GENESIS
GLOBAL SCHOOL

Promising Futures

VISION

The vision of its Founders is to develop GGS into an autonomous, multicultural, multinational International School. A GGS education must be secular, relevant and continuously aligned with changes in the global economy, society & environment, while providing a pre-eminent intellectual and creative milieu to our community.

MISSION

GGS will produce young men and women of exceptional calibre who will always keep in mind the global context of matters and keep sustainability at the core of their endeavours. The world is connected and a GGS education will always prepare students for global citizenship of an increasingly interconnected world. The School's curriculum will be purposefully aligned with globally accepted best practices which at its core will strive continuously for service to the whole human community.

TEACHING AND LEARNING POLICY

PRINCIPLES OF TEACHING AND LEARNING

Learning is a never-ending process involving a range of resources – Physical and Human. It is a shared responsibility amongst all the staff members and parents, for the benefit of the learners. At GGS we understand that it is important to educate learners, however it is equally important to impart education to the parent body, teachers, governing body, administration staff and other ancillary staff members, who work closely to support the learning process for our learners. It is also essential to have a conducive learning environment for learners to enjoy every step of this learning process. The teaching and learning at GGS caters to the needs of diverse learners supported by a developed learning support department.
We provide high quality education in a safe, caring, sharing and learning environment, holding onto the strong human values. Teaching happens when students learn, hence keeping the learner in the center of all process we begin our journey.

We aim to provide for -

Open Learning Environment – Nurturing learners in a positive, supportive, safe and secure environment, imparting a strong value system to help them build a culture of acceptance/openness.

Educational plans – As learners develop overtime, they master basic life skills and experience literary, mathematical, scientific, historical and technological skills through a relevant, wide spectrum, balanced and challenging curriculum. Learning must provide learners with rich and diverse frameworks and experiences to acquire, develop and apply a vast range of knowledge, skills and concepts.

Empowering learners- Learners embark on the learning journey, where teachers are mere facilitators in facilitating the learning process of the learners. The learners are confident and open to approaching unfamiliar situations and experiencing new learning. The learners are provided with a learning environment which helps them to explore, experience, analyse and present their perspectives.

Inquiry based learning- Experiential learning is one of the key aspects of lifelong learning and all learners must indulge in inquiring into the what, how, why and what next of all that is presented to them.

Student needs- Individuals learn differently, one size doesn't fit all, hence the need to design a curriculum that caters to the needs of all the learners. A curriculum that is differentiated at the planning, implementing and assessing levels, allowing for learners with different learning strengths -kinesthetic, visual, inter-personal, logical and linguistic to help learners attain their personal goals.

Intercultural and International experiences – These are integral to holistic development of the learner and so are important aspect of learning experiences. Learners apply whatever they understand about being international minded individuals. Learners value diversity and respect the cultures of others yet being rooted in their own.

Spiritual and moral education– In the changing world, learners need to be equipped with not only a strong body, but a strong mind and to have a strong moral sense, learners need to develop enduring values of morality, integrity, acceptance, equality, respect and open-mindedness.

Inculcate responsibility – Learners of today are responsible for the world of tomorrow and they must take on the responsibility of the world, The learners take responsibility of their action as an outcome of their learning,

The outcome of their learning is visible through student actions and which benefits their environment and they take the responsibility of the same.

ROLES AND RESPONSIBILITIES

Learning and teaching is a shared responsibility and all members of the school community and parents have an important role to play.

All members of the school community should work towards the school's aims by:

- **esteeming children as individuals and respecting their rights, values and beliefs;**
- **fostering and promoting good relationships and a sense of belonging to the school community;**
- **providing a well ordered environment in which all are fully aware of behavioral expectations;**
- **offering equal opportunities in all aspects of school life and recognizing the importance of different cultures;**
- **encouraging, praising and positively reinforcing good relationships, behaviours and work;**
- **working as a team, supporting and encouraging one another.**

Teachers will endeavour to -

- **provide a challenging and stimulating curriculum designed to encourage all learners ~~children~~ to reach the highest standard of achievement;**
- **recognize and be aware of the needs of each individual child according to ability and aptitude;**
- **ensure that learning is progressive and continuous;**
- **be good role models, punctual, well prepared and organized;**
- **keep up-to-date with latest educational trends;**
- **provide clear information on school procedures and learners progress;**
- **have a positive attitude to change and the development of their own expertise;**
- **establish links with the local and global community to prepare learners for the opportunities, responsibilities and experiences of life;**
- **work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.**

Parents are encouraged to support learners' learning by -

- **ensuring that the learner attends school regularly, punctually, well-rested and in good health;**
- **ensuring the learners compliance with the school's discipline policy**
- **supporting the work of educational targets and becoming actively involved in the implementation of any support programme;**
- **participating in discussions concerning their child's progress and attainment;**
- **ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;**
- **support the school's homework policy and give due importance to any homework;**
- **allowing their child to become increasingly independent as they progress throughout the school;**
- **Informing the school of reasons for the learner absence and taking responsibility of the learners learning with the support of teachers.**

Learners are encouraged to support the school's aims by -

- **attending school regularly and punctually;**
- **being organised, bringing necessary equipment, taking feedback home promptly, taking responsibility of their assignments, meeting deadlines**
- **conducting themselves in an orderly manner in line with the expected behaviour policy;**
- **taking increased responsibility for their own learning- abiding by the academic honesty policy**

The community is invited to support the school by -

- **voluntary contribution to activities, such as assemblies, specialist outings, clubs, classroom, etc.;**
- **presenting themselves as positive role models to be emulated;**
- **organising activities and events throughout the year to extend and deepen learners' knowledge and skills;**

Curriculum layout at Genesis Global School

To describe the curricular layout and take what is given in the admission policy

IB- Primary Years Program – Pre- Nursery to Grade 5

1. WRITTEN CURRICULUM

Transdisciplinarity in the PYP Framework: Transdisciplinary learning in PYP conveys that learning has relevance between, across and beyond subjects. The key imperative of the learning is to unite the knowledge for the understanding of the world. Through its commitment to transdisciplinary learning, students learn to appreciate knowledge, conceptual understandings, skills and personal attributes as a connected whole. They can reflect on the significance of their learning to take meaningful action in their community and beyond. Through this process of learning in the PYP, students become competent learners who have the cognitive, affective and social tools to engage in lifelong learning in a self-directed manner.

Written Curriculum: The International Baccalaureate's Primary Years Programme (PYP) balances the acquisition of significant and relevant knowledge and skills, the development of conceptual understanding and the capacity to take responsible actions. A commitment to agency in the PYP Curriculum creates a culture within the learning community where students co-construct and self-adjust their learning experiences, building self-efficacy, a greater sense of learning ownership and contributing to their social, emotional and cognitive growth.
The written curriculum, outlined below, is made up of the following essential elements:

- **Knowledge – The transdisciplinary themes mark the starting point of student inquiries. The programme of inquiry articulates how the six transdisciplinary themes will be explored across the different age groups. It provides the learners with the opportunity to experience a coherent and balanced curriculum. These themes engaged the learners in rich dialogues and ongoing collaboration to build an understanding of themselves, their wider community and the world.**

These themes are –

Who We Are **An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.**
Where We Are In Time and Place **An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.**
How We Express Ourselves **An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation through aesthetics.**
How the World Works **An exploration of the physical and material world; of natural and human-made phenomena; how humans use their understanding of scientific principles; the impact of scientific and technological advances on sciences and environment.**
How We Organize Ourselves **An exploration of human systems and communities; the structure and function of organisations; societal decision making; economic activities and their impact on humankind and the environment.**
Sharing the Planet **An exploration of our rights and responsibilities as we try to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution**

- **Concepts – PYP embraces a concept-driven approach to learning and teaching. Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Rather than focusing on learning and remembering a range of content knowledge, we aim to use the knowledge we choose to cover as a vehicle for developing understanding of concepts. All learning and teaching in the PYP is mapped vertically and horizontally in the programme of inquiry and approached through concept-based inquiry—engaging students with significant ideas to promote meaningful learning experiences and conceptual understandings.**
  In the PYP curriculum framework, seven key concepts have been identified, along with an open-ended question for each, to promote focus

and deeper thinking about the enduring understandings that we hope will develop from the study of each unit of inquiry.

