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The International Baccalaureate Primary and Middle
Years Programmes: Alignment with India's National
Education Policy and National Curriculum Framework

Submitted to IB December 2025

Acronyms

ATL	Approaches to learning
ATT	Approaches to teaching
CP	Career-related Programme
DP	Diploma Programme
ECCE	Early Childhood Care and Education
GoI	Government of India
HE	Higher Education
IB	International Baccalaureate
MCQs	Multiple Choice Questions
MHRD	Ministry of Human Resource Development
MoE	Ministry of Education
MYP	Middle Years Programme
NCF-SE	National Curriculum Framework for School Education
NEP	National Education Policy
PSPE	Personal, social and physical education
PYP	Primary Years Programme
RQ	Research question
TWAW	The World Around Us

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Suffolk House, 68-70 Suffolk Road
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United Kingdom
GL50 2ED
Email: projects@ecctis.com

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Executive summary

Context and scope

The International Baccalaureate (IB) Organization is a not-for-profit educational foundation offering four globally recognised programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), and the Career-related Programme (CP).

In India, the National Education Policy 2020 (NEP 2020) has introduced significant reforms aimed at creating a more holistic, flexible, and learner-centred education system. One of the major shifts under NEP 2020 is the restructuring of the school curriculum from the traditional 10+2 structure (ten years of school education followed by two years of senior secondary) to a 5+3+3+4 model, comprising the five-year Foundational Stage (ages 3–8), three-year Preparatory Stage (ages 8–11), three-year Middle Stage (ages 11–14), and four-year Secondary Stage (ages 14–18). The National Curriculum Framework for School Education 2023 (NCF-SE 2023) further articulates the vision of NEP 2020, detailing the implementation of curriculum, pedagogy, and assessment across these stages.

Against this backdrop, and following on from previous alignment studies¹, the IB commissioned Ecctis to undertake a study examining the alignment of the PYP and MYP with the Indian school education system, with specific reference to NEP 2020 and NCF-SE 2023. The study explored the following overarching research questions (RQs):

Figure 1: Research questions

- To what extent does the PYP align with the Foundational and Preparatory Stages of the NEP 2020 and NCF-SE 2023?
- To what extent does the MYP align with the Middle Stage of the NEP 2020 and NCF-SE 2023?

Alignment was explored in the following components:

- Philosophical underpinnings
- Pedagogogy
- Educational and curricular structure
- Subject areas: learning expectations and content emphases
- Language learning
- Assessment

This executive summary outlines key findings from the study, focusing on alignment of philosophical underpinnings, pedagogy, educational and curricular structure, subject areas, language learning, and assessment.

¹ Ecctis also carried out a series of alignment studies focusing on IB's Diploma Programme - [DP country alignment studies \(2023\) - International Baccalaureate®](#)

Methodology

To address the research questions, Ecctis developed and applied a bespoke comparative methodology. This began with a comprehensive document review of IB and Indian curriculum documents (PYP and MYP documents and the NEP 2020 and NCF-SE 2023), identifying sections relevant to the components to be examined for alignment.

A thematic analysis was conducted across philosophical underpinnings, pedagogy, language learning, and assessment. Key thematic areas were identified using relevant sections of both the IB and Indian curriculum documents and used as the framework for comparison. Content from each framework was then mapped to these themes and analysed to identify shared and distinctive features, as well as the overall degree of alignment. Given the overlapping approaches across IB programmes and across India's Stages, the analysis considered these collectively, while noting programme- or Stage-specific nuances where relevant.

For the educational and curricular structures of the primary and lower secondary education of the IB and Indian framework, the overarching structure, subject offerings, duration, organisation, progression and learning pathways, and were analysed for shared and unique features.

For subject area comparisons, the subject areas of the PYP and MYP were compared to those of the corresponding Stage(s) in the Indian framework. PYP subject areas were compared with those of the Foundational and Preparatory Stages and MYP subject areas were compared with those of the Middle Stage. As the frameworks for the IB programmes and India's Stages do not prescribe learning outcomes and content – as these are expected to be developed locally – the subject area comparison involved the analysis of *learning expectations* and *content emphases*. In the context of this study, *learning expectations* refer to the learning that students are expected to engage with and demonstrate in each subject area, while *content emphases* refer to the major knowledge domains and topic areas identified in each framework.

Key findings

The key findings on the alignment of the PYP and MYP with the corresponding stages of India's education system for each component are presented in the figure below, followed by a summary.

Figure: Summary of alignment across components.

Component	PYP and India's Foundational/Preparatory Stages	MYP and India's Middle Stage
Philosophical underpinnings	Strongly aligned	Strongly aligned
Pedagogy	Strongly aligned	Strongly aligned
Educational and curricular structure	Moderately aligned	Strongly aligned (abbreviated MYP)
Subject area comparisons	Subject areas are mostly strongly aligned , with some moderately aligned	Corresponding subject areas are mostly moderately aligned , with some subject areas strongly aligned . Non-corresponding subject areas/components are weakly to moderately aligned .
Language learning approaches	Moderately aligned	Moderately aligned
Assessment	Strongly aligned	Moderately to strongly aligned

The philosophical underpinnings and pedagogical approaches of the PYP and MYP align closely with those of the corresponding stages in the Indian framework, indicating clear compatibility between them. At the same time, the IB provides distinctive frameworks, structures, and tools that translate these shared principles into practice. For example, the PYP's transdisciplinary programme of inquiry, explicit focus on *learner agency*, and *Action* component offer structure for implementing integrated, inquiry-led, and learner-centred learning. Similarly, the MYP's inquiry processes, use of defined global contexts and concepts, framework for interdisciplinary teaching and learning, and components such as *Service as action* together provide coherent ways to implement interdisciplinary learning, connect subjects to real-world contexts, and develop learner values.

