

“AN EXPLORATORY STUDY FOR IDENTIFICATION OF COMPONENTS IN HOLISTIC REPORT CARD FOR PRIMARY TRAINEE TEACHERS”

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ABSTRACT

The Holistic Development of Primary Trainee Teachers is one of the most important concerns for society. All over the world societies are now becoming global villages and it is crucial to monitor the holistic development of the learner besides reporting the learner's academic growth. In the context of India, it is found that we cannot ignore the cultural as well as the Indian value-based system, which is required to maintain and flourish the identity of India all over the world. The components of the 360-degree report card as mentioned in the National Education Policy (NEP-2020) must-have components of 21st Century skills as well as must-have components of Indian value-based systems. Besides having the various components in the P-21 framework (USA), it is very necessary to identify the Indian Value-Based Skills. The P-21 consists of various components and India has a rich culture of Indian Value-Based system. In the P-21 framework the Life Skills and Career skills consist of 5 categories, Learning and Innovation skills consist of 3 categories whereas the last component of the P-21 framework, Information, Media, and Technology literacy consists of 3 more subskills. The prominent Indian value-based system has several components. Therefore, to find a holistic report card, a priority scale can be developed based on the learner's feedback. The Holistic Report Card has to be prepared and taken into consideration by both the Primary Trainee Teacher as well through the Teachers, both of which are key parts of the teaching-learning process. The development of the Transformative Amalgamated Assessment Approach (T3A) is the need of the hour, which will incorporate the voice of the various stakeholders in producing the 360-degree holistic report card of the learner.

Key-Words-21st Century Skills, Indian Value System, Holistic Report Card, Primary Trainee Teacher, Transformative Amalgamated Assessment Approach (T3A)

INTRODUCTION

The future of the country is shaped in the classroom. Whatever happens in the societies is the result of the mindset of the people of the country. However, the mindset of the people is shaped in a good framework through educational reforms in the classroom as well as in societies. What is lacking somewhat in today's classroom is the reporting of the holistic development of the students. Currently, the emphasis is given to the academic aspect of the students however the various 21st Century skills like life skills & career skills, learning and innovation skills, information, media, and technology skills along with the Indian value-based skills are not given enough weightage in

the holistic report card of the learner. These skills are essential as well as necessary for getting the true reflection of the students.

Primary Trainee Teachers are one of the most important parts of the education system. When the child first enters the school, after leaving the most protected environment of the family, the Primary Trainee Teachers are the first stakeholders of the society to interact with the child formally. Therefore, it is most important to have all the necessary skills in the Primary Trainee teacher. Besides the teaching aspect as skills, the Primary Trainee Teachers must be trained to inculcate various 21st-century skills as well as the Indian value system in them. The Primary Trainee teachers are trained in the Training Institute about various skills through a variety of workshops, seminars, and activities besides normal teaching learning in the classroom. However, the report card of the Primary trainee teacher does not reflect the various components of the holistic development of the individual. The concern of today’s holistic report card is to provide the learner’s holistic development with the inputs of the self, peer, and teacher as well as other stakeholders’ assessment. Until the holistic development aspects are not reflected in the report card, the Primary Trainee Teachers will not inculcate the practices of developing the holistic report card for the future generation. Therefore, there is a need of the hour to develop the Transformative Amalgamated Assessment Approach (T3A), which is the true reflection of the voice of the various stakeholders of the teaching-learning process as well as of the 360-degree holistic report card of the learner.

One of the major concerns in shaping the holistic report card, which consists of not only the academic and psychomotor aspects, is the ownership of the students as well as the teacher to find a common platform for providing the holistic report card. The students and teachers might give a different voice to the holistic report card. What is the need of the hour is to amalgamate the opinions of self, peers, and teachers along with the other stakeholders. According to the National Curriculum Framework for Foundational Stage, 2022 (INDIA) the learning outcomes provide the concern that children from age 3-8 Yrs. should start recognizing ‘self’ as an individual belonging to a family and community. Therefore, the self-part has been given crucial aspects in the child’s life since the very beginning of school days.

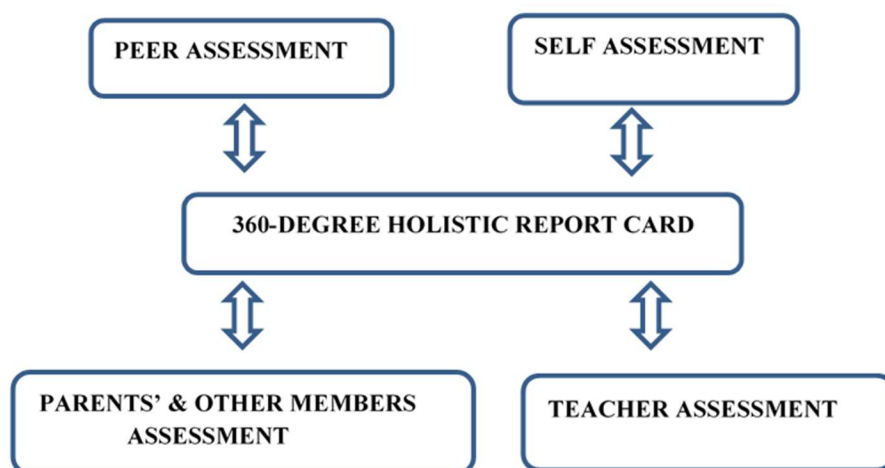


Fig.1-Transformative Amalgamated Assessment Approach (T3A)

LITERATURE REVIEW

It is found that there is no need to eliminate the traditional curricular foci but certainly, there is increasing demand for curricular change. The traditional curricular foci are reading, science, mathematics, history, science, etc. (Geisinger, 2016).

The 21st Century Skills can be grouped under three broad clusters as follows, (1) Cognitive Skills which consist of nonroutine problem solving, critical thinking, and system thinking. (2) Interpersonal Skills which consist of complex communication, social skills, teamwork, cultural sensitivity, and dealing with diversity. The 3rd cluster consists of Intrapersonal Skills, which consist of self-management, time management, self-development, self-regulation, adaptability, and executive functioning (Koenig, 2011).

A framework for 21st-century learning was framed by The Partnership for 21st-Century Skills, also known as the P-21 Framework. It consists of (a) Core subjects and 21st Century Themes- The Core subjects consist of Mathematics, Science, English, Geography, and History, etc. the 21st Century interdisciplinary themes like Global Awareness, Financial, Economics, Business, and Entrepreneurial Literacy, Civic Literacy, Health Literacy, and Environmental Literacy, etc.(b) Learning and Innovation Skills (c) Information, Media, and Technology Skills; (d) and Life and Career Skills (Partnership for 21st Century Skills 2009).

Incorporation of 21st-century skills does not mean having new subjects to teach through teachers, instead, it can be fostered by having the curriculum designed in such a way, which facilitates the inculcation of the 21-st century skills in a natural manner not through imposing certain new topics to teach in the class (Larson & Miller, 2011).

The Indian Value based skills give direction in the light of the following aspects which are as follows, (a) To provide ample opportunities to the students, so that holistic personality development can be achieved, (b) To have concern, respect, and love for nature and all forms of life, (c) Not bound the students to follow a particular ideology without proper satisfaction of self through judging the content and context. True education makes the character of the learner besides providing ample opportunities for the full development of the human (Bhatta, 2009).

METHODOLOGY- A descriptive study design with quantitative methodology was used in which the participants were Primary Trainee Teachers from the District Institute of Education and Training (DIET) -RAJINDER NAGAR, DELHI, INDIA, and the faculty members were involved in teaching in the various Govt. DIETs in the Delhi. Convenience sampling was used in which a Google form was prepared and sent individually to the faculty members and the trainee primary teachers.

Google Form was used for assigning the preferences order for the Components of the Holistic Report Card. Following two Google forms were used.

