CBSE Competency-Based Education (CBE) project

Ecctis

Ecctis

- High-quality solutions and services in **international education, training, and skills**, and the development and recognition of globally portable qualifications

- **250+ projects** and **a 20-year track record** delivering government contracts, international consultancy and development

- **Research, evaluation** and **benchmarking** projects focused on improving the quality of K-12, Higher and Vocational Education systems and qualifications worldwide

Projects with British Council India

Completed projects

- Assessment for competency-based education at Standard X (**Stage 1 of the CBSE-CBE project**)
- Monitoring and Evaluation of the Competency-Based Education-CBSE Project (**Stage 2 of the CBSE-CBE project**)
- Evaluation of the British Council Programme in Maharashtra
- Maharashtra State Scoping Study: Teaching and Assessment Practices
- Review of the existing maths and science curricula: MAST project
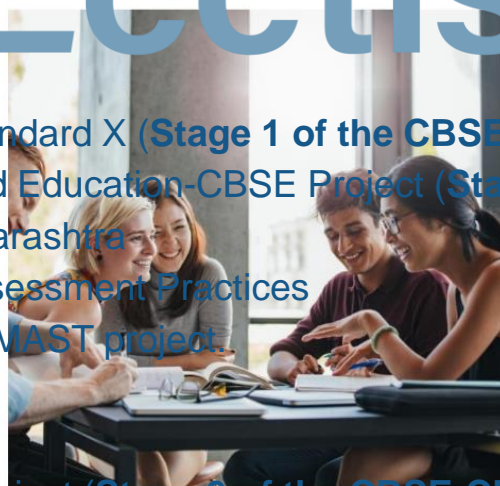
Ongoing projects

- Post-Project Impact Evaluation of the CBSE-CBE project (**Stage 3 of the CBSE-CBE project**)
- Communities of Practice (CoP) for Teacher Professional Development in New Delhi and Maharashtra

CBSE-CBE Project

'CBE has catalysed a profound change introducing new pathways that promote skill development, career growth. It is more flexible and ensures personalised learning. The students become more confident and take the ownership of their learning which will have long term benefits. The teachers also become more proficient in engaging students to maximise learning. The focus is on developing competency rather than rote memorisation'.

(Survey respondent, CBSE-CBE Post-project impact evaluation follow-up survey with participants of the CBE Pedagogy, Item Writing, Assessment Design, CBE Master Trainers and CBE Mentors training, Ecctis survey 2023)

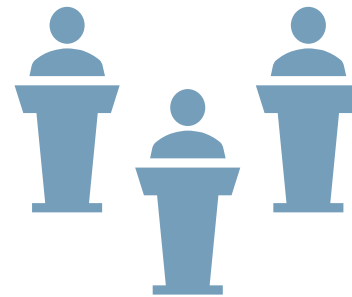A trusted voice serving the global community

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Aims

✓ The project aimed to **strengthen the capacity** of the Indian education system to move away from rote learning and towards the delivery of high-quality **competency-based education** (CBE).

✓ Specifically, the project aimed to improve learning and assessment of **Science**, **Maths** and **Reading** at secondary school level (**classes 6 to 10**) by focusing on **three key objectives**:

CBE teaching

CBE assessment

Systemic change

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Stage 3: April 2023 – ongoing

Stage 2: 2021- 2022

Stage 1: 2019 - 2020

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CBE Principles

Curriculum Design

1. Clearly defined aims and objectives

2. Focused on learning outcomes

3. Relevant and appropriate depth and breadth of content

4. Inclusion of general transferable and 21st century skills

Assessment

1. Equitable and accessible

2. Authentic and real world-based

3. Assessment of higher order thinking skills

4. Reliable and valid

Teaching and Learning

1. Student-centred and outcomes focused

2. Interactive and activity-based learning

3. Higher order thinking skill development

4. Formative and self-assessment

Summary of CBE readiness study
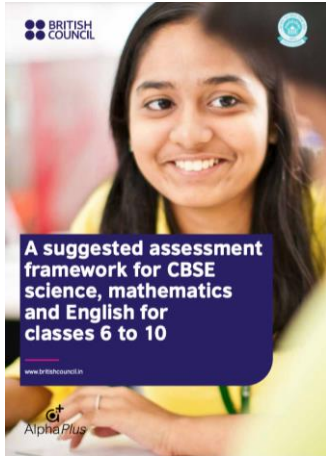
Strengths of the system (in 2019):

