SECONDARY SCHOOL CURRICULUM
PART-1 (CLASSES IX-X)
2026-27



CENTRAL BOARD OF SECONDARY EDUCATION
ACADEMIC UNIT, INTEGRATED OFFICE COMPLEX,
SECTOR 23,PHASE-I, DWARKA, NEW DELHI

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the[2] [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

[1](k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and forteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)

भारत का संविधान

[1] उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण [1]प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता
प्राप्त कराने के लिए [2]
तथा उन सब में व्यक्ति की गरिमा
[2]और राष्ट्र की एकता और अखंडता
सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई॰ को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;

(ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

(ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;

(च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;

(छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;

(झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;

[1](ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

1.1 CBSE Curriculum

CBSE curriculum reflects the nation's shared vision of education rooted in the Constitution of India and aligned with the aspirations of the National Education Policy (NEP) 2020. The National Curriculum Framework for School Education (NCFSE) 2023 has been developed as a foundational document for realising the vision of NEP 2020 in school education. As articulated in the NCFSE 2023, curriculum encompasses the entirety of students' organised experiences in school including goals, content, pedagogy, assessment, school culture, and learning environment.

In alignment with this national framework, CBSE has adopted the principles, stage design, Learning Standards, and assessment approach articulated therein. It is being implemented in a phased and systematic manner across classes and domains. In this perspective, curriculum is a coherent and integrated design that aligns with the:

- Aims of Education
- Learning Outcomes
- Assessment Practices
- Curricular Goals & Competencies
- Pedagogical Approaches
- School Culture & Processes

CBSE Secondary School Curriculum, therefore, seeks to operationalise the vision of NEP 2020 through the structured guidance of NCFSE 2023, aiming to develop learners who are rational, ethical, creative, compassionate, aware of their Indian roots, and prepared for democratic, cultural, and economic participation in a rapidly changing world.

The curriculum is guided by clearly defined Learning Standards, ensuring a meaningful flow from broad educational aims to measurable competencies and learning outcomes, thereby strengthening coherence between teaching, learning, and assessment.

1.2 Salient Features of the CBSE Secondary School Curriculum

In consonance with the principles and stage-specific expectations of NCFSE 2023 and as part of its phased implementation roadmap, the CBSE Secondary School Curriculum indicates CBSE's roadmap for NCFSE implementation and strives to:

01 Promote Holistic Development

Foster intellectual, physical, socio-emotional, ethical, and aesthetic growth, ensuring mind-body well-being and balanced holistic development.

02 Align with Learning Standards and Competency-Based Education

Structure curriculum around clearly defined Curricular Aims, Goals, Competencies, and Learning Outcomes.

03 Encourage Conceptual Understanding

Reduce content load to core essentials and enable deeper disciplinary understanding through inquiry, discussion, and application.

04 Adopt Effective and Engaging Pedagogy

Promote experiential, inquiry-driven, discussion based, project-based, arts-integrated, sports-integrated, and activity-based learning appropriate to the Secondary Stage.

05 Transform Assessment Culture

Shift assessment from testing memorisation to evaluating competencies and higher-order thinking. Promote assessment 'as', 'of' and 'for' learning, in alignment with emerging Board examination reforms.

06 Foster Rational Thought and Autonomy

Develop critical thinking, logical reasoning, creativity, and informed decision-making and reflective capacities.

07 Strengthen Constitutional Values and Democratic Participation

Integrate ethical reasoning, Fundamental Duties, citizenship values, inclusion, empathy, and pluralism into curricular processes.

08 Promote Multidisciplinary and Flexible Learning Pathways

Enable flexibility and choice across subject groups in the Secondary Stage while ensuring both breadth and disciplinary depth.

09 Integrate Art, Physical Education, and Well-being as Core Areas

Recognise Art Education and Physical Education as integral curricular areas with defined learning standards and performance-based assessments.

10 Embed Vocational Education

Integrate vocational capacities, work-based learning, and exposure to local crafts and industries, aligned progressively with future world of work.

11 Advance Environmental Literacy and Sustainable Practices

Develop environmental awareness, interdisciplinary understanding, and action - oriented capacities for sustainable living.

12 Promote Multilingualism and Cultural Rootedness

Encourage multilingual proficiency, including Indian languages, strengthening cultural literacy and pride in India while nurturing global citizenship.

13 Ensure Inclusive and Equitable Education

Promote inclusive practices responsive to diverse learners, socio-economic contexts, and varied abilities.

14 Leverage Educational Technology, Computational Thinking, and Artificial Intelligence

Integrate educational technology meaningfully while preserving strong teacher–student engagement. Establish Computational Thinking (CT) and Artificial Intelligence (AI) as core compulsory competencies up to the Secondary stage, fostering algorithmic thinking, data literacy, and ethical AI use etc.

1.3 Curricular Areas at Secondary Level

In accordance with the National Curriculum Framework for School Education (NCFSE) 2023, the CBSE Secondary Curriculum is structured across defined curricular areas to ensure both breadth and depth of learning. Students engage with Languages, Mathematics, Science, and Social Science, along with Art Education, Physical Education and Well-being, Vocational Education, and Interdisciplinary Areas.

Operationally, the Secondary School is envisioned as a learner-centred space where students build self-concept, resilience, enterprise, sportspersonship, and aesthetic sensibility. Schools are encouraged to design contextual and experiential learning environments that connect knowledge with real-life application, supporting students in becoming autonomous, responsible, and future-ready citizens.

Therefore, for the purpose of fostering core competencies in learners, this curriculum encompasses major learning areas as under:

(i) Languages

Languages include two official languages of India i.e. Hindi, English and 42 other languages. Thus, all scheduled languages listed in the 8th schedule of the Constitution of India are being offered, in addition to other native Indian regional languages and foreign languages.

The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective proficiencies in all these areas. Language Education at the Secondary Stage is guided by the stage-wise design and Learning Standards of the NCFSE 2023. To operationalise the recommendations of NCFSE 2023, CBSE issued Circular No. Acad-30/2025 dated 22 May 2025 laying down Implementation Guidelines for Language Instruction under NCFSE–2023 across Foundation, Preparatory and Middle-to-Secondary Stages.

In accordance with this circular and NCFSE's multilingual vision, languages are organised through a structured three-language framework across stages viz, **R1, R2 and R3**.

As per the recommendations of NCFSE-2023, two out of these three languages must be languages native to India.

To implement the recommendations of NEP-2020 and NCF-2023, R3 (Third Language) shall be made compulsory from Class VI & IX with effect from Academic Session 2026–27, ensuring that every learner studies at least two native Indian languages. The details are as follows:

Table 1

Table 1 (Revised): Phased Implementation of R3 (Third Language) across Stages

Session	Class VI	Class VII	Class VIII	Class IX	Class X	Assessment of R3
2026–27	Compulsory	–	–	Compulsory (Transitional) Class VI textbook +1 local literary text	–	Internal (School-based)
2027–28	Compulsory	Compulsory	–	Compulsory (Full)	Compulsory (Transitional) Class VII textbook +1 local literary text	
2028–29 onwards	Compulsory	Compulsory	Compulsory	Compulsory (Full)	Compulsory (Full)	

In the transitional phase (for students entering Class IX in 2026–27 and entering Class X in 2027–28), R3 shall be a mandatory subject. Students in Class IX 2026-27 shall study the Class VI level R3 textbooks published/prescribed by NCERT/CBSE, while students in Class X 2027-28 shall study the corresponding Class VII level R3 textbooks; in addition to the textbook as detailed above, 01 local literary text will also be studied, 01 each in Class IX 2026-27 and Class X 2027-28.

- R3 Class VI 2026-27 books will be available by the end of June 2026.
- For the Class IX batch 2027-28, Class IX R3 books will be available by December 2026.

Assessment of R3 shall be entirely school-based/internal, and no separate Board Examination in R3 shall be conducted at the Class X level. However, successful completion of R3 shall be mandatory for the award of certification by the Board. However, non-clearance of R3 at the time of Admit card distribution shall not restrict a student from appearing in the Board Examination in other subjects. Students who are unable to qualify in the Third Language in Class X, despite having appeared in the Class X Board Examination, shall be re-assessed by the concerned school at a suitable time before completion of Class X Board examination and convey their result to the Board immediately. No student shall be eligible for the award of the CBSE Secondary School Examination Pass Certificate unless he/she has passed the Third Language.

The languages listed in Table 5 may be offered at all three levels, namely R1, R2, and R3. However, one language cannot be offered at more than one level.

For R1 and R2:

The same textbooks may be prescribed for R1 and R2 levels, the syllabus and Board examinations for these two levels in Class X (2028 examination onwards) shall differ. For instance, students studying Hindi/English at the R1 or R2 level may use the same textbook; however, the learning outcomes, syllabus coverage, and assessment framework for R1 and R2 shall be distinct. Accordingly, separate assessment patterns shall apply for R1 and R2 levels. During the initial transition phase, Sample Question Papers (SQPs) and Marking Schemes (MS) for Class IX shall also be provided based on the NCERT/CBSE textbooks.

Further, for Regional languages, in case NCERT/ CBSE textbooks are not available, the SCERT/ State Textbook shall be followed for transaction at R1 & R2 levels. In all such cases also, the learning outcomes, syllabus coverage, and assessment framework for R1 and R2 shall be distinct.

Only for classes IX-X

Choice of Language (from Table 5 ahead) for class IX from 2026-27* &Class X 2027-28

R1: Any Language from the ones offered by CBSE
R2: Language other than the one offered as R1
R3: Language other than the ones offered as R1 and R2

For example:

a) Hindi (R1) + English(R2) +Malayalam(R3)
b) English(R1)+ Bengali(R2) +Hindi(R3)
c) Telugu(R1)+ English (R2) +Sanskrit (R3)
d) Marathi(R1)+Kannada(R2)+ English (R3)
e) Punjabi(R1)+ Tamil(R2)+Dogri(R3)

*** For the students who have not studied even one native Indian language in classes VI-VIII, a native Indian language at R3 will be compulsory.**

For students currently in class X covered by previous scheme, it is compulsory that all students must have studied three languages up to class VIII. Those students who could not clear the third language in class VIII and have been promoted to class IX, shall be examined by the concerned schools at the end of Class IX in the same syllabus and textbooks as prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he has passed in the third language, in the school- based internal assessment.

Schools are also advised to bring to the notice of CBSE the changes, if any, brought out at the commencement of the session by the respective State Boards, in the textbooks of the language of their State, being used by them , as per practice. Schools are directed to strictly follow the textbooks prescribed by CBSE in its curriculum. Changes, if any, can be adopted only after CBSE notifies it.

OASIS and School Autonomy

Schools must update their specific R3 offering for Classes VI & IX in the OASIS portal by **June 30, 2026 and as and when required.**

School Autonomy

Schools may choose any language from the CBSE List of Subjects (Table 5), provided that at least two of R1, R2, R3 must be native Indian languages. Schools may also offer a foreign language as part of the three-language formula along with two native Indian languages or as fourth additional language.

