



CBSE/Dir(Acad)/2020

14<sup>th</sup> May, 2020  
Circular No. Acad-34/2020

## All Heads of Institutions affiliated to CBSE

**Subject: Alternative Academic Calendar by NCERT, Competency Based Education (CBE) and Role of Principal in its implementation**

The wide-ranging impact of COVID-19 pandemic is changing many things, including the way we do school education. We have been forced to rethink on the present system of an almost complete reliance of school education on prescribed textbooks, to instead make all out efforts to replace it with a combination of an engaging and joyful blend of activity-based learning, do-it-yourself and learn projects, building self-reliance capabilities in our learners, etc. along with textbooks and use of technology. In this context, NCERT has shown the way by coming out with four-weeks activity-based Alternate Academic Calendars for learners of grades 1 to 10. These calendars were launched by Hon'ble Human Resources Development Minister of Government of India in April-May 2020. A similar calendar for grades 11 and 12 will be out shortly. NCERT has stated in the calendar document that, *“the week-wise plan consists of interesting activities and challenges, with reference to chapter/theme from the textbook. Most importantly, it maps the themes with the learning outcomes. The purpose of mapping of themes with learning outcomes is to facilitate teachers/parents to assess the progress in students' learning. However, it is reiterated that the focus should be on learning, rather than testing for scores.”* For the last two years CBSE has also been advocating the attainment of defined Learning Outcomes by every child. Therefore, it is reiterated that in the context of the present situation and for the long-term development of capabilities and competencies in the learner, it is felt necessary that schools majorly focus their teaching efforts on learning and its outcomes, rather than entirely on exams, testing and scores.

As can be seen, the focus of these **Alternative Academic Calendars** of NCERT is on **COMPETENCY-BASED LEARNING**, and this circular is intended to detail this form of learning so that it can be a continued process hereon.

### 1. Background:

Competency is a set of skills, abilities, knowledge that helps an individual perform a given task in real life. Every learning should go into the imbibing of skills that will help the individual perform tasks or take actions to lead a productive and joyful life. The task could be as simple as going out to buy groceries or as complex as flying a plane. Each of such tasks require a set of skills, abilities, knowledge and even attitudes to be able to perform the task at hand effectively and efficiently. For buying groceries, the learner should be able to navigate the route to the grocery store on a map, prepare lists of purchases to be made, estimate the expenditure, locate the items in the store, pay the bills, check that the total mentioned in the bill is correct





and the list matches the actual purchases, etc. Several competencies are required here to succeed, and all these competencies or skill sets should also be acquired in the process of learning or schooling, only then school education would be considered effective and fruitful. Are we in **our schools** teaching our children to handle themselves and their lives well, or are we simply teaching-to-test? We need to mull on this. **Competency-based learning or Competency based Education (CBE) is an outcome-based approach to education** to ensure proficiency in learning by students through demonstration of the knowledge, skills, values and attitudes required for dealing with real life situations at the age and grade appropriate level.

## 2. The need:

After the NCERT developed Learning Outcomes for the elementary level in 2017, it undertook the same year and for the first time, a National Achievement Survey (NAS) by using items that measure Learning Outcomes. The NAS of 2017 also surveyed District as a unit for the first time. Earlier NAS would be conducted with State as a unit of survey. The need of measurable outcomes gained momentum after National Achievement Survey of 2017 showed discrepancies in learning levels in all grades in which it was conducted. That is grades 3, 5, 8 and 10. Thereafter, in 2019 the NCERT came out with Learning Outcomes for secondary level.

## 3. The law:

Central RTE Rules have been amended on 20<sup>th</sup> February, 2017 to include reference on class-wise, subject-wise Learning Outcomes. These would serve as a guideline for States and UTs to ensure that all children acquire appropriate learning level. The RTE Act is applicable to all schools including government, aided and private. Thus, it is apparent that all the schools affiliated to CBSE will be compulsorily required to follow teaching and learning based on Learning Outcomes approach.