- ✓ Strong **theoretical content** base

- ✓ Some features of an **outcomes-based syllabus**

- ✓ Teachers and school leaders **positive** about the curriculum and use of continuous assessment.

Key challenges (in 2019):

1. **Limited capacity** of Standard X teachers to provide outcomes-based delivery

2. **Broad spectrum** of school and student backgrounds, needs and abilities

3. **Variation in teacher marking practices** and absence of standardisation of internal assessment on system-wide scale

4. **General lack of awareness and understanding of CBE** by teachers, students and CBSE staff

5. **Some perceived resistance to CBE** from subject experts, item writers, assessment designers, as well as teachers and parents

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Assessment for competency based education at Standard X
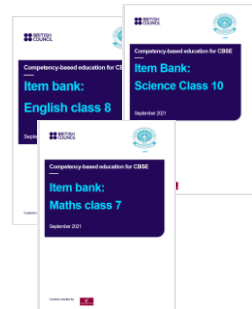
www.britishcouncil.in

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Outputs

A **competency-based learning framework** for classes 6 to 10 to enable better learning outcomes for students through improved assessment in reading (English), science and maths.

30 CBE sample lesson plans for maths, science and reading (English) and classes 6-10

An **item bank** with 1,600+ sample questions for maths, science and reading (English), classes 6 to 10

Direct training of **40 assessment designers** and **180 test item writers**

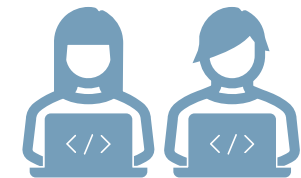Direct training of **320 master trainers and 80 mentors on CBE pedagogy**

Cascade training of **2,000+ teachers on item writing** and **CBE pedagogy**

Training of **CBSE leadership and other senior education leaders in India on change management** in educational systems

Open day events to disseminate project resources

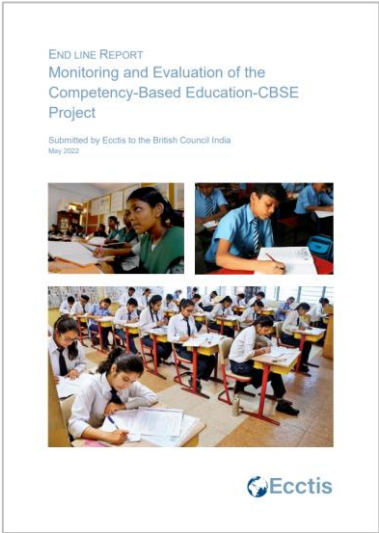**Stage 3: April 2023 – ongoing**

Stage 2: 2021- 2022

Stage 1: 2019 - 2020

Ecctis conducted a review of the CBSE Standard X framework, providing an assessment of readiness for competency-based education (CBE).

Key findings

Positive outcomes:

- ✓ CBSE-CBE Project and CBE **positively perceived** by most stakeholders – including teachers, teacher mentors and senior leadership

- ✓ New Assessment Framework **reflects CBE principles**

- ✓ Teacher training provided reflected **CBE best practice** and **increased CBE knowledge**

- ✓ Significant **appetite** for further training and guidance on CBE

Key gaps:

1. Limited embedding of **equity and inclusivity** in the system

2. **Remaining knowledge gaps** (e.g. demand variation, synoptic and interdisciplinary assessment, promotion of equity and inclusivity, and adjustments for students with learning difficulties)

