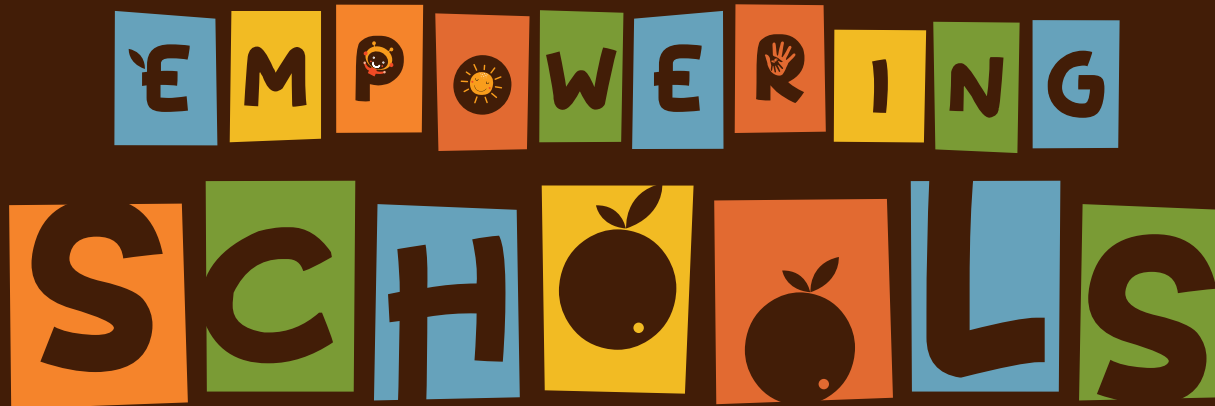




Curriculum

EMPOWERING SCHOOLS



www.3ccurriculum.com

WHO WE ARE



VISION

To be the Primo in Establishing and Providing Progressive, Competent and World Class Education Solutions.

MDN EDIFY EDUCATION

Founded in 2003, MDN Edify Education caters to all segments of the education sector and offers a plethora of services. Edify is proud to be known as the only licensor in India to offer a variety of different school models for every market segment. It has established more than 68 K-12 schools and 164 Edify Kids Pre-schools PAN India.

WHAT MAKES US UNIQUE?

- Progression in the world education market and intensive research in the field of academics incentivized the development of Edify's very own innovation, the **World record winning 3C curriculum, books and e-books.**
- Worldwide appreciation and recognition for the 3C curriculum has encouraged us to make it available to pre-schools. It is a powerful tool that can transform education in India.

“

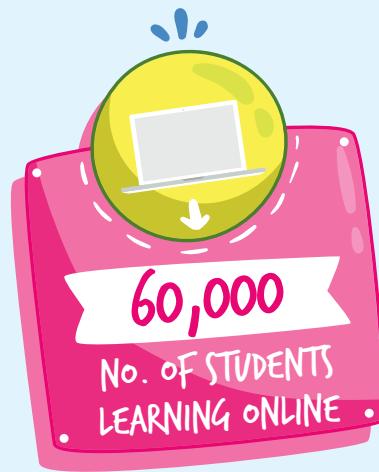
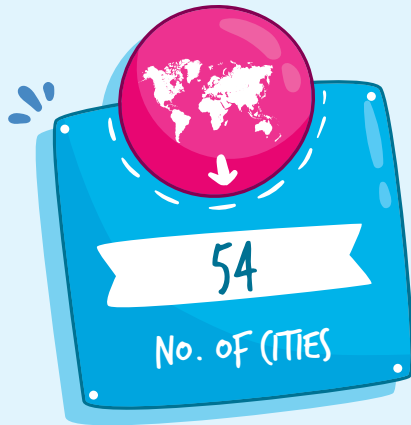
**THE GOAL
OF LEARNING IS
ULTIMATELY
TAKING ACTION
IN THE**

