

## **DETAILS OF CURRICULUM**

The curriculum of OPJS is as per the requirement of 21st century and with reference to the guidelines of CBSE/ NCF. The curriculum practices in our school are learner centric. Our teachers ensure an atmosphere for students to feel free to ask questions. They promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher is that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum. Arts is also integrated in teaching. Teachers are instructed to attend to the individual difference of students by diagnosing and modifying their curriculum planning.

The school envisions the all-round development of students in consonance with the holistic approach towards education. In operational sense, the curriculum for all the classes is learner-centered with school being a place where students would be acquiring various skills; building self-concept, sense of enterprise, aesthetic sensibilities and sportsmanship. Therefore, for the purpose of fostering core competencies in learners, the curriculum encompasses even major learning areas, from scholastic and co scholastic point of view.

Children get opportunities to think laterally, critically, identify opportunities, challenge their potential and are open to new ideas. Children are engaged in practices that promote physical, cognitive, emotional and social development and well-being, connect different areas of knowledge, application and values with their own lives and the world around them. The holistic nature of human learning and knowledge are brought forth while transacting the curriculum to make them good citizens.

Subject-wise and class-wise annual curriculum overviews are designed by subject teachers. This document breaks down the academic curriculum for coverage during the session in each grade. It briefly outlines the month-wise curriculum to be transacted by the subject teachers with notes on activities and assessment schedules for various Periodic Tests. This serves to standardize and monitor the timely completion of learning modules for the schedules of planned assessment for the academic session. Separate annual curriculum plan is prepared at the beginning of a new session after through discussion among the teachers, for every class.

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

The areas of learning at different levels are as under-

	<b>CLASS</b>	<b>SUBJECT</b>
<b>1.</b>	<b>I-II</b>	<b>English, Hindi, Mathematics, General Knowledge, Activity, Physical &amp; Health Education, Performing Arts-Dance &amp; Music</b>
<b>2.</b>	<b>III-V</b>	<b>English, Hindi, Mathematics, Computer Studies, EVS, General Knowledge, Art &amp; Craft, Physical &amp; Health Education, Performing Arts -Dance, Music</b>
<b>3.</b>	<b>VI-VII</b>	<b>English, Hindi, Mathematics, Science, Social Science, Sanskrit, Computer Studies, General Knowledge, Art &amp; Craft, Physical &amp; Health Education, Performing Arts -Dance, Music</b>