3. **Some CBE principles better understood** than others – further training/guidance and quality assurance processes required to ensure quality and consistency

4. Scope for **greater dissemination** of CBE training, best practices and resources (to reach everyone)

5. Some **systemic challenges** remain – unequal access to training (e.g. urban/rural gap), traditional mindsets towards CBE, resource challenges, and aligning curriculum with CBE

END LINE REPORT
Monitoring and Evaluation of the Competency-Based Education-CBSE Project

Submitted by Ecctis to the British Council India
May 2022

Ecctis

Main recommendations

System-level

- **Quality assurance** mechanisms
- Clear **roadmap** for CBE implementation in the country
- Wider **dissemination** of training, best practices and resources

G&I

- Embedding **G&I** principles and best practices in the system
- Enhancing **attendance** and **participation** in CBE training and events

CBE training and guidance

- Training *all* teachers on CBE
- **Developing further CBE guidance and training**
- **Further contextualising training and guidance**

Stage 3: April 2023 – ongoing (available in early 2024!)

Stage 2: 2021- 2022

Stage 1: 2019 - 2020
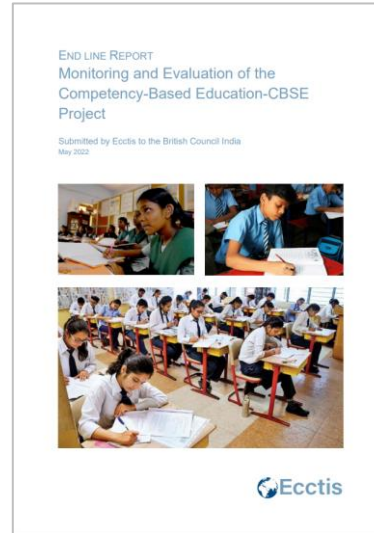
Ecctis conducted a monitoring and evaluation (M&E) review of the CBSE-CBE project.

Ecctis conducted a review of the CBSE Standard X framework, providing an assessment of readiness for competency-based education (CBE).

CBSE-CBE Project: Post-Project Impact Evaluation (ongoing)

Aim 1 — To investigate the extent to which the project has achieved the intended long-term impact on all relevant stakeholders and the extent to which this impact is likely to be sustained in the future

Aim 2 — To explore any *remaining systemic gaps and challenges* hindering the full implementation of CBE in India and how those gaps and challenges can be addressed

Aims

Methods

- ✓ **7 surveys** with teachers – one for each training type
- ✓ **1 survey** with senior education leaders
- ✓ **1 survey/interviews** with CBSE senior staff
- ✓ **Desk-based review** of materials

