

## General Note on Teacher's Diary

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

- No. of chapters / lesson / topic / concept has been dealt with.
- The process of construction of knowledge during transaction of a concept in classroom situation.
- Learning evidence regarding behavioral change of a learner and it's assessment through learning indicators.
- Describing Child's Progress of learning (Changes with time – Continuous and Changes in dimension - Comprehensive) through qualitative statement.
- Determination of Child's Ability or Competency of learning using Bloom's Taxonomy Action Verbs.
- Evaluation of a learner's ability of learning through Expected Learning Outcomes.
- Planning or designing remedial teaching to bridge the learning gaps of weak learners and converting a weak learner as an advance learner.
- Finally preparation of a learning profile of a learner based on Expected Learning Outcomes she / he has achieved or not.

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

NAME OF THE SCHOOL:  
NAME OF TEACHER:

PART A (a) : Daily Activity  
SUBJECT :

1	2	3	4	5	6	7
DATE	CLASS AND SECTION WITH NUMBER OF STUDENTS PRESENT IN A PARTICULAR PERIOD	LESSON/TOPIC/UNIT/C ONCEPT	EXPECTED LO / COMPETENCIES	INCLUSIVE TEACHING LEARNING STRATEGY /PROCESS USING ICON OR SE MODEL WITH THE HELP OF TLM, E-MATERIALS, REALIA	LEARNING TASKS /ACTIVITY FRAMED FOR MEASURING LEARNING INDICATORS & LOS	REMARKS (LO ASSESSED OR NOT ASSESSED) ENDORSED BY HEAD OF THE INSTITUTION (ONCE IN A WEEK)

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• ASSESSMENT TABLE FOR EXPECTED LEARNING OUTCOMES TO ENSURE CCE AS PER AMENDMENT OF RTE ACT 2009

DOMAIN	SUB DOMAIN/ LAYER	BLOOM'S ACTION VERBS FOR MEASURING LOS (EXEMPLARY)	TASK OR ACTIVITY SPECIFIC LEARNING OUTCOME USING ACTION VERBS	ASSESSMENT OF LEARNERS IN TERMS OF LO ACHIEVED/NOT ACHIEVED
COGNITIVE	REMEMBERING	NAME, LIST, LABEL, IDENTIFY, RECALL, STATE, TABULATE ETC.		
	UNDERSTANDING	CLASSIFY, COMPARE, CONTRAST, EXPLAIN, RELATE, ILLUSTRATE ETC.		
	APPLYING	APPLY, CALCULATE, CHOOSE, COMPLETE, DETERMINE, PREDICT, SOLVE ETC.		
	ANALYSING	ANALYSE, CO-RELATE, CRITICISE, DEDUCE, EXPERIMENT, INFER ETC.		
	EVALUATING	ASSESS, DEBATE, DECIDE, JUDGE, JUSTIFY, REFRAME, SUPPORT ETC.		
	CREATING	COMBINE, COMPILE, COMPOSE, DESIGN, IMAGINE, PREPARE, PLAN, VALIDATE ETC.		
AFFECTIVE		ACT, DISPLAY, LISTEN, PERFORM, VERIFY, SERVE ETC.		
PSYCHOMOTOR		DRAW, DESIGN, CONTROL, EDIT, FOLD, INSERT, HOLD ETC.		

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PART - A (b) :

1	2	3	4
TIME PERIOD	CLASS AND SECTION	TOPIC AND LESSON NOTE	ASSESSMENT TOOL USED FOR FA & SA

PART - A (c) :

1	2	3	4	5	6	7
TIME PERIOD / DURATION	CLASS AND SECTION	CONCEPT	STRENGTH OF LEARNER IN TERMS OF LO	WEAKNESS OF LEARNER IN TERMS OF LO	REMIDIAL MEASURES TAKEN FOR WEAK LEARNER	RESULT OF MEASUREMENT OF LO AFTER REMEDIATION

PART - A (d) : PERIODICAL ACTIVITY

1	2	3	4				
TIME PERIOD / DURATION	CLASS	TOTAL MARKS	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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PREPARATION OF CHILD'S LEARNING PROFILE IN TERMS OF ACHIEVED LEARNING OUTCOME (SUBJECTWISE; ON A REGULAR BASIS)

STUDENT'S NAME	CURRICULAR SUBJECTS (FIRST LANGUAGE, SECOND LANGUAGE, THIRD LANGUAGE, MATHEMATICS, ENVIRONMENTAL SCIENCE, ENVIRONMENT & HISTORY, ENVIRONMENT & GEOGRAPHY, HEALTH & PHYSICAL EDUCATION, ART AND WORK EDUCATION)	LEARNING OUTCOMES ACHIEVED IN TERMS OF QUALITATIVE STATEMENT

- GUIDELINES FOR MEASURING EXPECTED LOs (LEARNING OUTCOME) FOR DIFFERENT CURRICULAR SUBJECTS ARE ALREADY MENTIONED IN THE BOOK 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 OF KNOWLEDGE. IT MAY BE CALLED AS PROCESS-BASED KNOWLEDGE CONSTRUCTION. KNOWLEDGE EMBODIED IN A CONCEPT CANNOT BE DISTRIBUTED OR TRANSMITTED 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, CONSTRUCTION AND RECONSTRUCTION OF KNOWLEDGE IS THE CENTRAL ISSUE OF CLASSROOM TRANSACTIONAL PROCESS. IT MAY BE DONE IN DIFFERENT WAYS (ICON MODEL OR 5E MODEL) –

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STEPS OF ICON MODEL OR SE MODEL AS APPLICABLE:

