

Class VIII – KRITI (Art Education)

Art Education in NCF–SE emphasises **joy in creating, imagination, creativity, empathy, cultural rootedness, artistic appreciation, and interdisciplinary learning.**

MID TERM SYLLABUS

Chapter 1: Bringing Words Alive — Play Reading

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners understand plays through clear reading and expression.	Reads aloud script lines using clear voice and expression.	• Reads lines clearly with correct voice tone. • Identifies simple moods like joy or anger. • Understands basic play scenes.	Expressive Reading Circle: Students read selected scenes aloud in a circle, using simple voice changes and pauses to show different feelings.
Learners link written text to simple acting ideas.	Explains character feelings and behavior in a script.	• Identifies basic character traits. • Understands their assigned role. • Explains why a character acts a certain way.	Character Voice Activity: Students practice saying a single dialogue using different simple emotions (happy, sad, angry).
Learners build group reading and listening habits.	Reads scripts cooperatively in a group.	• Listens carefully when peers read. • Takes turns responsibly in a group. • Supports and values classmates' work.	Reader's Theatre: Groups read script lines together dynamically without needing costumes, props, or stage setups.
Learners talk about their reading experiences.	Shares simple thoughts on script readings.	• Shares ideas about the story. • Enjoys and appreciates peer work. • Talks about how the play felt.	Play Discussion Circle: Students share verbal feedback and discuss their feelings together after group performances instead of writing.

Chapter 2: One Stage, Many Scripts

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners see how one simple topic can make multiple stories.	Creates different short story ideas from a common theme.	• Shares original ideas. • Finds alternative ways to tell a story. • Creates new twists in a	One Theme–Many Scripts: Different student groups make up simple skits based on the exact same topic and

		plot.	compare their ideas.
Learners write short skits together in a group.	Writes simple, short theatrical scripts.	- Plans a clear beginning, middle, and end. - Writes simple conversations between characters. - Develops meaningful, short scenes.	Group Script Writing: Small groups write a short, simple skit containing a clear problem and a creative solution.
Learners use imagination to plan simple scenes.	Plans basic actions and roles from a script.	- Outlines simple stage movements. - Connects story lines with action. - Thinks of creative presentation ideas.	Picture to Story: Students look at a simple sequence of drawings and turn them into short dramatic script dialogues.
Learners respect different creative ideas.	Appreciates multiple story responses from peers.	- Gives polite and helpful feedback. - Welcomes and respects differences in stories. - Thinks about creative choices.	Script Swap Workshop: Groups exchange their short skits and read or act them out for each other.

Chapter 5: Discovering the Elements of Music

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners understand basic musical elements and their role in a song.	Identifies basic elements like melody, rhythm, speed, and pitch.	- Identifies melody and speed in simple songs. - Tells the difference between rhythm and tune. - Uses simple musical words correctly. - Enjoys how music creates different moods.	Listening and Analysis: Students listen to simple vocal or instrumental tracks and identify rhythm, speed, and pitch using a simple checklist.
Learners build listening and rhythm observation skills.	Recognises simple rhythmic patterns and beats.	- Finds repeating beats and patterns. - Keeps a steady beat by clapping or tapping. - Compares different songs based on speed. - Listens carefully to musical pieces.	Beat and Rhythm Workshop: Students clap simple patterns, notice speed changes, and mirror rhythms using body tapping.
Learners use basic elements to make simple music.	Sings or plays simple rhythms and tunes.	- Sings simple lines with correct rhythm and pitch. - Creates easy rhythmic or melodic phrases.	Create Your Own Melody: Small groups make up a short, easy tune using basic rhythms and present it

		• Sings or plays confidently in a group. • Expresses creative ideas musically.	using voice or classroom objects.
Learners explore diverse musical styles respectfully.	Notices how musical elements differ across styles.	• Sees similarities in Indian and folk music. • Enjoys different cultural songs. • Shows respect for musical traditions. • Tells what kind of music they like.	Music Around the World: Listen to local folk, classical, and simple international songs, and talk about their rhythms and moods.