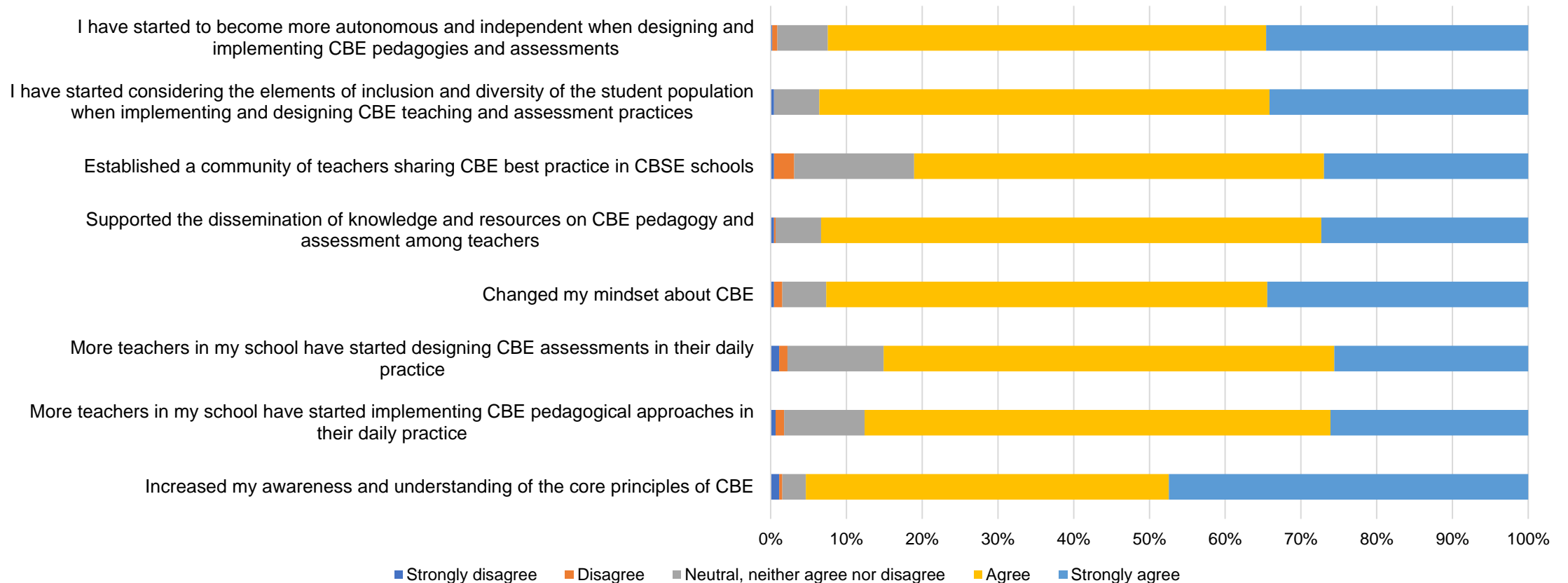# CBSE-CBE Project: Post-Project Impact Evaluation (ongoing)

CBE Pedagogy training

Preliminary results and trends

Impact on teaching practice

Reported impact of the implementation and delivery of the CBE Pedagogy training on teachers' work in their schools

Legend:
- Strongly disagree
- Disagree
- Neutral, neither agree nor disagree
- Agree
- Strongly agree

Categories (top to bottom):
- I have started to become more autonomous and independent when designing and implementing CBE pedagogies and assessments
- I have started considering the elements of inclusion and diversity of the student population when implementing and designing CBE teaching and assessment practices
- Established a community of teachers sharing CBE best practice in CBSE schools
- Supported the dissemination of knowledge and resources on CBE pedagogy and assessment among teachers
- Changed my mindset about CBE
- More teachers in my school have started designing CBE assessments in their daily practice
- More teachers in my school have started implementing CBE pedagogical approaches in their daily practice
- Increased my awareness and understanding of the core principles of CBE

Preliminary results and trends

Item writers and assessment designers

'I have started designing items with more care, using appropriate command words to elicit proper responses, using proper verbs as per the Bloom's taxonomy to assess higher order thinking skills and develop CT skills'.

(Item Writer, Ecctis survey 2023)

'One of the key changes I've implemented is a more systematic and intentional approach to assessment design. The training emphasized the importance of aligning assessments with learning objectives and instructional methods. As a result, I now carefully plan and design assessments to ensure they accurately reflect what students are expected to learn'.

(Assessment Designer, Ecctis survey 2023)

Preliminary results and trends

CBE Master Trainers and Mentors

'I have become more open and accepting to diverse type of learners and their need for different methods of teaching'.
(CBE Master Trainer, Ecctis survey 2023)

'The changes have been incorporated in classrooms, as well as in pedagogies. The pedagogies are student centric focussing on development of competencies. The teaching focuses on ensuring the work on concepts rather than [factual] content. Teaching a concept has also moved beyond the walls of the classrooms but in the environment which will inculcate the development of competencies'.
(CBE Mentor, Ecctis survey 2023)

'Before attending the training, my coaching was marks oriented. But now my focus is on the skills the students acquired. There is also a change in my teaching approach in setting the question papers and even in giving examples on what I teach. I'm able to relate the teaching content to real life situations. Trying to make the students understand in what way the topics are useful to them in their life and help them to acquire the competencies they need'.
(CBE Master Trainer, Ecctis survey 2023)

