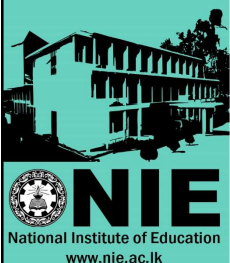


**NCF**  
**National Curriculum Framework**  
**for General Education - Sri Lanka**  
**Presidential Secretariat**  
**25<sup>th</sup> of July, 2023**

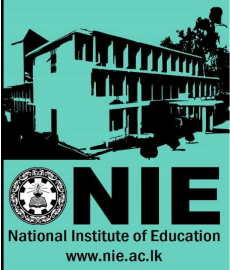
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## Overview of the Presentation


- Rationale
- Constructive alignment with the National level objectives
- Curriculum Framework
- Comparison of the existing and proposed curricula
- Stages of schooling and the proposed subjects
- Examples of modules
- Points for discussion

2

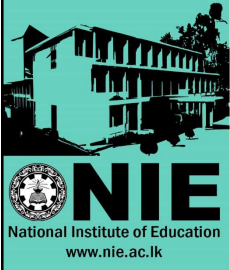


## Rationale for the Curriculum Reform

- 8 year curriculum cycle (MOE, 2000)
  - 1999, 2007, 2015
- National and global demand for curriculum reforms
- Achieving national development through NEGs
- Contributing to the achieving of Sustainable Development Goals
- To incorporate 21<sup>st</sup> century skills
- Characteristics of Education 4.0 created by the demands of 4<sup>th</sup> Industrial Revolution



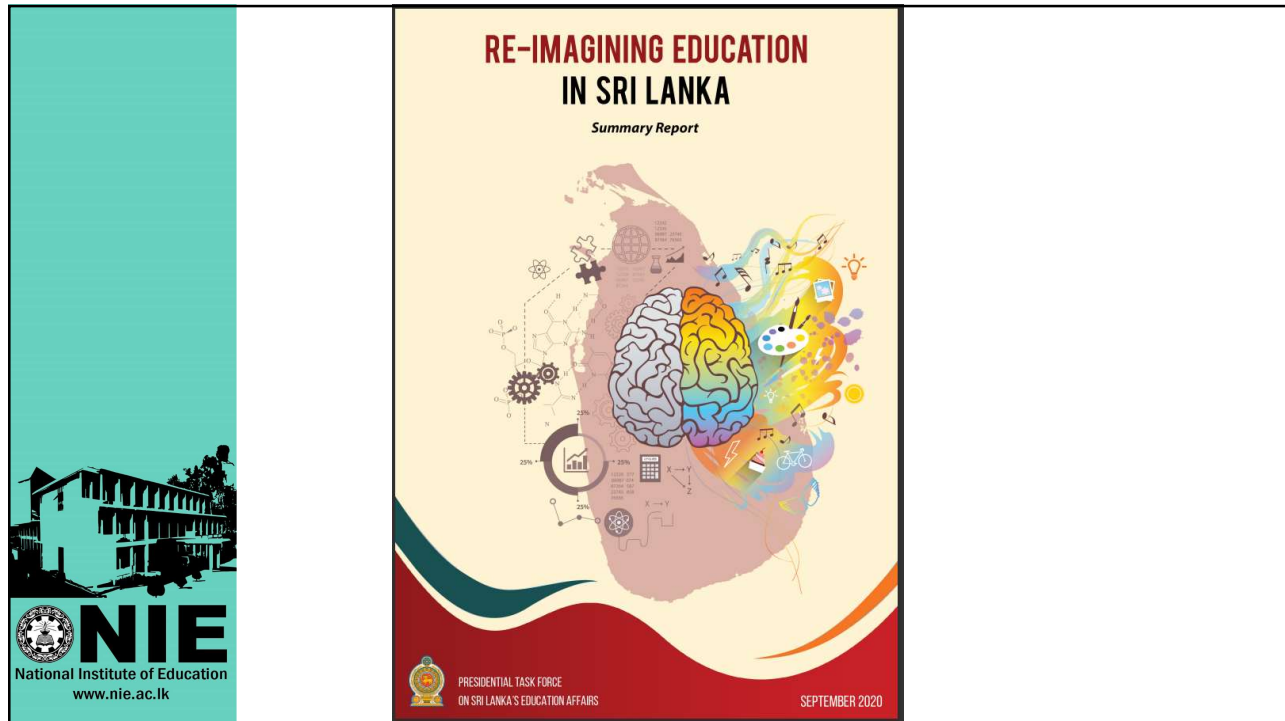
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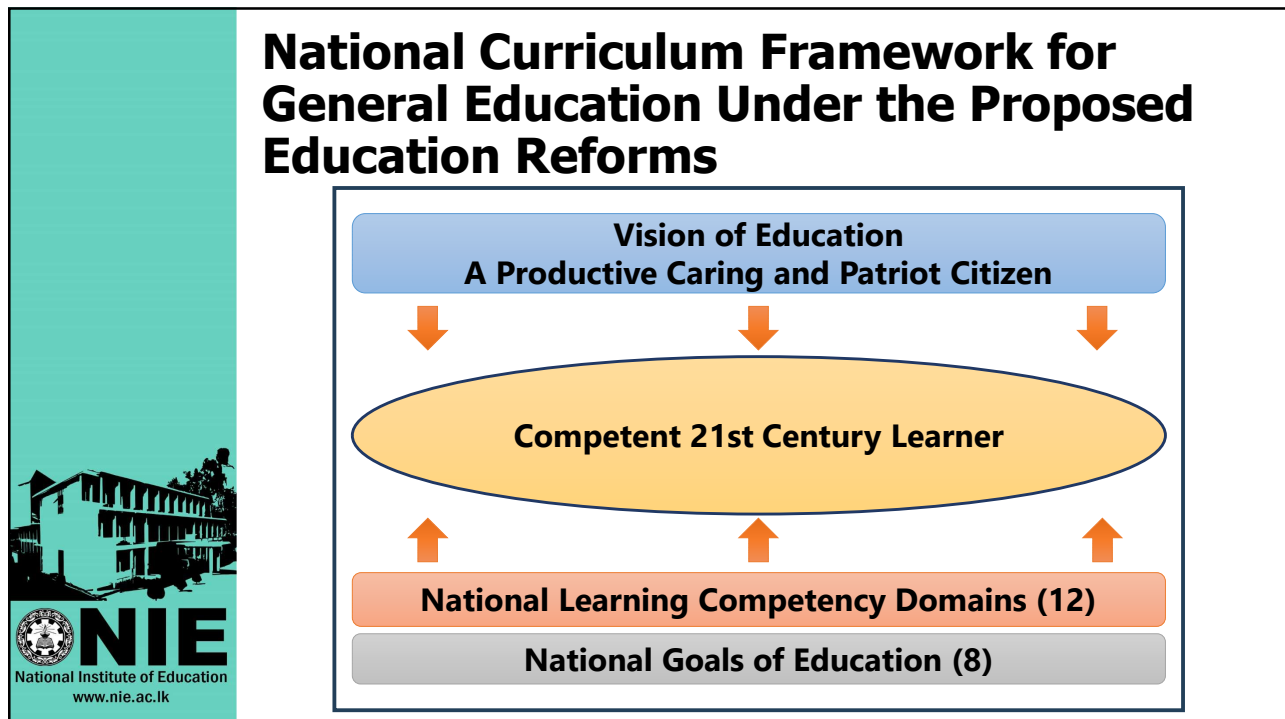
## Curriculum Reforms Timeline

