



**MAMASAHEB KHANDGE  
ENGLISH MEDIUM SCHOOL,  
AFFILITED TO CBSE,  
AFFILIATION NO : 1130550**



### MAKS CURRICULUM



#### **VISIONof SCHOOL**

We aim to develop well rounded & 21<sup>st</sup> century skilled students prepared to cope with a changing post-modern & globalised world



#### **MISSION OF SCHOOL**

Our school prepares students for success in the 21<sup>st</sup> century by engaging them in rigorous & relevant learning opportunities that promote academic, physical & emotional growth

#### OUR MOTTO

***DREAM, Believe & Achieve***

## **1. INTRODUCTION**

At MAKS School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

### **SALIENT FEATURES AND OBJECTIVES OF CURRICULUM**

- 1. provide ample scope for physical, intellectual and social development of students;**
2. enlist general and specific teaching and assessment objectives;
3. uphold Constitutional values such as Socialism, Secularism, Democracy, Republican Character, Justice, Liberty, Equality, Fraternity, Dignity of Individual and the Unity and integrity of the Nation by encouraging values-based learning activities;

4. nurture Life-Skills by prescribing curricular and co-curricular activities to help improve self-esteem, empathy towards others and different cultures etc.;
5. integrate innovations in pedagogy, knowledge and application, such as human sciences with technological innovations to keep pace with the global trends in various disciplines;
6. promote inclusive education by providing equal opportunities to all students;
7. integrate environmental education in various disciplines from classes I- XII;
8. equally emphasize Co-scholastic areas of Art Education and Health and Physical Education.



## 2.2 Objectives of the Curriculum

The Curriculum Policy aims to:

1. achieve cognitive, affective and psycho motor excellence;
2. enhance self-awareness and explore innate potential;
3. attain mastery over laid down competencies;
4. imbibe 21<sup>st</sup> century learning, literacy and life skills;
5. promote goal setting, and lifelong learning;
6. inculcate values and foster cultural learning and international understanding in an interdependent society.
7. **Effective Learn** acquire the ability to utilize technology and information for the betterment of humankind;
8. strengthen knowledge and attitude related to lively hood skills;
9. develop the ability to appreciate art and show case talents;
10. Promote physical fitness, health and well-being.
11. Promote arts integrated learning

### Scheme of Work:

Same as CBSE ,MAKS school trying to envisions the all-round development of students in consonance with the holistic approach to education and therefore, emphasizes integration of co- curricular domain with curricular domain in an equitable manner.

Curriculum provides students a broad and balanced understanding of subjects including languages, Mathematics, Science, Social Science and Information technology to enable students to communicate effectively, analyses information, take informed decisions, also make them digitally sound, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. As per board's instructions, the recent focus of MAKS school is on the development of 21<sup>st</sup> century skills in settings where each student feels independent, safe and comfortable with their learning. To achieve this aim, it is extremely important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Work Education and other Co-Scholastic areas.

The ACP (Annual Curriculum Plan) flows into chapter-wise pedagogical plans. The Plans are chapter-wise pedagogical plans aligned with the mandated Learning Outcomes of CBSE. They outline the student-centric teaching methodology and strategies for transacting teaching-learning experiences for each chapter of every subject. They address the full range of learning needs of individual students providing coherence, balance and continuity across all the domains. They 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.

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.

The areas of learning at different levels are as under-

SL.	CLASS	SUBJECTS
		<b>FOUNDATIONAL STAGE</b>
1)	Bal – Vatika	<ul style="list-style-type: none"> <li>• MAKS Kindergarten aims to nurture each child’s potential, through love, care and encouragement. The early years have a crucial influence on later development and learning. Early childhood foundation makes a great difference to the future achievement of children. Whether our children become self-motivated learners and face the world with confidence, depends to a great extent on the stimulation, guidance and nurturing they receive early in life.</li> <li>• Each theme is taught through a unit of inquiry. Within these themes children learn all the major subject areas like Literacy, Phonetics, Numeracy, General Awareness, Hindi, Stories and Rhymes, Art and Craft. MAKS Kindergarten education aims to promote a love for leaning. Children are encouraged to become independent learners with a whole range of skills to ensure that a firm foundation is built for the next stage of learning.</li> <li>• Extra-curricular activities include Physical Education (PE), Yoga, Practical Life Exercises, Music &amp; Dance and Conceptual Skills.</li> <li>• For Physical Education teacher plans exercises, which help in developing their gross and fine motor skills.</li> <li>• Enrichment classes further reinforce concepts taught in class through various hands on activities.</li> </ul>

