



# Strategic Framework For Integrating Universal Design For Learning (UDL) And Social And Emotional Learning (SEL) In West Bengal Secondary Schools

Moujia Chakraborty

Scholar

Chhatrapati Shahu Ji Maharaj University, Kanpur

## Section 1: Introduction and Conceptual Nexus

### 1.1. The Systemic Reform Imperative in West Bengal

The state of West Bengal faces a unique educational challenge defined by high rural school enrollment ratios combined with the urgent mandate of the National Education Policy (NEP) 2020. This context necessitates the adoption of pedagogical solutions that are not only equitable but also scalable and efficient. The historical model of inclusion, exemplified by programs such as the Inclusion of Disabled at Secondary Stage (IEDSS), focused primarily on specific support for Children with Special Needs (CWSN) to ensure they complete four years of secondary schooling. While crucial, this approach is fundamentally reactive and operates within a deficit model.

NEP 2020 dictates a strategic pivot toward proactive, universal design strategies. The policy aims for "full equity and inclusion as the cornerstone of all educational decisions" and sets a goal to achieve an increased Gross Enrollment Ratio (GER) of 50% by 2035. Achieving this scale of participation requires moving beyond reactive support measures and adopting a framework that anticipates and minimizes barriers for all learners from the curriculum design stage, a critical shift accomplished through the implementation of Universal Design for Learning (UDL). Designing flexibility into the core curriculum minimizes the requirement for costly, specialized, and often stigmatizing downstream interventions, establishing UDL as a more fiscally responsible and broadly equitable long-term strategy for West Bengal's mass enrollment secondary system.

## 1.2. Foundational Principles: UDL and SEL

Universal Design for Learning (UDL) is a powerful, scientifically validated framework intended to optimize teaching and learning for all students. It is structured around three core principles designed to cater to diverse recognition, strategic, and affective networks:

- Multiple Means of Representation (The "What" of Learning):** Providing diverse ways to acquire knowledge and information.
- Multiple Means of Action & Expression (The "How" of Learning):** Providing varied ways for students to demonstrate what they know.
- Multiple Means of Engagement (The "Why" of Learning):** Providing varied ways to capture students' interest, offer appropriate challenges, and sustain motivation.

Social and Emotional Learning (SEL), conversely, focuses on developing the critical non-cognitive skills essential for life and academic success. SEL programs are empirically proven to foster emotional regulation, social skills, self-awareness, and self-efficacy. The positive impact of SEL programs includes reduced behavioral problems, improved mental health, and demonstrably enhanced academic outcomes.

## 1.3. The UDL-SEL Nexus: Creating the Optimal Learning Ecosystem

The integration of UDL and SEL creates an optimal, mutually reinforcing learning ecosystem. UDL functions primarily to dismantle external barriers created by inflexible instructional methods and rigid curricula. SEL, in turn, addresses internal barriers, such as a student's capacity for emotional regulation, self-management, and motivation.

The synergy ensures that pedagogical reform provides not only *access* (UDL) but also the necessary *readiness* and *agency* (SEL) required for the student to effectively utilize that access. For instance, UDL's principle of Multiple Means of Engagement (targeting Affective Networks) is fundamentally strengthened by SEL competencies like Self-Management and Self-Awareness. This integrated framework is particularly vital in the often high-pressure environment of secondary schools (Grades IX-XII). Academic success in these grades demands sophisticated executive functioning. By integrating SEL skills, such as Responsible Decision-Making and

Self-Management, the system proactively equips students to navigate this academic pressure. This preparation is essential to ensure that the flexible curriculum options provided by UDL are chosen strategically and utilized effectively, establishing the dual goal of achieving both academic success and student wellness.

The crucial interdependency between UDL principles and SEL competencies can be mapped as follows:

UDL-SEL Integration Matrix: Mapping Principles to Competencies

UDL Principle (Why)	SEL Core Competency	Primary Goal in West Bengal Context	Secondary School Application Example
Multiple Means of Engagement (Affective Networks)	Self-Awareness, Self-Management	Nurturing internal motivation and emotional regulation in self-reflection journals (e.g., rural high-enrollment settings).	Offering choices in project topics; using diverse classrooms (in Bangla).
Multiple Means of Representation (Recognition Networks)	Social Awareness, Relationship Skills	Ensuring equitable access to information regardless of learning profile or language fluency.	Providing audio/visual resources in addition to text; using local Bangla emotional speech tools for linguistic nuance.

