

## Curriculum & Systems

An activity-based curriculum has been designed keeping in view of the age group of the children in each class and their multiple intelligences.

It attempts to promote the overall personality of the child and is planned to help each child and enjoy his schooling and develop his individual potential. The traditional emphasis laid on cramming and rote memorization has been dispensed.

The teaching and evaluation process for these classes is designed according to the Early Education Development Programme (E.E.D.P) introduced by the C.B.S.E Education Board. The programme intends to help children grow, learn and develop physically, socially and emotionally.

The programme aims to make children feel wanted and loved in order to fulfill their emotional needs and help them adapt to the social environment. One of the primary purposes of the programme is to inculcate positive values through storytelling, dramatization, narration, enactments, excursions and other such activities.

The programme focuses on development of cognitive skills, creativity and imagination. It aims to enhance communication skills of the learner and help in his holistic development and make the entire process of learning an enjoyable experience.

The teachers evaluate the performance of the child continuously throughout the year in various areas of learning and prepare a checklist for the same, after the completion of a particular activity.

- As per CCE introduced by the CBSE, the whole evaluation system has been restructured. It aims to provide holistic education which lays equal emphasis on all aspects of a child's personality. Testing is done in scholastic, co-scholastic and co-curricular areas. The whole academic session is divided into two assessments. Each term consists of two Formative Assessments including cycle Unit Tests for all subjects.
- First Term - FA 1 (10 %) + FA 2 (10%) + SA 1 (30%) = 50%
- Second Term - FA 3 (10 %) + FA 4 (10%) + SA 2 (30%) = 50%
- Areas of Scholastic, Co-Scholastic and Co-Curricular Assessment
- Formative Assessments (FA):-Project, Quiz's, Research Work, Assignments / CW / HW, MCQ, Class Participation, Group Discussion.
- Summative Assessments (SA) :- Written Examination (MCQ, Short Answers, Long Answers)
- Life Skills, Work Education, Visual and Performing Arts, Attitude towards Teachers, School Mates, School Programmes, Environment and Value system.
- Literary and Creative Skills, Scientific Skills, ICT Skills, Clubs, Physical and Health Education.

## Methodology

The teaching and evaluation process for the Pre-Primary, and classes I & II is designed according to the Early Education Development Programme (E.E.D.P) introduced by the C.B.S.E Education Board. The programme intends to help the child grow, learn and develop physically, socially and emotionally. There are no formal tests and the child is evaluated on the basis of his/her day-to-day performance to check the child's clarity of concepts. The programme aims to make children feel wanted and loved in order to fulfill their emotional needs and help them adapt to the social environment. One of the primary purpose of the programme is to inculcate positive values through storytelling, dramatization, narration, enactments, visits and other such activities. The programme focuses on development of cognitive skills, creativity and imagination. It aims to enhance communication skills of the learner and help in his holistic development and make the entire process of learning an enjoyable experience.

## Evaluation

The teachers evaluate the performance of the child continuously throughout the year in various areas of learning and prepare a checklist for the same, after the completion of a particular activity.

Evaluation is graded and intimated to the parents in the form of a remark sheet after every unit.

## Teacher Training programme.

The importance of Training programme is to enhance the knowledge of teachers. So, now and then, we conduct workshops and seminars for the teachers, who will be boosted to motivate the students to achieve their goals. We make sure that twice in a year, the programme is being conducted and also we evaluate and get the feedback from it.

Teacher Training and School Education programme enables the teachers who have little or some teaching experiences, with technology tools and effective pedagogy techniques to make the teaching-learning experience in the classroom effective and enjoyable.

We leverage our expertise in providing resources, ideas, professional advice and techniques for teachers, to make the teaching and learning process effective.

We strongly believe in ensuring that teachers acquire a higher order of teaching-learning, methods, critical thinking, problem solving and creative skills by harnessing the power of integrated technologies and methodologies.



## Books List

<b>SN.</b>	<b>Class</b>	<b>Publisher Name</b>
1	I to VIII	Mylestone (S.Chand Group)
2	IX & X	NCERT



Checked By  
Principal