Chapter 6: Musical Instruments

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners understand different kinds of musical instruments.	Identifies and groups instruments by how they make sound.	• Groups instruments into string, wind, or drums. • Identifies the distinct sounds of instruments. • Recognises standard folk and modern instruments. • Learns the cultural value of traditional instruments.	Instrument Gallery Walk: Look at pictures or short clips of instruments, group them by type, and talk about them with classmates.
Learners explore how instruments make distinct sounds.	Explains how materials and shapes change sounds.	• Explains how vibration makes sound. • Compares thin/thick or high/low sounds. • Learns through easy classroom experiments.	Sound Investigation: Experiment with rubber bands, empty bottles, and cups to see how changing size or tension changes the sound.
Learners design simple instruments using everyday things.	Makes simple, functional musical instruments.	• Constructs simple shakers or drums from recycled items. • Plays simple rhythms using homemade instruments. • Works happily with group members.	Eco-Instrument Project: Build simple shakers, paper cup drums, or rubber band instruments and play a simple group rhythm together.
Learners appreciate traditional instruments and heritage.	Values the work of local musicians and craftspeople.	• Appreciates the skill of making instruments. • Explains why traditional arts are important. • Shows respect for local musical heritage.	Instrument Story Sharing: Share a short story or talk about a favorite Indian instrument and its famous players.

Chapter 7: Indian Classical Music

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners explore the richness of Indian Classical Music.	Identifies basic styles of Indian classical traditions.	• Distinguishes between Hindustani and Carnatic styles. • Identifies major song formats. • Values India's rich musical heritage.	Listening Appreciation Session: Listen to short classical tracks and compare their styles, instruments, and vocal sounds.
Learners explore simple rules of Raga and Tala.	Explains the role of melody and beat in classical music.	• Identifies a few basic ragas and talas. • Maintains steady rhythm patterns. • Coordinates basic tune with a beat.	Rhythm Circle: Clap simple hand beats (talas) and repeat easy vocal phrases with the teacher's guidance.
Learners practice basic singing and listening skills.	Sings simple classical notes or phrases correctly.	• Sings short musical pieces in tune. • Follows a steady rhythm while singing. • Joins in group singing with confidence.	Classical Singing Practice: Practice and sing a short, basic classical line or song together as a class.
Learners appreciate classical music as a living art.	Talks about famous classical musicians and artists.	• Names prominent Indian classical musicians. • Values regular practice and learning. • Respects diverse cultural arts.	Musician Stories: Find out about a legendary classical musician and share a short fact or story about them verbally.

Chapter 10: Inner Dynamics of Dance

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners understand dance for movement and expression.	Demonstrates body balance and clear dance movements.	• Controls body balance and correct posture. • Expresses basic feelings using face and hands. • Moves smoothly and safely in space. • Enjoys simple dance and movement games.	Mirror Movement Game: Work in pairs where one student mirrors the partner's slow movements to build observation and focus.
Learners connect movement, music rhythm, and feelings.	Matches movements to different rhythms and emotions.	• Moves in sync with a steady rhythm. • Tells the mood of a musical piece.	Emotion through Dance: Groups create brief dance movements representing simple feelings like joy,

		• Expresses feelings through simple actions. • invents short movement steps.	peace, or bravery using music.
Learners use dance steps for body health and fitness.	Performs simple warm-up and cool-down movements.	• Maintains safe and straight posture. • Explains why active movement keeps us healthy. • Follows safety rules during exercise. • Shows focus during class practice.	Dance Fitness Session: Practice basic stretching, deep breathing, and light rhythmic steps before and after dancing.
Learners talk about their personal growth in dance.	Identifies personal progress in movement steps.	• Knows what steps they do well. • Grows in physical confidence. • Appreciates and claps for classmates' dance. • Talks about their dance learning.	Dance Verbal Reflection: Share a quick verbal update at the end of class about what movement was easy or fun to learn.