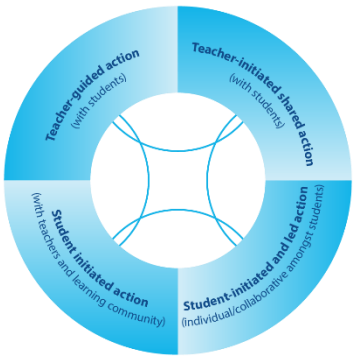
- **Form: What is it like?**
- **Function: How does it work?**
- **Causation: Why is it the way it is?**
- **Change: How is it changing?**
- **Connection: How is it connected to other things?**
- **Perspective: What are the points of view?**
- **Responsibility: what is our responsibility?**

- **Approaches to learning – Approaches to learning are grounded in the belief that learning how to learn is fundamental to a student's education. They are interrelated and transferable across contexts. These skills support purposeful inquiry and set the foundations for lifelong learning. The skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process. The development of these skills is frequently identified as crucial in supporting students to effectively learn and succeed inside and outside of school.**

Approaches to Learning	Sub Skills
Thinking Skills	Critical-thinking skills (analysing and evaluating issues and ideas) Creative-thinking skills (generating novel ideas and considering new perspectives) Transfer skills (using skills and knowledge in multiple contexts) Reflection/metacognitive skills ((re)considering the process of learning)
Social Skills	Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers) Developing social-emotional intelligence
Communication Skills	Exchanging-information skills (listening, interpreting, speaking) Literacy skills (reading, writing and using language to gather and communicate information) ICT skills (using technology to gather, investigate and communicate information)
Self- Management Skills	Organization skills (managing time and tasks effectively) States of mind (mindfulness, perseverance, emotional management, self-motivation,

	resilience)
Research Skills	**Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)** **Media-literacy skills (interacting with media to use and create ideas and information)** **Ethical use of media/information (understanding and applying social and ethical technology)**

- **Action – Action is at the core of student agency and is integral to PYP learning and to the programme's primary outcome of international-mindedness. Students exercise agency by making responsible choices; these choices can sometimes include conscious decisions not to act. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally minded and appreciate the benefits of working with others for a shared purpose. When students see tangible actions that they can choose to take to make a difference, they see themselves as competent, capable and active change makers. Action is a mean for students to exhibit that they have linked their learning to real life issues and opportunities Action can be short or long term, revisited or ongoing. It may be individual or collective, small or large scale and may take place at home, at school or in local or wider communities.**



Language

A culture of language learning is foundational to a PYP learning community. It includes the development of the home and family languages, the languages of the school, additional languages and development of literacy. Language learning plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. Language is the driving force that connects all of the disciplines and endeavors to promote language learning among its learners to facilitate their academic, social and emotional growth. We provide students with multiple, authentic opportunities to learn language, learn about language and learn through language. As an IB school we are committed to multilingualism as a means of affirming and expressing cultural identity and developing international mindedness

We firmly believe in the importance of the mother tongue in the holistic development of learners and provide an environment conducive to multicultural learning. We encourage our learners to pursue learning of other languages in addition to their mother tongue. The language of instruction at the school is English. Proficiency in the English language helps these students to explore and gain knowledge from the vast resources available internationally.
Through language one is able to form his or her own identity, explore one's environment, solve problems and express with clarity. Towards this goal, every teacher has the responsibility of being a language teacher. Language learning expectations have been organized into developmental continuums for each strand of language: reading, writing and communication (oral and visual language).

Mathematics

The power of mathematics for describing and analyzing around the world is a highly effective tool for solving problems. It is intended that students become competent users of the language of mathematics and can begin to use it as a way of thinking as opposed to seeing it as series of facts and equations to be memorized. Mathematics learning expectations have been organized into the following four strands: Numbers and Patterns, Measurement, Shape and Space and Data Handling

Science

The aim of teaching and study of sciences is to encourage and enable students to develop inquiring minds and curiosity about the natural world. We want students to communicate scientific ideas, arguments and practical experiences accurately in variety of ways, to think analytically, critically and creatively to solve problems and make decisions in scientific context and also to appreciate the benefits and acknowledge the limitations of science and its application in technological developments. The knowledge component in science is arranged into 4 strands: Living things, Earth and space, Materials and matter and Forces and energy

Social Studies

The aim of social studies within the PYP is to promote intercultural understanding and respect for individuals and their values and tradition. The social studies component of the PYP curriculum encourages students to "understand that other people, with their differences, can also be right". Therefore, there is a strong emphasis on the reduction of prejudice and discrimination within the classroom, the school, the community and the world. The knowledge component of social studies in the PYP is arranged into five strands: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments and resources and the environment

Personal, Social and Physical Education (PSPE)

PSPE is integral to teaching and learning in the PYP and is embodied in the IB learner profile that permeates the programme and represents the qualities of internationally minded students and effective lifelong learners. The development of a student's well-being is addressed through all areas of the PYP curriculum. Therefore, every teacher has a responsibility to support each student's personal, social and physical development through all learning engagements both within and outside the programme of inquiry. It is an essential part of the curriculum and, as students engage with it across and between the subject areas, they come to a deeper understanding of its relevance and applicability to their everyday lives. Appropriate attitudes and

behaviours are also modelled within the school and the school community. PSPE promotes transdisciplinary learning through the transdisciplinary themes, the learner profile and the essential elements of the programme. The development of overall wellbeing is defined through three common strands: identity, active living and interactions.

Arts in PYP

In the PYP, arts are identified as dance, drama, music and visual arts. Each of these arts is a significant discipline in its own right, but the transdisciplinary nature of arts gives them relevance throughout the curriculum. Work in arts is a way of conveying meaning, sharing a culture, developing one's sense of self, and expanding knowledge. It provides opportunities to reflect on aesthetic experience, to engage the imagination and explore what is uncertain. Arts promote attitudes such as empathy and appreciation, and skills such as analysis, that help us to see the uniqueness of each person as well as explore the commonalities that connect us. The development of these skills is achieved through the strands creating and responding. Through engaging with and creating artworks, learners are encouraged to reconsider familiar concepts and think about issues of culture and identity. By responding to the work of other artists, they are invited to situate their own creativity within a broader context.

Music

Music enables students to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us; music allows students to communicate in a unique way. Thus, students are given opportunities to discover a broad range of music experiences including classifying and analysing sounds, composing, exploring body music, harmonizing, listening, playing instruments, singing, notation, reading music, songwriting and recording. In creating, students use their imagination and musical experiences to organize sounds—natural and technological—into various forms that communicate specific ideas or moods. In responding, students are given the opportunity to respond to different styles of music, as well as to music from different times and cultures.

