



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
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CURRICULUM POLICY

2023-24

Curriculum Policy

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Principal: Ms. Karen Robinson

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CURRICULUM POLICY: 2023-24

Curriculum is the totality of pupils' learning experiences. The curriculum at New Indian Model School is designed to cater the needs of the students. Our curriculum is derived from NCERT and enriched with a range of learning experiences.

Our aim is to nurture a sense of personal responsibility in our students, while fostering a safe and supportive environment where every student is valued, can discover their potential, become confident, compassionate individuals with a strong sense of self-esteem, resilience, perseverance, and empathy.

The curriculum culminates in the All-India Senior School Certificate Examination of the Central Board of Secondary Education, (CBSE) New Delhi, Kerala Board SSLC and PLUS TWO.

Objectives: -

The objectives of our curriculum are to

- ❖ Encourage excellence in both language and mathematical proficiencies.
- ❖ Facilitate the acquisition and practical application of scientific knowledge and skills among students.
- ❖ Foster the development of student's personal and social skills.
- ❖ Empower students to gain confidence in utilizing Information and Communication Technology
- ❖ Encourage physical and mental development and promote awareness of a healthy lifestyle.
- ❖ Facilitate the promotion of spiritual development.
- ❖ Enhancing the teaching of Islam and its fundamental values.
- ❖ Appreciate the rich culture and heritage of the UAE.
- ❖ Encourage and support lifelong learning.
- ❖ Ensure equal access and opportunities for all students.
- ❖ Equip students with the necessary skills, values and attitudes that would enable them to contribute to sustainable development and be better citizens.

It is further enriched with edutainment programs and co-curricular activities that foster a sense of enjoyment in learning.

Through the provision of diverse and engaging activities, our aim is to:

- ❖ Stimulate curiosity and foster a love for learning.
- ❖ Enhance critical thinking, problem-solving skills and decision-making skills.
- ❖ Promote creativity and innovation.
- ❖ Foster collaboration and teamwork.
- ❖ Cultivate a sense of responsibility and resilience.
- ❖ Instill a lifelong passion for knowledge acquisition.

Organization of the curriculum: -

The curriculum outlines the objectives, establishes connections between subjects, emphasizes higher-order thinking skills (HOTS), highlights applications in real life, and specifies learning outcomes.

- ❖ Students are grouped by their respective year levels for instruction, but additional support is provided to those with special educational needs.
- ❖ The curriculum is thoughtfully designed to prepare students for external exams such as CBSE, Kerala board, ASSET, TIMSS, and PISA, which assess their knowledge and abilities on a global scale.

Planning

NIMS follows a structured approach to planning and designing the curriculum.

Long-Term Planning:

It focuses on ensuring that all the essential aspects of the curriculum are covered to meet mandatory requirements.

Curriculum skill progression document - It involves setting of age level expectations and shows curriculum progression throughout different phases of the school, to ensure a smooth transition between these phases.

Curriculum - sets a related general and specific learning outcomes or achievement aims and objectives within a particular learning area.

Curriculum Mapping - actionable course of content in line with the curriculum standard within a specific time.

SYLLABUS BREAK UP - Month-wise breakdown of the syllabus is prepared by the Head of Departments (HODs) along with their teams. This breakdown provides a clear outline of what needs to be taught in each month.

Medium-Term Planning:

Scheme of Work - The Scheme of Work (SOW) allocates teaching time to each unit of work. The SOW is designed to encompass all curriculum objectives, students' prior learning, their well-being, assessment opportunities, cross-curricular connections and connections to real-life situations or local context (e.g., UAE links).

Lesson Plans: Subject teachers create individual lesson plans based on the guidance provided by the Head of Departments. These lesson plans outline the specific objectives of each lesson, student outcomes, the allotted time frame, and the differentiated class activities that will be conducted in the class.

Phase 1

FOUNDATION STAGE - KG & Montessori

Thematic curriculum of Kindergarten and Montessori

The purpose of education is to prepare the young ones to educate themselves throughout their lives. We believe that learning in kindergarten should be child centred and provide opportunities for children to be in control of their own learning.

The objective of this curriculum is to develop each child as a lifelong learner, well rounded individual, community member and contributor to society.

- As Kindergarten is a transition period from home to school, aspects like playing, singing, practical activities and social interactions are essential elements of early years education programme.
- In a preschool, children need to work with materials and learn only by exercising their hands and senses, their brain development happens faster.
- We all know that every child has a spark. We have the duty to kindle that spark in all our children, through love, care and encouragement.