## 4. CBSE's directions:

Considering above context, CBSE notified the availability of Framework for writing down Learning Outcomes at the elementary level vide its circular number Acad 5/2019 dated January 18, 2019 and in continuation of the above circular further informed schools about the availability of Framework for **Learning Outcomes at the Secondary School Level** at the link:

[http://www.ncert.nic.in/pdf/Draft\\_LOs\\_Secondary\\_Stage.pdf](http://www.ncert.nic.in/pdf/Draft_LOs_Secondary_Stage.pdf)

It is once again reiterated that it is mandatory for all schools affiliated to CBSE to follow the Learning Outcomes approach in teaching and learning as it is central to the learning process in CBE.





## 5. Competency-based Education (CBE):

To understand the relationship between Competency-based Education and Learning Outcomes, please note the following:

- What is it that the student should be able to do after student has undergone the learning process - Demonstrate the Outcome of Learning or Learning Outcome
- What is it that the student needs to learn/know in order to demonstrate that particular set of Learning Outcomes - Curriculum
- What are the classroom transactions, activities, that will become the basis for this kind of defined outcome of learning - Pedagogy
- How will the teacher check the learning or how will the student demonstrate that learning - Assessment
- How will teacher know at what level of learning the student is - Criterion Referenced Testing
- What is the sum total of Learning Outcomes, Curriculum, pedagogy, assessment and criterion referenced testing as mentioned in the bullets above - Competency-based Education

Details on operational part of Competency-Based Education (CBE) as well as guidelines to Principals are also necessary for taking necessary action on their part for facilitating seamless implementation. Thus, important **Characteristics of Competency Based Education Model** with reference to four pillars of education system are illustrated as hereunder for the principals and teachers:

### a. Objectives

- To follow a more practical and professional approach where first of all predefined, real life based, application-oriented competencies are defined.
- To ensure attainment of competencies through precise measurable learning outcomes in behavioural terms.
- To go beyond mere accumulation of knowledge from textbooks and tests to enable students to practice acquired competencies in their daily life.

### b. Content

- Competency based education focuses on minimum required core content.
- It specifically defines competencies to be attained after a certain time interval in which a specific part of the curriculum has been covered.





- It is contrary to traditional learning approach which keeps increasing the content by following the inconsistent principle 'greater the content, greater the achievement of students.

### c. Pedagogy

- Pedagogical processes are child centric and inclusive in nature as the focus is on individual achievement.
- Interdisciplinary Instruction (including scholastic as well as co-scholastic areas such as Arts, Story Telling, Sports, Work Education and SEWA etc.), Collaborative Learning, Cooperative Learning, Reciprocal Teaching, Discussions, Group Projects, Peer Tutoring, Blended learning with integration of ICT (Flipped Classrooms), Computational learning based on logical reasoning, decomposition, patterns, Experiential Learning, Problem Based Learning, Games, Case Studies, Simulations, Portfolios, Presentations, Projects are the main teaching-learning processes under this approach.
- The idea is to support student's ability to become an independent/self-reliant and lifelong learner by using a variety of interactive methods.
- Pedagogies also take care of individual differences of students, issues of social nature of learning and present challenges in a graded manner to make learning child-centered.

### d. Assessment

- Criterion reference assessments that measure the attainment of Learning Outcomes are essential feature of CBE.
- It involves Objective as well as Performance Assessments.
- Objective Assessment have predetermined, correct responses items like MCQs, oral responses to questions, and short-answer written responses based on what students know and know how to do.
- In performance assessments, focus remains on what learners can do with their knowledge involving assessments of critical thinking, synthesis and affective and psychomotor skills.
- Reporting of Assessment result is done on the basis of rubrics and students must be able to demonstrate required level of competency in order to progress to higher grades.

***As proper framing of the Learning Outcomes and linking them with pedagogical processes is crucial to the success of CBE,*** attention is drawn to the following concepts and suggestions:

#### (A) Learning Outcomes (LOs)

- These are formal statements that tell us what a student is able to do after learning a given topic/concept.
- The **learning** described in **outcomes** should encompass the essential and significant knowledge and skills students should develop in a course.
- In this process, they generalise their learning and integrate it with other areas of their lives outside school. This helps them learn concepts in a more focussed and meaningful way.





