



CENTRAL BOARD OF OPEN SCHOOLING AND EXAMINATION

“Serving under the national framework for open schooling and vocational education, in alignment with the guiding principles of the National Education Policy (NEP) –

Government of India.”

C-77 Cluster Place, Peeragarhi- New Delhi 110001

Ph: 9557361231, 9557351231

Ref No: CBOSE/EAM/2025/302

Date: - 18 Jan 2025

Press Release

Competency-Based Assessment Transition Framework for Open School Learners – Academic Year 2025

It is hereby notified for the information of all affiliated study centres, regional academic coordination units, district academic facilitation cells, institutional heads, examination coordinators, faculty members, assessment designers, digital monitoring officers, and all stakeholders functioning under the Central Board of Open Schooling & Examination (CBOSE), that in accordance with the directives of the Ministry of Education, Government of India, the Board is implementing the **Competency-Based Assessment Transition Framework (CBATF) for the Academic Year 2025**. This framework is aligned with the National Education Policy 2020, the National Curriculum Framework 2023, and the National Credit Framework 2025, and reflects the national mandate to shift from memory-based testing to competency-driven, skill-integrated and learning-outcome-oriented evaluation.

The Government of India has articulated that the school education system must evolve from traditional, factual recall-based examination patterns towards competency-based assessments that evaluate real understanding, conceptual clarity, practical applicability, higher-order thinking, problem-solving ability, and structured analytical reasoning. In alignment with this direction, the Board hereby notifies that the **entire assessment design for Stream 1 and Stream 2 learners shall undergo a phased but compulsory transition from the 2025 examination cycle onward**.

Institutions must begin immediate orientation of faculty, learners, and evaluators towards competency-based methodologies. The Board emphasises that this transformation is not optional but a mandated national requirement that shall determine assessment standards for the coming decade. Under the Competency-Based Assessment Transition Framework, the Board will shift the weightage from direct recall questions to conceptual, application-oriented, scenario-based, case-study-based, and skill-integrated question patterns. The purpose is to ensure that every learner is evaluated on authentic understanding rather than memorised content.

Institutions must ensure alignment of teaching practices with the competency descriptors defined by the National Curriculum Framework. Teachers must redesign classroom activities, assignments, and assessment modules to reflect the required shift. Learning experiences must move beyond textual explanations to include practical demonstrations, real-life application tasks, cross-disciplinary linkages, conceptual mapping, and analytical reasoning exercises. Institutions must ensure that learners develop the ability to understand concepts deeply and apply them meaningfully.

The Board directs that all question papers for 2025 shall incorporate a balanced mix of competencies including foundational literacy, conceptual understanding, problem-solving, analytical reasoning, decision-making, and functional skill application. The question design shall no longer be limited to direct textbook content but shall evaluate the learner's capability to interpret information, draw inferences, analyse real-life situations, and demonstrate clarity of reasoning. The assessment patterns for subjects with practical components shall include integrated assessment of practical competence, documentation skills, demonstration accuracy, and viva-based analytical communication.

Institutions must ensure that their teachers undergo the required orientation under the competency-based training programmes offered through DIKSHA, PM SHRI Faculty Upskilling, NISHTHA 4.0, and other government-supported digital modules. Teachers must be trained to design question papers that align with learning outcomes specified in the NCF. The Board emphasises that competency-based assessment is not merely a change in questioning pattern but a complete academic shift in teaching philosophy, learner engagement, and evaluation methodology.

Learners must be counselled about the nature of the new assessment system. Institutions must ensure students understand that rote memorisation or last-minute preparation will not yield success under the 2025 framework. Students must develop long-term understanding, engage with activities, participate in discussions, complete assignments, and practice competency-based question formats. The Board shall soon release sample competency-based question sets, model papers, and demonstration sheets to all centres, and institutions must incorporate these materials in classroom teaching.

Practical examinations for vocational, technical, healthcare, commerce, and skill-based subjects shall reflect the revised competency structure. Learners shall not only be assessed on execution but also on procedural understanding, justification of steps, interpretation of outcomes, and the ability to connect practical work with theoretical learning. Viva-voce shall form an integral component and shall evaluate clarity of communication, conceptual coherence, and situational understanding.

Institutions must ensure that internal assessments, TMAs, project work, and activity-based submissions follow the competency-based guidelines. Assignments must not be content reproduction or copied material. They must be original, analytical, and reflective of the learner's understanding. Evaluators must avoid awarding marks arbitrarily or uniformly. Each assignment must be examined for competency representation, and evaluators must document clear remarks reflecting critical evaluation.

