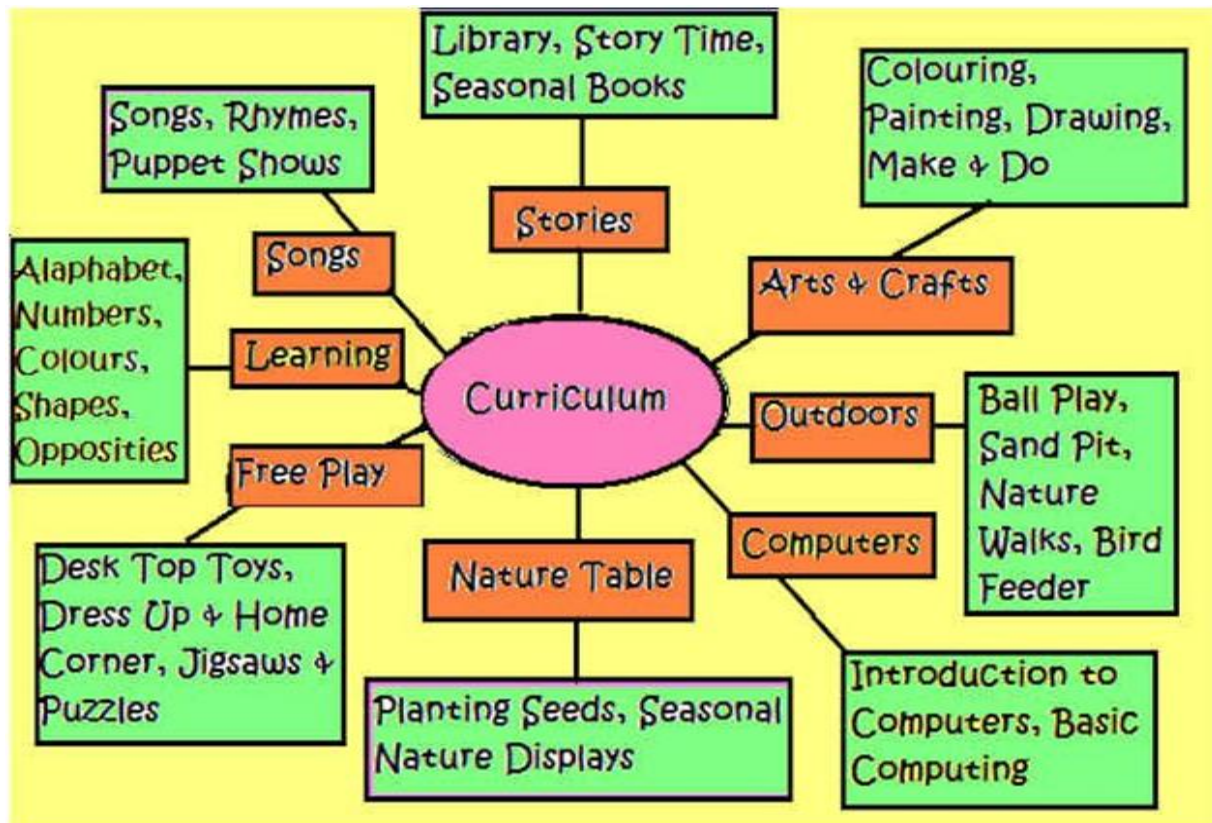


## SCHOOL CURRICULUM -2023

**Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences.**

### Pre-Primary Curriculum



The Pre school curriculum is meant for early childhood setting where three to five year old children receive age and developmentally appropriate early education. The curriculum follows a holistic approach where practitioners support and scaffold children's learning through enriched play.

- The curriculum is theme based e.g: Transport, Water,
- The Curriculum is child centred .
- The curriculum focuses on using a wide range of learning experiences.
- The curriculum encourages an Integrated Approach.
- The curriculum encourages development of life sciences.

#### **Assessment**

- Assessment involves continuous observation of children while they are at a task ( eg preparing for reading, writing, playing with blocks ,puzzles etc).

- Observation & assessment should be a continuous process in early childhood education through which the teacher will be able to assess not only the children but her own teaching strategies as well.
- These observations are written in an observation register.
- Maintaining a child's portfolio.

The curriculum is developmentally appropriate and aims for the holistic development of students by equipping them with the key 21st Century skills. It ensures stimulating experiences across different domains to address the needs of a child.

