

CHOITHRAM INTERNATIONAL AN IB WORLD SCHOOL HANDBOOK

2025-26

EC/DOC/EC/02



Choithram Consortium





Richa Chaturvedi

Principal's Message

Dear Parents and Students,

Warm greetings as we embark upon a new academic year at Choithram International, An IB World School, a proud institution offering the IB and Cambridge curricula, where education transcends the classroom and becomes a lifelong journey of inquiry, reflection, and transformation.

It is with immense pleasure and anticipation that I welcome you to a year brimming with possibilities—for intellectual curiosity, personal growth, and global engagement. At Choithram International, we are steadfast in our commitment to nurturing principled, compassionate, and open-minded individuals who are empowered to make meaningful contributions to the world.

Our educational philosophy is rooted in the core values of the International Baccalaureate—intercultural understanding, learner agency, and the development of the child. We cultivate an environment where academic excellence goes hand in hand with character development, where every learner is supported in discovering their unique voice and purpose.

To our dedicated parent community, thank you for your continued trust and unwavering support. Your active engagement is vital as we foster a collaborative partnership that enriches your child's educational journey. Together, we strive to raise empathetic, resilient, and globally aware young minds.

To our students, I urge you to embrace this new chapter with enthusiasm, courage, and a spirit of inquiry. Let each day be an opportunity to explore diverse perspectives, ask thoughtful questions, and challenge yourselves to grow—intellectually, emotionally, and ethically. Remember, you are not only learners of today but the changemakers of tomorrow.

May this academic year be filled with discovery, purpose, and success. I look forward to witnessing the incredible achievements that lie ahead.



THE INTERNATIONAL BACCALAUREATE (IB)

The IB is a non-profit organization established in 1963 with its headquarters in Geneva, Switzerland and the examination office in Cardiff, Wales. In addition there are regional offices and representatives around the world. The IB public website www.ibo.org has details on the various IB programmes and services.

IB MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CHOITHRAM VISION AND MISSION

Our Vision

Creating learning experiences that foster Intellectual Curiosity, Confidence and Compassion in individuals and nurture them into Balanced, Resilient and Responsible citizens who celebrate diversity.

School Mission

We aim to create a joyful, friendly atmosphere in a stimulating environment, where learning is a pleasurable activity and the flame of positivism is kindled to bring about an Integrated Individual who has a strong belief in himself.

OUR VALUES



Education Excellence

A commitment to providing high quality education and promoting academic achievement.



Diversity and inclusion

Fostering a welcoming and inclusive environment that respects and celebrates diversity.



Respect and Integrity

Promoting honesty, integrity, and respect for all members of the school community.



Responsibility and Accountability

Encouraging a sense of responsibility for one's actions and their impact on the community.



Teamwork and Collaboration

Promoting collaboration, teamwork, and a sense of community among students, staff, and parents.



Lifelong Learning

Instilling a love of learning and a belief in the importance of continuous personal and intellectual growth.



Citizenship and Social Responsibility

Encouraging students to be active, engaged citizens who contribute positively to society.



Environmental Stewardship

Fostering a culture of innovation, creativity, and critical thinking.



Health and Well-Being

Prioritizing the physical and mental well-being of students and addressing environmental issues.



Community Engagement

Building strong connections with the local and global community through service and outreach.



Cultural and Ethical Awareness

Instilling an understanding where students can discover and develop their unique talents.



Parental Involvement

Encouraging parents to be actively engaged in their child's education and the school community.

13 KEY ACTIONABLES

- **Vision & Mission**
- **Curriculum Development**
- **Teaching and Learning Process**
- **Empowering Teachers and School Staff- Their involvement & satisfaction**
- **Engaging students- Their satisfaction level, academic and co-curriculum achievements**
- **Building Partnerships, Collaborations and Joint ventures with Institutions & Companies**
- **Technological Development and Legal Software**
- **Improvement & Expansion of Physical Infrastructure**
- **Parent Involvement & Satisfaction**
- **Alumni Network**
- **Growth Options- Qualitative and Quantitative**
- **Leveraging Choithram's Potential**
- **Monitoring and Evaluation**

ABOUT THE SCHOOL

Choithram International brings International Education Programmes to the doorsteps of people of Indore and M.P. It is the first IB World School in Central India. It caters to the academic needs of students from 3 to 18 yrs of age, providing education at all three of IB Programmes - PYP, MYP and DP.

ACCREDITATION

Choithram International is proud to be the first IB World School in Madhya Pradesh, with a registration number 002328.

We offer students a broader range of options than any other international qualification — providing more subjects to choose from, more ways to learn, and more pathways to success.

Our programmes are designed to enhance student performance by nurturing skills in creative thinking, inquiry, and problem-solving.

They serve as the ideal foundation for advanced studies, such as the Cambridge A Levels or the IB Diploma Programme.

Our Cambridge Centre Number is IN459.

SCHOOL LOGO



The CI logo is a rich tapestry of Indian culture and heritage, meticulously crafted to symbolize the holistic growth of children in the associated institution. At its heart is the swan, the divine vehicle of Goddess Saraswati represents the pursuit of learning and wisdom. Encircling the swan is a blossoming lotus, the national flower, which also serves as Saraswati's seat, embodying purity and enlightenment. The lotus is adorned with eight petals, each one a testament to the core values ingrained in Indian culture. These petals are unified by five rings, symbolizing the essential elements of nature—air, sky, water, land, and fire—highlighting the interconnectedness of life. The outer rims of the petals signify the journey from knowledge to character development, while the wheel-shaped logo as a whole suggests dynamic progress and continuous motion. At the base of this emblem is a profound message: true beauty and the ultimate value of knowledge are found in humility. This logo not only serves as an emblem of cultural richness but also as an inspirational guide for students as they evolve within the institution.

SCHOOL PRAYER

O God, we pray that thy blessings may rest upon our beloved country, our parents, our school, and all those who teach and learn here. Help us to do our work with wisdom and understanding and protect us from everything injurious to our spiritual and physical well - being. Make us proud of the school to which we belong, and may we one day, go forth from it ready to serve our country and fellow men.

SCHOOL TIMINGS

Winter and Summer Timings are subject to change as per the district administrator's order. Information regarding the same is provided through Email.

Grade	Day	Timing
EY-1 to EY-3	Monday to Friday	9:30 AM - 1:10 PM
PYP-1	Monday to Friday	9:30 AM - 2:30 PM
PYP-2 to AS LEVEL	Monday to Friday	8:00 AM - 2:30 PM
EY-1 to PYP-1	1st, 3rd and 5th Saturday of every month	8:00 AM - 12:00 noon
PYP-2 to AS LEVEL	1st, 3rd and 5th Saturday of every month	8:00 AM - 2:00 PM

APPOINTMENTS

Teachers and Coordinators	All days by prior appointments only
HOS	All days by prior appointments only



SCHOOL UNIFORM

Students in Early Years are encouraged to wear comfortable and casual clothing along with proper shoes. Attire should be neat, presentable, and allow for ease of movement throughout the day. Additional Notes:

- Parents are requested to provide an extra pair of clothes to the Homeroom Teacher (HRT).
- To prevent loss or confusion, please label all clothing and personal belongings with your child's name or initials.
- PYP 1- DP 2 Boys Uniform
- Regular Uniform: Navy blue trousers (with side pockets & one hip pocket), white half-sleeve shirt, navy blue Zodiac tie, formal black shoes, and white calf-length socks.