Multiple Means of Action & Expression (Strategic Networks)	Responsible Decision-Making	Developing executive functions and providing flexible ways for students to demonstrate mastery.	Allowing reports via presentation, video, or written essay; incorporating community-based projects.
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## Section 2: Policy Alignment and Institutional Gaps in West Bengal

### 2.1. The NEP 2020 Policy Blueprint and State Obligation

The National Education Policy (NEP) 2020 provides the foundational blueprint for integrating UDL and SEL, emphasizing the recognition and fostering of the "unique capabilities of each student" and promoting their "holistic development" in both academic and non-academic spheres. The policy specifically mandates "Full equity and inclusion as the cornerstone of all educational decisions".

In West Bengal, this mandate must address multiple vulnerable groups, collectively categorized as Socially and Economically Disadvantaged Groups (SEDGs). Specific inclusion mandates detailed in NEP 2020 include Gender Inclusiveness, supported by initiatives like Kasturba Gandhi Balika Vidyalayas (KGBVs), and the inclusion of Divyangs through programs ensuring access up to Grade XII. These comprehensive inclusion goals covering socioeconomic status, gender, and disability require a unified, universally designed pedagogical approach that only UDL and SEL can systematically deliver.

### 2.2. Analyzing Pre-Service Teacher Training (B.Ed. Curriculum)

Systemic change must begin with the preparation of future educators. A review of existing B.Ed. curricula in West Bengal reveals a structured focus on core pedagogical approaches, including specific teaching strategies like the Inductive, Deductive, and Lecture approaches, alongside components of Curriculum Analysis comparing WBBSE syllabus to that of CBSE. Modules also cover general psychological concepts and foundational educational philosophies.

A critical institutional gap exists in this foundation. Despite the NEP 2020 mandate emphasizing UDL integration, the B.Ed. curricula reviewed lack explicit, mandatory, credit-bearing courses or substantial modules dedicated to structured UDL implementation or specific, evidence-based SEL frameworks. This policy void suggests that the State Council of Educational Research and Training (SCERT) has not yet fully translated the deep pedagogical shifts required by NEP 2020 into its teacher preparation standards.

This unpreparedness carries a significant risk of implementation failure. Research confirms that teachers' awareness of UDL correlates positively with their use of inclusive teaching practices and subsequent student outcomes. When teachers enter the system lacking this foundational knowledge, the state is forced to rely on inefficient, piecemeal in-service training, rather than establishing UDL as the default teaching methodology. To minimize the inherent risk of implementation latency, an immediate, non-negotiable policy action must be a SCERT directive to overhaul the B.Ed. and D.El.Ed. curricula to integrate UDL and SEL as foundational, required competencies.

### 2.3. Culturally Responsive Pedagogy (CRP) as a UDL Pillar in West Bengal

Effective UDL implementation in a diverse state like West Bengal requires the explicit consideration of Culturally Responsive Pedagogy (CRP). If UDL principles are applied without considering the influence of cultural differences, language, and socioeconomic status on learning, there is a risk of increasing the disparity in student achievement.

CRP prompts educators to view students' diversity—including language development and socioeconomic background—as inherent strengths rather than deficits. This perspective is vital for West Bengal, given the high enrollment in rural schools and the socioeconomic diversity inherent in its student body. The integration of UDL and CRP ensures that the promise of equity is realized by valuing local knowledge and experience.

Furthermore, CRP supports the NEP 2020 emphasis on using the home language/mother tongue for instruction until at least Grade 5, and preferably till Grade 8 and beyond. By respecting the local context in curriculum, pedagogy, and policy, the UDL framework becomes deeply relevant and effective for all learners.

### Section 3: Contextual Analysis: Infrastructure and Existing Inclusive Practice

#### 3.1. The Digital Divide and Resource Scarcity

The successful integration of UDL requires flexible instructional materials, often leveraging Information and Communication Technology (ICT). However, the implementation strategy must be grounded in the logistical realities of West Bengal. While studies indicate that ICT can improve rural education and student interest, rural schools, despite having higher enrollment ratios than urban schools, still confront major constraints on effective ICT use.

Compounding this is the specific resource gap for Children with Special Needs (CWSN). Empirical data confirms a severe shortage of qualified teaching faculty in specialized institutes. Furthermore, there is a great need for initiatives that introduce assistive technologies (AT) and provide proper training for both students and teachers. Access, availability, and funding for specialized resources, such as Braille resources, remain a challenge in both Medinipur and Burdwan divisions.

