Agenda

- Education Landscape
- Research Context
- Research - Phase I
- Summary of Research Finding – Phase II
- Snapshots from Research
- Concluding Remarks
Education Landscape

- School type – Private, affordable private, government, government-aided, international
- Number of schools
- School location – urban, tier I, II & III, rural
- Recognised boards of education
- Student – teacher ratio
- Education quality – teachers, facilities
- Exam focus
Research Context

- Assessment reform – CCE brings transversal skills into focus

- Policy landmarks
  - NPE 1986
  - NCF 2005
  - RTE 2009

- Research
  - 14 private school principals
  - 29 private school teachers
  - 32 state government school principals
  - 100 government school teachers
Research Finding – Phase I

- 31 Teachers (private, large city schools)
- 9 policy experts
- CBSE affiliated schools
- Uniformity in policy documentation, but not implementation
Summary of Research Finding – Phase II
Achievements

- Awareness of assessment reforms
- Training provided to teachers for reformed system
- Integration of transversal competencies
- Early impact articulation by stakeholders
SNAPSHOTS FROM RESEARCH
Positive Changes in Students as a Result of Inclusion of Transversal Competencies

Government School Principals
Positive Changes in Teachers as a Result of Inclusion of Transversal Competencies

- Teachers are more motivated
- Teachers take pride in this school
- Teachers take more initiatives in classroom activities
- Teachers are better involving the students in classroom activities
- Teachers interact more with the parents and the community
Transversal Competencies - Related Statements

Government School Principals
Effectiveness of Teaching Approaches in Developing Transversal Competencies

Government School Principals
### Importance of Competencies in Teaching and Learning

<table>
<thead>
<tr>
<th>Competency</th>
<th>Do not know</th>
<th>Not at all</th>
<th>Very Little</th>
<th>To some extent</th>
<th>Very Much</th>
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<td>6</td>
<td>2</td>
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**Government School Principals**
Summary of Research Finding
Challenges

- Lack of clarification of definition for “transversal competencies”
- Lack of IT facilities
- Lack of teaching / learning materials
- Lack of practical guidance
- Emphasis on academic achievement
Challenges faced in school with Transversal Competencies

- **Very Much**
  - Lack of IT facility: 10
  - Lack of materials: 5
  - Lack of practical guidance: 6
  - Lack of clarification of the definition of transversal competencies: 7
  - Emphasis on academic achievement (exams): 8

- **To some extent**
  - Lack of IT facility: 8
  - Lack of materials: 18
  - Lack of practical guidance: 16
  - Lack of clarification of the definition of transversal competencies: 17
  - Emphasis on academic achievement (exams): 18

- **Very Little**
  - Lack of IT facility: 5
  - Lack of materials: 4
  - Lack of practical guidance: 5
  - Lack of clarification of the definition of transversal competencies: 6
  - Emphasis on academic achievement (exams): 7

- **Not at all**
  - Lack of IT facility: 2
  - Lack of materials: 2
  - Lack of practical guidance: 5
  - Lack of clarification of the definition of transversal competencies: 6
  - Emphasis on academic achievement (exams): 7

- **Do not know**
  - Lack of IT facility: 1
  - Lack of materials: 1
  - Lack of practical guidance: 5
  - Lack of clarification of the definition of transversal competencies: 6
  - Emphasis on academic achievement (exams): 7

**Government School Teachers**
Reasons for not Completing Curriculum Content in Classroom

- Curriculum content is too vast
  - Do not know: 17
  - Not at all: 24
  - Very Little: 14
  - To some extent: 3
  - Very Much: 19

- Curriculum content is too difficult
  - Do not know: 29
  - Not at all: 31
  - Very Little: 24
  - To some extent: 8
  - Very Much: 12

- Lack of teaching/learning materials
  - Do not know: 42
  - Not at all: 24
  - Very Little: 15
  - To some extent: 1
  - Very Much: 15

- Students need more individual attention
  - Do not know: 44
  - Not at all: 27
  - Very Little: 14
  - To some extent: 2
  - Very Much: 33

- Insufficient time to prepare for class
  - Do not know: 36
  - Not at all: 22
  - Very Little: 19
  - To some extent: 8
  - Very Much: 11

- Insufficient time for researching new teaching materials/techniques
  - Do not know: 40
  - Not at all: 22
  - Very Little: 15
  - To some extent: 1
  - Very Much: 11
Transversal skills are receiving attention

Implementation not uniform, but is on

Awareness at school level is evident

Challenges exist, but can be overcome
Thank You