



Curriculum & Assessment Policy

SCHOOL POLICY · DRAFT FOR REVIEW · JULY 2026

JYOTI MODEL SR. SECONDARY SCHOOL, Adarsh Nagar, Delhi

Affiliated to CBSE — School Code: 1309228

Guided by our motto: "Work is Worship"

1. Preamble

At JYOTI MODEL SR. SECONDARY SCHOOL, we believe that education is not merely the transmission of information — it is the kindling of curiosity, the building of character and the nurturing of every child's unique potential. Our curriculum and assessment practices are designed to develop not only knowledgeable students, but confident, compassionate and capable young people who are prepared to lead meaningful lives.

This policy articulates:

- Our educational philosophy and approach to teaching and learning
- The structure, content and progression of our curriculum from Class I through Class XII
- Our principles and practices for assessment, evaluation and reporting
- Our commitment to inclusive education and support for every learner
- Our alignment with the National Education Policy (NEP) 2020 and CBSE guidelines

2. Our Educational Philosophy

Our approach to curriculum and assessment is built on the following core beliefs:

Every child can learn — and every child learns differently.

We recognise that students have diverse learning styles, strengths, interests and paces of learning. Our teachers are trained to use a variety of instructional strategies — direct instruction, inquiry-based learning, collaborative group work, hands-on activities, project-based learning and technology-integrated lessons — to ensure that every child can access the curriculum and experience success.

Learning must go beyond the textbook.

True understanding comes from doing, questioning, creating and reflecting. We place strong emphasis on experiential learning — science experiments, maths exhibitions, field trips, debates,

drama, art, community service and inter-house competitions — all of which complement classroom instruction and develop the whole child.

Education is a partnership between school and home.

We believe that parents are the first and most important educators of their children. We maintain open, ongoing communication with parents through regular parent-teacher meetings, the school diary, progress reports and digital communication channels, and we actively seek and value their feedback.

Assessment should support learning, not just measure it.

Our assessment practices are designed to provide meaningful feedback that helps students understand their strengths, identify areas for improvement and develop a growth mindset. We aim to reduce exam-related anxiety and create a culture where students see assessment as a tool for growth, not a source of fear.

3. Curriculum Framework

The school follows the curriculum prescribed by the Central Board of Secondary Education (CBSE) from Class I through Class XII. Our curriculum is enriched with additional inputs to reflect our school's values and the needs of our community.

3.1 Primary (Classes I–V)

Approach: Activity-led learning with a strong emphasis on foundational literacy, numeracy and conceptual clarity. Children are encouraged to ask questions, explore ideas and express themselves confidently.

Subjects:

- English
- Hindi
- Mathematics
- Science (Classes III–V) / Environmental Studies (Classes I–II)
- Social Science (Classes III–V)
- Computer Science (from Class I)
- General Knowledge
- Art & Craft
- Music & Dance
- Physical Education & Yoga
- Value Education

Pedagogical Practices:

- Interactive teaching using smart boards, charts, models and audio-visual aids
- Hands-on activities, experiments and projects
- Group discussions, role play and dramatisation
- Regular reading sessions in the classroom and library period per week
- Field trips and nature walks linked to curriculum topics
- Celebrating festivals and important days with presentations and assemblies

Assessment: Formative and summative assessment as per CBSE pattern:

- **Formative Assessment:** Classwork, homework, quizzes, projects, presentations, group activities — assessed continuously throughout the term
- **Summative Assessment:** Term-end written examinations covering the syllabus of the entire term

Reporting: Report cards are issued at the end of each term (two terms per academic year), with grades and descriptive comments.

3.2 Middle School (Classes VI–VIII)

Approach: Concept-driven, analytical and interdisciplinary learning. Students are gradually introduced to greater academic rigour while continuing to explore their interests through co-curricular activities.

Subjects:

- English
- Hindi / Sanskrit (third language option)
- Mathematics
- Science (Physics, Chemistry, Biology integrated)
- Social Science (History, Civics, Geography)
- Computer Science
- Third Language (Sanskrit or Hindi, depending on second language choice)
- Art & Craft
- Music & Dance
- Physical Education & Yoga
- Value Education / Life Skills

Pedagogical Practices:

- Subject-specialist teachers for core academic subjects
- Greater emphasis on analytical writing, problem-solving and independent research
- Laboratory work in Science (practical periods)

- Computer-aided learning and research projects
- Interdisciplinary projects connecting multiple subjects
- Participation in inter-house and inter-school competitions
- Educational field trips and excursions

Assessment: As per CBSE guidelines:

- Periodic Tests conducted thrice a year
- Subject Enrichment Activities evaluated through practical work, projects, presentations
- Notebook submission and regularity assessed
- Term-end examinations

Reporting: Report cards with grades and detailed subject-wise feedback.