- LO should be a clear and concise statement of the skills that the students will be able to demonstrate after the instruction is over.
- LOs should be observable and measurable and clearly understood by all stakeholders – students, parents and teachers.
- They delineate not only the cognitive achievement but also the values, life skills and attitudes students would demonstrate at the end of a unit.
- Learning Outcomes provides opportunity for teachers to reflect on the curriculum, context of learning, content, application and assessment to be designed for ensuring the achievement of desirable degree of Learning Outcomes.
- Thus, LOs are extremely important tool for students, teachers, parents, administrators and policy makers.
- Teachers need to use learning outcomes as a tool for improving education, not as an end in itself.

### **(B) Writing Learning Outcomes on the basis of the framework provided by NCERT**

- A complete Learning Outcome will consist of:
  - i. An observable behavior or an action verb and any special condition for displaying the outcome. Action verb denotes the intended domain in the taxonomy of cognitive domain and focuses on cognitive processes operating on different kinds of knowledge dimensions like factual, procedural, conceptual and meta-cognitive.
  - ii. After the action verb comes **subject content** for which the action is being taken followed by explicit level of achievement (if not implicit) and condition of performance (if required). The performance level considered sufficient to demonstrate mastery.

***Simple rule of thumb for writing a Learning Outcome is an action verb/phrase + object of the verb + clause/phrase indicating level of achievement + context or conditions if any.***

### ***Some examples of learning outcomes from different subjects are provided in the Annexure-A.***

- Test items prepared and matched to the LOs assembled before starting instructions.
- LOs usually have the following features:
  - i. unambiguous language
  - ii. behavioural activity
  - iii. measurable outcomes with desired performance criteria
  - iv. linked to teaching and learning methods
  - v. assessment and evaluation aligned with overall competencies mentioned in the framework developed by NCERT





### (C) NCERT Learning Outcomes Documents:

- The Learning Outcomes Documents developed by NCERT define the learning outcomes/competencies in all the curricular areas, linking them with the curricular expectations and the pedagogical processes.
- The defined Learning Outcomes can easily be adopted or adapted by schools. In fact, CBSE very strongly advises the adoption/adaptation of Learning Outcomes developed by NCERT for Grades 1 to 10, to all its affiliated schools.
- The links for these Learning Outcomes Documents of NCERT are given below:

Learning Outcomes at Elementary Stage [http://www.ncert.nic.in/publication/Miscellaneous/pdf\\_files/tilops101.pdf](http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf)

Learning Outcomes at Secondary Stage [http://www.ncert.nic.in/departments/nie/dtee/activities/pdf/learning\\_outcomes.pdf](http://www.ncert.nic.in/departments/nie/dtee/activities/pdf/learning_outcomes.pdf)

### (D) Suggestive Pedagogical Strategies for achievement of LOs

- Knowledge of LOs paves way to self-assessment by students who would learn to compare their achievement against the stated outcomes instead of comparing them with their peers.
- This would also help them to internalise the learning outcomes.
- Therefore, teachers may:
  - communicate the learning outcomes in as unambiguous way as possible to students at the start of a lesson;
  - use LOs as Advance Organisers and ask students to paraphrase them in order to get complete understanding of their meaning;
  - work out the instructional activities, pedagogies, and assessments most likely to ensure that the stated outcome of learning is achieved;
  - plan lessons by selecting and arranging developmentally appropriate content and process while taking care of social and emotional contexts and varying learning styles, aptitudes, and abilities of students; **(please see suggestive lesson plan in Annexure B)**
  - use techniques like collaborative learning, problem solving and others mentioned above under the characteristics of assessment, as well as connect the classroom, lab, and experiential activities to requirements of the desired level of learning
  - the most important aspect of the whole learning process is that the learner at every level, for every subject, for every topic, should be able to connect all learnings to real-life practice;
  - facilitate experiences that advance students' critical thinking and creativity;
  - use technology to relate local and global societal issues and responsibilities with the curricular contexts;
  - make use of resources available at DIKSHA Platform in this reference; and





- continuously improve professional capacity by researching and participating in various capacity building programmes.

