

CBSE-*i* INTERNATIONAL



Health and Physical Education

- Sports / Indigenous sports
- Scouting and Guiding
 - Swimming
 - Gymnastics
 - Yoga
 - First Aid
 - Gardening

Clubs

- Eco
- Health & Wellness
- Others

Life Skills and other Co-Scholastic skills will be assessed on a five point scale.

CBSE-*i* is

A response to the need to create schools which are futuristic.

CBSE-*i* is

A way to move to an enquiry based skills approach in which teachers and students engage in collaborative learning

CBSE-*i* is

Involved in creating students who raise questions, think, reflect, analyse, interpret, experiment, research and create knowledge.

CBSE-*i* is

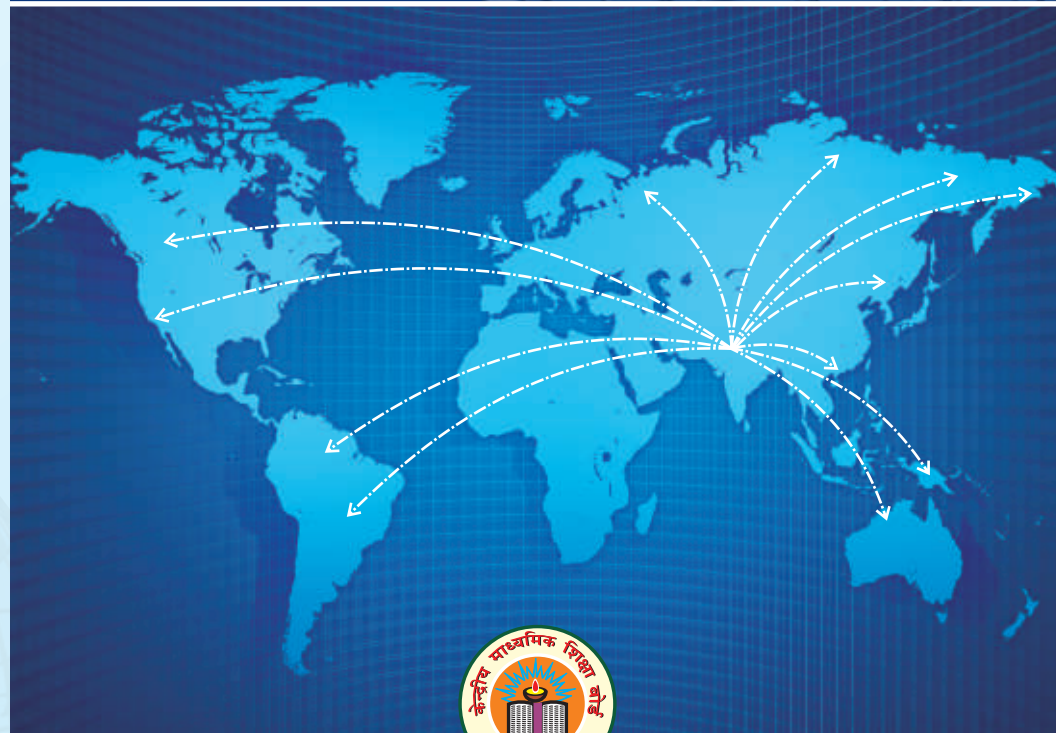
A set of materials, print and electronic which help teachers to innovate and create



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CBSE-*i* INTERNATIONAL



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CBSE *i* - Leading for Change

Education

- Powerful instrument of change
- Meaningful for meeting the challenges of present and future
- Key to preparing for a global world
- Future Workforce
 - ❖ willingness to learn
 - ❖ collaborative team work
 - ❖ positive attitude

Need of the hour

- skill based curriculum - **CBSE International - CBSE-*i***

Key features of the CBSE-*i*

- Enquiry and skill based curriculum
- Catering to individual learning styles
- Learner and learning centric
- Focus on experiential learning
- Focus on analysis and discovery approach
- Focus on real world experiences

Five learning areas represented as the five petals which intersect in a cross-curricular approach.

Areas of learning

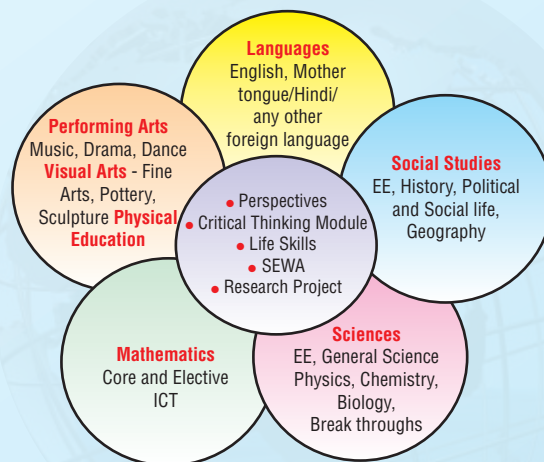
Foundation - examinable

Extension - non-examinable

Unique features

The Core : The Heart (Commented upon but not examined)

- ❖ Life Skills
- ❖ Research
- ❖ SEWA (Social Empowerment through Work and Action)



3. In case of Social Science, Hindi and Additional Language they will follow the guidelines provided in the subject separately.
4. CBSE-*i* Class IX will also follow the CCE pattern assessment. There will be 60% weightage to Formative Assessment and 40% weightage to Summative Assessment.
5. The Formative Assessment will be focused on assessment for learning and Summative Assessment will be focused on assessment of learning.
6. It is compulsory for all students under CBSE-*i* Class IX to follow the framework of co-scholastic assessment as provided below :