Chapter 11: Pan Indian Dance Forms

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners appreciate India's varied traditional dances.	Identifies major Indian classical and folk dance forms.	• Names key classical and regional folk dances. • Recognises colorful costumes and instruments. • Enjoys cultural diversity in India. • Treats dance traditions with respect.	Dance Heritage Chart: Look at picture cards of dances like Kathak, Bhangra, Bihu, or Garba, and talk about their clothing and regions.
Learners understand why traditional dances are done.	Explains the cultural background of local dances.	• Connects dance forms to festivals and seasons. • Explains why a community performs a dance. • Identifies regional cultural identity. • Shows active cultural awareness.	Dance Mapping Activity: Point out where different popular dances come from on a map of India and talk about their festival links.
Learners try out basic traditional dance steps.	Performs simple steps and hand gestures of a dance.	• Copies basic dance steps accurately. • Coordinates simple steps with the beat. • Performs with a cheerful attitude.	Traditional Dance Steps: Learn two simple steps from a regional folk or classical dance and practice them together.

		• Cooperates nicely with group partners.	
Learners value traditional heritage through dance.	Explains why traditional dance should be preserved.	• Values artistic variety across states. • Shows respect for traditional artists. • Shares what they learned confidently. • Keeps a positive attitude toward local arts.	Dance Conversation: Discuss how traditional dances keep historical stories alive and how students can support local folk dancers.

Chapter 12: Dance for Well-being

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners see how dance helps the body and mind stay healthy.	Participates in dance exercises that boost health.	• Coordinates arm and leg movements easily. • Stays active and builds stamina. • Learns body space awareness. • Joins in activities enthusiastically.	Dance Fitness Circuit: Follow a simple trail of jumping, stretching, and rhythmic stepping to happy music to improve posture.
Learners use movement to feel happy and relax.	Expresses feelings positively through simple dance.	• Gains confidence through open movement. • Releases tension or stress through dance. • Uses movement to feel calm and happy. • Talks about how moving makes them feel.	Mindful Movement: Move slowly and smoothly to soft, relaxing instrumental tunes, followed by a brief chat on how it brings calm.
Learners see dance as an inclusive activity for all.	Dances supportively alongside all classmates.	• Works supportively in mixed groups. • Helps classmates with kind empathy. • Respects everyone's unique pacing. • Invites every single student to participate.	Inclusive Dance Circle: Stand in a circle and take turns leading simple movements that every student can copy easily.
Learners look at how dance adds to daily health.	Notices personal wellness benefits from moving.	• Names simple physical health benefits. • Practices healthy, active daily habits. • Notices energy changes after dance. • Sets small personal fitness	Well-being Chat: Share a brief verbal comment during weekly check-ins about changes in energy levels after the dance sessions.

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Chapter 15: Elements and Principles of Visual Art and Design

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners know the basic tools of art and design.	Applies basic elements like line, shape, and color.	• Finds basic shapes and lines in surroundings. • Uses colors and lines intentionally. • Explains how balance makes art look nice. • Shows neat visual awareness.	Art Elements Play: Make short sample drawings showing different lines (wavy, zig-zag), shapes, and textures using simple crayons.
Learners observe and describe artworks simply.	Describes artworks using basic everyday language.	• Looks at artworks carefully and comments. • Uses simple terms like balance and contrast. • Respects different styles of drawing. • Shares clear personal art choices.	Artwork Look & Talk: Look at a print of a traditional painting, find the main colors and shapes, and share views with the group.
Learners draw and paint creative original work.	Creates neat and balanced original art pieces.	• Draws unique ideas from imagination. • Uses drawing space neatly and nicely. • Pairs colors harmoniously. • Displays finished work proudly.	Creative Poster Drawing: Draw a basic poster about a local festival or tree saving using simple lines, shapes, and clear colors.