3.3 Secondary (Classes IX–X)

Approach: Focused preparation for the CBSE Board examinations while maintaining a balanced, stress-free learning environment. Emphasis shifts to depth of understanding, application of knowledge and examination readiness.

Subjects (as per CBSE scheme):

- **Compulsory:** English, Hindi, Mathematics, Science, Social Science
- **Optional:** Additional subject may be chosen from Computer Science, Sanskrit, or other CBSE-approved electives
- **Internal Assessment Subjects:** Physical Education, Art Education, Work Experience

Pedagogical Practices:

- Structured lesson plans aligned to the CBSE syllabus and examination pattern
- Regular practice through worksheets, sample papers and previous years' question papers
- Practical work in Science (lab sessions)
- Map work, project work and case studies in Social Science
- Intensive revision and doubt-clearing sessions before examinations
- Pre-board examinations (2–3 full-length) to familiarise students with the board examination format
- Remedial classes for students who need additional support

Assessment (as per CBSE):

- Internal Assessment: 20 marks per subject — includes periodic tests, notebook submission and subject enrichment activities
- Board Examination: 80 marks per subject — conducted by CBSE in February–March
- Practical examinations in Science conducted internally as per CBSE schedule

Reporting: CBSE Board examination results issued by CBSE. School-issued progress reports at the end of each term are provided for Class IX.

3.4 Senior Secondary (Classes XI–XII)

Approach: Streamed, specialised study designed to prepare students for higher education and career pathways. Students choose a stream based on their aptitude, interests and career aspirations with guidance from teachers and the career counsellor.

Streams Offered:

A. Commerce

- *Core Subjects:* English, Accountancy, Business Studies, Economics
- *Optional Subjects (choose 1):* Mathematics, Computer Science, Physical Education
- *Additional:* Physical Education (compulsory internal assessment)
- *Career Pathways:* Chartered Accountancy, Business Management, Finance, Banking, Entrepreneurship, Law, Hotel Management

B. Humanities

- *Core Subjects:* English, History, Political Science
- *Optional Subjects (choose 2):* Geography, Economics, Sociology, Physical Education, Computer Science
- *Additional:* Physical Education (compulsory internal assessment)
- *Career Pathways:* Law, Journalism, Civil Services, Psychology, Social Work, Design, Education, Mass Communication

Pedagogical Practices:

- Specialist teachers for each subject
- Seminar-style teaching with emphasis on critical analysis, independent reading and research
- Practical work in Computer Science (laboratory sessions)
- Project work and fieldwork in Social Science and Humanities subjects
- Current affairs discussions and newspaper analysis
- Career counselling sessions integrated into the timetable
- Guest lectures and industry exposure where possible
- Mock examinations and board examination preparation

Assessment (as per CBSE):

- Internal Assessment: 20 marks per subject — includes periodic tests, project work, practical work and viva voce
- Board Examination: 70–80 marks per subject (depending on subject) conducted by CBSE

- Practical examinations in Computer Science
- Project work and viva in specific subjects as per CBSE scheme

3.5 Co-Scholastic Areas

Beyond academic subjects, all students from Classes I–XII participate in:

- **Physical Education & Sports:** At least two periods per week for structured physical activity. Students also have opportunities to participate in inter-house and inter-school sports competitions
- **Yoga:** Regular yoga sessions to develop body awareness, concentration, flexibility and calm
- **Music:** Vocal and instrumental music as part of the curriculum, with opportunities for performance in assemblies and events
- **Art & Craft:** Visual arts, craftwork and creative expression integrated into the curriculum
- **Dance:** Opportunities for participation in folk, classical and contemporary dance
- **Drama & Theatre:** Class presentations, assemblies and annual day performances
- **Clubs & Societies:** Eco Club, English Literature Club, Science Club, Maths Club, Cultural Club — students participate in club activities as part of their holistic development
- **Community Service:** Age-appropriate community service initiatives, including cleanliness drives, tree plantation, visits to old age homes and awareness campaigns (for senior students)

