



Frequently Asked Questions

CBSE-*i*

FAQs



CENTRAL BOARD OF SECONDARY EDUCATION

1. Does CBSE have the mandate to run an International Curriculum?

Yes, infact the Manual of the Rules and Regulations of the Board states that "The services of the Board may be availed of by any educational institution in India or outside India, which wishes to prepare candidates for the examinations conducted by the Board and the Board shall have the power to affiliate such institutions for the purpose of its examination."

2. Why should there be an international curriculum from CBSE?

CBSE has schools spread all over the world catering to the needs of the Indian Diaspora settled in different countries. The students in these schools need a curriculum that is competitive with global trends and current pedagogical patterns.

Further, with globalization, many international boards of education are launching their activities in India to provide an international curriculum that would facilitate learners to become global citizens for the future in the context of an emerging global village concept. CBSE with a rich experience to its credit in handling the educational needs of millions of learners over the last several decades has to respond to these challenges to provide a globally sensitive curriculum that would help Indian learners either to pursue their higher studies in countries abroad or interact meaningfully with global markets for ensuring active participation in the development process.

3. Is this curriculum meant exclusively for schools situated abroad?

Initially in the academic year 2010-2011 this curriculum will be implemented in about 25 schools in middle-east and South-Asia as a pilot project for classes I and IX. The Board

will review and extend it to other schools abroad in the second phase and to select Indian schools in the next phase.

4. How does this curriculum differ from the existing CBSE curriculum?

The existing curriculum in CBSE is based on the National Curricular Framework-2005 catering to the needs of the Indian populace. The international curriculum will keep all the significant components of the NCF as its base and would build on the same to provide a more learner friendly, stress free and skill-based approach.

The international curriculum also provides opportunities for extended learning, development of perspectives, research orientation, and Social empowerment through Work and Action (SEWA) and a more liberal approach towards Arts education, visual and performing. Further the international curriculum would provide alternate approaches to mathematics learning at higher levels and inclusion of historical perspectives and components of the countries in which the schools are situated.

5. In which classes is the curriculum being introduced during the academic year 2010-2011?

The CBSE-i is being introduced in classes I and IX during the academic session referred to. For other classes the same will be introduced in different phases in a continuous manner.

6. Will the curriculum for different subjects in these classes vary from those of NCERT/CBSE?

Efforts are being made to retain a large segment of the content and keep it in tune with that of the existing CBSE Curriculum. However, keeping in view the global requirements of learning there will be a few new elements in the content to keep the learners aware about contemporary development.

- 7. Will the classroom transactions in the new pattern be different from those of existing scenario?**

The focus is to provide a more learning-centric, interactive and participative pedagogy with stress on constructivist and enquiry and skill based learning. The curriculum will de-emphasize rote learning and promote thinking skills, analytical skills and communication skills to develop right and objective perspectives facilitating independent judgment.

- 8. Who will prepare the text books for these classes?**

Keeping in view that the approach does not encourage routine textual learning, the Board would provide teacher-resource materials and worksheets at the primary level which would be suggestive and open-ended so that teachers can take off from them to facilitate effective learning in their classrooms. However, the role and need of text books for higher classes will be examined in due course.

- 9. Will the teachers be aware of the new pedagogical dimensions being suggested by CBSE?**

The Board intends to conduct extensive teacher empowerment programs for the schools which would adopt CBSE-*i* curriculum.

- 10. What will be the pattern of evaluation of the students in CBSE International?**

The evaluation of the learners would be based on continuous and comprehensive evaluation. The objective of the evaluation would be diagnostic, remedial, reinforcing and developmental. The Board will de-emphasize the concept of failure in this system also. The focus of assessment would be on testing the skill-base of the learners in the course of their learning process.

- 11. How many languages would the students be expected to study at the primary level and at the middle and secondary level?**

At the primary level, the students would be expected to study two languages and subsequently from class VI the learners would study three languages.