### (E) Suggestive Assessment Practices to gauge achievement of LOs

- Performance in CBE is always seen vis a vis given criterion or standard of performance.
- It can be integrated with Assessment for Learning and Assessment as Learning.
- Some of the features of assessment of LOs could be:
  - Assessment must:
    - be Authentic i.e. it requires application of knowledge and skills to real world problems and demands decision making to determine optimum use of knowledge and skills in a given situation;
    - necessarily match with the Learning Outcomes cited in the beginning;
    - be reliable, valid and based on critical and creative thinking;
    - assess ability to integrate knowledge, skills and attitudes.
  - A balance between assessment 'for', 'as' and 'of' learning should be maintained for optimum results and minimum stress on students;
  - Multiple methods of assessment like portfolios, presentations, group projects, open ended questions, MCQs, short answer and long answer problems, reflective assignments involving measurement of capacity to analyse and evaluate experience in the light of theories and research evidence;
  - Rubrics must be shared with students prior to the test.

### (F) Suggestive actions for Principals to ensure implementation of CBE in schools

- Must take a lead role in the development of annual pedagogical plans 2020-21 for the entire year for providing meaningful and joyful learning experiences to the students. Guidelines are given in circular Acad-49/2019 dated 5 September 2019.
- Must design the pedagogical plans in coherence with LOs and individual requirement of students while allowing appropriate level of autonomy to teacher.
- Must include specific and measurable LOs in all the lesson plans prepared by teachers and ensure their optimum achievement.
- Must integrate activities defined in the alternative academic calendars by NCERT in the lesson plans. Also ensure continuation of integration as and when NCERT releases more such calendars.
- Download all CBSE Handbooks / Manuals from <http://cbseacademic.nic.in/manual.html> and arrange discussions among teachers and students.
- Make earnest efforts to use resources other than textbooks. Hubs of learning can develop their own resources including mapping of LOs to the curriculum, low cost pedagogical activities and assessments.
- Must make use of CBSE resources available at DIKSHA. Other initiatives of CBSE like weekly Critical and Creative Test which is also





available at DIKSHA platform must be used and integrated with the teaching-learning process.

- May consider mentioning performance in terms of competencies in report cards.
- Must ensure accomplishment of required competencies / LOs by students by the end of the academic session, and supplementary remedial action to help non-achievers to reach the desired minimum level.
- May display posters of the 'Compact Learning Outcomes' for classes I to X in classrooms.
- May sensitize parents of all students on the various competencies that their child is expected to achieve at a given level / in a class, by calling special/virtual Parent Teacher Meetings.
- Must suitably integrate Art Education, Health and Physical Education, Life Skills Education and Values Education and Inclusive elements as per the directions provided by CBSE in the curriculum documents for accomplishing the competencies given in the Learning Outcomes document of NCERT.
- Must ensure planning of lessons by integrating Experiential Learning/Art-Integrated/ Storytelling/Sport Integrated activities, as required, without any financial burden on students. (Refer to CBSE Handbooks as stated above).
- Must ensure planning of lessons that have relevant subject-integration so that daily class load is 3-4 classes. The time allotted for transaction of each subject in the integrated lesson plan can be counted towards the total periods/time required for a subject in an academic session.
- Post-COVID-19, as and when schools re-open (detailed guidelines on this will be issued), consider having flexible seating-arrangement in classrooms to facilitate experiential learning activities.
- Implement SEWA projects to ensure maximum student participation for real-life connect.
- Scrupulously follow the directions of CBSE as stipulated in examination bye-laws, affiliation-byelaws and various advisories of CBSE issued from time to time regarding compulsory training of teachers, activities to be undertaken, availability of facilities to students, safety, and special provisions for special children for ensuring holistic education of desirable quality in an equitable manner.

Over the period of the last two academic sessions, the Board has already implemented all the above principles to transform education towards an outcomes-based approach and more competency-oriented, by initiating many measures. Some of them are highlighted below:

### 1. **Competency-Based Education to be the Annual Theme of Training in 2020-21:**

In continuation of its training policy, the Board has decided to make Competency-Based Education as the annual theme of training in the session 2020-21. The Board will shortly come out with an online teacher training module on DIKSHA on CBE.