Exemptions and Special Provisions

Category	Provision
Children with Special Needs (CwSN)	As per Clause 17(i) of the RPwD Act, 2016 and NCFSE 2023 (page 21), CwSN with certified Specific Learning Disabilities or other specified conditions may be exempted from the study of R2 and R3, as per the norms specified in the Examination Bye Laws.
Foreign/Transient Students &	Students joining Class IX (2026-27) in India, from foreign boards/ CBSE schools situated abroad, and have not studied a native Indian language previously, are exempted on a case-by-case basis.
Schools Outside India	CBSE Schools situated in foreign countries are exempted from the requirement of two native Indian languages, applicable to schools located in India.

Sample Question Paper & Rubric for Internal Assessment of R3 (Transitional Phase) for class IX will be provided by CBSE.

Suggestions for schools to deal with possible concerns in the implementation of new scheme

Possible Concern	Possible resolution strategy
Teacher shortage	Schools may utilise Sahodaya or their Hub to have a common R3 teacher, digital classrooms (virtual teacher sharing), retired language teachers/guest teacher, existing teacher adept in the language/ postgraduates in the language) as per their need.
Curriculum overload	The R3 course is designed for 2/3 periods/week. This can be accommodated within the existing weekly framework. The focus remains on oral/reading fluency, not heavy grammar or writing. (Please see suggestive timetable provided in NCFSE-2023)
No Board exam for R3 leads to student/parent disengagement	R3 will remain a mandatory qualifying subject. The marksheet will distinctly reflect "Qualified/Not Qualified." Failure requires remediation, creating accountability. Schools are encouraged to award internal grades (A–E) and include qualitative feedback in the Holistic Progress Card.

Medium of Instruction (MoI) Option

In accordance with Section 1.6.1 of NCFSE 2023, and as reiterated in the CBSE Circular Acad 30/2025 dated 22.05.2025 schools must offer at least one language native to India as an option for Medium of Instruction from preparatory stage (Grade 3) up to Grade 12, where the primary MoI is not such language. For example, if the primary MoI is English, then one native Indian language may be offered as an option for MoI up to Grade 12.

Pedagogical and Assessment Approach in Languages

The NCFSE-2023 emphasises the adoption of multilingual classroom strategies, including comparison across languages, contextual vocabulary development, and the use of rich literary resources. Schools are required to align curriculum materials, teacher training, and assessment practices to reflect multilingual pedagogy. Assessment in language prioritises comprehension, articulation, analytical ability, and application over rote memorisation.

Inclusion and Relaxations

Clause 17(i) of the RPwD Act, 2016, states *"The appropriate government shall make measures to make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities, such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses"*.

In compliance with this stipulation, suitable curricular and examination modifications including exemption from second and third language courses, where applicable, shall be provided to children with special needs.

(ii) Mathematics

Mathematics education at the Secondary Stage develops clarity of thought, precision, logical reasoning, and problem-solving abilities. It enables learners to recognise patterns, understand relationships, and model real-world situations using quantitative and abstract tools. In alignment with the vision of NCFSE 2023, Mathematics is viewed not merely as a body of procedures, but as a disciplined way of thinking that fosters rationality and autonomy.

The curriculum builds strong conceptual foundations in number systems, algebra, geometry, mensuration, statistics, and probability, while encouraging students to engage with mathematical reasoning, argumentation, and proof in age-appropriate ways. Learners develop the ability to formulate problems, choose suitable strategies, analyse results, and communicate mathematical ideas with clarity. Connections with science, technology, economics, and everyday life are emphasised to make learning meaningful and relevant

a Pedagogical Approach

Teaching-learning processes prioritise conceptual understanding over mechanical procedures. Classroom interactions include exploration of patterns, guided discovery, problem-solving discussions, use of manipulatives and visual representations, and integration of technology where appropriate. Students are encouraged to explain their reasoning, compare multiple solution strategies, and learn constructively from errors. Regular practice is balanced with opportunities for investigation and mathematical thinking.

b Assessment Approach

Assessment follows the competency-based principles of NCFSE 2023 and evaluates understanding, reasoning, and application rather than routine memorisation. Question design includes problem solving tasks, case-based items, data interpretation, and situations requiring logical justification.

(iii) Science

Science education at the Secondary Stage nurtures curiosity about the natural world and develops the capacity to understand it through systematic inquiry. Through the study of Physics, Chemistry, and Biology, learners explore fundamental principles governing physical, chemical, and biological processes, while building a scientific temper grounded in observation, evidence, and logical reasoning. In keeping with the vision of NCFSE 2023, the focus is on deep conceptual understanding rather than the accumulation of facts.

Students learn to ask meaningful questions, design and interpret investigations, analyse data, and evaluate scientific claims. They apply scientific knowledge to issues related to health, environment, sustainability, and technology, thereby connecting classroom learning with real-world contexts. Science education thus supports rational thought, informed decision-making, and responsible citizenship.

a Pedagogical Approach

Teaching-learning processes emphasise inquiry, experimentation, and experiential engagement. Laboratory work, hands-on activities, demonstrations, field observations, modelling, and problem solving tasks form the core of pedagogy. Students are encouraged to hypothesise, test ideas, interpret evidence, and reflect on errors as part of the learning process. Collaborative exploration and discussion strengthen conceptual clarity and analytical thinking.

b Assessment Approach

Assessment aligns with the competency-based design of NCFSE 2023 and evaluates understanding, application, and reasoning. Question formats include case-based items, data interpretation, experimental analysis, and problem-solving tasks. Practical assessment emphasises investigative skills, accuracy of observation, interpretation of results, and scientific communication. Formative assessment through experiments, projects, and reflective tasks supports continuous learning and conceptual growth.

(iv) Social Science

Social Science education at the Middle and Secondary Stages, aligned with the Learning Standards framework of NCFSE 2023 develops informed, reflective, and responsible citizens through the study of History, Geography, Political Science, and Economics.

The curriculum fosters rational inquiry, ethical reasoning, constitutional values, and democratic participation. Learners engage with disciplinary methods such as interpretation of historical sources, spatial and environmental analysis, understanding of political institutions, and economic reasoning. They examine social, political, economic, and environmental processes, connect local contexts with national and global developments, and understand Fundamental Rights, Duties, and civic responsibilities.

a Pedagogical Approach

Pedagogy emphasises inquiry-based, discussion-oriented, and experiential learning. Students analyse primary and secondary sources, maps, data, and case studies; participate in debates and collaborative tasks; and undertake projects linked to real-life and local contexts. The focus is on interpretation, evidence-based reasoning, and perspective-taking rather than passive content reception.

b Assessment Approach

Assessment aligns with the competency-based design of NCFSE 2023 and evaluates conceptual understanding, analytical ability, and application. Tools include source-based and case-based questions, data and map interpretation, structured responses requiring argumentation, and project-based tasks. Formative assessment through discussions, presentations, and reflective writing supports continuous learning.

(v) Art Education

Art Education at the Secondary Stage nurtures imagination, aesthetic sensibility, cultural literacy, empathy, and socio-emotional well-being. In keeping with the vision of NCFSE 2023, the Arts are recognised as a core curricular area, integral to holistic development, with no separation between curricular and co-curricular domains.

The curriculum emphasises three interrelated processes: making art (creation and performance), thinking creatively in the arts, and appreciating artistic expression. Through sustained engagement with Visual Arts, Music, Theatre, and Dance & Movement, learners experience joy, confidence, persistence, and collaborative problem-solving, while developing a sense of belonging to India's rich and diverse cultural heritage.

Curriculum design integrates three dimensions of knowledge:

- Perceptual Knowledge – sensory experiences, emotional engagement, and aesthetic awareness;
- Procedural Knowledge – skills of creating, performing, and working with tools and materials;
- Conceptual Knowledge – understanding elements and principles such as rhythm, space, balance, colour, movement, and narrative.

Local art traditions serve as a starting point, with gradual expansion to regional, national, and global forms. Arts integration across subjects is encouraged, with emphasis on creative process over product.

a Pedagogical Approach

Art pedagogy is process-oriented, experiential, collaborative, and developmentally appropriate. Learning experiences are rooted in local culture and resources, while encouraging exploration, improvisation, and interdisciplinary connections. Teachers function as facilitators who create enabling environments, provide materials and guidance, and foster reflection. Workshops, exhibitions, artist interactions, and exposure visits are encouraged to enrich learning.

Through a good, effective art education programme, schools must aim to achieve:

- *Joy in exploring and creating artwork*
- *Imagination and creativity*
- *Empathy and sensitivity*
- *Understanding of connections with other disciplines*
- *Sense of belonging*

From NCF 2023

b Assessment Approach

Assessment in Arts Education aims to nurture students' creative abilities, artistic expression, critical thinking, and values such as curiosity, collaboration, and sensitivity, rather than focusing only on technical skills. In line with NCF-SE 2023, it follows a continuous, holistic, and competency-based approach, integrating assessment for learning, as learning, and of learning. Formative assessment is embedded in daily classroom processes through activities, discussion circles, teacher observations, peer and self-assessment, and students' art journals that promote reflection and creative exploration. Summative assessment at the secondary stage includes theory and practical components, where theory evaluates conceptual understanding of art forms through written or open-book examinations, while practical assessment focuses on demonstration of artistic skills in Visual Arts, Music, Dance, and Theatre, supported by portfolios, artefacts, performances, project work, and participation in artistic events. **Exact details of the assessment scheme in Arts Education are provided in the syllabus document of Arts Education.**

(vi) Education in Interdisciplinary Area

In alignment with the National Curriculum Framework for School Education 2023, which emphasises multidisciplinary learning, constitutional values, environmental consciousness, and the development of rational and ethical reasoning, CBSE introduces Education in Interdisciplinary Areas as a compulsory component at the Secondary Stage. Accordingly, "Individual in Society" in Class IX (2026-27 onwards) and "Environmental Education" in Class X (2027-28 onwards) shall be implemented for the same cohort of students as and when NCERT textbooks become available. The Pedagogical and Assessment approach shall be informed shortly, subsequent to the release of NCERT Syllabus.

(vii) Physical Education and Well Being

Physical Education and Well-being at the Secondary Stage promotes holistic development by integrating physical fitness, mental well-being, resilience, cooperation, and sportsmanship. In alignment with the Aims of School Education and the Learning Standards framework of NCFSE 2023, this curricular area is recognised as a core component of school education, with the same rigour and expectations as other disciplines.

The curriculum seeks to cultivate a lifelong love for physical activity and sports, while developing capacities for skilful participation, teamwork, leadership, discipline, and self-regulation. It integrates structured sports, indigenous games, athletics, and fitness practices, along with Yoga and mind-body wellness traditions that form an important part of India's knowledge heritage. Health education, nutrition awareness, and lifestyle choices are embedded to support informed and responsible living.

At the Secondary Stage, students are provided opportunities to deepen engagement in chosen sports or physical activities, building competence, strategic thinking, and collaborative skills. Physical Education contributes directly to the development of perseverance, empathy, cooperation, and respect for diversity.

a Pedagogical Approach

Pedagogy is activity-based, experiential, and developmentally appropriate. It includes structured skill development sessions, team-based games, fitness training, Yoga practices, and reflective discussions on health and well-being. Learning experiences are inclusive and adaptable to diverse abilities, ensuring active participation of all students. Emphasis is placed on practice, feedback, self improvement, and safe engagement.