The early childhood years are now well-recognized for having great influence on how an individual thinks and behaves, through his school years and as an adult. Whether our children become self-motivated learners, and face the world with confidence, depends to a good degree on the stimulation, guidance and nurturing they receive early in life. Our preschool educators therefore play a critical role. These early learning experiences can be further enhanced by caring adults who provide high levels of interaction to promote positive attitudes to learning. This is achieved through both play and structured learning in an enjoyable and non-threatening environment. Successful life-long learning depends on young children being given opportunities to develop personal and social skills.

Our Kindergarten curriculum is designed to address eight areas of development:

- ❖ Language Arts
- ❖ Mathematics
- ❖ Environmental Studies (Understanding the world around us)
- ❖ Fine Motor Skills
- ❖ Gross Motor Skills
- ❖ Personal Social and Emotional Development
- ❖ Arts & Craft
- ❖ Islamic Education & Moral Values

These eight areas form a foundation for the subject areas in grades 1 and above. Through these areas we wish to create an atmosphere of emotional warmth, and to be sensitive to the individual needs of each child. We give opportunities to children to be in control of their own learning by allowing them to make choices through structured activities. Although we plan for whole group instruction as it is important for community building, the early childhood teacher knows that young children learn best in small groups with ample one-on-one support. We fully encourage and prepare children for life by placing learning in a meaningful context.

ACADEMIC PLAN -

Kindergarten

Academic plan is the compilation of all the concepts and sub-concepts covered during the academic year. This is the document around which the academic programme of the school is developed. It also helps the school to keep track of the progression of concepts in KG-1 & KG-2 subjects. It gives a progression of concepts.

The Academic Plan gives a detailed view of all concepts being covered at each stage. The depth of which each of them is covered and how they progressively build up.

A record of individual student attainment and progress is maintained through an on-going system of spaced oral and written activities and feedback sent to the parents regularly. Student progress is tracked on a regular basis.

Montessori:

Montessori is a personalized approach to learning which recognizes that each child learns with a unique style and pace. The century-old method is based on how children learn naturally. Montessori experience produces self-motivated, independent learners with characteristics that benefit them throughout their school years and into adulthood. Our Montessori curriculum is designed to address the following 10 areas of development:

- ❖ Sensorial Activities
- ❖ Exercise of practical life
- ❖ Language Arts
- ❖ Mathematics
- ❖ Environmental Studies (Understanding the world around us)
- ❖ Fine Motor Skills
- ❖ Gross Motor Skills
- ❖ Personal Social and Emotional Development
- ❖ Arts & Craft
- ❖ Islamic Education & Moral Values

Phase 2 - Foundation -Gr 1 & 2 & Preparatory – Gr 3 to 5

The curriculum for Grades I to V, follows the CBSE (Central Board of Secondary Education) guidelines and it aims to foster curiosity and passion for learning in children.

- ❖ Effective communication skill is one of the main areas of focus of the curriculum. Students are encouraged to express their ideas clearly and confidently.
- ❖ The curriculum promotes group work/teamwork to promote interpersonal and collaborative skills.
- ❖ It also aims to promote decision making and problem solving.
- ❖ Primary curriculum encourages innovation and creativity to help the students to develop critical thinking skills.

SUBJECTS TAUGHT	
GR 1 & 2	Gr 3 to 5
Islamic Studies /Moral Science	Islamic Studies /Moral Science
Arabic	Arabic
English	English
Math	Math
Environmental Studies	Science
MSCS	MSCS & SST
Hindi/Special English	Hindi / Urdu
Urdu/Malayalam (*NA in Gr 1)	Malayalam / Special English
Art	Art
Computer Science	Computer Science & Robotics
Physical Education	Physical Education

Phase 3

Middle Section – Gr 6 to 8

In the middle stage (Grades 6 & 7), the curriculum follows the guidelines set by the CBSE (Central Board of Secondary Education). However, starting from Grade 8, students are given the freedom to choose between two different streams:

1. **CBSE:** Students who opt for the CBSE stream will continue to follow the curriculum prescribed by the Central Board of Secondary Education.
2. **Kerala Board:** Students who choose the Kerala Board stream will follow the curriculum set by the Kerala State Education Board.

The choice of stream in Grade 8 allows students to align their education with the curriculum that suits their preferences and future goals.