		<ul style="list-style-type: none"> <li>• Music &amp; Dance lessons help to develop a sense of rhythm and love for these arts.</li> <li>• The child's innate curiosity is ignited in their early years and they develop a love for learning which gives him a great head start in our kindergarten.</li> </ul>
2)	I-II	<p>By using methodologies like Activity Sheets to reinforce the work done in class. Student's evaluation is continually carried out through formal assessments like worksheets prepared by the teachers.</p> <ul style="list-style-type: none"> <li>• Presentation of their thoughts and ideas through the method of Show &amp; Tell.</li> <li>• Using Role plays and sharing of experiences. Our Enrichment classes reinforce the belief in each child that they are special. Through Speech and Drama activities which are platforms for children to express their feelings &amp; thoughts, creatively with confidence.</li> <li>• Through a concept known as mind mapping, we help them to link ideas and develop them further endlessly, without boundaries; this can be successfully used to learn any subject.</li> </ul> <p>Some of the Unique features of our curriculum are Art &amp; Craft, Music &amp; Dance, Robotics, Co-Curricular Activities (CCA) through Happiness club and Extra-Curricular Activities (ECA) offering Yoga, Karate, Basketball and Cricket to begin with.</p> <p>In Grade 1 &amp; 2 MAKS has also developed a system of self-development and grooming through a list of Essential Agreements. For example, listening when others speak, speaking in our indoor voice, giving each other space etc.</p> <ul style="list-style-type: none"> <li>• The Grade 1 &amp; 2 curriculum equips learners to confidently face this challenging World - to think, to dream, and to be prepared for the years ahead.</li> </ul>
		<b>PREPARATORY STAGE</b>
2)	III-V	<p>Our curriculum consists of application-based learning methods, all basic concepts are cleared. Each subject like Maths, English, SST, Science etc. are catered to, with a basic concept of learning by doing. Our teachers make use of various creative methods and activities to display what we usually learn in the form of textbooks. We understand that what a child learns in his/her primary years is never forgotten. The focus in the preparatory stage will remain on language development and numeracy skills. Here the method of teaching and learning would be play and activity-based and also include classroom interactions and the element of discovery. We believe 'Direct</p>

		<p>experience’ is the basis for all learning. The curriculum is organized according to the fourfold interests of the child- in conversation, inquiry, construction and artistic expression. Teaching goes beyond the textbooks. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers. Curriculum is child-centred wherein the child is an active participant in the classroom. Experiential learning is encouraged rather than rote learning. The curriculum to be imparted is planned in such a way that the learning will not be a burden for them, rather they should enjoy coming to school daily.</p> <p>English, Hindi, Mathematics, Computer Studies, EVS, General Knowledge, ELD, Art &amp; Craft, Physical &amp; Health Education, Performing Arts -Dance, Music</p>
		<b>MIDDLE STAGE</b>
3)	VI-VIII	<p>Our Middle School CBSE programme provides a framework of academic challenges that encourages students to explore real-world concepts and issues, challenge assumptions, think critically and acquire skills that they will need to apply throughout their educational and future professional journeys. In addition to the core academic classes of the CBSE, students benefit greatly from our Life Skills programme where they are encouraged to discuss and debate on topics relevant to navigating adolescence. We value the development of the whole child and ensure that students lead balanced lives in and out of school. Healthy relationships, physical and mental wellness are a culture at Meru. The core values of CBSE School Curriculum are derived from being updated with the 21st-century global trends of educational transformations, keeping in mind that India is an independent nation with a rich and variegated history and cultural diversity with a commitment to democratic values and general well-being of its citizens. The subjects offered for middle stage are :</p> <p>English, Hindi, Mathematics, Science, Social Science, aptitude, Computer Studies, General Knowledge, Art &amp; Craft, Physical &amp; Health Education, Performing Arts -Dance, Music, robotics , karate, financial Literacy as a skill subject.</p>
4)	IX-X	<p>Secondary Curriculum provides students with a broad and balanced understanding of subjects including languages, Mathematics, Science, and Social Science to enable students to communicate effectively, analyse and interpret information meaningfully, make informed decisions, construct their worldview in alignment with constitutional values, and progress smoothly to be productive future citizens. The recent focus of CBSE is on developing 21st-century skills in settings where each student feels</p>

		<p>independent, safe, and comfortable with learning. The Board hopes that schools will try to align the curriculum in a way children feel more connected to it and employ their learning in real-life contexts. To achieve this aim, it is essential that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Financial Literacy, Digital Literacy, and Work Education. In an operational sense, the secondary curriculum is learner-centered with school being a place where students would be acquiring various skills; building self-concept, a sense of enterprise, aesthetic sensibilities, and sportsmanship. Therefore, for the purpose of fostering core competencies in learners, this curriculum encompasses major learning areas as under:</p> <p>English Language &amp; Literature, Hindi Course-A ,Mathematics, standard and basic both , Science, Social Science Marathi , Information Technology, Art &amp; Craft, Physical &amp; Health Education, Performing Arts- Dance, Music</p> <p>*Our school has got approval to start skill subject like Information Technology.</p>
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### **1.1. Environmental Education and Value education**

The children at MAKS are encouraged to develop an awareness of the environment through direct experience as well as secondary sources. We aim to stimulate their knowledge of how and why we need to maintain, protect and improve the quality of the environment Pupils are encouraged to participate in a range of tasks and activities inside and outside the classroom and to make use of the wide variety of possibilities our school site offers. Knowledge of value will always play a crucial role in once life as it helps in molding, developing and shaping a person’s personality and his future. The aim of MAKS is so that students not only understand the values, but also reflect them in their attitudes and behavior. Such education should play an important role in making a student socially responsible, culturally rich, democratic and cohesive. Imbibing this value through education will stimulate a person’s physical, mental, emotional well-being. Value education helps in the utmost development of a child’s personality, attitudes, habit, growth, etc.. So we have divided the curriculum SUPW, Houses and Club activities for value education to imbibe the different values in students.