A good physical education programme is therefore considered important for everyone, regardless of the field of interest one wants to pursue in life. Physical Education in schools must aim to achieve:

- *Appreciation for physical activity and sports*
- *Capacities for skillful engagement in physical activity or sports*
- *Resilience*
- *Empathy and cooperation*

From NCF 2023

b Assessment Approach

Assessment in Physical Education and Well-being is designed to be continuous, comprehensive, competency-based, and learner-centric, focusing not only on physical performance but also on conceptual understanding, participation, effort, reflection, values, and social behaviour. Aligned with the principles of assessment for learning, as learning, and of learning recommended in NEP 2020, formative assessment is integrated into daily teaching–learning processes through oral responses, concept checks, wellness diaries, peer and self-assessment, and case-study discussions that promote reflection and critical thinking. Summative assessment at the end of a unit or term includes pen-and-paper tests to assess conceptual clarity, project work involving inquiry and community-based learning, and practical demonstrations to evaluate fitness parameters and sports skills using defined rubrics.

Exact details of the assessment scheme in Physical Education and Well-being are provided in the syllabus document of Physical Education and Well-being.

(viii) Vocational Education

The subject Vocational Education at the Secondary Stage deepens the vocational exposure provided during the Middle Stage and progressively develops productive capacities, work ethics, and respect for the dignity of labour. In alignment with NEP 2020 and NCFSE 2023, vocational education is conceived as education through work, integrating knowledge, skills, values, and attitudes. As structured in the Grade 8 framework Kaushal Bodh, learning continues across three broad Forms of Work e.g.

Work with Life Forms, Work with Machines and Materials and Work in Human Services.

In Classes IX and X, this structure is extended with greater depth and responsibility. Students undertake longer-duration, context-based projects requiring planning, execution, documentation, reflection, and presentation. Emphasis is placed on application of tools and processes, integration of learning from other subjects, ecological and gender sensitivity, and understanding the relevance of skills in the world of work.

a Pedagogical Approach

Pedagogy remains project-based, experiential, and community-linked. Students engage with real-life contexts, resource persons, and local enterprises. Learning emphasises collaboration, problem solving, creativity, and reflection, with teachers acting as facilitators to ensure safety, inclusion, and equitable participation.

b Assessment Approach

Assessment prioritises demonstration of competencies and work-related values over theoretical recall. Portfolios, teacher observations, presentations, and practical tasks form the core of evaluation, with greater weightage to practical components as compared to theoretical assessment. Continuous feedback and reflection support growth and confidence. By the end of Class X, learners are expected to demonstrate competence in selected domains of work, appreciation for dignity of labour, and readiness for further academic or vocational pathways. **Details are given separately in the syllabus for Vocational Education.**

The approach to Vocational Education in NCF 2023 aims to achieve the following objectives:

a. *Vocational capacities, knowledge, and relevant values will be developed for all students, and this will create the possibility of their joining the workforce after school if they choose to.*
b. *Provide the possibility of learning range of vocations–ones that are aspirational, as also those that are most relevant locally and contextually (if different), also new and emerging vocations.*
c. *Provide exposure to various types of work to all students establishing the dignity of work.*
d. *Should be implementable with the current reality and resourcing of our schools, while providing a pathway to the future.*
e. *Must value the work that many of the children of India already do in their homes and communities.*

From NCF 2023

02 - SCHEME OF STUDIES

2.1 Subjects to be offered:

Classes IX and X constitute a composite course. Students, therefore, should take only those subjects in Class IX that they intend to continue in Class X. Subjects can be offered from the list of subjects given in Table 5 ahead. The Scheme of Studies as per the NCF recommendations from 2026-27 till 2028-29 will be as follows:

Table 2

	Existing 2025-26		New 2026-27			
S. No.	Subjects in Class X	Nature	Subject in Class IX	Assessment in Class IX	Subjects in Class X	Assessment in Class X
1	Language 1	Compulsory with Board Exam in Class (X)	Language 1 at R1 level	School-based Internal Assessment (IA) & Annual Examination	Language 1	School-based Internal Assessment (IA) and compulsory Board Examination
2	Language 2		Language 2 at R2 level		Language 2	
3	Mathematics		Mathematics & Mathematics Advanced (optional)		Mathematics (Basic/ Standard)	
4	Science		Science & Science Advanced (optional)		Science	
5	Social Science		Social Science		Social Science	
6	Skill-based or other Subject	Optional with School-based Assessment and compulsory Board Exam in Class (X)	Language 3 at R3 Level	School-based Internal Assessment	Skill-based or another Subject	Optional with School-based Assessment and compulsory Board Exam in Class (X)
7	Language 3		Individuals in Society		Language 3	
8	Health and Physical Education (HPE)	School-based Internal assessment	Art Education		Health and Physical Education	School-based Internal assessment
9	Work Experience (subsumed in HPE)		Physical Education and Well-being		Work Experience (Subsumed in HPE)	
10	Art Education		Vocational Education	School-based Internal Assessment (IA) & Annual Examination	Art Education	
11	-----		Optional Subject	School-based IA & Annual Exam		
12	-----		CT & AI (Class IX-X) as Modules* (compulsory)	School-based Assessment		
	Total Number of Subjects for Board Examination 2026: 07 [05 (compulsory) + 2 (optional)]		Maximum Possible Number of Subjects for Board Examination 2027: 07 [05 (compulsory)+ 2 (optional)]			

*CT & AI as a compulsory subject in session 2027-28

Legend					
Denotes	Modules	Compulsory subject with Annual/ Board Examination	Compulsory subject with school-based assessment	Optional subject	Maximum Possible number of subjects for Board Exam

Table 3

<table>
<tr><th colspan="4">Session 2027-28</th></tr>
<tr><th>Subjects in Class IX</th><th>Assessment</th><th>Subjects in Class X</th><th>Assessment</th></tr>
<tr><td>Language 1 at R1 Level</td><td rowspan="5">School-based Internal Assessment (IA) & Annual Examination</td><td>Language 1 at R1 Level</td><td rowspan="5">School-based Internal Assessment (IA) and compulsory Board Examination</td></tr>
<tr><td>Language 2 at R2 level</td><td>Language 2 at R2 level</td></tr>
<tr><td>Mathematics & Mathematics Advanced(optional)</td><td>Mathematics & Mathematics Advanced (optional)</td></tr>
<tr><td>Science & Science Advanced(optional)</td><td>Science & Science Advanced(optional)</td></tr>
<tr><td>Social Science</td><td>Social Science</td></tr>
<tr><td>Language 3 at R3 Level</td><td rowspan="2">School-based Internal assessment</td><td>Language 3 at R3 Level</td><td rowspan="4">School-based Internal assessment</td></tr>
<tr><td>Individuals in Society</td><td>Environmental Education</td></tr>
<tr><td>CT & AI</td><td>School-based Internal Assessment (IA) & Annual Examination</td><td>Art Education</td></tr>
<tr><td>Art Education</td><td rowspan="2">School-based Internal assessment</td><td>Physical Education and Well-being</td></tr>
<tr><td>Physical Education and Well-being</td><td>Vocational Education</td><td rowspan="2">School-based Internal Assessment (IA) and compulsory Board Examination</td></tr>
<tr><td>Vocational Education</td><td>School-based Internal assessment &Annual Examination</td><td>Optional Subject</td></tr>
<tr><td>Optional Subject</td><td>School-based Internal Assessment (IA) & Annual Examination</td><td colspan="2"></td></tr>
<tr><td colspan="4">Maximum Possible Number of Subjects for Board Examination 2028: 07 [06 (Compulsory, including maximum two advanced level papers) + 1 (optional)]</td></tr>
</table>

Legend				
Denotes	compulsory subject with Annual/ Board exam	Compulsory subject with school-based assessment	Optional subject	Maximum Possible Number of subjects for Board Examination

Table 4

<table>
<tr><th colspan="4">Session 2028-29</th></tr>
<tr><th>Subjects in Class IX</th><th>Assessment</th><th>Subjects in Class X</th><th>Assessment</th></tr>
<tr><td>Language 1 at R1 Level</td><td rowspan="5">School-based Internal Assessment (IA) & Annual Examination</td><td>Language 1 at R1 Level</td><td rowspan="5">School-based Internal Assessment (IA) and compulsory Board Examination</td></tr>
<tr><td>Language 2 at R2 level</td><td>Language 2 at R2 level</td></tr>
<tr><td>Mathematics & Mathematics Advanced (optional)</td><td>Mathematics & Mathematics Advanced (optional)</td></tr>
<tr><td>Science & Science Advanced (optional)</td><td>Science & Science Advanced(optional)</td></tr>
<tr><td>Social Science</td><td>Social Science</td></tr>
<tr><td>Individuals in Society</td><td>School-based Internal assessment</td><td>Environmental Education</td><td>School-based Internal assessment</td></tr>
<tr><td>CT & AI</td><td>School-based Internal Assessment (IA) & Annual Examination</td><td rowspan="2">CT & AI</td><td rowspan="2">School-based Internal Assessment (IA) and compulsory Board Examination</td></tr>
<tr><td>Language 3 at R3</td><td rowspan="3">School-based Internal assessment</td></tr>
<tr><td>Art Education</td><td>Language 3 at R3</td><td rowspan="3">School-based Internal Assessment</td></tr>
<tr><td>Physical Education and Well-being</td><td>Art Education</td></tr>
<tr><td>Vocational Education</td><td rowspan="3">School-based Internal Assessment (IA) & Annual Examination</td><td>Physical Education and Well-being</td></tr>
<tr><td>Optional Subject</td><td>Vocational Education</td><td rowspan="2">School-based Internal Assessment (IA) and compulsory Board Examination</td></tr>
<tr><td></td><td>Optional Subject</td></tr>
<tr><td colspan="4">Maximum Possible Number of Subjects for Board Examination 2029:
08 [(07 Compulsory, including maximum two advanced level papers with 3+1 hrs examinations) + 1 (optional)]</td></tr>
</table>

Legend				
Denotes	Compulsory subject with Annual/ Board Examination	Compulsory subject with school-based assessment	Optional Subject	Maximum Possible Number of subjects for Board Examination

Instructions

i. The external examination conducted by CBSE at the end of Class X shall be based on the prescribed syllabus and the competencies for Class X for the respective academic session.

ii. All candidates shall be required to appear in both components of assessment, namely, the Internal Assessment and the External/Annual Examination conducted by the School or the Board, as applicable. No candidate shall be declared successful unless he/she has appeared in and completed both components of assessment in accordance with the prescribed Scheme of Examination.

iii. Schools situated in foreign countries may offer one compulsory language native to India in lieu of the requirement of two Indian languages applicable to schools located in India.

iv. **Special Case:** While it is desirable that the same scheme of language is adopted, under exceptional circumstances, for students returning from foreign schools where the 3rd language studied by a student till class VIII or class IX is not available in the domestic school, such students may be exempted, on a case-by-case basis, as per approved norms, at the request of the school. However, such students will be required to study the total number of subjects as stipulated in the Scheme of Studies.

v. **Subjects at two levels:** From the academic session 2026–27, the Subjects Mathematics and Science and their assessments are being offered at two levels:

1 Mathematics and Science

The subjects Mathematics and Science as given in the tables 2 to 6 at the preceding pages, refer to the standard Mathematics and Standard Science Course. These will cover the common prescribed syllabus, will be compulsory and will be studied by all students.

