

ACADEMIC CURRICULUM

SESSION 2023-24

The curriculum refers to the lessons and academic content to be taught to a learner in the school. In empirical terms, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, courses of study, subject-wise instructional objectives and content, pedagogical practices and assessment guidelines.

Salient Features

1. Provide ample scope for physical, intellectual and social development of students;
2. Enlist general and specific teaching and assessment objectives;
3. uphold Constitutional values such as Socialism, Secularism, Democracy, Republican Character, Justice, Liberty, Equality, Fraternity, Human Dignity of Individual and the Unity and integrity of the Nation by encouraging values-based learning activities;
4. Nurture Life-Skills by prescribing curricular and co-curricular activities to help improve self-esteem, empathy towards others and different cultures etc.
5. Integrate innovations in pedagogy, knowledge and application, such as human sciences with technological innovations to keep pace with the global trends in various disciplines;
6. Promote inclusive education by providing equal opportunities to all students;
7. Integrate environmental education in various disciplines from classes' I-VIII;
8. Equally emphasize Co-scholastic areas of Art Education and Health and Physical Education.

Objectives of the Curriculum

The Curriculum aims to:

1. Achieve cognitive, affective and psychomotor excellence;
2. Enhance self-awareness and explore innate potential;
3. Promote Life Skills, goal setting, and lifelong learning;
4. Inculcate values and foster cultural learning and international understanding in an inter dependent society.
5. Acquire the ability to utilize technology and information for the betterment of humankind.
6. Strengthen knowledge and attitude related to livelihood skills.
7. Develop the ability to appreciate art and show case talents.
8. Promote physical fitness, health and well-being.
9. Promote arts integrated learning.

Curriculum Areas

The School Curriculum acknowledges the fact that subjects like language, Mathematics, Science and social science help the cognitive development of the child and, therefore, require a greater academic emphasis.

Also envisions the all-round development of students in consonance with the holistic approach to education and therefore, emphasizes integration of co-curricular domains with curricular activities in an equitable manner.

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

Scholastic Areas:-

The curriculum envisages individualized learning acumen and seeks to explore the potential of students in acquiring substantial knowledge and skills through academic rigors. With greater academic orientation and research skills in core academic areas, students would evolve as judicious young adults with a sense of real self-estimate having true values and principles.

The scholastic areas for Balwatika(s) are as follows:

1. Hindi
2. English
3. Mathematics
4. Environmental Science

The scholastic areas for class 1st and 2nd are as follows:

1. Hindi
2. English
3. Mathematics
4. Environmental Science
5. General Knowledge
6. Moral Science
7. Computer

The scholastic areas for class 3rd to 5th are as follows:

1. Hindi
2. English
3. Mathematics
4. Science
5. Social Science
6. General Knowledge
7. Moral Science
8. Information Technology

The scholastic areas for class 6th to 8th are as follows:

1. Hindi
2. English
3. Sanskrit
4. Mathematics
5. Science
6. Social Science
7. General Knowledge
8. Moral Science
9. Information Technology

The scholastic areas for class 9th to 10th are as follows:

1. Hindi
2. English
3. Mathematics
4. Science
5. Social Science
6. Information Technology

The scholastic areas for class 11th to 12th are as follows:

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| 1. Hindi Elective | 2. English Core | 3. Computer Application |
| 4. Physical Education | 5. Physics | 6. Chemistry |
| 7. Biology | 8. Mathematics | 9. Accountancy |
| 10. Business Studies | 11. Economics. | |

Co- Scholastic Areas:-

Only a healthy child can learn effectively and good health leads to better learning. Many activities are necessary for development of the affective and psychomotor domain. The activities like games and sport, art and music, craft work etc. are termed as co-scholastic activities. The term co-scholastic activities are used for both cognitive and non-cognitive development that can take place by exposing the child to the scholastic and non-scholastic subjects.

Art Education including local art, craft, literature and skills ,Health and Physical Education, Yoga, traditional games, indigenous sports, Scouts and, Martial Arts etc. are integral parts of the curriculum and to be included in the routine of the schools for the holistic development of children. These are detailed below:

(i) Art Education entails instruction in various art forms (visual as well as performing) with an aim to help children develop an interest for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, valuing arts and cultural heritage. In addition, Arts should be integrated with other subjects to promote creative thinking and expression

(ii) Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, well being and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, yoga, NCC, self-defense, fitness and life style choices.

(iii) Work Experience: The Work Experience has been subsumed in the Health and Physical Education, however, it is an integral part of the curriculum and is given as much as focus as Health and Physical Education.

Integrating all areas of learning: All these seven 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.

IMPLEMENTATION OF CURRICULUM

School Curriculum Committee

A School Curriculum Committee with teachers representing each area. The School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/reference materials are age appropriate, incorporate inclusive principles, and are gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community. The committee will then send the list of books to the Principal to take action.

The committee would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NCF2005. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

Pedagogical Practices by Teachers

The pedagogical practices should be learner centric. It is expected of a teacher to ensure an atmosphere for students to feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

Teachers should follow inclusive principles and not label children as 'slow learners' or 'bright students', or 'problem children'. They should instead attend to the individual difference of students by diagnosing and modifying their pedagogic planning. As far as possible, Arts should be integrated in teaching, especially while teaching the concept which students find difficult to understand.

Reflection:

- *Teaching should be in the conversational modes rather than in the modes of authoritarian monologue*
- *The teacher needs to draw the children and gain their confidence,*
- *Teachers should make deliberate attempts to explain the learning from the utility of the textual material taught in school to real life.*

Lesson/ Unit Plan

Specific Lesson Plans for the topics are to be prepared by the teachers. These plans may have the following parts:

- *Topic to be taught*
- *Teaching aids used by teacher*
- *Actual Teaching and learning*
- *Methods of teaching*
- *Feedback and Remedial Teaching Plan.*

Creating Cross-Curricular Linkages

Creating cross-curricular linkages are vital to learning as they help to connect prior knowledge with new information. For example, Mathematical data handling and interpretation can be effectively applied in geography and science. Children can write better-framed answers in history, geography and science when they have learnt how to write explanations/short descriptions in a language. Similarly, Life Skills like empathy, problem solving and interpersonal communications can be easily integrated with the study of literature and other areas. Universal Values, Life Skills, Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.

Special emphasis on Integrating Arts in education:

The NCF 2005 has recommended “Art as a subject at all stages covering all four major spheres, i.e. music, dance, visual arts and theatre....We must bring the arts squarely into the domain of the curricular, infusing them in all areas of learning while giving them an identity of their own at relevant stages.” It also states that “the importance of India’s heritage crafts, both in terms of their economic and aesthetic values, should be recognized as being relevant to school 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, un-conditioning 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 her to see the multi-disciplinary links between subjects, topics, and real life.