



O.P. JINDAL SCHOOL

NSPL, TARAIMAL, RAIGARH (C.G.)

Affiliated to Central Board of Secondary Education, Affiliation No. : 3330238, School Code No. : 15187
(An ISO 9001:2015 Certified School)

Phone : 07762-244900, E-mail : opjs@nalwa.com | Join us on :

Website : www.opjsntaraimal.com | Contact : 088397-88533, 096854-69888

Curriculum

The school is affiliated to **Central Board of Secondary Education** fully embracing the recommendations of **NEP 2020** with the spirit of **NCFSE 2023**. The school curriculum is knowledge-led, knowledge-engaged, skill-led curriculum, adopting the methods of Hybrid Learning, Blended Learning and experiential Learning, incessantly marching towards the excellence and all-round personality development of the students.

Curriculum is designed to attain effective intervention in ECCE, ensuring FLN, attaining curricular aims with multi-disciplinary, multi-linguistic holistic and integrated education celebrating Indian ethos and roots.

Our objectives are to encapsulate the overall experience that a student has to get in school not just the curricular content and pedagogy, but also include school environment and culture. It makes the students' holistic progress that will enable him to be a better citizen of the country.



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Integrated Curriculum

It is an obligation on the part of schools to work upon subject matter delineations and fragmentations of syllabus to be covered in a rigid time frame. There is a conscious effort from our side to integrate different subjects to conceive an idea very similar to real life situations. Combining different ideas and concepts from varied academic disciplines makes the content more interesting and promotes independent thinking. Annual Pedagogical plan is designed by blending different disciplines like 21st century skills, Art and Sports integration, cross- curricular activities and assessments. Super-integration of subjects is also carried out to ensure hands on experience and turn academic journey into real life experience. It promotes discussion-based learning and hands -on activities, and embeds innovative approaches to learning across all subjects. All the domains of student's personality like Social and Emotional Support, 21st Century Learning Skills, Differentiated Learning, Critical and Creative Thinking, Problem-Solving, Inquiry-Based, Project- and Problem-Based Learning, Culturally Responsive, and Student-Centered are interconnected and integrated.





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The CBSE curriculum is undergoing a significant transformation to align with the principles of the **National Education Policy (NEP) 2020**. The core shift is from rote learning to **competency-based and holistic education**, emphasizing critical thinking, experiential learning, and flexibility.

Here are the key changes and features:

New Schooling Structure: The 5+3+3+4 Model

The rigid 10+2 structure is being replaced with a new pedagogical and curricular framework that aligns with the developmental stages of children aged 3 to 18.

Stage	Duration	Age Group	Classes	Key Focus Area
Foundational	5 years	3–8 years	Anganwadi/Pre-school to Grade 2	Early Childhood Care & Education (ECCE) , play-based, activity-based learning, and foundational literacy and numeracy (FLN).
Preparatory	3 years	8–11 years	Grades 3–5	Transition to more formal classroom learning through interactive, activity-based methods, focusing on reading, writing, and early subject exposure (languages, Science, Math, Arts).
Middle	3 years	11–14 years	Grades 6–8	Experiential learning in core subjects (Science, Math, Social Science, Arts, Humanities) with an introduction to abstract concepts and Vocational Education .
Secondary	4 years	14–18	Grades 9–12	Multidisciplinary study with flexibility in subject choices,

Stage	Duration	Age Group	Classes	Key Focus Area
		years		developing critical thinking and in-depth conceptual understanding. Divided into two phases: Grades 9-10 and Grades 11-12.

Key Curricular and Pedagogical Reforms

- **Competency-Based Education (CBE):** The focus is on assessing students' **core competencies**, such as critical thinking, problem-solving, and the ability to apply concepts in real-life situations, rather than just memorization.
- **No Hard Separations:** The curriculum eliminates the rigid separation between **Arts and Sciences, curricular and extra-curricular activities, and vocational and academic streams**. This allows students to choose a wider, more flexible range of subjects (e.g., combining Physics with Music).
- **Vocational Education:** Skill-based learning is integrated into the mainstream curriculum, starting from the **Middle Stage (Grade 6)**. This includes practical projects and an increased focus on skills in the assessment system.
- **Multilingualism:** The policy emphasizes using the **mother tongue/local language** as the medium of instruction, preferably until Grade 8, to ensure conceptual clarity. Indian Sign Language (ISL) has also been introduced as a subject.

Assessment and Examination Changes

- **Shift in Question Paper Pattern (Grades 10 and 12):** There is an increased weightage for **competency-based questions** (up to 50% for the 2024-25 session onwards in Classes 11 and 12 exams), including Case-Based and Assertion/Reasoning questions.
- **Two Board Exams for Class 10 (from 2026):** Students will be allowed to take the Class 10 Board Exam **twice a year** (one main and one optional for improvement), with the option to count the best score. This aims to reduce exam pressure.
- **Holistic Progress Card (HPC):** The traditional report card is being replaced by a **360-degree Holistic Progress Card** that provides a comprehensive assessment of a student's academic skills, co-curricular achievements, and social-emotional development, based on teacher, peer, and self-assessment.
- **Flexibility in Mathematics:** Students in Grade 10 have the option to choose between two levels of the Mathematics exam: **Basic** and **Standard**.

Digital and Teacher Empowerment

- **Integration of Technology:** CBSE is promoting the use of digital tools, virtual labs, and e-learning resources (like **DIKSHA**). New subjects like **Artificial Intelligence** and **Data Science** have been introduced.
- **Teacher Training:** There is a significant focus on continuous professional development for teachers, including mandatory annual training to equip them with skills for competency-based and hybrid teaching models.