2 Mathematics Advanced and Science Advanced:

will be optional, and meant for students who wish to study additional topics beyond the common syllabus. The details are as follows:

Subject	Nature	Syllabus	Assessment
Mathematics	Compulsory (to be studied by all students)	Common standard Content	80 marks (School-based Annual in Class IX of 2026-27 onwards /Board Examination in Class X of 2027-28 onwards); 3hrs duration
Science	Compulsory (to be studied by all students)	Common standard Content	80 marks (School-based Annual in Class IX of 2026-27 onwards /Board Examination in Class X of 2027-28 onwards);3hrs duration
Paper	**Nature**	**Syllabus**	**Assessment**
Mathematics Advanced	Optional	Additional Content	25 marks (Board Examination in Class X of 2027-28 and onwards);1 hr duration; all HOTS questions
Science Advanced	Optional	Additional Content	25(Board Examination in Class X of 2027-28 and onwards);1 hr duration; all HOTS questions

1. All students (whether opting for Advanced or not) will appear in a common final examination (Board in class X/ school-based annual examination in Class IX of 80 marks, 3 hours). In addition, students opting for the Advanced level will take an additional examination of 25 marks (1 hour) at a higher level, based on the prescribed content.

2. Thus, the examination in Mathematics and Science will be offered at two levels—Standard and Advanced at class IX (2026-27 onwards) and Mathematics Advanced and Science Advanced at class X (2027-28 onwards). Students can choose ***none/one/both*** subject/s at viz., Advanced Level, (none; Maths Advanced/Science Advanced; Maths Advanced and Science Advanced) .

3. A candidate securing 50 % and above marks for the optional Advanced Examination shall have the following recorded in the marksheet: **The Advanced Level has been successfully cleared.** (This text is tentative and may vary). **However, the marks obtained in the Advanced Examination shall not be added to the overall aggregate or total score. In case a candidate secures less than the prescribed criteria, no reference to the Advanced Level shall be reflected in the marksheet.**

4. This two-level structure will not apply to the internal assessments of 20 marks in Mathematics and Science conducted at the school level in Class X.

5. From the academic session 2026–27, the scheme of two-levels , i.e. Mathematics Basic and Mathematics Standard examination, will be discontinued. **However, students of Class-X in 2026–27 will only continue under the existing scheme and may opt for Mathematics Basic, as applicable for the academic year 2025-26.**

vi. If a student fails in any one of the three compulsory subjects (i.e., Science, Mathematics and Social Science) and passes in the optional subject (if offered as 11th optional subject), then that subject will be replaced by the optional subject and the result of Class X Board examination will be computed accordingly provided that students have cleared three languages as stipulated.

vii. Introduction of Computational Thinking and Artificial Intelligence (CT & AI):
From the academic session 2026–27, schools are directed to introduce **Computational Thinking and Artificial Intelligence** for students of Classes III to VIII in a developmental, age-appropriate, and competency-based manner, in alignment with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCFSE 2023). Computational Thinking will serve as the foundational skill, with CT integrated across subjects in Classes III–V, and advanced CT, along with foundational AI literacy, introduced in Classes VI–VIII through worksheets, projects, and classroom activities. The focus will be on strengthening core competencies such as logical reasoning, pattern recognition, data interpretation, algorithmic thinking, creativity, collaboration, and ethical awareness. The approach will remain low-tech and activity-driven, without reliance on specific platforms, devices, or additional instructional time, as competencies will be embedded within existing subject periods. Detailed class-wise competencies, learning outcomes, pedagogical guidelines, assessment suggestions, and teacher training modules will be provided by the Board, ensuring curriculum continuity and a smooth transition to advanced CT, programming, and AI learning in Classes IX–XII. Computational Thinking and Artificial Intelligence will be introduced in classes IX-XII as modules (to be provided by NCERT) in the Academic Session 2027-28. CT & AI will be introduced as a subject in the session 2027-28 (details will be informed in due course).

viii. Board is extending several exemptions/concessions to candidates with disabilities as stipulated in the Clause 17(i) of the RPwD Act, 2016. Exemptions/concessions extended to Persons with Bench -mark Disabilities for Class X & XII Examinations conducted by the Board and the Standard Operat -ing Procedure for availing these concessions are available on:

https://www.cbse.gov.in/cbsenew/Examination_Circular/2019/5_CIRCULAR.pdf

Schools and candidates may also refer to the circulars issued by the Board from time to time on this matter.

ix. **Scheme of Studies for Children with Special Needs for classes IX-X**

Candidates with disabilities as defined in the Rights of Persons with Disabilities Act, 2016 have the option of studying one compulsory language instead two/ three.

This NCFSE 2023 is in consonance with the provisions of the Rights of Persons with Disabilities (RPWD) Act 2016 and endorses all its recommendations regarding school education. NCFSE 2023 further clarifies that-

"The idea of accommodations is different from modifications. While modification is about altering or changing the difficulty levels of the content or the expectations of learning of the student, accommodation is about making changes to assist a student to work with the conditions of disability and be able to demonstrate their learning achievement on the same standards. With accommodations, neither what is being taught changes nor does the grading criteria for students with disabilities." NCF-SE 2023, Part B, Chapter 4, p. 184

Illustrative pedagogical accommodations: Teaching strategies will require a Universal Design in their planning and structure for equitable access. This is an important accommodation that will help meet learning challenges that students face. Allowing students to use word processors with or without spellcheck (through the use of assistive devices to practise spelling, grammar, and computing), creating a system of peer support, and organising special educator support in the classroom whenever necessary would make for an inclusive pedagogy.

Illustrative assessment accommodations: This typically involves changing or reorganising the order of tasks or questions for assessment, making assessment question papers or worksheets with large font print for ease of reading, allowing extended time for completion, organising for a scribe or writer or reading assistant, allowing the use of word processing software on a computer, organising a distraction-free room, allowing for the use of a calculator or a tablet, permitting more frequent breaks in the course of the assessment, and providing alternative furniture.

From NCF 2023

Scheme of Studies for Children with Special Needs (CwSN) for Classes IX–X (w.e.f. 2026-27 till 2028-29)

The scheme of studies for CwSN shall be similar to the scheme prescribed for all students in Tables 2 to 4 (depending upon the academic session). However, in accordance with Clause 17(i) of the RPwD Act, 2016 and the provisions of NCFSE 2023, CwSN shall be required to study only one compulsory language. All other subjects, whether compulsory (with Board examination or school-based assessment) or optional, may be replaced by any of the optional subjects listed in Table 5, as per the choice and comfort level of the CwSN student. However, CwSN students are free to retain as many subjects from the standard scheme of studies as they feel comfortable with; alternatively, they may replace any number of subjects, or even all subjects except the one compulsory language, with optional subjects.

2.2 List of subjects offered at Secondary Level:

Table 5

S. No.	Name		Theory Marks	Time (h)	Internal Marks	Total Marks
1.	Assamese		80	03	020	100
2.	Bengali		80	03	020	100
3.	Bhoti		80	03	020	100
4.	Bhutia		80	03	020	100
5.	Bodo		80	03	020	100
6.	Dogri		80	03	020	100
7.	Gujarati		80	03	020	100
8.	Gurung		80	03	020	100
9.	Hindi (NCERT Textbook)		80	03	020	100
10.	Kannada		80	03	020	100
11.	Kashmiri		80	03	020	100
12.	Kok Borok		80	03	020	100
13.	Konkani		80	03	020	100
14.	Lepcha		80	03	020	100
15.	Limboo		80	03	020	100
16.	Maithili		80	03	020	100
17.	Malayalam		80	03	020	100
18.	Manipuri		80	03	020	100
19.	Marathi		80	03	020	100
20.	Mizo		80	03	020	100
21.	Nepali		80	03	020	100
22.	Odia		80	03	020	100
23.	Punjabi		80	03	020	100
24.	Rai		80	03	020	100
25.	Sanskrit (NCERT Textbook)		80	03	020	100
26.	Santhali		80	03	020	100
27.	Sherpa		80	03	020	100
28.	Sindhi		80	03	020	100
29.	Tamang		80	03	020	100
30.	Tamil		80	03	020	100
31.	Tangkhul		80	03	020	100
32 A	Telugu AP	Any One	80	03	020	100
32 B	Telugu Telangana		80	03	020	100
33	Tibetan		80	03	020	100
34	Urdu (NCERT Textbook)		80	03	020	100
35	English (NCERT Textbook)		80	03	020	100

Scheme of Languages to be read with the figure on page 5 of this document.

36	Arabic	80	03	020	100
37	Bahasa Melayu	80	03	020	100
38	French	80	03	020	100
39	German	80	03	020	100
40	Japanese	80	03	020	100
41	Persian	80	03	020	100
42	Russian	80	03	020	100
43	Spanish	80	03	020	100
44	Thai	80	03	020	100
45	Mathematics	80	03	020	100
	Mathematics- Advanced*	25	01	-	*
46	Science	80	03	020	100
	Science Advanced*	25	01	-	*
47	Social Science	80	03	020	100
OPTIONAL SUBJECTS (as on March 2026)**					
49	Home Science	70	03	030	100
50	Painting	30	02	70	100
51	National Cadet Corps (NCC)	70	03	30	100
52	Computer Applications***	50	02	50	100
53	Elements of Business or Elements of Book Keeping & Accountancy (Any One)	70	03	30	100
54	Retail	50	02	50	100
55	Information Technology***	50	02	50	100
56	Introduction to Financial Markets	50	02	50	100
57	Introduction to Tourism	50	02	50	100
58	Beauty & Wellness	50	02	50	100
59	Front Office Operations	50	02	50	100
60	Marketing and Sales	50	02	50	100
61	Artificial Intelligence	50	02	50	100

* Please refer to point v at page number 16 to 17 above.
** This is a tentative list and may be reviewed basis feedback and data.
***Out of the two subjects with codes 165 and 402, only one subject can be offered. The curriculum and the study material for the optional electives is available on the CBSE academic website "*https://cbseacademic.nic.in*" under the tab 'Optional Subjects'.

2.3 Instructional Time

Instructional time shall be as per the subjects selected. Schools must ensure that minimum number of hours are spent on each subject as specified in the curriculum. The time duration for the subjects has been clearly indicated in the syllabus of each subject. However, it is expected that schools will create innovative Timetables (such as, teaching-learning only 2 or 3 subjects per day etc.) to ensure that the burden of the bag and homework are substantially reduced and the classroom transaction are based on experiential processes. Schools may also think of introducing bag-less day and same may be incorporated in the time tables. The time table must also include the mandatory periods for compulsory areas including Physical Education and Well Being, Art Education and Vocational Education.

03 - STRUCTURE OF ASSESSMENT SCHEME

The assessment structure for Classes IX and X comprises two mandatory components:

a) Board (External) Examination for class X conducted by CBSE (80 Marks for subjects or Marks mentioned in the syllabus of the subject) and; Annual Examination conducted by the school for class IX (80 Marks for major subjects or Marks mentioned in the syllabus of the subject)

b) Internal Assessment (20 Marks for major subjects or Marks mentioned in the syllabus of the subject) conducted by schools for classes IX and X both.

The final result of the student shall be determined by combining performance in both the External Examination and the Internal Assessment. Students are required to appear in and complete both components of assessment.

To be declared successful in a subject, a student must secure a minimum of 33% marks separately in external and internal assessments, calculated on the combined total of Internal Assessment and External Examination marks, as per the prescribed scheme.