The Board will implement **AI-enabled Assessment Integrity Monitoring** for the year 2025. Evaluation patterns, mark distributions, and script analysis shall be monitored through digital systems that detect unusually high uniformity, inflated scoring, or inconsistent patterns. Institutions must ensure that evaluators adhere strictly to the competency-based evaluation rubrics provided by the Board. Any deviation may result in audit action or evaluator disqualification.

The Competency-Based Assessment Transition Framework emphasises integration of **real-life application**. Accordingly, institutions must incorporate community-linked projects, field-based activities, observational tasks, and skill demonstrations into their academic plans. Such activities must be documented and retained as part of learner records. These shall be subject to Board scrutiny during result verification and evaluation audits.

The Board directs that theory examinations under the competency-based model must evaluate multi-dimensional abilities. Centres must ensure that examination environments

remain supportive, organised, and conducive to reflective thinking. Invigilating staff must maintain silence and discipline while ensuring comfort for students attempting analytical tasks. Institutions must ensure readiness through updated seating plans, functional writing spaces, adequate lighting, and uninterrupted examination flow.

Based on the Ministry of Education's directive, the Board shall also implement the **Competency-Based Marking Grid**, which evaluates the depth of understanding rather than the length of written content. Evaluators must examine answers based on clarity, reasoning, structure, and accuracy. The old marking style that rewarded memorised content or lengthy writing shall no longer apply.

Institutions must maintain all competency-based academic records including assignment files, practical files, project records, viva sheets, learning portfolios, and evaluator remarks for at least one year after the declaration of results. These records may be required for moderation, audit verification, or dispute clarification.

Students with disabilities must receive full support under the inclusive competency framework. Institutions must ensure appropriate accommodations including scribes, extra time, separate seating, or assistive tools while ensuring that the essence of competency assessment remains intact.

Institutions must display this Notification prominently on notice boards, official groups, digital platforms, and websites. Institutional heads must ensure that all teachers, counsellors, and examination personnel fully understand and implement the Competency-Based Assessment Framework for 2025.

This Notification supersedes all earlier circulars regarding assessment patterns issued for previous years.

This issues with the approval of the Competent Authority.

Copy with a request to respective Heads of Directorates as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. All Regional Directors/Regional Officers of CBOSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
2. All Joint Directors/Deputy Directors/Assistant Directors, CBOSE
3. In charge IT Unit with the request to put this circular on the CBOSE websites
4. The Assistant Librarian, CBOSE
5. The Public Relations Officer, CBOSE
6. PS to Chairperson, CBOSE
7. SPS to Secretary, CBOSE
8. Guard File



Organization Secretary
Central Board of Open Schooling and
Examination, New Delhi



CENTRAL BOARD OF OPEN SCHOOLING AND EXAMINATION

“Serving under the national framework for open schooling and vocational education, in alignment with the guiding principles of the National Education Policy (NEP) – Government of India.”

C-77 Cluster Place, Peeragarhi- New Delhi 110001

Ph: 9557361231, 9557351231

Ref No: CBOSE/Exam/2025/301

Date: - 05 Jan 2025

Press Release

National Academic Year Readiness & Institutional Digital Compliance Directive – 2025

It is hereby notified for the information of all affiliated study centres, regional academic coordination units, district-level administrative monitoring cells, institutional heads, digital governance officers, examination coordinators, compliance supervisors, data officers, and all stakeholders functioning under the Central Board of Open Schooling & Examination (CBOSE), that in alignment with the Ministry of Education, Government of India, for the academic transformation year 2025, the Board is implementing the **National Academic Year Readiness & Digital Compliance Directive – 2025**. This directive is issued in accordance with the guidelines of the National Education Policy 2020, the National Curriculum Framework 2023, the National Credit Framework 2025, and the Digital India Education Stack implementation roadmap approved for national rollout.

The academic year 2025 marks the beginning of a significant structural transition across India's school education ecosystem. With the Ministry of Education emphasising competency-based curriculum, credit-based learning pathways, digital credentialing, AI-enabled monitoring, institutional governance reforms, and enhanced transparency in academic operations, all affiliated institutions of the CBOSE are directed to comply with the updated readiness framework outlined herein. This directive supersedes all previous readiness circulars issued in earlier years.

Institutions must begin the 2025 academic session by ensuring that their physical, digital, administrative, academic, and regulatory preparedness is complete. The Ministry of Education has mandated that all educational institutions shift towards **digitally verifiable learner profiling, AI-based error detection, paperless academic governance, and credit-based progression**. Accordingly, every study centre affiliated with CBOSE must maintain updated infrastructure, data accuracy, faculty competency, and digital systems capable of functioning under the national standards set for the year 2025.