Structurally, the frameworks are compatible, covering largely the same subject areas and promoting similar forms of curricular integration. The MYP's flexibility to be implemented over three years aligns well with the Middle Stage duration, while the PYP's tailored guidance for early years is compatible with the purpose of the Foundational Stage. The main structural distinction lies in India's formal separation of primary education into Foundational and Preparatory Stages.

Comparative analysis of corresponding subject areas indicates moderate to strong alignment in both learning expectations and content emphases, supporting a high degree of curricular compatibility between the PYP and India's Foundational and Preparatory Stages, and between the MYP and the Middle Stage. Distinctive features of the IB programmes' subject areas include their focus on inquiry, critical thinking, reflection, and global contexts, while the Indian framework

distinctively foregrounds national heritage, cultural appreciation, and constitutional values, reflecting its philosophical orientation.

Both frameworks view language learning as foundational for communication, literacy, meaning-making, cognitive development, and identity formation. The key difference is orientation: the IB emphasises global and intercultural identity and teaches language through inquiry, while the Indian framework emphasises national identity within a multilingual, culturally rooted context

Both frameworks use continuous, holistic and feedback-based assessment with a wide range of formative and summative methods. The PYP aligns closely with India's Foundational and Preparatory Stages in its reliance on observation-based, teacher-led formative assessment. The MYP and Middle Stage show moderate alignment, sharing varied formative practices but differing in the MYP's use of eAssessments and India's end-of-grade summative requirements.

Overall, the findings show that the IB programmes – the PYP and MYP – demonstrate moderate to strong alignment with the corresponding Stages of the Indian education system, indicating a high level of compatibility between them. Both share a common educational vision and differences are largely matters of emphasis: the IB adopts a more global orientation, while the Indian framework places stronger emphasis on national orientation. The IB's distinctive contribution lies in the explicit frameworks and processes through which it translates shared principles into practice – supporting inquiry, critical thinking, conceptual understanding, learner agency, transdisciplinary and interdisciplinary learning, and the development of learner values and attributes.

1. Introduction

1.1 Context and scope

The International Baccalaureate (IB) Organization is a not-for-profit educational foundation offering four globally recognised programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), and the Career-related Programme (CP).

In India, the National Education Policy 2020 (NEP 2020) has introduced significant reforms aimed at creating a more holistic, flexible, and learner-centred education system. One of the major shifts under NEP 2020 is the restructuring of the school curriculum from the traditional 10+2 structure (ten years of school education followed by two years of senior secondary) to a 5+3+3+4 model, comprising the five-year Foundational Stage (ages 3–8), three-year Preparatory Stage (ages 8–11), three-year Middle Stage (ages 11–14), and four-year Secondary Stage (ages 14–18). The National Curriculum Framework for School Education 2023 (NCF-SE 2023) further articulates the vision of NEP 2020, detailing the implementation of curriculum, pedagogy, and assessment across these stages.

Against this backdrop, and following on from previous alignment studies², the IB commissioned Ecctis to undertake a study examining the alignment of the PYP and MYP with the Indian school education system, with specific reference to NEP 2020 and NCF-SE 2023. The study explored the following overarching research questions (RQs):

Figure 1: Research questions.

- To what extent does the PYP align with the Foundational and Preparatory Stages of the NEP 2020 and NCF-SE 2023?
- To what extent does the MYP align with the Middle Stage of the NEP 2020 and NCF-SE 2023?

In what ways are the IB programmes similar to or different from the Indian framework? To what degree are they compatible? What unique elements does the IB offer?

Alignment was explored in the following components:

- | | |
|--|---|
| • Philosophical underpinnings | • Subject areas: learning expectations and content emphases |
| • Pedagogy | • Language learning |
| • Educational and curricular structure | • Assessment |

² Ecctis also carried out a series of alignment studies focusing on IB's Diploma Programme - [DP country alignment studies \(2023\) - International Baccalaureate®](#)

1.2 Structure of the report

In responding to the above research questions, this report includes the following sections:

- [2. Methodology](#): Provides a brief overview of the methodological approach applied in this study.
- [3. Overviews](#): Presents overviews of the PYP, MYP, and India's Education Stages (Foundational, Preparatory and Middle Stages).
- [4. Philosophical underpinnings](#): Presents a thematic comparison of the philosophical underpinnings of the Indian and IB frameworks for primary and lower secondary education, focusing on alignment within key themes.
- [5. Pedagogy](#): Presents a thematic comparison of the pedagogical approaches of the Indian and IB frameworks for primary and lower secondary education, focusing on alignment within key themes.
- [6. Educational and curricular structure](#): Presents a review and comparison of the structure of the IB programmes and corresponding Stages in the Indian education system.
- [7. Subject area comparisons: PYP and India's Foundational/Preparatory Stages](#): Presents the comparative analysis of learning expectations and content emphases of the subject areas in the PYP and India's Foundational and Preparatory Stages.
- [8. Subject area comparisons: MYP and India's Middle Stage](#): Presents the comparative analysis of learning expectations and content emphases of the subject areas in the MYP and India's Middle Stage.
- [9. Language learning](#): Presents a thematic comparison of the language learning approaches of the India and the IB frameworks for primary and lower secondary education, focusing on alignment within key themes.
- [10. Assessment](#): Presents the comparative analysis of the assessment principles and methods of the India and the IB frameworks for primary and lower secondary education, focusing on alignment within key themes.
- [11. Key findings](#): Outlines the key findings regarding alignment of philosophical underpinnings, pedagogy, educational and curricular structure, subject areas, language learning, and assessment. In doing so, it provides a consolidated overview of alignment for all components.
- [12. Bibliography](#): References all sources cited and used in the study.