Winter Wear:

- PYP 1-2: Navy blue 'V' neck sweater/hoodie.
- PYP 3-DP 2: Navy blue blazer with the school logo.
- White full-sleeve shirt (rest same as regular uniform)
- Turban/Headgear: Only navy blue (for Sikh students).
- Sports Dress: White collared T-shirt with CI logo, navy blue track pants with CI logo (without stripes), white calf-length socks, and black sports shoes. PYP 1- DP 2 Girls Uniform.

Regular Uniform:

- PYP 1-8: Navy blue pleated skirt (knee-length).
- Grade 9 onwards: Choice of navy blue pleated skirt (knee-length) or trousers.
- White half-sleeve collared shirt (same as boys), navy blue Zodiac tie, formal black shoes, and white calf-length socks.

Winter Wear:

- PYP 1-2: Navy blue 'V' neck sweater/hoodie.
- PYP 3-DP 2: Navy blue blazer with the school logo.
- White full-sleeve shirt (same as regular uniform), navy blue pleated skirt (PYP 1-8) or trousers (Grade 9 onwards).

Sports Dress:

- White House T-shirt with collar and CI logo, navy blue track pants with CI logo (without stripes), white calf-length socks, and black sports shoes.



DOS & DON'TS



- Wear properly fitted uniforms as per the prescribed dress code.
- Ensure trousers (for boys) and skirts (for girls) follow the specified length and style.
- From Grade 9 onwards, girls have the choice to wear either a skirt or trousers as per their preference.
- Always wear the correct tie and school logo where
- mentioned. Keep shoes polished and in good condition.
- Wear white calf-length socks as specified.
- For winter, wear only the prescribed sweater or blazer with the school
- logo. Sikhs should wear only navy blue turbans or headgear.
- Sports dress must have the CI logo and be worn on designated days.



- Avoid low waist, narrow-bottom, or overly tight trousers.
- Do not wear skirts shorter than knee length.
- No fancy or non-school-approved accessories (e.g., colored belts, decorative pins).
- Do not wear shoes other than formal black for regular uniform and black sports shoes for sports dress.
- Avoid any additional stripes, patterns, or designs on track pants.
- No rolling up of sleeves or untucking shirts.
- Do not substitute the school uniform with non-approved sweaters or jackets in winter.
- Avoid using any headgear other than navy blue (for Sikhs only).
- Do not send your child in uniforms with worn-off or faded school logos.

Hygiene Points for Sending a Child to School

1. Personal Hygiene

- Ensure your child takes a bath or shower before school.
- Dress them in clean, well-ironed clothes and ensure they wear fresh socks and undergarments.
- Trim and clean their nails regularly.
- Encourage them to brush their teeth properly before leaving for school.
- Teach them to comb their hair neatly and keep it tied if long.
- Girls must come in pleated ponytails to maintain a neat and tidy appearance.

2. Hand Hygiene

- Teach your child to wash hands with soap before eating, after using the restroom, and after playing.
- Provide a small bottle of hand sanitizer for use when soap and water are unavailable.
- Remind them to avoid touching their face, especially their mouth, nose, and eyes.

3. Cough & Sneeze Etiquette

- Teach your child to cover their mouth and nose with a handkerchief/tissue or elbow when sneezing or coughing.
- Send a handkerchief in their bag for personal use.

4. School Bag & Lunchbox Hygiene

- Clean and disinfect the school bag, lunchbox, and water bottle regularly.
- Pack fresh, homemade food in clean containers.
- Provide a clean napkin or handkerchief for their use.

5. Clothing & Shoes

- Ensure your child wears clean, properly fitted shoes and socks.
- Wash school uniforms regularly to keep them fresh and hygienic.

6. Health Check Before School

- Check for any signs of illness (fever, cough, sore throat, vomiting, etc.) before sending them to school.
- If they are unwell, let them rest at home to prevent spreading infections.
- Ensure they have received all necessary vaccinations.

CHANNELS OF COMMUNICATION

We believe that the challenges are resolved at the point of the origin, using the following procedure:

- Speak first to the person closest to the problem (subject teacher/Tutor).
- If it is unresolved then it is to be escalated to the coordinator.
- Communicate with the Head of School only if the matter has not been resolved by the respective teachers or the coordinator.
- If the concern relates to the general school matters, administrative decisions or the school policies, you should contact the Head of School directly.

ATTENDANCE

- No student should be absent without prior approval through a formal leave application. In case a student remains absent for six consecutive days without submitting an application, their name is liable to be struck off the school rolls. Re-admission, in such cases, will be at the sole discretion of the Principal.
- Kindly refrain from calling your child home during school hours, except in cases of genuine emergency.
- Students suffering from any contagious illness should not attend school until they are fully recovered and free from infection.
- If a student arrives late to school, they must carry a note or email explaining the delay, duly signed by a parent or guardian, before reporting to class.
- Parents are requested to ensure that their child attends school regularly. A minimum of 75% attendance is mandatory for each academic session.
- In case of absence due to medical reasons, a doctor's certificate must be submitted along with the leave application.

CODE OF CONDUCT

The school Code of Conduct comprises principles, standards of behaviour, identification of disruptive behaviour and consequences of non-compliance. Its purpose is to create a safe and productive learning environment by outlining an expected behaviour code amongst students.

In order to develop a sense of responsibility for their actions and an awareness of the need to care for and value the rights of others a code of conduct has been developed in our school and any deviations from the same will be dealt with strictly by the authorities.

- Students should demonstrate respect for others irrespective of racial, gender, cultural and religious differences of others.
- Students should demonstrate self-discipline and come to school on time.
- Students should follow the established rules and take responsibility of his/her own actions.
- Students should exhibit a positive and cooperative attitude towards school and learning .
- Students should avoid use of profane and obscene languages and gestures.
- Keep school equipment and books in good condition.
- Return borrowed property in good condition.
- Return the lost items to the school office.
- Dispose litter and waste in appropriate containers.
- Maintain a safe, and clean environment for others.
- Students should refrain from bringing any harmful substance to school that may compromise the safety of others.
- Committing an act of Vandalism that causes damage to school property would be a punishable offence.
- Students are not allowed to leave the school premises without obtaining prior permission from concerned school authorities.
- Any improper display of affection towards other student or engaging in inappropriate social behaviour is a punishable offence.
- Any other electronic device, other than the calculator, like handy cams, pen drives, cell phones, CDs should not be brought to school.

SCHOOL TRANSPORT



This facility is provided to all desirous students on payment. It is the responsibility of the parent to ensure that their children are made to board the bus and escorted home on return from their respective bus stops. No request from parent to drop their children at a bus stop other than the one allotted will be entertained. In case you need to change the bus stop, a formal letter addressed to administrative in charge must be sent stating the reason for change.