The objectives of the middle section's curriculum are:

- ❖ Academic Challenges: The curriculum aims to prepare students to meet academic challenges and develop a strong foundation in various subjects.
- ❖ Life Skills: Along with academic learning, the curriculum also planned to emphasize the development of essential life skills. Students are encouraged to cultivate qualities such as integrity, honesty, tolerance, and compassion. These skills help students in their personal and social lives, preparing them to become responsible and ethical individuals..
- ❖ Holistic Growth: It aims to foster the intellectual, physical, social, and emotional growth of students. Various co-curricular activities, sports, and opportunities for social interaction are provided to promote well-rounded development.

SUBJECTS TAUGHT	
GR 6 to 8 (CBSE)	GR 8 (KB)
Islamic Studies/Moral Science	Islamic Studies/Moral Science
Arabic	Arabic
English	English
Math	Malayalam /Additional English
Science	Math
SST & MSCS	Science
Hindi / Urdu	Social Studies
Malayalam / Special English	MSCS
Art	Art
Computer Science	IT
Physical Education	Physical Education
	Hindi / GK

SKILL MODULES

The inclusion of skill modules alongside the academic subjects is a great way to provide students with a well-rounded education. Given below are skill modules selected for Middle stage –

Design Thinking (Grade 6): Design thinking is a problem-solving approach that encourages students to think creatively and develop innovative solutions. In this module, students will learn the different stages of the design thinking process, such as empathizing with users, defining the problem, and brainstorming ideas. They will engage in hands-on activities and projects that foster critical thinking, collaboration, and problem-solving skills.

Financial Literacy (Grade 7): Financial literacy is the knowledge and understanding of financial concepts and skills that enable students to make informed decisions regarding their personal finances. In this module, students will learn about topics such as saving, investing, banking, credit, and financial planning. They will gain practical skills to manage money effectively and make informed financial decisions.

Travel and Tourism (Grade 8): The travel and tourism module introduce students to the field of travel, tourism, and hospitality. They learn about various aspects related to the industry, such as different types of tourism, popular destinations, cultural understanding, customer service, and sustainability in tourism. This module involves activities like researching travel destinations, planning itineraries, preparing brochures, understanding the impact of tourism on local communities, and exploring career opportunities in the travel and tourism sector.

By incorporating these modules into the curriculum, students are given an opportunity to explore their interests, develop critical skills, and gain a broader perspective on different industries and subjects.

Phase 4

Secondary Stage - Gr 9 to 12

NIMS is affiliated with the CBSE and the Kerala State Education Board (SCERT). We offer students of Gr 9 to 12 the option to choose between the CBSE and KB curriculum. Both boards offer different syllabi.

- ❖ This phase emphasizes rigorous preparation for SSE/SSCE/SSLC/HSE exams pivotal for evaluating comprehensive subject understanding and enabling future academic and career opportunities.
- ❖ The curriculum has been purposefully developed to enrich higher-order thinking, foster analytical skills, cultivate reasoning abilities, innovation skills and encourage the practical application of logic.
- ❖ In recognition of the transformative transition from childhood to adolescence, the curriculum consciously considers the multifaceted needs of students encompassing their social, emotional, cognitive, and physical dimensions.
- ❖ In grade XI, students have the option to choose between the Science or Commerce streams, providing them with the opportunity to pursue their career interests.

- ❖ Students in grades 9-12 benefit from career fairs and internships, which support their professional growth. These opportunities offer practical experience, help students explore potential careers, and make informed decisions about their future endeavours.

The CBSE and KB curriculum of Gr IX to XII focuses on a balanced and holistic education, combining academic knowledge with co-curricular activities.

*** Refer to the instructional minutes for the subjects taught in Gr 9 to XII. (Appendix 1)

INCLUSION – Provisions for students with diverse abilities including abled, gifted and talented: -

Our aim and ethos are to personalize our curriculum to meet the diverse needs of every child.

- ❖ Our school's curriculum ensures access to equal opportunities for all students. Additionally, we provide support and accommodations to students with special educational needs to ensure their success and inclusion in the learning process.
- ❖ Our curriculum provides provisions for individualised education programmes and development of individualised learning plans to support students with special needs, including students with developmental disorders and specific learning difficulties.
- ❖ ALPs have been developed and implemented for gifted and talented students.

Well-being

At NIMS, the well-being of students is an ongoing process that involves collaboration between educators, parents, and the school community. Hence, we evaluate and adapt the curriculum to meet the evolving needs of students and to create an environment where they can thrive academically and emotionally.

