



Promising Futures

VISION STATEMENT

GGS aims to nurture resilient, holistic, empathetic & lifelong learners in a multi-cultural environment, for a sustainable future.

MISSION STATEMENT

GGS graduates will be responsible global citizens empowered to contribute to society in various capacities by providing them the freedom to be, to act, to impress and to dream. GGS incorporates an inquiry-based curriculum and extensive co-curricular experiences, acknowledging the role of community voice and student agency.

TEACHING AND LEARNING POLICY

PRINCIPLES OF TEACHING AND LEARNING

Learning is a never-ending process involving a range of resources. It is a shared responsibility amongst all the staff members and parents, for the benefit of the students. At GGS we understand that it is important to educate students, 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 students. It is also essential to have a conducive learning environment for students 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 students in the centre of all process we begin our journey.

We aim to provide:

Open Learning Environment: Nurturing students 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 individuals 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 Students: Students 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 new experience 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 students must indulge in inquiring into what, how, why and what next of all that is presented to them.

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

Intercultural and International experiences: these are integral to holistic development of the individual and are important aspects of the learning experience. Students apply their understanding of being international minded individual. They value diversity and respect the cultures of others while being rooted to their own.

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

Inculcate responsibility: Students of today are responsible for the world of tomorrow and they must take on the responsibility of the world. The students 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 behavioural 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 individuals 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 students' progress; have a positive attitude to change and the development of their own expertise.
- establish links with the local and global community to prepare students 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 students attend school regularly, punctually, well- rested and in good health.
- ensuring the students 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 student absence and taking responsibility of the students learning with the support of teachers.

Students 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 students' knowledge and skills.

Appendix 1- Teaching and Learning in PYP

Appendix 2- Teaching and Learning in MYP

Appendix 3- Teaching and Learning in IGCSE

Appendix 4- Teaching and Learning in DP

Appendix 5- Teaching and Learning in CBSE

Update October 2020

APPENDIX – 1

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.

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.

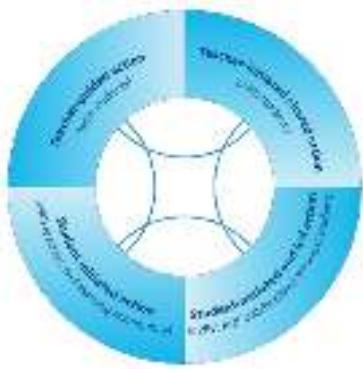
The skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process. The development of these skills is frequently identified as crucial in supporting students to effectively learn and succeed inside and outside of school.

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

	<p>and collaboration skills (using self-control, managing setbacks, supporting peers)</p> <p>Developing social-emotional intelligence</p>
Communication Skills	<p>Exchanging-information skills (listening, interpreting, speaking)</p> <p>Literacy skills (reading, writing and using language to gather and communicate information)</p> <p>ICT skills (using technology to gather, investigate and communicate information)</p>
Self- Management Skills	<p>Organization skills (managing time and tasks effectively)</p> <p>States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)</p>
Research Skills	<p>Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)</p> <p>Media-literacy skills (interacting with media to use and create ideas and information)</p> <p>Ethical use of media/information (understanding and applying social and ethical technology)</p>

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

We firmly believe in the importance of the mother tongue in the holistic development of the 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 economic strands : human systems and activities , social organisation and culture, continuity and change through time, human and natural environments and resources and 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 co-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 transdisciplinary 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* 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.

Tools and Strategies :

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

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.

SUMMATIVE AND FORMATIVE

Monitoring and reporting – Student Management and Reporting Systems

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 life long process and not just restricted to school hours.

The school's 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.

APPENDIX – 2

IB MYP (GRADES 6 TO 8) TEACHING AND LEARNING POLICY

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
2. Related Concepts- There are subject-specific lists furnished by the IB
3. Global Context – Helps in contextualizing teaching-learning process.
4. 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

1. Language and Literature
2. Foreign Languages (Hindi, German, French, Spanish)
3. Mathematics
4. Sciences
5. Individuals and Societies
6. Physical and Health Education
7. Design Technology (Digital and Product combined)
8. Arts: Visual Arts and Performing Arts (Drama, Dance, Music)

Curriculum

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. The format for the Summative Assessment is the GRASPS.
- **End of Term Assessment (Summative Assessment for Mid-Year, Exam for End-of-Year)**: It is conducted in the end of a term. It will cover all the criteria for the units covered in the term.
- **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.