2. Methodology

2.1 Document review and identification of comparison points

To address the research questions, Ecctis developed and applied a bespoke comparative methodology. This began with a comprehensive document review of IB and Indian curriculum documents (PYP and MYP documents and the NEP 2020 and NCF-SE 2023). To undertake this comparative analysis, the following core documentation was reviewed (supplemented by additional documentation – detailed in the Bibliography – where relevant and available):

IB Documentation

- Programme standards and practices
- What is an IB education?
- PYP:
 - Learning and teaching
 - Learning community
 - The early years
 - The learner
 - PYP subjects
 - PYP subject continuums:
 - Arts
 - Language
 - Mathematics
 - Personal, social and physical education (PSPE)
 - Science
 - Social studies
- MYP:
 - Approaches to learning and approaches to teaching in the Middle Years Programme
 - MYP: From principles into practice
 - Interdisciplinary inquiry resources
 - MYP subject guides:
 - Arts
 - Community project
 - Design
 - Individuals and societies
 - Interdisciplinary learning
 - Interdisciplinary units
 - Language acquisition
 - Language and literature
 - Mathematics
 - Personal project
 - Physical and health education
 - Sciences

India Documentation

- National Education Policy (NEP) 2020
- National Curriculum Framework for School Education (NCF-SE) 2023

2.2 Alignment analysis

Alignment is a key concept for this study. The aim of this study is to unpick the level of alignment of primary and lower secondary education between the IB and Indian frameworks, highlighting shared and unique features. Although Ecctis has sought to represent the alignment findings as straightforwardly as possible in this report, alignment is not a simple concept, so it is important to establish Ecctis' approach in this regard. Alignment, as a term, is often used in education circles to refer to *internal coherence* between learning outcomes, assessment methods, teaching practices and other features of teaching and learning. This report does not consider *internal alignment*, but what might appropriately be labelled *external alignment*. Alignment of this type looks at the extent to which a programme framework (in this case, the PYP and the MYP) aligns with another educational framework (in this case, the framework for the Foundational, Preparatory, and Middle Stages of the Indian education system). This form of external alignment is particularly key to understand for an organisation like the IB which operates in a wide range of international contexts, often alongside national curricula, where teachers and students may seek to move back and forth between IB and national streams of education.

Within this narrower definition of external alignment, the idea is still broad and could be approached from any number of perspectives. In this study, the IB has specifically asked Ecctis to consider alignment from the specific perspectives outlined by the RQs. The RQs thereby define the limits of the type of alignment that will be considered within the reports. Namely:

At framework level:

- Alignment of philosophical underpinnings
- Alignment of pedagogy
- Alignment of educational and curricular structure
- Alignment of language learning approaches
- Alignment of assessment.

At subject area level:

- Alignment of learning expectations
- Alignment of content emphases.

In this respect, alignment is a measure of the extent to which there are shared and unique features between key selected components of two frameworks. Strong alignment indicates a significant number of shared features, with few unique features in key areas, moderate alignment indicates some shared features but also some unique features, whereas weak alignment results from many unique features in important aspects, with perhaps only few or non-impactful shared features. Alignment judgements in this study took a holistic view of shared and unique features and the likely impact these will have on what knowledge and skills students possess upon

completion of study. As such, the study did not use fixed quantitative criteria to differentiate between strong or weak alignment, but rather produced informed, holistic judgements drawing on an outcomes-focused perspective.

Mapping

To accurately measure the alignment of the PYP with the Foundational/Preparatory Stages and the MYP with the Middle Stage, it is necessary to map the shared and unique features across the selected alignment criteria. This necessitates identification of the same structural features in the PYP, MYP and in the Foundational/Preparatory and Middle Stages so that a mapping process can be undertaken.

Mapping, in this case, refers to detailed analysis of a feature of an educational framework. Specifically, mapping applies the same analytical method to two separate sets of data (for example, the philosophical underpinnings of two different curricula), enabling shared and unique features between those two data sets to be understood through the different results of applying the same mapping method to both. Another important feature of mapping is that there is a paper trail of the analysis, as the approach is methodical, testable, and repeatable. Each aspect of the comparison is achieved through slightly different approaches to mapping and assessing alignment, and the results of which inform the overall alignment evaluation. Each method used is described in the relevant sub-section below.

2.2.1 Philosophical underpinnings

The philosophical underpinnings for the PYP and MYP were drawn primarily from *What is an IB education?*. This includes the *learner profile*, the framework for *international-mindedness*, and the framework for a *broad, balanced, conceptual and connected curriculum*.

In addition, some programme-specific components were drawn upon, including PYP *learner agency and action* and MYP *service as action* and *Learning diversity and inclusion*.

The philosophical underpinnings for the Indian frameworks were drawn from NEP 2020 sections including *Vision of the Policy*, *Fundamental principles* and *Holistic development of learners*.

In addition, the NCF-SE 2023 sections *Aims of school education*, *Values, dispositions, capacities and knowledge* and *Inclusion in schools* were also drawn upon.

In order to conduct the comparative analysis, thematic areas were extracted using the above sections of the IB and Indian curriculum documents, forming the framework for comparison. The relevant content was then mapped to these thematic areas and analysed for shared and unique features and overall alignment. The results of this analysis can be found in section [4. Philosophical underpinnings](#).

2.2.2 Pedagogy

The pedagogical approaches for the PYP and MYP were primarily drawn from the *approaches to teaching* and *approaches to learning*. Programme-specific components were also used including, for the PYP, *play as inquiry* (early years), *inquiry*, *transdisciplinary learning*, and *specified* and *additional concepts*, and for the MYP, *interdisciplinary teaching and learning*, *global contexts* and *key and related concepts*. For the Stages of the Indian education system, the pedagogical approaches were primarily drawn from *Fundamental principles* and *Experiential learning* of the NEP 2020, as well as the *Pedagogy across Stages*, *Overall principles of pedagogy*, *Modes of inquiry*, *Learning in interdisciplinary areas*, and *Inclusion in schools* of the NCF-SE 2023.

Similarly to the philosophical underpinnings, thematic areas were extracted using the above sections of the IB and Indian curriculum documents, forming the framework for comparison. The relevant content from these sections was then mapped to these thematic areas and analysed for shared and unique features and overall alignment. The results of this analysis can be found in section [5. Pedagogy](#).