(I)For Trainee Primary Teacher (DIET-RAJINDER NAGAR):
<https://forms.gle/zJCPE41yB7uk4SFR8>

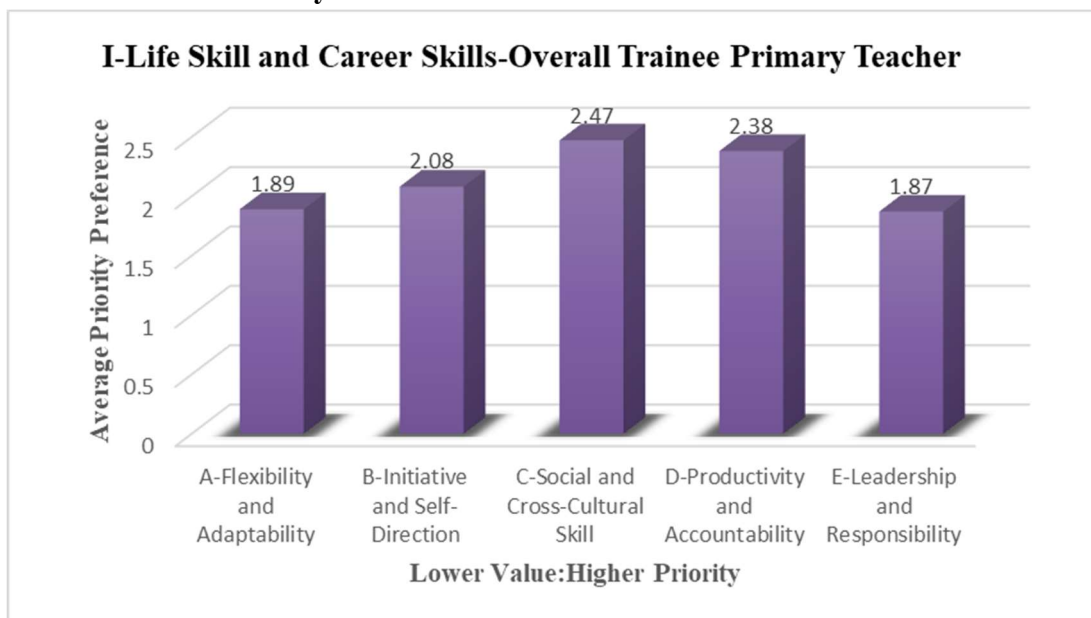
(II)For Faculty (For all the Govt. DIET in Delhi):
<https://forms.gle/Teyg6UJpe6bBNgwX8>

The number of participating Primary Trainee Teachers was 115

The number of participant Faculty in DIETs was 32

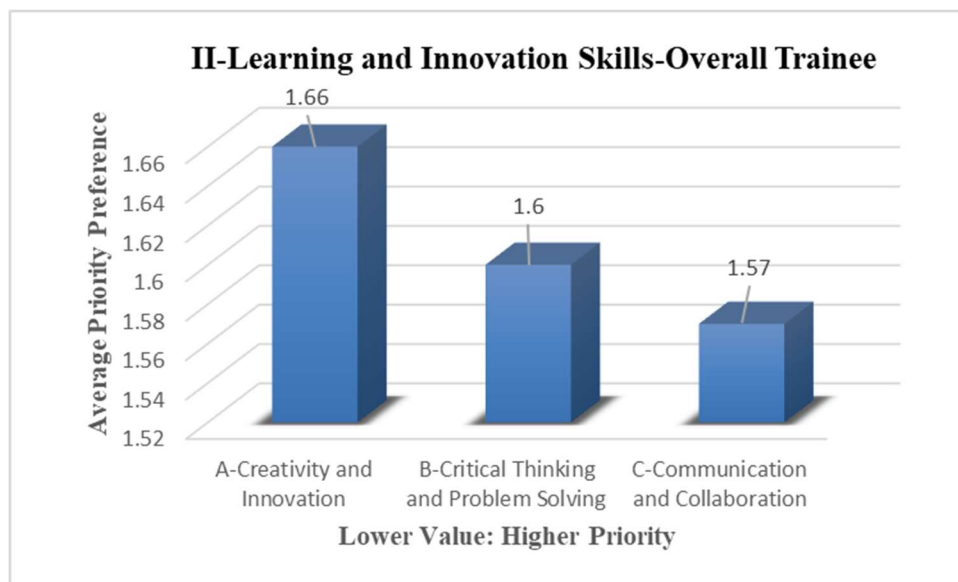
RESULT AND DISCUSSION-

A-I-Overall Trainee Primary Teacher



Graph 1: I-Life Skills and Career Skills-Overall Trainee Primary Teacher

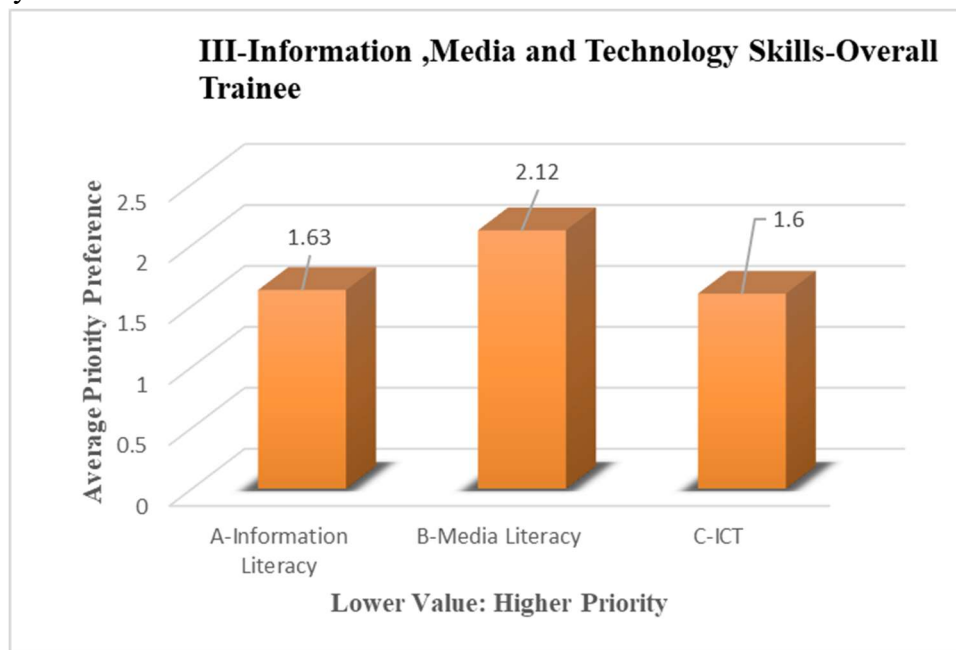
According to Graph 1, the highest priority (Lowest value) assigned by the overall trainee primary teacher under I-Life Skills and Career Skills is for E-Leadership and Responsibility followed by A-Flexibility and Adaptability. The third priority was given to B-Initiative and Self-direction followed by D-Productivity and Accountability with the least priority to C-Social and Cross-Cultural Skills.



Graph 2: II-Learning and Innovation Skills-Overall Trainee Primary Teacher

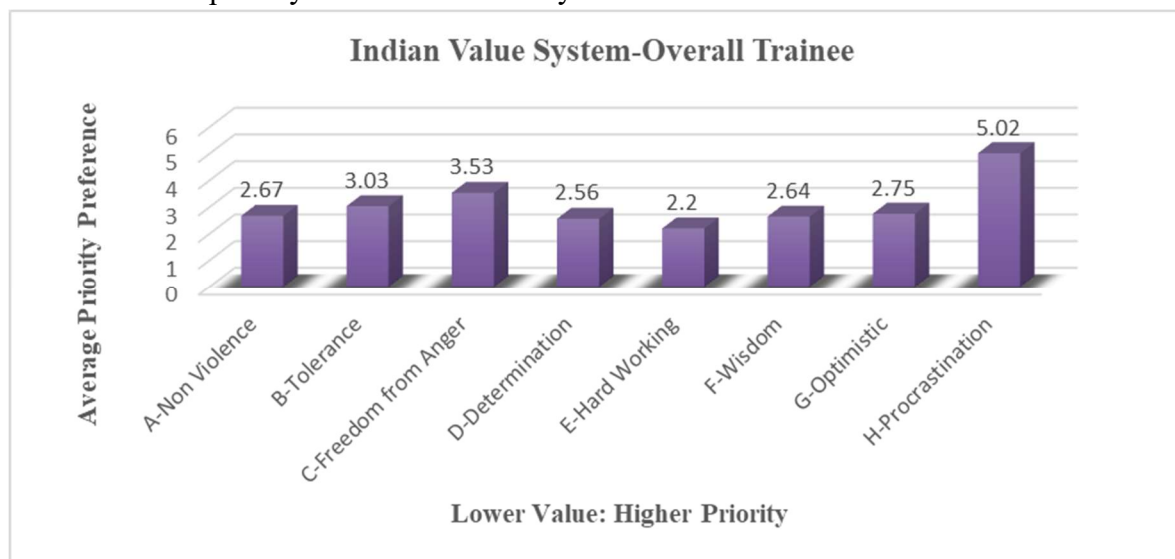
According to Graph 2-the trainee primary teacher provides the priority under II-Learning and Innovation Skills domain with the highest priority to C-Communication and Collaboration,

followed by B-Critical Thinking and Problem Solving and A-Creativity and Innovation with the least priority.