For Teachers:

Assigning homework with basic information like:

- i) duration of the homework
- ii) date of submission
- iii) resource links (any 02) if it's a research work
- iv) guiding questions, if needed
- v) 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 alterations to the online school homework policy are:

- ✓ Homework would be set by the subject teachers.
- ✓ There will be a maximum of one daily homework for each subject a day.
- ✓ The length of the daily homework should not be more than 10 minutes per subject.
- ✓ The completion of daily homework will take no longer than 50 minutes a day.
- ✓ Long-term assignments should be at least 1 week long, and should take a maximum of 60 minutes (for MYP-1) and 90 minutes (for MYP-2 and MYP-3) to complete.
- ✓ Each subject has a designated day for the completion of homework.
- ✓ The total amount of time a student spends on homework should not exceed 2 hours (for MYP-1) and (2,5 hours) for MYP-3 a day.
- ✓ During weekends the length of homework would be same.
- ✓ Students must submit their homework to ManageBac. Also a copy of homework schedule must be reflected in the ManageBac calendar.
- ✓ Homework can be of different forms as decided by the subject teacher, like research work, written tasks, project work etc.
- ✓ All homework receives comment-based feedback.
- ✓ 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 individual pace of the class. However, during department meetings teachers from one grade must revisit the syllabus and ensure all the necessary points are covered, and that all classes are in sync.
- ✓ In case of clarity required on a given homework, students should contact the respective subject teachers directly via ManageBac or Outlook.
- ✓ Teachers will not assign any homework a day prior or during summative assessments.

APPENDIX – 3

MYP – IGCSE INTEGRATED PROGRAMME **Grades 9-10**

The MYP-IGCSE integrated programme is designed exclusively for students aged 14 to 16 years for MYP 4 and MYP 5. The curriculum integrates the framework of MYP, with the requirements of the IB Programme, and the IGCSE teaching curriculum to provide a rigorous, broad and balanced programme that serves to build a continuum towards the Diploma Programme. Students can opt for the IB Continuum to DP after receiving the final report of MYP 4 and 5, with the personal project moderated by IB, at the end of the second year or appear for the IGCSE exams.

The integrated programme consists of two broad areas:

- Core (compulsory)
- Subject groups where there is an option of choosing the subjects based on interest

CORE

Personal project (PP) – Personal Project encourages students to reflect upon their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community. The project provides an important opportunity to collaborate and pursue learning. Projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. Culmination of the MYP journey in grade 10 is through an extended, self-directed piece of research work. The PP is sent for external moderation leading to additional IB qualification.

Service as action (SaA) – Service as Action is a structured learning experience that combines community service with explicit learning objectives of investigating, planning, taking action, reflecting and demonstrating. The ‘Service’ program develops and motivates the students to become aware of the needs of the local and global community. It gives students the opportunity to take what they are learning in the classroom and put it into action through a commitment, thereby making a positive difference in the lives of others and the environment.

Physical and health education (PHE) – Physical & health education focuses on both learning about and learning through physical activity. Physical sports and health education courses foster the development of knowledge, skills and attitudes that contribute to a student’s balanced and healthy lifestyle. The opportunities for active learning promote the holistic nature of well-being.

Subjects offered at Genesis Global School: MYP- IGCSE Integrated programme

Subject Group	Subjects offered
Group 1 – Language & Literature	English Literature or First Language English (FLE)
Group2 – Language Acquisition	English as a Second Language (ESL) or French-Foreign Language or German- Foreign Language or Spanish-Foreign Language or Hindi as a Second Language
Group 3 – Individual & Societies	Global Perspectives or Economics or Geography or History
Group 4 – Sciences (Select max 2 pure sciences)	Physics / Biology &

	Chemistry OR Coordinated Sciences (Double award)
Group 5 – Mathematics	International Mathematics or Mathematics – Additional (Double award)
Group 6 – Business, Technical & Creative	Business Studies or Enterprise or Information & Communication Technology or Computer Science or Art & Design or Design Technology or Accounts

Students are required to study 7 subjects from 6 groups, in addition to the core.

FINAL QUALIFICATION OPTIONS (2020-2022 BATCH)

Parents / students have the choice to opt for Cambridge IGCSE certification with the externally assessed examinations conducted by Cambridge International at the end of Grade 10 or progress to IB Diploma Programme after completing Grade 10 of the integrated programme with the MYP final report, along with the personal project moderation by IB.