**2. Implementation of Experiential Learning/ Active Learning/ Innovative Pedagogies:**

Board has mandated implementing Experiential Learning /Active Learning/ Innovative Pedagogies in all its schools. This has also been the annual theme of training in the session 2019-20. Further, the Board has released Handbook on Experiential Learning which is available at: [http://cbseacademic.nic.in/web\\_material/Manuals/ExperientialLearning.pdf](http://cbseacademic.nic.in/web_material/Manuals/ExperientialLearning.pdf)

**3. Creative and Critical Thinking Practice:**

Vide circular no. Acad-03/2020, dated 8 January 2020, the Board has started Creative and Critical Thinking (CCT) Weekly Practice Programme to enhance critical thinking skills of the students. CCT items on Reading, Mathematics and Science Literacy are uploaded on a weekly basis on DIKSHA for students of classes VII-X. New questions for CCT practice are uploaded every Monday and answers are shared by Thursday. The CCT questions and solutions can be accessed through the following URL: [https://diksha.gov.in/resources/play/collection/do\\_31290608850520473612338?contentType=TextBook](https://diksha.gov.in/resources/play/collection/do_31290608850520473612338?contentType=TextBook). Given the success of this program, it will soon be extended to other grades.

**4. Strengthening Assessment Practices:**

The Board has introduced 20% Case Based Questions in class X and 10% Case Based Questions in class XII Board examinations in all subjects. These Case Based Questions are necessarily itemized with real-life connect for assessing competencies in each subject. Further reforms are on the anvil and will be announced shortly.

All above measures will reinforce each other if Principals assume Pedagogical Leadership and ensure quality education through implementation of competency-based education focussing on attainment of Learning Outcomes by every learner, to the fullest extent possible (***please see summary of major aspects at Annexure C***). As all Principals have the most crucial and trend-setting role in ensuring that teaching-to-learn and learning-to-learn happens and not teaching-to-test, it is expected that all of you will lead the transformation of making education truly competency-based.

  
(Dr Joseph Emmanuel)  
Director (Academics)

Encl : Annexure A  
Annexure B  
Annexure C

Copy to:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-16.
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida 201309
3. The Secretary School Education, Special Project Director-SSA /Directorate of Education/Director (SCERT) – Govt of NCT of Delhi.





केन्द्रीय माध्यमिक शिक्षा बोर्ड  
CENTRAL BOARD OF SECONDARY EDUCATION

4. The Secretary School Education, Special Project Director-SSA /Directorate of Education /Director SCERT – UT Chandigarh.
5. The Secretary School Education, Special Project Director-SSA / Director of Education/Director (SCERT), Govt. of Sikkim, Gangtok.
6. The Secretary School Education, Special Project Director-SSA / Director of Education/Director (SCERT), Govt. of Arunachal Pradesh, Itanagar.
7. The Secretary School Education, Special Project Director-SSA / Director of Education/Director (SCERT), Govt. of A&N Islands, Port Blair.
8. Director Schools, IAF Educational Cultural Society Air Headquarters (RKP) West Block-VI, R.K.Puram New Delhi – 110066
9. The Principal Director, Director of Naval Education(Navy Education Society) H.Q. MOD (NAVY) West Block-V, II Floor, R.K. Puram New Delhi – 110066
10. The Additional Director General of Army Education, A – Wing, Sena Bhawan, DHQ, PO, New Delhi-110001
11. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202,Shankar Vihar (Near APS), Delhi Cantt-110010
12. The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini
13. All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
14. All Heads/ In-Charges, COEs of the Board with request to disseminate the information
15. All Joint Secretary/Deputy Secretary/Assistant Secretary, CBSE
16. In charge IT Unit with the request to put this circular on the CBSE Academic website
17. The Head Public Relations Unit, CBSE
18. PA, Chairman Office, CBSE
19. SPS to Secretary, Director (IT), Director (Academics), Controller of Examinations, Director (SE&T) and Director (PE),CBSE