Subjects assessed entirely through internal assessment shall follow the specific guidelines notified separately, along with their curriculum.

3.1 Nature of Question Papers

In alignment with the Board's shift toward competency-based and learning outcome-oriented assessment,

Board Examination question papers are designed to assess application, analysis, and evaluation. Presently, approximately 50% of the questions are competency-focused—such as case-based, source-based, integrated, data interpretation, situational, and application-oriented. Remaining items include select-response (MCQs) and constructed-response (short- and long-answer) questions. This structure may be reviewed periodically.

The papers incorporate real-life contexts, diagrams, passages, etc. to promote higher-order thinking skills and problem-solving abilities. They are structured into sections (e.g., Section A for objective/ MCQs; B and C for short answers; D for long answers; and E for case studies in certain subjects), with internal choices provided where appropriate to ensure fairness and flexibility.

Sample question papers and marking schemes are released in advance on cbseacademic.nic.in to support transparency and effective preparation. Overall, the examination design reflects a balanced, skill-oriented approach aligned with competencies.

3.2 Board Examination for (Class X) and Annual Examination (Class IX):

The Board Examination in each subject will cover entire syllabus of Class X. Grades corresponding to the marks shall be on the basis of 9-point grading system. Grades will be awarded in each scholastic subject. For awarding the grades, the Board will put all the passed students in a rank order and will award the grades as follows:

Table 8

Class X (External Board)

Grade	Octile
A-1	Top 1/8th of the passed candidates
A-2	Next 1/8th of the passed candidates
B-1	Next 1/8th of the passed candidates
B-2	Next 1/8th of the passed candidates
C-1	Next 1/8th of the passed candidates
C-2	Next 1/8th of the passed candidates
D-1	Next 1/8th of the passed candidates
D-2	Next 1/8th of the passed candidates
E*	Essential Repeat

Notes: -

i. Minor variations in proportion of candidates to adjust ties will be made.

ii. In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.

iii. Method of grading will be used in subjects where the number of candidates who have passed is more than 500.

iv. In respect of subjects where total number of candidates passing a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

For Class IX:

The assessment scheme will be similar to the class X Board examination. However, the grading in class IX will be as follows:

Table 9

Class IX (School-Based)

Grading Scale for Scholastic Areas (Class IX) (School will award grades as per the following grading scale)	
MARKS RANGE	**GRADE**
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D

Absolute grading in class IX is used keeping in view the number of students appearing from any particular school as against positional grading used for class X.

3.3 Internal Assessment:

The year-end examination shall be supplemented by a robust system of Internal Assessment (IA) designed in alignment with the Learning Standards articulated in NCFSE 2023. Internal Assessment shall assess students in diverse ways, at different points of time, and across a broad range of curricular objectives, with explicit focus on the development of Competencies rather than rote memorisation. It shall provide multiple opportunities for learners to demonstrate attainment of identified Competencies, and the best performance of the student across the prescribed Internal Assessment components shall be considered while awarding the final Internal Assessment credit, in accordance with the specified weightage norms.

Internal Assessment serves a dual purpose:

a) To provide a comprehensive picture of learners' progress towards Curricular Aims, Goals, and Competencies; and

b) To inform classroom instruction, enabling timely remediation, enrichment, and differentiated support.

Assessment shall be conducted as, for, and of learning, and shall promote reflection, self-regulation, and continuous improvement. All Internal Assessment tools shall explicitly map to identified Competencies and Learning Outcomes.

3.3.1 Periodic Assessment (25 percent of overall weightage for Internal Assessment)

Periodic Assessment shall assess learning progress at regular intervals and provide structured feedback to both teachers and learners. Three periodic assessments shall be conducted in each subject during the academic year, of which the average of the best two shall be considered for final submission. However, unlike traditional examination patterns, at least one periodic assessment shall be competency-based and

application-oriented, including case analysis, data interpretation, problem-solving tasks, open-ended questions, or interdisciplinary contexts. Periodic assessments shall:

a) Evaluate conceptual understanding, application, reasoning, and analytical abilities.
b) Include higher-order thinking skills consistent with Stage-appropriate Competencies
c) Be followed by structured feedback and documented remedial measures where required.

3.3.2 Multiple Assessment (25 percent of overall weightage for Internal Assessment):

Multiple Assessment shall provide opportunities to evaluate diverse aspects of learning through varied modes such as observation, oral presentations, discussions, quizzes, experiments, projects, fieldwork, collaborative tasks, concept mapping, and reflective exercises. Teachers shall ensure that:

- Assessment tasks are mapped to clearly defined Competencies.
- Simple, transparent rubrics are developed and shared with students in advance.
- Students are provided opportunities for self and peer assessment to strengthen metacognitive capacities.
- Recording procedures remain manageable and meaningful.

Multiple Assessment shall promote inclusive practices by allowing varied modes of expression in accordance with Universal Design for Learning (UDL) principles

3.3.3 Portfolio (25 percent of overall weightage for Internal Assessment):

The Portfolio shall form an integral component of Internal Assessment and align with the philosophy of the **Holistic Progress Card (HPC)** envisioned in NCFSE 2023.

A portfolio shall be a curated collection of student work demonstrating progress towards identified Competencies over time. It may include written work, projects, reflections, art-integrated tasks, experimental records, presentations, and evidence of interdisciplinary learning. The portfolio shall:

i. Encourage student reflection on strengths, areas for improvement, and strategies for growth.
ii. Document both process and product of learning.
iii. Contain a limited number of thoughtfully selected artefacts to avoid undue burden.
iv. Be assessed using clearly defined rubrics shared in advance.

The emphasis shall be on quality of engagement and growth rather than volume of compilation.

Assessing Portfolios

Students' portfolio can be effectively evaluated using a simple scoring rubric. The criteria – to be used in determining the quality of a particular student's portfolio needs to be carefully developed and shared with students. They key elements of the particular criteria need to be specified as well. Suggested below are some elements to judge student's portfolio:

Elements to judge student's portfolio

- Organization – Neatness, Creativity and Visual Appeal
- Completion of guided work focused on specific curricular objectives
- Evidences of student's growth
- Inclusion of all relevant work (completeness)

3.3.4 Subject Enrichment Activities (25 percent of overall weightage for Internal Assessment):

Subject Enrichment Activities shall aim to deepen conceptual understanding and strengthen discipline-specific skills through inquiry, exploration, and application.

In Languages, activities shall focus on listening, speaking, argumentation, analytical writing, and communicative competence.

In Science and Mathematics, activities shall promote investigation, hypothesis formulation, experimentation, modelling, and data analysis.

In Social Science, enrichment shall include civic inquiry, case studies, ethical reasoning, and project-based exploration of socio-economic and environmental issues.

Such activities shall move beyond confirmatory tasks and promote inquiry-driven and experiential learning consistent with NCFSE principles.

3.3.5 Inclusive and Ethical Assessment Practices

All Internal Assessments shall adhere to principles of fairness, inclusivity, and equity. Necessary accommodations shall be provided to students with special educational needs in accordance with applicable guidelines. Assessment shall respect student dignity and confidentiality and promote a supportive learning environment.

3.4 Development of Competencies Through Student Enrichment Activities:

In the recent past the Board has been organizing various activities for promoting various 21st century skills. Following are some such activities introduced with the intention of enhancement of the skills and values.

S. No.	Student Enrichment Activity	Skills/ Values to be Enhanced
1.	Story Telling Competition	Thinking Skills: Creative,Analytical, Evaluative Communication Skills, Linguistic Skills
2.	Reading Week, Budding Authors	
3.	Aryabhata Ganit Challenge	Reasoning Abilities, Problem Solving Skills, Critical thinking, Analytical thinking, Ability to manipulate precise and intricate ideas, Ability to construct logical arguments
4.	CBSE Heritage India Quiz	Values of respect for diversity and tolerance, Awareness about preserving Indian heritage and monuments, Critical thinking skills, Appreciation for rich heritage and diversity ofthe country
5.	Science Exhibition	Critical and Creative Thinking Skills, Problem Solving Skills, Scientific Temperament, Connecting Science to day-to-day life
6.	Science Challenge	
7.	Expression Series	Creative Thinking Skills Communication Skills

8.	Eco-Club Activities	Awareness about Environmental Conservation and Protection
9.	Swacchata Abhiyan	
10.	Ek Bharat Shrestha Bharat	Spirit of Patriotism and Unity Creative Skills
11.	Rashtriya Ekta Diwas	
12.	Fit India School Week	Healthy lifestyle
13.	CBSE Games	
14.	International Day of Yoga	
15.	Matri Bhasha Diwas	Awareness of Linguistic and Cultural traditions, Values of Tolerance and Dialogue, Communication Skills
17.	The Constitution Day	Importance of Constitution, its history, structure and implications to citizens, orientation to composite culture and diversity of our nation awareness of Fundamental Rights and Duties as enshrined in the Indian Constitution.
18.	Art Integrated Project	Application of art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/ topics, promotes experiential learning as it enables to derive meaning and understanding directly from the learning, enables students to see the multi-disciplinary linkages between subjects, topics, and real life.

Schools are encouraged to ensure that their students participate in these activities of the Board for making the students future-ready and also for becoming a holistic learner.

04 SCHOOL - LEVEL READLINESS AND PEDAGOGICAL PRACTICES

4.1 School Curriculum Committee

The Board mandates that all schools must constitute a School Curriculum Committee comprising teachers from each area. The School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/ reference materials are age appropriate, incorporate inclusive principles, gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community. The committee will then send the list of books to the principal to take action as per para 2.4.7 (b) of the Affiliation Byelaws, 2018. The committee would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NEP-2020. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

4.2 Pedagogical Leadership

All Principals have a crucial role to play in the evolution of the teaching learning ecosystem as the Head and pedagogical leader of their schools. In the role of school pedagogical leader, the principal is expected to undertake the following:

i. Lead, guide and support the teaching and learning processes in the school by focusing on class -room specific requirements for transacting the curriculum, so that both teachers and students perform at their optimal best.

ii. Direct the entire focus of all school activities towards the students' learning and acquiring of necessary competencies. Every activity taken up by the school, therefore, should be mapped for the educational competencies, and for life skills, values, etc., being acquired by the students.

iii. Prepare Annual Pedagogical Plan of the school by designing and developing annual plan for the school by giving equal importance to all areas.

iv. Promote innovative pedagogy, with special focus on integrating art, sports and ICT (Information and Communication Technology) with education, and use of active and experiential learning methods in the classrooms.

v. Ensure joyful learning at all levels through use of such innovative pedagogy.

vi. Develop school specific resources for teaching and learning, in the form of lesson plans, e-content, use of mathematics and science kits developed by NCERT, etc.

vii. Ensure proper in-house training of teachers in the school to enable them to unleash their own unique capabilities and creativity in their classrooms.

viii. To be up to date with all new ideas and tools, etc. being used in education at the global level and constantly innovate the pedagogy of the school.

ix. To make efforts to learn from the best practices of other schools, by arranging for discussions with Principals of such schools, or through observation visits of teachers to other schools.

The Board has not laid down the structure or format of the annual pedagogical plan as the Board respects educational autonomy of every school and expects each school to prepare its own unique and innovative annual plan. This plan must be an implementable one with realistic timelines that should include administrative inputs and detailed pedagogical aspects.