Chapter 16: Still Life in Colour

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners build drawing skills by looking at objects.	Draws everyday objects in the correct position.	• Observes shapes and sizes accurately. • Places items in correct proportions. • Outlines objects cleanly on paper. • Keeps work balanced and neat.	Still-Life Studio: Arrange simple objects like a bottle, a bowl, or a fruit on a table, draw their shapes, and color them.
Learners see how color shades show light and	Uses colours neatly and explains the drawing.	• Mixes basic colors to make new shades. • Shows where light and	Colour Mixing Fun: Experiment with mixing primary colors (red, blue,

depth.		shadow fall simply. • Adds depth using lighter/darker colors. • Makes the final artwork look neat.	yellow) on paper before coloring the arranged objects.
Learners look at finished art to find ways to improve.	Shares helpful feedback on completed drawings.	• Identifies good parts of their own drawing. • Praises neat work done by classmates. • Thinks about how to color better next time. • Presents artwork confidently to friends.	Class Gallery Walk: Pin drawings on the board, walk around to view them, and share kind verbal compliments on colors.

Chapter 17: People in Places

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners observe and draw people in daily life.	Draws simple human figures in active settings.	• Draws human figures in right proportions. • Shows simple body actions like walking. • Adds realistic simple backgrounds. • Uses close observation of people.	Community Scene Drawing: Draw a simple scene of a local market, a park, or a school playground showing people moving.
Learners show social respect through artwork.	Depicts different community helpers and settings.	• Draws diverse occupations and lifestyles. • Shows inclusion and care in drawings. • Explains community support through art. • Displays positive social awareness.	People Around Us Project: Create a neat drawing of local community helpers (like a postman, doctor, or gardener) with a simple title.
Learners tell simple stories through drawings.	Creates narrative drawings combining people and backgrounds.	• Arranges elements logically on paper. • Uses bright and effective colors. • Tells a simple visual story creatively. • Explains their drawing ideas clearly.	Visual Storytelling: Draw a single-page picture that tells a story about a family celebration or a school sports day event.

Important Guidelines for Mid-Term Implementation:

- The prescribed mid-term syllabus must be completed by 5th September 2026, giving sufficient time for simple revision and practice.

- Teachers should prioritize joyful, hands-on, and inclusive learning using readily available classroom items.
- All classroom transactions, teaching, and simple assessments must link directly with the Curricular Goals (CGs) and Competencies (Cs) of NCF-SE 2023.
- Verbal feedback and active participation should be favored over long written self-reflections.

FINAL TERM SYLLABUS

Chapter 3: From Page to Stage

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners convert a short written story into acting.	Converts short script scenes into simple staged acts.	• Plans who speaks when in a scene. • Uses simple vocal expressions to act. • Moves safely and clearly in the acting space.	Scene Development Workshop: Students practice and perform short scripted lines in small groups using clear voices.
Learners know the basic parts of a simple play setup.	Uses basic props and clear spacing during acting.	• Uses simple, available items as props. • Makes smart use of the front/back stage spaces. • Prepares basic materials responsibly.	Mini Production Activity: Students gather basic classroom items (like books or scales) to use as simple props for their skit.
Learners build teamwork and share duties.	Works cooperatively in various team play roles.	• Completes assigned group tasks reliably. • Works happily alongside classmates. • Takes proactive interest in helping friends.	Production Team Swap: Students take turns playing roles like an actor, lines reader, or prop manager within their team.
Learners check how well their skit went.	Shares constructive feedback on play performances.	• Tells what parts went well in the skit. • Gives easy, useful tips to improve. • Reflects thoughtfully on the performance.	Performance Review Session: Classmates share friendly verbal praise and talk about how clearly the story was told.

Chapter 4: Applause and Advice

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners appreciate skits through respectful looking.	Observes and praises school skits thoughtfully.	• Points out good parts of a performance. • Shares polite and encouraging feedback. • Shows careful watching and	Audience Observation Sheet: Students use a very simple checklist (e.g., Loud Voice, Good Actions) to notice details while

		listening habits.	watching peers.
Learners share easy, helpful tips for improvement.	Gives kind and constructive tips to classmates.	• Gives feedback based on what they saw. • Uses polite words when suggesting changes. • Points out one easy thing to make it better.	Two Stars and One Suggestion: Students verbally share two things they loved about a skit and one simple tip to improve next time.
Learners welcome helpful advice to improve acting.	Listens to peer feedback with a positive attitude.	• Accepts helpful tips with a smile. • Shows simple self-improvement steps. • Changes acting style based on tips.	Theatre Appreciation Circle: Sit in a friendly circle and talk together about what lessons were learned from watching each other.
Learners talk about skits confidently and kindly.	Participates in simple peer review conversations.	• Expresses opinions politely to others. • Speaks up with comfort and confidence. • Welcomes different styles of storytelling.	Performance Review Panel: A small group of students acts as a friendly review panel to talk about the best moments of the skits.