**Director(Academics)**





**ANNEXURE-A**

**EXAMPLES OF LEARNING OUTCOMES FROM DIFFERENT SUBJECTS**

<b>ACTION VERB</b>	<b>OBJECT</b>	<b>CONDITION</b>
<b>MATHEMATICS</b>		
Students will be able to correctly solve	geometry problems using the Pythagorean Theorem	at least 8 out of 10 problems.
Students will be able to interpret	5-words problems by expressing them in equation form	based on their knowledge of linear equations in two variables.
<b>SCIENCE</b>		
Students will be able to draw a diagram of	life cycle of butterfly	after going through the topic metamorphosis in butterfly.
Students will be able to	accurately describe the cause and nature a fine green layer on copper utensils	on completing a lesson on chemical change.
<b>LANGUAGE</b>		
Students will be able to identify	the exposition, climax and resolution points in the plot of a reading text	at the end of the reading text.
Students will be able to draw	connections between different ideas	using background knowledge from a reading text.
Students will be able to form predictions	about the next course of events in a story from Malgudi Days	by working collaboratively with other members of reading club of school and by using at least three pieces of textual evidence from the story.
<b>SOCIAL SCIENCE</b>		
Students will be able to defend	the action of Mahatma Gandhi in a formal class debate	after the history lesson on Chaura Chauri event.
Students will be able to justify	why they would make a good Minister	after studying the roles and responsibilities of central/state government in India.
Students will be able to differentiate	between climate and weather	by illustrating the case of their local city.

The context or condition can come before Action verb if semantic accuracy demands so.





ANNEXURE B

SUGGESTED LESSON PLAN FOR COMPETENCY BASED LEARNING  
BASED ON EXPERIENTIAL PEDAGOGY

<b>E</b> Energize learners	Before starting class	<ul style="list-style-type: none"><li>✓ Pre-assessment quiz</li><li>✓ Podcast</li><li>✓ Email with an exciting write up</li><li>✓ Book</li><li>✓ Article</li><li>✓ News</li><li>✓ Brochure</li></ul>
	To start class	<ul style="list-style-type: none"><li>✓ Lay down the Learning Outcomes and Goals to be achieved in the class</li><li>✓ Opening question</li><li>✓ Interactive group/class activity</li></ul>
<b>N</b> Navigate content	Teach	<ul style="list-style-type: none"><li>✓ Online</li><li>✓ Video/visual</li><li>✓ Handouts</li><li>✓ Lecture</li><li>✓ Demonstrate</li><li>✓ Story-telling</li><li>✓ Auditory/kinesthetic (tactile) learning exercise</li><li>✓ Experience</li></ul>
	Review	<ul style="list-style-type: none"><li>✓ Group activity</li><li>✓ Team activity</li><li>✓ Peer teaching-learning</li><li>✓ Concept map</li><li>✓ Case studies</li><li>✓ Quiz</li><li>✓ Role-play</li><li>✓ Song/artwork</li></ul>
<b>G</b> Generate Meaning	Move to long term memory through reflection: ask the class the following and tell them to enter into their portfolio	<ul style="list-style-type: none"><li>✓ What did you learn</li><li>✓ What does this learning mean to you</li><li>✓ How did you learn – what was the Aha moment</li><li>✓ Portfolio/journal</li><li>✓ Flip chart – how is the concept used in real life; how is the concept connected to other concepts from this subject, and from other subjects</li><li>✓ How will you apply this to real life</li></ul>
<b>A</b> Apply to real life	Demonstrate skills	<ul style="list-style-type: none"><li>✓ Give a problem related to the concept/learning Outcome; ask students to come out with solutions in groups/teams</li></ul>





		<ul style="list-style-type: none"><li>✓ Ask each group/team to prepare their understanding of the concept in the form of artwork, power point, comic strips, new magazine, memes, brochures, song, etc; rest of the groups to ask questions</li><li>✓ Give a problem based on cross-curricular linkages and undertake above two steps</li><li>✓ Example: A group may decide to express their understanding of the Universe through a travel brochure to the Milky Way. Let each group decide on their own.</li></ul>
<b>G</b> Gauge the learning	Look how much you have learnt; all this also goes into the portfolio/journal	<ul style="list-style-type: none"><li>✓ Presentations of above by each group, followed by Self-assessment and/or Peer-assessment of whether Outcome of Learning is achieved</li><li>✓ Assessment of Learning Outcomes through competency-based items</li><li>✓ Quizzes/crossword puzzles</li><li>✓ Projects</li></ul>
<b>E</b> Extend	Extended activities	<ul style="list-style-type: none"><li>✓ Podcast</li><li>✓ Extra material/link for further study</li><li>✓ Extra assessment items linked to Learning Outcomes for Homework</li><li>✓ Send follow up or summary through email/note</li><li>✓ 1:1 coaching for those who need help</li></ul>