- 12. What kind of options exists for study of languages at the primary level?**

At the primary level the learners would study two languages. One of them would be English and the second could be Hindi or the mother tongue or any other foreign language enlisted in the curriculum, the learner would like to study.

- 13. What are the options for the study of languages at the middle and secondary stage?**

At the middle and secondary stage, the learners would study three languages. One of them would be English and of the remaining one could be Hindi or the mother tongue or the local language and the third would be a foreign language enlisted in the curriculum.

- 14. What are the other subjects offered at the primary level?**

At the primary level, the students would learn Mathematics and Environmental Education in classes I and II. For classes III to V, the students would learn Mathematics, ICT, General Science and Social studies in addition to Art Education, SEWA and Physical Education.

- 15. Are there any other learning inputs at the primary level?**

While the five disciplines listed above will formulate the learning disciplines, (Languages-2, Mathematics, Sciences, Social Sciences) the core learning inputs will consist of Physical Education, Life Skills, Critical Thinking module and SEWA (Social Empowerment through Work and Action).

16. What is the focus of Life Skills Education?

The Life Skills Programme helps in holistic personality development in all students so that they will be able to lead balanced, happy and successful lives. The program covers Creative and Critical Thinking Skills, Interpersonal skills-effective communication skills, Problem-Solving and Decision Making Skills, Conflict resolution skills, cooperation, leadership and Adolescent Education.

17. What does 'Perspectives' deal with and what is its purpose?

Perspectives introduces students to both global and local issues and through research, discussion and debate encourages students to have informed positions about contemporary issues that affect us all.

18. Do the schools offering this curriculum need separate arrangements in the campus?

Yes, the schools should have a separate unit in the campus for offering the international curriculum. However, the basic facilities like the playground, library and laboratories could be shared with those already existing for the CBSE curriculum.

19. Do the schools need separate teachers for offering this curriculum?

Yes, the teachers who handle these classes should be the one's who are trained by CBSE or those with similar experience in handling international curricula. However all the teachers need to undergo a training program.

20. When are the schools selected for this project likely to be intimated?

The Board will send a communication to the select schools before the commencement of the second week of April, 2010.

- 21. Will the international curricular unit be also covered by the Affiliation byelaws of the board?**

Yes. The modified affiliation byelaws of the Board will apply to the unit of international curriculum.

- 22. Will there be separate examination byelaws of the Board for the international curriculum?**

No. These schools will also be covered by the current examination byelaws of the Board. However, the Board will provide necessary changes covering the international curricula as and when required.

- 23. Can the students studying in the existing CBSE national curriculum opt for the international curriculum?**

In respect of schools which are selected to offer the international curriculum the students can opt for CBSE-i. Those students who are admitted to class I and class IX in the current academic year from other schools are also eligible to take up the CBSE-i.

- 24. Do schools have the option of offering both the national and international curriculum in the same campus?**

Yes, the schools that have been selected to offer this curriculum have the provision of offering both the curricula in the same campus.

- 25. In case of students migrating from the schools offering the international curriculum, does provision exist for change of scheme of studies to the National curriculum?**

Yes. In respect of such students migrating from schools wherein they have opted for the international curricula, they can offer the national curriculum in the new school. However in respect of students studying in class IX in the national curriculum, they will not be permitted to switch

over to the international curriculum in class X; as such they would be required to complete a course of study of two years for appearing in the class X examinations under the international curriculum.

- 26. Where does one come to know about the foreign languages available for study in the international curricula?**

The list of languages available for studies will be listed as a part of the curriculum document which would be made available to the schools.

- 27. Will there be a different method of assessment for classes I to X in the international curricula?**

The Board recommends the continuous and comprehensive evaluation for all classes from I to X and the scales adopted for assessment would be the same as recommended for the national curriculum.

- 28. Do the students opting for the international curricula have the same opportunity and weightage as students offering the national curriculum for admissions to higher classes?**

Yes. In so far as the equity of opportunities is concerned, the students under both the streams will be given an equal opportunity for participating in all relevant examinations/competitions.