**REAL
WORLD.**

Viswanathan Anand
Chess Grandmaster



OUR REACH



AWARDS



**MOST INNOVATIVE
CURRICULUM IN ASIA BY
PRICEWATERHOUSECOOPERS**



**WORLD BOOK
OF RECORDS
WINNER**



**LIMCA BOOK
OF RECORDS WINNER**



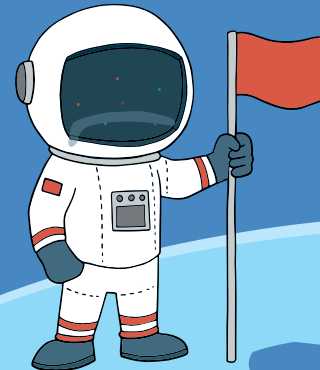
**MOST INNOVATIVE
CURRICULUM BY GOVT. OF
UTTARAKHAND**



**LISTING IN
FORBES**



**BRITISH COUNCIL
INTERNATIONAL SCHOOL
AWARD**



YOUR BRAND, OUR TECHNICAL EXPERTISE

NO ROYALTY, NO FRANCHISE



Get the world's best practices in preschool education for your school without paying for it. Buy the 3C books for your students and avail all other supplementary services free*. 3C Curriculum is online teaching friendly supported by e-books.

* If over 100 students in all or 50 students per grade

CURRICULUM TO TEACH ONLINE

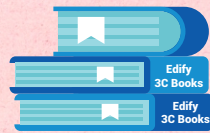
DON'T LOSE LEARNING & REVENUE DURING THIS PANDEMIC

We have customized our lesson plans & action to teach pre school students online.

We provide online training to your teacher on

- Using teaching platform like zoom,
- google classroom etc.
Teaching students online.
- Use of e-books.

We provide access to e-books to every student enrolled by you.
Physical copy of the books will be sent to school for distribution



3C Books

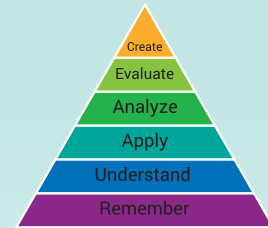
TRANSDISCIPLINARY PAPERBACK AND E-BOOKS TO ENGAGE CHILDREN WITH VARIED LEARNING STYLES

Inspired by various educational theories and variety of learning practices acquired from all around the world, the curriculum provides a holistic approach towards overall development of students. The primary focus of this philosophy revolves around the 3Cs which stand for: Character, Competence and Content. Learning through the 3C curriculum is interactive and integrated as it creates a life like experience for the child. Understanding is based on application of knowledge through inquiry, experimentation, research and discovery.



3C Core instructional books are skillfully crafted by experts who have combined the best teaching practices at par with international standards to make learning more experiential and explorative. The books have the most appealing look, feel and content structure which serve as a perfect companion for students to make learning self driven, meaningful, relatable and purposeful. The access to e-books makes learning possible anytime, anywhere, on any device. E-books help schools conduct online classes seamlessly.

PEDAGOGICAL APPROACHES



INQUIRY CYCLE

Kath Murdoch: This learning approach intends to incorporate curiosity and conversation as part of learning. Exploring the unknown by asking: why, what and how?

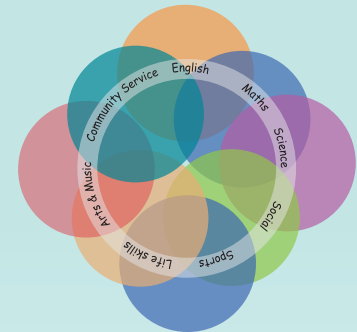
MULTIPLE INTELLIGENCE

Howard Gardner: A more balanced curriculum that incorporates the arts, self-awareness, communication, and physical education to leverage intelligence.

BLOOM'S TAXONOMY

Benjamin Bloom: This system presupposes the importance of Higher Order Thinking where children are encouraged to analyze and actualize ideas.

PEDAGOGICAL APPROACHES



3C MILESTONES

3C curriculum has adopted the international practice of 'Milestone skills' from Finland and Montessori to ensure that students acquire age specific Everyday Practical Life Skills (EPL).

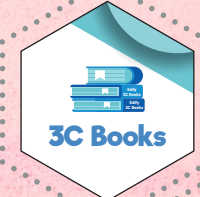
INNOVATIVE TEACHING APPROACHES

Innovative teaching approaches such as inquiry based , activity based and story based learning to develop creative learning dispositions and critical thinking.

TRANSDISCIPLINARY LEARNING

By examining a central issue, this approach links one subject to the other in order to create relevance and foster a multi-disciplinary under-standing from an early age.