We have incorporated well-being into education for improving emotional health, better academic performance, and overall personal development. The students' well-being is addressed by-

Fostering a classroom environment that is inclusive, respectful, and safe.

Providing opportunities for creative expression through art, writing and other activities.

Encouraging students to engage with the community through service-learning projects or other initiatives. Being involved in community activities helps them to foster a sense of purpose and connection.

Including life skills in the curriculum that can contribute to students' confidence and preparedness for the future.

Career Guidance

To empower students with essential skills and knowledge for their future endeavors, our career guidance encompasses the following components:

- ❖ Furnishing college/university information
- ❖ Equipping students with interview techniques

- ❖ Guiding students in writing curriculum vitae (CVs)
- ❖ Nurturing financial awareness
- ❖ Conducting comprehensive careers education sessions
- ❖ Facilitating guided research activities
- ❖ Arranging career experts of different areas of life.
- ❖ Facilitating opportunities for volunteer work experience

MINISTRY OF EDUCATION SUBJECTS

At NIMS we give equal importance to the Ministry of Education curriculum which consists of Arabic, Islamic, and Moral Social and Cultural Studies (MSCS).

ARABIC

Arabic is considered as a core subject by MOE and KHDA. At NIMS we believe that learning to speak more than one language is deeply empowering. We ensure the learning of Arabic is inspiring and relevant to children. Learning Arabic is crucial for the maintenance of cultural identity. Our Arabic curriculum is concept and enquiry-based and founded on the UAE national curriculum.

- ❖ NIMS offers Arabic language from KG.
- ❖ It is a compulsory subject from GR 1 to Gr 9 for non-native speakers of the Arabic language.
- ❖ The Arabic language subject must be taken to meet the equivalency requirements of the UAE's general secondary education certificate.
- ❖ Pupils experience a wide range of learning activities to allow them to develop skills and confidence within the four areas of literacy: Listening, Speaking, Reading and Writing.
- ❖ We offer the Ministry of Education (MoE) curriculum to support non-native Arabic speakers.
- ❖ As part of our provision for support, we group the non-native Arabic speakers into ability groups to support each child to reach their full potential.

Islamic Studies

- ❖ Islamic Studies is a compulsory subject from KG to the end of the secondary stage for all Muslim students.
- ❖ At NIMS we begin teaching Islamic to all Muslim students from KG1 upwards.
- ❖ Our Islamic vision at NIMS, Dubai is not to simply fill students' minds with information about Islam, but rather to teach them about being a Muslim by pursuing excellence in teaching, research, and innovative learning.
- ❖ Islamic Studies offers opportunities for personal reflection and spiritual development.
- ❖ It enhances awareness and the understanding of Islamic theology, ethics and beliefs, teachings and practices.

Moral Social and Cultural Studies

- ❖ MSCS is a mandatory subject from Gr 1 to Gr 9 for all students. It focuses on the below strands:



Moral studies aims to develop the individual as a moral being, develop the language understanding and skills of moral thinking and reasoning. It also helps students in applying moral thinking to the individual in a variety of social contexts, as well as to the development of others in their school, family and local communities.

Social Studies increases awareness of UAE culture and traditions. Children learn about the unity of the Emirates and cover topics such as the Emirati traditions, past and present.

Studying Social Studies develops knowledge of places and environments throughout the U.A.E, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom.

Cultural Studies infuses individuals with knowledge of milestones of UAE national social, economic, and cultural development, heritage and national identity symbols, and the rights and responsibilities of living in the UAE as a global citizen.

Extra-Curricular/ Co-curricular Activities

Engaging in extracurricular and co-curricular activities can have numerous benefits for students. These activities provide opportunities to develop skills and qualities that go beyond academic knowledge. At NIMS, the focus is on building confidence, character, social and leadership skills, as well as fostering enthusiasm for learning.

Participating in inter-NIMS and inter-school competitions is an excellent way for our students to showcase their talents, learn from others, and challenge themselves. These competitions offer a platform for students to identify their strengths and areas for improvement. They also provide valuable experiences in teamwork, sportsmanship, and handling pressure.

By involving students in extracurricular and co-curricular activities like MUN, Poet hunt, conducting human library sessions, students Podcast, NIMS is providing a holistic education that goes beyond textbooks. Such activities contribute to the overall personality development of students and help them become well-rounded individuals.