<p>Education Reforms Secretariat</p>	<p>Finalizing the ADB SESIP Agreement</p>	<p>Curriculum development for grades 1, 6, 10</p>	<p>NIE Council approval for NCF</p>	<p>National Education Policy Framework (NEC, 2023)</p>
<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<p>NCF team established at NIE</p>	<p>- Report of the Presidential Task Force (Sept)</p> <p>- NCF (Nov)</p> <p>- TSF (Nov)</p>	<p>National Student Assessment Framework (DOE)</p>	<p>Pre-piloting of modules island wide</p>	<p>NCF aligned to National Education Policy Framework</p>

4



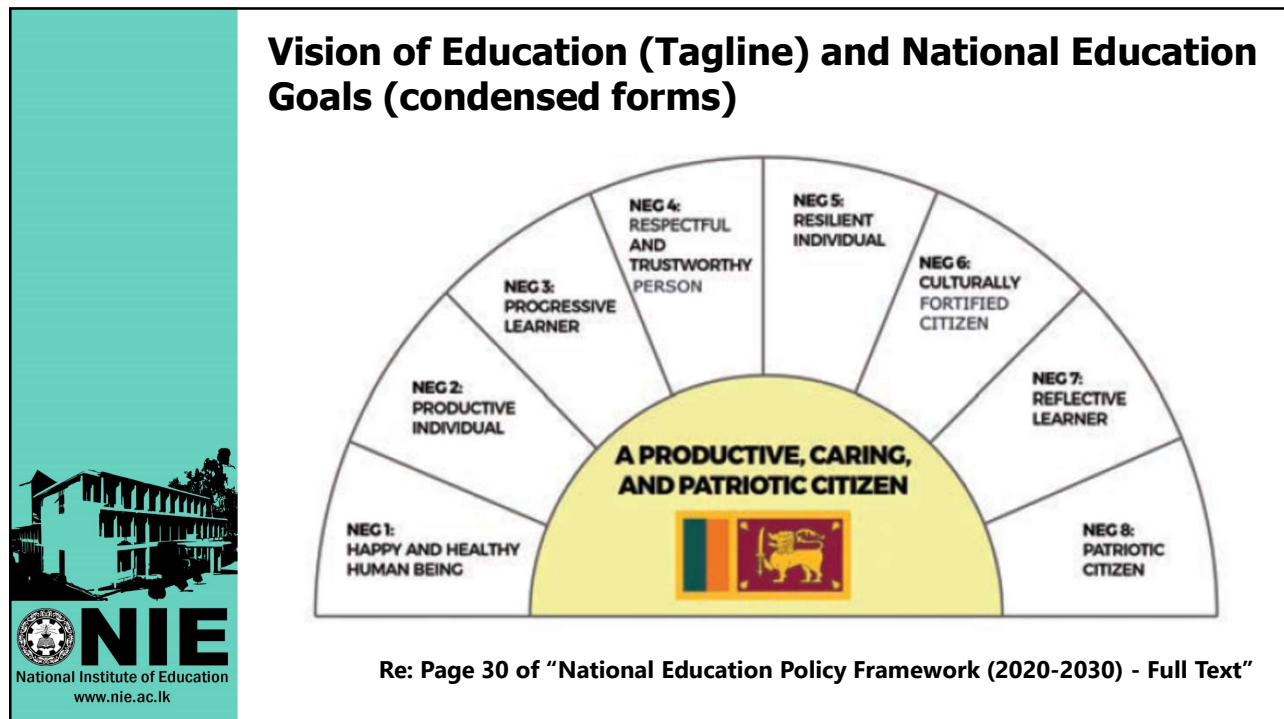
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6