EMERGENCY PROCEDURES

In the event of an emergency, such as an injury during school hours:

- The child is immediately taken to Choithram Hospital located within the school campus.
- Parents/guardians are contacted without delay using the emergency numbers provided.

TELEPHONE CALLS

Parents are respectfully requested not to call students during class hours.

- In case of an urgent message, please contact the school reception.
- Students may make calls during break time only for matters requiring immediate attention.
- Phone calls for homework or assignments are discouraged, as managing academic tasks is part of student responsibility.

SCHOOL LEAVING CERTIFICATE

To obtain a School Leaving Certificate (Transfer Certificate):

- A written notice of at least one week is required.
- This allows time for the necessary administrative procedures.

SOCIAL EMOTIONAL LEARNING

Wellbeing is at the core of curricular and co-curricular framework. Social Emotional Learning is catered to so as to help the learners nourish their learning journey. The teachers support the physical, emotional, social and spiritual development of the learners. It also implies that we treat behavioural mistakes in the same way that we treat other learning challenges. Each grade level is supported by homeroom teachers/ tutors, other facilitators and the counsellor to support student learning.

The tutor provides the point of first contact for students and parents. It focuses on the well-being and progression of each student on an individual basis. Our curriculum is comprehensive, age appropriate and addresses the students' social and emotional development. It equips them with the skills they will need, to face the challenges in an ever-changing world.

CHOITHRAM INTERNATIONAL HOUSE SYSTEM

The House System plays a vital role in school life by fostering a sense of belonging, teamwork, and healthy competition. It provides students with opportunities to participate in sports, music, and other inter-house activities, helping to build self-confidence, leadership, and collaboration. At Choithram International, students from PYP 1 onwards are assigned to one of the four houses:

AGNI

VAYU

JAL

PRITHVI

The house system—embodied by Agni (fire), Jal (water), Vayu (air), and Prithvi (earth)—is designed to foster a sense of belonging, teamwork, and healthy competition that motivates students to strive for excellence and celebrate achievements and help them develop essential life skills such as responsibility, adaptability, and respect.

COMPLAINT ADDRESS SYSTEM

GRIEVANCE REDRESSAL CELL

The school has developed its Grievance Redressal Cell which would look into any complaint or unpleasant experience that any of the members of the school community might undergo. These may be pertaining to academics, implementation of IB practices, administrative, finance or any other serious harassment related grievance.

Name	Designation in the Committee	Designation in school	Email Address	Mobile Number
Ms. Richa Chaturvedi	Presiding Officer	Head of School	principal@choithraminternational.com	9833930732
Sonu Sharma	Member	PYP Teacher	sonu.sharma@choithraminternational.com	9300536162
Nimita Savner	Member	MYP Teacher	nimita.savner@choithraminternational.com	7000045171
Sunanda Sastry	Member	DP Teacher	sunanda.sastry@choithraminternational.com	9960100683
Vaishnavi Agrawal	Member	IE Coordinator	vaishnavi.agrawal@choithraminternational.com	7351690899
Virendra Thakur	Discipline In-charge	HOD Sports	virendra.thakur@choithraminternational.com	9926069123
Ms. Divya Jain	Parent	CI Parent	p.nivik.jain@choithraminternational.com	7869135623
Ms. Arefa Reshamwala	Parent	CI Parent	p.ali.reshamwala@choithraminternational.com	9827334652
Rakshit Yadav	Member	Head Admin	rakshit.yadav@choithraminternational.com	9993106060
MYP Head Boy & Head Girl				

Academic complaints: (implementation of IB Programmes or any other academic concern)-

Whole School: Ms. Richa Chaturvedi

Email id: principal@choithraminternational.com Mobile no: 9833930732

Administrative and finance Complaints: (infrastructure, conveyance, hostel facility, food etc.)

Mr. Rakshit Yadav **Email id:** rakshit.yadav@choithraminternational.com

General Complaints:

The hierarchy to be followed-

Tutor/Program Coordinators/HOS

COMMITTEE AGAINST SEXUAL HARASSMENT

Name	Designation in the Committee	Designation in school	Email Address
Ms. Richa Chaturvedi	Presiding Officer	Head of School	principal@choithraminternational.com
Pallavi Makhija	Member	PYP Coordinator	pypcoordinator@choithraminternational.com
Pritha Rathi	Member	MYP Coordinator	mypcoordinator@choithraminternational.com
Mamta Jain	Member	DP Coordinator	dpcoordinator@choithraminternational.com
Chitrlekha Kulkarni	Member	Principal CSMB	chitrlekha.kulkarni@choithramschoo.com
Mayuri Atroliya	Member	Principal Paramedical College	mayuri.atroliya@choithramcollege.ac.in

SPORTS AT CI

Sports play a vital role in a child's overall development—promoting physical well-being, enhancing concentration, and fostering teamwork and self-confidence.

At Choithram International, sports are integrated into both the academic curriculum and extracurricular programme. Students may choose from a variety of sports, including football, basketball, lawn tennis, badminton, swimming, squash, and cricket.



CLUBS AT CI

At CI, students from EY1 to DP2 engage in various Saturday clubs like the SDG Club, TED-MUN Club, and Robotics Club. These clubs enrich student life by fostering social, academic, and personal growth while nurturing interests, skills, and friendships.



Primary Years Programme



The IB Primary Years Programme

Voice • Choice • Ownership

www.ibo.org/pyp



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SKU # GD412A

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PRIMARY YEARS PROGRAMME

The Primary Years Programme (PYP) is designed for children aged 3 to 12—an age range considered the most impressionable and formative. At this stage, young learners are naturally curious, observant, and highly receptive to their surroundings. The PYP nurtures this curiosity by introducing an inquiry-based approach that encourages students to actively engage in their own learning.

The programme is built around five essential elements: knowledge, specified concepts, Approaches to Learning, Dispositions and action. These elements are thoughtfully integrated to create a child-centered, holistic learning experience that promotes reflection, responsibility, and meaningful action.

The PYP is all about inquiry: the process through which a learner moves from his or her current level of understanding to a new and deeper level. Our students will be:

- Exploring, wondering and questioning
- Collecting data and reporting findings
- Taking and defending a position
- Using critical thinking skills to understand a concept
- Making and testing theories
- Experimenting and playing with possibilities
- Solving problems in a variety of ways

PYP CURRICULUM FRAMEWORK

The PYP curriculum framework is uniquely adaptable to state and national standards. Guided by six transdisciplinary themes of global significance, students deepen their learning by developing their conceptual understandings; strengthening their knowledge and skills across and beyond subject areas.

The essential elements - knowledge, ATL, specified concepts, dispositions and action are intrinsically related and connected components of PYP that allows our schools to build relevant curriculum that educate the whole child and make them life-long learners, these together with the acquisition of the learner profile leads to the development of International mindedness.

