



# Progress on NEP 2020

CBSE

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# 1. Competency based Education and Assessment Reforms

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*“In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment “as”, “of”, and “for” learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.”*

– NEP 2020 ( Para 4.6 )







### REDEFINING THE CURRICULUM

- Redefining the curriculum as Learning Outcomes & Competencies to develop their common understanding to inform practitioners.



### REFORMING ASSESSMENT PRACTICES

- Board is transitioning towards Competency based assessment practices by introducing Competency Based Questions in Class X and Class XII exams.



### BUILDING CAPACITY OF TEACHERS

- The Board has introduced Capacity Building Programmes for Teachers.
- Focus areas are assessment, item writing and understanding data to promote understanding and appreciation of competency-based education.



### DEVELOPMENT OF TEACHER RESOURCES

- The Board has started initiatives to develop resources that are curriculum aligned for essential concepts, lesson plans and question banks that would support teachers to implement an active student centric pedagogy.

# REDEFINING LEARNING FRAMEWORKS

## Timeline -

- The work on English and Science Learning Frameworks for classes IX and X are complete and the final review is underway. Frameworks for other subjects in classes IX and X and 12 subjects in classes XI and XII are being prepared and will be completed by the end of the current academic year.

## Target Group -

- Students in classes IX - class XII

## Benefits Accrued -

- Shared understanding of the competencies to be acquired and assessed.
- Enhancement of the quality of assessment (both formative and summative).
- Guidelines for paper setting blueprint for teachers.
- Availability of high-quality sample competency-based assessments for teachers.
- The learning standards would also help teachers to prioritize some of the essential concepts in the topic to be taught.
- Facilitation of enduring learning which can be useful throughout students' lifetime.

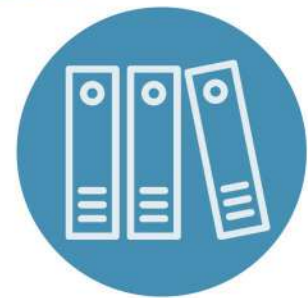
## Progress and Way Forward



The Board is developing Learning Standards (learning and assessment frameworks) for classes IX to XII with the help of assessment experts. The structure for this has been finalized.



Work on Learning Frameworks for classes IX and X for Hindi, Social Science & Mathematics started in February 2021 and would be completed by the end of the current academic year.



Work on Learning Standards for Classes XI and XII is underway for English Core, Chemistry, Physics, Mathematics, Economics, Business Studies, Accountancy, Biology, Hindi Core, History, Computer Science, Geography and would be completed by the end of the current academic year.



# 1.2 REFORMING ASSESSMENT PRACTICES

## Target Group -

- Students in classes X and XII

## Benefits Accrued -

- Enhancement of the quality of assessment, following scientific principles of assessments, question-making and analysis.
- Preparing a “good test” with understanding-based questions in the exam will enable a paradigm shift, nudging the teachers to develop a “good test”, promoting good practices and proper learning throughout the education system.
- The introduction of competency-based items in the Board examinations would support students of classes X and XII to acquire deep understanding of the concepts which would focus more on understanding the concept rather to memorize steps and answers.
- High quality questions (valid, reliable and understanding based) will support in generating insights and feedback for schools/parents and students on the basis of students’ data.

## Progress and Way Forward



- The Competency Based Questions would be enhanced to 40% in classes IX to X and 30% in classes XI and XII in the next academic session.



- Capacity building modules are being designed for Board officials, paper-setters and evaluators to enhance their understanding and skills for making competency based questions.



- Creation of technology-based system for various functions such as collaborative question authoring, question commenting, analysis of the results and reporting etc. as a part of Comprehensive Digital Assessment Platform has been initiated in conjunction with the Centre for Development of Advanced Computing (CDAC).

# CAPACITY BUILDING OF TEACHERS

## Target Group -

- Teachers of classes VI to XII

## Benefits Accrued -

- Better capacities of teachers for using competency-based assessments to improve classroom instruction, diagnose misconceptions, and apply principles of the science of learning to classroom practices.
- The capacity building workshops will cover identified applicable innovative practices and curriculum intervention.
- This would improve modalities of assessment, continuous professional development of teachers, and development of learning communities engaged in improving assessment practices.

## Progress and Way Forward



- Development of capacity building modules and workshop calendar for teachers at CBSE is complete.
- Workshops to start within the next 1-2 months.



- Discussions are going on for a video course for teachers on competency-based assessment.
- Programmes on the art and science of question making to be undertaken and be completed by 2022.



# 14 DEVELOPMENT OF TEACHERS' RESOURCES

## Target Group -

- Teachers and students of classes I to XII for Science, Mathematics, Languages and other subjects.