The first requirement under this directive is the completion of the **Institutional Digital Compliance Audit**. All centres must verify operational readiness of their digital login portals, Aadhaar-authenticated learner enrolment modules, QR-enabled attendance systems, and secure examination dashboards. Institutions must ensure that administrators, coordinators, IT officers,

and staff members possess valid login credentials and that all user accounts are updated for the 2025 session. No academic or administrative function shall be executed through unofficial or unverified digital channels.

Aligned with the Government of India's emphasis on **NCrF-based credit mobility**, institutions must update their subject offerings, course structures, workload hours, and assessment plans in accordance with the Board's notified credit tables. Every learner must be issued a credit-based learning pathway document at the time of admission. Institutions must ensure that learning hours, practical components, assignments, and examinations correspond strictly to the approved credit values recognised under NCrF 2025.

Institutions must also ensure full compliance with **NCF (National Curriculum Framework) 2023** guidelines. Academic plans must integrate competency-based instruction, foundational literacy benchmarks, multidisciplinary learning pathways, and structured assessment methods. The Board reiterates that rote-based practices must be eliminated completely. Every institution must adopt teaching-learning practices that reflect methodological clarity, conceptual depth, experiential learning, and skill orientation. Lesson plans must be updated for 2025 and approved by institutional authorities.

The Ministry of Education's Digital India initiative requires all educational bodies to strengthen their **Data Integrity Systems**. Accordingly, institutions must ensure that demographic details of all learners—including names, Aadhaar-seeded identity, date of birth, gender, category, parental details, and contact information—are verified thoroughly at the time of enrolment. No mismatch shall be tolerated at later stages. Errors identified after the close of the verification window may result in record freezing or result withholding.

Institutions must establish a **Faculty Competence & Academic Governance Review Committee**, ensuring that teachers, mentors, and counsellors are adequately trained in NEP 2020 standards, digital pedagogy, skill-mapping techniques, and competency-based assessment protocols. The Board encourages faculty participation in state and national-level training programmes introduced under PM SHRI, NISHTHA 4.0, and DIKSHA-based teacher development frameworks.

To ensure a smooth academic year, institutions must complete infrastructural readiness. Classrooms must be clean, ventilated, technologically supported, and arranged to support blended learning. Laboratories must be fully functional with required instruments, safety equipment, and digital monitoring devices. Library resources must include curated digital materials aligned with NCERT, NIOS, and CBOSE competency-based modules.

A major component of 2025 readiness involves **Examination Conduct Preparedness**. Institutions must maintain CCTV surveillance with uninterrupted recording, functional storage memory, and secure cloud backups. Examination halls must be equipped with clocks, adequate lighting, emergency supplies, and security systems. The Board requires continuous monitoring and prohibits any activity that may compromise examination integrity.

Institutions must ensure that the **Academic Calendar for 2025** is displayed prominently and communicated digitally to all learners. All deadlines must be adhered to strictly, including enrolment completion, assignment submissions, practical scheduling, examination dates, verification windows, and administrative audit cycles. No centre shall deviate from the Board's notified calendar under any circumstance.

The Ministry of Education has emphasised implementation of **Student Safety, Mental Health, and Well-being Guidelines 2025**. Accordingly, institutions must ensure that counselling services, emergency protocols, and student grievance redressal mechanisms are

operational. Anti-bullying, anti-discrimination, and safety awareness measures must be publicly displayed. Psychological support must be made available during examination periods.

The Board also mandates readiness for **AI-enabled Academic Monitoring**. Institutions may be evaluated through automated systems analysing attendance patterns, submission workflows, assessment errors, unusual mark distributions, and centre-level performance. Institutions must therefore maintain clean, verified digital records at all times.

Institutions must maintain strict financial and administrative transparency in accordance with national audit norms. Fee structures, receipts, transaction logs, fund utilisation records, and financial statements must be updated and made available for review upon request.

This Notification must be displayed prominently on all notice boards, institutional websites, digital groups, and faculty workspaces. Heads of institutions must ensure that every staff member—academic or administrative—remains fully aware of the requirements outlined herein.

This Notification supersedes all previous readiness circulars issued by CBOSE.

This issues with the approval of the Competent Authority.

Copy with a request to respective Heads of Directorates as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. All Regional Directors/Regional Officers of CBOSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
2. All Joint Directors/Deputy Directors/Assistant Directors, CBOSE
3. In charge IT Unit with the request to put this circular on the CBOSE websites
4. The Assistant Librarian, CBOSE
5. The Public Relations Officer, CBOSE
6. PS to Chairperson, CBOSE
7. SPS to Secretary, CBOSE
8. Guard File



Organization Secretary
Central Board of Open Schooling and
Examination, New Delhi