



केन्द्रीय माध्यमिक शिक्षा बोर्ड

(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



CBSE/ACAD/US(AB)/2024

Date: 23.08.2024

Circular No: Acad-73/2024

All the Heads of Schools Affiliated to CBSE

Subject: Implementation of National Curriculum Framework for School Education – 2023 in Schools.

In continuation to the Cir No: Acad-29/2024 dated, March 22, 2024, it is informed that the NCERT has released learning – teaching material including textbooks for Grades 1, 2, 3 and 6.

Further, the advisory issued by NCERT on “Implementation of the National Curriculum Framework for School Education 2023” is enclosed for reference and adherence by schools.

With best wishes.

Dr. Praggya M. Singh
Director (Academics)

Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

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, Eklavya Model Residential Schools (EMRS), Ministry of Tribal Affairs, Government of India.
4. The Secretary, Sainik Schools Society, Room No. 101, D-1 Wing, Sena Bhawan, New Delhi-110001
5. The Chairman, Odisha Adarsha Vidyalaya Sangathan, N-1/9, Near Doordarshan Kendra, PO Sainik School Nayapalli, Bhubaneswar, Odhisha-751005
6. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054
7. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160017
8. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim –737101
9. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791 111
10. The Director of Education, Govt. of A&N Islands, Port Blair – 744101
11. The Director of School Education, Ladakh, Room No.101-102, Ground Floor, Council Secretariat, Kurbathang, Kargil - Ladakh
12. The Director of School Education, Andhra Pradesh, 3rd Floor, B block, Anjaneya Towers, VTPS Rd, Bhimaraju Gutta, Ibrahimpatnam, Andhra Pradesh – 521 456
13. The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector -3, Rohini, Delhi



‘शिक्षा सदन’ ,17 राऊज़ एवेन्यू ,इंस्टीट्यूशनल एरिया, नई दिल्ली –110002

‘Shiksha Sadan’, 17, Rouse Avenue, Institutional Area, New Delhi – 110002





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14. The Additional Director General of Army Education, A –Wing, Sena Bhawan, DHQ, PO, New Delhi-110001
15. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010
16. DS to Chairperson, CBSE
17. Secretary/ Controller of Examinations/ All Directors, CBSE
18. 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
19. All Joint Secretary/ Deputy Secretary/ Under Secretary/ Assistant Secretary, CBSE
20. All Head(s)/ In-Charge(s), Centre of Excellence, CBSE
21. In charge IT Unit with the request to put this Circular on the CBSE Academic Website
22. In-Charge, Library
23. Record File

Director (Academics)



'शिक्षा सदन', 17 राऊज़ एवेन्यू, इंस्टीट्यूशनल एरिया, नई दिल्ली –110002

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Implementation of National Curriculum Framework for School Education-2023 in Schools

NCERT Advisory for Schools



Date: 16th August 2024



National Council of Educational Research & Training

Sri Aurobindo Marg, New Delhi-110016

NCERT Advisory for Schools

Implementation of the National Curriculum Framework for School Education 2023

This is an advisory for all schools towards the implementation of the National Curriculum Framework for School Education (NCF-SE) 2023, which also includes the perspectives of National Curriculum Framework for Foundational Stage 2022. The NCF-SE 2023 emphasizes the development of conceptual understanding, critical thinking, creativity, values and dispositions as central to student learning. All school subjects are equally important for a holistic education and there must be an equal emphasis on all of them. These documents are available on the following-Weblink-

NCF-FS

<https://ncf.ncert.gov.in/webadmin/assets/92ab73f8-5ee9-478d-a3e9-78978f4f685d>

NCF-SE

<https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26>

As per the perspectives of NCF-FS and NCF-SE, the National Council for Educational Research and Training (NCERT) has developed new textbooks for Grades 1,2,3 and Grade 6. List of these textbooks is annexed with this Advisory. The focus of implementation in the year 2024-25 is textbooks for Grade 3 and Grade 6. A collection of Learning-Teaching Material -Jaadui Pitara for children in the age group of 3-8 years and Textbooks for Grades 1 and 2 have already been released for their implementation in the year 2023-24 and onwards. The implementation of the NCF-SE 2023 in schools has five key parts:

- a. Introducing new School Subjects
- b. Teaching with the new Textbooks following appropriate pedagogy
- c. Attaining Learning Standards
- d. Using varied Assessment Activities
- e. Organizing the Time-table

Details of each are given below:

1. Introducing New School Subjects in Grades 3 and Grade 6

- a. One of the most important ideas in the NCF-SE 2023 is the equal emphasis on all curricular areas to ensure a holistic educational experience for all students.
- b. Art Education and Physical Education are now school subjects on par with all others across Grades 3-12. Schools must ensure that they are given adequate space in the school day, adequate resources and adequate focus across all these Grades.
- c. In Grade 6, Vocational Education is introduced as a separate area of study integral to the school curriculum. Schools must ensure that Vocational Education is given adequate space in the school day, adequate resources and adequate focus.
- d. In Grade 3, The World Around Us is an interdisciplinary area that encourages exploration and understanding of both the natural world and the social world. Aspects of pre-vocational skills are also incorporated into this subject. Schools must ensure that this is fully implemented.
- e. *Please see Part C, Chapters 6,7,8,9 in the NCF-SE 2023 for further details.*

2. Teaching with the new Textbooks following appropriate pedagogy

- a.** Schools must ensure that the appropriate pedagogy is used when implementing the new textbooks in the classroom.
- b.** The following are some important pedagogical pointers based on the NCF-SE 2023.
 - i. The classroom is a place of formal learning where there must be a balance of direct instruction and opportunities for activity, discussion, exploration and inquiry.
 - ii. The focus must be on conceptual understanding and reasoning rather than rote learning or recalling facts.
 - iii. Students learn best when they are fully involved in the learning process - please encourage students to observe, ask questions, and discuss ideas.
 - iv. Conversations and discussions, activities and projects, experiments and field trips are an important part of the classroom process.
 - v. Special attention must be paid to the prior concepts that students might already have and connect those ideas to what they now need to learn.
 - vi. While individual work is critical, students working in different pairs and different groups should be actively encouraged. This builds important life capacities of working in teams and working with different kinds of people.
 - vii. Homework is important and can be designed in very exciting ways that are both fun and challenging for students. This will help students absorb, practice and apply what they have learnt.
 - viii. While the textbook is very important, it must not be seen as the only source of learning. Please encourage students to search for answers from books, from their and others' experience, from their environment and from the people around them. Please help them to access and choose appropriate material that will help them learn further.
 - ix. While students learn separate subjects, it is important to keep the connections between subjects alive to ensure that learning is multidisciplinary and holistic. Please do whatever you can to help your students to make connections between what they learn in school and their life experiences outside school.
- c.** For Grade 3, activity and discovery-based pedagogy is the focus while gradually encouraging students to be active within a formal classroom arrangement. The ability to concentrate and pay continuous attention to classroom discussions needs to be encouraged. Some proportion of self-paced individual work should be part of the classroom activity, while some amount of homework can be included. The content that is chosen, the teaching plan and classroom arrangement would need to be activity-based, playfully experimental, and lend themselves to a consolidating/summarizing conversation after 'doing.'
- d.** For Grade 6, pedagogy is a judicious balance of direct instruction and opportunities for exploration and inquiry. The expansion of subjects and the abstract nature of theories place a heavier cognitive demand on students. The focus on conceptual development indicates that the teacher must pay attention to the prior concepts that students might already have and how to use those concepts to bring about active learning. The emphasis is not on accumulating facts, but on becoming fluent in the methods of inquiry within each school subject.

e. *Please see Part A, Chapter 3, and Part C, Chapters 1-9 in the NCF-SE 2023 for further details.*

3. Organizing the Time-Table

- a. Schools must ensure that there is requisite time and space for all aspects of the curriculum in of Grades 3 and 6 in accordance with the NCF-SE 2023 and the new textbooks.
- b. Time is an invaluable resource in every school. The allocation of time to different activities and areas of learning (referred to as the 'timetable') must be carried out very carefully. It must consider practical aspects, such as time available, but also must enable the operationalization of the curriculum including its priorities and balance.
- c. While teaching time is critical, students must have enough time and space for the development of genuine conceptual understanding and capacities, rather than rote learning.
- d. Special efforts will be needed to ensure adequate time for Art Education, Physical Education and Vocational Education in the school day.
- e. *Please see Part A, Chapter 4 in the NCF-SE 2023 for further details.*

4. Attaining Learning Standards

- a. Schools must ensure that they understand and work towards achieving the Learning Standards set out in the NCF-SE 2023 for Grades 3 and 6.
- b. The new textbooks for Grade 3 and 6 have been developed to help achieve these Learning Standards
- c. Based on the Aims of Education, the NCF-SE 2023 has set clear and specific Learning Standards that specify intended educational outcomes of the curriculum.
- d. Learning Standards comprise:
 - i. Curricular Aims for each school subject that are to be attained by the end of schooling.
 - ii. Curricular Goals for each school subject are to be attained by the end of each School Stage. These Curricular Goals give direction to curriculum development and implementation in order to achieve Curricular Aims.
 - iii. Competencies for each school subject are specific learning achievements that are observable and can be assessed systematically. They are directly derived from each Curricular Goal and are expected to be attained by the end of a School Stage. Summative assessments at the end of each Stage of schooling should be based on these Competencies.
 - iv. Specific Learning Outcomes for each Grade are granular milestones of learning and usually progress in a sequence leading to the attainment of each Competency. Learning Outcomes help Teachers to plan their content, pedagogy, and assessments towards achieving specific Competencies.
- e. *Please see Part A, Chapter 1-3, and Part C, Chapters 1-9 in the NCF-SE 2023 for further details.*