TRANSDISCIPLINARY CURRICULUM

The transdisciplinary approach is “the science and art of discovering bridges between different areas of knowledge and different beings. The principal task is elaboration of a new language, logic, and concepts to permit genuine dialogue”. By design, PYP inquiry and concept-based learning align neatly with, and contribute to, the transdisciplinary model. Supported by the subject scope and sequence guidance and the key programme elements, the transdisciplinary themes provide the means for students and members of the learning community to engage in genuine dialogues. Emerging through the inquiry process, these dialogues bridge subject knowledge and individual and collective experiences to articulate new visions and solutions for a more peaceful world.

PYP AGENCY MODEL

At Choithram International, we recognize that agency and self-efficacy are central to the learning process. A supportive learning community nurtures critical and creative thinking, independence, perseverance, and confidence—skills vital to student growth.

Students are given meaningful opportunities to make choices, express opinions, and experience the impact of their decisions, strengthening their sense of identity and ownership of learning.

Teachers play a key role by reflecting on their beliefs and values about childhood, learning, and student capabilities. These beliefs shape how they structure time, design learning environments, and build relationships within the classroom and beyond.



PYP Transdisciplinary Themes

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

Students inquire into, and learn about these globally significant issues in the context of Units of Inquiry, each of which addresses a Central Idea relevant to a particular transdisciplinary theme. These units collectively constitute the school's programme of inquiry. The units of inquiry are finalized after much collaborative discussion within the school and these transdisciplinary themes give the required base for the same.

In developing an individual unit of inquiry, organized around a Central Idea, the following are the criterion which is kept in mind:

- Engaging the unit should be within the periphery of the interest of the students so that they remain involved
- Relevant Linked to the student's prior knowledge, experience and understanding
- Challenging and Extending the existing knowledge to upgrade their competencies
- Significant Contributing to an understanding of the transdisciplinary essence of the themes

CONCEPT-DRIVEN CURRICULUM

The central philosophy of the PYP is its drive towards a purposeful and structured inquiry which can be achieved by framing a concept-driven curriculum. A concept-driven curriculum helps the learner to construct meaning through improved critical thinking and the transfer of knowledge. Transdisciplinary concepts enhance the connectivity and coherence across the curriculum.

APPROACHES TO LEARNING

The Approaches to Learning (ATL) are a vital part of the IB Primary Years Programme (PYP). They help students “learn how to learn” and develop essential skills that support them in becoming independent, lifelong learners.

The ATL skills are grouped into five broad categories:

1. Thinking Skills – Critical thinking, creative thinking, and problem-solving skills that help students make reasoned decisions and reflect on their learning.
2. Social Skills – Cooperation, conflict resolution, and empathy that support positive interaction with others.
3. Communication Skills – Listening, speaking, reading, writing, and using technology effectively to express and receive ideas.
4. Self-Management Skills – Organization, time management, goal-setting, and emotional regulation to support personal responsibility and well-being.
5. Research Skills – Finding, evaluating, recording, and using information from a variety of sources.

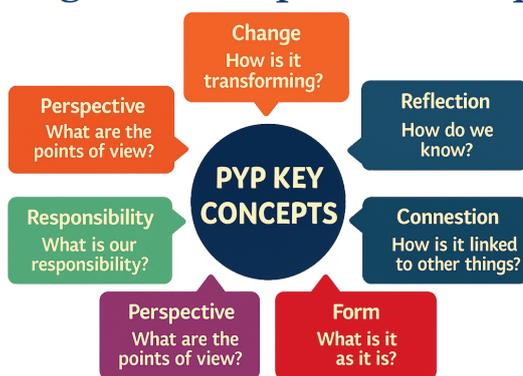
These skills are integrated throughout the curriculum and developed through meaningful inquiry and reflection. Students are encouraged to take ownership of their learning by using ATL skills across subjects and real-life contexts.



SPECIFIED CONCEPTS

In the PYP, key concepts are central to promoting deep thinking and understanding. These seven concepts—form, function, causation, change, connection, perspective and responsibility—act as lenses through which students explore and make sense of the world.

Each concept encourages students to ask meaningful questions and develop transferable understanding that goes beyond subject content. By revisiting these concepts across different units and year levels, students build a strong foundation for conceptual learning that grows in depth and complexity over time.



International Mindedness

At the heart of the PYP is the development of international mindedness, which encourages students to recognize their shared humanity and take meaningful action to make the world a better place. We foster this through our transdisciplinary Units of Inquiry that integrate the United Nations Sustainable Development Goals (SDGs), promote multilingualism, and celebrate intercultural understanding. By exploring global issues through diverse perspectives, learners develop empathy, respect, and a deep appreciation for different cultures and languages.

SUSTAINABLE DEVELOPMENT GOALS



ACTION

Thoughtful and appropriate action is the learning outcome in PYP. The explicit expectation of the PYP is that a successful inquiry will lead to responsible action, initiated by students as a result of the learning process. This action will extend the student's learning and may have a wider social impact. The school gives ample opportunity and the power to choose to act; to decide on their actions and to reflect on these actions. In the PYP, it is believed that every student, every year, has the right and should have the opportunity to be involved in action. This action can be individual or can be taken collaboratively by a group of students.

In fact the action component of the PYP can involve in the widest sense of the world; service to fellow students, to the larger world, both in and outside the school. The action chosen by the student can be the most significant theme end which will certify the efficacy of the programme.

<https://www.managebac.com/pyp-posters>

ManageBac

Action in the PYP

PARTICIPATION

contributing as individual or group



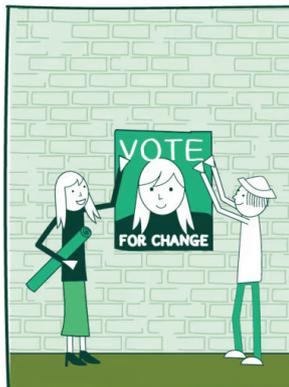
SOCIAL ENTREPRENEURSHIP

innovative, resourceful and sustainable social change



ADVOCACY

action to support social / environmental / political change



SOCIAL JUSTICE

relation to rights, equality, social well-being and justice



LIFESTYLE CHOICES

eg. consumption, impact of choices



ACTION

ASSESSMENT IN PYP

Assessment in the PYP supports learning and helps students grow as independent, reflective learners. It includes:

- **Assessment for learning:** Ongoing checks during learning to guide teaching and help students improve (e.g., observations, discussions, quizzes).
- **Assessment as learning:** Students reflect, set goals, and monitor their own progress (e.g., self-assessments, portfolios).
- **Assessment of learning:** Summative tasks that show what students have learned at the end of a unit (e.g., projects, presentations, tests).

All assessments aim to promote deep understanding, student agency, and continuous growth.



PYP EXHIBITION

The PYP Exhibition is a significant event in the final year of the Primary Years Programme. It is a culminating, student-led inquiry project that demonstrates students' understanding of the IB learner profile, key concepts, and Approaches to Learning.

Students work in groups or individually to investigate real-life issues they are passionate about. They conduct in-depth research, take meaningful action, and share their learning with the school community.