<b>National Goals of Education (NEC, 2023)</b>		
<b>NEG No</b>	<b>National Education Goals</b>	<b>Condensed Form</b>
<b>NEG 1</b>	Promote the physical, mental, spiritual, socioemotional, and environmental well-being of Individuals necessary for a healthy and happy way of life, based on respect for human values	<b>Happy and healthy human being</b>
<b>NEG 2</b>	Develop knowledge, skills, attitudes, and human qualities for technological, socio-economic, and cultural advancement, in keeping with national needs and global trends	<b>Productive individual</b>
<b>NEG 3</b>	Develop productive Individuals with curiosity, critical thinking, problem-solving skills, creativity, and innovativeness	<b>Progressive learner</b>
<b>NEG 4</b>	Promote respect for human rights and laws of the country, while fulfilling duties and obligations in keeping with the norms of social justice and democratic way of life	<b>Respectful and trustworthy person</b>
<b>NEG 5</b>	Develop individuals to manage change and cope with complex and unforeseen situations	<b>Resilient Individual</b>
<b>NEG 6</b>	Uphold the nation's cultural and ecological heritage while responding to local and global challenges	<b>Culturally fortified Citizen</b>
<b>NEG 7</b>	Promote a mindful and self-conscious learner to enhance the capacity for learning to learn	<b>Reflective learner</b>
<b>NEG 8</b>	Develop a patriotic Sri Lankan citizen fostering national cohesion, national integrity, and national unity while respecting cultural diversity	<b>Patriotic citizen</b>

7



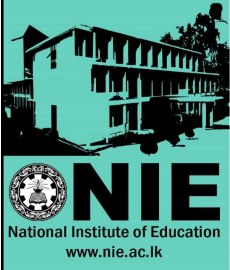
8




## NATIONAL LEARNING COMPETENCY DOMAINS (NLCDS)

- NLCD 1. Subject / Theoretical Knowledge**
- NLCD 2. Practical Knowledge and Skills**
- NLCD 3. Communication**
- NLCD 4. Teamwork and Leadership**
- NLCD 5. Creativity and Problem Solving**
- NLCD 6. Managerial and Entrepreneurship skills**
- NLCD 7. Information Usage and Management**
- NLCD 8. Networking and Social Skills**
- NLCD 9. Adaptability and Flexibility**
- NLCD 10. Attitudes, Values and Professionalism**
- NLCD 11. Vision for Life**
- NLCD 12. Updating Self / Lifelong Learning**

9



## 21<sup>st</sup> Century Skills Framework for Sri Lankan General Education



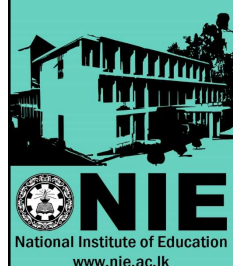
Foundational Literacies	Interpersonal Skills	Values and Character
<ul style="list-style-type: none"> <li>Literacy and Numeracy</li> <li>Scientific Literacy</li> <li>Technological Literacy</li> <li>Media and Information Literacy</li> <li>Management Financial and Entrepreneurial Literacy</li> <li>Quantitative Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Social and cultural skills</li> <li>Critical and innovative thinking</li> <li>Global Citizenship</li> <li>Intra-personal skills</li> </ul>	<ul style="list-style-type: none"> <li>21<sup>st</sup> century skills and personality development</li> <li>Appreciation of life and ethical understanding</li> </ul>