360° SUPPORT



E-BOOKS AND PAPERBACK BOOKS
(6 PER STUDENT)



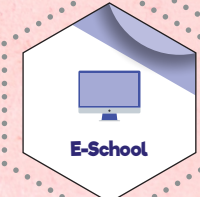
TEACHER TRAINING
(ONLINE AND FACE TO FACE)



MICRO & MACRO ACADEMIC
AND TEACHING PLANS



STUDENT ASSESSMENT RESOURCES, TOOLS
AND STRATEGIES



ACADEMIC PLANS CUSTOMIZED
TO TEACH ONLINE



3C Books

CHARACTERISTICS OF 3C BOOKS

Every student is equipped with 3 content books, 3 work books and an optional art book.

Task: Visit to the Orphanage.

Criteria:

- Visit an orphanage during the winter season.
- Distribute blankets to the inmates.
- Talk to them and understand how they spend their winter season.

Learning Outcomes:

Students will be able to understand and empathize with the inmates of the orphanage. They also learn to share things with others.

Labels:

- Transdisciplinary Subject
- Stage
- 80 GSM Art Paper
- Integrating Value Education

Garden of good manners

Tasks:

- Draw a garden with different flowers.
- Draw a bee.
- Write a poem about good manners.

Labels:

- Clearly defined tasks and criteria
- Self Assessment
- Sample pictures for reference
- Large working space
- 120 GSM 'A' Grade Maplitho Paper

Student Name: _____ Facilitator Name: _____

App. Date	Task Done	CR/HR	Grade	MS No.

Task: Draw the game you like to play the most from the given pictures.

Objective: To make students to be team groups and ask them to discuss about each game. Show in the given game picture.

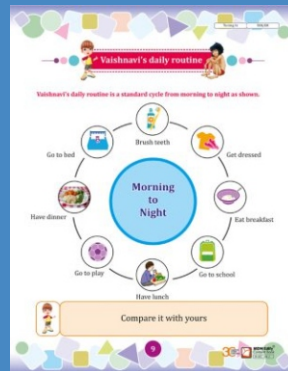
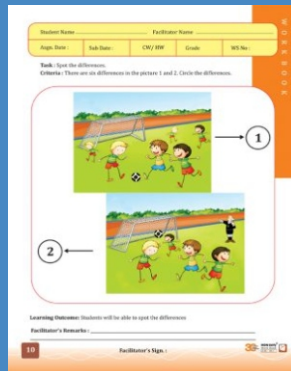
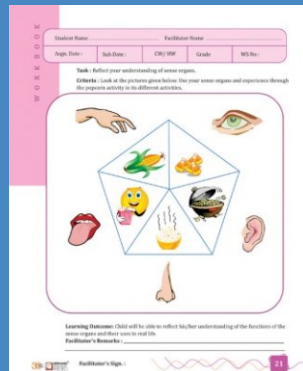
Labels:

- Homework Assignment
- 2 Hole Drill
- Perforation on spine
- Assessment Activity
- 80 GSM 'A' Grade Maplitho Paper

- ★ E-books with individual access. Payment gateway for parent to pay directly.
- ★ Encrypted content to avoid copying.
- ★ Physical copy sent to schools for distribution.

CONTENT STRUCTURE

Each inquiry module is supported with one content book and one workbook. The content book consists of selected concepts of EVS, English and Math such that an integrated approach can be established. The associated work book is filled with exercises which are practice and inquiry-oriented hands on activities. Unlike the usual approach of repetitive homework the work books focus on application of taught concepts.



Session for Self-awareness

Session Plans: This plan is written to ensure that student-centred inquiry session is executed well & at the same time is enjoyable for all students.

SESSION PLAN					
Month / IM	IM: 2	Week	1	Day	Day 2 - 2 nd Period
Class & Section	IK-1	Subject	EVS	Duration of Session	30 Minutes
Topic	Personal hygiene	Stage	Tuning in	Activity Type	Large group
Assessment (If any)	No	Assignment (If any)			
Resources (What I'll need)					
Task	To know to take care of self.				
Criteria	Students will sing the song and understand to keep themselves clean and tidy.				
Procedure (What to do)	1. Safety & Seating Arrangement: Students will stand in the large group. 2. The facilitator will practice the song with actions a day prior. 3. The facilitator will say, we will sing the song on "Keeping one-self clean and tidy". (15 Minutes) 4. The facilitator will sing the song with the actions for the students. "Brush, brush, brush your teeth, brush it every day, father, mother brother, sister brush it every day."				