Visual Art

Visual arts as a discipline includes the development of creative skills, verbal and non-verbal expression, an awareness of the perspectives of others and aesthetic appreciation. Visual arts enable students, including ESL students, to communicate in powerful ways that go beyond their spoken language ability. Through visual arts, students begin to construct an understanding of their community, their environment, their own feelings and emotions and to develop their cultural awareness. Visual arts are both active and reflective. Students get opportunities to reflect upon their work and the work of others as well as being actively involved in creating.

Dance

Dance plays an important role in society as it brings people and communities together. As an art form, dance explores how we express ourselves through movement. To understand and respond to dance, our students explore how dance is used in cultural, ritual and social contexts. Students get opportunities to view and learn from a wide variety of dance forms both in Indian and western.

ICT

The effective integration of ICT enhances the learner's opportunity to connect globally and to explore different perspectives in order to understand evolving cultural and social norms. At Genesis, technology immerse students in the interplay between *learning technology, learning about technology and learning through technology*. Students are provided with unique opportunities to con-construct knowledge and develop conceptual understandings with members and experts within and outside the school community through the usage of technology. The following six ICT skills are relevant to all learners: investigating, creating, communicating, collaborating, organizing and becoming responsible digital citizens. Each skill is transdisciplinary and support learning both within the transdisciplinary programme of inquiry and within the subject areas. These skills interact with each other to support the development of learners.

Robotics

Robotics is an excellent multi-disciplinary field which imparts practical, activity-based and hands-on knowledge aimed to ignite passion in young students towards Computer Science, Science, Technology, Engineering, Arts and Mathematics (CS-STEAM) using ICT. Robotics spans subjects such as mathematics, physics, electronics, mechanics and computer programming. The process of designing and constructing projects develop team working, creativity, concentration, creative problem solving and programming skills in students in a logical and structured manner.

Using the LEGO® Education range of resources, we are aiming to provide project based, hands-on learning solution and implement key STEAM concepts.

Our thoughtfully designed Robotics curriculum is integrated within the school time table and also covers concepts in the curriculum as per PYP.

2. TAUGHT CURRICULUM

Teaching Strategies and Styles

Teaching learning strategies: ***(just a few of them, add to this list)***

- **provision of a trans disciplinary curriculum;**
- **Inquiry based learning**
- **discussion and questioning (open and closed as appropriate);**
- **reviewing work;**
- **interactive teaching;**
- **conferencing;**
- **listening;**
- **brainstorming;**
- **providing opportunities for reflection by pupils;**
- **demonstrating high expectations;**
- **providing opportunities for repetition/reinforcement;**
- **providing encouragement, positive reinforcement and praise;**
- **making decisions and responding to individual need;**
- **intervening, as appropriate, in the learning process in order to encourage development;**
- **providing all children with opportunities for success;**
- **Using a range of communication strategies – verbal and non-verbal.**

3. ASSESSED CURRICULUM

Assessment, Recording and Reporting is done as per the assessment policy

Tools and Strategies -

Assessment strategies and tools					
Assessment tools / Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

SUMMATIVE AND FORMATIVE

Monitoring and Reporting - SIMS

Learning Support and Differential curriculum ***(Take partially from LSD Policy)***

We support learners through various stages and through different mediums. To provide support ensure we have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- **pace;**
- **content;**
- **task;**
- **relevance;**
- **resources;**
- **extension;**
- **outcome;**
- **Teacher/adult support.**

Differentiated tasks will be mentioned in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to Individual Education Plans where appropriate. (See Learning Support Policy)

Learners with special educational needs receive support provided by a learning support teachers.

Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Learning Support Policy)

HOMEWORK

We believe that homework is necessary for students to be in a habit of working independently and also to review and reflect on their day gone by. It opens windows for us to:

- **involve parents in their children's learning;**
- **help parents keep abreast of what their child can do;**
- **encourage children to talk about their work to their parents and explain what they are doing and how;**
- **extend the time for learning, thus enabling children to practice and consolidate their skills and knowledge and strategies;**
- **Prepare children for secondary school experiences of homework, practice time.**
- **View learning as a lifelong process and not just restricted to school hours.**

The schools agreed practice for homework is that -

- **Homework is set on a regular basis from grade 1 to 5, for all years, ranging from 20 minutes upto 45 minutes.**
- **Homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings.**
- **Weekend homework may sometimes consist of research based work, requiring parental support**
- **homework should sometimes involve the participation of the parents;**
- **Children who have not been able to complete the work during class time may occasionally be asked to do so at home.**

IBMYP – GRADE 6 to 8

1. **Written curriculum – Devised by the teachers in collaboration within the department and with PYP Grade 5 teachers and keeping IGCSE curriculum in mind**
2. **Key Concepts – 16 key concepts are proposed by the IB. Teachers use subject-specific key concepts from this list**
3. **Related Concepts- There are subject-specific lists furnished by the IB**
4. **Global Context – Helps in contextualizing teaching-learning process. There are 6 Global Contexts been identified by the IB**
5. **Statement of Inquiry – A statement is framed using Key concepts, Related concepts and Global contexts in order to trigger inquiry in the class. The summative assessments/tasks are always aligned with the message statement of inquiry tries to convey.**
6. **Approaches to Learning- There are 5 Approaches to learning skills been identified by the IB. Teachers make conscious effort to inculcate and develop these skills through their teaching-learning procedures.**

SUBJECT OFFERED AT GGS IN IBMYP

- **Language & Literature**
- **Hindi**
- **Foreign Languages(German, Spanish, French)**
- **Mathematics**
- **Sciences**
- **Individuals and Societies**
- **Physical and Health education**
- **Design – Under this the school offers Design & Technology and Media Design**
- **Arts 0 Visual and Performing (dance) are offered under this subject area.**

TAUGHT CURRICULUM

Teaching Learning strategies

- **Provision of an interdisciplinary curriculum;**
- **Inquiry-based learning**
- **Discussion and questioning (open and closed as appropriate);**
- **Interactive teaching;**
- **Brainstorming;**
- **providing opportunities for reflection by pupils;**
- **providing encouragement, positive reinforcement and praise;**
- **intervening, as appropriate, in the learning process in order to encourage development;**
- **providing all children with opportunities for success;**
- **using a range of communication strategies – verbal and non-verbal.**
- **Problem-based teaching**
- **Case study discussions**
- **Experiential learning**
- **Investigations**

ASSESSED CURRICULUM

Assessment, Recording and Reporting is done as per the assessment policy*

Formative Assessments are conducted at least twice per unit per subject – Formative Assessment can be in any format, like role play, written test, group discussion, investigation etc. It might cover one or more criteria chosen for the topics.

End of Unit Assessment (Summative Assessment) - At the end of every unit there's one assessment conducted. This covers all the criteria chosen for the unit

End of Term Assessment - It is conducted in the end of a term. It will cover all the criteria for the units covered in the term. It would not be conducted for Arts and Media design.

Monitoring and reporting system - Report card is generated twice in an academic year. The same is sent to the parents.

Homework Policy

The rationale behind the framing of this document is to develop regular study habits in students, furnishing opportunities to students to be independent learners. This policy is to help students to practice, consolidate and extend their knowledge and skills. It helps students to exploit resources available in its best way. This document will also help teachers to plan their homework in more structured ways. Importantly, it would prevent students from getting bogged down with homework and decide independently as to how to make optimum use of time available after homework is completed.