4. Assessment Philosophy and Principles

4.1 Our Approach to Assessment

At JYOTI MODEL SR. SECONDARY SCHOOL, assessment is not an end in itself — it is a means to support and enhance learning. Our assessment practices are guided by the following principles:

- **Fairness:** All students are assessed on clearly communicated criteria. Adjustments are made for students with special needs as per CBSE provisions
- **Transparency:** Students and parents are informed at the beginning of each term about the assessment schedule, weightage and criteria
- **Regularity:** Assessment is continuous and integrated into teaching, not an isolated event
- **Feedback:** Assessment results are accompanied by constructive feedback that helps students understand their performance and take steps to improve
- **Balance:** We assess a wide range of competencies — knowledge, understanding, application, analysis, creativity, collaboration and communication
- **Reducing Anxiety:** We consciously work to create a positive assessment culture where students see tests as opportunities to demonstrate their learning and identify areas for growth, not as threats

4.2 Types of Assessment

Formative Assessment

Ongoing, day-to-day assessment integrated into classroom teaching. Tools include:

- Classwork and homework assignments
- Oral questions and quizzes
- Projects and models
- Presentations and debates
- Group discussions
- Worksheets and assignments
- Observation of participation and behaviour
- Self-assessment and peer assessment

Summative Assessment

End-of-term or end-of-year examinations that assess cumulative learning against defined outcomes. These include:

- Periodic tests
- Half-yearly examinations
- Annual examinations
- Pre-board examinations (Classes X and XII)
- CBSE Board examinations (Classes X and XII)

Co-Scholastic Assessment

Participation and performance in sports, yoga, music, dance, art, clubs and community service are assessed separately using a three-point scale recorded on the report card.

5. Examination and Promotion Policy

5.1 Scholastic Areas

Classes I–VIII

- Minimum attendance requirement: 75% of working days to be eligible for annual examinations
- Promotion is based on aggregate performance across all assessments throughout the year
- A student who fails in up to two subjects may be granted a re-test or grace marks as per school policy
- A student who fails in three or more subjects may be required to repeat the class
- The final decision regarding promotion rests with the Principal based on the student's overall performance, effort and potential

Classes IX–X

- Assessment follows CBSE guidelines: Internal Assessment (20 marks) + Board Examination (80 marks) for Class X
- In Class IX, promotion is based on the school's internal assessment framework
- Minimum 75% attendance and completion of all required practical work, projects and internal assessments is mandatory for eligibility to appear in the Class X Board Examination

Classes XI–XII

- Admission to Class XI is based on Class X Board Examination results and subject-specific eligibility criteria
- Promotion from Class XI to XII requires a minimum aggregate score as determined by the school with a pass grade in all subjects
- Minimum 75% attendance is required for eligibility to appear in the Class XII Board Examination
- Students must complete all required practical work, project work and internal assessments

5.2 Co-Scholastic Areas

Participation in co-scholastic areas is mandatory. While co-scholastic grades do not determine promotion, they are recorded on the report card and considered in the award of school certificates, honours and leadership positions.

5.3 Provision for Improvement

- Students in Classes X and XII who do not achieve a passing grade in one or more subjects in the Board Examination may appear for the CBSE compartment examination as per CBSE rules
- For internal school examinations (Classes IX and XI), a re-examination may be conducted at the school's discretion for students who marginally miss the passing criteria
- Remedial teaching and additional support are provided throughout the year to help students who are at risk of failing

6. Support for Every Learner

6.1 Remedial Support

Students who are identified as needing additional academic support receive:

- Small-group or one-on-one remedial sessions with their subject teacher
- Simplified worksheets and additional practice materials
- Extra time for assignments and tests (as per CBSE provisions)
- Regular progress monitoring and feedback to parents

- Alternate assessments where appropriate (oral tests instead of written, etc.)