ROLES AND RESPONSIBILITIES: -

The curriculum committee at the school is tasked with ensuring that the curriculum is comprehensive, relevant, and tailored to meet the needs of the students.

- ❖ The curriculum committee head leads the curriculum development process and delegates responsibilities to committee members.
- ❖ Each member, representing a specific phase, collaborates with the respective Head of Departments (HODs) of each subject to ensure a cohesive curriculum with an appropriate progression that caters to the needs of all students.
- ❖ The HODs of each subject take responsibility for developing short-term and medium-term plans in collaboration with the supervisor. They also play a crucial role in evaluating the progress made in their respective subjects.
- ❖ Subject teachers are responsible for ensuring that the objectives of the curriculum are achieved in the classroom setting.
- ❖ The assessment committee oversees the tracking student's progress and ensures that appropriate challenges, support, and intervention are provided as needed.
- ❖ The principal oversees and monitors the functioning of the curriculum committee.

QUALITY ASSURANCE & SELF-EVALUATION: -

- ❖ The Principal, Senior Leadership Team, Subject Leaders and Phase Leaders of NIMS have responsibility for the successful implementation of the curriculum, for teaching and learning and for monitoring the effective delivery of this policy. Through the annual self-evaluation, judgements on the quality of curriculum provision are made looking into:
 - ❖ Lesson observations
 - ❖ Planning scrutiny
 - ❖ Work scrutiny
 - ❖ Assessment scrutiny
 - ❖ Data analysis- Internal and External Assessment
 - ❖ Discussions about pupil progress – PTMs/ feedbacks/ diagnostic remarks
 - ❖ Learning walks.
 - ❖ Supporting teaching and learning through the allocation of resources and the best use of school facilities.
 - ❖ Ensuring staff professional development to promote quality teaching and learning.

The curriculum undergoes an annual review and systematic development to ensure the delivery of high-quality education across all subjects and to meet the curricular and co-curricular development needs of all students. Ensuring progression in all subjects enhances the continuity of learning and equips students for their transition to the next phase within the school and beyond.

Appendix 1 - Instructional minutes per week for the subjects taught in KG to XII.

NEW INDIAN MODEL SCHOOL, DUBAI														
INSTRUCTIONAL MINUTES PER WEEK 2023 – 24														
KG - GRADE 12 CBSE														
SUBJECT	KG-1	KG-2	G1	G2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11	Gr12
Islamic Studies/ M.Sc	40	40	120	120	120	120	120	120	120	120	120	120	120	120
Arabic		20	160	160	160	160	160	160	160	160	160	NA	NA	NA
English	320	320	240	200	200	200	200	160	160	160	160	160	160	160
Mathematics	300	300	240	200	200	200	200	200	200	240	240	240	280	280
EVS	360	360	240	200	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Science					200	200	200	200	200	240	240	280	NA	NA
Social Science	NA	NA	NA	NA	80	80	80	80	80	120	160	280	NA	NA
Art	20	20	40	40	40	40	40	40	40	40	NA	NA	NA	NA
	20	20	40	40	40	40	40	40	40	40	40	40	40	40

Physical Education															
Physical Education as additional suubject	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	280	280
MSCS/ MSCS & SST			160	120	160	160	160	80	80	80	40	NA	NA	NA	NA
Hindi / Sp.English			80	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Urdu/ Hindi	NA	NA	NA	120	80	80	80	120	120	120	120	160	NA	NA	
Mal/ Sp. Eng				120	80	80	80	120	120						
IT	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	80	80	NA	NA	
Comp Science (*+ Robotics)	20	20	40	40	*80	*80	*80	40	40	40	NA	NA	240	240	
Library			40	40	40	40	40	40	40	40	40	40	40	40	
Economics	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	240	240	
Business Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	240	240	
Psychology	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	280	280	
Home Science	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	280	NA	

Biology	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	240	240
Chemistry	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	280	280
Physics	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	240	240
IP	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	280	280
Painting	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	240	240
Marketing	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	240	240
Accountancy	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	280	280



NEW INDIAN MODEL SCHOOL, DUBAI

INSTRUCTIONAL MINUTES PER WEEK 2023 – 24


GRADE 8 - 12 KB

SUBJECT	Gr8	Gr9	Gr10	Gr11	Gr12
Islamic Education /M. Science	120	120	120	120	120
Arabic	160	160	NA	NA	NA
English	160	160	160	200	200
English as an additional language	NA	NA	NA	NA	NA
Mathematics	200	200	240	280	280
Science	200	200	240	NA	NA
Social Studies	80	160	240	NA	NA
Art	40	NA	NA	NA	NA