Given these confirmed infrastructural limitations, a purely digital UDL approach is insufficient and would exacerbate existing inequalities. The state's strategy must adopt a

**high-tech/low-tech dichotomy**. High-tech resources should be centralized for content creation (localization of resources, data analytics), while classroom implementation must prioritize

low-tech or no-tech UDL options, such as differentiated print materials, peer teaching, hands-on activities, and instructional flexibility. Prioritizing training teachers to utilize core pedagogical flexibility—the essence of UDL—Independent of expensive hardware is critical for mitigating the infrastructure risks identified in high-enrollment districts.

#### 3.2. Existing Local Models of UDL/SEL in Practice (NGO Ecosystem)

West Bengal benefits from a robust ecosystem of Non-Governmental Organizations (NGOs) that have successfully pioneered localized inclusive and social-emotional interventions. These validated local models offer blueprints for scaling state efforts.

##### 3.2.1. Inclusive Education and Capacity Building Models

Organizations like The WE Foundation have demonstrated effective practices through projects such as **Vidyashree**, which targets dyslexic and special-needs children. Vidyashree utilizes "tailored educational assistance" and "interactive teaching methods such as storytelling and drawing". These practices functionally adhere to UDL principles, specifically Multiple Means of Representation and Engagement, by providing diverse learning pathways for children with hidden challenges. By codifying and formalizing these culturally validated, local methods into official UDL implementation guidelines, WBBSE/SCERT can leverage local expertise and feasibility, transforming these successful interventions into State-Sanctioned Best Practices rather than relying solely on external frameworks.

Furthermore, capacity building is supported by NGOs like **Swanirvar**, which focuses on primary education but provides essential government school teacher training in West Bengal's rural areas to improve teaching methodologies. Similarly, The WE Foundation's **Smart Gurukul Programme** has trained government school teachers in digital tools, impacting thousands of schools. These efforts directly address the core problem of inadequately trained teachers and provide proven models for sustained, hands-on professional development.

### 3.2.2. SEL as a Driver for Academic Retention

The impact of SEL extends directly to crucial academic outcomes, notably student retention. The WE Foundation's **Project Pari** successfully promoted menstrual hygiene awareness among adolescent girls. By addressing this non-academic, social-emotional barrier, the program achieved a reduction in absenteeism and dropout rates. This success underscores the power of targeted SEL interventions in driving tangible academic results by supporting holistic student development.

The challenges and proposed strategic mitigations for West Bengal are summarized below: Key Implementation Constraints and Proposed Mitigations in West Bengal

Area of Constraint	Specific Challenge in West Bengal	Source Data Insight	Proposed UDL-SEL Mitigation Strategy
Infrastructure & Access	ICT and digital resource scarcity, yet low ICT facility particularly in rural schools.	High rural enrollment penetration.	Promote low-tech/no-tech UDL options (differentiated print materials, hands-on activities); leverage NGO-led digital training.
Teacher Capacity	Lack of formal training in specialized inclusive pedagogy and AT.	Faculty shortage and lack of training in assistive technologies.	Mandatory UDL/SEL modules in B.Ed. programs; formalizing NGO partnership for sustained in-service training (Swanirvar model).
Resource Localization	Need for culturally relevant emotional and academic resources in Bangla.	Existence of open-access emotional speech data for Bangla (SUBESCO).	State investment in utilizing SUBESCO for specialized SEL training modules and OER content development.

### Section 4: Resource Localization and Leveraging the Bangla Linguistic Base

#### 4.1. The Imperative of Linguistically Appropriate SEL

For SEL implementation to be effective, it must recognize that the recognition and expression of emotion are deeply embedded in linguistic and cultural contexts. Directly translating generalized SEL curricula often fails to achieve the desired outcomes. Therefore, West Bengal must fund the creation of content that respects the local language and nuances, aligning with the principles of Culturally Responsive Pedagogy and supporting UDL's Multiple Means of Representation.

#### 4.2. Strategic Repurposing of the SUST Bangla Emotional Speech Corpus (SUBESCO)

West Bengal possesses a unique, scientifically validated resource that can dramatically accelerate high-quality SEL training: the SUST Bangla Emotional Speech Corpus (SUBESCO). This open-access resource is the largest emotional speech corpus available for Bangla, comprising over 7,000 utterances and more than seven hours of audio data, developed using a gender-balanced set of native speakers.

