

## **LITTLE FLOWER ENGLISH MEDIUM SCHOOL CURRICULUM**

### **INTRODUCTION: -**

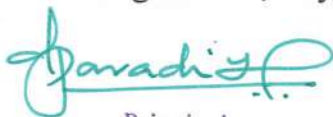
School curriculum reflects the nation's shared vision of education rooted in the Constitution of India and aligned with the aspirations of the National Education Policy (NEP) 2020. As articulated in the NCFSE 2023, curriculum encompasses the entirety of students' organised experiences in school including goals, content, pedagogy, assessment, school culture, and learning environment. In alignment with this national framework, school has adopted the principles, stage design, Learning Standards, and assessment approach articulated therein. It is being implemented in a phased and systematic manner across classes and domains. In this perspective, curriculum is a coherent and integrated design that aligns with the:

- ❖ Aims of Education
- ❖ Curricular Goals & Competencies
- ❖ Learning Outcomes
- ❖ Pedagogical Approaches
- ❖ Assessment Practices
- ❖ School Culture & Processes

School Curriculum, therefore, seeks to operationalise the vision of NEP 2020 through the structured guidance of NCFSE 2023, aiming to develop learners who are rational, ethical, creative, compassionate, aware of their Indian roots, and prepared for democratic, cultural, and economic participation in a rapidly changing world. The curriculum is guided by clearly defined Learning Standards, ensuring a meaningful flow from broad educational aims to measurable competencies and learning outcomes, thereby strengthening coherence between teaching, learning, and assessment.

### **Salient Features of the Little Flower School Curriculum**

- Promote Holistic Development
- Align with Learning Standards and Competency-Based Education
- Encourage Conceptual Understanding
- Adopt Effective and Engaging Pedagogy
- Transform Assessment Culture
- Foster Rational Thought and Autonomy
- Strengthen Constitutional Values and Democratic Participation
- Promote Multidisciplinary and Flexible Learning Pathways
- Integrate Art, Physical Education and Well-being as Core Areas



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- Embed Vocational Education and respect
- Advance Environmental Literacy and Sustainable Practices
- Promote Multilingualism and Cultural Rootedness
- Ensure Inclusive and Equitable Education
- Leverage Educational Technology, Computational Thinking, and Artificial Intelligence

### **Curricular areas at secondary Level**

In accordance with the National Curriculum Framework for School Education (NCFSE) 2023, the School Curriculum is structured across defined curricular areas to ensure both breadth and depth of learning. Students engage with Languages, Mathematics, Science, and Social Science, along with Art Education, Physical Education and Well-being, Vocational Education, and Interdisciplinary Areas. School curriculum is envisioned as a learner-centred space where students build self-concept, resilience, enterprise, sports person ship, and aesthetic sensibility. Schools are encouraged to design contextual and experiential learning environments that connect knowledge with real-life application, supporting students in becoming autonomous, responsible, and future-ready citizens.

**This curriculum encompasses major learning areas as under:**

#### **Languages**

Languages include two official languages of India that is Malayalam, Hindi and one foreign language English. The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective proficiencies in all these areas. R3 (Third Language) shall be made compulsory from Class VI with effect from Academic Session 2026–27, ensuring that every learner studies at least two Indian languages. The same cohort shall continue R3 progressively up to Class X. Assessment in language prioritises comprehension, articulation, analytical ability, and application over rote memorisation.

#### **Mathematics**

Mathematics education at the Secondary Stage develops clarity of thought, precision, logical reasoning, and problem-solving abilities. It enables learners to recognise patterns, understand relationships, and model real-world situations using quantitative and abstract tools. Mathematics is view ed not merely as a body of

procedures, but as a disciplined way of thinking that fosters rationality and autonomy.

The curriculum builds strong conceptual foundations in number systems, algebra, geometry, mensuration, statistics, and probability, while encouraging students to engage with mathematical reasoning, argumentation, and proof in age-appropriate ways. Learners develop the ability to formulate problems, choose suitable strategies, analyse results, and communicate mathematical ideas with clarity. Connections with science, technology, economics, and everyday life are emphasised to make learning meaningful and relevant.