CBSE-CBE Project: Post-Project Impact Evaluation (ongoing)

New activities

- **Inclusive Pedagogy training**
  - Aim: fostering an inclusive culture in the learning environment
  - Pilot with 400 high school teachers trained
  - (Online) MOOC course now available to all CBSE-affiliated teachers

Preliminary results
- Increased knowledge of inclusive pedagogies and core skills
- **>89%** of trained teachers feel **confident** in applying what they learnt in the classroom
- Training sessions well contextualised (subject, class, local circumstances)

- **Progression in Core Skills training**
  - Aim: supporting teachers to integrate core skills into their teaching
  - 488 high school teachers trained
  - (Online) MOOC course now available to all CBSE-affiliated teachers

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Outcomes and gaps
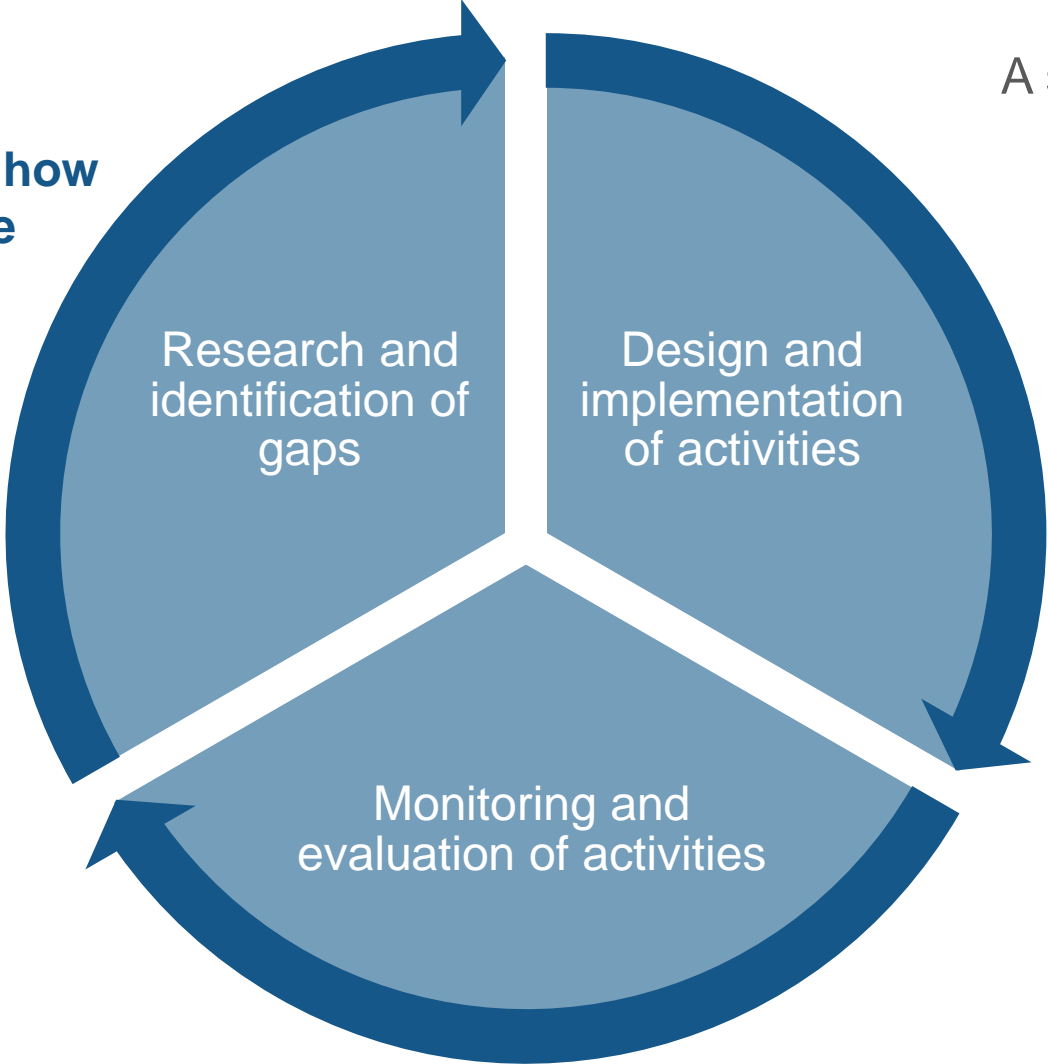
Reported positive outcomes