Chapter 8: Inspiration and Imagination

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners use everyday imagination to spark music.	Creates simple tunes or beats inspired by surroundings.	• Invents unique little rhythms or sounds. • Copies nature sounds using voice or tapping. • Expresses basic happy/calm feelings in music.	Nature to Music Activity: Listen to wind, rain, or bird sounds outside, and recreate those beats using hands or voice.
Learners explore rhythm and voice combinations.	Plays with rhythms and sounds creatively.	• Puts different simple beats together nicely. • Tries new ways of singing a phrase. • Explores easy sound variations.	Music Improvisation Workshop: Practice singing the exact same words in a fast way, then a slow way, to see the difference.
Learners share basic feelings through simple tunes.	Composes and sings short, easy group songs.	• Performs original short tunes confidently. • Shows high comfort in front of the class. • Explains what their song is about simply.	Compose and Perform: Small groups make up a 2-line song about friendship, peace, or nature, and sing it to the class.
Learners value original	Talks about the fun	• Tells what they enjoyed	Creative Music Discussion:

musical attempts by peers.	process of making music.	during composition. • Appreciates unique musical ideas of others. • Shows reflective thinking about patterns.	Talk verbally as a class about the easiest or most exciting part of creating a brand-new tune.
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Chapter 9: My World of Music

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners see music as a key part of daily life.	Explores where and why music is used in society.	• Identifies festivals or events that use music. • Learns to enjoy various cultural tunes. • Connects music to happy personal memories.	Music Around Me Survey: Students talk to parents or check at home about what songs are sung during local festivals and share findings.
Learners grow in confidence through class singing.	Sings confidently alone or in a small group.	• Displays high confidence when singing. • Maintains basic steady rhythm and tone. • Joins in class musical events happily.	Class Music Concert: Organise a simple, casual classroom singing day where groups or individuals sing their favorite local songs.
Learners show good manners as singers and listeners.	Demonstrates polite behavior during music sessions.	• Works cooperatively with singing partners. • Listens quietly and claps for other performers. • Follows simple classroom stage manners.	School Music Festival: Plan a mini music presentation for the class, where students take turns announcing names and helping singers.
Learners track their own simple musical progress.	Notices personal improvement in music over time.	• Names simple things they can sing better now. • Shows a positive, eager attitude to learn music. • Collects favorite song lyrics proudly.	Music Progress Chat: Share a quick verbal thought at the end of the term on which song was their favorite to learn and sing.

Chapter 13: Innovation, Inclusivity and Inspiring Change

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners use movement to share simple messages.	Creates basic dance steps matching a clear topic.	• Thinks of creative ways to move to a theme. • Uses clear steps to show a message. • Shows social messages like care for nature.	Theme-Based Choreography: Groups build 3 or 4 simple dance steps that show caring for trees, water saving, or

		• Performs steps with joy and confidence.	helping friends.
Learners ensure everyone joins in dance practice.	Works supportively with all classmates in dance.	• cooperates happily with all group members. • Helps peers with different physical skills. • Makes sure every student has a role to play. • Shows kind behavior and helpful empathy.	Inclusive Choreography Project: Build a simple dance routine where every group member contributes a step they are comfortable with.
Learners practice coordination and group leading.	Plans and practices a short group dance section.	• Guides a small team practice session politely. • Coordinates steps smoothly with friends. • Manages practice time in a friendly way. • Follows team rules during performance.	Student Group Leader: Students take turns leading their small groups to practice steps and fix timing together.
Learners see how dance can share positive values.	Explains the message behind a dance routine.	• Explains the simple social message clearly. • Values how art can teach good habits. • Thinks about how a dance helps the school. • Displays responsible student behavior.	Dance Awareness Talk: Share a quick verbal explanation before a dance performance to tell the audience what good message it shows.