2.2.3 Educational and curricular structure

Comparing the educational and curricular structures of the primary and lower secondary education of the IB and Indian framework does not require a mapping process. Instead, the overarching structure, subject offerings, duration, organisation, progression, learning pathways, and the general structure of the programmes (including exit points) were analysed for shared and unique features.

Visuals of the educational and curricular structures have been placed next to each other in this report to show the shared and unique features at a glance. The visual presentations are followed by short write-ups of the shared and unique features, to maintain analytical focus on the alignment of the two frameworks – see section [6. Educational and curricular structure](#).

2.2.4 Subject area comparisons

The subject areas of the PYP and MYP were compared to those of the corresponding Stage(s) in the Indian framework. PYP subject areas were compared with those of the Foundational and Preparatory Stages and MYP subject areas were compared with those of the Middle Stage. As the frameworks for the IB programmes and India's Stages do not prescribe learning outcomes and content – as these are expected to be developed locally – the subject area-level review involved the comparative analysis of *learning expectations* and *content emphases*. In the context of this study, *learning expectations* refer to the learning that students are expected to engage with and demonstrate in each subject area, while *content emphases* refer to the major knowledge domains and topic areas identified in each framework. Further details on the specific approaches for PYP and Foundational/Preparatory Stages and the MYP and Middle Stage are outlined below.

PYP and India's Foundational and Preparatory Stages

Figure 2 presents the comparison points used for each subject area, as well as the sections drawn upon for the comparative analysis of learning expectations and content emphases.

Figure 2: Comparison points of the PYP and the Foundational and Preparatory Stages.

PYP Subject Continuums	Foundational Stage Developmental Domains	Preparatory Stage Curricular Areas
Comparison points		
Art	Aesthetic and Cultural Development	Art Education
Language	Language and Literacy Development	Language 1 (R1) Language 2 (R2)
Mathematics	Cognitive Development	Mathematics Education
Science	Cognitive Development	The World Around Us (TWAU)
Social studies	Cognitive Development	The World Around Us (TWAU)
Personal, social and physical education	Physical Development Socio-Emotional and Ethical Development	Physical Education and Well-being
Sections utilised as learning expectations and content emphases		
The subject continuum documents produced for each of the above subjects, focusing on: <ul style="list-style-type: none"> • The phase-based overall expectations (main source) • The corresponding example learning outcomes and example conceptual understandings 	The Curricular Goals and Competencies that the NCF-SE 2023 outlines for each of the Developmental Domains	The Curricular Goals and Competencies that the NCF-SE 2023 outlines for each of the Curricular Areas

Approach

For the subject areas comparative analysis, the phase-based *overall expectations* of the different *strands* of each PYP subject continuum were reviewed and compared against the *Curricular Goals and Competences* of the *Developmental Domains* of the Foundational Stage and the *Curricular Goals and Competences* of the *Curricular Areas* of the Preparatory Stage. For PYP subject areas, *overall expectations* are outlined for four phases (Phases 1, 2, 3 and 4). According to the PYP documentation, *phases* are developmental stages of learning that describe how students' knowledge, skills and understanding typically progress over time. In each PYP subject continuum, learning is typically described across four *phases* (Phase 1-4), reflecting how learning develops and indicating learners' progression of understanding and skills along a subject continuum. Each subject continuum includes *overall expectations*, *example conceptual understanding* and *example learning outcomes* across four *phases*. The *overall expectations* for phases 1 and 2 were used as the main comparison points to the Foundational Stage, whilst the *overall expectations* for Phases 3 and 4 were used as the main comparison points to the Preparatory Stage.

For each subject area, the review and comparative analysis involved a mapping of the PYP's *overall expectations* to the *Curricular Goals and Competencies* for the Foundational and Preparatory Stages. This process enabled the identification of shared and unique features in the

learning expectations and content emphases of subject areas. The results of the mapping process for each subject area are presented in tables, one comparing PYP with the Foundational Stage and one comparing PYP with the Preparatory Stage. The tables are accompanied by a written summary of the shared and unique features and the overall conclusion on alignment. The results of this analysis can be found in section [7. Subject area comparisons: PYP and India's Foundational and Preparatory Stages](#).

MYP and India's Middle Stage

Figure 3 presents the comparison points used for each subject area, as well as the sections drawn upon for the comparative analysis of learning expectations and content emphases.

Figure 3: Comparison points of the MYP and the Foundational and Preparatory Stages.

MYP Subject Groups	Middle Stage Curricular Areas
Comparison points	
Language and literature	Language 1 (R1)
Language acquisition	Language 2 (R2) Language 3 (R3)
Individuals and societies	Social Science
Science	Science
Mathematics	Mathematics
Arts	Art
Physical and health education	Physical Education and Well-being
Design	Vocational Education
MYP projects	Project work in the Middle Stage*
Interdisciplinary units	Interdisciplinary learning in the Middle Stage*
Sections utilised as learning expectations	
From the subject group guides: <ul style="list-style-type: none"> • Aims • Objectives and strands (focusing on Year 3, if applicable) 	From the Curricular Areas in the NCF-SE: <ul style="list-style-type: none"> • Aims • Curricular Goals and Competencies
Sections utilised as content emphases	
A mixture of sections depending on the subject group, including: <ul style="list-style-type: none"> • Requirements • Subject-specific guidance • Key concepts (used for individuals and societies) • MYP exam topic lists (used for sciences) • Framework for mathematics (used for mathematics) 	Primarily the Curricular Goals and Competencies of each Curricular Area, with some occasional input from other sections such as Pedagogy or Content Selection Guidance.

*Not a Curricular Area. Information for these was drawn from the Curricular Areas. For example, information on projects was primarily drawn from Vocational Education. Also, information on interdisciplinary learning was drawn from top-level intentions for teaching in the Middle Stage.

