

# **21<sup>st</sup>NATIONAL ANNUAL CONFERENCE OF SAHODAYA SCHOOL COMPLEXES**

**31<sup>st</sup> OCTOBER 2014 TO 1<sup>st</sup>NOVEMBER, 2014 HOSTED BY:**

**SAHODAYA SCHOOLS COMPLEX, KOCHI (KERALA)**

## **RECOMMENDATIONS AND RESOLUTION**

**Theme: "LIFE SKILLS EDUCATION"**

### **Sub-Themes**

1. Life Skills Approach
2. Adolescence Education
3. Alternate Pathways of Learning
4. Problem Solving Ability (PSA)
5. Multiple Modes of Assessment
6. Assessing Co-Scholastic Areas
7. Assessing Life Skills
8. Whole Brain Thinking

## **RECOMMENDATIONS:-**

1. The 21<sup>st</sup> National Annual Sahodaya Conference recommended that the Life Skills Education in schools should be reinforced with adequate emphasis on tapping every learner's personal potential so that they are able to improve their lives by acquiring not only psychomotor or practical skills but also psycho-social abilities or Life Skills that will enable them to learn and use knowledge on their own, develop their reasoning and analytical capabilities, manage emotions; and live in harmony with others.
2. As part of the ongoing Life Skills Education in schools, the emphasis will be on adolescence education, child centred education and learning processes, continuous professional development of teachers and embedding technology in all aspects of school education. In this regard, capacity building of head teachers, parents and students using multiple agencies and committed individuals/group of individuals in online and interactive mode must be strengthened to further the quality of teachers as facilitators.
3. Life Skills Education will continue to be promoted by providing a supportive and nurturing learning environment to the students by infusing Life Skills as an integral part of every activity done in schools. Sahodayas may also come together to develop a compendium of Life Skills oriented Scholastic and Co-scholastic activities with rubrics to assess Life Skills in learners.
4. In order to enable the children continue to hone problem solving skills and enhance their cognitive abilities, schools will focus on meaningful practice and preparation of learners for problem solving abilities. They can be taught about the sequential steps involved in problem solving: identifying a problem, making a list of possible solutions, evaluating the strengths and weaknesses of each possible solution, choosing an appropriate solution, and finally, implementing the solution and determining if the problem was solved, or if another solution is required to solve that particular problem. It will also lead to development of self-control, flexibility/adaptability and cognitive reasoning or critical thinking in learners.
5. Learning processes may be strengthened by adopting multiple modes of learning and assessments by making use of technologies. It builds a positive learning environment in the classroom and boosts confidence of learners.
6. The process of teaching and learning will be made more contextual to the events taking place in the daily life of students. It will enable them to recognise their role and duty in addressing various social issues such as Sanitation, Gender Awareness etc. The education will be provided in such a manner which leads to connect learning with the real world beyond the spaces of the classroom in real time. Collaborative and team work will be promoted in schools.

7. Sahodayas can come together to select and train teachers to create cadres of Resource Persons for orienting and hand-holding other teachers on Alternate Pathways of Learning to cater to varied learning styles of learners. Sahodayas can provide a platform for the parents and community to be involved in the qualitative improvement of school education.
8. Sahodayas will continue to implement School Based Assessment in its true spirit and share their best practices as an exercise of collaboration and self-reflection. Evidences of Assessment and best practices may be shared through 'Learning by Practice' through 'Communities of practices' by creating blogs on the National Sahodayas website ([www.sahodayaschools.org](http://www.sahodayaschools.org)) which are of interest to groups of teachers.
9. Expression Writing Series and other such interventions will help students to create in real and authentic environments. The CBSE will also help in promoting indigenous knowledge systems including Yoga for students and focus on aspects of science and spirituality.
10. Similar to other initiatives such as competitive sports the Board would promote Kala Utsav of Kerala and offer and initiate a similar program at Regional and National platform.
11. As most of the school principals were of the view that Mathematics should be available at two different levels especially for students studying commerce based subjects in classes IX and XII, the Board would attempt to make necessary provisions.
12. It is also resolved that for learners who are exceptional in sports disciplines and are representing at the National level, the Board may consider looking at curricular differentiation and assessment alternatives in novel ways.

## **RESOLUTION**

The Conference resolved to adopt a humanistic approach in school education with an emphasis on Life Skills interwoven around scholastic and co-scholastic domains and is firmly rooted in indigenous tradition of wholehearted learning by practice. Multiple and alternate pathways of learning for learners to discover the world through their own experiences will be evolved and adopted to implement Life Skills in various activities inside and outside the school leading to improve- Self Awareness, Empathy, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Effective Communication, Interpersonal Relationship, Coping with Stress and Coping with Emotions.