## Benefits Accrued -

- Ready reference for students and teachers for implementation of competency-based education
- Building capacities of teachers on competency-based education and assessments.

## Progress and Way Forward



Final review of Essential Concepts document for teachers that have a list of essential concepts in English, Mathematics and Science for Class I to X is underway. To be completed by July 2021.



A Pan-India question making competition is being planned to encourage teachers to make high quality questions, and appreciate how good quality questions can support learning (dates to be finalized).



Ongoing creation of sample items and papers with the support of assessment experts mapped to the assessment framework and competencies across Class X & XII are being created with detailed specifications (including images).



## 2. CTET: New initiatives for identification of teachers with high aptitude, skill sets and competency.

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*“Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education.”*

– NEP 2020 ( Para 5.4 )





## IMPLEMENTATION OF REFORMS

- In line with the Policy's vision and specific recommendations, the Board initiated an action research where a qualitative and quantitative review of the CTET papers and data was undertaken (last 2 cycles).
- This review has substantiated the need to streamlining the test paper development process of CTET examination .



## TIMELINE

- Next edition of CTET to be held in Jan 2022



## TARGET GROUP

- Prospective Teachers

## BENEFITS ACCRUED



- Building standards for teachers and teaching.
- Identification and Certification of teachers with high aptitude, skill sets and competency.

## WAY FORWARD



- Redefining the syllabus to a detailed framework that articulates competencies which assess both content knowledge and pedagogical content knowledge.
- Development of a blueprint/ paper design that would be translated by experts into good quality question papers.
- Development of Sample Question Paper to present good samples to test item writers, reviewers and translators.
- Capacity Building of experts- item writers, reviewers, translators.
- An Academic Committee comprising experts from the University of Delhi, Azim Premji University, Central Square Foundation and CBSE would support this process.



### 3. SAFAL: Structured Assessments for Analyzing Learning

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*“The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.”*

– NEP 2020 ( Para 4.34 )





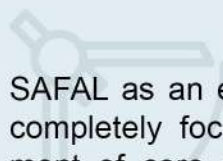
## IMPLEMENTATION



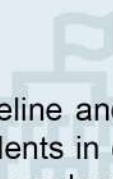
Introduction of Structured Assessments for Analyzing Learning SAFAL by CBSE - a large-scale student assessment for classes III, V and VIII that would act as a system-level check on the schooling system at a regional, state, and national level.



This competency-based evaluation system will test achievement of foundational skills and basic learning outcomes and move away completely from rote memorization. It will allow various parties to track progress.



SAFAL as an evaluation tool will be completely focused on the assessment of core competencies among students, and the results generated would provide diagnostic data and insights for each school to use for development.



Timeline and Target – Pilot basis for students in classes V and VIII during the academic year 2021-22 in key curricular areas. SAFAL Data would nudge the system towards competency-based learning and help identify areas of intervention at a classroom level.

## PROGRESS SO FAR AND WAY FORWARD

1. **CBSE** is preparing an assessment strategy and implementation modalities for SAFAL. The first assessment will be conducted in February 2022.
2. The development of the assessment framework is at its penultimate stage. **The Mathematics and Science frameworks are currently under review by experts.**
3. **The assessment blueprint for language** defining the layout, structure, and the number of items being tested has been developed and is under review.
4. **A 3-day workshop was conducted in April 2021 to develop items for Language for grades III, V and VIII and in July 2021 for Mathematics.** CBSE is preparing to conduct similar workshops for developing Science items in August 2021.
5. **SAFAL handbook will soon be released to the public.**
6. **SAFAL is proposed to be conducted digitally**, and the process to develop an online assessment digital tool has been initiated in conjunction with the Centre for Development of Advanced Computing (CDAC).



## 4. Standards Setting Authority (SSA): Standards For Excellence in School Education ○

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*“The School Education System must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best, while ensuring the integrity of the system through the enforcement of complete transparency and full public disclosure of all finances, procedures, and educational outcomes.”*

– NEP 2020 ( Para 8.1 )



*CBSE has been mandated to act as Standards Setting Authority (SSA) for Kendriya Vidyalayas, Navodaya Vidyalayas, Private Independent Schools and Government Schools affiliated with the Board and frame parameters against which these schools can be assessed for quality interventions.*

## STANDARDS HAVE BEEN PREPARED IN DIFFERENT AREAS OF SCHOOL FUNCTIONING -



## THE QUALITY ASSESSMENT FRAMEWORK WILL:

**01**

Enable schools to evaluate themselves against the defined standards and embed transformational change

**02**

Provide the schools with qualitative benchmarks around which they can charter their own self-improvement

**03**

Enable schools to establish an expected level of excellence in all aspects of its functioning.