Approach

The analysis primarily drew upon the MYP *aims* and *objectives* for subject groups and the NCF-SE *Aims*, *Curricular Goals*, and *Competencies* to identify shared and distinctive features in learning expectations and content emphases.

In each of the eight MYP subject groups, IB sets out four objectives to be applied in years 1, 3, and 5. These objectives define what students should be able to achieve as a result of study within the subject group and are elaborated through *strands*, which serve as specific aspects or indicators of the learning expectation. For progression purposes, the *strands* are tailored for years 1, 3 and 5. Where provided, the MYP objective strands for Year 3 specifically were used to compare to the Middle Stage (which has a three-year duration). For content emphases, other sections of the respective MYP documentation were considered and varied depending on the subject group. For example, the MYP provides a framework for mathematics containing suggested topics and skills, hence these were used for comparison to the Middle Stage.

The results of the mapping process for each subject area are presented in tables, one comparing learning expectations and one comparing content emphases. The tables are accompanied by a written summary of the shared and unique features and the overall conclusion on alignment.

In most cases, the MYP and Middle Stage have corresponding subject areas that allow for direct comparison. However, each framework also includes one subject area without a direct counterpart in the other – namely, the MYP design subject group and the Vocational Education *Curricular Area* in the Middle Stage. Owing to some areas of overlap, these were compared in terms of learning expectations and content emphases, considered together in this instance.

Additionally, certain MYP components – specifically MYP projects and interdisciplinary units – do not have a direct equivalent in the Middle Stage. These were therefore compared in broader terms to the Middle Stage, focusing on features. Tables and concise write-ups are also presented for non-corresponding subject areas and components.

The results of the analysis can be found in section [8. Subject area comparisons: MYP and India's Middle Stage](#).

2.2.5 Language learning

The language learning approaches for the PYP were primarily drawn from *Language in the PYP* section of *Learning and teaching*. For the MYP, the language approaches were drawn from the *Language and identity* section of *MYP: From principles into practice*, as well as the MYP language acquisition and MYP language and literature subject guides. The language learning approaches for India's Stages were drawn from *Chapter 2: Language Education* of the NCF-SE 2023.

Similarly to the philosophical underpinnings, thematic areas were extracted using the above sections of the IB and Indian curriculum documents, forming the framework for comparison. The relevant content from these sections was then mapped to these thematic areas and analysed for shared and unique features and overall alignment. The results of this analysis can be found in section [9. Language learning](#).

2.2.6 Assessment

PYP assessment principles and methods were drawn from *Learning and teaching, The early years* and *PYP exhibition*. MYP assessment principles and methods were drawn from *MYP: From principles into practice* and *approaches to learning and approaches to teaching in the Middle Years Programme*. For India's Stages, the assessment principles and method were drawn from *Section 3.4 Approach to Assessment* of the NCF-SE 2023.

For assessment principles, thematic areas were extracted using the above sections of the IB and Indian curriculum documents, forming the framework for comparison. The relevant content from these sections was then mapped to these thematic areas and analysed for shared and unique features and overall alignment.

Assessment methods between the PYP and India's Foundational and Preparatory Stages, and between the MYP and India's Middle Stage, were categorised into formative and summative assessment. The shared and unique features of formative and summative assessment methods were then analysed to gauge overall alignment. The results of the assessment analysis can be found in section [10. Assessment](#).

2.3 Evaluation and synthesis

The final stage of the methodology involved the synthesis of the comparative analysis of all components considered in this study to produce key findings – see section [11. Key findings](#). The key findings present the main shared and unique features and overall alignment conclusion for each component, namely philosophical underpinnings, pedagogy, educational and curricular structure, subject area comparisons, language learning, and assessment. Following this is a summary of the key findings, to provide an overall understanding of the degree and nature of alignment between the IB and Indian frameworks.

3. Overviews

This section presents overviews of the IB programmes (PYP and MYP) and India's Stages of Education (Foundational, Preparatory and Middle Stages).

3.1 Overview of the IB programmes

All IB programmes are underpinned by four central and interrelated elements, namely:

- International-mindedness
- The IB learner profile
- A broad, balanced, conceptual and connected curriculum
- Approaches to teaching and learning

International-mindedness is a “*multifaceted concept which captures a way of thinking, being and acting*”.³ Internationally minded students are open to others, critically reflect, develop a sense of belonging to broader communities, engage in local and global issues, and take individual and collective action towards making positive changes to their environment and society.⁴

The IB learner profile outlines holistic attributes and skills. The profile aims to develop learners who are *Balanced, Principled, Open-Minded, Caring, Reflective, Thinkers, Communicators, Risk-takers, Inquirers, and Knowledgeable*.⁵ Each programme embeds the learner profile at its centre. As an example, the learner profile in action in the PYP early years is presented below.

Figure 4: IB learner profile in action – PYP early years



³ IB (2028). *PYP The Learner*. p.22.

⁴ Ibid. p.76.

⁵ Ibid. p. 16.

All IB programmes offer a broad, balanced, conceptual and connected curriculum which is detailed and developmentally appropriate. A broad curriculum means that all IB programmes offer “*a broad and balanced range of academic studies and learning experiences*”.⁶ In addition, the curriculum across all IB programmes is conceptual as it promotes conceptual learning and understanding, as well as organises the different ideas into relevant subject areas that support the integration of learning, strengthening the coherence of the curriculum.⁷ Additionally, a connected curriculum means that all IB programmes highlight “*the importance of making connections and exploring relationships between academic disciplines*” and that learning happens beyond the scope of specific subjects, encouraging students to connect their learning with the world around them.⁸

The *approaches to teaching* are the key pedagogical approaches which guide teachers to achieve the aspiration of IB education and support students' learning and development. There are six approaches to teaching, namely teaching is: *Based on inquiry, Focused on conceptual understanding, Developed in local and global contexts, Focused on effective teamwork and collaboration, Designed to remove barriers to learning, and Informed by assessment*.⁹

The *approaches to learning* are the range of skills that support students to become self-regulated learners.¹⁰ There are five categories of interrelated skills, namely *Thinking skills, Research skills, Communication skills, Social skills, and Self-management skills*.

