ORIENTATION MEETING FOR NEQMAP’S REGIONAL STUDY ON
Assessment of Transversal Competencies in the Asia-Pacific

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29-30 OCTOBER, 2015 / BANGKOK
Background

**Association**
- Associate Professor
- CES, Indian Institute of Education, Pune, Maharashtra, India

**Expertise**
- Research, Curriculum Development,
- Monitoring & Evaluation
- Policy frameworks

**Field Areas**
- Teacher Education, teacher competencies
- Quality of school Education
- Online Education
## Institute Focus

<table>
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<th>Stand Points</th>
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<tr>
<td>Strengthen and upgrade educational systems</td>
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<td>Equality, Quality and Quantity-aspects of Education</td>
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<td>Education and Development-Significance of Indisciplinary</td>
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Role & Responsibilities

Research
- Interdisciplinary Projects
- M.Phil & Ph.D

Training
- Capacity Building Development
- Different stakeholders

Consultancy
- Government Non Govt
- Schemes Policy Reforms
Roles & Responsibilities

Publications
- Research Articles
- Journals
- English, Marathi

Out Reach
- Support Services
- Conferences, Seminars

Monitoring
- SSA, RMSA
- Review Missions
Perspectives of Transversal Competencies

• Concept
  – Dynamic – Time & Context relevant
  – Composite - multiple domains- knowledge, performance & affective

• Assessment
  – Complex - Largely integrated with other areas of learning outcomes
  – Approximation & Interpretations – age, social context
Challenges

• Assessments are approximations and interpretations to a large audiences
• Children in the lower age group could be assessed based on such constructs
• Ensure pluralities are accommodated - children belonging to different communities.
• Acknowledging diversity of learning styles, individual differences Versus desiring homogenous performance
Reflections in Indian Educational Policies

• The National Policy on Education NPE (1986) recognises that knowledge and respect for values associated with our national freedom struggle and those enshrined in the Constitution should form part of the core curricula
National Curriculum Framework (NCF 2005)

• Draws attention to four other curricular areas: work, the arts and heritage crafts, health and physical education, and peace.
  – For instance, work transforms knowledge into experience and generates important personal and social values, such as self-reliance, creativity and cooperation.
Educational Reform in Assessment - CCE

• Continuous & Comprehensive Evaluation
• Stressed the need for a comprehensive assessment system that catered to diverse learning style by addressing various facets of learning – knowledge, skills/psychomotor and attitudes/affective
• scholastic and non-scholastic domains
Other National Documents

• Right to Education Act, 2009
• National Curriculum Framework for Teacher Education, NCFTE 2010- Humane Teacher
• Learning without Burden – Yashpal Committee Report 1993
• NCERT’s position paper on Examinations
• Central Board of Secondary Education - Manuals
Defined - School Curriculum

• Reflected in different forms
• Terminologies
  – Non-scholastic
  – Co-scholastic areas/domains
  – Co-curricular
  – Life-skills
  – Value Education
Integration

• Primary to secondary level
• Independent Subject
  – Life skills
  – Work Education
  – Visual and performing arts
• Integrated in the Curriculum – core values
THANK YOU