NURSERY	KG
English	English
Numeracy	Numeracy
Environmental Science	Environmental Science
Recitation	Recitation
Life skills	Life Skills
Phonetics	

Art and Sports Integrated Pedagogical Approach: Due focus is laid on Art and Sports Integrated Pedagogical Approach. Art can play an effective role in strengthening the child's curiosity, imagination and helps in developing skills related to intellectual, socio-emotional, motor, language and overall literacy.

Sports Integration fosters holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities.

### **VALUE-BASED EDUCATION**

The students imbibe the essential qualities of honesty, fair play, empathy, courage, integrity, compassion, loyalty, and courtesy through morning assemblies, the celebration of festivals, and day-to-day interaction with the teachers. The effort is to guide the students towards appropriate behaviour and the development of a strong character.

#### ***Primary & Upper Primary***

Primary	Upper Primary
English	English
Hindi	Hindi
Mathematics	Mathematics
Environmental Studies	Environmental Studies
Art Education ( Art, Dance, Song)	Social Science (III-V)

General Knowledge	Computer Science (III-V)
Physical education	Art Education (Art, Dance, Song)
Moral Education	General Knowledge
Yoga	Physical education
Work Experience	Moral Education
	Yoga
	Work Experience

The primary wing provides a happy, caring and a stimulating environment that instils in the students zeal and joy for learning.

Thematic Curriculum which is balanced integration of the cognitive, psychomotor and affective domains of learning is followed in Classes I-III.

**Teaching Learning Strategies:** To make space for critical thinking, inquiry-based, discovery-based, discussion-based, and analysis-based learning a variety of creative and innovative strategies are implemented. To make space for critical thinking, inquiry-based, discovery-based, discussion-based, and analysis-based learning a variety of creative and innovative strategies are implemented.

**Holistic development:** Classroom sessions regularly contains more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning. Under this structure, students get actively involved in their learning and are encouraged to think critically and solve problems independently.

**Experiential learning:** It helps students make deep and long-lasting connections with the course material. As a part of the thrust on experiential learning, activities related to art-integrated education is embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. The pedagogical structure based on the principles of 'learning by doing, and 'active learning is followed.

The aim of education is not only cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st Century skills.

It is our constant endeavour to encourage and facilitate our students to learn to be collaborators, innovators, and creative thinkers who will be ready to take on any challenge.

## **VALUE-BASED EDUCATION**

Education is knowledge imbued with wisdom and ethics which mould the behaviour and personality of the students.

Besides this the students imbibe the essential qualities of honesty, fair play, empathy, courage, integrity, compassion, loyalty, and courtesy through morning assemblies, the celebration of festivals, and day-to-day interaction with the teachers. The effort is to guide the students towards appropriate behaviour and the development of a strong character.

### **ASSESSMENT CRITERIA:**

A continuous and comprehensive assessment scheme is followed. The student is assessed regularly and evaluation is based on child's participation and performance in class activities, project work, group work, worksheets, class assessment, class response, reading and communicative skills, morning assembly, individual and group behaviour.

However, for Classes IV and V, Periodic tests are conducted in each term.

### **Class I-III:**

Class I-III have Continuous Comprehensive assessment. Through this assessment, the students are observed on a regular basis regarding their progress in academics.

The assessment of students is done in two areas i.e.

Scholastic & Co-scholastic

**Scholastic:** It includes discussions, quizzes, class-work and homework, visual testing, oral testing, projects, assignments, art integrated activities, class test etc.

**Conceptual Understanding-** Further to assess understanding of concepts, children are assessed through oral discussions fortnightly.

Children are assessed for reading proficiency, dictation and recitation on regular basis.

Mental ability is assessed through assignments.

The report card of the students reflects only Grades for Class I, II and III.

## **Co-scholastic:**

For the holistic development of the student, co-curricular activities are observed through participation and students are graded term wise on a 3-point grading scale.