3.1.1 Overview of the PYP

The Primary Years Programme (PYP) was established in 1997, for students between 3-12 years old.¹¹ The PYP curriculum framework offers a transdisciplinary programme of inquiry, developed through six themes and supported by six subjects.¹² As a transdisciplinary programme of inquiry, it aims to guide schools and teachers to design learning that links knowledge, conceptual understanding, skills, dispositions, and action across different subject areas.¹³ The PYP also centres on developing *learner agency*, closely linked to learners' self-efficacy and their belief in their own skills and abilities to advance in their learning.¹⁴

There are three pillars of the PYP curriculum framework – *the learner, learning and teaching*, and the *learning community* – with *transdisciplinary learning* at the centre. The visual below displays the “*symbiotic relationship between the learner, learning and teaching and the learning community*”.¹⁵

⁶ IB (2019). *What is an IB education?*. p.5.

⁷ Ibid.

⁸ Ibid.

⁹ IB (2021). *The early years in the PYP*. p. 52.

¹⁰ Ibid. p. 74.

¹¹ [Key facts about the PYP - International Baccalaureate®](#)

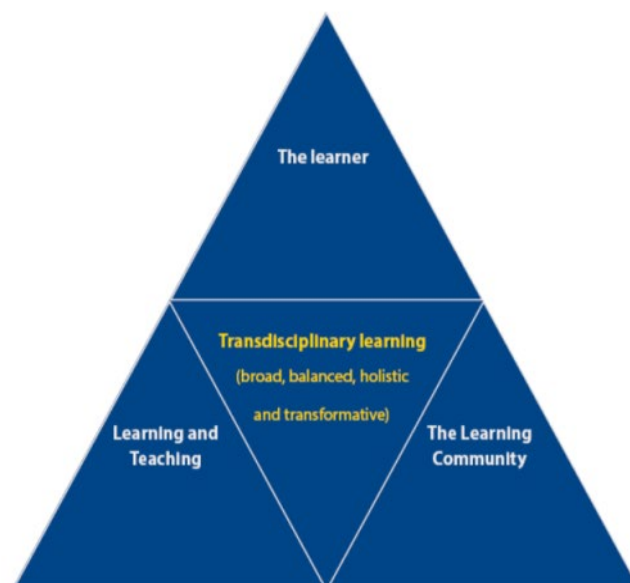
¹² Ibid. p. 2.

¹³ Ibid.

¹⁴ IB (2018). *PYP The learner*. p. 49.

¹⁵ Ibid. p. 6.

Figure 5: The transdisciplinary elements of the PYP¹⁶



As shown in figure 6 below, the PYP is a transdisciplinary *Programme of Inquiry*. It aims to develop students' inquiry skills through “*play, problem-based learning, collaboration, experimentation and explicit teaching*”.¹⁷ Through purposeful and authentic inquiry based on real-life contexts, students will ask questions, investigate, research, experiment, construct and convey meaning, as well as develop their curiosity, critical and creative thinking and problem-solving skills.

Figure 6: Transdisciplinary learning and the PYP framework¹⁸



¹⁶ Ibid. p. 10.

¹⁷ IB. (2018). *PYP Learning and teaching*. p. 41.

¹⁸ Ibid. p. 7.

The following six transdisciplinary themes provide the context for schools to frame a programme of inquiry:

- 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.¹⁹

Supporting the exploration of these transdisciplinary themes are the following six subject areas:

- Arts
- Language
- Mathematics
- Personal, social and physical education
- Science
- Social studies

Conceptual understanding is also at the heart of PYP, allowing students to “*make connections, transfer, and apply skills, knowledge, and understanding across, between and beyond subjects*”.²⁰ As such the PYP outlines *specified* and *additional* concepts (see [Section 6.1](#) for more detail).

The programme of inquiry consists of transdisciplinary units of inquiry that include:

- *A central idea* - which is a statement that structures the transdisciplinary unit and supports teachers to introduce concepts to develop students' conceptual understanding.²¹
- *Concepts (specified and additional)*
- *Lines of inquiry* – statements that define the scope

The PYP includes *the early years* (ages 3–6), which also follow the transdisciplinary programme of inquiry with a particular emphasis on play, relationships, learning spaces, and the development of symbolic exploration and expression. IB learner profile attributes are explored through play and guided inquiry,²² with the learning community – peers, teachers, and families – collectively responsible for supporting learners in developing these skills and dispositions.²³

¹⁹ Ibid. pp. 65-66.

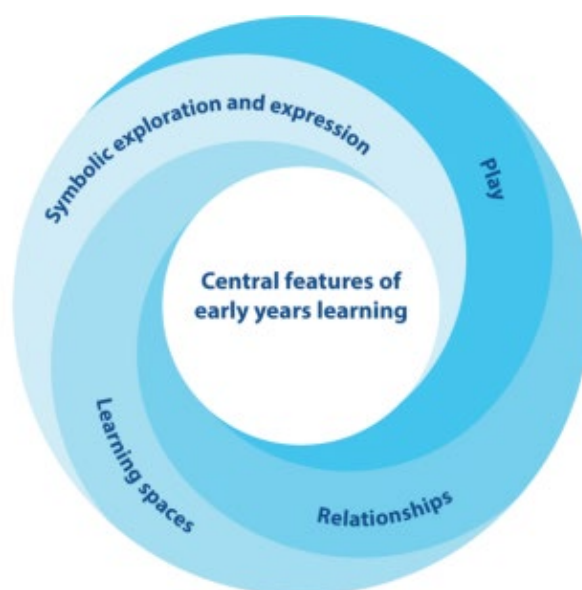
²⁰ Ibid. p. 50.