A wide variety of homework may include -

- **One or more exercises from the textbook or worksheet**
- **Reading materials**
- **A worksheet with some guided questions**
- **Preparation for an assessment**
- **A research activity with two links to refer to contents accompanied by some guiding questions**
- **Planning for an investigation task**
- **Watching a video from a given link and prepare a set of questions to be answered the following day**
- **Revision of a text/content**
- **Analysis of a story or part of a story etc.**
- **Preparation of a flip classroom**

Kindly, note that the above list is not exhaustive.

MONITORING OF HOMEWORK

For Students: Students are expected to take a note of the homework in their respective school diaries and get the same signed by their parent on the same day, when they reach home.

Students are expected to complete the homework within the stipulated time period and seek for any help or support before the submission date of the work and discuss with the teachers, should they have any doubts.

For Parents: Checking ward's diaries and signing against the homework mentioned is expected from parents on daily basis. Going through the weekly updates and monitoring the completion of homework by the students.

TEACHERS - Assigning homework with basic information like –

- **Duration of the homework**
- **Date of submission,**
- **Resource links (any 02) if it's a research work**
- **Guiding questions, if needed**
- **Criteria (only listing of criteria/rubrics)**

Teachers should mention all basic information on the assignments, like criteria, duration, date of submission on the first page of the worksheet.

Teachers ensure that no homework is assigned for a day prior to the day of Formative and End of Unit assessment (FAs and EoUAs). Teachers must ensure that students note homework in their diaries.

Teachers should ensure that the homework is checked in within three days from the day of submission.

Late submissions must be reported to the parents and the parents are requested to acknowledge the delivery of such messages.

SUBJECT LEADERS -

- **Subject leaders will monitor the quality of homework randomly.**
- **The subject leaders to ensure the consistency in assigning homework.**
- **Subject leader should ensure that the subject-teachers.**
- **Subject leaders should monitor consistency, frequency and quality of the work.**

Some Important points of the policy are –

- **Homework would be set by the subject teachers.**
- **There will be a maximum of one homework each from two different subjects a day.**
- **There will be a maximum of two assignments per subject per week.**
- **Length of time required for accomplishing homework per day per subject for MYP-2 and 3 would be 45 minutes. Thus, not more than 90 minutes of homework per day**
- **Length of time required accomplishing homework per day per subject for MYP-1 would be 30 minutes. Thus, not more than 60 minutes of homework per day, so that students can make use of time in self-study as well.**
- **During weekends the length of homework would be same but for 3 subjects of 30 minutes each as mentioned in the schedule for homework**
- **Students must record their homework in their diaries. Also a copy of homework schedule must be attached to students' diary**
- **Homework can be of different forms as decided by the subject teacher, like research work, written tasks, project work etc.**
- **If the homework is of Research in nature, guided questions and two resource links will also be provided by the respective subject teachers, especially for MYP-1 and MYP-2 students.**
- **All homework irrespective of its nature would be accompanied by criteria (along with the strands) it needs to be responded under. Rubrics need not be required for homework.**
- **Work done at home by the students, except research work would not be taken into consideration for formative assessment purpose.**
- **Constructive feedback must be given to all homework in three days from the date of submissions.**
- **The days in the schedule given are the date of submission of assignments for a particular subject.**
- **Subject leaders would monitor the quality of homework and discuss the same during the department meetings.**
- **Different sections of a grade may/may not get the same homework. As it varies with the**
- **No homework for Design technology, Media design and Arts would be given until students get better understanding of these subjects**

- **Students of D.T. and Media design will visit library once in a month in order to do research work and at least one zero period per month would be assigned to them.**
- **In case of clarity required on a given homework, students should contact the respective subject teachers directly.**

- **Homework given by a teacher if demands the use of laptop, the respective teacher would mention the amount of time 'on screen' a student require to spend on to avoid over and unnecessary use of laptop while completing homework.**
- **The following is the checklist format for the day of submission of work to the teachers.**
- **Teachers will not assign any homework a day prior to formative or summative assessments.**

TEMPLATE FOR HOMEWORK SCHEDULE

Subjects	MYP-1*							MYP-2*							Remarks
	M	Tu	W	Th	Fri	Sat**	Sun	M	Tu	W	Th	Fri	Sat	Sun	
English	√	-	15min	15 min	-	√	-	15 min	√	-	√	15 min	√		DT and Media Design – No homework would be allotted.
Foreign Languages	√		√					-	√	-	-	√	-		
Hindi		√			√					√					
Individuals & Societies	-	-	√		√			√			√				
Sciences	-	√	-	√	-	√		-		√		√			
Mathematics	√	15 min	-	15 min	15 min	√		√	15 min	15 min	15 min	15 min	√		
PHE	No homework							No homework							
ARTS	No homework							No homework							

*** Days for the collection of work from students.**

****Homework for the day.**

Teaching & Learning within the Diploma Programme

Teaching and Learning within the IB Diploma Programme is broadly structured based on the curricular framework as defined by the IB and the approaches to learning (ATL) / approaches to teaching (ATT) underpinning the DP courses. In addition to the above each course aims to develop the IB learner profile through deliberate strategies permeating the learning environment within each DP course.

1. THE CURRICULUM

Candidates enrolling into the Diploma Programme must choose one course from groups 1 -5 as given in the Diploma programme model and a sixth course from group 6 (The Arts) or 4 (Sciences) or 3 (Individual & Societies). Candidates must chose at least 3 courses and not more 4 at higher level (HL) and the remaining at standard level (SL). In addition to the six courses, DP students must undergo three compulsory core elements that broaden student's intellectual & educational experience and challenges them to apply their knowledge and skills.

The Diploma Programme Core

Extended Essay (EE) – requires DP students to undertake an independent in depth research of a question in relation to one of the DP courses that they are studying. Student are expected to produce a 4000 word essay based on the research undertaken in consultation with a supervisor.

Theory of Knowledge (TOK) – is a unique course designed to develop critical thinking, reflecting into the very nature of knowledge and aiding students in understanding the connections between areas of knowledge / subject disciplines. TOK encourages students to question knowledge in a variety of contexts and helps in formulating answers from multiple perspectives. At the end of the two years, students are expected to present a presentation to the class individually or in groups (max three per group) and a 1600 word TOK essay based on one of the six prescribed essay titles for the year.

TOK & EE combined contribute a maximum of 3 additional points to the overall Diploma score.

Creativity, Activity & Service - students are expected to indulge into a range of experiences over a period of 18 months in line with the holistic approach of the IB alongside their academic studies. The 3 strands of CAS are:

Creativity: exploring and extending ideas leading to an original or interpretive product or performance e.g. theatre, dance, script writing, creative writing, newsletter, yearbooks etc.

Activity: physical exertion contributing to a healthy lifestyle. e.g. swimming, soccer, tennis, running, physical training, yoga, trekking, walking, etc.

Service: collaborative and reciprocal engagement with the community in response to an authentic need. e.g. working with the NGO's on service projects, setting up and conducting tutoring for people in need, working in relief camps, raising awareness about environmental issues etc.