**Scholastic:** There are two terms in an academic session.

The term includes two types of assessments:

TERM -1

Periodic Assessment -1 (MM-40 Marks)

Periodic Assessment -2 (MM-40 Marks)

Notebook- 10 marks

Subject enrichment activities- 10 marks

Total -100 marks

TERM -2

Periodic Assessment -3 (MM-40 Marks)

Periodic Assessment -4 (MM-40 Marks)

Notebook- 10 marks

Subject enrichment activities- 10 marks

Total -100 marks

Subject Enrichment Activities:

Languages: Listening skills, speaking skills, reading skills, project work, worksheets, spell bee, elocution,

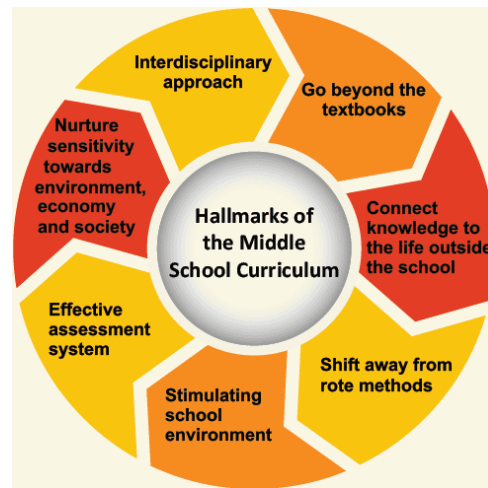
Mathematics: Activities, experiments from Math is fun, project work, puzzles, worksheets

Science: Experiments, project work, quiz, group activities and worksheets

Social Science: Map work, project work, quiz, group activities and worksheets

Co-scholastic:

For the holistic development of the student, co-curricular activities are observed through participation and students are graded term wise. The report card of the students reflects marks as well as Grades for Class IV and Class V.



The Middle School curriculum marks the stepping stone to success. It is the transitional period from childhood to adolescence which includes a lot of biological, emotional and academic changes. During these developing years of the child, the curriculum of Middle School offers a productive and research-oriented environment which augments our students' interpersonal skills. It lays a strong foundation for the holistic development of the child.

The amalgamation of curricular, co-curricular and extra-curricular activities provides a dynamic platform, thereby making learning a splendid experience. With the use of latest technology and advanced teaching methods, our school emphasises a deeper understanding of the concepts taught to the students.

The students of Classes VI-VIII learn at least one additional language i.e. Sanskrit. For development of sensitivity towards Fine Arts - music, dance, drama, craft, drawing and painting are also a part of the curriculum.

### OUR FOCUS

The Middle School curriculum focuses on:

- Helping students 'learn how to learn'
- Developing effective work habits
- Developing self-confidence
- Developing conceptual understanding
- Building background knowledge.

As students transition from childhood through adolescence, Middle School offers a caring, safe and supportive environment in which students can thrive on change, prepare for high school, and establish good habits of mind for lifelong learning.

Vocational Courses: The school offers vocational classes offered by the CBSE also.

At the secondary level, the school follows the CBSE curriculum for the courses of study and strictly adheres to the guidelines issued for the scheme of studies and scheme of examination.

### ***Secondary Curriculum***

The subjects of study offered for Classes IX and X are as follows:

Two Languages -English and Hindi

Mathematics

Science

Social Science

Information technology

Work Experience (Fine Arts, Music, Dance)

Health and Physical Education

It is expected that all students would have studied three languages up to Class VIII. This is according to the three-language formula of the Government of India. However, those students who cannot clear the third language in Class VIII and are promoted to Class IX shall be examined by the School at the end of Class IX in the same syllabus and textbooks as prescribed for Class VIII. A student must qualify in the third language before becoming eligible for appearing at the Secondary School Examination of the Board at the end of Class X.

### ***Teaching-Learning Strategies***

Technology-Enhanced Active Learning classroom at our school supports student-centred teaching and learning. The teachers focus on cognitive learning together with educational research with more engaging activities that invite students to participate in learning, including developing conceptual awareness, applying knowledge through experience and transferring skills across contexts. The teachers also emphasise upon the development of communication skills that cater to the needs of the 21st Century through collaborative learning. They believe that group work can help students uncover and address gaps and misconceptions in knowledge, further develop their conceptual frameworks,

improve their public reasoning and team-based skills, and develop their intellectual capabilities.

### ***Value Education Periods:***

Value education promotes tolerance and understanding above and beyond our political, cultural and religious differences, putting special emphasis on the defence of human rights, the protection of ethnic minorities and the most vulnerable groups and the conservation of the environment. The school allows special periods for value education in which various topics related to the development of physical and emotional aspects are discussed to cultivate the feeling of brotherhood among them.