Chapter 14: A Presentation of Dance and Choreography

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners showcase dance learning to classmates.	Performs complete short dance steps confidently.	• Displays high confidence on a classroom stage. • Follows steady rhythm, timing, and posture. • Performs cleanly in front of a peer audience. • Maintains polite stage manners.	Dance Performance Showcase: Present short group or solo dances during the class hour or school assembly in a simple, happy way.
Learners bring music and basic actions together.	Combines simple music and steps into a presentation.	• Pairs basic steps nicely with a track. • Displays creative design using basic actions. • Arranges a simple performance line-up cleanly. • Shows enthusiasm during	Complete Production Activity: Work together to select a song, decide matching dress themes (like white shirts), and arrange positions.

		performance.	
Learners use teamwork to build a dance act.	Cooperates actively during rehearsals and acts.	• Works perfectly as a team member. • Takes responsibility for small group duties. • Solves simple stepping problems calmly. • Values and claps for classmates' roles.	Student-led Dance Production: Distribute easy roles like song player, step reminder, and line-up manager within each dance group.
Learners check their progress with kind feedback.	Reviews personal dance progress with peers.	• Mentions steps they can perform smoothly now. • Welcomes kind tips from friends happily. • Thinks about how to move better next time. • Sets simple goals for future dance learning.	Dance Review Chat: Discuss together as a class what steps were most enjoyable and what helped the group stay in sync.

Chapter 18: Arts of the People, With the People, For the People

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners appreciate local folk and traditional arts.	Identifies major Indian folk art styles simply.	• Recognises Warli, Madhubani, or Gond art shapes. • Enjoys the wide variety of Indian folk arts. • Tells basic stories behind regional art. • Treats traditional local art with deep respect.	Traditional Art Look: View prints or drawings of Warli lines or Madhubani borders and notice their simple repeating shapes.
Learners draw art pieces inspired by folk styles.	Applies basic traditional motifs and simple colors.	• Uses simple folk shapes (triangles, circles). • Draws unique versions of traditional patterns. • Uses colors neatly on paper. • Produces clean and authentic art lines.	Folk Art Workshop: Draw a simple Warli scene of people dancing or a Madhubani fish design using basic pens or colors.
Learners work together on a large art piece.	Collaborates on a simple, shared group drawing.	• Works happily with classmates on one paper. • Shares drawing tools and colors politely. • Enjoys making art as a whole class team. • Joins in group visual art	Collaborative Class Mural: Draw simple drawings on a large chart paper celebrating trees, local festivals, or school unity together.

		projects actively.	
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Chapter 19: Campaign for Art Awareness

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
Learners use art to show good community habits.	Designs simple posters for school awareness.	• Creates clear posters with simple drawings. • Uses lines and colors to show a clear message. • Shows good habits like keeping the school clean. • Explains poster lines clearly to others.	Art Awareness Campaign: Draw simple posters on basic ideas like water conservation, road safety rules, or plastic reduction.
Learners create clear drawings for social good.	Produces neat campaign posters using crayons.	• Draws unique and simple message layouts. • Picks suitable bright colors for headings. • Makes the central visual message stand out. • Shows good artistic confidence.	School Awareness Exhibition: Display completed posters in the classroom corridor and take turns explaining the ideas to visitors.
Learners cooperate to set up a small art display.	Participates in setting up class poster displays.	• Works responsibly to pin up artwork neatly. • Cooperates nicely with other student teams. • Enjoys seeing the positive impact of drawings. • Shows responsible student behavior.	Community Art Campaign: Display poster charts during a school event or parent-teacher meet to share environmental awareness messages.

Important Guidelines for Final Term & Annual Examination:

- The entire syllabus must be completed by 30th January 2027 to provide enough time for thorough revision and exam preparation.
- The complete year's syllabus will be evaluated in the Annual Examination 2027.
- Teachers should use systematic, stress-free revision methods to support students and build confidence prior to the exams.
- Assessment practices should remain inclusive, child-friendly, and aligned with NCF-SE 2023 guidelines, focusing on practical skills and verbal appreciation.