ShikshakParv

Competency-based Education and Learning Outcomes Session – A Summary

<table>
<thead>
<tr>
<th>Session Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong> 17.09.2020</td>
</tr>
<tr>
<td><strong>Timing:</strong> 10.00AM – 12.00 Noon</td>
</tr>
<tr>
<td><strong>Coordinator:</strong> Prof. Suniti Sanwal</td>
</tr>
<tr>
<td><strong>Speakers:</strong> Prof. Suniti Sanwal, Prof. Anup Rajput, Mr. Sashank Hazarika</td>
</tr>
</tbody>
</table>

**Summary of the Presentation:** Under the month long Shikshak Parv programme, the session on Competency-based Education and Learning Outcomes was organised on 17.9.2020. The session started at 10.00AM. Prof. Suniti Sanwal, Head, Deptt. of Elementary Education, NCERT, conducted the session, in her role as coordinator. She welcomed the organizers, participants and viewers. She introduced her fellow speakers and delineated the format of the session. Her presentation focused on the conceptual framework of Learning Outcomes and the major recommendations of NEP regarding competency-based education. She then introduced Prof. Anup Rajput, Head, Publication Division, NCERT, highlighting his numerous achievements and invited him to speak. Prof. Rajput gave a detailed presentation on Learning Outcomes for 21st century skills and global competences. Prof. Sanwal thanked him for his presentation and summarized the key points. She then introduced the final speaker of the session Mr. Sashank Hazarika, a teacher from Assam and a National Teacher Awardee 2017, and invited him to speak. Mr. Hazarika gave the practitioner’s perspective on Learning Outcomes and shared his experience with competency-based education, with experiences during the COVID Pandemic. Prof. Sanwal appreciated Mr. Hazarika’s efforts in preparing YouTube lectures, using art-integrated pedagogy and encouraging sports. She then initiated a short Q&A session with the speakers. She concluded the session by summarizing Prof. Rajput’s and Mr. Hazarika’s presentations. She thanked the speakers and all the listeners.
Highlights of the Presentations

Prof. Suniti Sanwal

Presently, children are passing the examinations, but not acquiring the prescribed competencies at the end of the scholastic year. The focus is mainly on completion of syllabi and textbook learning.

Competency-based Education (CBE) is a combination of Knowledge, Attitude and Skills that are observable and measurable. Traditionally, such competencies are used for skill development in professional courses or vocational education. Either a person acquires the specified competencies or not; assessment is not done in percentages.

NCERT’s National Curriculum Framework (NCF) 2005 took a constructivist approach. Learning Outcomes (LOs) were introduced in 2015, which were:

a) Competencies
b) Textbook free
c) Class-wise and Curricular Area wise

**LOs were developed by NCERT for each class and subject**

- For Elementary Stage in 2017
- For Secondary Stage in 2019
- For Sr. Secondary Stage in Progress (2020)

The goal was to provide pedagogical and assessment inputs to teachers.

**LOs for the elementary stage included**

- The Learning Outcome Document, which outlined curricular expectations, suggested pedagogical processes and defined learning outcomes.
- Posters for Classrooms
- Brochures for Parents

**Recommendations of NEP**

- Shift in the focus of Assessment
- Assessment to be used for optimising teaching learning process
Mathematics and mathematical thinking, data science, artificial intelligence, machine learning to be used

- Learning Outcomes based examination
- Teacher Training to focus on CBE

The goal is to move away from rote learning towards learning *how to learn.*

**Major shifts envisioned in NEP**

- Classroom transactions will shift towards competency-based learning using art integrated, sports integrated and story-telling based pedagogies.
- Less emphasis on input and greater emphasis on output potential concerning desired learning outcomes.
- Formative and adaptive assessment “as” “of” and “for” learning will be aligned with the learning outcomes, capabilities and disposition for each subject in a given class.
- Examination to test achievement of learning outcomes through assessment of core concepts of knowledge, relevant higher order skills, application of knowledge in real life situations and meeting the skill requirement of the 21st Century.

**Curriculum & Textbooks for competency-based education**

- Textbooks to facilitate discussion analysis and application.
- Practice based internship with local vocational experts.
- Focus on developing moral/ ethical values.
- Basic training on disaster response, first aid, health, nutrition, hygiene.
- High Quality bilingual (Home language & English) teaching learning material.

**Way Forward for Competency-based Education**

- Development of parameters and rubrics for assessment
- Assessment to be based on achievement of competences and learning outcomes
- Curriculum, syllabus and teaching material to be presented in an integrated manner
- Well planned teacher training to adopt pedagogy for CBE
Currently the teaching learning process focuses on rote memorization and examinations. However, emphasis should be on making children competent. This requires vigilance regarding the teaching process, teaching learning materials and assessment reforms.

