TRANSVERSAL SKILLS: INDIAN PERSPECTIVE

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TRANSVERSAL SKILLS

Largely evolved from
- Composite culture
- Constitution of India
- Philosophy of educational thinkers & social reformers – social impact
- Educational Policies
India – Composite Culture

- Amalgamation of several cultures, languages, religions, dance, music, architecture, food and customs
- In one of the most spiritual and religiously diverse nations.
CONSTITUTION OF INDIA

- Sovereignty, socialism, secularism, democracy, republican character, social justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation.
- Promotes respect for diversity and minority rights and foster international peace and cooperation.
- Fundamental duties – patriotism, nationalism, humanism, environmentalism, harmonious living, scientific temper, inquiry, individual and collective excellence.
Philosophy of thinkers

Gandhiji: Not mere literacy- character building, knowledge of duty, service before self, liberation, overcoming fear, self-discipline, Development of body, mind and spirit, Knowledge of self.


Ambedkar: Liberty, Equality and Fraternity

Tagore: Universal brotherhood, self-discipline, tolerance, courtesy and inner freedom

J.P.Naik: Quality – a) development of individual in relation to himself, nature and society. b) development of the society itself.
POLICIES- REFLECTED

Kothari Commission – 1964-66
National Policy of Education -1986
Policy of Action – 1992
National Curriculum Framework – 2005
Position Paper Examination Reforms - 2006 (NCERT)
Continuous and Comprehensive Evaluation – 2009 (CBSE)
SURFACED - PERIODICALLY

Emerged in different terminologies
- Values and attitudes
- Self-development
- Life skills
- Non-scholastic areas
- Non-cognitive
- Social Useful Productive Work (SUPW)
- Co-scholastic areas
- Co-curricular areas
HOWEVER - MAINSTREAM

- Less prominent
- Dormant
- Focused on memorizing content – knowledge based examinations

- However, practiced by selected school of thoughts- alternatives - Basic education, Non-formal education etc.
Alternatives in Education - NFE
Action research - Two rural centres - school drop-outs
- Life skills of drop-out girls - income generation skills (health, self-development, legal issues - integrated)
- Vigyan Ashram - Rural technology courses - technology, health, environment, food, costing.
Instead of examinations that emphasize memory – alternative like oral work, group work, small projects have been suggested.

Shift of focus from testing memory to testing higher-level competencies such as interpretation, analysis and problem-solving skills are encouraged.
Examination reform – why?

- Inappropriate for the ‘knowledge society’
- Need for innovative problem-solvers
- Do not serve the needs of social justice
- Fail to test higher order skills (reasoning, analysis, lateral thinking, creativity and judgment)
- Induce inordinate level of anxiety and stress
- Need for functional and reliable system of school-based evaluation.
- Holistic view
CONTINUOUS & COMPREHENSIVE EVALUATION (CCE)

- Ensure not only intellectual- physical and emotional
- Competencies apart from understanding, application- creativity and sensitivity
- Evaluation of co-scholastic areas are also essential
- Diagnostic evaluation
- Focus has been laid on personality development
FEATURES

- Continuous – continual and periodicity
- Formal evaluation – done informally using multiple techniques of evaluation
- Comprehensive – all round development
- Scholastic as well as co-scholastic aspects
- Co-scholastic – life skills, co-curricular, attitudes and values
Development Process

1. Identification of (overt) behavioural indicators for each area

2. Development of assessment scheme for certification

3. Selection of tools and techniques of gathering data

4. Documentation, Interpretation and Certification
# Life Skills Matrix

<table>
<thead>
<tr>
<th>Skills</th>
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<tbody>
<tr>
<td>1. Self awareness</td>
<td>6. Interpersonal Relationships</td>
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<tr>
<td>2. Problem-solving</td>
<td>7. Effective Communication</td>
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<tr>
<td>3. Decision making</td>
<td>8. Empathy</td>
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<td>5. Creative thinking</td>
<td>10. Dealing with Stress</td>
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## DESCRIPTORS

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<tr>
<th>Interpersonal Relations</th>
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<tbody>
<tr>
<td>1. Is able to interact effectively with peers and teachers</td>
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<td>2. Is cheerful and friendly</td>
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<td>3. Exhibits fine etiquettes &amp; other social skills</td>
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<td>4. Share &amp; discuss feeling with others</td>
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<td>5. Responsive to other interests and concerns</td>
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PARADIGM SHIFT

**Learning Environment**
- Teacher roles
- Learning experiences

**Assessment**
- Descriptive tools
- Participative

**Teacher Education**
- Reflection
- Collaboration
- Social context of learners
LEARNING ENVIRONMENT

- Activities that encourage children to observe, encounter and resolve real life problems.
- Oral activities - conversational/communication
- Practical/ Observations - raises curiosity, creativity, critical thinking, problem solving
- Encourage learners to become self-learners - projects
- s/he develops self-awareness they are conscious of their talents and abilities dormant within them
## Assessment

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<th>Techniques</th>
<th>Tools</th>
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<tr>
<td>Observations</td>
<td>Rating scale</td>
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<td>Portfolios</td>
<td>Anecdotal records</td>
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<td>Self-reporting by students (Student Dairies)</td>
<td>Checklist</td>
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<td>Projects</td>
<td>Questions - Incidents</td>
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<tr>
<td>Group discussions</td>
<td>Document analysis</td>
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<tr>
<td>Club activities</td>
<td>Activity records</td>
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<td>Assignments</td>
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TEACHER EDUCATION - PRACTICES

- Preparing professional and humane teachers
- Reflection
- Collaboration
- Cooperation
- Observation
- Space for self-directed activities
- Make child free of trauma, fear and anxiety
- Personalize learning experience - social context
Teacher Challenges

- Classroom size – individual observations
- More training to implement effectively
- Time consuming
- Require adequate resources
ASSESSMENT CONCERNS

- Identification of valid descriptors
- Development of reliable tools
- Objective assessment
THANK YOU