



M. R. INTERNATIONAL SCHOOL

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DETAILS OF CURRICULUM

The curriculum of M.R International School is as per the requirement new era of education and with reference to the guidelines of CBSE/ NCERT. 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 promotes 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. 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.

Students are given 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.

Annual curriculum , Classwise & Subjectwise 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.

Teaching Plans enumerate the teaching strategies providing specifics of learning objectives, the traditional and digital tools to be employed, the teaching points for the variety of learning situations/opportunities, assessment tools and suggestions for remediation for learners. They also

incorporate the interdisciplinary linkages like the new initiatives of Art integration, Health and Wellness and Life Skill education.

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. Keeping this in mind, our school always takes efforts to integrate different subject areas to give wider scope to the students to explore learning avenues.

Standard teaching schedules are prepared annually where teachers peer assess each other's teaching practices for effectiveness and efficiency. Curriculum discussions and brainstorming sessions are held throughout the year to improve the plans and implementation of educational processes. The school promotes innovative, responsible and ethical use of digital technologies. Teachers share resources and teaching-learning material to make an effort to learn from the best practices of other schools to move away from rote learning to a more student-centric teaching-learning model of education with a constructivist framework leading to experiential learning. Latest trends of education like deep learning, problem solving and innovation and collaborative learning are continually being incorporated for transformation of learning experiences to align them with global teaching practices.


We lay emphasis on comprehensive evaluation of students . Students are giving opportunity for self assessment and peer assessment also.

The areas of learning at different levels are as under-

SL.	CLASS	SUBJECT
1	I, II & III	English, Hindi, Mathematics, General Knowledge, EVS, Activity, Physical & Health Education, Computer Studies, Performing Arts- Dance & Music
2	IV - VIII	English, Hindi, Mathematics, Science, Social Science, Punjabi, Computer Studies, General Knowledge, Art & Craft, Physical & Health Education, Performing Arts -Dance, Music
3	IX, X	English Language & Literature, Hindi Course-A, Mathematics, Science, Social Science, Information Technology, Art & Craft, Physical & Health Education, Performing Arts- Dance, Music
4	XI, XII	English Language & Literature, Hindi Course-A, Mathematics, Science, Social Science, Art & Craft, Physical & Health Education, Performing Arts- Dance, Music


Manager

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