10

## Stages of Schooling

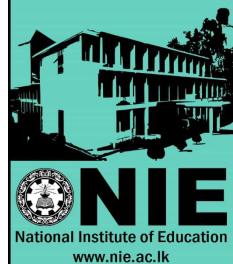
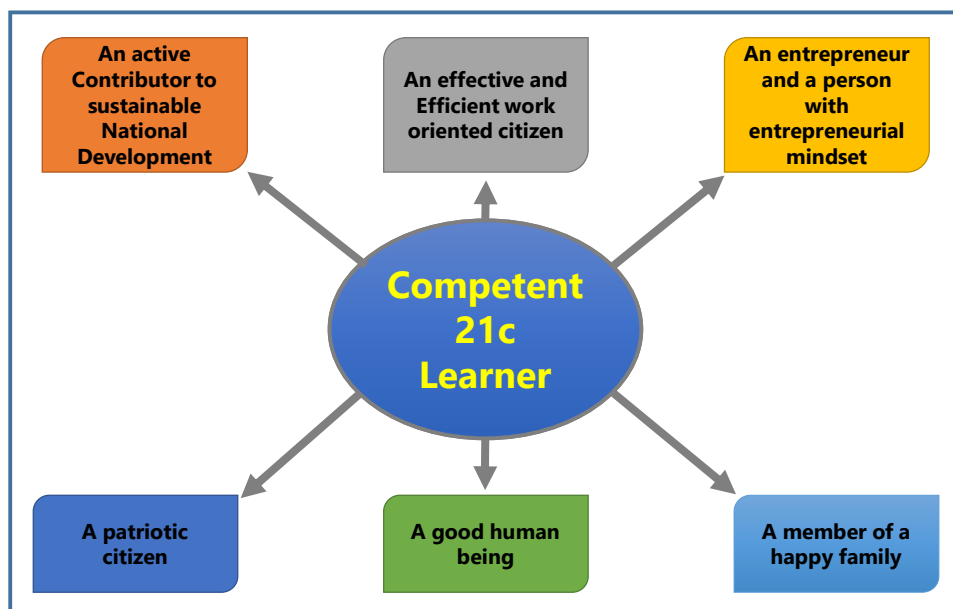


Stage	Period	Purpose	Grades
Primary Education	5 years	P1: Education for basic life skills	1-5
Junior Secondary Education	4 years	P2: Foundation for life	6-9
Senior Secondary Education (Leading to G.C.E. O/L)	2 years	P3: Foundation for career readiness	10-11
Senior Secondary Education (Collegiate Level)	2 Years	P4: Foundation for academic and professional life	12-13

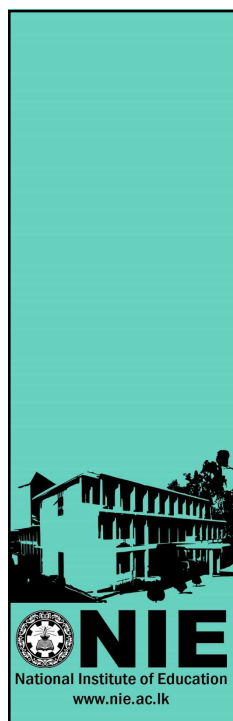


11

## Profile of the Sri Lankan 21c Learner



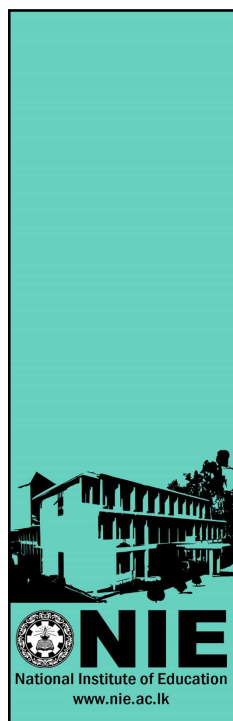
12



## Specific features of the proposed new curriculum up to grade 11

- A module based school credit system (36 credits a term/360 hours)
- Reducing the number of subjects tested at the G.C.E. (O/L) to 7
- More weight on qualitative assessment
- Inquiry based authentic learning activities powered by blended learning
- Further learning areas focusing A/L and further education
- Technology modules addressing regional needs and specialization
- Introduction of innovation labs

13



## Comparison of the Existing and Proposed Curriculum

Issues within the present curriculum	Proposed curriculum
Text book and work book centered	A module based school credit system
9 subjects for G. C. E. (O/L) [6 core + 3 subjects from the baskets]	Reducing the number of subjects tested at the G.C.E. (O/L)
More weight on summative assessment	More weight on formative (qualitative) assessment
Rote learning	Inquiry based authentic learning
Content overloaded	Essential vs Further learning areas focusing A/L and further education
Limited focus on vocational education	Diversified Technology modules focusing vocational education
Limited focus on STEAM education	Innovation labs to promote STEAM education

14

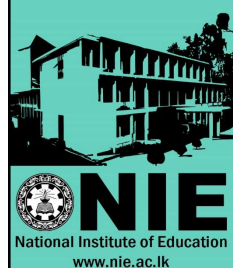
## Comparison of the Existing and Proposed Curricula

### Issues within the present curriculum

- Heavily loaded
- Examination oriented
- More content focused, less skills development
- Not aligned to improve transversal skills
- No room for regional development
- Less focus on national development

### Proposed curriculum

- Outcome based
- Skill oriented
- Freedom of learning
- Promotes 21 century skills
- More focus on regional , national and international demands
- Standard based assessment
- More focus on qualitative assessment
- Credit based