- ✓ Changes in **mindsets**

- ✓ Changes in teaching and assessment **practices**

- ✓ Increased **CBE knowledge** and **practice** in the system

- ✓ Increased **awareness of best practice** in CBE, inclusivity and core skills

- ✓ **More CBE resources, training and tools** now available for teachers to access

- ✓ **Increased confidence** and **improved leadership** skills

- ✓ Increased **peer learning** and **knowledge sharing** among teachers

- ✓ Positive impact on **students' learning**

Remaining challenges

- Limited **protected time** for training / professional development (e.g. move away from pressure to 'complete the curriculum')

- Resources and training **not yet being accessed by all**

- Limited **follow-up training / support** and **guidance** in some areas (e.g. SEND, practice-based teaching, subject-specific)

- Maintaining a vibrant **teacher community of practice** to continue developing, discussing and sharing best practices is challenging

- Some **systemic challenges** remain – changing mindsets, improving accessibility to training and materials, ensuring buy-in from HoS and senior leaders

- Continuous **monitoring** and **quality assurance** needed – mechanisms need to be in place to **ensure quality** and continuous **improvement**

A systematic, ongoing process of continuous improvement

Key question now is: how can we best tackle the remaining gaps?

Research and identification of gaps

Design and implementation of activities

Monitoring and evaluation of activities

Thank you!

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Additional slides

Ecctis holds the UK ENIC contract

- **UK National Information Centre for global qualifications and skills**. We research and evaluate international education systems.

- UK ENIC played a key role in the *UK and India Mutual Recognition Agreement* through supporting the technical discussions between the UK and India.

- UK ENIC is responsible for the implementation and monitoring of this Memorandum of Understanding (MoU).

Methodology

- ✓ Ecctis deployed a mixed-methods approach to monitor project progress and assess the compatibility of project outputs with **project objectives** and **CBE best practice**.

- ✓ Combined **stakeholder engagement** and an **independent review** informed by OECD DAC criteria (relevance, coherence, effectiveness, efficiency, impact and sustainability)

- ✓ Also included independent commentary on the project delivery and output through the lens of **gender equity and inclusiveness**.

- ✓ **13 surveys and interviews** with training and open day event participants
- ✓ **10 focus groups** with training participants
- ✓ **47 observations** of cascade training sessions

Stakeholder engagement

- ✓ Review of the assessment framework against CBE principles
- ✓ Review of six types of training (including training materials, resources, and attendance)
- ✓ Review of 130 sample questions from item bank

Independent review

CBSE-CBE Project: Overview of Stage 3 (Post-Project Evaluation)

Review of the paper-based evidence

Update of the project's LogFrame, ToC and M&E framework

Stakeholder engagement activities

Plans developed by CBSE and the British Council including:
- PowerPoint presentations
- Handbooks, Policy documents
- Inclusive pedagogy training documentation
- Progression to Core Skills training documentation

Review of:
- Goals/objectives, impact/target
- Outputs
- Activities
- Assumptions/ risks
- Indicators
- Verification sources
- Milestones
- Responsibilities

Interviews with CBSE senior leaders
An online survey with senior leaders who attended the CBSE Leadership Change Management training
An online survey with teachers who attended the CBE training
An online survey with teachers who attended the Inclusive Pedagogy training and the Progression to Core Skills training

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