²¹ Ibid. p.46

²² Ibid. p. 15.

²³ IB (2018). *PYP The learning Community*. pp.1-4.

Figure 7: Central features of learning in the early years.



Assessment in the PYP is an ongoing process where teachers gather, analyse, reflect and act on evidence of students' learning.²⁴ The aim of assessment in the PYP is to support students' learning, and inform teaching, allowing teachers to adjust their teaching and learning strategies to meet students' needs.²⁵ According to the PYP documentation, there are several characteristics of effective assessment including assessment which is authentic aiming to support students to make connections to real-life situations and lived experiences, clear and specific, including clear learning goals and criteria, and varied using a wide range of assessment practices and tools to establish a holistic picture of students' learning.²⁶ Additionally, assessment in the PYP is developmental, focused on each student's progress, collaborative, interactive, and focused on feedback to feedforward.²⁷

In addition, the *PYP Exhibition* takes place in the final year of the PYP, where students take part in an individual or collaborative student-led inquiry on a topic or issue that they are interested in.²⁸ Through the *PYP Exhibition*, students have the opportunity to demonstrate their learner agency, reflection, critical thinking, transdisciplinary knowledge, and conceptual understanding, as well as the skills and attributes of the IB learner profile.²⁹

²⁴ IB (2018). *PYP Learning and teaching*. p. 74.

²⁵ Ibid.

²⁶ Ibid. p.75.

²⁷ Ibid.

²⁸ Ibid. p. 17.

²⁹ Ibid.

3.1.2 Overview of the MYP

The Middle Years Programme (MYP) was established in 1994 and designed as an inclusive and whole-school programme for students 11-16 years old.³⁰ The MYP is a curriculum framework which supports students' "*personal, social and emotional wellbeing*"³¹ and guided by the three principles of *holistic learning, intercultural awareness, and communication*.³²

The MYP curriculum framework is represented as a concentric circle model, with the IB learner profile at the centre to signal its influence on every aspect of the programme. Surrounding this core are the elements that shape learning across the curriculum framework: *concepts, global contexts, approaches to teaching (ATT), and approaches to learning (ATL)*. The next ring highlights key programme components – *Action, Service, the Community Project, and the Personal Project* – which provide authentic opportunities for students to apply their learning. Encircling these are the eight subject groups, all framed by the programme's commitment to international-mindedness, underscoring that each area of study is grounded in a philosophy that encourages students to consider perspectives beyond their own.

Figure 8: IB Middle Years Programme's model



The MYP eight subject groups are:

- Language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- Arts

³⁰ [Key facts about the MYP - International Baccalaureate®](#)

³¹ IB (2014). MYP From Principles into Practice. p. 3.

³² Ibid. p. 4.

- Design
- Physical and health education

In addition to the eight subject groups, MYP students will also need to independently conduct and complete a Personal and/or Community project in their final year of the programme. Through the Personal and/or Community project, MYP students develop their research skills and creativity on a topic of their choice and interest.³³ Another component of the MYP is *Service as Action*, which refers to the development of students' "emerging sense of self and their developmentally appropriate responsibility in their community".³⁴ Through this students will apply the knowledge, skills and concepts learnt to the community and in real-life contexts, encounter challenges, evaluate and plan activities, work collaboratively with others, develop international-mindedness and consider the ethical implications of their actions.³⁵

Interdisciplinary learning is at the heart of the MYP and takes place between different subject groups and between different disciplines within one subject group.³⁶ Through interdisciplinary learning, MYP students bringing together tools, ideas, and concepts from two or more disciplines or subject areas in order to explore solutions to specific real-life issues, which are complex and multifaceted. According to the MYP documentation, interdisciplinary learning is "purposeful, integrative, and grounded in disciplines", supporting students to develop their critical-and-conceptual thinking skills, analysis and evaluation skills, their ability to draw conclusions, and develop dispositions that would allow them to take action as responsible citizens at a local, national and global level.³⁷

According to the *approaches to teaching* (ATT), teaching across all IB programmes is inquiry-based, concept-driven, contextualised, collaborative, differentiated, and informed by assessment.³⁸ In the MYP, teaching *based on inquiry* aims to support students to develop their curiosity and problem-solving skills, as well as their ability to experiment, investigate, and to make connections between previous and current learning.³⁹ The MYP is based on two inquiry-based approaches – experiential learning and problem-based learning.⁴⁰ The IB inquiry process involves *inquiry, action, and reflection* which are also the dynamic aspects of MYP unit development.⁴¹

For each unit of learning, teachers design a *Statement of Inquiry* that brings together a key concept, one or more related concepts, and a global context to deepen students' understanding of how concepts operate within real-world situations. *Key concepts* are central to the MYP and are intentionally broad, cutting across subject groups to help students make interdisciplinary connections. The MYP outlines 16 *key concepts*, as well as discipline-specific *related concepts*.

³³ IB (2022). *Approaches to learning and approaches to teaching in the Middle Years Programme*. p. 11.

³⁴ IB (2014). *MYP From Principles into Practice*. p. 22.

³⁵ Ibid. p. 24.

³⁶ Ibid. p. 46.

³⁷ Ibid. p. 47.

³⁸ Ibid. p. 73.

³⁹ Ibid. p. 74.

⁴⁰ IB (2022). *Approaches to learning and approaches to teaching in the Middle Years Programme*. p. 14

⁴¹ Ibid. p. 15.

The *global contexts*, adapted from the PYP's transdisciplinary themes, further situated learning in meaningful contexts and include the following. [Section 6.2](#) provides further detail on concepts and contexts.