15

## Organization of School Curriculum - Existing

Age	Grade		Stage	Curriculum	Subjects	Assessment & Evaluation	
16 - 17	13		Senior Secondary Education Phase II (Collegiate Level)	• Subject Streams	• Academic • Vocational	• Summative G.C.E. (A/L) • Term tests	
	12						
14 - 15	11		Senior Secondary Education Phase I	• Subject based curriculum • Competencies and competency levels	• Core subjects • Elective subjects	• Summative G.C.E. (O/L) & Term Tests • SBA	
	10						
10 - 13	9		Junior Secondary Education				• Core subjects • Elective subject
	8						
	7						
	6						
5 - 9	5	Key Stage 3	Primary Education	• Competency based • Essential Learning Continuum • Desired Learning Continuum  “More activities and less desk work”	• Mother tongue • English language • Second National Languages • Mathematics • ERA • Religion and Value Education • Integrated Aesthetics Education • Health and Physical Education • Co-Curricular Activities	• Formative • Summative • Grade 5 Scholarship Exam	
	4	Key Stage 2					
	3						
	2	Key Stage 1					
	1						
3 - 4			Early Childhood Education				



16



## Organization of School Curriculum -Proposed

Age	Grade	Stage	Purpose	Curriculum	Subjects	Assessment & Evaluation
16 - 17	13	Senior Secondary Education Phase II (Collegiate Level)	Foundation for academic & professional life	• Subject Streams	• Academic • Vocational	• G.C.E. (A/L)
	12					
14 - 15	11	Senior Secondary Education Phase I	Foundation for career readiness	• Theme based curriculum with vertical and horizontal integration • Learning Outcomes • Performance Standards • Modular based "Learning Centered" education with Authentic instructional system	• Essential Learning Areas • Category I (7) • Category II (2/7) • Further Learning Areas (16)	• Criterion based • Rubrics • Formative (70%) • Summative (30%) • G.C.E. (O/L)
	10					
10 - 13	9	Junior Secondary Education	Foundation for life		• Essential Learning Areas (15) • Further Learning Areas (13)	
	8					
	7					
	6					
5 - 9	5	Key Stage 3	Primary Education	• Activity Books • Learning Outcomes • Performance Standards  "More activities and less desk work"	• Mother tongue • English language • Second National Languages • Mathematics • Elementary Science and ERA • Religion and Value Education • Integrated Aesthetics Education • Health and Physical Education • Co-Curricular Activities	• Criterion based • Rubrics • Formative • Summative • Grade 5 Scholarship Exam
	4	Key Stage 2				
	3	Key Stage 2				
	2	Key Stage 1				
	1	Key Stage 1				
3 - 4		Early Childhood Education	Foundation for formal education			

17

## Broad Learning Areas

- Language and Literacy Education
- Science, Technology, Engineering and Mathematics Education
- Aesthetic Education
- Health and Physical Education
- Commerce and Entrepreneurship Education
- Humanities and Social Science Education
- Information and Communication Technology
- Peace and Citizenship Education
- Environment and Sustainable Development
- Education for Work



18

<b>Primary Education</b>				
	<b>Subject</b>	<b>Time allocation per week (Hours)</b>		
		<b>Key Stage 1</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>
	<b>Mother Tongue</b>			
	Sinhala/Tamil Language skills of Listening, speaking, reading and writing	05:00	05:00	05:00
	<b>English Language</b>			
	Activity Based Oral English and English as a subject from Gr 3 to Gr 5	00:50	03:00	03:30
	<b>Second National Language</b>			
	Only to develop oral skills (Tamil for Sinhala medium students and Sinhala for Tamil medium students)	00:30	01:00	01:00
	<b>Mathematics</b>			
	Pre-math skills, use of numbers, mathematical operations etc.	03:30	05:00	05:00
	<b>Religion and Value Education</b>			
	Buddhism, Saivanery, Catholicism, Christianity, Islam	01:30	02:00	02:00
	<b>Science, Technology and Environment related Activities</b>			
	Integrated with elementary science, Basic technology skills, Environment, Aesthetic	05:00	05:00	07:00
	<b>Integrated Aesthetic Education</b>			
	Singing, Drama and dancing, Art and handwork	01:00	01:30	01:30
	<b>Health and physical Education</b>			
	Physical development activities	02:05	02:05	02:05

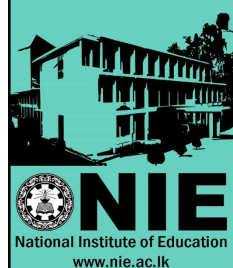
19

<b>Junior Secondary Level</b>				
<b>Broad Learning Area</b>	<b>Essential Subjects</b>	<b>Credits</b>	<b>Further Learning Areas</b>	<b>Credits</b>
<b>Language and Literacy Education</b>	<b>Mother Tongue</b>	<b>3</b>	<b>Appreciation of Literature</b>  <b>Media Studies</b>	
	<b>English Language</b>	<b>3</b>		
	<b>Second National Language</b>	<b>1</b>		

20

## Junior Secondary Level

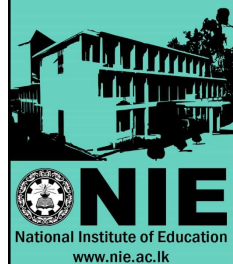
Broad Learning Area	Subjects	Credits	Further Learning Areas	Credits
STEM	Mathematics	3	Mathematics for Further Studies	
	Science	3	Science for Further Studies	
	Health and Physical Education	2	Applied Technology	
	ICT	2	Health and Sports	
	Agriculture & Technology for Life	1	ICT for Further studies	



