



F.1028/CBSE/Dir(Acad)/2019

January 18, 2019  
Circular No. Acad-05/2019

All Heads of Institutions  
affiliated to CBSE

**Subject: Learning Outcomes at the Elementary Stage**

The Right of Children to Free and Compulsory Education Act (RTE), 2009 entitles every child in the age group of 6–14 years to quality education. Quality improvement in education focuses on the all-round development of learners. The Preamble of the 'Learning Outcomes at Elementary Stage' document of NCERT says, *"Most often, teachers are not clear about what kind of learning is desired and the criteria against which it could be assessed. They use textbooks as the complete curriculum and assess children using questions given at the unit end exercises. The contextual variations in textual material and variations in pedagogy adopted are generally not taken into account, for there are no criteria to assess them. The learning outcomes for each class not only help the teachers to direct their teaching-learning in the desired manner but make other stakeholders, especially the parents or guardians, School Management Committee (SMC) members, community and the state functionaries to be responsible and alert towards their role for ensuring quality education. The learning outcomes defined explicitly can guide and ensure the responsibility and accountability of different stakeholders for its accomplishment by expectations in different curricular areas."*

The system of education, therefore, needs to ensure enabling conditions to allow each child to learn and progress. Hence students and teachers should be aware of the learning outcomes at each stage of the teaching-learning process. This will enhance the quality of learning in schools, by enabling teachers to ascertain learning skills more accurately and take corrective steps without delay. It also provides effective learning opportunities to all students including children with special needs.

In the present scenario, besides students and teachers, parents, community members and educational administrators are also keen to know about the learning of students and thus, monitor the progress of learning of their wards. In view of this, NCERT has developed a document named "Learning Outcomes at Elementary Stage". The document with other related material are available on the following Link:

[http://www.ncert.nic.in/departments/nie/dee/publication/print\\_material.html](http://www.ncert.nic.in/departments/nie/dee/publication/print_material.html)

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The document includes learning outcomes mentioned distinctly for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the Elementary Stage. It is meant for all stakeholders especially the parents/guardians, teachers, and School Management Committee and community members. In the document, the section under each curricular area comprises a brief understanding about the nature of the subject, followed by the curricular expectations. The curricular expectations are the long-term goals that students need to acquire over a period of time, and are, therefore, spelt out stage-wise. To help the teachers understand and achieve the learning outcomes as per the curricular expectations, some suggestive pedagogical processes are provided in the columns adjacent to that of learning outcomes. Using contextual resources and appropriate learning processes, the teachers can design and provide a variety of learning situations/opportunities as per the need of different learners in an inclusive classroom.

The following actions are required to be taken by the school:

- (1) The Learning Outcomes relate to classes I to VIII. It is expected that teachers shall make use of this document prepared by NCERT for providing meaningful and joyful learning experiences to the students.
- (2) It is expected that schools/ principals/ teachers shall go beyond “using textbooks as a complete curriculum, or assessing children on the basis of questions given at the unit end exercises”. It is also expected that schools/ teachers/ principals will help students accomplish desired levels of competency based learning in different curricular areas.
- (3) Posters of the ‘Compact Learning Outcomes’ may be displayed in the school premises.
- (4) Parents of all students at elementary level may be sensitised and made aware of the various competencies that their child is expected to achieve at a given level / in a class, by calling special Parent Teacher meetings on an annual basis.
- (5) Principals may assume pedagogical leadership of schools and help all concerned teachers prepare annual curriculum plans using pedagogical processes suggested in this document or utilizing any other creative/ experiential pedagogy.
- (6) Principals may ensure effective implementation of annual curriculum plans.
- (7) Every school shall organise 3 Days’ in house training programme for every teacher at the school level in accordance with CBSE Affiliation Byelaws, 2018.

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- (8) Every school should organise at least 2 days' training programmes for its Principal and Teachers preferably in association with the Centres of Excellence (COE) of the Board, in accordance with Affiliation Byelaws, 2018.
- (9) Any form of assessment being practised by the school may be based on these learning outcomes.
- (10) Art Education, Health and Physical Education, Life Skills Education and Values Education must be suitably integrated in the school curriculum for accomplishing the competencies given in the Learning Outcomes document of NCERT.
- (11) Innovative practice(s) in any area of school education adopted by the school may be documented and shared with the Board.
- (12) School management/ principals may train their teachers in-house on how to use this document.

It may be noted that NCERT is also developing learning outcomes for higher classes. Therefore it is essential that these learning outcomes are adopted by all schools from the academic session 2019-2020 onwards.

  
(Dr. Joseph Emmanuel)  
Director (Academics)

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

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, ND-16
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim –737101
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair – 744101
8. Under Secretary (EE-I), MHRD, Govt. of India, Department of SE&L, Shastri Bhawan, New Delhi-01
9. The Director of Education, S.I.E., CBSE Cell, VIP Road, Jungle Ghat, P.O. 744103, A&N Island
10. The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini
11. The Additional Director General of Army Education, A – Wing, Sena Bhawan, DHQ, PO, New Delhi-110001
12. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010
13. All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
14. All Heads of COEs of CBSE
15. All Joint Secretaries/ Deputy Secretaries/ Assistant Secretaries, CBSE
16. In charge IT Unit with the request to put this circular on the CBSE Academic website
17. The Sr. Public Relations Officer, CBSE
18. PS to Chairperson, CBSE
19. SPS to Secretary, Controller of Examinations, Director (Information Technology), Director (Edusat & Research), Director (Skill Education & Training) and Director (Special Exams and CTET), CBSE

Director (Academics)

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