GRADE	NO OF IM	NO OF CB	NO OF WB	TOTAL NO OF BOOKS
IK-1 (NURSERY)	3	3	3	6
IK-2 (LKG)	4	3	3	6
IK-3 (UKG)	4	3	3	6

Curriculum Design and Pedagogy

In order to implement transdisciplinary learning, the 3C curriculum adopts a thematic approach towards learning. The themes have a wide range of descriptors which are broad enough to accommodate various subject related concepts under a single main idea that is indicative of an action. This action has significant implication in a student's day to day life and decision making. The modern curriculum design is most effective because of its unique teaching-learning processes and learner-centric approach.



INQUIRY BASED APPROACH

NURTURING HIGHER ORDER THINKING SKILLS

INNOVATIVE TEACHING LEARNING STRATEGIES

ENGAGING VARIED LEARNERS

AGE APPROPRIATE LIFE SKILLS

TRANSDISCIPLINARY THEMES



Edify Develop

CONTINUOUS AND COMPREHENSIVE TEACHER TRAINING PROGRAMS

Professional development for 21st century teachers is crucial to change the traditional roles of teachers as instructors to facilitators of learning. The goal is to play a crucial role in the child's learning process in addition to personal upgradation. Training at Edify is designed to mimic a classroom setting where teachers receive hands on practical experience of a classroom transaction. The training topics are relevant and address common concerns of teachers in relation to classroom management, making classrooms interactive, delivering curriculum philosophy and so on. Teachers are also trained to teach online.



- 12 hours of intensive training at their school campus
- 36 hours of online training
- 24 hour cluster training program spanning over 3 days at Hyderabad

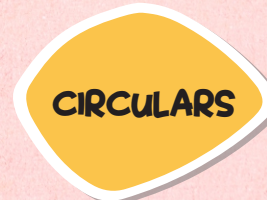
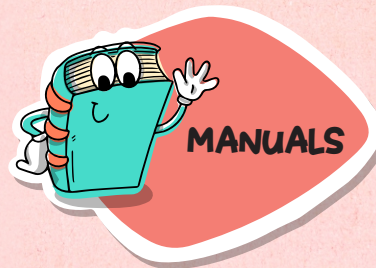
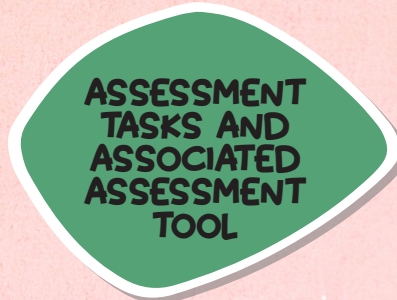




Edify Support

MACRO AND MICRO ACADEMIC PLANS AND TEACHER RESOURCES

Edify's centrally created daily, monthly and yearly detailed lesson plans with assessments, teaching strategies, calendars, manuals and question banks help maintain the highest standard of academic delivery. EDIFY support is a detailed and in-depth resource manual which is instrumental in transforming teachers into facilitators.





Edify Reflect

AUTHENTIC, CHALLENGING AND RELEVANT STUDENT ASSESSMENTS



Grade: IK.3
Topic Name: Coffee Morning.

Subject: EVS
Work sheet No. : 01

Student Name: _____ Date: _____

- Task to be performed in front of the parents in coffee morning.
- Facilitator will make three groups in the class as per the class strength
- The coffee morning presentation will be the theme: Heavenly Bodies, Seasons, vegetable& fruits.
- The groups can be designed based on the following criteria:
 - Different learning abilities
 - Heterogeneous Grouping
 - As per facilitator's discretion

Please refer the following tasks:

- Group 1: Oral Presentation-Rhyme Recitation (Theme: Sports and Games-Indoor, Out door and Olympic Games)** - Display models, charts drawings, collage/selected good piece of students' work displayed) done by students. Students will practice a rhyme and present about games. They will also talk about the benefits of sports and games.
- Group 2: Chart Presentation (Theme: seasons)** - Displaying the recorded observation of students from their journal on a chart paper, students will present different sports and games, the craft done on Olympic logo.
- Group 3: Role play (Theme: sports like hockey, cricket, football and wrestling)** - Facilitator should assign a sports to each student in the group. Students will wear edify cap and a band mentioned with the name of the sports, the required resources should be provided by the facilitator. Students will speak about a particular fruit or vegetable in two to three lines about its importance, colour, taste and the dish made with it.
- Group 4: Basket of indoor and outdoor games:** Prepare the booklet of indoor and outdoor sports and games. Students will paste the pictures of sports and games. Decorate the book let being creative. Students will present the booklet in front of parents.
- Group 5: Dance: (EVS & Dance)** presentation on group dance. The themes of sports and games must be integrated with the dance.