Graph 3: III-Information Literacy-Overall Trainee Primary Teacher

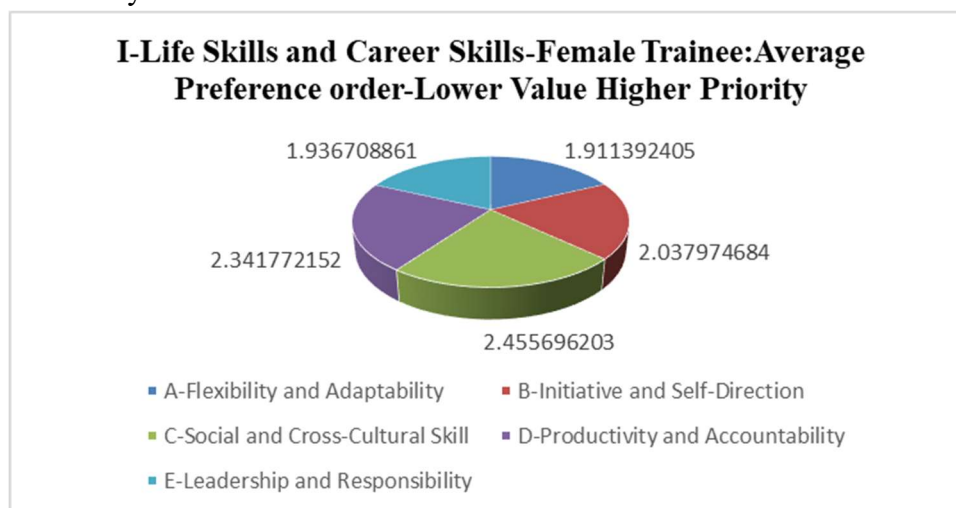
According to Graph 3, the highest priority given by the trainee primary teacher under the III-Information, Media, and Technology Skills domain is c-ICT, followed by A-Information Literacy and with the least priority to B-Media Literacy.



Graph 4: Indian Value System-Overall Trainee Primary Teacher

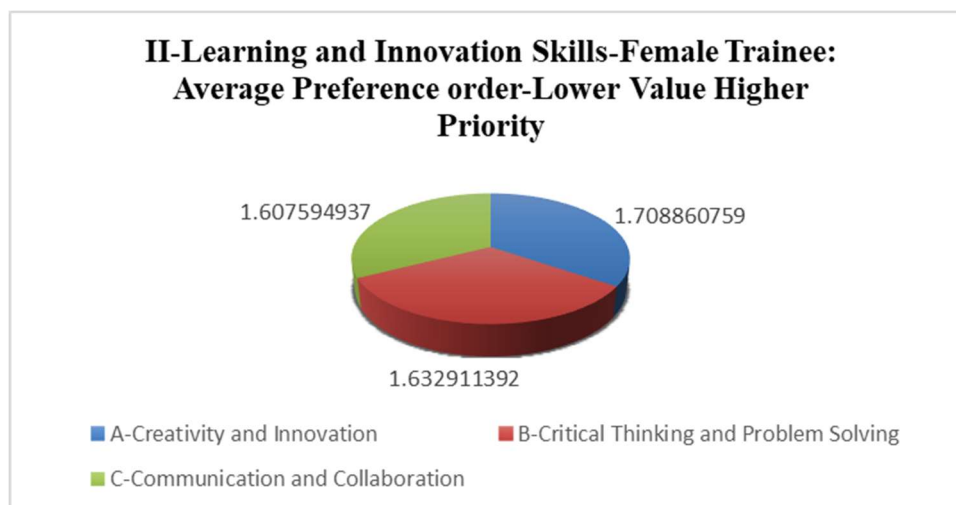
According to Graph 4, the highest priority given by the trainee teacher under the Indian Value System is for the E-Hard-Working aspect of the learner. The other parameters under the Indian Value System with decreasing priority order are as follows: D-Determination, F-Wisdom, A-Non-Violence, G-Optimistic, B-Tolerance, C-Freedom from Anger and with least priority to H-Procrastination.

A-II: Female Primary Teacher



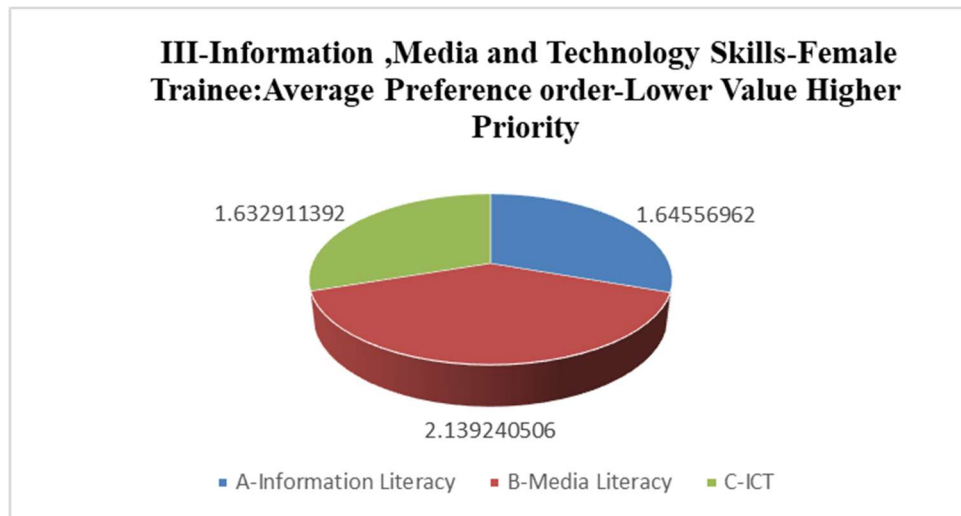
**Graph 5: I-Life Skills and Career Skills-Female Trainee Primary Teacher: Average Preference
Order-Lower Value Higher Priority**

According to Graph 5: The highest priority given by the female trainee primary teacher, under the I-Life Skills and Career Skills domain is A-Flexibility and Adaptability, followed by decreasing order of priority order as follows: E-Leadership and Responsibility, B-Initiative and Self-Direction, D-Productivity and, Accountability and with least priority for C-Social and Cross-Cultural Skill

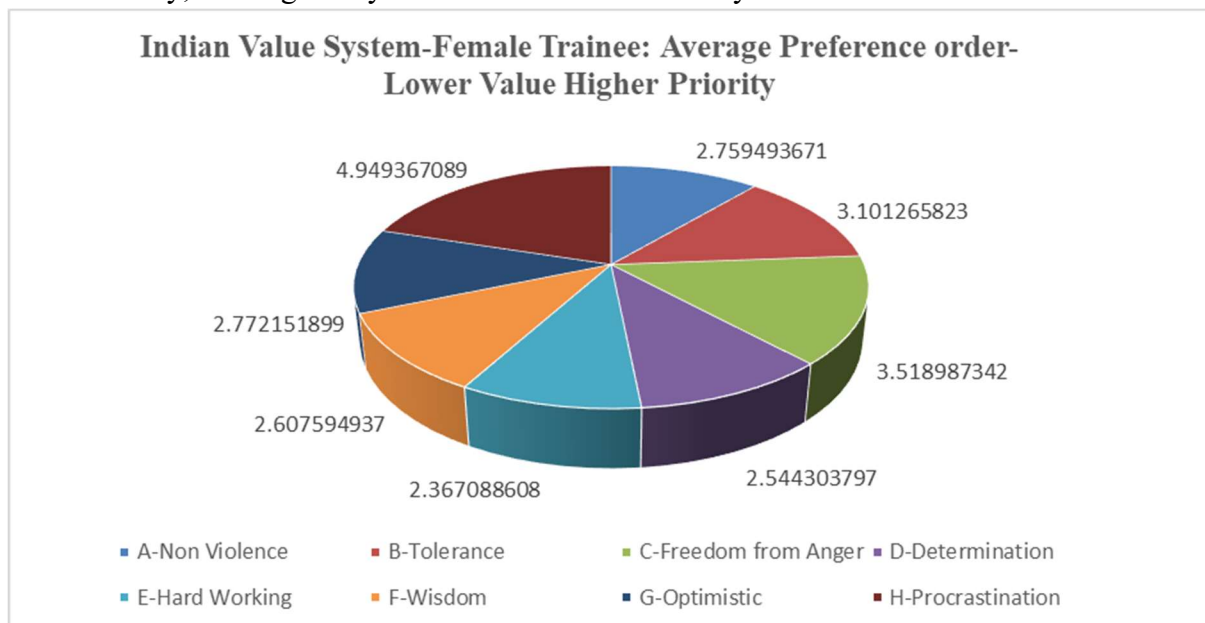


**Graph 6: II-Learning and Innovation Skills-Female Trainee Primary Teacher: Average
Preference order -Lower Value Higher Priority**

According to Graph 6-Female Primary trainee teachers assigned the highest priority to C-Communication and Collaboration followed by B-Critical Thinking and Problem-Solving and the least priority to A-Creativity and Innovation under II-Learning and Innovation Skills domain.



