

ACADEMIC CURRICULUM

The curriculum provided by CBSE is based on National Curriculum Framework-2005 and seeks to provide opportunities for students to achieve excellence in learning. Academic performance is periodically tested/examined through regular tests and examinations. Those who are weak in their performance are given remedial coaching on holidays but private tuition is not encouraged. Report cards are sent to parents to indicate the level of their wards' achievement.

The curriculum adopts the following principles:

1. Provide ample scope for physical, intellectual and social development of students
2. Nurture Life-Skills by prescribing curricular and co-curricular activities to help improve self-esteem, empathy towards others and different cultures etc.
3. Enlist general and specific teaching and assessment objectives.
4. Develops scientific outlook and transformative competences, in order to meet the demands of changing society.
5. Promote inclusive education by providing equal opportunities to all students.
6. The aim of our education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective.
7. Integrate environmental education in various disciplines from classes I- X.
8. Equally emphasize Co-scholastic areas of Art Education and Health and Physical Education.
9. Promote arts integrated learning.

To achieve this, we guide our learners to achieve the following curriculum goals:

- Enhance self-awareness and explore innate potential.
- Develop creativity and the ability to appreciate art and showcase one's own talents.
- Promote capabilities related to goal setting, decision making and lifelong learning.
- Nurture assertive communication and interpersonal skills.
- Students could express their talent in public and also appreciate others for good work.
- Foster cultural learning and international understanding in an interdependent society.
- Strengthen knowledge and attitude related to livelihood skills.

- Acquire the ability to utilize technology and information for the betterment of humankind.
- Inspire the attitude of functional and participatory learning; and to develop abilities related to thinking skills and problem solving.

Core Competence and Outcomes

In order to achieve the above-mentioned goals, our curriculum focuses on the requirements and capabilities of learners and aim at developing core competences which a global 21st century citizen should possess. Such core competences are categorized as follows.

- Self-awareness and exploration of innate potential, which involves thorough understanding of one's personality, emotions, respect and love for self, regular self-reflection, self-discipline showcasing one's individuality, and instituting values.
- Goal setting, decision making and lifelong learning, which involves the development of individual abilities in order to bring forth one's talents, chart the path for future success.
- Effective Communication skills which involve making effective use of all kinds of symbols (such as languages in both verbal and non-verbal forms, sounds, motions, visual and written) and tools (such as media and technology) in order to better interpersonal relationships through skills of listening.
- Cultural learning and international understanding, which involves appreciating and respecting different groups and cultures, taking pride in the history and culture of one's own country as well as holding a positive outlook towards different cultures.
- Utilization of technology and information, which involves the utilization of technology in a positive, safe and effective way for the welfare of mankind, for boosting learning efficacy and living quality.
- Functional and participatory learning, leading to the development of higher order thinking skills. keen observation, actively exploring and discovering solutions, and applying knowledge, attitude and skills in daily life.
- Thinking skills and problem solving, which involves cultivating the ability and habit of thinking creatively, effectively solving problems and resolving conflicts.

Conception of Learning and Learning Environment

Learning occurs both at individual as well as peer group level and lies in the process of building knowledge and skills. Learning in a purposeful way takes place by a learner independently, in class with a teacher, out of class interaction with the peer group and the larger community. Learning is an active and goal oriented process. Learning environment must be physically, psychologically and socially safe and motivate learners to develop effective study skills and become lifelong learners.

- Languages include Hindi, English and Tamil focuses on listening, speaking, reading and writing skills, along with developing effective communicating proficiencies.

- Humanities (Geography, History, Economics and Political Science) include the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities, and the incorporation of the above-mentioned learning into one's life.
- Science and computer Technology include gaining knowledge about matter and energy, nature, the environment, technology, breakthroughs in science. It will focus on knowledge and skills to develop scientific attitude, use and application of such knowledge and skills to improve the quality of life and further use this learning to analyze, evaluate, synthesize, create, invent and discover.
- Mathematics includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, and the ability to apply this knowledge and acquired skills in their daily life. It also includes understanding of the principles of reasoning and problem solving.
- Health and Physical Education focuses on the learning for holistic development like mental and physical. Understanding the importance of physical fitness, health, well-being and the factors that contribute to them.
- These five learning areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Learners should get opportunities to connect between different areas of knowledge and application. They should be encouraged to cognize and appreciate the interconnectedness of all knowledge and the enduring connection between knowledge and values.

Outcomes for Curriculum Learning Areas

Learners:

- use language to comprehend, acquire and communicate ideas and information and to interact with others.
- understand their cultural, geographical and historical scenes and have the knowledge, attitude, skills and values necessary to bring about transformation for a better India.
- identify, select, use technologies and are able to synthesize, innovate and discover newer technologies as required.
- think laterally, critically, identify opportunity, challenge their potential and are open to challenges. They are aware of consequences and take ownership of their deeds.
- interact harmoniously with people and cultures from across the globe and are tolerant and empathetic towards others.
- value and engage in practices that promote personal physical as well as mental and cognitive development and well-being.

- have positive self-esteem. They are confident and self-motivated learners who are able to work independently as well as collaboratively.
- are aware and participate responsibly in the social, political, economic and cultural transformations.
- are equipped with the attitude and skills to be a lifelong learner.

The School Curriculum Plan (Syllabus) includes:

- Pedagogical goals of the school for the session.
- Subject focused pedagogical objectives
- Resources/activities to achieve the unit wise pedagogical objectives
- Assessment directives
- Lesson/ Unit Plans Lesson plans for the topics will be prepared by the teachers within their faculty. This will be supported by School Curriculum Plan (Syllabus).

CO CURRICULAR ACTIVITIES

Co-Curricular Activities are offered to children as a way to make learning more fun. It gives them a break from usual school work to go and do something that they enjoy doing.

Drawing:

Children will learn new drawing techniques which will help them to exhibit their talents in the drawing skills.

Art and craft:

This gives the children an opportunity to be creative with art. Students will create paintings, models, using waste materials and many varieties of art works.

Book Club:

This allows children to improve their reading skills and doing this in a friendly, helpful environment.

Chess:

Chess, requiring intelligence and strategic skills, mark a board game played with two players at a time.

Indoor games & Outdoor games:

Carrom, Table tennis, chess, Badminton, Foot Ball, Throw ball, Volley Ball, Kho-kho, Kabbadi, karate, Tennikoit

These games give Students the opportunity to interact with each other and learn a competitive sport. Coaches teach these skills to the students.

Dance:

It develops physical fitness, appreciation of the body, concern for sound health practices, and effective stress management approaches. Dance is to express not to impress.

Debate and Public Speaking:

These activities enhance critical thinking, research and communication skills. Students can develop confidence in expressing their opinions and ideas.

ROBOICS & CODING:

These activities introduce students to tech fundamentals, problem – solving and innovation. Students can build projects and learn coding skills.

LANGUAGE CLUB:

Through these club we promote students' language skills, cultural awareness and global understanding. Students can engage with literature, films and conversation.