4.3 Pedagogical Practices of Teachers

The pedagogical practices should be learner centric. Teachers are expected to ensure such an atmosphere for students where they feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

Teachers should follow inclusive principles and not label children as 'slow learners' or 'bright students', or 'problem children'. They should instead attend to the individual difference of students by diagnosing and modifying their pedagogic planning. As far as possible, Arts should be integrated in teaching, especially while teaching the concept which students find difficult to understand.

4.3.1 Competency Based Learning

In view of the evolving demands of the 21st century, education must move beyond content transmission towards the development of clearly articulated competencies. As envisaged in NCFSE 2023, curriculum design is anchored in a coherent progression from Aims of Education to Curricular Goals, Competencies, and Learning Outcomes, ensuring alignment between what is intended, taught, and assessed. Competency-based education places the learner's demonstrated understanding, application, reasoning, and performance at the centre of the learning process. Learning Outcomes describe what students are expected to know, understand, and be able to do at the end of a stage or course of study. The focus, therefore, shifts from mere coverage of syllabus content to meaningful attainment of stage-appropriate capacities.

Assessment, in this approach, is integrated with teaching-learning processes and is designed to evaluate conceptual understanding, analytical ability, problem-solving, and application in real-life contexts rather than rote memorisation. Continuous and formative assessment practices enable teachers to monitor learner progress and provide timely academic support.

Experiential, inquiry-based, discussion-oriented, and activity-based pedagogies are central to competency-based learning. Such approaches foster critical thinking, creativity, collaboration, ethical reasoning, and reflective learning. Teachers are expected to design engaging and contextually relevant learning experiences that extend beyond textbooks and encourage exploration and deeper understanding.

Schools are required to systematically track the attainment of competencies by each learner, using appropriate assessment tools and feedback mechanisms, and to implement targeted interventions where needed. The objective is to ensure equitable learning progression and uphold the commitment that no learner is left behind.

Lesson/ Unit Plan

Specific Lesson Plans for the topics are to be prepared by the teachers. These plans may have the following parts:

- Specific Learning Outcomes
- Pedagogical Strategies
- Group activities/ experiments/ hands-on-learning
- Interdisciplinary Linkages and infusion of Life-skills, Values
- Gender Sensitivity
- Resources (including ICT)
- Assessment items for measuring the attainment of Learning Outcomes
- Feedback and Remedial Teaching Plan
- Inclusive Practices

4.3.2 Special Emphasis on Integrating Arts in Education

All disciplines being pursued by students at all stages require creative thinking and problem-solving abilities. Therefore, when Art is integrated with education, it helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics. Secondly, Art Integrated learning is a strong contender for experiential learning, as it enables the student to derive meaning and understanding, directly from the learning experience. Thirdly, this kind of integration not only makes the teaching and learning process joyful, it also has a positive impact on the development of certain life skills, such as communication skills, reflection and enquiry skills, un-conditioning of the mind leading to higher confidence levels and self-esteem, appreciation for aesthetics and creativity, etc. Fourthly, this kind of integration broadens the mind of the student, and enables him/her to see the multi-disciplinary links between subjects, topics, and real life. Schools are, thus, required to take up the integration of Art with the teaching learning process.

It must be understood that Art Education and Art Integrated Education may be mutually exclusive, but they build upon each other and strengthen each other. Art Education is not only relevant for developing creativity and appreciation of art among students, but is also necessary for inculcating art-based enquiry skills in the students. Art Education is a necessary precursor for the adoption of Art Integrated learning.

4.3.3 Art Integrated Pedagogy

While preparing its annual pedagogical plan under the leadership of the principal of the school, the school must plan out in detail the Art Education to be imparted at various levels, and how that Art can be integrated with classroom learning of various subjects. The focus must be on mutually reinforcing Art as a subject and Art as a tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration.

For implementing this in classrooms, the subject teacher picks the topic/ concept/idea that she wants to teach by integrating Art. The teacher can do this jointly with the Art teacher too. Then, the subject teacher collaborates with the Art teacher to align the pedagogy. Next, the teacher teaches the topic/concept/idea ensuring active learning and ensuring that both the subject and Art are integrated well and there is learning in both areas. Finally, the teacher prepares a rubric to assess the student in both the areas – that is, the topic taught and the Art used.

4.4 School Culture and Processes

In accordance with the holistic understanding of curriculum articulated in NCFSE 2023, the overall learning experience of students is shaped not only by content and pedagogy, but equally by the school environment, practices, and culture. Schools must therefore function as vibrant, caring, inclusive, and safe communities where every learner feels respected, valued, and supported.

A nurturing school culture promotes cognitive, emotional, and physical i.e. holistic well-being. Schools are expected to create environments that are free from fear, discrimination, humiliation, and aggression. In this context, schools shall adopt measures consistent with the Board's guidelines on promoting emotionally safe spaces, including initiatives such as "No-Anger Zone" practices, and implement the School Health Manuals issued by the Board. Structured attention to mental health, counselling, and socio-emotional learning should form part of school processes.

Time-table design should reflect developmental needs, ensuring adequate rest, balanced academic engagement, and opportunities for physical activity, arts, and reflection. Health and nutrition awareness must be actively promoted. Schools should discourage the availability of unhealthy food within and around campus and encourage healthy dietary habits through structured awareness programmes and activities, in line with CBSE advisories. Consistent with NCF-2023, the classroom must be an interactive and inquiry-oriented space. Teachers are encouraged to draw upon learners lived experiences, local contexts, and everyday observations to design meaningful activities. Discussion, presentation, collaborative tasks,

and reflection should be integral to classroom practice to develop communication skills, critical thinking, and reasoning capacities.

Peer learning is recognised as a powerful pedagogical tool. Flexible seating arrangements and collaborative group structures may be adopted to encourage dialogue and teamwork. Classrooms must be inclusive and responsive to individual differences, including the needs of children with disabilities, consistent with the principles of equity and Universal Design for Learning.

Strong partnerships with families and communities are essential. Regular communication with parents, constructive feedback on student progress, and timely academic support or remedial interventions should be integral to school processes. Schools must uphold dignity and confidentiality, ensuring that no child is treated differently on the basis of socio-economic background, gender, caste, religion, or disability.

Through such inclusive, health-promoting, and value-oriented practices, the school environment becomes a lived embodiment of the aims of education — fostering rational thought, well-being, democratic participation, and responsible citizenship.

Creating Cross-Curricular Linkages

Creating cross-curricular linkages are vital to learning as they help to connect prior knowledge with new information. For example, Mathematical data handling and interpretation can be effectively applied in geography and science. Children can write better-framed answers in history, geography and science when they have learnt how to write explanations/ short descriptions in a language. Similarly, Life Skills like empathy, problem solving and interpersonal communications can be easily integrated with the study of literature and other areas. Universal Values, Life Skills and Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.

4.5 21st Century Skills

There is an increased awareness among the educators of the need to integrate what are called as 21st Century skills in educational systems. There are three key 21stcentury skills;

There are three major 21st century skills i.e. Learning Skills, Literacy Skills and Life Skills.



The need of the hour is that schools must focus on enhancing the skills required for a successful adult life in 21st Century. It is important that the students are able to think scientifically, mathematically or artistically to face the real-life challenges in an information and technology driven world and enhance their inherent potential. CBSE has published a handbook on 21st century skills available at its website. Schools may further refer to it.

4.6 Inclusive Education

Inclusive approach in education is a prerequisite for ensuring full participation of all students with equal opportunity in all areas without any discrimination. Inclusive attitude in all staff and faculty members is crucial for successful inclusive education. Therefore, all the members of teaching and non-teaching staff should be sensitized on the issues of inclusive education. Students without disabilities should also be sensitized.

Schools must organize these sensitization programmes with the support of experts from respective field of disabilities. Capacity Building Programmes on Inclusive Education may be organized in collaboration with the CBSE- Centres of Excellence. Board has made the appointment of special educator mandatory to all the schools affiliated to the CBSE. Special Educators must possess the qualification as prescribed by the Rehabilitation Council of India (CBSE Circular No. 31/2015). CBSE has published a handbook on Inclusive Education which is available at its website.

5.0 ROLE OF THE TEACHER IN TRANSACTING THE SECONDARY CURRICULUM

In alignment with the National Curriculum Framework-2023, teachers are not merely transmitters of content but facilitators of deep understanding, inquiry, ethical reasoning, creativity, collaboration, and holistic development. Teachers must feel accountable for the academic progress, well-being, and character formation of their students and act with utmost honesty, integrity, and professional commitment.

Teachers are required to engage in continuous self-assessment of their subject knowledge, pedagogical practices, and assessment strategies, and strive to keep themselves updated. They shall regularly refer to the CBSE Academic website for circulars, guidelines, sample papers, assessment frameworks, and other academic resources. Participation in a minimum of 50 hours of structured annual capacity-building programmes at national, regional, or school levels is mandatory. Teachers are expected to collaborate with colleagues, school leadership, and parents in the best interests of learners and contribute actively to school-level academic planning and reform implementation.

The successful implementation of the Secondary Curriculum depends fundamentally on the professionalism, reflective practice, and ethical commitment of teachers.

In transacting the curriculum at the Secondary Stage (Classes IX–XII), teachers are expected to:

i. **Set High Expectations and Promote Learner Agency** - Set challenging yet achievable expectations that motivate students to strive for excellence. Encourage learners to reflect on their own progress, identify strengths and areas of improvement, and take responsibility for their learning.
ii. **Align Teaching with Curricular Aims and Competencies** - Carefully study and internalise the Curricular Aims, Goals, Competencies, and Learning Outcomes articulated in NCF-FS 2022 and NCFSE. Lesson planning and classroom processes must be aligned to competency development rather than mere content coverage.
iii. **Adopt Competency-Based and Experiential Pedagogy** - Design learning experiences that emphasise conceptual clarity, application, critical thinking, creativity, communication, collaboration, and problem-solving.

Teachers shall incorporate:

a) Experiential and inquiry-based learning
b) Discussion, debate, and reflective dialogue
c) Art-integrated and interdisciplinary approaches
d) Real-life applications and local contextual examples
e) Learnings from SAFAL (Structured Assessment for Analysing Learning) reports to understand school-level strengths and weaknesses and plan targeted remediation based on competency-level performance data.
f) Indian Knowledge Systems where appropriate
g) Classroom strategies such as structured group work, case-based discussions, problem-solving tasks, simulations, and project-based learning should be used regularly, even in large classrooms.
h) Contribute to the preparation of the Holistic Progress Card (HPC).

iv. **Address Learner Diversity through Inclusive Practices**-Analyse the needs of students and innovate or adapt pedagogy accordingly. Ensure inclusive practices for students of diverse socio-economic, linguistic, and ability backgrounds, including Children with Special Needs. Provide multiple opportunities and varied modes of expression (oral, written, visual, digital) to ensure equitable participation.

v. **Promote Physical Education and Well-being** - Teachers must recognise Physical Education and Well-being as integral to holistic development.

They should:

a) Encourage active participation in physical activities, sports, yoga, and indigenous games.
b) Reinforce awareness about nutrition, hygiene, mental health, and lifestyle choices.
c) Coordinate with Physical Education teachers to monitor student participa tion and fitness progression.
d) Integrate health awareness themes within subject teaching where appro priate (e.g., stress management, digital wellness, environmental health).

vi. **Support Mental Health and Counselling Initiatives** - Teachers play a frontline role in safeguarding students' emotional well-being.