CONVERSION OF ACHIEVEMENT LEVELS TO GRADES

During the course of studies students achieve certain levels based on their performance. The table below shows the levels of achievement and the relevant descriptors together with the marking system used for the SA tasks ranging from 0-8.

Level of achievement	Descriptor for the formative assessment	Marking indicators for each criteria used for the Summative assessment
Exceeding expectations	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .	7 - 8
Meeting expectations	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.	5 - 6
Within a close range of expectations	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .	3 - 4
Not meeting the expectations	Very limited achievement against all the objectives. The student has difficulty in understanding the required	2 - 1

	knowledge and skills and is unable to apply them fully in normal situations, even with support .	
Not submitted work	Minimal achievement in terms of the objectives or not submitted work	0

END OF THE YEAR/FINAL GRADE BOUNDARIES

Achievement Levels to Grade conversion for MYP/IGCSE integrated programme: Every subject has **4 criteria (A; B; C; D)**. Each criterion helps in procuring a **maximum achievement level of 8** (As seen above). Thus, in each subject the total of 4 achievement levels is **32**. Based on the total achievement level from **four criteria**, the achievement levels are converted into IB prescribed grades according to the following grade boundaries:

	0-5	6-9	10-14	15-18	19-23	24-27	28-32
Grade	1	2	3	4	5	6	7

IGCSE – INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (2019-2021 BATCH)

Educators and workforce experts alike often warn that our children need improved 21st century skills. These skills will help them successfully participate in global economy. Four critical areas for development include: **collaboration and teamwork, creativity and imagination, critical thinking, problem solving**.

Genesis Global School wishes that our scholars have a 'Promising Future' and the IGCSE curricula encourages learner- centred and enquiry-based approaches. It develops learner's skills in creative thinking and problem solving, therefore, preparing the students for 21st century skills. IGCSE is recognised by all major boards and Universities in India.

The present batch of class 10 will be the exclusive IGCSE batch of Genesis Global School. Thereafter, the MYP- IGCSE Integrated programme will be implemented.

The students of IGCSE will be taking their IGCSE Assessments in **February- March 2021 series** and the **May 2021 series**.

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.

APPENDIX – 4

TEACHING & LEARNING WITHIN THE DIPLOMA PROGRAMME (IBDP)

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 course. 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.

Candidates must choose at least 3 courses and not more than 4 at **higher level** (HL) and the remaining 3 or 2 courses at **standard level** (SL). In addition to the six courses, DP students must study **three compulsory elements** that broaden students' intellectual & educational experience and challenge them to apply their knowledge and skills.

THE DIPLOMA PROGRAMME CORE

1. Extended Essay (EE) – It 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. Students are expected to produce a 4000-word essay based on the research undertaken in consultation with a supervisor.

2. Theory of Knowledge (TOK) – It is a unique course designed to develop critical thinking, reflecting into the very nature of knowledge and aiding students in understanding the connections between the 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 two years, students are expected to showcase their understanding through a TOK exhibition and a 1600-word TOK essay based on one of the six prescribed essay titles for the year.

3. 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 with 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.

Students are required to maintain a CAS portfolio as an evidence of their engagement via the online learning management system ManageBac.

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

		Theory of Knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended Essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

Diploma Programme subject groups offered at Genesis

Group 1 Studies in Language & Literature	Group 2 Language Acquisition	Group 3 Individual & Societies	Group 4 Sciences	Group 5 Mathematics	Group 6 The Arts
English A: Language & Literature	Hindi B	Business Management	Physics	Mathematics Application & Analysis	Visual Arts
Hindi A	French B	Economics	Chemistry		Film*
Self-Taught language A	German B	Psychology	Biology		
	Spanish B	History	Computer Science		
	Spanish Ab initio	Environment al systems & societies	Design Technology	Mathematics Application & Interpretation:	
			Environmental systems & societies		

*Through Pamoja Education

Approaches to teaching and learning (ATTL)

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 course. 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.

ASSESSMENT IN IBDP

Assessment in IBDP is both for assessing the skills **for** learning (**formative assessment**) as well as **of** learning (**summative assessment**). It is a positive and supportive mechanism that enhances both teaching and learning approaches and the parental support in the overall development of student achievement. Assessment is holistic and analytical (diagnosis of strengths and areas of improvement) addressing different learning styles and using a range of assessment strategies and tools. The process is transparent to allow students to build confidence in their abilities and take ownership of their learning achievements.