Graph.7: III-Information, Media, and Technology Skills-Female Trainee Primary Teacher : Average Preference order- Lower Value Higher Priority
According to Graph 7-The highest priority under the III-Information, Media, and Technology Skills domain is C-ICT, followed by A-Information and Literacy and the least priority is for B-Media Literacy, as assigned by the Female Trainee Primary Teacher.



Graph 8: Indian Value System-Female Trainee Primary Teacher: Average Preference order-Lower Value Higher Priority
According to Graph 8-Female, Trainee Primary Teacher assigned the highest priority to E-Hardworking with decreasing order of the remaining parameters as D-Determination, F-Wisdom, A-Non-Violence, B-Tolerance, C-Freedom from Anger, G-Optimistic and least Priority to H-Procrastination.

A-III: Male Trainee Primary Teacher

S. N	I-Life Skills and Career Skills-Male Trainee	Average Priority Value (Lower Value, Higher Priority)
1	A-Flexibility and Adaptability	1.83
2	B-Initiative and Self-Direction	2.19
3	C-Social and Cross-Cultural Skill	2.51
4	D-Productivity and Accountability	2.48
5	E-Leadership and Responsibility	1.70

Table: 4.1- I-Life Skills and Career Skills-Male Trainee Primary Teacher

According to Table 1, the highest priority given by the male trainee primary teacher under the I-Life Skills and Career Skills domain is given to the E-Leadership and Responsibility followed by the following parameters in decreasing order of the priority as A-Flexibility and Adaptability, B-Initiative and Self-Direction, D-Productivity and Accountability and least priority to C-Social and Cross-Cultural Skills.

S. N	II-Learning and Innovation Skills-Male Trainee	Average Priority Value (Lower Value, Higher Priority)
1	A-Creativity and Innovation	1.54
2	B-Critical Thinking and Problem-Solving	1.54
3	C-Communication and Collaboration	1.48

Table: 2- II-Learning and Innovation Skills-Male Trainee Primary Teacher

As per Table- 2-the highest priority given by the male trainee primary teacher under the II-Learning and Innovative Skills domain is shared by the A-Creativity and Innovation as well as by B-Critical Thinking and Problem Solving together whereas the least priority was given to the C-Communication and Collaboration.

S. N	III-Information, Media and Technology Skills-Male Trainee Primary Teacher	Average Priority Value (Lower Value, Higher Priority)
1	A-Information Literacy	1.61
2	B-Media Literacy	2.09
3	C-ICT	1.51

Table: 3: III-Information, Media, and Technology Skills-Male Trainee Primary Teacher

According to Table 3- The highest priority given by the male trainee primary teacher is C-ICT, followed by in decreasing order A-Information Literacy and B-Media Literacy under the III-Information, Media and Technology Skills domain.

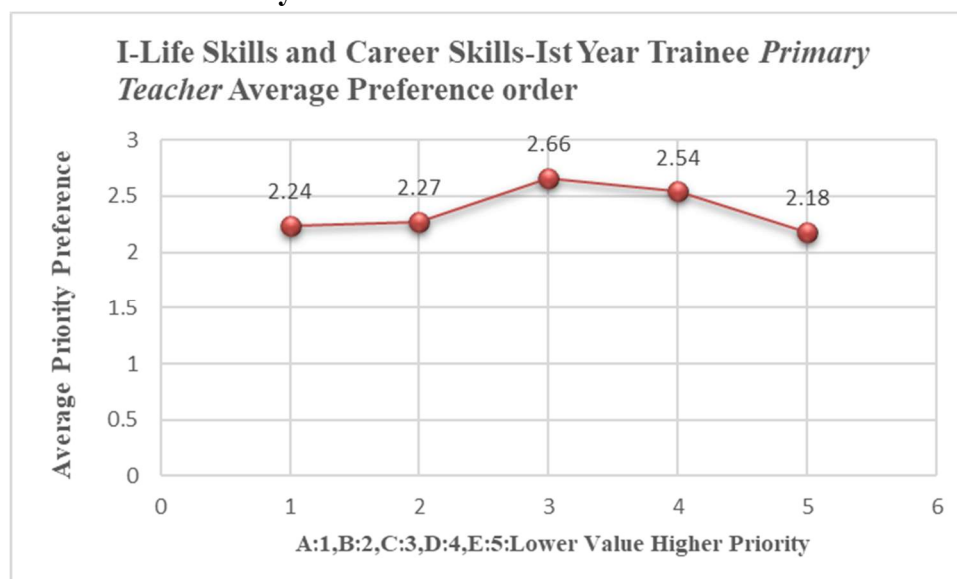
S. N	Indian Value System-Male Trainee Primary Teacher	Average Priority Value (Lower Value, Higher Priority)
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1	A-Non-Violence	2.45
2	B-Tolerance	2.87
3	C-Freedom from Anger	3.58
4	D-Determination	2.61
5	E-Hard Working	1.77
6	F-Wisdom	2.74
7	G-Optimistic	2.70
8	H-Procrastination	5.22

Table: 4-Indian Value System-Male Trainee Primary Teacher

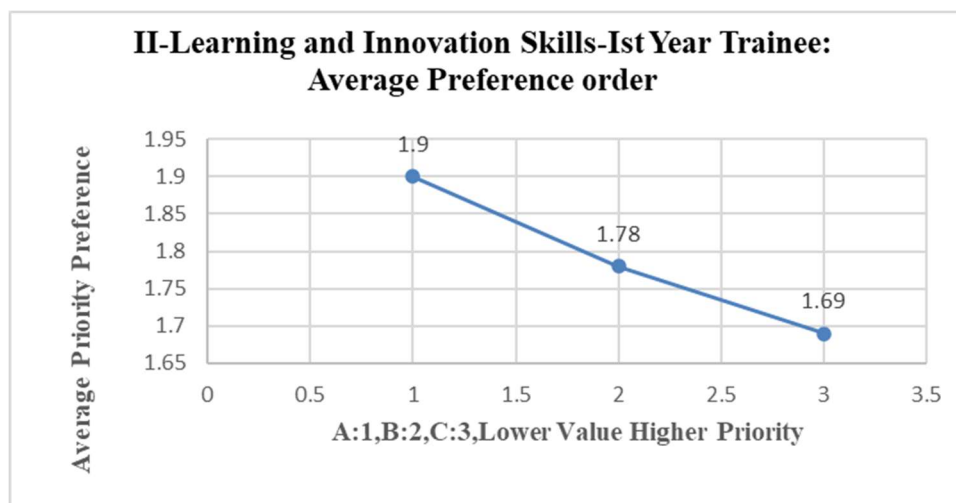
According to Table 4- Under the Indian Value System, the male trainee primary teacher assigned the highest priority to the E-Hard Working, followed by the decreasing order of the priority order as A-Non-Violence, D-Determination, G-Optimistic, F-Wisdom, B-Tolerance, C-Freedom from anger and the last priority is H-Procrastination.

A-IV: Ist Year trainee Primary teacher

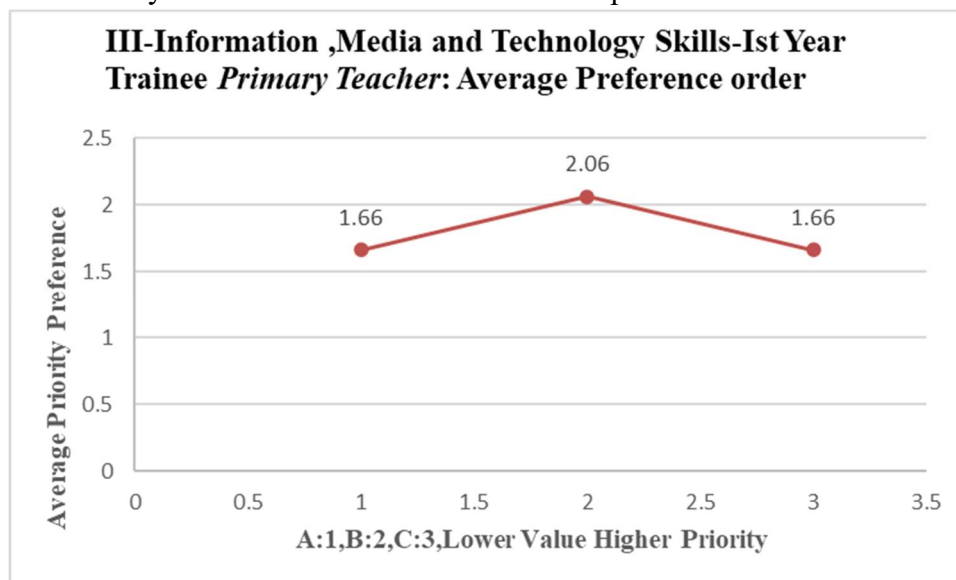


Graph 9: I-Life Skills and Career Skills-Ist Year Trainee Primary Teacher: Average Preference order