Enrichment periods: The value-based topic is covered in the enrichment periods through discussion and debates by the class teacher.

Life skills: Life skills workshops are regularly conducted to help students find new ways of thinking and problem-solving. Various techniques such as Inferential Story development, Puzzle Solving, Group Discussions etc. are used in the life skill sessions.

### ***Value Education Programmes***

To brace our learners with the right skills, various enriching Value Education Programmes have been introduced to inculcate good values. Every week one period is devoted to such programmes known as the Enrichment Period for Classes I to X. The following programmes are undertaken during this period:

#### Value Education Programme by CBSE

The Central Board of Secondary Education (CBSE), has brought out a value Education Kit. It comprises- a Handbook for teachers and value cards. The value cards are used during the enrichment periods which are based on different value-based topics. The value-based messages are presented through Stories, Brainstorming Sessions, various interesting activities etc.

### ***SECONDARY CURRICULUM***

#### Salient Features of the CBSE Secondary School Curriculum

#### **The Curriculum prescribed by CBSE strives to:**

I. provides ample scope for holistic i.e., physical, intellectual and social development of students;



- ii. emphasize constructivist rather than rote learning by highlighting the importance of hands-on experience;
- iii. enlist general and specific teaching and assessment objectives to make learning competencybased and attain mastery over laid down competencies;
- iv. encourage the application of knowledge and skills in real-life problem-solving scenarios;
- iv. uphold the 'Constitutional Values' by encouraging values-based learning activities;
- vi. promote 21st Century Skills, Life Skills, Financial Literacy, Digital Literacy, Health and Wellness, Road Safety, Citizenship Education, Disaster Management and multilingualism;
- vii. integrate innovations in pedagogy such as experiential, activity centered, joyful learning, Sport & Art-Integrated Learning, toy-based pedagogy, storytelling, gamification etc. with technological innovations (ICT integration) to keep pace with the global trends in various disciplines;
- viii. promote inclusive practices as an overriding consideration in all educational activities;
- ix. enhance and support learning by different types of assessments; and
- x. strengthens knowledge and attitude related to livelihood skills;
- xi. foster multilingual and multicultural learning and national understanding in an interdependent society;
- xii. integrate environmental education in various disciplines from classes I-XII

Secondary Curriculum provides students with a broad and balanced understanding of subjects including languages, Mathematics, Science, and Social Science to enable students to communicate effectively, analyse and interpret information meaningfully, make informed decisions, construct their worldview in alignment with constitutional values, and progress smoothly to be productive future citizens. T

The recent focus of CBSE is on developing 21st-century skills in settings where each student feels independent, safe, and comfortable with learning. The curriculum is aligned in such a way that children feel more connected to it and employ their learning in real-life contexts. To achieve this aim, it is essential that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Financial Literacy, Digital Literacy, and Work Education. In an operational sense, the

secondary curriculum is learner-centered with school being a place where students would be acquiring various skills; building self-concept, a sense of enterprise, aesthetic sensibilities, and sportsmanship. Therefore, for the purpose of fostering core competencies in learners, this curriculum encompasses major learning areas as under:

S.No	Subjects	Nature
1	Language 1	Compulsory
2	Language 2	Compulsory
3	Social Science	Compulsory
4	Maths	Compulsory
5	Science	Compulsory
6	Skill Based Subject	
7	Language 3 - optional	
8	Health & Physical Education	Compulsory
9	Work Experience	Compulsory
10	Art Education	Compulsory

### **Integrating All Areas of Learning:**

All these eight areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Children should get opportunities to think laterally, critically, identify opportunities, challenge their potential and be open to new ideas. Children should be engaged in practices that promote physical, cognitive, emotional and social development and wellbeing, connect different areas of knowledge, application and values with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth while transacting the curriculum to make them good citizens who can contribute in making the world a happy place.

### **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, unconditioning 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 teaching learning that Art Education and be mutually exclusive, and strengthen each relevant for developing art among students, but is also necessary for inculcating art.



integration of Art with the process. It must be understood Art Integrated Education may but they build upon each other. Art Education is not only creativity and appreciation of

### 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 21st century skills;

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

Learning skills	Literary Skills	Life skills
Critical Thinking	Media Literacy	Flexibility
Creativity	Technology Literacy	Leadership
Communication	Information Technology	Initiative
Collaboration		Productivity
		Self- Awareness

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.



## **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.