Key features of the PYP Exhibition:

- Encourages student agency and ownership of learning
- Integrates skills, concepts, and knowledge from across subjects
- Involves collaboration, reflection, and action
- Celebrates students as lifelong learners and global citizens

The exhibition is both a celebration of learning and an important assessment of, for, and as learning. It marks the transition from the PYP to the next stage of the IB journey.

EXPECTATIONS FOR ASSIGNMENTS IN PYP

The CI assignment reflects children's stages of development and growing independence, and is guided by educational research.

Parents are expected to give support and encouragement to their children in developing good learning habits by:

Role of Parents:

Parents play a vital role in supporting their child's learning journey. You can help by:

- Engaging in conversations with your child about what they are learning.
- Being present and attentive to their questions and curiosities.
- Reviewing completed tasks together to provide feedback and encouragement.
- Communicating with the teacher if you notice any concerns or behavioral changes.

For Students:

- Reading is a cornerstone of learning. Parents are encouraged to read to or with their child daily. Independent readers should make reading a regular part of their daily routine.
- Play and Exploration are essential for holistic development. Families are encouraged to allow time for self-directed play and the pursuit of personal interests at home.
- Homework Engagements are designed to reinforce classroom learning, support conceptual understanding, and build effective work habits. These may include:
 - Tasks connected to Units of Inquiry (UOI) and other subjects
 - Reading and Interactives
 - ATL based task

The time required for homework may vary based on grade level, the nature of the tasks assigned, and each student's pace and dedication.





Middle Years Programme



The IB Middle Years Programme

Preparing students to be successful in school
and to be active, lifelong learners



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

www.ibo.org



MIDDLE YEARS PROGRAMME

The MYP has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the age of 11 to 16. These years are a critical period in the development of young people. Success in school is closely related to personal, social and emotional well-being. At a time when students are establishing their identity and building their self-esteem, the MYP can motivate students and help them to achieve success in school and in life beyond the classroom.

The Programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel. The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on and develop a strong sense of personal identity.



Middle Years Programme

MYP FUNDAMENTAL CONCEPTS

The MYP is guided by three principles that have special currency for learners aged 11– 16, inspired by the IB mission: holistic learning, intercultural awareness and communication. These fundamental concepts of the programme provide a strong foundation for teaching and learning in the MYP.

TEACHING AND LEARNING IN CONTEXT

Teaching and learning in the MYP involves understanding concepts in real life context. All learning is contextual. A learning context is a specific setting, event or set of circumstances, designed or chosen, to stimulate learning. The context, therefore, should have a relationship to the learner, the learner's interests and identity, or the learner's future. Learning that occurs out of context is often shallow and short term in character. Contexts offer the possibility of new perspectives, additional information, counter-examples and refinements of understanding. The existence of multiple contexts for teaching and learning underscores the fact that all concepts are open to interpretation. Concepts are not neutral but, rather, are subject to contest and conflict. Concepts are not prescriptive and inert but dynamic and interact with the world. When concepts are set in context, they are less likely to become prescriptive checklists of "facts by another name". Contexts help to create productive discussion within and outside the classroom.

MYP GLOBAL CONTEXTS

The MYP identifies six global contexts for teaching and learning that are developed from and extend the PYP's trans-disciplinary themes.

- Identities and relationships: Who am I? Who are we?
- Orientations in space and time: What is the meaning of "where" and "when"?
- Personal and cultural expressions: What is the nature and purpose of creative expression?
- Scientific and technical innovations: How do we understand the world in which we live?
- Globalization and sustainability: How is everything connected?
- Fairness and development: What are the consequences of our common humanity?



APPROACHES TO LEARNING ATL

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum and which help them “learn how to learn”. Approaches to learning skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through meaningful assessment. They provide a common language that students and teachers can use to reflect on and articulate on the process of learning.

MYP ATL SKILL CATEGORIES

- Communication
- Social
- Self management –organisation, affective, reflection
- Research- information literacy, media literacy
- Thinking–critical thinking, creative thinking, transfer

RECOGNITION IN INDIA

The Middle Years Programme (MYP) of the International Baccalaureate (IB) is fully recognized in India and is treated as an equivalent to class X of an Indian Board assessment. So, students who have completed the MYP with a certificate are entitled to apply for admission for higher studies in any school or junior college in India.

MYP CURRICULUM AT CI

At CI the curriculum in MYP 1, 2 and 3 is designed by teachers considering the MYP aims and objectives. It is designed by backward planning from DP, MYP e Assessment and also takes into consideration the national requirements.

Students in grades 6 to 8 follow the International Baccalaureate Middle Years

Programme, a broad, balanced curriculum set within eight subject groups:

- **Group 1: Language and Literature English**
- **Group 2: Language acquisition: Hindi and choice between French/Sanskrit (grade 6 to 8) and**
- **Group 3: Individuals and societies**
- **Group 4: Integrated Sciences**
- **Group 5: Mathematics**
- **Group 6: The Arts Visual and Performing Arts– Dance, Music, VA**
- **Group 7: Design**
- **Group 8: Physical and Health Education**

In MYP 4 and 5 students are allowed to choose opt subjects from each MYP subject area

- **Group 1: Language and Literature English**
- **Group 2: Hindi/French**
- **Group 3: Integrated Humanities**
- **Group 4: Integrated Sciences**
- **Group 5: Mathematics**
- **Group 6: The Visual arts/ Dance/Music/Design/PHE**

THE PERSONAL PROJECT

The personal project encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide them with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners. The objectives of MYP projects encompass the factual, conceptual, procedural and meta-cognitive dimensions of knowledge. All students must complete the personal project, with the majority of their work undertaken in the final MYP year. Students are expected to spend approximately 25 hours on their personal project.

Students of MYP year 5 are registered for external moderation of the personal project. Students who successfully complete the personal project are eligible for MYP Results. Successful completion of the personal project is a requirement for awarding the MYP Certificate.

SERVICE AS ACTION IN MYP

Action (learning by doing and experiencing) is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. Service, as a subset of action, has always been a shared value of the IB community. IB learners at Choithram International strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. At CI we believe and value that service to others is an important way to engage in principled action across a range of overlapping local and global communities. Through responsible action, connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profiles that are essential for success in future academic pursuits and for adult life .

Every first and third Saturday is dedicated to service activities. Fulfilment of the school's expectations for participation in community service is a requirement of the IB MYP certificate as well as the school.

Interdisciplinary Teaching and Learning

In the MYP, students study a range of disciplines within subject groups and often bring together two or more established areas of expertise to build new interdisciplinary understandin. It emphasizes integrating concepts, methods, and modes of communication from two or more disciplines to create new understandings, solve problems, or address real-world issues. This approach aims to develop a deeper understanding and connection between different subject areas.

MYP ASSESSMENT



Middle Years
Programme



Assessment

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. The school believes that teaching, learning and assessment are intrinsically interrelated.

In the MYP, teachers make decisions about student achievement using their professional judgement, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

At the end of grade 10 students need to appear for MYP e Assessment exams as well.