ANNEXURE C

PATHWAY FOR COMPETENCY BASED EDUCATION IN CBSE SCHOOLS  
FOR 2020-21 SESSION ONWARDS

Standards	Curriculum and resources	Pedagogy	Assessment	Classroom	Capacities	Stakeholder engagement
Defined and coded Learning Outcomes (based on NCERT Learning Outcomes) mapped to curriculum	Combine content in each subject into inter-related portions, each a module.	Experiential learning (integrating art, sport, ICT, story-telling, etc) where students are self-directed learners.  Pedagogy must include focus on 21 <sup>st</sup> century learning skills: Critical thinking, Communication, Collaboration and Creativity  Please see suggestive Lesson Plan framework above	Flexible school assessment schedule and all assessment based on assessment of achievement of Learning Outcomes	All defined Learning Outcomes that are to be achieved by the class in all subjects - should be exhibited in the class through charts/posters	Principals to take the lead as Pedagogical leaders	School management and Principals to be clear on the level of proficiency that they want each of their students to achieve
Defined and coded learning goals, if any mapped to curriculum	Prepare Lesson Plans (suggestive indicators for a CBE lesson/module plan given above). Must link all learning with real-life situations for the student to be able to attain competency in a given area.	Introduce critical thinking and problem solving: students answer a problem question and gather information themselves to arrive at a solution	Assessment to be used as a tool for furthering learning.  Assessment “as” and “for” learning to be a part of classroom processes.	Seating arrangement should preferably be in groups instead of one behind the other (subject to social distancing)	Pedagogical Plans to be built around CBE by each teacher for each subject, by keeping all aspects in this table in mind	Teachers to be clear about the Outcomes of Learning to be achieved through their classroom transactions in each of their grades/ subjects
Defined rubrics for demonstrating understanding; such as – o Help, o I do not understand, o I am beginning to understand	Embed portfolio in the lesson plan.  Also embed project-based learning, wherever possible	Introduce communication: Students report their findings to mixed groups	Assessment also to be used to determine the level of proficiency achieved by students for each Learning Outcomes	The print out of 5QAW (Five Questions A Week) must be put up every Monday, and its solution, every Thursday in the classroom.	Principal to arrange for in-house training of all teachers.  Schools to also use manuals and modules prepared by CBSE.	Students to be clear about the Outcomes of Learning to be achieved by each of their grades/ subjects





**केन्द्रीय माध्यमिक शिक्षा बोर्ड**  
**CENTRAL BOARD OF SECONDARY EDUCATION**

<p>nd, o I understa nd, I understa nd and I can help others</p>				<p>The 5QAW should be discussed in class.</p>		
<p>Locating good assessment items and mapping these assessment items with the learning outcomes</p>	<p>Use teaching and learning resources of CBSE: Manuals prepared by CBSE and e- resources on DIKSHA</p>	<p>Introduce collaboration: students reflect and work in small groups</p>	<p>Each teacher to develop their own tracking system to determine how well each learner is progressing on each Learning Outcome through the course</p>	<p>There should be enough place in the classroom for the students to demonstrate their learnings in the form of concept maps, brochures, calendars, artwork, Memes, Comic Strips, etc.</p>	<p>Prefer to undertake joint capacity building sessions with partner schools in Hubs of Learning</p>	<p>Parents to be clear about the Outcomes of Learning to be achieved by their child in each grade/ subject</p>
<p>All teachers in all grades and all subjects to teach Learning Outcome by Learning Outcome</p>	<p>Use 5QAW (Five Questions A Week) uploaded by CBSE on DIKSHA each week to develop competencies of teachers to prepare competency- based assessment items and achieving relevant competencies by students</p>	<p>Introduce creativity: students make a presentation before the class using different online and/or offline media (ability to teach peer is the highest level of understanding)</p>	<p>Data systems to track progress over time.</p>	<p>Inclusion is the key to imbibing several Life Skills; it shall be the responsibility of the Teacher to ensure it.</p>	<p>Schools to focus on building specific capacity of teachers for preparing Lesson Plans based on CBE, and implement them. Also build capacity to develop competency- based items against each Learning Outcome.</p>	<p>Prepare and get filled parent questionnaire periodically to gauge the level of parental involvement in their child's progress and to indicate the areas of focus.</p>