- 29. Will the schools offering International curriculum be required to appoint a separate Principal?**

NO, the schools are advised to appoint or delegate responsibility to an academic supervisor to work as a CBSE-i Co-ordinator for monitoring effective transaction of curriculum.

- 30. Are the schools permitted to appoint part-time teachers to handle the classes under the international curriculum?**

No, the schools are required to use qualified and trained full time teachers to handle these classes.

- 31. Does the Board provide any guidelines regarding the tuition fee to be charged from the students?**

As stated in the Affiliation Bylaws, the fee charged by the schools should be commensurate with the facilities provided by the schools (both infrastructural and academic). It must be borne in mind that CBSE-i envisions at providing international quality in a cost effective manner.

- 32. When does the academic year for the international curriculum commence?**

The academic session for the schools will commence from 1st April and will have two semesters as detailed for the national curriculum.

- 33. Are there any specific recommendations for the attendance of the students in their classes?**

The students would be required to have a minimum of 75% attendance on the total number of working days of the school. Conditions for the attendance would be the same as listed in the examination bylaws.

- 34. What is the focus of language teaching in the CBSE-i?**

Apart from the emphasis on the four domains of communication skills namely listening, reading, writing and speaking, the focus will include appreciation of literature, creative writing skills, appreciation of poetry, business communication skills and nurturing linguistic intelligence. Further, the focus will include facilitating extended learning through fostering reading habits.

35. What is the focus of mathematics curriculum?

The focus of the mathematics curriculum at the primary level is to facilitate numeracy through real time experiences, understanding shapes and development of spatial intelligence, logical thinking and reasoning and basic commercial mathematics. At the higher level, the focus will be to integrate mathematical skills with other disciplines of learning in order to see correlation between mathematical concepts with scientific approaches and contextualizing the mathematical concepts to problem solving situations.

36. How does the science curriculum differ from the existing curriculum at the corresponding levels?

The focus of the science curriculum would be to nurture scientific aptitude and thinking, through observation, analysis, reasoning and independent judgment. Learners would attempt to focus on the scientific concepts to real time situations to explain phenomena, order and chaos. Experiential learning would be facilitated both through hands-on tools and through project orientation. The focus would be to develop research orientation so that there is a total de-emphasis on rote learning in science.

37. How does the social science position itself?

The basic objective of the social science curriculum will be to promote human understanding, human dignity and the evolution of social orders. The pedagogy would facilitate interactive methods like discussions and critical reviews of historical and social events so that learners appreciate cause and effect processes in social developments. In addition to world history, appropriate scope would be given to local history to sensitize the learners to appreciate the local, social and economic orders. The focus of Geography would

be to see global orders and variances in geographical patterns, growth processes, developmental patterns which impact native living practices, professions, economy and cultural thought processes. Further the curriculum will focus on effective citizenship and concepts of International Peace.

38. What is SEWA and what are its objectives?

SEWA stands for Social Empowerment through Work and Action. The concept is based on the idea of "Learning to live together" as enlisted among the pillars of learning in the Dellors Report detailing the instruments and structures for learning in the 21st century. This will focus on developing social consciousness of the learners through simple meaningful work at the individual level and actions at a cohort level. In a globalized world, it is important that each learner needs to realize that no person is an island and must live as a confident, competent and contributive citizen of a vibrant society.

39. Is there a shift in approach to Art Education?

At the primary level there is an increased emphasis on Art Education. The curriculum would help every learner to develop a minimal and core understanding of arts in various forms and dimensions. The curriculum will nurture creative expressions, aesthetic approaches, intuitive thinking, imagination and harmony. Arts, both visual and performing will be encouraged and the schools will be required to provide opportunities for nurturing arts both at the native level as well as global level.