Physical Education	40	40	40	40	40
MSCS	80	40	NA	NA	NA
Malayalam/ Adl Eng /Sp.Eng/	120	120	160	NA	NA
Hindi/ GK	120	120	120	NA	NA
IT	40	80	80	NA	NA
Hindi/Mala	NA	NA	NA	160	160
Library	40	NA	NA	NA	NA
Economics	NA	NA	NA	200	200
Business Studies	NA	NA	NA	200	200
Psychology	NA	NA	NA	280	280
Home Science	NA	NA	NA	280	NA
Biology	NA	NA	NA	200	200
Chemistry	NA	NA	NA	200	200

Physics	NA	NA	NA	200	200
Comp Science	NA	NA	NA	200	200
Computer Application	NA	NA	NA	240	240
IP	NA	NA	NA	NA	NA
Painting	NA	NA	NA	NA	NA
Marketing	NA	NA	NA	NA	NA
Accountancy	NA	NA	NA	240	240

Appendix 2 - Instructional periods per week for the subjects taught in Gr1 to XII.

	NEW INDIAN MODEL SCHOOL, DUBAI											
	INSTRUCTIONAL PERIODS PER WEEK 2023 – 24											
	GRADE 1- 12 CBSE											
SUBJECT	G1	G2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11	Gr12
Islamic Education/ M.Science	3	3	3	3	3	3	3	3	3	3	3	3
Arabic	4	4	4	4	4	4	4	4	4	NA	NA	NA
English	6	5	5	5	5	4	4	4	4	4	4	4
Mathematics	6	5	5	5	5	5	5	6	6	6	7	7
EVS	6	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Science	NA	NA	5	5	5	5	5	6	6	7	NA	NA
Social Science	NA	NA	NA	NA	NA	2	2	3	4	7	NA	NA
Art	1	1	1	1	1	1	1	1	NA	NA	NA	NA

Physical Education	1	1	1	1	1	1	1	1	1	1	1	1	1
Physical Education as additional subject	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	7	7
MSCS / MSCS & SST	4	3	4	4	4	2	2	2	1	NA	NA	NA	NA
Hindi / Sp. Eng	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Urdu/ Hindi	NA	3	2	2	2	3	3	3	3	4	NA	NA	NA
Mal/ Sp. Eng	NA	3	2	2	2	3	3						
IT	NA	NA	NA	NA	NA	NA	NA	NA	2	2	NA	NA	NA
Comp Science (*Robotics)	1	1	2	2	2	1	1	1	NA	NA	6	6	6
Library	1	1	1	1	1	1	1	1	1	1	1	1	1
Economics	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	6	6
Business Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	6	6
Psychology	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	7	7
Home Science	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	7	NA
Biology	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	6	6

Chemistry	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	7	7
Physics	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	6	6
IP	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	7	7
Painting	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	6	6
Marketing	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	7	7
Accountancy	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	7	7



NEW INDIAN MODEL SCHOOL, DUBAI

INSTRUCTIONAL PERIODS PER WEEK 2023 – 24

GRADE 8 - 12 KB

SUBJECT	Gr8	Gr9	Gr10	Gr11	Gr12
Islamic Education/ M.Science	3	3	3	3	3
Arabic	4	4	NA	NA	NA
English	4	4	4	5	5
Mathematics	5	5	6	7	7
Science	5	5	6	NA	NA
Social Studies	2	4	6	NA	NA
Art	1	NA	NA	NA	NA
Physical Education	1	1	1	1	1
MSCS	2	1	NA	NA	NA

Malayalam/ Adl Eng	3	3	4	NA	NA
Hindi/ GK	3	3	3	NA	NA
IT	1	2	2	NA	NA
Computer Science	NA	NA	NA	5	5
Hindi/Mala	NA	NA	NA	4	4
Library	1	NA	NA	NA	NA
Economics	NA	NA	NA	5	5
Business Studies	NA	NA	NA	5	5
Psychology	NA	NA	NA	7	7
Home Science	NA	NA	NA	7	NA
Biology	NA	NA	NA	5	5
Chemistry	NA	NA	NA	5	5
Physics	NA	NA	NA	5	5

Comp Science	NA	NA	NA	5	5
Computer Application	NA	NA	NA	6	6
Accountancy	NA	NA	NA	6	6