IK.3 IMJ.1 Coffee Morning



Grade: I
Topic Name:

Subject: EVS
Term: I
Rubric: 01

Student Name: _____ Date: _____

Task: To exhibit complete understanding over the DM performing on integrated tasks.

Learning Outcome: Students will be able to perform on integrated tasks, and in groups.

Rubric:

Task 1: Group 1: Oral Presentation-Rhyme Recitation (Theme: Sports and Games-Indoor, Out door and Olympic Games) - Display models, charts drawings, collage/selected good piece of students' work displayed) done by students. Students will practice a rhyme and present about games. They will also talk about the benefits of sports and games.

Criteria	Excellent	Applying	Developing	Beginning
Talk about the different Heavenly Bodies.	Student able to tell the names of different sports and games confidently.	Student speaks with a sign of gl different sports and games confidently.	Student speaks about only few sports and games (one or two) or may identify any one game from the display.	Student speaks very little about it.
Description	Describes the sports and games very well and gives reason to justify their importance in our life.	Speaks about the sports and games with few words and sentences.	Speaks only in words and only when questions asked.	Students speak very less.
Voice Expressions and gestures.	Clear voice and clear expressions with gestures. Very confident.	Voice clear but expression lag.	Slow voice intently shy an expression.	Did speak with hesitation.
Rhyme recitation	Very confident fluent recitation with proper tune rhyme and actions	Recitation is clear with tune but actions lag. Wait for the poet to act to copy actions.	Recitation and expressions not clear. Confidence is less.	No recitation at all.

IK.3 IMJ.1 Coffee Morning



Task-2 Group 2: Chart Presentation (Theme: Sports and Games) - Displaying the recorded observation of students from their journal on a chart paper, students will present different sports and games, the craft done on Olympic logo.

Criteria	Excellent	Applying	Developing	Beginning
Speak about the different sports and games especially the indoor and outdoor games.	Student talks about the different sports and games confidently. Answers all queries.	Student speaks but needs some support from the facilitator.	Student speaks less and low in confidence	Student is hesitant and afraid.
Speak with confidence	Speaks confidently.	Less confident.	Speak few words.	Do not speak at all.
Communication skills	Able to convey the message properly.	Able to convey the message properly but with appropriate focus on language.	Able to convey the message properly but need to focus on their language.	Unable to convey the message properly

Task-3 Group 3: Role play (Theme: sports like hockey, cricket, football and wrestling) - Facilitator should assign a sports to each student in the group. Students will wear edify cap and a band mentioned with the name of the sports, the required resources should be provided by the facilitator. Students will speak about a particular sports and games in two to three lines about its importance, how many players play the game and categorize it as an Olympic game.

Criteria	Excellent	Applying	Developing	Beginning
Presentation of role play.	The role play presentation is excellent.	The role play presentation is good to some extent with less attention setting.	Few mistakes are seen.	The role play presentation is not very effective.
Volume/Tone	All the students are very confident. Volume and tone was appropriate and expressive.	Most of the students are confident. Volume and tone was appropriate and expressive.	Few students are not very confident. Volume and tone was inappropriate and not expressive.	Students are not very confident. Volume and tone was not appropriate.
Participation and group work.	Total participation in the act.	Sometimes needs a little encouragement	Needs a lot of encouragement	Needs continuous reminder, but yet not participating in the act.
Transitions	Group transitions are quick and on time	Group transitions are a bit clumsy.	Group transitions are clumsy and needs facilitator's guidance.	Transitions are always incorrect.

IK.3 IMJ.1 Coffee Morning



Task-4 Group 4: Basket of indoor and outdoor games: Prepare the booklet of indoor and outdoor sports and games. Students will paste the pictures of sports and games. Decorate the book let being creative. Students will present the booklet in front of parents.