The availability of SUBESCO presents a massive advantage, allowing the state to bypass the time-consuming and expensive research and development phase required to build a validated linguistic resource. The primary initial motivation for SUBESCO was Speech Emotion Recognition (SER) and linguistic analysis, but its application can be strategically repurposed for pedagogy.

#### 4.2.1. Pedagogical Application 1: Teacher Training in Social Awareness

SUBESCO provides the validated audio data necessary to train teachers in recognizing and accurately interpreting the prosodic features of core emotions (Neutral, Happiness, Sadness, etc.) as expressed in Bangla. This specialized training directly enhances teacher *Social Awareness*, a key SEL competency, by improving their sensitivity to students' non-verbal communication and distress signals within the classroom environment. Crucially, the corpus validation process highlighted specific challenges: recognition difficulty for emotions like *Disgust* (often confused with *Anger*) and a low recognition rate for *Fear* based on audio alone. TPD modules must explicitly incorporate training to differentiate these complex or confused emotional states. Equipping educators to accurately distinguish between a display of anger and one rooted in distress is vital for maintaining a positive classroom climate and intervening appropriately, connecting the linguistic resource directly to effective classroom management and SEL outcomes.

#### 4.2.2. Pedagogical Application 2: SEL Curriculum Development

The corpus offers the foundational audio data required for creating highly localized, interactive SEL curriculum resources. These could include structured audio scenarios for conflict resolution, responsible decision-making simulations, or self-regulation exercises recorded in native Bangla. This localization is essential for maximizing impact, particularly given the state's mandate to use the mother tongue in early schooling.

### 4.3. Creating UDL-Aligned Open Educational Resources (OERs)

To address the confirmed resource scarcity and digital divide, the state must commission a concerted strategy for generating new Open Educational Resources (OERs) in Bangla. These OERs must be intrinsically UDL-aligned, offering embedded flexibility that allows for Multiple Means of Representation. Examples include content packaged with audio narration,

text-to-speech compatibility, and culturally relevant visual and semantic supports. This strategy ensures the creation of low-cost, accessible digital content that benefits the widest possible population of diverse learners.

## Section 5: The Integrated Pedagogical Model for Secondary Grades (IX-XII)

### 5.1. Curriculum Structure Adaptation

The WBBSE secondary curriculum must undergo a comprehensive audit, using the UDL framework to identify inherent barriers such as over-reliance on a single textbook or lecture format. These barriers must be replaced with mandated options for flexibility, such as requiring teachers to select from three to five approved instructional resources per unit. Furthermore, the curriculum structure must fully embrace the spirit of NEP 2020 by ensuring "no hard separations between arts and sciences, between curricular and extra-curricular activities". This integration facilitates UDL-aligned interdisciplinary projects, providing students with authentic learning opportunities.

### 5.2. UDL Implementation in Academic Practice

#### 5.2.1. Multiple Means of Representation

In subjects like Mathematics and Science, pedagogical approaches must move beyond abstract lectures to incorporate practical activities, field trips, and project work as core instructional formats. Content delivery must support diverse sensory pathways—visual, auditory, and tactile—to support all learners. This involves adopting interactive teaching methods, such as storytelling and drawing, successfully utilized by local NGOs for students with learning disabilities.

## 5.2.2. Multiple Means of Engagement

To foster sustained effort and persistence, especially crucial during the secondary stage, the UDL principle of Engagement must be tied to SEL Self-Management. Teachers must offer students genuine choices regarding research topics, grouping structures, assignment scheduling, and preferred tools. Furthermore, implementing mandatory self-reflection and goal-setting activities builds student learner persistence and critical metacognitive skills.

## 5.3. Assessment Reform and Holistic Evaluation

Assessment reform must align with the vision of the National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development). This vision demands a shift from standardized, singular measures to flexible, holistic evaluation.

### 5.3.1. Flexibility in Expression and Codification of Project Work

Assessments must offer Multiple Means of Action & Expression. Students should be permitted to demonstrate mastery through various formats—such as presentations, video essays, practical demonstrations, or community projects—rather than being constrained to traditional written examinations. The current inclusion of "Project Work" in B.Ed. training provides an immediate leverage point. WBBSE should standardize the rubric for project work to *require* that students choose their output method, transforming a simple assignment into a UDL-aligned assessment of strategic competence.