5. Using Varied Assessment Activities

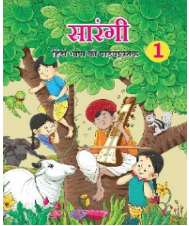
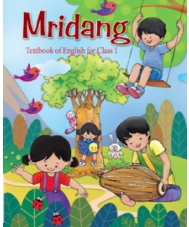

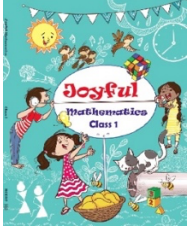
- a. Schools must ensure that the appropriate assessment is used when implementing the new textbooks in the classroom.
- b. This has a very important role to play in shifting the focus from rote memorization to conceptual understanding.
- c. The following are some important assessment pointers based on the NCF-SE 2023.
 - i. Assessment should measure achievement of Competencies and Learning Outcomes leading to attainment of Curricular Goals.

- ii. Assessments must be an ongoing process integrated within the teaching-learning process. This helps both teachers and students understand and improve their work.
- iii. This should not become an intimidating process that involves fear or labelling or segregation of students.
- iv. Multiple methods of assessment (e.g., written tests, oral assessments, project work, group assignments) should be used.
- v. Timely, credible, and constructive feedback to students with information on what has worked well, what areas might need improvement and how this can be achieved is critical.
- d. For Grade 3, assessments are a combination of observation of students' activity, correcting their worksheets, and short, formal oral and written evaluations. Periodic summative assessments could supplement the more frequent formative assessments.
- e. For Grade 6, assessments start to become more formal and explicit. The focus should be on specific ways of reasoning within each subject and not primarily on the recall of facts. Formal tests and examinations play a role with the expectation that students can process larger chunks of information together for analysis and synthesis. Formative assessment techniques, such as projects, debates, presentations, experiments, investigations, role plays, journals, and portfolios should be used to assess learning. Practical tests and projects should also be introduced.
- f. *Please see Part A, Chapter 3, and Part C, Chapters 1-9 in the NCF-SE 2023 for further details.*

Note: States and UTs may go by this Advisory as per their contexts and requirements

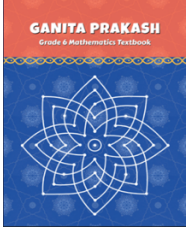
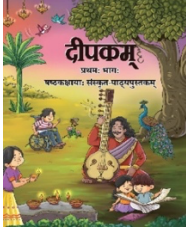
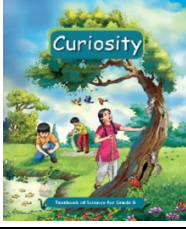
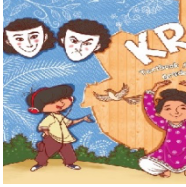
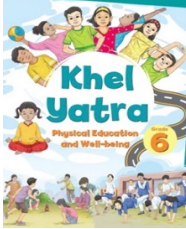
ANNEXURE-I

List of NCERT Textbooks for Grade – I, II, III and VI

Grade	Subject	Textbooks	Cover Page of the Book
Grade 1	Hindi	Sarangi	
	English	Mridang	
	Urdu	Shehnai	
	Mathematics	Joyful Mathematics	

Grade 2	Hindi	Sarangi	
	English	Mridang	
	Urdu	Shehnai	
	Mathematics	Joyful Mathematics	
Grade 3	Hindi	Veena	
	English	Santoor	
	Urdu	Sitar	

	Mathematics	Math Mela	
	The World Around Us	Our Wondrous World	
	Arts	Bansuri - I	
	Physical Education and Well-being	Khel Yoga	
Grade 6	Hindi	Malhar	
	English	Poorvi	
	Urdu	Khayal	

	Mathematics	Ganita Prakash	
	Social Science	Exploring Society India and Beyond	
	Sanskrit	Deepakam	
	Science	Curiosity	
	Arts	Kriti - I	
	Physical Education and Well Being	Khel Yatra	
	Vocational Education	Kaushal Bodh	