

## DETAILS OF CURRICULUM

The curriculum of Bharatiya Vidya Bhavan-BBMP Public School, Srirampuram, Bangalore is as per the requirement of 21<sup>st</sup> century and with reference to the guidelines of CBSE/NCF. The curriculum practices in our school are learner centric.

The school envisions the all-round development of students in consonance with the holistic approach to education and therefore, emphasizes integration of co-curricular domains with curricular activities in an equitable manner. 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 opportunity to think critically, and are opened to new ideas. Children are engaged in practices that promote physical, intellectual, 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

### The Curriculum prescribed by CBSE drive to:

1. provide ample scope for holistic i.e. physical, intellectual and social development of students;
2. emphasis constructive rather than rote learning by highlighting the importance of hands-on experience;
3. enlist general and specific teaching and assessment objectives to make learning competency-based;
4. encourage the application of knowledge and skills in real-life problem solving scenarios;
5. promote Critical and Creative Thinking aligned to the 21<sup>st</sup> Century skills in classrooms.
6. uphold the 'Constitutional Values' by encouraging values-based learning activities;
7. integrate innovations in pedagogy such as experiential learning, Sports and Art-Integrated learning, toy-based pedagogy, storytelling, gamification etc. with technological innovations to keep pace with the global trends in various disciplines;
8. promote inclusive practices as an overriding consideration in all educational activities;
9. enhance and support learning by different types of assessment;

### Curricular Areas:

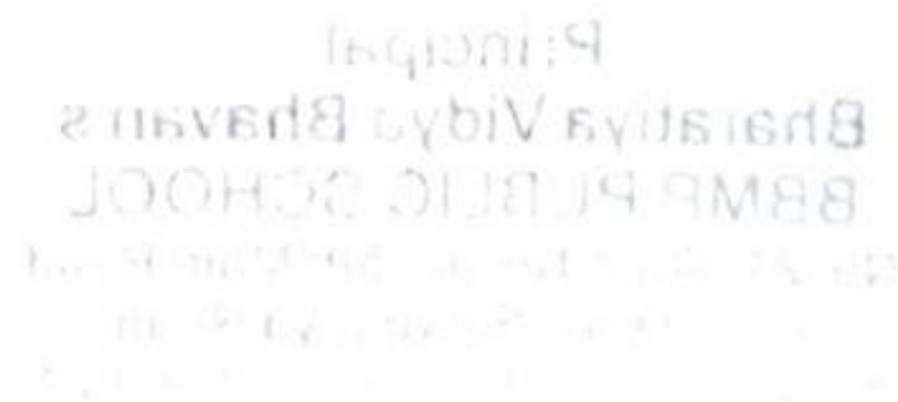
(I) Languages: English (184 ), Kannada(015), Hindi-B(0850)

(II) Social Science( 087 ) : History, Geography, Civics, Economics, Political Science

(III) Science( 086 ) : Biology, Chemistry and Physics

  
Principal

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(IV) Mathematics( Standard( 041 ), Basic (241) : Includes acquiring the concept related to number sense, operation sense, computation, measurement, geometry, probability and statistics.

(V) Art Education:

Visual Arts:- Drawing, paper craft

Performing Arts:- folk dance, classical dance, folk music, classical and light music.

(VI)Health and Physical Education: indigenous sports, Yoga, Karate, athletics, groupgames.

**Class wise Subjects:**

\* 1 to 5<sup>th</sup>

English, Kannada, Hindi, Mathematics, E.V.S, Computer, Art and Craft, Physical Education. Moral Education, General Knowledge.

\* 6<sup>th</sup> to 8<sup>th</sup>

English, Kannada, Hindi, Mathematics, Science, Social Science, Computer, Art and Craft, Physical Education. Moral Education, General Knowledge.

\* 9<sup>th</sup> and 10<sup>th</sup>

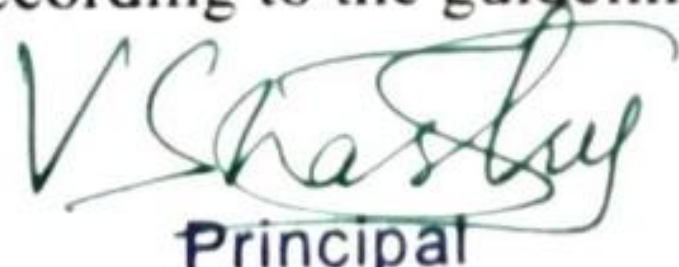
English, Kannada, Mathematics ( Basic/Standard), Computer, Art and Craft, Physical Education. Moral Education, General Knowledge.

**Implementation of Curriculum:**

School Curriculum Committee comprising teachers from each area define activities for pedagogical practices, evolve a plan of assessment and mechanisms of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/reference materials are age appropriate, incorporate inclusive principles, gender sensitive, have valid content. The reference materials reflect conformity with the underlying principles of gender, social, cultural and regional differences.

**ASSESSMENT:**

To provide a holistic profile of the students through regular assessment of scholastic and co-scholastic areas of development, the school follows a continuous and comprehensive evaluation according to the guidelines given by the CBSE.



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## **Classes I to V**

To de-stress learning and not to give undue focus to the Terminal Examination, a Continuous and Comprehensive Evaluation ( CCE ) is introduced in the primary classes with regular Periodic Tests.

Annually there will be three periodic tests and one Annual examination.

Unit tests, Revision tests and Remedial tests have been introduced. Art-Integration projects also considered with class participation and activities. Special attention towards slow learners is ensured.

## **Classes VI to X**

The annual system of examination is introduced

Annually there will be three periodic tests and one Annual examination.

Along with this regular unit tests, revision tests and remedial tests have been introduced. Art-Integration projects also considered with class participation and activities. Special attention towards slow learners is ensured.

For X, there will be pre-board exams in the month of January and February.

## **Internal Assessment**

- Periodic tests (5)
- Multiple assessments (5)
- Portfolio (5)
- Subject Enrichment Activities(5)

Promotion is based on the work submission, class participation and performance in periodic tests and annual examination.



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