Diploma Programme subject groups offered at Genesis

1. **Studies in language and literature**
    - **Language A: English language and literature—**
2. **Language acquisition**
    - **Language B— Spanish , French, German and Hindi**
    - **Language ab initio (SL only)— Spanish**
3. **Individuals and societies**

- **Business management**
- **Economics**
- **Environmental systems and societies (SL only) (also sciences subject group)**
- **History**
- **Psychology**

4. **Sciences**

- **Biology**
- **Chemistry**
- **Computer science**
- **Design technology**
- **Environmental systems and societies (SL only) (also individuals and societies subject group)**
- **Physics**

5. **Mathematics**

- **Mathematical studies SL**
- **Mathematics SL**
- **Mathematics HL**

6. **The arts**

- **Visual arts**

APPROACHES TO TEACHING AND LEARNING (ATL)

IB Diploma programme is taught by teachers who explicitly help students learn how to develop the attitudes and skills they need for both academic and personal success.

Approaches to Teaching

There are six key pedagogical principles that underpin all IB Diploma Programme courses. Teaching in IBDP is:

- **based on inquiry**
- **focused on conceptual understanding**
- **developed in local and global contexts**
- **focused on effective teamwork and collaboration**
- **differentiated to meet the needs of all learners**
- **informed by assessment (formative and summative).**

Approaches to Learning

This area develops essential skills that include skills of behaviour and emotional management, skills that allow the student to monitor their own effectiveness in their learning and skills that allow them to process information effectively (often called "study skills" in a school environment). Although these skills may be in use when developing a certain natural ability or talent, they are different from both ability and talent themselves because proficiency in any skill can be increased through the deliberate use of techniques and strategies, feedback and challenge. Skills are therefore highly teachable.

Teaching and learning in the Diploma Programme (DP) therefore incorporates the development of:

- **thinking skills**
- **Communication skills**
- **Social skills**
- **Self-management skills**
- **Research skills.**

Although these are presented as distinct categories, there is some overlap and close connections between them. These categories should be seen as interrelated, as well as linking closely with the attributes highlighted in the IB learner profile. IB students work to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

2 TAUGHT CURRICULUM

Teaching Strategies and Styles

Teaching learning strategies:

- **Inquiry based learning**
- **discussion and questioning (open and closed as appropriate)**
- **inter-cultural awareness**
- **providing opportunities for reflection by pupils**
- **using a range of communication strategies – verbal and non-verbal**
- **Problem based learning**
- **Concept based learning**
- **Project based learning**
- **Research based learning**
- **Team & Collaborative learning**
- **Experiential based learning**
- **Socratic seminar**

3 ASSESSED CURRICULUM

(Assessment, Recording and Reporting)

Assessment structure – IBDP

Year	Assessment Cycle	Time Period	Progress Reports	Percentage
I	Term 1 begins (T1)	July		
	Formative Assessment	July to November	December end	30 %
	Summative Assessment 1	December	December end	70 %
	Term 2 begins (T2)	January		
	Formative Assessment	January to April	May end	30 %
	Summative Assessment 2	May	May end	70 %
			Overall Annual	50% T1 + 50%
II	Term 3 begins	July		

	Formative Assessment	July to November	December end	30 %
	Summati ve	December	December end	70 %
	Term 4 begins	January		
	Formative Assessment	January to mid- March	May end	30 %
	Mock Exams	March	April	70
	Board Exams	May	July 5	

Internal Assessment

Internal Assessments (IAs) are set according to subject and IB guidelines and count towards the final subject grade.
Each subject has a different weighting attached to its IA as a proportion of the final mark. Students and parents find this information in the IBDP subject specific briefs in the appendices.

- Internal assessment requirements are completed by students by the school due dates
- A subject teacher marks the internal assessment work
- A sample of students' work is sent to an IB moderator and checked against world marking standards; the teacher's marks are then adjusted if required;

Assessment Guidelines

1. Reporting Method: All reports are generated and declared through the School Information System (SIMS) / Manage Bac. Teachers will maintain marks information in their grade book in ManageBac and enter on to SIMS.
2. No Ranking: Student results are determined by performance against set standards, not by each student's position in the overall rank order. GGS follows criterion based marking.
3. Summative Report: In December and May, reports based on the Summative assessment will be made available for parent and student viewing on the SIMS / Manage Bac.
4. Parameters of Reporting: The report will be a subject wise feedback for each student, both for the formative and summative assessments. Learning objectives for each subject may be different and individually addressed through an effort grade.

Homework

Homework assignments are developed in keeping with the IB framework and serve an important purpose in developing students' learning skills and personal responsibility within the IB and beyond.

Given the variable demands of the Diploma Programme, homework load varies. Students should, by this stage in their education, have developed effective independent learning strategies which they should employ to manage their workload. Students are expected to work minimum 15 hours per week outside school hours and during holidays in order to maximize time available and minimize periods of stress.

IGCSE- Teaching and Learning Policy

1. WRITTEN CURRICULUM

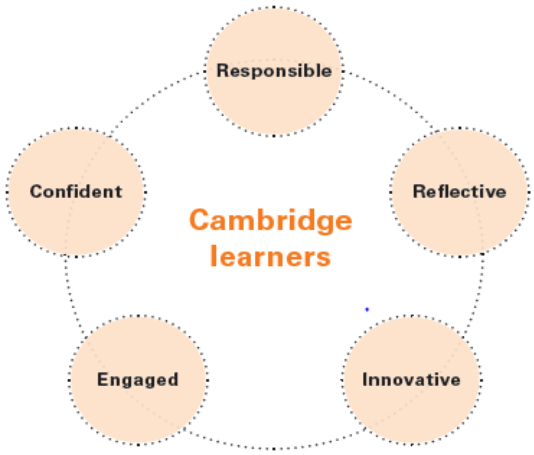
Developed by Cambridge International Examination (CIE) in 1988, IGCSE is a very popular English language curriculum. Over 10,000 schools in 160 countries are teaching the IGCSE syllabus. It is the most popular international qualification for 14 to 16-year olds offering them more than 70 subjects. The focus of the IGCSE curriculum is to offer a wide range of options to learners with different types of abilities, including students whose first language is not English.

The IGCSE curriculum allows the students to take a minimum of 5 and maximum of 14 subjects. The IGCSE 'core' curriculum consists of a First Language, Second Language, Mathematics, and one or more subjects in the area of science. English, Mathematics, and the Sciences are the IGCSE Core subjects. A student can also choose to study other subjects ranging from Social Sciences to Arts & Technology. For the schools also the IGCSE curriculum proves to be very flexible and it comes with excellent resources and training. Out of these 70 subjects offered by IGCSE, 30 are languages and the schools can choose to offer them in any combination.

Genesis Global School wishes that our scholars have a 'Promising future' and the IGCSE curricula encourages, learner- centered and enquiry –based approaches. It develops learner's skills in creative thinking and problem solving, therefore preparing the students for 21st century skills. The two year curriculum starting in class IX provides a wide choice between core and extended curricula, making IGCSE suitable for a wide range of abilities. IGCSE is recognised by all major Boards and Universities in India.

The Uniqueness of the IGCSE Syllabus

The IGCSE syllabus is designed keeping an international outlook in mind. However, it tries to retain a local relevance for each region. The IGCSE syllabus is developed for an international student body and steers clear of any kind of cultural bias.



IGCSE is a 2 year curriculum starting in class IX with a final examination taking place at the end of class X. Special Features- Choice of Subjects; Core & Extended Courses In: Languages, Mathematics and Sciences

INTERNATIONAL CERTIFICATE OF EDUCATION (ICE) AWARD

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the 5 different IGCSE subject groups.