They must:

a) Create emotionally safe and non-threatening classroom environments.
b) Identify early signs of stress, anxiety, bullying, or distress and refer students to school counsellors when necessary.
c) Promote open communication and empathetic listening.
d) Support examination stress management and resilience-building activities.
e) Participate in orientation programmes on child protection and psychosocial well-being.
f) Adhere strictly to statutory provisions including the RTE Act, POCSO Act, CBSE Affiliation Bye-Laws, and relevant guidelines of NCPCR. Treat every student with dignity and fairness.

vii. **Demonstrate Constitutional Values and Ethical Conduct** - Lead by example by demonstrating constitutional values, empathy, integrity, environmental responsibility, gender sensitivity, and democratic attitudes. Teachers play a critical role in nurturing responsible and informed citizens.

viii. **Engage in Systematic Academic Planning** - Assist the Principal in formulating the Annual Pedagogic Plan. Prepare well-structured lesson plans aligned with instructional time norms and CBSE directions regarding experiential, joyful, art-integrated, and competency-based pedagogy. Plan homework and enrichment tasks meaningfully to consolidate and extend understanding rather than promote rote repetition.

ix. **Implement Competency-Focused Assessment Practices** - Study CBSE exemplar question papers, and competency guidelines to design balanced formative and summative assessments.

Teachers shall:

a) Incorporate case-based, source-based, and application-oriented questions

b) Conduct regular formative assessments to gauge conceptual understanding

c) Use assessment data to identify learning gaps and plan remediation

d) Maintain evidence of student progress through portfolios and project work

e) Contribute to the preparation of the Holistic Progress Card

f) Assessment shall be conducted as, for, and of learning, promoting reflection and continuous improvement.

x. **Provide Constructive and Timely Feedback** -Offer specific, actionable feedback that guides learners toward improvement. Encourage students and parents to engage meaningfully with feed back to strengthen the home–school partnership in learning.

xi. **Use Effective Classroom Management Strategies** - Adopt structured group roles, collaborative tasks, and clear classroom routines to ensure engagement and discipline. Encourage student responsibility and active participation.

xii. **Integrate Technology Judiciously** - Use digital resources such as DIKSHA modules, virtual simulations, educational videos, and online assessments where feasible. Technology shall be used to enhance learning outcomes and accessibility, not as an end in itself.

xiii. **Maintain Professional Discipline and Commitment** - Maintain high standards of attendance, punctuality, preparedness, and professional conduct. Participate actively in school-level initiatives and duties assigned by CBSE from time to time.

xiv. **Use resources available at DIKSHA**, NISHTHA modules, NCERT, CBSE Academic website, SWAYAM courses, IIT PAL etc.

5.1 Values Education and Life Skills

In accordance with the vision of NCFSE 2023, education must foster the development of ethical, constitutional, and human values alongside knowledge and capacities. Values are not to be treated as a separate subject, but as dispositions to be cultivated through curriculum content, pedagogy, school culture, and everyday practices.

Schools shall promote Constitutional values such as justice, liberty, equality, fraternity, respect for diversity, and democratic participation. Universal human values including honesty, responsibility, compassion, empathy, cooperation, respect for elders and all living beings, cleanliness, hygiene, and environmental sensitivity should be embedded across curricular areas and school activities.

NCFSE 2023 emphasises the development of Values and Dispositions, Capacities, and Knowledge in an integrated manner. Capacities often referred to as "21st century skills" — such as critical thinking, problem-solving, communication, collaboration, creativity, ethical reasoning, digital literacy, and environmental awareness — must be developed across subjects through meaningful and experiential learning.

Life skills are best cultivated through participatory pedagogies including discussion, debate, group projects, reflective writing, community engagement, sports, arts, and vocational experiences. The school environment itself should model inclusivity, respect, discipline, and care, so that students learn values through lived experience rather than instruction alone.

Assessment of values and life skills should be qualitative, formative, and observation-based, focusing on students' participation, responsibility, collaboration, and conduct within the school community. The Holistic Progress Card (HPC) framework envisaged in NCFSE 2023 may be used to document growth in these areas rather than relying solely on numerical grading.

Parents and communities are important partners in nurturing disciplined behaviour and positive dispositions. Regular communication between schools and families should support the holistic development of learners. Thus, Values Education and Life Skills are integral to the broader aims of school education — fostering rational thought, well-being, democratic participation, economic participation, and cultural rootedness — and must be reflected in both curriculum design and school culture.

5.2 Rules Regarding Admission and Examination

Regarding eligibility for Admission, Eligibility for Examination, Scheme of Examination and related information, please see the Examination Bye-Laws of CBSE available on www.cbse.nic.in.

5.3 Introduction of National Curriculum Framework for Foundational Stage-2022

NCF-FS 2022 was introduced in the Session 2023-24 in those CBSE schools which offer education at foundational stage to students in the age group of 3-8 years. Schools offering foundational or preparatory education are mandatorily required to adhere to the recommendations regarding curriculum, pedagogy,

assessment and other areas described in detail in the NCFFS-2022. All schools must necessarily adopt 5+3+3+4 structure.

Teacher's qualifications remain same as per the existing National Council of Teachers Education's notification no 62-1/2012/NCTE(N&S) dated November 12,2014 and its subsequent amendments.

Schools are advised to go through the NCF-FS-2022 document available at https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf for its implementation.

The NCF-FS includes many examples and illustrations which play a critical role in its implementation. They help to clarify abstract concepts, reinforce learning, and make new ideas more accessible to practicing teachers. Myriad examples are aptly incorporated to enhance understanding, foster engagement, and elaborate concrete ways concepts can be implemented in day-to-day teaching. So, it is critical that teachers look at these illustrations and contextualize them according to the needs and contexts of children.

5.4 Academic Guidelines

Major academic highlights of NCFFS-2022 for the benefit of schools are reproduced as hereunder:

a) Curricular Goals and Learning

NCF-FS-2022 identifies five key domains of development viz., Physical Development, Socio Emotional and Ethical Development, Cognitive Development, Language and

Literacy Development, and Cultural Development, and Positive Learning Habits. Illustrative Curricular Goals, Competencies, and Learning Outcomes for the foundational stage in all these domains are given in NCF-FS-2022. Teachers should adapt the same in their curriculum to be designed by schools. The curriculum followed by schools should make specific choices for content and materials based on the Learning Outcomes, the principles, and guidelines of NCF along with considerations for the local context. Schools will follow their curriculum based on NCF-FS-2022.

For the Foundational Stage, it would be appropriate to develop activity books and other handbooks for Teachers, that would guide them through the sequence planned in the syllabus. The syllabus should include broad guidelines for assessments that check for the achievement of Learning Outcomes.

b) Organisation of Content

The selected content should be empirically engaging (e.g., engaging the child's senses) and/or relevant to their experience. It should be based on the child's experiences and reflect the child's socio-cultural and geographical context. Furthermore, content should introduce natural and human environments, the social and physical world, people, places, and living and non-living things. To accommodate the varied interests of individual children, the content should be diverse and inclusive. Special care should be taken to preclude the promotion of stereotypes.

Textbooks might be inappropriate for children of ages 3 to 6, activity books can guide Teachers to sequence activities and learning experiences. Textbooks can be introduced in class 1 and they must allow for the children's active participation. Workbooks and textbooks ought to be complementary to one another. Audio-visual materials including flashcards, cardboard-and-sandpaper, shapes of alphabets, games, and puzzles should adequately supplement textbooks.

When foundational stage children actively engage their hands and employ various senses, they learn more effectively. It is, thus, important to go beyond textbooks and use a range of Teaching Learning Material (TLM) at this Stage, from basic playthings to specific manipulatives for counting and numeracy. The majority of the TLM needed for the Foundational Stage can be constructed with readily available low-cost materials. For example, cardboards, straws, packaging material, old clothing, bottle caps, seeds, and pebbles (for counting), match sticks (without chemicals), discarded paper, coconut shells, and egg cartons (for sorting). Teachers can bring leftover fabric to create puppets, soft cloth balls, and other playthings. Young children can find making basic toys, puzzles, and board games to be particularly engaging activities that allow them to use all of their developmental domains.

The language content should contain a fair mixture of narratives, poetry, and information on local, natural and social contexts. Content on both flora and fauna as well as social and cultural issues allows youngsters to grasp the world around them while stories and poems develop young children's linguistic and imaginative abilities. Schools will aim to ensure the availability of teachers so that at least two or preferably three languages are taught to children on a regular basis.

Reading and writing should be initially developed through R1 (language in which a child first learns the concept of reading and writing) which is preferably L1 (mother tongue/ home language / familiar language) whenever possible, via early exposure to oral language development, meaning-making activities, and print materials. Understanding of phonemes and graphemes and the correspondence between them (decoding) will be developed through games and interactive exercises. The aim should be to achieve literacy skills in R1 by Grade 3.

Mathematical content can represent engagement with the surrounding environment, much like language can. Counting and other mathematical tasks can be combined with interactions with the natural and social settings.

The content of art learning experiences should be derived from the school's local environment and designed as activities centred on specific learning outcomes.

Schools may also make use of the Jadui Pitara (Collection of teaching-learning material) prepared by NCERT for the teaching-learning process for the Foundational Years. Jadui Pitara is available at DIKSHA portal. Further, it is recommended that all related Teaching-Learning material for Foundational Stage being released by NCERT be used for teaching-learning purposes.

c) Pedagogical Practices

CBSE advocates experiential, activity based and joyful learning. As part of its conceptual, operational, and transactional approach to curriculum structure, pedagogy, time and content organisation, and the overall experience of the child, NCF-FS2022 emphasises the significance of "play" as the cornerstone of these concepts. Play, in addition to sports and games, also includes singing songs, conversations, toys, stories, music, puzzles, rhymes, art and craft, painting, clay moulding, dancing, etc. Different children learn at different paces, and in different ways. So, it's crucial to avoid pressurising students to adopt a certain learning style. Children should be allowed to play with anything that engages them, is safe and easily available. In early education, experiential learning is essential. Projects give kids the chance to hone a variety of abilities, especially those that require peer collaboration.

Stories stimulate learning in children, and helps them build their own vocabulary. Stories not only introduce children to the world outside of their immediate experience but also to a wealth of resources for language learning and developing, helping youngsters acquire much more than just words. Stories help develop curiosity, imagination and intellect, promote emotional and social growth, making them an effective tool for children's overall development.

Schools may use thematic approach at this stage as a variety of curriculum areas are connected and integrated within a theme. Children are assisted in making meaningful connections through a theme and exploring different themes or elements within the theme as opposed to learning different skills at different times or learning distinct subjects.

Each of the aforementioned strategies has unique merits. A single, particular strategy for teaching and learning is not recommended. Depending on their environment and needs, teachers and schools are left to choose the best method for creating learning content and transaction of teaching learning.

d) Assessment

Overall approach in these years as in all higher classes is also competency focussed assessment using a variety of techniques. However, assessment should not contribute to any additional burden for the child, should not overtly burden the teacher and care must be taken not to label the child. Teachers should try to provide each child individual care and attention and keep observing what they are doing.