### 5.3.2. Evaluating SEL Competence

In large, diverse West Bengal classrooms, SEL skills are paramount for successful peer collaboration and conflict management. Structured SEL activities focused on Relationship Skills and Social Awareness must be integrated into the academic process. Non-academic rubrics should be developed to evaluate SEL competence, assessing the quality of collaboration, conflict resolution strategies utilized in group projects, and reflective practice, thereby explicitly linking social-emotional skills to holistic student development.

## Section 6: Teacher Professional Development (TPD) and Capacity Building

A comprehensive Teacher Professional Development (TPD) strategy is the primary driver for successful UDL/SEL integration. This strategy must target both pre-service institutional deficiencies and in-service scaling needs.

### 6.1. SCERT Mandates for Pre-Service Education

The State Council of Educational Research and Training (SCERT) must immediately mandate the inclusion of a non-negotiable, two-credit foundational course entitled "UDL and Culturally Responsive SEL" within all B.Ed. and D.El.Ed. programs. This requirement directly addresses the institutional gap identified in Section 2. Crucially, this training must explicitly focus on utilizing low-tech and no-tech UDL options to prepare teachers realistically for resource-constrained rural environments. Furthermore, the TPD process should mandate that teachers create UDL-aligned Open Educational Resources (OERs) in Bangla (such as differentiated print materials or audio recordings) as a course requirement. This simultaneously ensures the practical application of UDL principles and rapidly generates a growing, localized resource library, overcoming the inherent scarcity barrier.

### 6.2. In-Service Training: Scaling through Blended Models

For practicing teachers, TPD must adopt a blended model, leveraging the successful strategies already validated locally. This includes adopting the model of "hands on training" and establishing a team of

"innovative teachers as Trainers" pioneered by NGOs like Swanirvar.

This approach ensures local relevance and sustainability. Existing infrastructure, such as The WE Foundation's Smart Gurukul digital training, should be utilized to deliver accessible UDL/SEL content to teachers across diverse districts.

A secondary focus of TPD must be on teacher well-being and self-efficacy. Given reports of faculty shortage and high enrollment pressures in West Bengal schools, training should incorporate SEL modules focused on teacher emotional regulation. When TPD addresses teachers' own SEL needs, they are better equipped to manage the challenges of diverse classrooms, increasing their use of inclusive practices and mitigating the risk of professional burnout.

### **6.3. Focused Module: Assistive Technology (AT) Literacy and Resource Management**

Addressing the shortage of AT knowledge requires mandatory training on the procurement, management, and use of basic assistive technology. This must be linked directly to the financial support enhanced under IEDSS, which provides Rs. 3500/- per child per annum for CWSN. Training should empower teachers to effectively source and manage these resources, thus improving access and availability in the face of current shortages.

### **6.4. Certification and Mentorship Ecosystem**

To ensure the sustainability of the reform, a UDL-SEL Master Trainer program must be established. This program should certify expert educators, utilizing the specialized knowledge of NGO leaders and university faculty, to provide sustained, credit-bearing mentorship for practicing teachers.

## **Section 7: Implementation Strategy, Governance, and Financial Modeling**

### **7.1. Phased Rollout and Scaling Strategy**

Systemic reform requires a phased, strategic rollout governed by state-level coordination:

- **Phase I (Foundation - Year 1-2):** Establish the **West Bengal Universal Equity Task Force (WUBSET)**. This task force will formalize partnerships with 5-10 key local NGO and academic institutions. SCERT must overhaul the B.Ed. curriculum. Initial resource localization efforts should begin immediately, leveraging the SUBESCO corpus for SEL module development.
- **Phase II (Pilot and Validation - Year 3-4):** Execute pilot TPD programs integrating low-tech UDL and SEL in both high-enrollment rural districts (e.g., Burdwan) and urban districts (Kolkata). These pilots must validate the effectiveness of low-tech UDL models and culturally responsive SEL integration.
- **Phase III (Statewide Scaling - Year 5+):** Full integration of UDL-SEL into the formal WBBSE curriculum and assessment framework. Achieve 80% teacher training saturation via the established NGO/SCERT blended model. Sustain the ongoing development and dissemination of UDL-aligned OERs.

### **7.2. Governance and Inter-Ministerial Coordination**

The WUBSET must serve as the central coordinating body, ensuring seamless integration across institutional silos. Key functions include coordinating between:

- **WBBSE:** For curriculum audit and structural adaptation.
- **SCERT:** For TPD development and accreditation.

- **Departments under Samagra Shiksha:** For resource allocation and funding management.
- **ICT Infrastructure Departments:** For mitigating the digital divide and deploying digital training tools.