ASSESSMENT PRACTICES IN THE MYP

MYP internal assessment includes tasks, strategies and tools that are designed, developed and applied by teachers. Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit. Formative assessments are planned over the course of a unit to determine the next stages of learning.

Internal summative assessment is part of every MYP unit. Teacher's feedback on every task will be criteria specific. Teachers will help students to move up to higher MYP grades through criteria specific feedback at the end of every task. Self-assessment and peer assessment are done by the students after their summative assessments.

The assessment criteria of year 2 are the same as that of year 3 published by IB and of year 4 are the same as that of year 5 published by IB.

Assessment criteria for all years of the program are provided to the parents and students at the starting of the year in MYP assessment booklets.

ASSESSMENT LEVELS

All summative assessments are based on published MYP criteria. The students are clearly informed of the teacher's expectations of every task when the student is introduced to the same via class discussions and also through task specific clarifications.

All MYP subject groups have four assessment criteria. Each MYP criterion is divided into various achievement levels (numerical values 0 to 8) that appear in four bands. Each band represents two levels of achievement and contains general, qualitative value statements called level descriptors. All MYP criteria are equally weighted. At the lowest levels, descriptors describe minimal student achievement. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

DIFFERENTIATED TASKS

Assessment tasks at school take into account the requirements of students with inclusive educational needs. Consideration of the appropriateness of the task is made for those who are learning in a language other than their mother tongue. Wherever possible teachers design open ended tasks so that students have the freedom to think and explore the method and mode of representation of the tasks. In cases where students are not able to meet MYP objectives due to identified learning difficulty, tasks can be differentiated by making a reasonable adjustment which may include changes in the form of different fonts, extra time or method of response. In any case no modifications are allowed in demand of the assessments or overall learning outcome.

All Access arrangements as per the IEP are catered to for such students during MYP e- assessments as per IB mandate, as mentioned in Inclusive Education Policy of the school.

REPORTING

At CI the school academic session is divided into two terms and at the end of each term the achievement in each subject group is reported and communicated to the parents.

MYP reports of student achievement contain student's achievement level for each assessment criterion. To determine these achievement levels, teachers gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers ensure that this evidence comes from the performance of the student over the duration of the units taught.

To arrive at a final MYP grade in each subject, teachers add together the student's final achievement levels in all criteria of the subject group. This adds up to 32 (and 24 in case of IDU) which is then converted into a MYP grade on a scale of 1-7. The report card also comments on the student's involvement in service. The report cards further have a record of ATL skills developed in each subject and an effort grade to acknowledge the efforts of the learner which is on a scale of 1-4.

FORMATIVE ASSESSMENT

The goal of formative assessment is to monitor student learning to provide regular feedback that can be used by instructors to improve their teaching and by students to improve their learning.

More specifically, formative assessments

- Help students identify their strengths and weaknesses and target areas that need more improvement and effort.
- Help faculty recognize where students are struggling and address problems immediately.
- Formative assessments are generally low stakes, which means that they have low or no point value when it comes to declaration of term end assessments.

TERM END EXAMS

In addition to formative and summative assessments, term/year end exams based on the complete term syllabus are held.

ACHIEVEMENT GRADES

Overall Achievement Grades ranging from 1-7 are assigned based on criterion-referenced standards specific to the subject rather than by comparing students against each other and are based on the student's most consistent performance related to those expectations, with an eye to their most recent performance. Student learning is evaluated at the end of the marking period, based on the whole course rather than a few aspects of the course. Faculty members use their best professional judgement in determining levels of performance, taking into account the evidence gathered in the student's file, grade book or portfolio, and valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a marking period.

In addition to the overall achievement grade the following evaluations are determined to help communicate strengths and areas for growth in terms of effort grades:

- ***Personal organization***
- ***Teamwork***
- ***Ability to meet deadlines***
- ***Work habits***
- ***Effort***

IB MYP CERTIFICATES

To achieve the IB MYP Certificate a candidate must:

Study the programme for the recommended period of at least two years, with a minimum of one year, and complete all curriculum requirements in Year 5.

Successfully complete programme requirements and e-Assessments for a minimum of five disciplines from different subject groups which must include:

- *language and literature*
- *language acquisition (or a second language and literature)*
- *individuals and societies*
- *Integrated sciences*
- *mathematics*

- *Receive successful moderated results from the submission of at least one e- Portfolio from the arts, physical & health education and design groups.*
- *Complete the interdisciplinary e-Assessment*
- *Receive successful moderated results from the submission of the personal project*
- *Complete the school's requirements for Community Service (service as action).*

For students who wish to have IB-validated grades for their MYP subjects, the IB can provide for each student the MYP certificate, where appropriate, which indicates an overall standard of achievement in all aspects of the MYP.

MYP GENERAL GRADE DESCRIPTORS

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale follow the grade boundary guidelines table given below, in order to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

ACADEMIC REVIEW MEETINGS:

At Choithram International, we believe that the students' learning and progress is dependent on the strength of the partnership between the parents, students and teachers. We are an open school that wishes to build open relationships that lead to learning. To have a better understanding of the student's progress and set targets for further developments, we have periodic review meetings. These meetings will focus on discussions on the formative assessments and keep the parents better informed about the support that they would need to give as important stakeholders.

At the end of the term the tutor will review the progress of their tutee to establish learning targets for the future and an action plan to achieve this. The interim or full reports will be a basis for this. Parents are invited to attend these academic review meetings / student-led conferences / PTMs to discuss progress made by the student in each subject area. Here, the student takes the lead and analyses his/her strengths and weaknesses. The tutor will also be available as a mediator and to discuss any other welfare or academic matter. Subject teachers shall also be available for one to one interaction.

Parents are always welcome to arrange other meetings at school and, likewise, the school may initiate a meeting with parents at any time during the year. However, these may only be arranged with prior appointment through the school office.

If it is a general learning or welfare issue then the parent must first make contact with the tutor. If it is a subject related issue then the parents are expected to contact the subject teacher.



The IB Diploma Programme

Preparing students for success in higher education and to be active participants in a global society



Overview of Diploma Programme

The International Baccalaureate® (IB) Diploma Programme (DP) is for students aged 16-19. Research suggests that there are many benefits to choosing the DP. The Programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically. The DP curriculum has six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service. The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

ELIGIBILITY FOR ADMISSION IN DIPLOMA

The Diploma Programme at Choithram International is available to all candidates who:

- Are able to cope with the demanding schedule of rigorous courses offered by the Programmes.
- Are willing to develop time management skills and appropriate study habits.
- Have a broader canvas to accept international perspectives and opinions.
- Are ready to go through brainstorming sessions which instil critical and creative thinking.
- Admission to the IB Diploma Programme in Choithram International is governed by the following criteria based on Class X (MYP/IGCSE/ CBSE) results of the candidate. Eligibility to opt for a Higher or Standard level in the Diploma subject will solely depend on the levels or grades achieved in each subject by the candidate in the passing examination.
- MYP - Minimum level 4 in all subjects
 - Above Level 4 in MYP e assessment for HL
 - At least Level 4 MYP e assessment for SL
- Minimum 5 Cs IGCSE result
 - Above C for HL
 - At least C for SL
- CBSE - Minimum 8 CGPA in all subjects
 - Above 8 for HL
 - At least 8 for SL