The stipulated learning outcomes may not be achieved in a linear fashion for all students. Children take their time and have their own ups and downs during their journey towards achieving these learning objectives. Teachers, thus, need to be very patient provide adequate space and time to each child as per her/ his need and not be overbearing. Some of the strategies that can be employed to assess progress of children may be guided observation, storytelling etc. Tools of assessment may include anecdotal records, checklists, event sampling and analysis of artefacts and workbooks. Teachers should analyse evidence from multiple sources taken over a period of time to assess the extent to which children have demonstrated understanding and acquisition of skills.

There should be no ranking of students at this stage as each child is unique. A teacher can sometimes accomplish a range of distinct curricular objectives and competences just by telling a story, having a conversation, or playing a game. Therefore, the teacher should have the freedom to conduct activities as she / he seems fit in the context of their classrooms.

More details can be found in the format of Holistic Progress Card for foundational stage developed by CBSE.

e) Identification of Developmental Delays

In order to ensure holistic and inclusive education, it is important to ascertain provisional cases of developmental delay in children significantly lagging in achieving developmental milestones in physical, cognitive, communication, social-emotional, behavioural, - or a combination of domains. NCFFS-2022 emphasizes the importance of early identification and intervention to ensure individual children receive timely and appropriate help. Though schools and Teachers are not supposed to confirm developmental delay or disability and should refer the perceptible cases to authorized medical professionals for diagnose, however, they can take the following steps to identify provisional cases for referring to clinical diagnosis:

Screening: Schools often conduct universal developmental screening to identify children who may be at risk for developmental delays. These screenings can be done by teachers, school psychologists, or other professionals using standardized assessment tools.

Teacher observations: Teachers spend a significant amount of time with their students and are well-positioned to observe developmental delays. Teachers can use checklists or rating scales developed by World Health Organisation to track their students' developmental progress and identify areas where children may need additional support. NCERT's PRASHAST is a checklist that enables the identification of children at risk. It comprises two parts - for use by regular teachers for first-level screening, and for use by special educators and others for second-level screening. It is a safeguard against unscientific diagnosis and needless labelling of children. It is aligned with the Rights of Persons with Disabilities Act (RPWD) Act 2016

Parental concerns: Parents are often the first to notice developmental delays in their children. School staff should listen to parents' concerns and take appropriate action to assess and address any developmental concerns

Standardized testing: Schools may administer standardized tests to assess academic skills, cognitive abilities, or social-emotional development. If a student performs significantly below their peers on these assessments, it may indicate a developmental delay.

The framework also encourages teachers to work closely with parents and caregivers to support children's learning and development. It emphasizes the importance of building strong partnerships between schools and families to create a supportive and collaborative learning environment for children.

Schools may make use of practical ideas and Sample Individual Education Programmes given in the framework to identify and support children with developmental delays.

f) Use of Technology

Technology can be used to enable equitable access to a diverse range of content and material in diverse forms, spaces, and formats that is contextual for children of varying backgrounds including Divyang (CWSN) children.

Technology can enhance the learning experience and create new opportunities. It empowers students to be more creative, connected and collaborative with their peers and teachers. Using technology gives the opportunity to develop student's digital citizenship skills. As use of digital devices is bound to increase with passage of time, it is important for children to learn from their initial years to use digital devices with responsibility. Technology should also provide an enjoyable experience for the learner and feed the child's innate curiosity.

Schools must also use technology in Capacity Building of Teachers, parents, and the community.

g) The Learning Environment

A welcoming, compassionate environment where collaboration, inquiry, dialogue, and reflection are commonplace is a prerequisite for effective teaching and learning. Teachers require surroundings that are resource-rich, inspiring, and that offer ongoing chances for professional development and connection.

Access to safe infrastructure viz., potable water, clean and well-maintained restrooms with running water, arts and crafts supplies, furniture to set up learning corners, and a variety of children's books and learning resources must be available to enable a conducive learning environment.

h) Organisation of Time in the School

The National Curriculum Framework for Foundational Stage 2022 highlights the importance of careful planning and organisation of time by allotting adequate and equitable time to all domains to achieve holistic education of children. Each activity may be planned to keep in mind the attention span of the child. There may be a balance between child-initiated and Teacher-guided activities, group (whole group or small group) and individual or pair activities, and alternating activities (e.g., quieter activity after physical activity, group activity after individual activity, indoor activity after outdoor activity). Art and Craft, Outdoor Play, and Free Play must have adequate time and focus during the day. Frequent breaks and transitions may also be provided to allow children to regain their energy and interest.

To achieve this, the curriculum framework recommends a balanced distribution of time across different areas of learning, such as language, mathematics, environmental studies, arts, and physical education. Illustrative examples are provided for schools to help in formulating their own schedules.

Similarly, the NCFFS advocates the need for the preparation of an annual calendar detailing all important school events prior to the commencement of the school academic year. Events of the school e.g., duration of the school term, vacations, annual day, sports day, other school celebrations, exhibitions/field trips, parent-teacher meetings, teacher professional development programs, and school meetings may be a part of this calendar.

i) Culture of the Institution

Fundamentally, if children are loved and cared for, they will learn. Teachers should be kind and compassionate. The school should be a safe space for all children. Children learn from their parents (the mother being the first teacher), the teacher in the classroom and the environment around. Therefore, it is vital that the school works seamlessly with the parents and the community to provide maximum learning opportunities for all children.

j) Teacher Orientation and Continuous Capacity Building

Through a variety of channels, teachers must consistently engage in their professional growth. The content must address the difficulties teachers confront, be thorough and complete, relevant to the classroom. It is necessary to provide platforms for peer learning with mentoring and assistance to teachers. Schools are required to fulfil the mandate given by CBSE regarding annual minimum teacher training hours.

Guidelines on National Curriculum Framework for School Education -2023

The National Curriculum Framework for School Education (NCFSE) serves as the guiding framework for the 5+3+3+4 schooling model proposed in the National Education Policy 2020 (NEP 2020). The framework is organized into five parts, covering broad aims, cross-cutting themes, subject-specific guidelines, school culture, and requirements for an effective schooling ecosystem. It was developed with a comprehensive approach covering all four stages of schooling, namely the Foundational Stage, Preparatory Stage, Middle Stage, and Secondary Stage.

Schools are advised to follow the following guidelines for implementing NCFSE-2023:

01 Ensure Comprehensive Coverage

Implement the framework to address learning standards, content selection, pedagogy, and assessments for each stage of schooling.

02 Facilitate Practical Implementation:

Provide guidance that is understandable and applicable to teachers and parents to facilitate practical changes in educational practices.

03 Ensure Clear Learning Standards:

Follow the specific learning standards for each subject to provide a clear direction for educators and stakeholders, emphasizing competency development as provided for different stages in the NCFSE-2023.

04 Focus on Holistic Development:

Foster not only knowledge but also fundamental capacities such as critical thinking, creativity, and values essential for holistic growth

05 Empower Teachers and Schools:

Design the curriculum to empower teachers and institutions, fostering creativity and engagement in the teaching-learning process.

06 Encourage Diverse Pedagogical Approaches:

Encourage a variety of pedagogical methods tailored to different age groups and contexts, including experiential, play-based, and inquiry-based approaches.

07 Integrate Cultural Values:

Root the curriculum in Indian knowledge and values, integrating contributions from ancient to contemporary times across various subjects.

08 Promote Multidisciplinary Education

Foster multidisciplinary learning to cultivate an integrated perspective and holistic understanding among students.

09 Ensure Equity and Inclusion

Guided by principles of equity and inclusion, ensure access to quality education for all learners.

10 Emphasize Art, Physical Education, and Well-being:

Renew emphasis on Art Education and Physical Education, incorporating specific learning standards and recommended time allocations.

11 Prioritize Environmental Education:

Recognize environmental challenges by emphasizing environmental education across all stages of schooling.

12 Integrate Skill (Vocational) Education:

Integrate Skill education with specific standards, content, pedagogy, and assessments.

13 Foster Multilingualism

Emphasize multilingualism, expecting proficiency in at least three languages, including Indian languages. Refer to CBSE advisory No: Acad-84/2023 dated July 21, 2023, for detailed guidelines.

14 Enhance Mathematical and Scientific Literacy:

Emphasize conceptual understanding and procedural fluency in Mathematics, alongside the development of scientific inquiry skills.

15 Adopt Interdisciplinary Learning:

Encourage an interdisciplinary approach in Social Science education, exploring themes across human societies and natural environments.

16 Provide Flexibility in Secondary Stage:

Offer flexibility and choice in the Secondary Stage, allowing students to select subjects aligned with their interests and aspirations.

17 Introduce Interdisciplinary Areas of Study:

Introduce separate interdisciplinary areas of study in the Secondary Stage to address contemporary challenges using knowledge from multiple disciplines.

Further, in line with the NCFSE 2023, it is imperative for schools to reassess and transform their approach to assessments. Here are some guidelines to facilitate this transformation across different stages of schooling:

FOUNDATIONAL STAGE:

- Ensure assessment methods are aligned with children's natural learning experiences, avoiding undue pressure.
- Assessment tools should seamlessly integrate with learning experiences, avoiding the use of traditional tests and exams.
- Recognize and accommodate the diversity in children's learning styles and expressions, allowing teachers the flexibility to design various assessment methods effectively.
- Facilitate systematic recording and documentation of children's progress through evidence collection.
- While teachers should have autonomy in selecting assessment tools, systematic recordkeeping is crucial for professional responsibilities.
- Prioritize observation of children and analysis of their created artifacts as primary assessment methods.

Preparatory Stage:

- Establish a robust system of formative assessment to track individual student progress as formal learning commences across various subjects.
- Help students understand the competencies they are expected to achieve, facilitating their under standing.
- Introduce formative oral and written assessments, alongside observation and artifact analysis, to assess conceptual understanding and creativity.
- Conduct comprehensive summative assessments at the end of each year to ensure readiness for the next grade, providing support options during breaks between grades.

Middle Stage:

- Maintain a competency-based assessment approach, covering all dimensions of learning, particu larly with the introduction of complex concepts.
- Shift emphasis towards conceptual understanding and higher-order capacities, utilizing various assessment techniques like projects, debates, and presentations.
- Focus regular assessments on testing conceptual understanding and higher-order capacities, encouraging creativity through appropriate questions.
- Conduct yearly comprehensive summative assessments, offering support options to ensure readiness for the next grade.

Secondary Stage:

- Emphasize regular formative assessments to facilitate meaningful learning and constructive feedback, especially considering the greater subject depth.
- Continue utilizing classroom assessments, with self-assessment playing a significant role in student learning.
- Design assessments to evaluate competencies using diverse methods such as case-based questions, simulations, and essay-type questions, fostering creativity.
- Utilize a variety of assessment methods, including written tests, practical tests, projects, and open-book tests, with comprehensive summative assessments conducted at the end of each year or term, often in the form of board examinations.

Additionally, schools are required to implement Holistic Progress Cards (HPCs) as formal communication tools between schools and families, providing comprehensive reporting of students' progress based on competencies and learning outcomes achieved. HPCs should focus on individual progress and interests, providing disaggregated reporting to avoid comparisons with peers. Detailed guidelines and prototypes of HPC have been provided by CBSE for Foundational and Preparatory Stage.



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