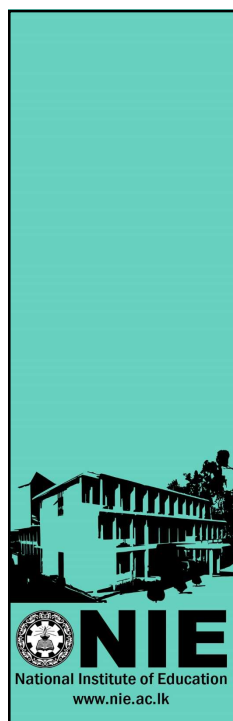
21

## Junior Secondary Level

Broad Learning Area	Subjects	Credits	Further Learning Areas	Credits
Humanities and Social Sciences Education	Geography	1	Global Studies	
	History	2	Orientation to World History	
	Civic Education	1	Social Service	
	Religion and Value Education	2		
Aesthetics Education	Aesthetics subjects	2	Aesthetics for Further Studies	



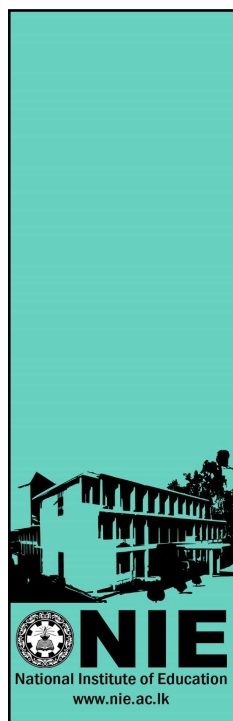
22



## Junior Secondary Level

Broad Learning Area	Subjects	Credits	Further Learning Areas	Credits
Commerce and Entrepreneurship Education	Economics and Business Studies	1	Entrepreneurship Industrial Exposure Service Sector Studies	
Co Curricular Activities		1		
Credits to be earned		28		8

23



## Senior Secondary Level

Broad Learning Area	Essential Learning Areas				Further Learning Areas	
	Category 1	Credits	Category 2	Credits	Category 3	Credits
Language and Literacy Education	Mother Tongue	3	Second National Language	1	Appreciation of Literature	
	English Language	3			Media Studies	
					Foreign & Classical Languages	

24

Senior Secondary Level						
Broad Learning Area	Essential Learning Areas				Further Learning Areas	
	Category 1	Credits	Category 2	Credits	Category 3	Credits
STEM	Mathematics	3	Health and Physical Education Information Technology Agriculture & Technology	2	Mathematics for Further Studies Science for Further Studies ICT for Further Studies Applied Technology	
	Science	3		1		
				2		

25

Senior Secondary Level						
Broad Learning Area	Essential Learning Areas				Further Learning Areas	
	Category 1	Credits	Category 2	Credits	Category 3	Credits
Humanities and Social Sciences	History	2			Global Studies	
	Social Studies	2			History for further Studies	
	Religion and Value Education	2	Mindfulness Training		Civic Education Social Services Projects Value Education	

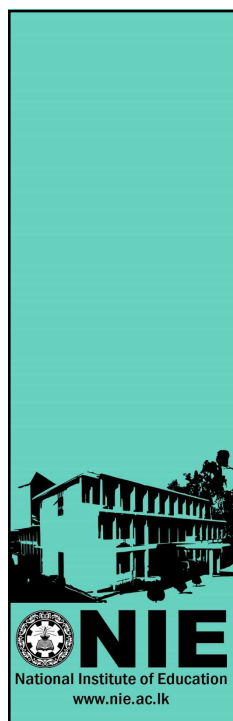
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Senior Secondary Level						
Broad Learning Area	Essential Learning Areas				Further Learning Areas	
	Category 1	Credits	Category 2	Credits	Category 3	Credits
Commerce and Entrepreneurship Education			Economics and Business Studies	1	Entrepreneurship Industrial Exposure Service Sector Studies	
Aesthetics Education			Aesthetics Education	2	Aesthetics for Further Studies	
			Co curricular Activities	1		
Credits to be earned		20		10		3

27

Distribution of Essential Learning Areas (Category 1)						
Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Credits	Credits	Credits	Credits	Credits	
Mother Tongue	3	3	3	4	4	Dedicated to Further Learning areas
Mathematics	4	4	4	3	3	
Science	4	4	4	3	3	
English	3	3	3	4	4	
History	2	2	2	2	2	
Social Science (Geography + Civic)	2	2	2	2	2	
Religion & Value Ed.	2	2	2	2	2	
	20	20	20	20	20	

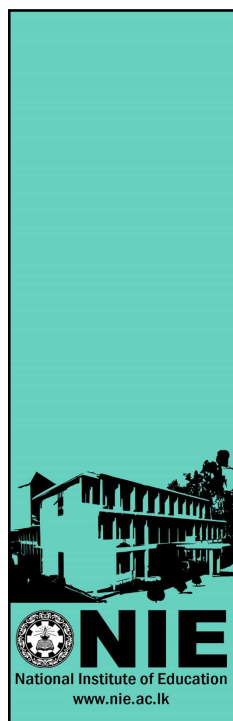
28



## Distribution of Essential Learning Areas (Category 2)

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Credits	Credits	Credits	Credits	Credits	
2 NL	1	1	1	1	1	Dedicated to Further Learning areas
Health and PE	2	2	2	2	2	
ICT	1	1	1	1	1	
Technology	2	2	2	2	2	
Economics & BS	1	1	1	1	1	
Aesthetics	2	2	2	2	2	
Co curricular Activities	1	1	1	1	1	
	10	10	10	10	10	

