



AKSHAR VIDYAVIHAR MODERN SCHOOL

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CURRICULUM DESIGN

PRIMARY:

Primary education consists of a five-year cycle: first to fifth classes. The primary curriculum aims to provide a broad learning experience and encourages a rich variety of approaches to teaching and learning that cater for the different needs of individual children. The primary curriculum is designed to nurture the child in all dimensions of his or her life—spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical. Some aspects of the primary curriculum are under review.

Primary years curriculum aims to

- develop each child's potential to the full
- encourage a love of learning
- help children develop skills they will use all their lives.

The curriculum is presented in six areas, some of which are further subdivided into subjects. These are:

1. **Language: English, Kannada and Hindi**
2. **Mathematics**
3. **Social, environmental and science education (EVS) history and geography**
4. **Arts education: visual arts, music and dance**
5. **Physical education**
6. **Personal and health education**

SECONDARY

On the other hand, secondary education strives to provide a more detailed outlook on the affairs of society and the changes taking place in different disciplines at the same time. This is directed more towards the career of a young child who is now aware of the various fields available for them in a three-tier system, i.e., commerce/science/arts. This classification of careers into three paths was introduced, keeping the trend of the 20th century in mind. Still, with the coming of the 21st century, the education model needed a change, and it did witness a lot of changes, but it was limited within the purview of streams and not the education system as a whole. It is only in the NEP that the entire system was put into the debate, and new reformations were suggested leading to the scrapping of the old system.

In a nutshell, the education system of the 20th century restricted a young child of 10th and 12th to reason with the subjects he was learning, and the 21st-century model, NEP, is trying to do the opposite, i.e., to allow the students to make use of reasoning capacity