

Syllabus and Curriculum

For a long time the system of education has functioned in a state of confusion over the relationship between the curriculum, the syllabus and textbooks. This linkage has been taken seriously, and established on sound academic ground in NCF 2005 and in a democratic atmosphere since the NCERT showed all its cards on its website where stakeholders in education freely commented and suggested changes: people and parents, activists and professionals, students and teachers, from all walks of life.

Chapter 3 of NCF 2005 had provided with the following recommendations on each subject.

Language

- Language skills — speech and listening, reading and writing — cut across school subjects and disciplines. Their foundational role in children's construction of knowledge right from elementary classes through senior secondary classes needs to be recognized.
- A renewed effort should be made to implement the three-language formula, emphasizing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction. These include tribal languages.
- English needs to find its place along with other Indian languages.
- The multilingual character of Indian society should be seen as a resource for the enrichment of school life.

Mathematics

- Mathematisation (ability to think logically, formulate and handle abstractions) rather than 'knowledge' of mathematics (formal and mechanical procedures) is the main goal of teaching mathematics.
- The teaching of mathematics should enhance children's ability to think and reason, to visualize and handle abstractions, to formulate and solve problems. Access to quality mathematics education is the right of every child.

Science

- Content, process and language of science teaching must be commensurate with the learner's age-range and cognitive reach.
- Science teaching should engage the learners in acquiring methods and processes that will nurture their curiosity and creativity, particularly in relation to the environment.
- Science teaching should be placed in the wider context of children's environment to equip them with the requisite knowledge and skills to enter the world of work.
- Awareness of environmental concerns must permeate the entire school curriculum.

Social Sciences

- Social science content needs to focus on conceptual understanding rather than lining up facts to be memorized for examination, and should equip children with the ability to think independently and reflect critically on social issues.
- Interdisciplinary approaches, promoting key national concerns such as gender, justice, human rights, and sensitivity to marginalized groups and minorities.
- Civics should be recast as political science, and the significance of history as a shaping influence on the children's conception of the past and civic identity should be recognised.128

Work

- School curricula from the pre-primary stage to the secondary stage need to be reconstructed to realize the pedagogic potential of work as a pedagogic medium in knowledge acquisition, developing values and multiple-skill formation.

Art

- Arts (folk and classical forms of music and dance, visual arts, puppetry, clay work, etc.) and heritage crafts should be recognized as integral components of the school curriculum.
- Awareness of their relevance to personal, social, economic and aesthetic needs should be built among parents, school authorities and administrators.
- The arts should comprise a subject at every stage of school education.

Peace

- Peace-oriented values should be promoted in all subjects throughout the school years with the help of relevant activities.
- Peace education should form a component of teacher education.

Health and Physical Education

- Health and physical education are necessary for the overall development of learners. Through health and physical education programmes (including yoga), it may be possible to handle successfully the issues of enrolment, retention and completion of school.

Habitat and Learning

- Environmental education may be best pursued by infusing the issues and concerns of the environment into the teaching of different disciplines at all levels while ensuring that adequate time is earmarked for pertinent activities.

Quality education is provided to each and every child. SIS believes that love for education should be developed for children in initial years and conditions should be created for them to pursue a positive approach in life.

A unidirectional teaching method is being increasingly substituted by a multidirectional group workshop method. Here the teacher becomes the group coordinator initiating work, nurturing students without the phobia of examinations and homework. Development of oral and written expression is emphasized upon. Home assignments are not a carry-over of class work but oriented towards honing individual talents.

Curriculum Objectives

The Curriculum aims to:

1. Achieve cognitive, affective and psychomotor excellence;
2. Enhance self-awareness and explore innate potential;
3. Attain mastery over laid down competencies;
4. Imbibe 21st 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. Acquire the ability to utilize technology and information for the betterment of humankind
8. Strengthen knowledge and attitude related to livelihood 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
12. Each child is unique and the aim is on the wholesome development of the child.
13. To identify and nurture the hidden talent in a child.
14. To build up strong foundation of concepts according to their age appropriate topics.
15. To provide an ample opportunity for children to express themselves.
16. To make the learning process more enjoyable. Who is to learn, when to learn, what to learn, why to learn, how to learn, from whom to learn, where to learn are the different processes of the learning.