASURING EXPECTED COMPETENCY BASED LEARNING FOR DIFFERENT CURRICULAR SUBJECTS ARE ALREADY MENTIONED IN THE GUIDELINES MENTIONED IN HPRC PREPARED BY DEPT. OF SCHOOL EDUCATION, GOVT. OF WB & WBBSE.
- TRANSACTION OF A CONCEPT IN CLASSROOM SITUATION – CONCEPT LEARNING IN CLASSROOM SITUATION IS INTIMATELY ASSOCIATED WITH CONSTRUCTION KNOWLEDGE. IT MAY BE CALLED AS PROCESS-BASED KNOWLEDGE CONSTRUCTION. KNOWLEDGE EMBODIED IN A CONCEPT CANNOT BE DISTRIBUTED OR TRANSMIT THROUGH LECTURE METHOD OR CANNOT BE INTERNALISED UNTIL IT IS CONSTRUCTED AND CREATED FOLLOWING CERTAIN STEPS OF CONSTRUCTION OF LEARNING. THIS IS WHY TRANSACTIONAL STRATEGY MUST BE A LEARNING-TEACHING PROCESS. A TEACHER BECOMES NOT MERE A FACILITATOR, SHE / HE MUST BE CO-LEARNER AND CO-CONSTRUCTOR OF KNOWLEDGE IN THE CLASSROOM. CREATION&RECONSTRUCTION OF KNOWLEDGE IS THE CENTRAL ISSUE OF CLASSROOM TRANSACTIONAL PROCESS. IT MAY BE DONE IN DIFFERENT WAYS BY 4H, 4C, ICON OR 5E MODEL.



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