29



## Time Comparison

Subject	Existing time (Hours per year) 6-9	Proposed time (Hours per year) 6-9	Existing time (Hours per 2 years) 10-11 (6 terms)	Existing time (Hours) 10-11 (5 terms)
Mother Tongue	100	90	200	170
Mathematics	100	90	250	180
Science	100	90	250	180
English	100	90	200	170
History	40	60	120	100
Geography	40	30	120	50
Civic Education	40	30	120	50
Health Science	40	60	120	100
ICT	20	60	120	50
PTS	60	30	—	—

30

## Time Comparison

Subject	Existing time (Hours per year) 6-9	Proposed time (Hours per year) 6-9	Existing time (Hours per 2 years) 10-11 (6 terms)	Existing time (Hours) 10-11 (5 terms)
Religion	40	60	120	100+50 (Mindful)
Aesthetics	60	60	120	50
2NL	40	30	120	50
Entrepreneurship		30	120	50
Bus. & Acc. (Basket)				
Lit. App. (Basket)				Further
Foreign Lang. (Basket)				Further
Media (Basket)				Further

31

## Curriculum Development Process (NIE)

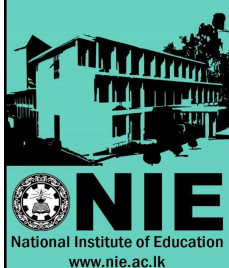
- Need analysis / Content analysis (studying of reports, Conducting of studies, stakeholder discussions, compare with other countries) – completed
- Designing the NCF- Completed
- Approval process for the NCF – Council approval received
- Concurrence of the NEC – Completed
- Cabinet approval - Received
- Development of Subject curricula – Completed
- Instructional development – In progress

32



## Instructional Materials Development Process

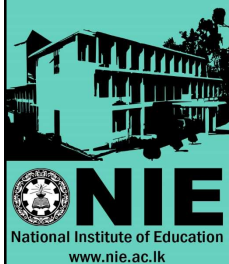
- Primary stage – Activity books for grade 1 completed
- Junior Secondary stage – Modules and TGs for grades 6 Completed
- Senior secondary stage1- Modules and TGs for grade 10 completed
- Pre-piloting of materials- Completed
- Pending activities
  - Teacher training programmes for pilot phase
  - National level awareness programmes



33

## Points for Discussion

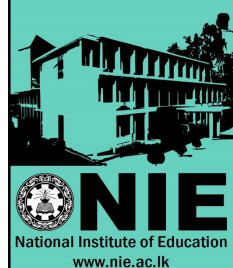
- School span 12 years or K-12 (13 years)
  - K-12 being the global standard
- Stakeholder understanding and coordination in terms of achieving the objectives of curriculum reforms (MOE, NIE, DOE, EPD, PDEs, NCOEs, Universities, industry)
- Strategies to overcome the issues in implementation (printing cost/ digital materials/ LMS)
- Joining global bench marking systems
  - PISA (Programme for International Student Assessment)
  - TIMSS & PIRLS (Trends in International Mathematics and Science Study & Progress in International Reading Literacy Study)
- Curriculum implementation circulars from the MOE
- Circular regarding assessment
- Fixed implementation plan
- Clear pathways for academic and technical and vocational streams
- Discussion with UGC and other agencies regarding G.C.E. (A/L)



34

## Assessment Plan for a Module (One Credit)

Assessment Point	Assessment Type (e.g.)	Weight %
AP 1	MCQ	10
AP 2	Check list	10
AP 3	Presentation (group/ individual)	25
AP 4	Rubric	10
AP 5	Project report (Rubric based)	15
	Total	70
AP 6 (summative)	Question paper (1h)	30
		100



35

## Modules Prepared for the First Term

Subject	Grade 1		Grade 6						Grade 10						TOTAL
	S	T	ELM			FLM			ELM			FLM			
			S	T	E	S	T	E	S	T	E	S	T	E	
Mathematics	1	1	3	3	3	1	1	1	3	3	3	1	1	1	26
Language (Mother Tongue)	1	1	3	3		1	1		3	3		1	1		18
ERA	1	1													02
Religion	1	1	8	8					8	8					34
English	1	1			3			1			3			1	10
Agriculture & Technology for Life			02	02		17	17		12	12		24	24		110
Health & P.E.			02	02	02				02	02	02				12
Aesthetic			18	18		9	9		9	9		9	9		90
Science			3	3	3	1	1	1	3	3	3	1	1	1	24
Economic & B.S			1	1	1	1	1	1	1	1	1	1	1	1	12
ICT			2	2	2	1	1	1	2	2	2	1	1	1	18
Geography			1	1	1	1	1	1	1	1	1	1	1	1	12
History			2	2		1	1		2	2		1	1		12
Civic Edu.			1	1	1	1	1	1	1	1	1	1	1	1	12
Tamil Language		1		1			1			1			1		05
Second National Language	1	1	1	1					1	1					06
Sports			1	1					1	1					04
TOTAL															407