DP SUBJECTS OFFERED AT CHOITHRAM INTERNATIONAL

In CI the curriculum in DP1 and DP2 is designed by teachers following the IBDP aims and objectives. The subjects offered at CI fall into 6 groups which are:

- Group 1
English A Language and Literature HL/SL
- Group 2
Hindi Language B HL/SL,
French Language B HL/SL/Ab Initio.
- Group 3 (Individuals & Societies)
Economics HL/SL,
Business Management HL/SL,
Digital Societies HL/SL,
Psychology HL/SL
Environmental Systems and Societies HL/SL
- Group 4 (Sciences)
Biology HL/SL,
Chemistry HL/SL,
Physics HL/SL,
Environmental Systems and Societies HL/SL,
Computer Science HL/SL,
Design Technology HL/SL
- Group 5 Mathematics:
Application and Interpretations HL/SL
Analysis and Approaches HL/SL
- Group 6 (Arts and Electives)
Visual Arts HL/SL, Dance HL/SL/Film HL/SL

The students have two options for subject choice

- Option 1 The student can select one subject from each of the six groups or select the 6th subject from Group 3 Or Group 4.
- Option 2 Students who aspire for Medical or Engineering fields have to opt for all the three sciences from Group 4. These students will have to study 7 subjects.

SUBJECT CLUSTERS OFFERED AT CI

- **Cluster 1 – Biology/ Business Management**
- **Cluster 2 – Physics/ Visual Arts/ Dance**
- **Cluster 3 – Chemistry/ ESS/ Computer Science/ Design Technology**
- **Cluster 4 – Economics/ DS/ Psychology**

The availability of subject choices for the students will be based on the previous academic record and their future prospects.

It is a rule that once the subject choices have been made with the discretion of the student and the parents, no changes will be accepted. Special cases will be entertained by the DP coordinator and the Head of the school.

DIPLOMA CORE

Creativity, Activity, Service

Students complete project(s) related to these three strands.

Extended Essay

An independent, self-directed piece of research, finishing with a 4,000-word essay.

Theory of Knowledge

Theory of knowledge (TOK) explores questions about knowledge and the process of knowing requires two assessments.

TOK exhibition- 950 words

TOK essay- 1600 words



Diploma
Programme

University Recognition

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." – Malcolm X

The IB Diploma Programme and Cambridge IGCSE/A Levels are globally respected qualifications that open doors to leading universities across the world. Known for their academic depth and holistic approach, both curricula equip students with critical thinking, research, and communication skills that are highly valued in higher education. The IB and Cambridge boards work closely with universities to ensure their syllabi and assessments are accessible to admission officers, further enhancing student recognition and acceptance. Tools like the IB Student Registry enable students to build and share their academic profiles directly with institutions worldwide.

At our school, we ensure that students are supported at every step of their academic journey. Psychometric testing, regular counselling sessions, university fairs, and guided application support help students make informed decisions and prepare strong applications. Whether applying to universities abroad or in India, students receive timely assistance based on predicted grades, course requirements, and admission timelines.

Our students not only secure placements at top global institutions but also consistently gain admission into reputed Indian universities. The IB Diploma is accepted as equivalent to Class XII, and IGCSE qualifications are recognised at the Grade 10 level. With a future-ready mindset, academic rigour, and personalized guidance, our students confidently pursue diverse academic and career pathways—both internationally and at home.

TOK THEORY OF KNOWLEDGE

Theory of knowledge (TOK) explores questions about knowledge and the process of knowing. TOK emphasises comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others.

The course centres on the exploration of knowledge questions. The TOK curriculum is made up of three deeply interconnected parts.

- The core theme—Knowledge and the knower
- Optional themes: Teachers select two optional themes from a choice of five:
 - knowledge and technology;
 - knowledge and language;
 - knowledge and politics;
 - knowledge and religion; and
 - knowledge and indigenous societies.
- Areas of knowledge: Students explore five compulsory AOK:
 - History;
 - Human sciences;
 - Natural sciences;
 - Mathematics; and
 - Arts.

TOK also provides coherence for the student, for the students to link academic subject areas and apply their knowledge with greater awareness and credibility.

There are two assessment tasks in the TOK course.

- The TOK exhibition which is an internal assessment component; marked by the teacher and is externally moderated by the IB.
- The TOK essay which is an external assessment component; marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

EXTENDED ESSAY

The Extended Essay (EE) is a piece of personal research of about 4000 words supervised by a teacher at Choithram International in accordance with the guidelines published by the IB. The EE must be done in one of the DP subjects, must meet the assessment criteria and follow subject-specific details. All Extended Essays are externally graded on a scale from 0 to 30. The supervisor submits a predicted grade for the student's EE to the IB.

A detailed handbook will be shared at the time of the commencement of the EE process.

CREATIVITY, ACTIVITY, SERVICE

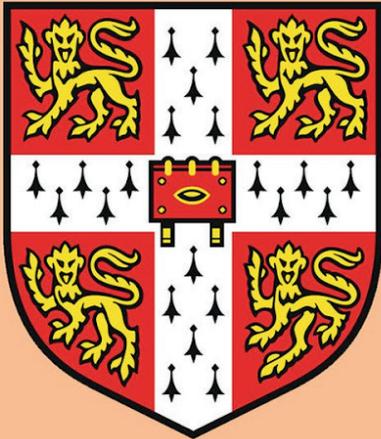
Creativity, activity and Service (CAS) requires students to take part in a range of activities and projects. These should always involve:

- real, purposeful activities, with significant outcomes
- personal challenge
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.
- The IB doesn't prescribe specific projects or activities to students.
- However, the IB does recommend that students take part in at least one project involving teamwork. All students should be involved in activities they've initiated themselves.



International Baccalaureate®
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CAMBRIDGE INTERNATIONAL EDUCATION



CAMBRIDGE

IGCSE

INTERNATIONAL GENERAL CERTIFICATE
OF SECONDARY EDUCATION

CAMBRIDGE IGCSE

Cambridge IGCSE is the world's most popular international qualification for the age group of 14 – 16 years old. It offers a flexible and stimulating curriculum, supported with excellent resources and training. It gives students more options than any other international qualification. That means more subjects to choose from, more ways to learn and more ways to succeed. It helps improve performance of students by developing skills in creative thinking, inquiry and problem solving. It is the perfect springboard to advanced study like Cambridge A levels or IB Diploma program.

Cambridge IGCSE develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to familiar and unfamiliar situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness.