IGCSE Curriculum Focus Areas

The IGCSE approach to teaching is to introduce the students to a variety of subjects and encourage them to make connections between them. IGCSE focuses on developing the student's understanding, skill, and knowledge in the following areas:

- **Subject content**
- **The application of knowledge and understanding to new as well as unfamiliar situations**
- **Intellectual enquiry**
- **The flexibility and responsiveness to change**
- **Working and communicating in English**
- **Influencing outcomes**
- **Cultural awareness**

Subject Options IGCSE (2018-20)

The following subjects will be offered to the grade 9 students opting for the IGCSE Curriculum. Each student will study eight subjects. You can choose one subject option from each of the eight rows:

S.N	OPTION 1	OPTION 2	OPTION 3	OPTION 4
1	English First Language (Group 1)	English Second Language (Group 1)		
2	French (Group 1)	German (group 1)	Spanish (Group 1)	Hindi (Group1)
3	Combined Science (Group 3)	Chemistry (Group 3)		
4	International Maths *	Additional Maths ** (Group 4)		
5	ICT (Group 5)	Eco (Group 2)	Bio (Group)	Enterprise*** (Group 5)
6	Eng Literature (Group 2)	Business Studies*** (Group 5)	Physics (Group 3)	
7	Art & Design (Group 5)	History (Group 2)	Computer Sc. (Group 5)	
8	GP (Group 2)	DT (Group 5)		

*** Students are allowed to shift from Additional Math's to International Math's and vice versa only till July end 2018.**

**** Math's Exam (Code 0580) shall be conducted in Oct 2019.**

** Math's Exam (Code 0606) shall be conducted in May 2020.

*** Students are suggested not to take Business Studies and Enterprise together owing to presence of overlapping skills.

IGCSE Time Line -

Dates	Remarks
April/ May/ June (2018)	IGCSE BOARD EXAMS Class X-
May 10-21	Test Week- Class IX (2020)
August 10-23	Test Week- Class IX and X
September 14-26	Test Week- Class IX and X
November 12-21	Test Week- Class IX and X
October/November	Class X- IGCSE 0580 Exam
November 29- December 11	Term 1- Class IX and X
January 21	Class X- All course works to be
February 4-13	Test Week- Class IX
March 11-20	Test Week- Class IX
March 14-28	Mock Exams- Class X
March 25- April 15	Class X - IGCSE Speaking Skills
April	Class X - IGCSE ICT Practicals
April 26-May 10	Term 2- Class IX (2020)
May 10-20 (2019)	Test Week- Class IX (2021)
April/ May/ June (2019)	IGCSE BOARD EXAMS Class X-

Admission Criteria -

A child needs to secure 55% marks in English, Math and Science (in Middle School) in order to be eligible for taking an entrance exam for IGCSE. The Test is followed by a counselling session, whereby the parents are explained the requirements of the syllabus and are provided guidance for subject choices suitable for their child.

Promotion Criteria -

1. Minimum attendance required is 90%
2. The year is divided into two terms. Students of class IX have Class Tests and Term Exams in each semester. The weightage of the marks is as follows-

Semester 1 Class Tests	Term 1	Term 1 Total	Semester 2 Class	Term 2	Term 2 Total	Final Mark
20%	80%	100	20%	80%	100	Average- Term 1

3. Students will be marked a 'Zero' if they miss out any exam. Re- tests will not be conducted.

4. Students need to secure minimum 55 % in all 8 subjects in order to be promoted to class X.
5. A wide range of assessment strategies and tools are organised – class assignments, listening/ speaking skills assignments, project work, lab activities etc. in order to assess the learning process of the scholars.
6. IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, Grade A* being the highest and Grade G the lowest.

The Cambridge IGCSE subjects are grouped into five curriculum areas:

GROUP 1 – LANGUAGES

1. (0500) FIRST LANGUAGE ENGLISH
2. (0511) ENGLISH AS A SECOND LANGUAGE
3. (0549) HINDI AS A SECOND LANGUAGE
4. (0520) FRENCH
5. (0525) GERMAN
6. (0530) SPANISH

GROUP II – HUMANITIES AND SOCIAL SCIENCES

1. (0455) ECONOMICS
2. (0468) LITERATURE
3. (0470) HISTORY
4. (0457) GLOBAL PERSPECTIVES

GROUP III - SCIENCES

1. (0653) COMBINED SCIENCE
2. (0625) PHYSICS
3. (0610) BIOLOGY
4. (0620) CHEMISTRY

GROUP IV - MATHEMATICS

1. (0607) INTERNATIONAL MATHEMATICS
2. (0580+0606) ADDITIONAL MATHEMATICS

GROUP V – CREATIVE AND PROFESSIONAL

1. (0400) ART AND DESIGNING
2. (0445) DESIGN AND TECHNOLOGY
3. (0478) COMPUTER SCIENCE
4. (0450) BUSINESS STUDIES
5. (0454) ENTERPRISE
6. (0417) INFORMATION AND COMMUNICATION TECHNOLOGY

TAUGHT CURRICULUM- Teaching Learning Strategies

- **Provision of a Trans disciplinary curriculum;**
- **Inquiry based learning**
- **Discussion and questioning (open and closed as appropriate);**
- **reviewing work;**
- **Interactive teaching;**
- **Conferencing;**
- **Listening activities**
- **Brainstorming followed by discussions and reflections;**
- **demonstrating high expectations;**
- **providing opportunities for repetition/reinforcement;**
- **providing encouragement, positive reinforcement and praise;**
- **making decisions and responding to individual need;**
- **intervening, as appropriate, in the learning process in order to encourage development;**
- **providing all children with opportunities for success;**
- **using a range of communication strategies – verbal and non-verbal.**
- **Peer feedback and evaluations**
- **Sharing sample answers**
- **Presentations and web conferences**
- **Projects and course works work (Including maintaining journals)**
- **Research assignments**
- **Hands on sales – Enterprise; creating new products- DT**

ASSESSED CURRICULUM

We support learners through various stages and through different mediums. to provide support ensure we have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by -

- **Pace**
- **Content**
- **Task**
- **Relevance**
- **Resources**
- **Extension**
- **Outcome**
- **Teacher/Adult support**

- **Differentiated tasks will be mentioned in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to Individual Education Plans where appropriate. (See Learning Support Policy)**
- **Learners with special educational needs receive support provided by a learning support teachers.**
- **Additionally, advice is sought from relevant external support agencies when and where the need demands it.**
- **Formative and Summative evaluations**
- **Feedback of course works and projects**
- **Speaking assessments and Listening skills based assignments**
- **Journals are evaluated (In Enterprise, DT and Art)**
- **There are core and regular options for subjects like English, Math and Sciences. Students are identified based on their understanding of the subject and assessments are made separately for the core and regular options.**

HOMEWORK

We believe that homework is necessary for students to be in a habit of working independently and also to review and reflect on their day gone by. It opens windows for us to:

- **involve parents in their children's learning;**
- **help parents keep abreast of what their child can do;**
- **encourage children to talk about their work to their parents and explain what they are doing and how;**
- **extend the time for learning, thus enabling children to practice and consolidate their skills and knowledge and strategies;**
- **Prepare children for secondary school experiences of homework, practice time.**
- **View learning as a life-long process and not just restricted to school hours.**
- **Help students develop a range of transferable skills, such as research, data analysis and critical thinking**
- **To assess student's overall understanding and provide feedback to teachers.**

The schools agreed practice for homework is that –

- **Homework is set on a regular basis for students of class 9 and 10. It is generally for about 10-12 hours in a week.**
- **Homework will generally follow on from work which has taken place in class but may take many different forms, including written assignments, research projects, course works, group projects etc.**
- **Weekend homework generally consists of research based work, course works or revision works.**
- **Children who have not been able to complete the work during class time may occasionally be asked to do so at home.**
- **Students need to adhere to the given deadlines. Parents are kept in loop of the child's progress.**

CBSE CURRICULUM – GRADES 6th to 12th

This phase is characterized by the transition from childhood to adolescence, a time when children experience and witness dramatic physical, emotional and social changes in self and peer group. The Middle School Programme offers an expanded curriculum to match the growing abilities of children in assimilating information and grasping abstract ideas. Extending the educational exposure and experience provided by the Primary School Programme, Middle School
Programme focuses on strengthening the knowledge, skills and competencies of the child through comprehensive, innovative and creative learning activities.