Criteria	Excellent	Applying	Developing	Beginning
Sorting numbers	Students can sort the pictures of numbers and the pictures of the objects.	Sorting needs a reminder.	Needs more than one reminder and help to sort.	Needs complete support along with the reminders.
Creative	The final product looks creative and presentable.	Presentable less creative.	Less creative and less presentable.	Not creative, not even presentable.
Neatness	Work is tidy.	Presentable.	Not tidy.	Messy.

Task-5 Group 5: Dance: (EVS & Dance) presentation on group dance. The themes of sports and games must be integrated with the dance.

Criteria	Excellent	Applying	Developing	Beginning
Organization	Well organized, one in logical sequence, and includes clear introduction and conclusion.	Organized, some topics are not of logical order, and conclusions are unclear.	A bit organized, topics are jumbled and conclusions are unclear.	Not organized, topics make no sense.
Application	Student applied what he/she knows about the integration of theme.	Student partly applied what he/she knows about the topic.	Student partly applied what he/she knows. Confused. No proper bond in group with presentation.	Student did not apply what he/she knows.
Confidence	The student is highly confident in reflecting the assigned task.	The student is confident in reflecting the assigned task to large extent.	The student is confident in reflecting the assigned task with the help of guidance	The student is not confident in reflecting the assigned task.
Coordination and cooperation	The coordination and cooperation among students is evident.	The coordination and cooperation among students to a large extent.	The coordination and cooperation among the students is visible to some extent.	The coordination and cooperation among the students is missing.

IK.3 IMJ.1 Coffee Morning

Assessment is integral to planning, teaching and learning. Assessments include design and specification of activities or tasks that students undertake to support their learning and makes provision for feedback as guidance to enhance students' knowledge. Edify's well designed formative and summative assessments, regular report cards provide learners with feedback and set standards for them to strive towards continuous improvements.

THEY LOVE IT



PRINCIPAL
DPS SIRSA

MS. RAMA DAHIYA

The 3C Curriculum is explorative and has served as a portal for learning with rich experience in a classroom setting. The trans-disciplinary approach allows the student to use the knowledge acquired in day to day life situations and prepares them to flourish in any walk of life they choose.

MS. LAVANYA

Edify has effectively transformed education into an extraordinary student centric module. The 3C curriculum is so well structured, intricate and holistic that it gives students an edge. It equips them with 21st century skills and makes them globally competitive.



FACILITATOR
V2 PUBLIC
SCHOOL



STUDENT
DPS
INTERNATIONAL
SCHOOL

MRS. SMRITI BORA

I'm a proud parent because Edify School provides a platform for my child to excel not only in academics but also in sports, arts, crafts and various extracurricular activities. Arna is always enthusiastically talking about how much she loves the individual thematic class assemblies which make her aware of the current issues and topics of national importance.



PARENT
EDIFY SCHOOL

MAHENDER BEETI

The session plans designed for online teaching has helped us continue school even during lock down through online classes. Our teachers have been trained to engage children online. This has helped students to learn and schools to earn revenue even during Covid -19 Lock down.



OWNER
EDIFY SCHOOL

AARADHYA

I Love inventing new games with my friends at school. My favorite time was when my best friend Sanvi and I found a caterpillar in the field. Ms. Shreya put it in a big glass box. We gave it leaves everyday and watched it turn into a beautiful orange butterfly.

OUR CLIENTS



LOOK

WHO IS ADVISING



MR. G VISHVANATHAN

FOUNDER AND CHANCELLOR OF
VIT UNIVERSITY VELLORE



ASHOK GANGULY

ADDITIONAL DIRECTOR, SARVA SIKSHA ABHIYAN,
FORMER CBSE CHAIRMAN



DR. JAWAHAR SURISETTI

EDUCATIONAL ADVISOR, 5 STATES
& CENTRAL GOVT. OF INDIA



MR. VENKATAPATHI RAJU

FORMER INDIAN CRICKETER



EDIFY 3C CURRICULUM -

INSPIRING NEW AND EXISTING PRE SCHOOLS AND KINDERGARTEN DIVISION
OF K12 SCHOOLS TO PROGRESS. TO KNOW MORE REACH US @

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