ICON MODEL	SE MODEL
<p>Observation ↓ Contextualization ↓ Cognitive Apprenticeship ↓ Collaboration ↓ Interpretation Construction ↓ Multiple Interpretation ↓ Multiple Manifestation</p>	<p>Engage (+Evaluate) ↓ Explore (+Evaluate) ↓ Explain (+Evaluate) ↓ Elaborate (+Evaluate) ↓ Evaluate</p>

- LEARNING TASKS /ACTIVITIES ARE OPPORTUNITIES A TEACHER SHOULD CREATE FOR LEARNERS TO ENGAGE WITH THE CONTENT SHE/HIS IS TEACHING. THE PROBLEM 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, PROJECTS, QUIZES, PUZZLE, FIELD TRIP, WRITTEN TEST OR ANY OTHER RELEVANT ACTIVITIES.(WITH REFERENCE TO PART A(a)). THE ASSESSMENT OF TASK TO BE CONDUCTED IN THE FOLLOWING WAYS-

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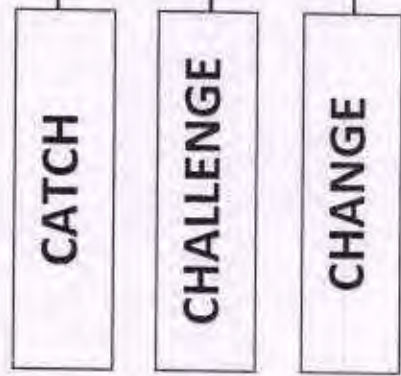
- ASSESSMENT TOOLS- (WITH REFERENCE TO PART –A (b) )- TEACHER OBSERVATIONS, CLASS DISCUSSIONS, OBSERVATIONAL CHECK LIST, ANECDOTAL RECORDS, RATING SCALES , PORTFOLIOS AND e- PORTFOLIOS.

- STRENGTH AND WEAKNESS OF LEARNERS IN TERMS OF LO: (WITH REFERENCE TO PART – A (c) )-

STRENGTH OF LEARNERS(EXEMPLARY STATEMENTS)	WEAKNESS OF LEARNERS (EXEMPLARY STATEMENTS)
1. THE CHILD IS ABLE TO NAME AND LIST A NUMBER OF ITEMS. 2. THE CHILD IS ABLE TO CLASSIFY ON THE BASIS OF SIMILARITIES AND DIFFERENCES. 3. THE CHILD IS ABLE TO EXPLAIN THE CAUSES FOR ANY PHENOMENON. 4. THE CHILD IS ABLE TO SUMMARISE THE MAJOR POINTS. 5. THE CHILD IS ABLE TO ASSOCIATE EFFECTS WITH CAUSE. 6. THE CHILD IS ABLE TO CALCULATE AND TABULATE THE INFORMATION.7. THE CHILD IS ABLE TO FIND ERRORS AND REFRAME A STATEMENT.	1. THE CHILD IS NOT ABLE TO READ & RECALL INFORMATION. 2. THE CHILD CANNOT FIND OR LOCATE ANY OBJECT 3. THE CHILD CANNOT COMPARE OR CONTRAST BETWEEN TWO OBJECTS OR PROCESS.4. THE CHILD CANNOT EXPLAIN THE REASONS. 5. THE CHILD CANNOT DERIVE ANY CONCLUSION. 6. THE CHILD CANNOT JUDGE OR JUSTIFY ANY STATEMENT. 7. THE CHILD CANNOT ASSESS OR EVALUATE.8. THE CHILD CANNOT PLAN, DESIGN OR CONSTRUCT ANY INNOVATIVE IDEAS.

- REMEDIAL MEASURES TAKEN FOR WEAK LEARNERS: (WITH REFERENCE TO PART – A (c) )- ENSURING ATTENDANCE TO SCHOOL ON REGULAR BASIS, ENSURING FOLLOW-UP TEACHER'S INSTRUCTION PROPERLY,ENSURING COPYING WRITING WORK FROM BLACKBOARD/GREEN BOARD PROPERLY, ENHANCING WRITING SPEED, PROVIDING EXTRA TIME TO COMPLETE AN ASSIGNMENT, ARRANGING DIAGNOSTIC TESTS FOR ACHIEVING LEARNING OUTCOMES ETC. REMEDIATION INVOLVES THREE STEPS – CATCH – CHALLENGE – CHANGE.

**Addressing Naïve Concept for remediation**



- Do not insist on getting right answers.
- Encourage learners in talk. Enter into conversation, discussion and argumentation.
- Encourage them to rise and ask questions.
- Listen to their conversation and questions.

- Demand explanation.
- Ask learners to generate, collect and give evidences of their learning.
- Give them opportunities to defend their ideas supported with data.
- Encourage them to perform experiments, activities and projects, making diagrams, concept maps and models to ponder over their existing ideas.

- Generate conflict of learner's existing ideas with the new ideas that are consistent with logical explanation to bring dissatisfaction as they might not solve problems with their existing ideas.
- Relate the problem/concept to everyday life experiences of the learners.
- Provide learning situations that support new ideas. Learners should find the new ideas convincing to accommodate them with their existing ideas and bring conceptual change.
- Help them to reflect on their new understandings.

ASSESSMENT TABLE FOR LEARNING INDICATORS AS PROPOSED IN THE PEACOCK MODEL TO ENSURE CCE

SL NO	INDICATORS OF LEARNING	ASSESSMENT OF LEARNERS THROUGH QUALITATIVE STATEMENTS
1.	PARTICIPATION	
2.	QUESTIONING AND EXPERIMENTATION	
3.	INTERPRETATION AND APPLICATION	
4.	EMPATHY AND CO-OPERATION	
5.	CREATIVE AND AESTHETIC EXPRESSION	

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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 ACCORDING 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, Summarise, 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.	





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	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 OR NOT IN DUE TIME	REMARKS IF ANY

Signature of Head of the Institution

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