Highlights of Middle School Programme (CBSE 6th to 10th)

- **There is an increasing emphasis on inter-disciplinary approach, enabling students to understand and appreciate the connectivity between various subjects**
- **Students work on assignments such as research-based projects and model making, thereby gaining hands on experience.**
- **Students are provided guidance and support by the School Counsellor to address their emotional needs during the transitional adolescent years.**
- **Children acquire and develop communication and listening skills through well designed activities like debates, group discussions, elocution, extempore, declamations, theme- based talks, drama, skits, role-play, etc.**
- **Children's creativity and talent are nurtured by providing them opportunities to learn and practice dance, drama, music, art, craft, etc.**
- **The curriculum recognises the unique talents of each child and encourages them to develop themselves to their fullest potential.**
- **Apart from academic proficiency, the curriculum places emphasis on sensitising children to be caring and compassionate, and develop a sense of responsibility towards society through participation in community service activities.**
- **Field trips and educational excursions are an integral part of the curriculum, and extend learning beyond the classroom. These provide opportunities for cultural enrichment, personal and social development along with application of acquired skills.**
- **Children learn and apply their knowledge of Information and Communication**
  Technology, building on what they learnt in the earlier grades.
- **The well-planned and structured teaching-learning strategies involving workshops, seminars, talks, presentations, video clippings and laboratory demonstrations reinforce the understanding of mathematical and scientific concepts.**

- **The learning gaps are identified through various modes of assessment and are addressed accordingly.**
- **The Programme is aligned to the educational objectives defined by the CBSE, and provides a sound base for students to pursue secondary education.**

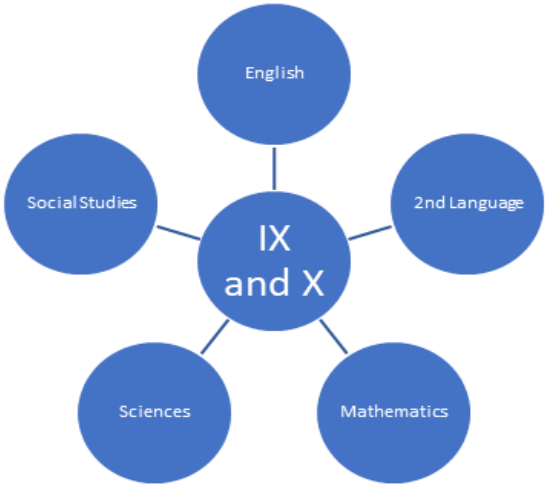
Curriculum focuses

- **On appropriate approaches of academic activities.**
- **To make it Stress free.**
- **To be Child centered.**
- **On Holistic approach.**
- **To adapt and innovate evaluation and assessment pattern based on surveys and feedback.**
- **On Skill learning. – now on 21st Century skills with changing time**

It includes scholastic and co- scholastic activities.

SCHOLASTIC

SUBJECTS IN GRADE VI TO X



LANGUAGES

- **English**
- **Hindi**
- **Sanskrit as 3rd language**
- **Foreign languages as 3rd language in 6 to 8 and 2nd language in 9 and 10th : Spanish, French and German**
- **In Grade 6 to 8, English and Hindi as 1st and 2nd language, 3rd language is from any of the above as per choice of a learner.**
- **In 9th and 10th, 2 languages with English as first, and 2nd a learner chooses from any of the above.**

The overall aims of the course is to develop interest in literature and enable the learner to communicate effectively and appropriately by the use of the four language skills, i.e., listening, speaking, reading and writing.

READING

- **Read silently at varying speeds depending on the purpose of reading.**
- **Adopt different strategies for different types of text, both literary and nonliterary.**
- **Recognize the organization of a text.**
- **Understand relations between different parts of a text.**
- **Analyses, interpret, infer, deduce (and evaluate) the ideas in the text.**
- **Retrieve and synthesise information from a range of reference materials.**
- **Read extensively on their own.**

WRITING

- **Express ideas in clear and which is grammatically correct, using appropriate punctuation and cohesion devices.**
- **Write in a style appropriate for communicative purposes.**
- **Plan, organise and present ideas coherently.**

LISTENING

- **Adopt different strategies according to the purpose of listening (e.g., for pleasure**
- **Use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard.**
- **Understand and respond appropriately to directive language, e.g., instruction, advice, requests and warning.**

SPEAKING

- **Speak intelligibly using appropriate words, sentence stress and intonation patterns.**
- **Adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions).**
- **Narrate incidents and events, real or imaginary in a logical sequence.**
- **Express and argue a point of view clearly and effectively, respond to personal feelings and attitudes.**
- **Take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas.**

MATHEMATICS

The curriculum at Secondary stage primarily aims at

- **Enhancing the capacity of students to employ Mathematics in solving day-to-day life problems.**
- **To solve problems using algebraic methods and apply the knowledge of simple trigonometry to solve problems of height and distances.**
- **Carrying out experiments with numbers and forms of geometry, framing hypothesis and verifying these with further observations.**
- **apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method;**
- **to develop ability to think, analyze and articulate logically;**
- **To develop necessary skills to work with modern technological devices and mathematical software's.**
- **to develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.**
- **To acquaint students with different aspects of Mathematics used in daily life.**
-

The proposed curriculum includes the study of

- **number system**
- **algebra**
- **geometry**
- **trigonometry**
- **mensuration**
- **statistics**
- **graphs and coordinate geometry**

The teaching of Mathematics is imparted through activities which may involve

- **The use of concrete materials.**
- **Models.**
- **Patterns.**
- **Charts, pictures, posters.**
- **Games, puzzles and experiments.**

SCIENCES

The subject of Science plays an important role in developing well-defined abilities in cognitive, affective and psychomotor domains in children. It augments the

- **spirit of enquiry**
- **creativity**
- **objectivity**
- **Aesthetic sensibility.**
- **to develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations**

The present syllabus has been designed around seven broad themes –

- **Food**
- **Materials**
- **The World of The Living**
- **How Things Work**
- **Moving Things**
- **People and Ideas; Natural**
- **Phenomenon and Natural Resources.**

SOCIAL SCIENCES

It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation- building.

The main objectives of this syllabus are:

- **To develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved.**
- **To make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation.**
- **To develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.**
- **To deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.**
- **To facilitate the learners to understand and appreciate the diversity and people of the country with its underlying unity and develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.74**
- **To promote an understanding of the issues and challenges of contemporary India environmental, economic and social, as part of the development process.**
- **To develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms- cooperating with others, taking initiatives and providing leadership in solving others' problems.**

ADDITIONAL SUBJECTS

These are options given to students when they are unable to cope up with subjects like Mathematics and Sciences. However, a formal assessment as per CBSE norms have to be done to allow them to choose these subjects as per their interest and strengths.