### **Pedagogical Approach in Mathematics**

Teaching-learning processes prioritise conceptual understanding over mechanical procedures. Classroom interactions include exploration of patterns, guided discovery, problem-solving discussions, use of manipulatives and visual representations, and integration of technology where appropriate. Students are encouraged to explain their reasoning, compare multiple solution strategies, and learn constructively from errors. Regular practice is balanced with opportunities for investigation and mathematical thinking.

### **Assessment Approach in Mathematics**

Assessment follows the competency-based principles and evaluates understanding, reasoning, and application rather than routine memorisation. Question design includes problem solving tasks, case-based items, data interpretation, and situations requiring logical justification.

### **Science**

Science education nurtures curiosity about the natural world and develops the capacity to understand it through systematic inquiry. Through the study of Physics, Chemistry, and Biology, students explore fundamental principles governing physical, chemical, and biological processes, while building a scientific temper grounded in observation, evidence, and logical reasoning. The focus is on deep conceptual understanding rather than the accumulation of facts.

Students learn to ask meaningful questions, design and interpret investigations, analyse data, and evaluate scientific claims. They apply scientific knowledge to issues related to health, environment, sustainability, and technology, thereby connecting classroom learning with real-world contexts. Science education thus supports rational thought, informed decision-making, and responsible citizenship.

### **Pedagogical Approach**

Teaching-learning processes emphasise inquiry, experimentation, and experiential engagement. Laboratory work, hands-on activities, demonstrations, field observations, modelling, and problem-solving tasks form the core of pedagogy. Students are encouraged to hypothesise, test ideas, interpret evidence, and reflect on errors as part of the learning process. Collaborative exploration and discussion strengthen conceptual clarity and analytical thinking.

### **Assessment Approach**

Assessment aligns with the competency-based design evaluates understanding, application, and reasoning. Question formats include case-based items, data interpretation, experimental analysis, and problem-solving tasks. Practical assessment emphasises investigative skills, accuracy of observation, interpretation of results, and scientific communication. Formative assessment through experiments, projects, and reflective tasks supports continuous learning and conceptual growth.

### **Social Science**

Social Science education develops informed, reflective, and responsible citizens through the study of History, Geography, Political Science, and Economics. The curriculum fosters rational inquiry, ethical reasoning, constitutional values, and democratic participation. Students engage with disciplinary methods such as interpretation of historical sources, spatial and environmental analysis, understanding of political institutions, and economic reasoning. They examine social, political, economic, and environmental processes, connect local contexts with national and global developments, and understand Fundamental Rights, Duties, and civic responsibilities.

### **Pedagogical Approach b Assessment Approach**

Pedagogy emphasises inquiry-based, discussion-oriented, and experiential learning. Students analyse primary and secondary sources, maps, data, and case studies; participate in debates and collaborative tasks; and undertake projects linked to real-life and local contexts. The focus is on interpretation, evidence-based reasoning, and perspective-taking rather than passive content reception.

### **Assessment Approach**

Assessment aligns with the competency-based design of NCFSE 2023 and evaluates conceptual understanding, analytical ability, and application. Tools include source-based and case-based questions, data and map interpretation, structured responses

requiring argumentation, and project-based tasks. Formative assessment through discussions, presentations, and reflective writing supports continuous learning.

### **Art Education**

Art Education aims at nurturing imagination, aesthetic sensibility, cultural literacy, empathy, and socio-emotional well-being. The Arts are recognised as a core curricular area, integral to holistic development, with no separation between curricular and co-curricular domains. The curriculum emphasises three interrelated processes: making art (creation and performance), thinking creatively in the arts, and appreciating artistic expression. Through sustained engagement with Visual Arts, Music, Theatre, and Dance & Movement, learners experience joy, confidence, persistence, and collaborative problem-solving, while developing a sense of belonging to India's rich and diverse cultural heritage.

### **Curriculum design integrates three dimensions of knowledge:**

- Perceptual Knowledge – sensory experiences, emotional engagement, and aesthetic awareness;
- Procedural Knowledge – skills of creating, performing, and working with tools and materials;
- Conceptual Knowledge – understanding elements and principles such as rhythm, space, balance, colour, movement, and narrative.