6.2 Enrichment for Advanced Learners

Students who demonstrate exceptional ability in a subject are provided with:

- Extension activities and challenging assignments
- Opportunities to participate in Olympiads, quizzes, debates and competitions
- Leadership roles in class projects and group activities
- Mentoring by subject teachers for advanced study

6.3 Support for Students with Special Educational Needs

In keeping with our commitment to inclusive education:

- Students with certified special needs receive appropriate accommodations as prescribed by CBSE (extra time, scribe, exemption from specific subjects, alternate assessment formats)
- Teachers are sensitised and trained to create an inclusive classroom environment
- The school counsellor works with students, teachers and parents to develop individualised support plans where needed
- Physical accessibility is provided within the constraints of the school infrastructure

6.4 English Language Support

For students who join from non-English-medium backgrounds and need additional language support:

- Buddy system pairing new students with peer mentors
- Additional reading and conversation practice during library periods
- Simplified instructions and bilingual support in the initial months
- Gradual transition to full English-medium instruction

7. Reporting and Communication with Parents

7.1 Report Cards

- Report cards are issued at the end of each term (two terms per academic year for Classes I–VIII)
- For Classes IX and XI, report cards are issued half-yearly and annually
- Report cards include:
 - Grades and/or marks for each subject
 - Teacher's comments on performance, effort and areas for improvement
 - Attendance record
 - Co-scholastic assessment
 - Grade for conduct, punctuality and discipline

7.2 Parent-Teacher Meetings

- PTMs are held after each term examination (minimum two per year)
- Additional PTMs may be called for specific classes or individual students as needed
- Parents are encouraged to meet teachers periodically, not only on PTM days
- Appointments with the Principal or counsellor can be scheduled through the school office

7.3 Other Communication Channels

- The school diary serves as a primary channel for day-to-day communication
- Circulars and announcements are shared through the school website and WhatsApp groups (with parent consent)
- Emergency communications are made via phone calls and SMS

8. Alignment with National Education Policy (NEP) 2020

JYOTI MODEL SR. SECONDARY SCHOOL is actively aligning its practices with the vision of the National Education Policy 2020. Key initiatives underway include:

- **Experiential Learning:** Increasing the use of hands-on, inquiry-based and project-based learning across all subjects
- **Foundational Literacy and Numeracy:** Strengthening early-grade reading, writing and mathematics through targeted interventions
- **Reduced Curriculum Load:** Streamlining content to focus on conceptual understanding and critical thinking rather than coverage
- **Flexible Subject Choices:** Expanding subject options at the Senior Secondary level to allow greater student choice
- **Multilingual Approach:** Strengthening English proficiency while maintaining Hindi as a second language and offering Sanskrit as a third language
- **Vocational Exposure:** Introducing age-appropriate exposure to vocational crafts, skills and career pathways from the Middle School level
- **Life Skills Education:** Integrating communication, collaboration, critical thinking and creativity into classroom teaching
- **Holistic Progress Card:** Moving towards a more comprehensive, descriptive assessment framework that captures cognitive, affective and psychomotor development

9. Roles and Responsibilities

The Academic Leadership Team (Principal, Vice Principal, Academic Coordinators) is responsible for:

- Overseeing curriculum planning, implementation and review
- Monitoring teaching quality through regular classroom observations
- Ensuring alignment with CBSE guidelines and NEP 2020
- Organising teacher training and professional development

Teachers are responsible for:

- Planning and delivering effective, engaging lessons aligned to the curriculum
- Assessing students fairly, regularly and transparently
- Providing meaningful feedback and maintaining accurate records
- Communicating with parents about student progress and concerns
- Participating in professional development programmes

Students are responsible for:

- Attending school regularly and punctually
- Completing assignments and homework on time
- Participating actively in class and co-curricular activities
- Maintaining a positive attitude towards learning
- Following school rules and the code of conduct

Parents are responsible for:

- Ensuring regular attendance and punctuality
- Providing a supportive home environment for learning
- Monitoring homework and school diary
- Attending parent-teacher meetings
- Communicating concerns to the school in a timely manner

10. Policy Review

This policy is reviewed biennially by the academic leadership team or whenever significant changes occur in CBSE curriculum, assessment guidelines or national education policy. Feedback from teachers, students and parents is actively sought and incorporated.

Version	Date	Summary of Changes	Reviewed By
1.0	July 2026	Initial policy	School Leadership

11. Related Documents

- CBSE Curriculum and Examination Bye-Laws

- NEP 2020 — National Education Policy
 - School Almanac / Diary
 - Homework Policy (grade-wise guidelines communicated to parents)
 - Subject-wise syllabi (published on school website at start of each session)
-

For curriculum-related questions, please contact the school office at info@jyotimodelschool.com or call 011-2768 2469.

Jyoti Model Sr. Secondary School — Curriculum & Assessment Policy. This document is a draft pending formal approval by the school management. For queries: info@jyotimodelschool.com · 011-2768 2469