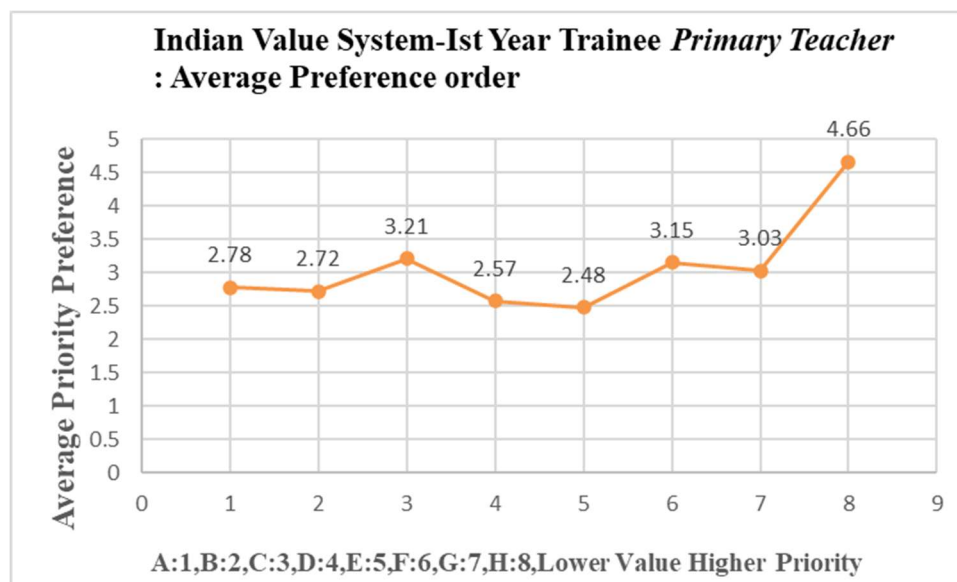
According to Graph 9- Ist Year Trainee Primary Teacher, the priority order under I-Life Skills and Career Skills domain in highest to lower priority order are as follows: E-Leadership and Responsibility, A-Flexibility and Adaptability, B-Initiative, and Self-Direction, D-Productivity, and Accountability and last one in priority order are C-Social and Cross-Cultural Skill.



Graph 10: II-Learning and Innovation Skills-Ist Year Trainee Primary Teacher
: **Average Preference order**
According to Graph 10, Ist Year Trainee Primary Teacher assigned the highest priority to C-Communication and Collaboration, followed by B-Critical Thinking and Problem Solving and the last one is A-Creativity and Innovation under II-Leadership and Innovation Skills domain.



Graph 11: III-Information, Media, and Technology Skills-Ist Year Trainee Primary Teacher
: **Average Preference order**
According to Graph 11: The priority order assigned by Ist Year Trainee Primary Teacher under III-Information, Media and Technology Skills domain has two components with top priority as A-Information Literacy and C-ICT, and the least priority assigned is B-Media Literacy.



Graph 12: Indian Value System-Ist Year Trainee Primary Teacher: Average Preference order
According to Graph 12, Ist Year Trainee Primary Teacher, under the Indian Value System domain assigned the highest priority to the E-Hardworking, with decreasing priority order of the other parameters as D-Determination, B-Tolerance, A-Non-Violence, G-Optimistic, F-Wisdom and least priority to H-Procrastination.

A-V: IInd Year Trainee Primary Teacher

S. N	I-Life Skills and Career Skills-IInd Year Trainee Primary Teacher	Average Priority Value (Lower Value, Higher Priority)
1	A-Flexibility and Adaptability	1.74
2	B-Initiative and Self-Direction	2
3	C-Social and Cross-Cultural Skill	2.38
4	D-Productivity and Accountability	2.31
5	E-Leadership and Responsibility	1.74

Table: 5- I-Life Skills and Career Skills-IInd Year Trainee Primary Teacher

According to IInd Year Trainee Primary Teacher as per Table-5, the priority order under I-Life Skills and Career Skills domain with the highest priority assigned to two parameters namely A-Flexibility and Adaptability, E-Leadership and Responsibility followed by B-Initiative and Self-Direction, D-Productivity and Accountability with least priority parameter as C-Social and Cross-Cultural Skills.

S. N	II-Learning and Innovation Skills-IInd Year Trainee	Average Priority Value (Lower Value, Higher Priority)
1	A-Creativity and Innovation	1.55
2	B-Critical Thinking and Problem-Solving	1.53
3	C-Communication and Collaboration	1.52

Table: 6- II-Learning and Innovation Skills-IIInd Year Trainee Primary Teacher

According to IInd Year Trainee Primary Teacher as per Table: 6-, the priority order under II-Learning and Innovation Skills domain the highest priority assigned is C-Communication and Collaboration followed by B-Critical Thinking and Problem-Solving and the least priority is assigned to the A-Creativity and Innovation.

S. N	III-Information, Media and Technology Skills-Ist Year Trainee	Average Priority Value (Lower Value, Higher Priority)
1	A-Information Literacy	1.62
2	B-Media Literacy	2.15
3	C-ICT	1.57

Table:7- III-Information, Media and Technology Skills-IIInd Year Trainee Primary Teacher

According to IInd Year Trainee Primary Teacher as per Table: 7, the priority order under III-Information, Media and Technology Skills domain the highest priority assigned is for C-ICT, followed by A-Information Literacy and the least priority as B-Media Literacy.

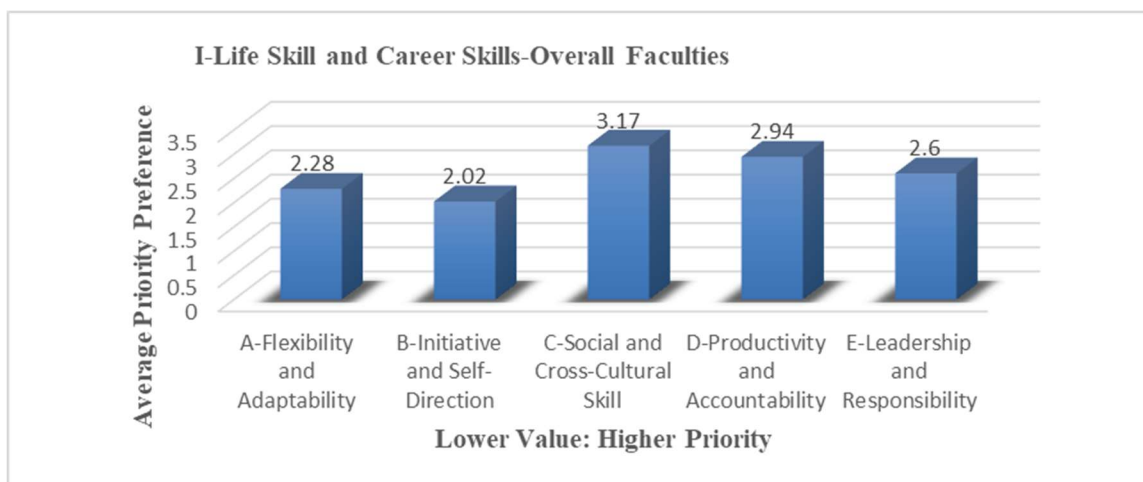
S. N	Indian Value System-IIInd Year Trainee	Average Priority Value (Lower Value, Higher Priority)
1	A-Non-Violence	2.62
2	B-Tolerance	3.16
3	C-Freedom from Anger	3.67
4	D-Determination	2.55
5	E-Hard Working	2.07
6	F-Wisdom	2.42
7	G-Optimistic	2.63
8	H-Procrastination	5.18

Table: 8: Indian Value System-IIInd Year Trainee Primary Teacher

According to IInd Year Trainee Primary Teacher as per Table: 8, the priority order under the Indian Value System domain the highest priority assigned is for E-Hardworking, followed by the following parameters in decreasing order of priority as F-Wisdom, D-Determination, A-Non-Violence, G-Optimistic, B-Tolerance, C-Freedom from Anger and least priority order as H-Procrastination.