## **2. TEACHING METHODS / Pedagogical Practices :**

The curriculum can be delivered in a variety of ways. Classrooms therefore should be organized in a way that allows the children to access necessary resources and equipment depending on the type of activity being undertaken. As children progress through MAKS they are encouraged to take increasing responsibility for the choice and organization of resources, thus reflecting their greater independence and maturity. At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential by catering for those different learning styles.

The pedagogical practices is learner centric. Every teacher ensures to create an atmosphere for

students to feel them free to ask questions. The role of a teacher is to encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

Teachers must have to follow inclusive principles and not label children as ‘slow learners’ or ‘bright students’, or ‘problem children’. As far as possible, Arts should be integrated in teaching, especially while teaching the concept which students find difficult to understand.

To face the challenges of 21st Century, students at MAKS have been given competency based education to meet the expectations given by board. Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. Experiential and active learning are the best pedagogies for Competency Based Learning. Experiential Learning will promote critical thinking, creativity and effective study skills among students. Teachers will try to provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks.

#### **4.1 Creating Cross-Curricular Linkages**

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. 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.

#### **.2 Special emphasis on Integrating Arts in education :**

when Art is integrated with education, it helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics. Secondly, Art Integrated learning is a strong contender for experiential learning, as it enables the student to derive meaning and understanding, directly from the learning experience. Thirdly, this kind of integration not only makes the teaching and learning process joyful, it also has a positive impact on the development of certain life skills, such as, communication skills, reflection and enquiry skills, un-conditioning of the mind leading to higher confidence levels and self-esteem, appreciation for aesthetics and creativity, etc. Fourthly, this kind of integration broadens the mind of the student, and enables him/her to see the multi-disciplinary links between subjects, topics, and real life.

#### **.3 Art Integrated Pedagogy:**

Nature of Art Education to be imparted at various levels, and how that Art can be integrated with classroom learning of various subjects. The focus must be on mutually reinforcing Art as a subject and Art as a tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration. Arts-Integrated Learning will strengthen teachers for assessing application-skills of the students in their subjects.

For implementing this in classrooms, the subject teacher picks the topic/concept/idea that she wants to teach through integration of Art. The teacher can do this jointly with the Art teacher too. Then, the subject teacher collaborates with the Art teacher to align the pedagogy. Next, the teacher teaches the topic/concept/idea ensuring active learning and ensuring that both the subject and Art are integrated well and there is learning in both areas. Finally, the teacher prepares a rubric to assess the student in both the areas – that is, the topic taught and the Art used.

At all times the safety of the children in the class is paramount. We aim to teach and learn in as safe an environment as possible. Health and Safety guidelines are followed at all times and where necessary the relevant risk assessments completed.

Pupils work in a healthy and safe environment.

- We ensure that all tasks that the children undertake are safe and identify risks in the plans.
- Educational visits are seen as an important way of enhancing the curriculum, but prior to any visit we consult the Head teacher of PE department and complete a risk assessment.
- Risk assessments are shared with both participating staff and pupils.
- Parental written permission for educational visits and all other activities is always sought.

## • **ASSESSMENT**

### **5.1 Purpose:**

Assessment and record keeping is the means by which our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individual strengths and areas for development. This is then used to inform their planning and teaching. Assessment also allows staff to identify those children whose achievements fall outside the boundaries of differentiated activities.

- Computing
- Art and Design and technology
- Geography
- History
- Languages
- Music
- Physical Education
- SUPW activities

### **5.2 Methods:**

Assessment is used to inform future planning and teaching and takes place in many ways:

- Lesson wise assessment is carried out through constructive marking, observations throughout the teaching learning process in class and verbal discussions with children.
- A more formal assessment is carried out twice in every term for all subject to check their abilities

in numeracy, literacy, scientific skills, IT skills etc.

- Detailed structure of assessments is defined in assessment Policy of MAKS school.

### **5.3 Progress card**

**Progress Card** will include Knowledge, Skill competencies, Attitude & values and Transformative competencies. According to the New Education Policy 2020 the progress card will be completely redesigned of all students for school-based assessment, which is communicated by schools to parents. The progress card will be a holistic, 360-degree multidimensional document which will replace the student's current report card. The progress card that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains, would be issued to students under the new policy. The results of this assessment (along with teacher assessment) are used to determine if children are in the correct ability groups or no to decide the remedial actions to bring them at par.

“Together we develop, improve and succeed”

*Thank  
you*