LOs describe the end product of the teaching learning process. Currently, these translate into curriculum, textbooks and exams; rather than competencies. The learners are not competent, and the fault lies with the system. Today, LOs need to be defined along 21st century skills to make learners into global citizens. Competence must not be assessed at the end of the process via examination, but ongoing assessment during the process is required.

To achieve 21st century skills and global competence, the focus should be on 4 domains- Knowledge, Values, Attitude and Skills. Learners in India acquire skills and knowledge, but often lack values and attitude. Children should be able to:

- Understand and appreciate the perspectives and worldviews of others.
- Engage in open, appropriate and effective interactions across cultures.
- Take action for collective well-being and sustainable development.
- Examine local, global and intercultural issues.

International assessment is required to understand where India learners stand compared to learners in other countries. PISA assess competencies and action in three categories: a) Knowledge, b) Skills and c) Values & Attitude. CIC standards contain parameters of Purpose, Character, Creativity, Relationships and Learning. Such assessments indicate the ultimate goals that should be included in NCF and SCFs.

**LOs are of two types**

1) **Content Outcomes** - focus on development and assessment of competencies that include 21st century skills.

2) **Process Outcomes** - describe the achievement of the skills through examples from different subjects and classes.

Process outcomes are more important as content outcomes are only the medium for CBE.
Difference between Learning Objectives and Learning Outcomes

- Learning Objectives - Fixed or decided in the beginning of the process
- Learning Outcomes - Achieved at the end of the process

There is close collaboration between the two, during the teaching-learning process.

Learning Resources should be Contextual to the learner

- Experiential - Daily life experiences linked with classroom
- Creating Interest - Stories, poems, riddles
- Digital - e-content, audio & video programmes, interactive multimedia content, e-worksheets, games
- Integration - Art and sport integration
- Manipulative - Learning Kits, toys, labs
- Print - Textbooks, comics, worksheets, board games, libraries

NEP focuses on Adaptive assessment

- Child-centred assessment - Actual assessment of learning styles and learning level of each child, individualistic and contextual
- School-based Assessment - Projecting actual learning level of each child. It provides appropriate tools to assess overall (holistic) development of the child.
- Cooperative learning and peer assessment - Taking up projects in groups, Group work/discussions in classrooms
- Use of technological tools - Additional Resources of learning, Online Assessments

The goal of assessment should be to ascertain whether the teaching-learning processes are going in the right direction or not. Assessment should entail only slight stress and competitiveness, along with more joy and inclusivity.

Multidisciplinary Approach

- Project based learning and assessment - Projects that each child relates to his/her daily life experiences
- Assessment in real life situations - More focus on assessment of Psychomotor and Affective skills and less on cognitive.
- Country wide focus on PISA, TIMSS and PIRLS type of assessment which stresses more on higher levels of learning
• Deemphasize one time testing and focus on CCE and School Based Assessment

Tools for Assessing competencies
• Assessing the process continuously through Rubrics
• Portfolio- Physical and e-portfolio
• Assessment to be integrated with Teaching and not to be done separately
• Adaptive Assessment: Assessing each child individually with her/his levels of performance and ability to display

Mr. Sashanka Hazarika
Mr. Hazarika gave the practitioner’s perspective on Learning Outcomes and shared his experience with competency-based education, especially during the COVID Pandemic.

Implementing Competency Based Education (Activities during Lockdown):
• Saw lockdown as an opportunity to empower teachers, students as well as other people of the society.
• Visited the students and their guardians at their residence to motivate them and engage them in different educational activities.
• Engaged educated unemployed people in the village for the purpose of knowledge sharing and other educational activities.
• One brilliant student of each class was appointed as a leader to carry on the educational activities.
• To keep the virtual sessions interesting, Mr. Hazarika instilled excitement, enjoyment and anticipation in his classes.
• The goal was to spark the curiosity of students and jumpstart their motivation to learn.

YouTube used as a tool of learning for students
• High quality classes easily available and accessible both for the students and teachers
• Teachers can improve their teaching style/ methods by watching other teachers’ classes and overcome their shortcomings
• These classes make student truly smart with a smart phone
• Students can get help in any subject at any time & they can solve their doubts.
- Provide opportunities to the students to use their skills and abilities through different activities.
- Working on the best understanding and use of the competencies of the students

**Impetus to sports and other co-curricular activities**

- Helps student reach their full potential
- With proper counselling in this regard students can be stimulated
- Periodical meetings to motivate students to participate in co-curricular activities

**Results**

- Advantages of undertaking CBE through online mode included remote learning, comfort, accessibility, student’s engagement, skill development, capacity building etc.
- Also involved the use of technology to facilitate two-way communication between students and teachers.
- Teachers were able to identify and develop students’ competencies through various productive ways like discussions, debates, quizzes etc.