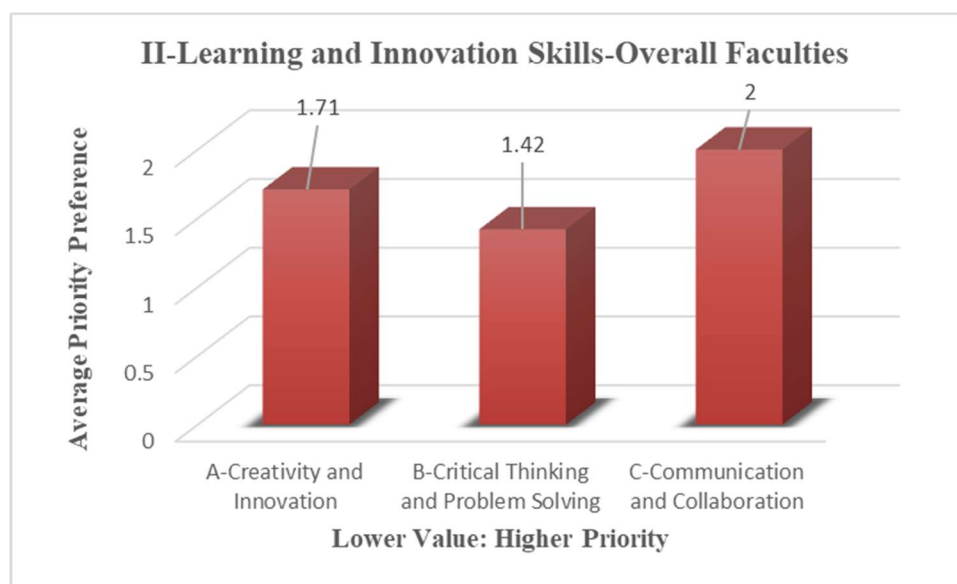
B-Faculties responses

B-I: Overall Faculty



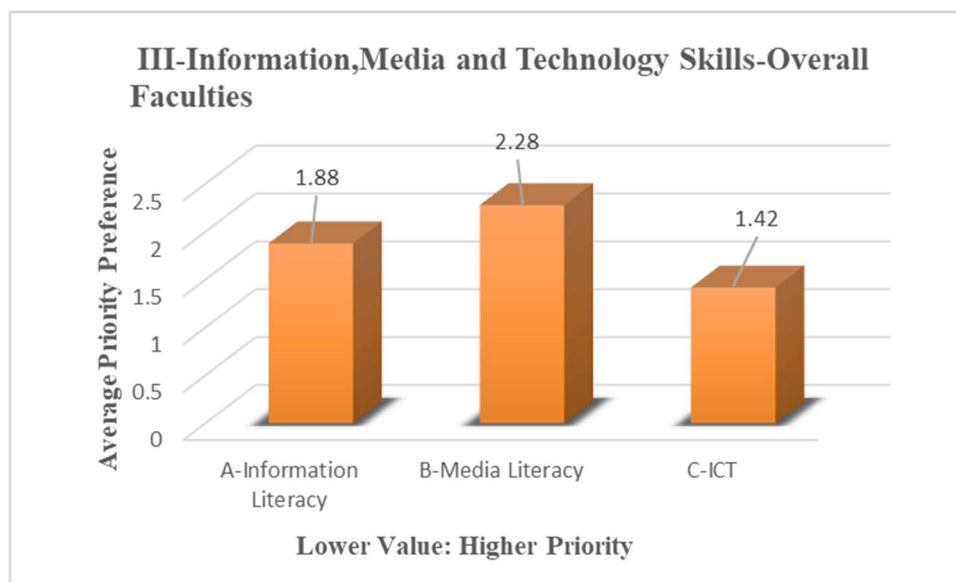
Graph 13: I-Life Skill and Career Skills-Overall Faculties

According to Graph 13, the highest priority given by the faculties under the I-Life Skills and Career Skills domain is B-Initiative and Self-Direction followed by the following parameters in decreasing order of the priorities as follows: A-Flexibility and Adaptability, E-Leadership and Responsibility, D-Productivity and Accountability and last priority is C-Social and Cross-Cultural Skills.



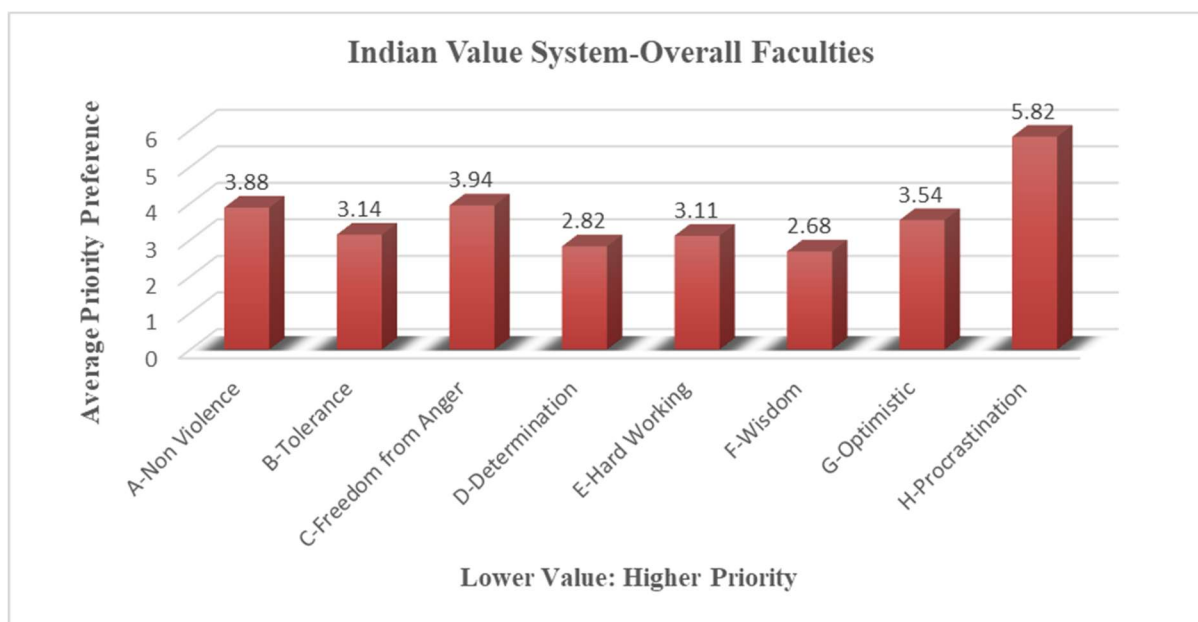
Graph 14: II-Learning and Innovation Skills-Overall Faculties

According to Graph 14, the highest priority given by the faculties under the II-Learning and Innovation Skills domain is B-Critical Thinking and Problem Solving followed by A-Creativity and Innovation and the least priority parameter is C-Communication and Collaboration.



Graph 15: III-Information Literacy-Overall Faculties

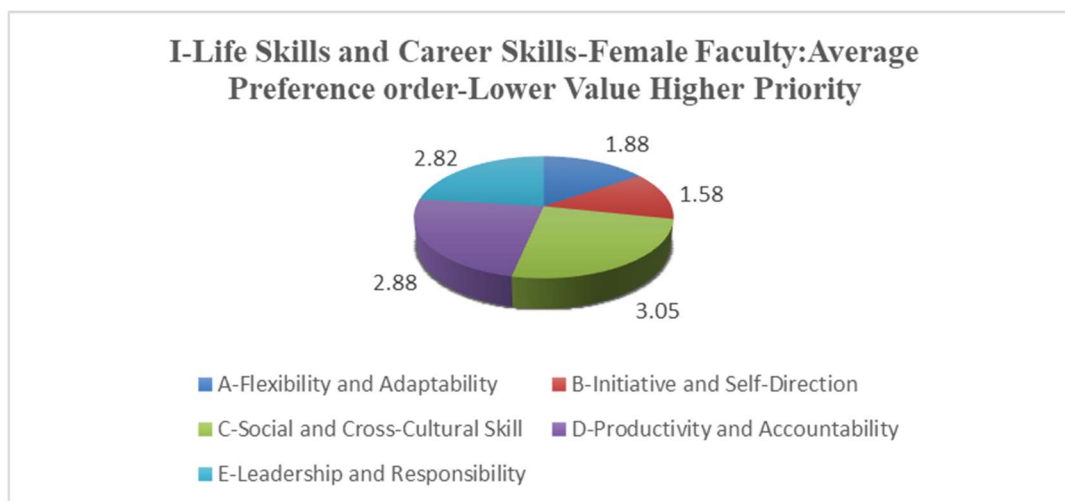
According to Graph 15, the highest priority given by the faculties under the III-Information, Media, and Technology Skills domain is C-ICT, followed by A-Information Literacy whereas the least priority parameter is B-Media Literacy.