Assessment drives the teaching and learning process at GGS. Types of assessment are common across curriculum and grades and include:

- **Diagnostic / Pre-assessment** – done prior to teaching to identify what students know and can do
- **Formative assessment** – continuous & ongoing interwoven with daily instructions
- **Summative assessment** – At the end of teaching learning process to measure the learning outcomes

During the course of studies students achieve certain levels based on their performance. The table below shows the levels of achievement and the relevant descriptors together with the marking system used for the SA tasks ranging from 0-8.

IB descriptors for the levels are as follows:

Level of achievement	Descriptor for the formative assessment	Marking indicator for the Summative assessment
Exceeding the expectations	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .	7 - 8
Meeting the expectations	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.	5 - 6

Within a close range of expectations	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .	3 - 4
Not meeting the expectations	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .	2 - 1
Not submitted work	Minimal achievement in terms of the objectives or not submitted	0

END OF THE YEAR/FINAL GRADE BOUNDARIES

Achievement Levels to Grade conversion for IB DP programme: Every subject has its own grade boundaries and conversion tables based on the number of the criteria of assessment found in the subject. However, no matter how many criteria the subject has, all of them have marking boundaries, where all the marks received for each criterion are added to each other and the totalling number is converted into a final mark with **1 -7 mark band**.

FINAL GRADING SYSTEM IN THE IB DIPLOMA

Grade performance in each of the six IB Diploma subjects is graded on a scale of **1 point (minimum) to 7 points (maximum)**. A maximum of 3 points is awarded for combined performance in Theory of Knowledge and the Extended Essay. The maximum total **IB Diploma Programme point score is 45**.

Homework policy

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.

NAME	TYPE	IPR
MONDAY	MONDAY MORNING MONDAY MORNING MONDAY MORNING	ENGLAND
TUESDAY	TUESDAY TUESDAY TUESDAY TUESDAY	WEDNESDAY WEDNESDAY WEDNESDAY WEDNESDAY
WEDNESDAY	WEDNESDAY WEDNESDAY	THURSDAY THURSDAY
THURSDAY	THURSDAY	FRIDAY
FRIDAY	FRIDAY	SATURDAY SATURDAY SUNDAY SUNDAY

APPENDIX – 5

TEACHING AND LEARNING POLICY – CBSE

MIDDLE AND SECONDARY SCHOOL PROGRAMME - GRADE 6 TO 10

Middle School phase of students which is a transition from childhood to adolescence, is predominated by dramatic changes physically, socially and emotionally in self and peer group. Hence, curriculum is designed carefully keeping in mind, the needs of our growing children as well as catering to the requirements of the CBSE board. Efforts are made to leave no stone unturned to provide a conducive atmosphere which focuses on the mind, body and personality development of the child. The middle school incorporates a myriad of different teaching approaches to ensure that lessons are varied, that can provide sufficient challenges, and allow the students to feel considerable success and learning.

HIGHLIGHTS (CBSE 6th to 10th)

- ❖ Learning outcomes are in continuation from the Elementary stage. The content and teaching-learning strategies vary in terms of complexity and variety as students enter the middle and secondary stage of education. The focus from familiar and concrete contexts shifts to unfamiliar and abstract contexts.
- ❖ Curriculum designing and pedagogical approach prepares the students to face upcoming challenges of the 21st century which demands understanding, skills, and application strategies for the increasingly competitive and globalised world.
- ❖ Equal focus on affective domains is given to shape our students into artisans, poets, out of box innovators, entrepreneurs, scientists, thinkers, and philosophers with values.
- ❖ 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 and role plays.
- ❖ Children's creativity and talent are nurtured by providing them opportunities to learn and practice dance, drama, music, art, craft and sport.
- ❖ 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.
- ❖ Skill based subjects are offered to cater the future requirements and interest of students for better career choices.

Curriculum focuses

- ▶ On appropriate approaches of academic activities.
- ▶ To make it Stress free and joyful learning.
- ▶ To be Child centred.
- ▶ Experiential learning
- ▶ Integrating Art to bring creativity, have a positive impact on development of life skills and broaden the mind to see multidisciplinary links between topics in real life.
- ▶ 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

SUBJECTS IN GRADE 6 TO 10: -

Grade/Subjects	Grade 6 to 8	Grade 9 and 10
Subject 1	English	English
Subject 2	Hindi	Hindi/German/French/Spanish
Subject 3	French/German/Sanskrit/Spanish (any one)	Mathematics - Standard - Basic
Subject 4	Mathematics	Sciences
Subject 5	Sciences	Social Sciences
Subject 6	Social Sciences	- Artificial Intelligence - Agriculture - Banking and Insurance - Tourism - Home Science (any one to be opted)

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 non-literary.
- recognise the organization of a text.
- understand relations between different parts of a text.
- analyse, 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.