### 7.3. Financial Modeling and Resource Optimization

The adoption of UDL is a crucial mechanism for maximizing the Return on Investment (ROI) for existing special education funding. The government has already approved substantial funds for CWSN education, with enhanced support totaling Rs. 3500/- per child per annum.

#### 7.3.1. Strategic Reallocation for UDL Implementation

Instead of directing the entirety of this funding toward late-stage, high-cost individual special provision acquisition for the approximately 2.1 million CWSN, a portion should be strategically redirected toward foundational UDL TPD and low-cost AT procurement. UDL training ensures that mainstream teachers implement flexible pedagogy that benefits *all* students, significantly reducing the overall caseload that requires costly, high-resource individual support. This fundamental shift ensures the equity mandate is implemented in a financially sustainable manner.

#### 7.3.2. Leveraging Open-Access Resources

The Open Access status of key resources, particularly the SUBESCO corpus, represents a significant financial advantage. By capitalizing on this existing research asset, the state can drastically reduce the initial development costs required to produce high-quality, linguistically appropriate SEL training materials and OERs.

#### 7.3.3. Longitudinal Impact Measurement

Implementation success must be continuously tracked. Monitoring protocols should be established to correlate teacher UDL implementation scores with measurable student outcomes in both academic achievement and SEL competence. This rigorous longitudinal measurement process confirms that TPD investment (Input) leads to increased teacher efficacy (Output), which subsequently, through UDL/SEL application, results in narrowed achievement gaps and improved student well-being (Outcome).

### Section 8: Conclusion and High-Impact Policy Recommendations

Integrating Universal Design for Learning (UDL) and Social and Emotional Learning (SEL) represents the most robust, comprehensive strategy for West Bengal to achieve the inclusive and holistic education goals mandated by NEP 2020. The challenge lies in overcoming institutional inertia in teacher training and creatively mitigating severe infrastructural and resource constraints through localized, low-tech UDL solutions. Success requires definitive policy actions that codify best practices, reform teacher preparation, and strategically optimize existing financial resources.

The following high-impact policy recommendations are critical for the Government of West Bengal to institutionalize UDL and SEL across its secondary school system:

1. **Mandate B.Ed. Curriculum Reform:** Issue an immediate SCERT directive requiring the non-negotiable integration of a multi-credit course on "UDL and Culturally Responsive SEL" in all pre-service teacher education programs, directly addressing the current institutional gap.
2. **Establish the West Bengal Universal Equity Task Force (WUBSET):** Create a dedicated, high-level body to coordinate implementation between WBBSE, SCERT, and funding agencies, ensuring unified policy execution.
3. **Codify NGO Best Practices:** Officially recognize and integrate the effective, low-tech, interactive teaching methods demonstrated by local NGOs (e.g., The WE Foundation's Vidyashree project) into

WBBSE UDL implementation standards.

4. **Fund Resource Localization via SUBESCO:** Commission a specialized project to leverage the open-access SUST Bangla Emotional Speech Corpus (SUBESCO) for developing validated, culturally and linguistically appropriate SEL training modules for teachers and OER content for students.
5. **Implement a High-Low Tech UDL Strategy:** Focus resource expenditure on low-tech UDL training (differentiated materials, peer instruction) for high-enrollment rural schools, while reserving ICT investment for centralized content creation and TPD delivery.
6. **Adopt Blended TPD Models:** Formalize long-term partnerships with validated local training NGOs (e.g., Swanirvar) to utilize their "hands on training" expertise and capacity for sustainable, localized in-service teacher professional development.
7. **Require Flexible Assessment:** Mandate WBBSE policy reforms requiring flexibility in the means of Action and Expression for all major secondary-level assessments, ensuring students have options beyond traditional written examinations to demonstrate mastery.
8. **Redirect CWSN Funding for UDL Foundation:** Strategically reallocate a portion of the existing Rs. 3500/- per child CWSN support toward foundational UDL training for mainstream teachers and low-cost AT procurement, maximizing the inclusivity impact across the general student population.
9. **Mandate Teacher AT and SEL Literacy:** Require mandatory, recurring TPD modules focused specifically on basic assistive technology literacy and the teacher's own emotional self-regulation, addressing both resource management and professional well-being.
10. **Standardize Project-Based Learning Rubrics:** Formalize rubrics for project work that explicitly require students to exercise Responsible Decision-Making in choosing their medium of output and demonstrate SEL competencies in collaborative processes.

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