Graph 16: Indian Value System-Overall Faculties

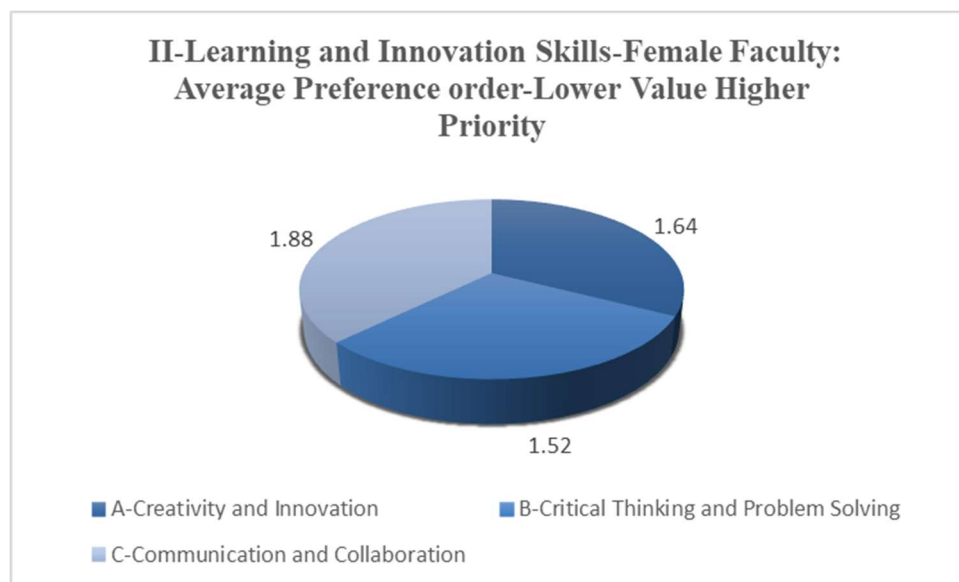
According to Graph 16, the highest priority given by the faculties under the Indian Value System is F-Wisdom, followed by the following parameters in decreasing order of priority as follows: D-Determination, E-Hard Working, B-Tolerance, G-Optimistic, A-Non-Violence, H-Procrastination

B-II: Female faculty



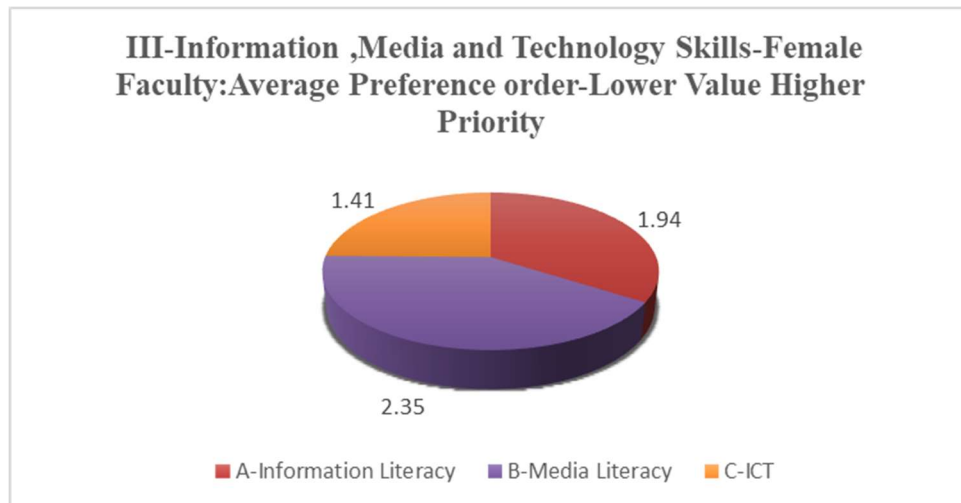
Graph 17: I-Life Skills and Career Skills-Female Faculty: Average Preference Order-Lower Value Higher Priority

According to Graph 17, the highest priority given by the faculties under I-Life Skills and Career Skills is B-Initiative and Self-Direction, followed by A-Flexibility and Adaptability. The other priority orders in decreasing order are as follows: E-Leadership and Responsibility, D-Productivity and Accountability and the least priority parameter is C-Social and Cross-Cultural Skill.



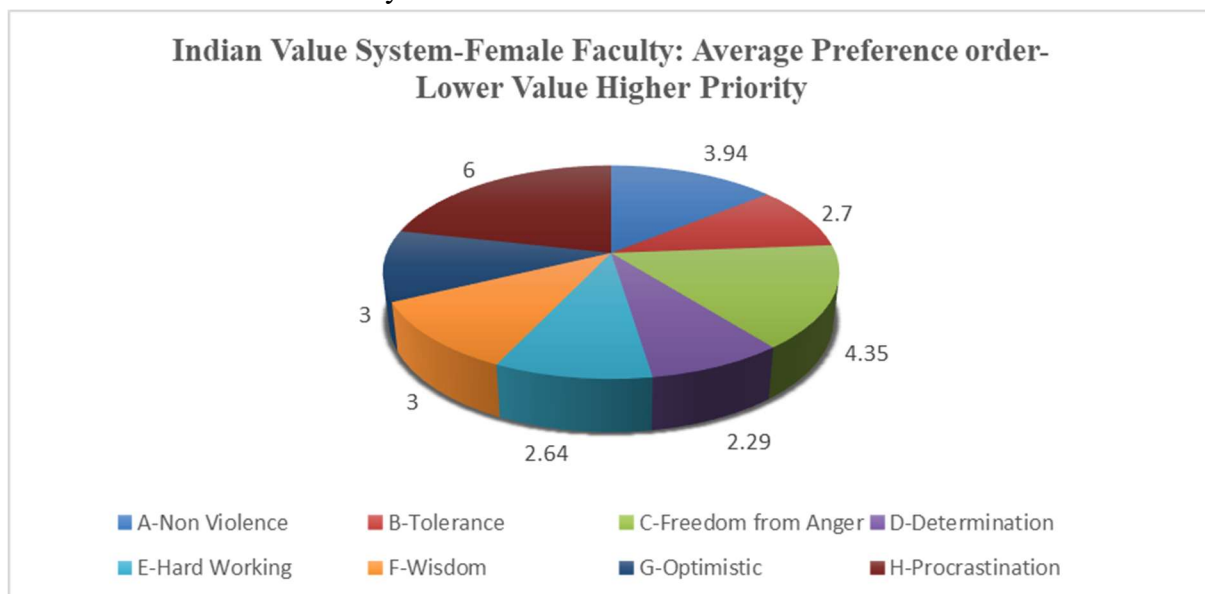
Graph 18: II-Learning and Innovation Skills-Female Faculty: Average Preference Order-Lower Value Higher Priority

According to Graph 18, under the II-Learning and Innovation Skills domain, the female Faculties assign the highest priority to B- Critical Thinking and Problem Solving followed by A-Creativity and Innovation and the least priority to C-Communication and Collaboration.



Graph 19: III-Information, Media, and Technology Skills-Female Faculty: Average Preference Order-Lower Value Higher Priority

According to Graph 19-The female faculties, under the III-Information, Media and Technology Skills domain assigned the highest priority to the C-ICT, followed by A-Information Literacy and at least one as B-Media Literacy.



Graph 20: Indian Value System-Female Faculty: Average Preference Order-Lower Value Higher Priority

According to Graph 20, female Faculties assigned the highest priority under the Indian Value System to D-Determination, followed by the following parameters in decreasing order of their priority order as follows: E-Hard Working, B-Tolerance, F-Wisdom = G-Optimistic (both at equal priority), A-Non-Violence, C-Freedom from Anger and least priority is given to H-Procrastination.

B-III: Male faculty

S. N	I-Life Skills and Career Skills-Male Faculty	Average Priority Value (Lower Value, Higher Priority)
1	A-Flexibility and Adaptability	2.66
2	B-Initiative and Self-Direction	2.44
3	C-Social and Cross-Cultural Skill	3.27
4	D-Productivity and Accountability	3
5	E-Leadership and Responsibility	2.38

Table: 9-I-Life Skills and Career Skills-Male Faculty

According to Table 9, the highest priority given by the male faculties under the I-Life Skills and Career Skills domain is for E-Leadership and Responsibility, followed by B-Initiative and Self-Direction, A-Flexibility and Adaptability, D-Productivity and Accountability and C-Social and Cross-Cultural Skills in decreasing order in the priority order.