Subjects offered to Cambridge students at IGCSE (Class 9th – 10th)

The subjects offered at CI fall into 6 groups which are:

Group 1 Languages

- First Language English 0500 (Compulsory)
- Hindi as second language 0549 / French as foreign language 0520

Group 2 Humanities and Social Sciences

- Economics 0455
- Global Perspective 0457

Group 3 Sciences

- Physics 0625
- Chemistry 0620
- Biology 0610

Group 4 Mathematics

- Mathematics 0580
- Additional Mathematics 0606

Group 5 Professional and Creative

- Business studies 0450
- Information & Communication Technology 0417

Cambridge ICE is a group award for Cambridge IGCSE, Candidates hoping to gain the Cambridge ICE certificate must enter and sit for at least seven subjects selected from the five IGCSE curriculum areas. The subjects selected must include two different languages from Group I and one subject from each of Groups II, III, IV and V. The seventh subject can be taken from any of the five subject groups.

Following are the subject choices available at CI which fulfills the ICE requirements.

- First Language English – 0500
- Hindi as second language – 0549 / French as foreign language – 0520
- Mathematics# – 0580 / Additional Mathematics – 0606
- Chemistry# – 0620 / Global Perspective – 0457
- Business Studies – 0450 / Biology# – 0610
- Economics – 0455
- Physics# – 0625
- Information and Communication Technology – 0417

Cambridge IGCSE subjects are graded A* – G around the world. This grading system is well understood by students, parents and teachers, and is widely recognised by universities internationally.

The subjects marked with (#) are the ones where core and extended options are available.

The Core curriculum is within the ability range of a large majority of students. It provides a full overview of the subject and is targeted at students expected to achieve grades C to G.

The Extended curriculum has been designed for the more academically able. It is targeted at those expected to achieve grades A* to E.

At Choithram International, Cambridge IGCSE examination sessions occur in the March series and its results are issued in the month of May.

The availability of subject choices for the students will be based on the previous academic record and their future prospects.

It is a rule that once the subject choices have been made with the discretion of the student and the parents, no changes will be accepted. Special cases will be entertained by the program coordinator and the Head of the school.

University Recognition

Cambridge works closely with universities in all regions of the world to gain recognition for the IGCSE and A levels. To aid this process, university admissions officers and government officials have direct online access to all syllabi and recent examinations. Cambridge qualifications like IGCSE and A levels are accepted and valued by leading universities across the globe. These qualifications are widely recognised by top universities and destinations like the US, UK, Australia as well as many other parts of the world. Cambridge students who are completing A Levels, can be confident that their qualifications will be understood and valued throughout their education and career, not just in India but internationally as well.

The school regularly conducts scheduled sessions with parents and students to generate awareness about studying abroad and in India. University visits are arranged and all necessary help is furnished to the students at appropriate time to help in their university applications based on their Predicted Grades.

According to the letter issued by the Association of Indian Universities (AIU), minimum five passes at IGCSE including English has been equated with grade 10 of an Indian board. The Percentage Uniform Mark in the Statement of Results should be used by higher education institutions in India for admission purposes. As the name suggests, the percentage uniform mark is always calculated out of 100.

CAMBRIDGE INTERNATIONAL AS & A LEVELS

The Cambridge Advanced stage of the Cambridge curriculum includes Cambridge International AS & A Level qualifications. Cambridge Advanced is typically for learners aged 16 to 19 years who need advanced study to prepare for university and higher education. It builds on the foundations of the Cambridge Secondary 2 stage, although learners do not need to have completed that stage.

Students develop a deep understanding of subjects, as well as independent learning and constructive thinking skills – abilities which universities value highly. Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically a one year course. The learners can study for Cambridge International AS Level alongside Cambridge International A Level subjects to increase breadth in the curriculum and to build further knowledge and understanding.

ELIGIBILITY FOR AS & A LEVELS

The Cambridge AS and A levels at Choithram International is available to all candidates who:

- Are able to cope with the demanding schedule of rigorous courses offered by the Programmes.
- Are willing to develop time management skills and appropriate study habits.
- Have a broader canvas to accept international perspectives and opinions.
- Are ready to go through brainstorming sessions which instil critical and creative thinking.
- Admission to the Cambridge AS and A levels in Choithram International is governed by the following criteria based on Class X (MYP/IGCSE/ CBSE) results of the candidate. Eligibility to opt for a subject will solely depend on the levels or grades achieved in each subject by the candidate in the passing examination.
- MYP - Minimum level 4 in all subjects
- IGCSE - Minimum 5 Cs
- CBSE - Minimum 8 CGPA in all subjects

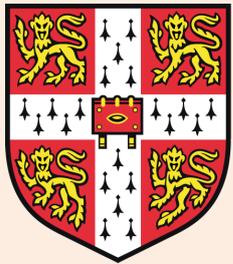
SUBJECTS OFFERED AT CHOITHRAM INTERNATIONAL

A student can choose 4 subjects in the following combinations:

- English General Paper (AS only) – 8021 (Compulsory)
- Mathematics – 9709
- Business – 9609 / Physics – 9702
- Economics – 9708 / Chemistry – 9701
- Psychology – 9990 / Biology – 9700 / Information Technology – 9626

The availability of subject choices for the students will be based on the previous academic record and their future prospects.

It is a rule that once the subject choices have been made with the discretion of the student and the parents, no changes will be accepted. Special cases will be entertained by the program coordinator and the Head of the school.



CAMBRIDGE

International Education

Cambridge International School

HOLIDAY LIST 2025-26

Date	Day	Occasion
June 07, 2025	Saturday	Id-Ul-Juha *
June 07, 2025	Sunday	Moharram *
August 09, 2025	Saturday	Raksha Bandhan
August 15, 2025	Friday	Independence Day
August 16, 2025	Saturday	Janmashtami
August 27, 2025	Wednesday	Ganesh Chaturthi
September 05, 2025	Friday	Id-ul-Milad (Milad-un-Nabi) *
October 01-04, 2025	Wednesday-Saturday	Navami, Gandhi Jayanti, Dusshera (Dusshera Oct 02, Thu)
October 07, 2025	Tuesday	Maharshi Valmiki Jayanti
October 18 to Oct 23, 2025	Saturday - Thursday	Diwali Break (Diwali Oct 21, Tue)
November 05, 2025	Wednesday	Guru Nanak Jayanti
November 15, 2025	Saturday	Birsa Munda Jayanti
December 25, 2025 to January 01, 2026 (For Students)	Thursday - Thursday	Winter Break
January 26, 2026	Monday	Republic Day
February 01, 2026	Sunday	Ravidas Jayanti
February 15, 2026	Sunday	Mahashivratri
March 03, 2026	Tuesday/Wednesday	Holi (Dhulendi)
March 08, 2026	Sunday	Rang Panchami
March 19, 2026	Thursday	Gudi Padwa, Maharshi Gautam Jayanti
March 20, 2026	Friday	Id-Ul-Fitr*
March 26, 2026	Thursday	Ram Navami
March 31, 2026	Tuesday	Mahaveer Jayanti
April 03, 2026	Friday	Good Friday
April 14, 2026	Tuesday	Ambedkar Jayanti
April 19, 2026	Sunday	Maharshi Parashuram Jayanti
June 22, 2026	Monday	School Reopens for The Session 2026-27



CAMBRIDGE
International Education

Cambridge International School

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