## Target Group -

Learners, who are kept at the center to become

**01**

**Actively  
Involved**

**02**

**Confident  
Learners**

**03**

**Life-Long  
Learners**

**04**

**Connected  
Learners**

The standards delineating the students across the different domains will act as a yardstick for evaluating effectiveness of school practices.

## TIMELINE : September 2021

### WAY FORWARD



#### ORIENTATION

Orientation programme for schools to sensitize them on the School Quality Assessment Framework.



#### IDENTIFICATION

Identification of school principals and senior teachers to be trained as mentors for supporting schools in carrying out the self-assessment process as defined in the School Quality Assessment Framework.



#### DEVELOPMENT

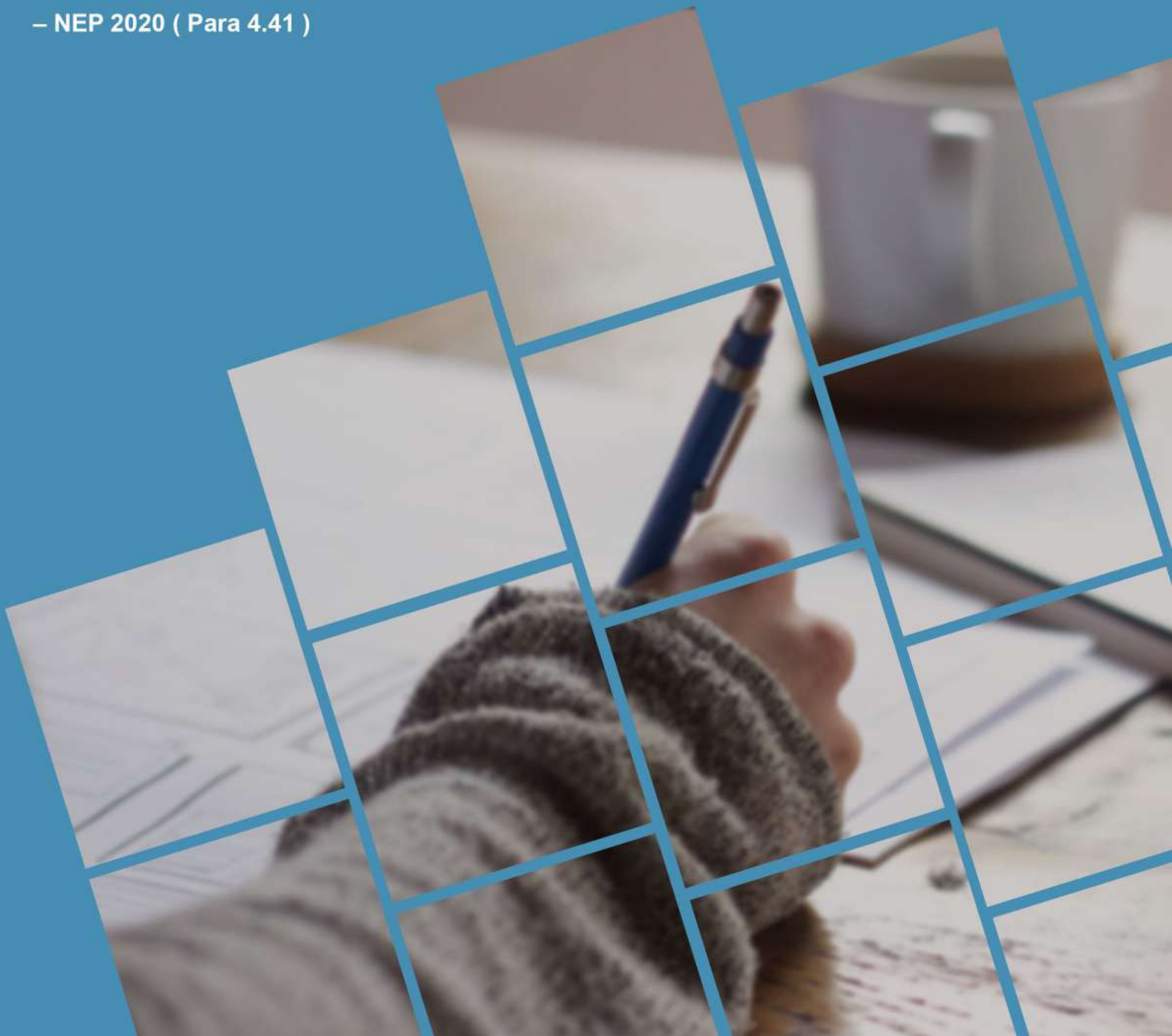
Development of online platform for the schools to upload the report of self-assessment and providing them with support material.