S. N	II-Learning and Innovation Skills-Male Faculty	Average Priority Value (Lower Value, Higher Priority)
1	A-Creativity and Innovation	1.77
2	B-Critical Thinking and Problem-Solving	1.33
3	C-Communication and Collaboration	2.11

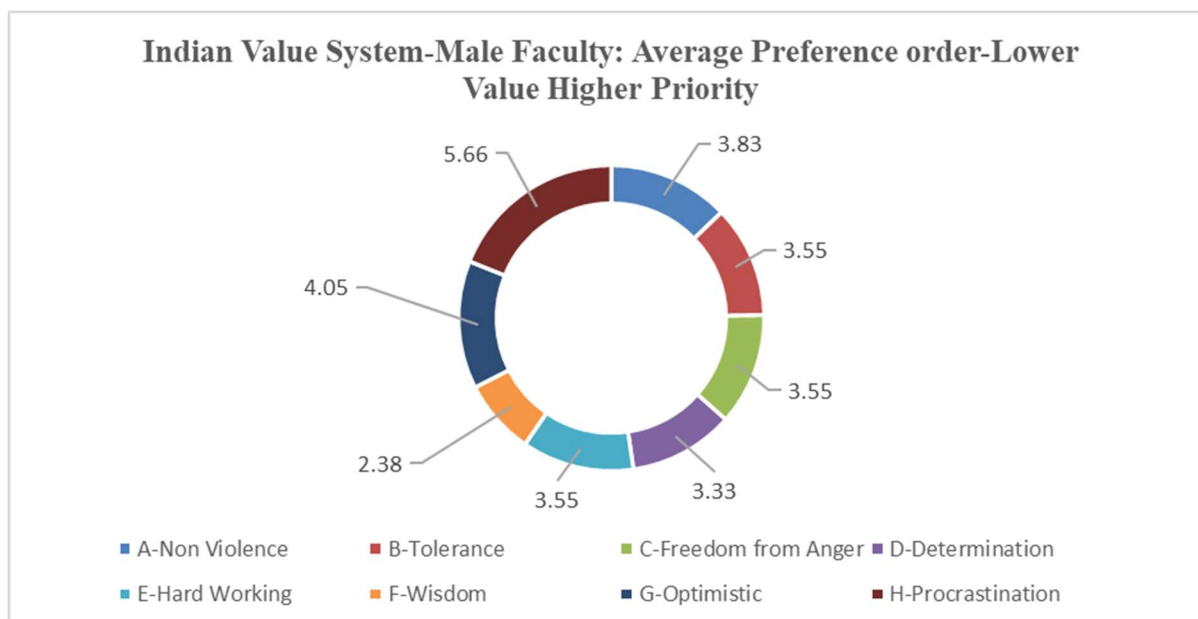
Table: 10-II-Learning and Innovation Skills-Male Faculty

According to Table 10, the highest priority assigned by the male faculties under the II-Learning and Innovation Skills domain is for B-Critical Thinking and Problem Solving followed by A-Creativity and Innovation and the least priority parameter is C-Communication and Collaboration.

S. N	III-Information, Media and Technology Skills-Male Faculty	Average Priority Value (Lower Value, Higher Priority)
1	A-Information Literacy	1.83
2	B-Media Literacy	2.22
3	C-ICT	1.44

Table: 11-III-Information, Media and Technology Skills-Male

According to Table 11, the Male Faculties assigned the highest priority to C-ICT, followed by A-Information Literacy, and the least priority to B-Media Literacy under the III-Information, Media and Technology Skills domain.



Graph 21: Indian Value System-Male Faculty: Average Preference Order-Lower Value Higher Priority

According to Graph 21, under the Indian Value System domain, the highest priority assigned by Male faculties is for F-Wisdom followed by the following parameters in decreasing order of priority order as follows: D-Determination, (B-Tolerance, C-Freedom from Anger, E-Hard Working, all three have equal priority), A-Non-Violence, G-Optimistic and least priority to H-Procrastination.

The complete comparison of all the categories of stakeholders has been depicted in Table 12, which shows there is very much uniformity in the priority order among the stakeholders under different categories, which signifies the common relative importance level of the said parameter in the holistic report card for the Trainee Primary Teacher.

Domain	Priority Order	Overall Trainee Primary Teacher	Female Trainee Primary Teacher	Male Trainee Primary Teacher	Ist Year Trainee Primary Teacher	IInd Year Trainee Primary Teacher	Faculty (Overall)	Faculty (Female)	Faculty (Male)
21 st Century Skills	Life Skills and Career Skills								
	I	E	A	E	E	A=E	B	B	E
	II	A	E	A	A	A=E	A	A	B
	III	B	B	B	B	B	E	E	A
	IV	D	D	D	D	D	D	D	D
	V	C	C	C	C	C	C	C	C
	Learning and Innovation Skills								
	I	C	C	C	C	C	B	B	B
	II	B	B	A=B	B	B	A	A	A
	III	A	A	A=B	A	A	C	C	C
	Information, Media, and Technology Skills								

	I	C	C	C	A=C	C	C	C	C
	II	A	A	A	A=C	A	A	A	A
	III	B	B	B	B	B	B	B	B
Indian Value System		Indian Value System							
	I	E	E	E	E	E	F	D	F
	II	D	D	A	D	F	D	E	D
	III	F	F	D	B	D	E	B	B=C=E
	IV	A	A	G	A	A	B	F=G	B=C=E
	V	G	G	F	G	G	G	F=G	B=C=E
	VI	B	B	B	F	B	A	A	A
	VII	C	C	C	C	C	C	C	G
	VIII	H	H	H	H	H	H	H	H

21st Century Skills-I-Life Skills and Career Skills: A)-Flexibility and Adaptability, (B)-Initiative and Self-Direction, (C)Social and Cross-Cultural Skills, (D)-Productivity and Accountability, (E)-Leadership and Responsibility

II-Learning and Innovation Skills: (A)-Creativity and Innovation, (B)-Critical Thinking and Problem-Solving, (C) -Communication and Collaboration

III-Information, Media and Technology Skills: (A)-Information Literacy, (B)- Media Literacy, (C)- ICT (Information, Communication, and Technology) Literacy

Indian Value System : (A)-Non-Violence, (B)-Open-Mindedness, (C)-Freedom from anger, (D)-Determination, (E)-Hard Working, (F)-Knowledge, (G)-Optimistic and (H)-Procrastination (Delaying the tasks)

Table 12: Priority Order Comparison among all the categories of stakeholders.

CONCLUSION

After analyzing the various preferences made by Primary Trainee teachers as well as through faculties members it is found that the majority of the preference for the skills to be incorporated under the holistic report card is in synchronization with each other. The majority of the skills are found to be nearly common as per the top two preferences selected for the holistic report card.

(a) For 21st Century Skills, under the Life and Career skill domain, nearly all the primary trainee teachers and teacher educators provided the first two top skills preferences as ‘Flexibility and Adaptability’ and ‘Leadership and Responsibility’

(b)For the Learning and Innovation skill domain under 21st Century Skills, the top two priority skills among Primary Trainee Teachers and teacher educators are Critical Thinking and Problem-Solving, Communication, and Collaboration.

(c)For 21st Century Skills under the Information, Media, and Technology Skills, the top two priorities skills among Primary Trainee Teachers and Teacher Educators are Information Literacy and ICT (Information, Communication, and Technology) Literacy.

(d)For Indian Values Indian-based system the top four priorities skills are as Hardworking, Determination, knowledge, and non-violence.

The ten parameters are selected for the Holistic Report Card for the Primary trainee teachers.

The overall 10 parameters for the holistic report card, based on the highest priority order are as follows:

I-Indian Value System

(i)Hard Working, (ii)Determination, (iii)Knowledge & (iv) Non-Violence

II-21st Century Skills

(i)Leadership and responsibility, (ii)Flexibility and Adaptability, (iii)Critical Thinking and Problem Solving, (iv)ICT Learning, (v)Information Literacy.

Limitation: The present study has the following limitation (1) It takes the trainee primary teacher from Govt DIET, and not the Private DIETs trainee Primary Teacher.

(2) The study takes the Delhi participants and not outside DIETs across India.

(3). The present study is confined to Trainee Primary Teachers only other higher educational institutions were not approached.

Suggestion for Future Research: (1) Private Education institutes can be included in the study.

(2). The higher education institutes as well as schools can be incorporated into future research.

(3). Students across all stages, namely Foundational, Preparatory, Middle, and Secondary stages can be included.

(4). Another area of future research is exploring the assessment system in terms of the curriculum design, providing insights into how to execute assessment effectively with different modes of assessment.

Recommendation: The concerned institution as well as agencies should work on the assessment system reporting, taking the inputs from the various stakeholders, including the student. The assessment system of the trainee teachers must reflect the philosophy of the curriculum design for the various domains.

Implication: By having a component of the 21st Century Skills as well as the Indian Value System, the overall development of the Primary Trainee Teacher can be estimated. The Primary Trainee Teacher by having the maximum aspect of their personality assessed can put more effort in the desired direction effectively as well as efficiently. Teachers as well as parents thus judge the trainee teacher's progress in the important domain and can take suitable measures at appropriate times.

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