40. What is the role of the subject 'Perspectives'?

Human thought patterns are so variant and every individual develops his or her own perspective about things, events, materials, patterns, causes and effects. A good

education system should help in development of such perspectives which can be questioned, debated, critically reviewed, judged and put to test. This would help in eliminating conditioned thinking and conditioned learning. The objective of introducing 'Perspectives' is to help the learners to become active thinkers and to understand and validate their thoughts through concrete expressions.

41. What is the focus in the Physical and Health Education curriculum?

The Physical and Health Education curriculum would focus on the concept of holistic wellness and healthcare – physical, mental and emotional. The curriculum would enable learners to bring synergy between body, mind and spirit in order to maximize their productivity in life; it would enable them pursue exercise and games with relevant skills; acquire necessary traits of sportsmanship both on and off the field; learn values and life skills that would help to live life with confidence and conviction; understand and appreciate growth dynamics of the body and the mind. The Physical Education Cards help to deliver PE more effectively. A unique feature is the cross curricular component of the Cards.

42. What is the relevance of Research work in the curriculum?

In an increasingly information flooded world, the learners would need skills of collecting, organizing and managing data and information, develop skills to see the order and meaning in them, abilities to interpret

them in context, think effectively – using lateral, analytical, critical and creative thinking styles, relate them to different situations and study the behavioural patterns and impact, take informed decisions and report objectively and appropriately. The discipline of research would help to develop skills in the above areas.

43. What is the relevance of "Breakthroughs" in the Science curriculum?

The knowledge society is witnessing remarkable breakthroughs in the fields of basic and applied sciences, technology and information processing tools at an unimaginable speed. The speed of irrelevance of information and materials is mindboggling due to new breakthroughs and innovations. All these would need the learners to understand the dynamics of change; the focus of this area would be to facilitate the learners to upgrade their knowledge and skills through formal and informal modes of learning- not for being examined or evaluated at the schools – but to be continuous learners in a learning society.

44. Is the international curriculum being targeted to replace the existing curriculum in respect of all the CBSE schools situated abroad?

Yes. In a phased manner, the international curriculum would replace the existing curriculum in all the schools situated abroad.

45. Will the schools affiliated to CBSE in India be permitted to offer this international curriculum?

The international curriculum will be introduced in a phased manner to the schools in India after due

consideration on a case to case basis. Such schools would have an option to have both the streams.

46. How is the Board planning to impart the necessary skills to the teachers to transact this curriculum?

The Board is planning to provide training programs to the teachers shortly covering the philosophy, content, methodology and evaluation issues. In addition, the Board would also provide teacher support materials for guidance as self-learning modules and in the form of online teacher support groups.

47. Who would spearhead the process of implementation of the curriculum in the schools?

The Board has a high-powered Committee constituted by the Chairman who have been involved in conceptualizing and designing this curriculum. This Committee would continue to monitor the essentials required for successful implementation.

48. Is the Board contemplating establishment of a separate unit to manage the international curriculum?

The administrative issues with regard to effective implementation will be reviewed periodically by the Board and necessary structures would be created as and when required.

49. Will the schools implementing other international curricula be allowed to implement the CBSE-international?

Yes. It will be considered during the second phase of implementation. However the Board will examine each case on merit before such permission is granted.

50. What are the foreign languages offered in the international curriculum?

All the foreign languages listed for the CBSE curriculum currently can be taught through CBSE-i.

51. Is this curriculum targeted to provide competition with other international curricula?

No. This curriculum is targeted to provide the much needed impetus to the Indian diasporas studying in schools affiliated to CBSE to be global citizens. Hence it has all the required elements that would be at par and more than the other international curricula.

52. Will the students studying the international curriculum likely to have a greater burden of learning vis-a-vis their counterparts?

NO. The core elements of the curriculum facilitate individual and self-paced learning. Further learning would be experiential. Hence there are no inputs that would build stress in learning.

53. Will CBSE-i cater to different kinds of learners and also differently abled learners?

Yes, the CBSE-i will follow all provisions of rules and regulations of the Board for the students under the inclusive learners' category.





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