### **Assessment Approach**

Assessment in Arts Education aims to nurture students' creative abilities, artistic expression, critical thinking, and values such as curiosity, collaboration, and sensitivity, rather than focusing only on technical skills. It follows a continuous, holistic, and competency-based approach, integrating assessment for learning, as learning, and of learning. Formative assessment is embedded in daily classroom processes through activities, discussion circles, teacher observations, peer and self-assessment, and students' art journals that promote reflection and creative exploration.

Through a good, effective art education programme, schools must aim to achieve:

- Joy in exploring and creating artwork
- Imagination and creativity
- Empathy and sensitivity
- Understanding of connections with other disciplines
- Sense of belonging

### **Physical Education and Well Being**

Physical Education and Well-being promotes holistic development by integrating physical fitness, mental well-being, resilience, cooperation, and sportsmanship. In alignment with the Aims of School Education and the Learning Standards framework this curricular area is recognised as a core component of school education, with the same rigour and expectations as other disciplines.

The curriculum seeks to cultivate a lifelong love for physical activity and sports, while developing capacities for skilful participation, teamwork, leadership, discipline, and self-regulation. It integrates structured sports, indigenous games, athletics, and fitness practices, along with Yoga and mind-body wellness traditions that form an important part of India's knowledge heritage. Health education, nutrition awareness, and lifestyle choices are embedded to support informed and responsible living.

At the Secondary Stage, students are provided opportunities to deepen engagement in chosen sports or physical activities, building competence, strategic thinking, and collaborative skills. Physical Education contributes directly to the development of perseverance, empathy, cooperation, and respect for diversity.

### **Vocational Education**

The subject Vocational Education at the Secondary Stage deepens the vocational exposure provided during the Middle Stage and progressively develops productive capacities, work ethics, and respect for the dignity of labour. Vocational education is conceived as education through work, integrating knowledge, skills, values, and attitudes. As structured in the Grade 8 framework Kaushal Bodh, learning continues across three broad Forms of Work e.g. Work with Life Forms, Work with Machines and Materials and Work in Human Services.

In Classes IX and X, this structure is extended with greater depth and responsibility. Students undertake longer-duration, context-based projects requiring planning, execution, documentation, reflection, and presentation. Emphasis is placed on application of tools and processes, integration of learning from other subjects, ecological and gender sensitivity, and understanding the relevance of skills in the world of work.

### SCHEME OF STUDIES

Classes IX and X constitute a composite course. Students, therefore, should take only those subjects in Class IX that they intend to continue in Class X.

### Courses - SSC

SUBJECT COMBINATIONS
Physics, Chemistry, Biology, Maths and English
Physics, Chemistry, Maths, Computer Science and English
English, Computer Science, Physics, Chemistry and Biology

### Achievement Report/ HPC

1. Holistic Progress Card will be issued after every Term and Mid- Term examinations.
2. Parents must come and sign the HPC as scheduled in the school calendar.
3. Grade will be awarded in the Achievement report/ HPC.

### School Uniform

To create a sense of oneness and instill discipline, it is necessary that all students should be dressed in the prescribed uniform.

Class	BOYS	GIRLS
KG	Red Shirt, Black Striped Shorts, Black with Red Striped Socks, Black Shoes, Black Belt. <b>Wednesday &amp; Saturday: T-Shirt, Shorts</b>	Red Shirt, Black Striped Pinafore, Black with Red Striped Socks, Black Shoes, Black Belt and Black Ribbons/ Band. <b>Wednesday &amp; Saturday: T-Shirt, Shorts</b>
I & II	Black Shorts, Light Sky-Blue Shirt Black Socks with Blue Stripes, Tie, Belt & Shoes. <b>Wednesday &amp; Saturday: T-Shirt, Black Shorts</b>	Black Pinafore, Light Sky-Blue Shirt Black Socks with Blue Stripes, Tie, Belt & Shoes, Black Ribbon / Band. Hair should be plated on each side. <b>Wednesday &amp; Saturday: T-Shirt, Black Pinafore.</b>
III to XII	Black Pants, Light Sky-Blue Shirt, Black Socks, Tie, Belt & Shoes <b>Wednesday &amp; Saturday: T-Shirt, Black Pants.</b>	Black Pants & Coat and Light Sky- Blue Shirt. Black Socks, Shoes and Black Bun. Ponytail for short hair and Two plaits for those Students with long hair. <b>Wednesday &amp; Saturday: T-Shirt, Black Pants &amp; Coat.</b>