23

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

25

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 softwares.
- 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.

CBSE now offers two levels in Mathematics in Grade 10, as Standard and Basic. Basic level is an option for those students who do not wish to pursue mathematics in higher class. Therefore, syllabus remains the same, however difficulty level varies in the both the papers.

50

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.

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 work 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.

SKILL BASED SUBJECTS

Introduction of skill-based subjects is in the essence to have flexibility and keep multiple career possibilities open for each student. It helps in providing the necessary knowledge to make an informed choice about their careers by the time they pass out from Grade 12.

These are options given to students when they are unable to cope up with core subjects like Mathematics and Sciences or else as 6th subject to have the benefit of improving their score in Grade 10 as well as greater opportunities in the choices of subjects.

However, a formal assessment as per CBSE norms have to be done to get exempted from core subject to allow them to choose these subjects as per their interest and strengths.

Subjects offered are as follows:-

- Agriculture
- Banking and Insurance
- Artificial Intelligence
- Home Science
- Tourism

In coming year, more options in skill-based subjects will be introduced from Grade 6 onwards as per CBSE norms.

CO- SCHOLASTIC AREAS

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 students 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. Indicvidual 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 AND LEARNING STRATEGIES

- ❖ Interactive approach which includes group discussions
- ❖ Inquiry based learning
- ❖ Brain storming
- ❖ Hands on activities
- ❖ Research based
- ❖ Interdisciplinary
- ❖ Integrating visual and performing art, sport

DIFFERENTIAL TEACHING

Curriculum offers the adaptability of having adapted papers in Grade 6 to 8 as per the strength and need of a student.

In 9 and 10th – To offer more differentiated instruction that takes account of differing abilities, there is a choice between standard and basic mathematics. While the school orients for both, the final decision about the level is made by the student and the parent.

Option of subjects in choice of Mathematics, Sciences or Social Sciences like Computer Applications, tourism, Home Science, Art or Painting is there, however learner has to be identified through formal assessment as a Special Need student.

Inclusive education approach gives the way of full participation without any discrimination; students with and without disabilities enjoy equal opportunity in both scholastic and co-scholastic areas.

SENIOR SECONDARY PROGRAMME – GRADE 11 and 12

The Senior 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.

HIGHLIGHTS: -

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.

- The curriculum emphasises on knowledge construction on basic facts and conceptual understanding, processes and skills, application of knowledge acquired, use of technology.
- it also develops a positive attitude to think and analyse logically, reasoning abilities, problem solving approaches, and inter-disciplinary learning.
- Students are encouraged to explore and make extensive and meaningful use of library resources, for referencing, project works, discussions, presentations. 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 individualised 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 synergise their learning experiences from formal and informal learning sources to help them construct knowledge.

SCHEME OF STUDIES

The curriculum shifts its emphasis from general to core subject- focussed specialised content. The concepts in different disciplines are dealt with in depth and rigour. 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.

For the purpose of fostering competences in learners, the curriculum encompasses seven major learning areas, which are: Languages, Humanities, Mathematics, Sciences, Skill Subjects, General Studies and Health and Physical Education.

Grade 11 and 12 is an integrated course. Students need to take only those subjects in Grade 11 which he/she intends to continue in Grade 12. Students can offer a minimum of 5 or more subjects in class 11. The School offers broadly three Stream as mentioned in the table below, however, CBSE is flexible in allowing options as per student's interest.

	Science	Commerce	Humanities
Subject 1	English	English	English
Subject 2	Physics	Accountancy	Sociology/ Political Science
Subject 3	Chemistry	Business Studies	History
Subject 4	Mathematics/ Psychology/ Informatics	Mathematics/ Psychology/	Psychology/ Informatics Practices, Geography
Subject 5	Biology/ Computer Science/ Painting/ Physical	Economics	Painting/ Physical Education/ Economics/Music

PEDAGOGICAL APPROACH TO TEACHING FOCUSES ON: -

- ❖ 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 various styles of teaching.
- ❖ 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.