PAINTING

- **Develop their aesthetic sense and they learn to appreciate the beauty in lines, forms and colours.**
- **Understand the fundamentals of Visual Arts.**
- **Get the knowledge and skills in the use of basic tools, medium and techniques required to works from concept to finished product.**
- **Develop memory and observation power through the study / exercise in still life and painting composition.**

COMPUTER APPLICATIONS

Learning Outcomes when choosing Computer Applications as a subject is to develop following ICT skills -

- **Familiarity with basics of computers.**
- **Ability to navigate the file system.**
- **Create and edit rich text documents, spreadsheets, and presentations.**
- **Perform basic data manipulation using spreadsheets.**
- **Use Indian languages in documents.**
- **Send and receive emails, follow email etiquette, and communicate over the internet.**
- **Create and upload videos.**
- **Safe and correct usage of websites, social networks, chat sites, and email.**

CO –SCHOLASTICS ACTIVITIES

It includes

- **Work Education/Pre-vocational Education**
- **Art Education**
- **Physical and Health Education.**

CBSE has developed guidelines to make these as integral part of education for holistic development of a learner. Purpose is -

- **To provide both knowledge and skills through well-structured and graded programmes, which would help them on their entry into the world of work.**
- **To provide opportunities for participation in social and economic activities inside and outside the classroom, which would enable them to understand scientific principles and procedures involved in different types of work.**
- **aims at restoring dignity and respect to all types of manual work, promoting self-reliance in meeting one's daily needs and those of one's family and community,**

- **Increasing productivity through the development of proper work skills and values, and promoting commitment to the welfare of the society through suitable programme of social work or community service.**
- **Understanding the needs of a technologically advancing society in terms of productive processes and skills.**
- **Understanding the processes of planning and organization of productive work.**
- **Conceptualizing their role in productive situations.**
- **Developing abilities for self-evaluation of performance and for entrepreneurship.**
- **To help the students to develop proper attitude and values in terms of:**
    - ❖ **Respect for manual work and regard for manual workers.**
    - ❖ **Socially desirable values such as self-reliance, helpfulness, cooperativeness, teamwork, perseverance and tolerance.**
    - ❖ **Proper work ethics such as regularity, punctuality, honesty, dedication and discipline.**
    - ❖ **self-esteem through achievement in productive work and services;**
    - ❖ **A deeper concern for the environment and a sense of belonging, responsibility and commitment for the society.**

More about Physical and Health Education (PHE) from Grade 9 onwards as per updated curriculum:-

- **Mandatory nature of this discipline needs all learners to participate in an innovative way through the strands detailed hereafter.**
- **It will be mandatory for schools to upload a report of work accomplished across the strands of Grade X and XII in the prescribed manner.**

Four Strands of PHE are as follows -

STRAND 1	STRAND 2	STRAND 3	STRAND 4
Games / sport- any one of the the following:- A. Athletics B. Team Games C. Individual Games D. Adventure Sports	Health and Fitness:- It ensures all learners participates in Mass PT/ Yoga or Aerobics	SEWA: Social Empowerment through Work Education and Action	Health and Activity Card: Maintaining a record and communicating to parents to attain health and wellness

Teaching Learning Strategies –

- **Interactive approach which includes group discussions**
- **Inquiry based learning**
- **Brain storming**
- **Hands on activities**
- **Research based**

Differential Teaching –

Curriculum offers the adaptability of have adapted papers in Grade 6 to 8 as per the strength and need of a learner.
In 9 and 10th – Option of additional subjects in choice of Mathematics, Sciences or Social Sciences like Computer Applications, Art or Painting is there, however learner has to be identified through formal assessment as a Special Need learner.

Senior Secondary School Programme (CBSE 11th and 12th)

The Secondary School Programme focuses on consolidating students' knowledge and enabling them to delve deeper into each subject. The School aims to develop students into independent and successful learners, confident and creative individuals, and informed and responsible citizens. Emphasis is on strengthening application-based learning through projects, experiments, assignments, discussions, presentations, etc.

Highlights of Secondary and Senior Secondary School Programme (CBSE 11th and 12th)

- **The Programme provides a well-mapped curriculum which develops the thinking skills with effective learning materials and resources. It enhances children's higher order thinking skills and problem-solving ability.**
- **Students are encouraged to explore and make extensive and meaningful use of library resources, for referencing, project works, discussions, presentations, etc. This strengthens their awareness and ignites their curiosity to seek knowledge.**
- **Laboratory experiments are an integral part of the teaching-learning methodology that equip children with skills of observation, and logical and analytical thinking.**
- **Workshops, seminars, talks, presentations, and use of video clippings reinforce the understanding of mathematical and scientific concepts.**
- **Learning methods include research based projects, presentations, digital-learning, problem solving and fieldwork.**
- **Students get numerous opportunities for both collaborative and individual learning.**
- **Students receive individualized academic support to reinforce the concepts learnt and bridge the learning gaps.**

- Personality and leadership skills development programmes help students become more responsive to the dynamics of their physical, emotional and social development.
- Students get ample opportunities to synergies their learning experiences from formal and informal learning sources to help them construct knowledge.
- At the Secondary level, the subjects offered by the School are English as First Language; Hindi or Sanskrit as Second Language; Mathematics; Science; and Social Science.

At the Senior Secondary level, the curriculum shifts its emphasis from general to core subject- focused specialized content. The concepts in different disciplines are dealt with in depth and rigor. This is the stage where students identify their subjects of interest for future learning and get a better understanding about their career path. Thus, at this stage, they are better informed to select the subjects and streams of their choices and aptitude.

The curriculum emphasizes on basic facts and conceptual understanding, processes and skills, application of knowledge acquired, use of technology, etc. While the curriculum focuses on achieving these subject based objectives, it also develops a positive attitude to think and analyse logically, reasoning abilities, problem solving approaches, and inter-disciplinary learning. These stages of curriculum delivery in Senior Secondary section emphasize on knowledge construction.

The School offers Science Stream, and students can choose subjects from Mathematics, Physics, Chemistry, Biology, Computer Science, Economics and Informatics Practices. The students also study English language in classes 11 and 12.

Highlights of Secondary and Senior Secondary School Programme

- New concepts along with extended exposure to the contemporary areas of each subject.
- Simple, clear and sequential flow of knowledge.
- Ample opportunities and scope for learning and appreciating basic concepts and facts.
- Development of core competence while constructing knowledge.
- Experiential learning through extended laboratory work, investigatory projects, presentations, etc.
- Analyse, manage, evaluate and respond to change.
- Understanding the dynamic nature and interdependence of subjects.
- Multiple avenues to develop analytical and logical thinking and reasoning ability.
- Preparatory stage for higher educational pursuits.

The Subject combinations offered in Grade11 and 12 CBSE in Science/ Humanities/ Commerce & Interdisciplinary Subjects.

Science	Commerce	Humanities
English	English	English
Physics	Accountancy	Sociology/
Chemistry	Business Studies	History
Mathematics/ Psychology/ Informatics Practices	Mathematics/ Psychology/	Psychology/ Informatics
Biology/ Computer Science/ Painting/ Physical Education/ Economics	Economics	Painting/ Physical Education/ Economics

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