### **Examinations**

The academic progress of the student is tested by the means of class tests, Mid-term exams and two semester examinations. Students are not allowed to absent themselves from tests or examinations without the permission of the principal. The tests and exams will not be conducted second time. The reports of the tests will be recorded in the HPC for the information of the parents or guardian. Grades are given below to show their progress.

### **Promotion**

Promotion to the higher class is based on the

Performance of the student in all the examinations throughout the year and internal assessment as follows:

1. 80% marks for the written Exams.
2. 20% marks in internal assessment.
3. General progress in campus behaviour.
4. Staff evaluation report.
5. 90% of attendance.

### **Emotional Guidance & Counselling**

With the help of qualified clinical psychologists our school helps student in managing their emotional problems in relations to their personality, school life, curriculum, career and study.

### **Co-Curricular Activities**

The school promotes and preserves culture of our nation. Therefore, school fosters a high degree of competency in co-curricular and extracurricular activities. Study of General Knowledge is compulsory for all students. Scholarship exams, IQ test, Memory test, and other various competitive tests are encouraged in the school, which enhance the rational, analytical and linguistic capacities of our children.

The school provides training in Basketball, Karate, Skating, Football, Western Dance, Indian Folk Dance, Carnatic Vocal Music, Instrumental Music, Drawing and Painting. Arts Festival and Sports Meet are conducted every year to encourage the hidden talents of our students.

### **Rule of Language**

Our institution, being an English Medium School, that prepares students for CBSE Examinations, is dedicated to foster and maintain good communicative skills. Therefore, students should speak English in classrooms, school premises, bus stops etc. Violation of this will invite disciplinary actions.

### ASSESSMENT STRUCTURE OF SCHOLASTIC AREAS – GRADE I – V

Subject	TERM – 1 (1 <sup>st</sup> half of the session) 20 marks for Internal Assessment + 50 marks for Half Yearly Exam	TERM – 2 (2 <sup>nd</sup> half of the session) 20 marks for Internal Assessment + 50 marks for Yearly Exam
English Malayalam Hindi Mathematics EVS/ S.S Science IT	<b>Internal Assessment 20 Marks</b> <ul style="list-style-type: none"> <li>• Periodic Assessment – 5 Marks</li> <li>• Student Enrichment – 5 Marks</li> <li>• Subject Enrichment – 5 Marks</li> <li>• Portfolio &amp; Notebook – 5 Marks</li> </ul>	<b>Internal Assessment 20 Marks</b> <ul style="list-style-type: none"> <li>• Periodic Assessment – 5 Marks</li> <li>• Student Enrichment – 5 Marks</li> <li>• Subject Enrichment – 5 Marks</li> <li>• Portfolio &amp; Notebook 5 Marks</li> </ul>

### GRADING SCALE FOR SCHOLASTIC AREAS – GRADE I – V

(School will award grades as per the following grade scale)

MARKS RANGE	GRADE	REMARK
91-100	A1	Out standing
81-90	A2	Excellent
71-80	B1	Very good
61-70	B2	Good
51-60	C1	Satisfactory
41-50	C2	More efforts required
33-40	D	Average
32 & below	E	Essential Repeat

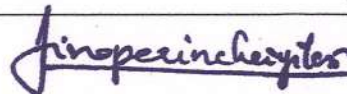
### ASSESSMENT STRUCTURE OF SCHOLASTIC AREAS – GRADE VI – XII

Subject	TERM – 1 (1 <sup>st</sup> half of the session) 20 marks for Internal Assessment + 80 marks for Half Yearly Exam	TERM – 2 (2 <sup>nd</sup> half of the session) 20 marks for Internal Assessment + 80 marks for Yearly Exam
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