36

## Modules Prepared for the First Term

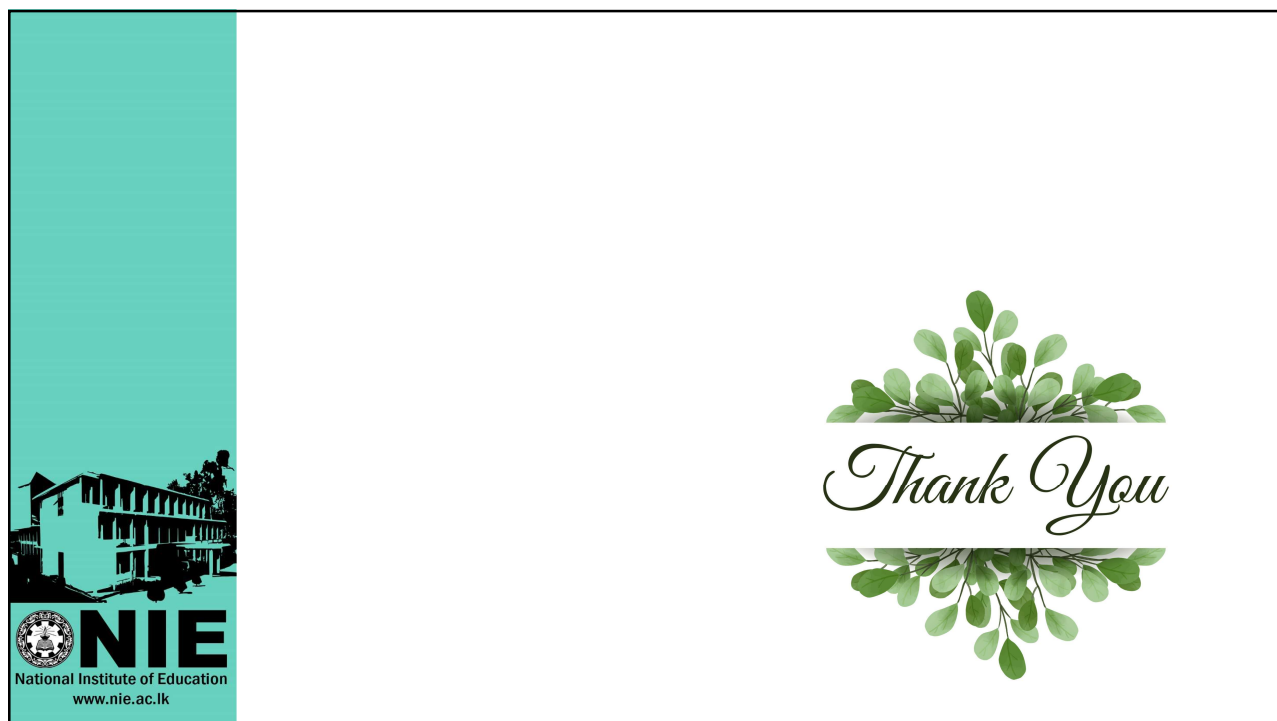


37

## Plan for **Piloting** ✓ and **Implementation** ✓

Grade/s			Year									
P	JS	SS	2023	2024	2024	2025	2025	2026	2026	2027	2027	2028
1	6	10	✓	✓								
2	7	11			✓	✓						
3	8	12					✓	✓				
4	9	13							✓	✓		
5											✓	✓

38



39


**1**

**An active Contributor to sustainable National Development**

who is healthy; actively and productively contributes to the production process with a deep understanding of how to make use of the local, regional, national, and global challenges and opportunities; a life-long self-directed learner who updates the self to interact with the dynamic and changing world

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40




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# 2

## An effective and Efficient work oriented citizen

**Who is skilled and employable; an asset to the nation, organization, and his/her team; who contributes in active and positive manner; who is people/ customer oriented and take actions in a proactive, practical and pragmatic manner as a dynamic team player; does everything with dignity and pride in professional manner**



41




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# 3

## An entrepreneur and a person with entrepreneurial mindset

**Who is creative, innovative, and constructive; thinks out of the box; takes risks to introduce new ideas, processes, concepts, products, and services to address local and global market needs, to provide employment opportunities and to reduce poverty and regional disparity**



42



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# 4

## A patriotic citizen



**Who loves Sri Lanka; promotes sustainable use of natural resources; respects and values Sri Lankan heritage and cultural diversity, peace and social harmony with independent mind set as a responsible citizen; an effective member of family, immediate community, larger community; and thinks globally and acts locally**

43




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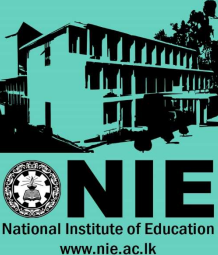
# 5

## A good human being

**Who is honest, straight forward, ethical and empathetic; maintains integrity; understands the right and wrong; stands against the wrong; understand his/her own strength and weaknesses; respects human rights**



44



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# 6

**A member of a happy family**

**Who values human relations; is democratic in decision making and implementing decisions; aware of the rights and responsibilities towards others; lives a life full of commitment, caring, and sharing**