Life Skills

- Creative – Critical Thinking
- Problem Solving – Decision Making
- Communication – Interpersonal Skills
- Empathy – Self Awareness
- Dealing with Stress – Managing Emotions

Attitudes

Value Systems

Literary Skills

- Debate
- Declamation
- Creative Writing
 - Recitation
- ? • Drawing
- ? • Poster – Making
- ? • Slogan Writing
- ? • On-the-Spot Painting
- ? • Theatre

Performing Art

- Music (Vocal, Instrumental)
- Dance
- Drama

Scientific Skills

- Science Club
- Projects
- Maths Club
- Science Quiz
- Science Exhibition
- Olympiads

Visual Art

- Craft
- Sculpture
- Puppetry
- Folk Art forms etc.



Aims of the language Curriculum

To develop the skills of:

- listening
- speaking
- reading
- writing in a variety of contexts
 - Adapting language to suit different tasks, audiences, purposes

Develop confidence in the students

- so that they can use their skills and abilities effectively and develop students' critical abilities
- analyse and critically evaluate diverse texts
- equip learners with the language to question ideas
- articulate point of view

Social Studies

- **Classes I and II**
Environmental Education (Science and Social Studies)
- **Classes III to V**
History, Social and Political Structures and Geography
- **Classes VI to X**
 - History,
 - Social and Political Structures,
 - Geography
 - Economics

Aims

to develop students who can :

- understand and evaluate the social, political, economic and environmental dimensions of the world
- formulate and justify arguments in response to a diverse range of issues

Mathematics

- **Classes I – VIII**
Core Mathematics
- **Classes IX - X**
Core and a Higher Elective Mathematics in class IX leading to class X

Aims:

- to develop strategies that improve their reasoning ability.
- to use trial and improvement techniques
- to make hypotheses and resolve them
- to develop Computational Skills along with reasoning, analysis, synthesis and logic
- to develop skills of approximation, estimation, measurement
- to be able to identify patterns
- to promote logical and spatial intelligences
- Mathematics Lab activities - an integral, compulsory part of the Math curriculum - examinable from classes VI to X.

Information and Communications Technology

- to help students assess the impact of new technologies on society
- to train them to use these productively.
- to help students understand and use common software applications
- to enhance their ability to access, evaluate and research information

Science

- **Classes I and II**
Environmental Education (Science + Social Science)
- **Classes III to V**
General Science
- **Classes VI to X**
 - Physics • Chemistry • Biology.

Aims:

Encourages students to

- be curious
- question
- investigate
- formulate hypotheses
- design and carry out experiments
- make observations
- record results

An extension programme –Breakthroughs- focus on current developments in Science and Technology.

Physical Education Curriculum – Compulsory from Classes I to X

- will not be formally examined
- graded across the year based on student participation and teacher observations



Aims:

Development of the

- imagination
- sensitivity
- team work
- to promote basic body management
- mastery of coordinated and skilful movement

The Performing Arts

Aims:

- to provide a means for personal expression
- articulation of ideas
- concepts and themes
- multi-faceted development of the personality.
- confident participation in practical work
- to develop social skills through creative teamwork
- to enhance communication skills.

The Visual Arts program

Aims:

To promote

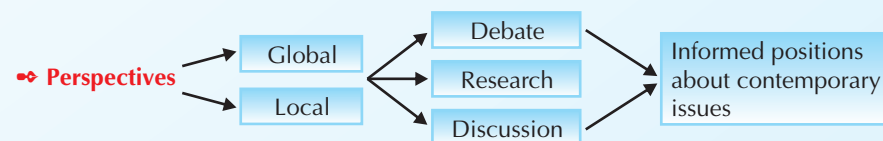
- intellectual growth
- aesthetic sensitivity
- realize the joy of expression through various mediums.
- appreciate art from different cultures as well as the rich art and craft of their own country.

Assessment Guidelines:

- Continuous and comprehensive evaluation
- Move from purely summative assessments to a variety of assessment tools catering to varying learner needs
- A combination of formative and summative assessments
- Including research projects (students work at their own pace), non examinable elements in all curriculum areas

Guidelines (Academic)

1. The students opting for CBSE-*i* in Class I will follow the syllabus document worksheets provided and teachers guidelines in complete conformity with those provided.
2. In case of Class IX the students opting for CBSE-*i* will follow the syllabus document curriculum guidelines and teachers detailed plan as given by the CBSE.



- ❖ Critical Thinking Module
- ❖ Research Project

• Critical Thinking Module – a series of exercises :

- ❖ Critical thinking
- ❖ Logic
- ❖ Higher Order Thinking Skills

• Social Empowerment through Work and Action (SEWA) – Class I to Class X

- ❖ All students to be a part of community service every year
- ❖ Keep a journal of their service and a log of their hours

• Research Project - Class VI onwards

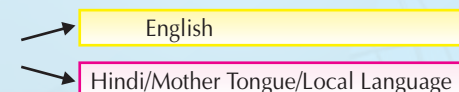
Research or extended writing on any topic :

- ❖ Cross curricular in nature
- ❖ Use experiences from the Perspectives and the Critical Thinking module

Areas of Learning : Languages

Classes I - V

Languages - 02 languages



Languages - 02 languages

Classes VI – VIII

Three Languages - 03 languages