## 5. PARAKH: Equity and Excellence in Assessment

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*“It is proposed to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under MHRD that fulfills the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century in consonance with the stated objectives of this Policy. This Centre will also advise school boards regarding new assessment patterns and latest researches, promoting collaborations between school boards. It will also become an instrument for the sharing of best practices among school boards, and for ensuring equivalence of academic standards among learners across all school boards.”*

– NEP 2020 ( Para 4.41 )





# IMPLEMENTATION

01.

PARAKH is envisaged as an autonomous body in the New Education Policy 2020 as is the practice globally for the standards setting bodies. But, the PARAKH center needs to be incubated in an existing well-functioning national institution that has high credibility among the stakeholders of public and private school.

02.

Central Board of Secondary Education (CBSE) is one such institution in the country that enjoys credibility and has expertise in conducting high stake student examinations besides providing other professional testing services.

03.

Due to its professional culture and strong leadership, PARAKH will get a head start by being housed within CBSE during the incubation phase.

**Timeline:** A National Launch for PARAKH is expected in the year 2021.

**Target Group:** All Boards of assessment in the country

*Assessments under PARAKH are expected to be standardized, scientific, based on sound research and technical expertise, and with high levels of credibility, reliability, and validity. PARAKH will be a thought leader in its field and contribute to advancement in the field of assessments globally.*

## PARAKH will -

01.

Provide technical frameworks and set assessment standards, lending integrity and transparency to assessments.

02.

Have academic, managerial, infrastructural, and technological capabilities to provide high-level leadership to encourage innovation and out-of-the-box thinking.



## WAY FORWARD

*To commence work, CBSE has already begun a few initiatives as pilots, demonstrations, and implementation improvement. These include fielding of National Achievement Survey, piloting key stage examinations, improving class X & XII examination papers with competency-based questions and more.*

## 6. Removing barriers between academic and vocational subjects and introduction of new subjects

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*“Students will be given increased flexibility and choice of subjects to study particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among ‘curricular’, ‘extracurricular’, or ‘co-curricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams. Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.”*

– NEP 2020 ( Para 4.9 )







## PLANNING

- A committee consisting of Educationists and Principals from the various parts of the country has been constituted by the Board.
- This committee would be decoding the recommendations of NEP regarding 'No Hard Separation' between subjects and its implementation in schools.

## GENERATING AWARENESS



- CBSE has already introduced 11 skill modules for the students of classes VI to VIII, which aim to developing awareness among the students about the various skill subjects being offered by CBSE at Secondary and Senior Secondary level.
- CBSE has released Handbooks on Artificial Intelligence, Handicrafts, Financial Literacy and Coding.
- This would facilitate making a choice at a later stage to pursue Skill courses at Secondary and Senior secondary level or choose a higher vocational degree.



## FUTURE COURSE

- The Board also plans to introduce more skill subjects at Secondary/ Senior Secondary level for the students.
- CBSE has recently introduced Coding for students of classes VI to VIII and Data Science for students of classes VIII to XII.

## BENEFIT ACCRUED



As envisaged in NEP- 2020 students shall be given increased flexibility and choice of study so that they can design their own life paths.



The students will be able to spend relevant time period pursuing their choice/ life path as per convenience of school, while benefiting from access to courses that have academic as well as vocational aspect.



In essence, this flexibility will keep multiple career possibilities open for each student, instead of the current situation of rigidity once the first choice is made.

## WAY FORWARD

The recommendations of the committee shall also be shared with NCERT for consideration while framing the NCFSE.

### Timeline:

The recommendations of the committee shall be placed before the Competent Authority by July end.

### Target Group:

All CBSE Affiliated Schools



## 7. Career Guidance and Counselling

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National Education Policy (NEP) 2020 recommends Career Guidance and Counseling for school students.

The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a conscious awareness of one's roles and responsibilities in a changing world. Vocational and career counseling should be made available to all the students and help them in identifying their interests and talent and devise appropriate career pathways. Hence, schools are required to implement a developmental approach by considering Career Education and Guidance proposals with respect to NEP 2020.





## IMPLEMENTATION

- CBSE in compliance with the suggestions of NEP 2020 has initiated the process of providing an online facility of career guidance and counseling in collaboration with UNICEF and its technical partner.



## TARGET GROUP

- Class IX to XII students of CBSE affiliated schools.

## BENEFITS ACCRUED



- The features are intended to benefit students and include information about 560 careers, 25,000 colleges and vocational institutes covering 3 lakh courses, about 1150 Entrance Exams, and about 1200 Scholarships. This facility will be provided in eight Indian languages and information will be regularly updated in dynamic mode.

## PROGRESS SO FAR



- The facility is nearing completion in a month.

## WAY FORWARD



- Two teachers/ counselors will be trained to access the portal for further facilitation of students.  
CBSE will also draw a road map for institutionalising school counselling
- plans for all the schools with career guidance and counseling courses for teachers and upskilling of counsellors.