Assessment in the MYP is *criterion-related*, meaning that students are assessed against specific criteria which are linked to the aims and objectives of the subject groups.⁴² Formative assessments including self-and-peer assessments and others, aiming to support students' learning and the continuous development of their knowledge, skills and dispositions. Additionally, the MYP also includes summative assessments which are internal, school-based assessments in every MYP unit, aiming to evaluate students' performance and achievement against the MYP subject-group-specific assessment criteria.⁴³ Students in the MYP year 5 can get formal recognition and certification of their achievement through the eAssessments which include externally marked on-screen examinations, ePortfolios and a Personal project; these are internally marked and externally moderated.⁴⁴

3.2 Overview of India's Stages of Education

In accordance with the National Education Policy (NEP) 2020, the Ministry of Human Resource Development (MHRD) was re-designated by the Government of India as the Ministry of Education (MoE), aiming to regulate the education system from kindergarten to Higher Education (HE) and "*bring the focus back on education and learning*".⁴⁵ The National Curriculum Framework for School Education (NCF-SE) 2023 developed by the National Steering Committee for National Curriculum Frameworks, is informed by the NEP 2020 with the aim to actualise the aims and objectives set at the NEP 2020 across all levels of education.⁴⁶ The NEP 2020 outlines the pedagogical and curricular restructuring of the school education system from the 10+2 to 5+3+3+4 years of education, across the ages of 3 to 18.⁴⁷

Figure 9: Outline of the Indian school education system.⁴⁸

Education Stage	Grades	Age	Years
Foundational	Anganwadi/ pre-school/Balvatika	3-6	3
	Grades 1 & 2	6-8	2
Preparatory	Grades 3 to 5	8-11	3
Middle	Grades 6 to 8	11-14	3
Secondary	Grades 9 to 12	14-18	4

As presented in figure 9, the Indian education system includes five years of the Foundational Stage which is divided to Anganwadi/ pre-school/Balvatika and Grades 1 & 2, followed by three

⁴² IB (2014). *MYP: From Principles into Practice*. p. 29.

⁴³ Ibid. p.80.

⁴⁴ IB (2014). *MYP: From Principles into Practice*. pp.97-98.

⁴⁵ Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020*. p.60.

⁴⁶ NCF-SE (2023). p.5.

⁴⁷ Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020*. p.6.

⁴⁸ Ibid.

years of the Preparatory Stage (Grades 3 to 5). Compulsory education spans nine years, including primary education offered in the Foundational and Preparatory Stage, and lower secondary education offered in the Middle Stage (Grades 6 to 8).⁴⁹

According to the NEP 2020, Early Childhood Care and Education (ECCE) in India consists of “flexible, multi-faceted, multilevel, play-based, activity-based and inquiry based learning approaches”.⁵⁰ ECCE is provided in early-childhood education institutions including “standalone Anganwadis, Anganwadis co-located with primary schools, pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and stand-alone pre-schools”, all of which are equipped with the necessary infrastructure and qualified teachers in ECCE.⁵¹ The Foundational Stage is based on the principles of ECCE, aiming to support students’ learning and development across several Developmental Domains, including Physical Development, Social-emotional-ethical Development, Cognitive Development, Language and Literacy Development, and Aesthetic and Cultural Development.⁵² Each Developmental Domain includes at least one *Curricular Goal* and a number of *Competencies*. *Curricular Goals* refer to “statements that give direction to curriculum development and implementation”.⁵³ Additionally, *Competencies* refer to “learning achievements that are observable and can be assessed systematically” and they emerge from the *Curricular Goals*.⁵⁴ The pedagogical approaches at the Foundational Stage are play-based, self-paced individual as well as group based learning, placing explicit emphasis on fostering relationships between the teachers and the students. In addition, pedagogy at this Stage focuses on the development of students’ foundational literacy and numeracy, with assessment primarily based on teachers’ observation and collection of students’ artefacts and work.

The Preparatory Stage spans across three years covering Grades 3 to 5, targeting students between 8 and 11 years old.⁵⁵ The aim of the Preparatory Stage is to “consolidate the capacities and dispositions that begin to develop in the Foundational Stage”.⁵⁶ The Preparatory Stage includes the following *Curricular Areas*:

- At least two Languages (R1 and R2)
- Mathematics
- Art Education
- Physical Education and Well-being
- The World Around Us (TWAU)

Each *Curricular Area* of the Preparatory Stage includes at least one *Curricular Goal* and a number of *Competencies*. The pedagogical approaches in the Preparatory Stage include activity-and-discovery based learning, encouraging students’ active participation within a classroom

⁴⁹ Government of India. Ministry of Education. Department of School Education & Literacy. (2009). Right to Education. Available at: [Right to Education | Ministry of Education, Gov](https://www.moe.gov.in/Right-to-Education)

⁵⁰ Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020*. p.7.

⁵¹ Ibid.

⁵² National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 74.

⁵³ Ibid. 89.

⁵⁴ Ibid.

⁵⁵ Ibid. p.75.

⁵⁶ Ibid. p.76.

environment, as well as a combination of self-paced individual work in the classroom and through homework.⁵⁷ Assessment in the Preparatory Stage includes a combination of observation of students' work and collection of their artefacts, and constant formative assessments, as well as periodic summative assessments including short written tests.⁵⁸ In addition, at the end of each year of the Preparatory Stage, students undertake summative assessment which aims to evaluate their readiness to progress to the next Grade of the Preparatory Stage.⁵⁹

The Middle Stage spans across three years covering Grades 6 to 8, for students aged 11 to 14 years old. The aim of the Middle Stage is to build on the capacities and dispositions that students developed during the Preparatory Stage and expose students to different forms of learning and understanding that allow them to further develop their higher-order thinking skills, such as their critical thinking and problem-solving skills.⁶⁰ The Middle Stage includes the following *Curricular Areas*:

- Three Languages (R1, R2, R3)
- Mathematics
- Art Education
- Physical Education and Well-being
- Science
- Social Science
- Vocational Education

At the Middle Stage, students are introduced to theoretical concepts, conceptual frameworks and unfamiliar contexts that allow students to further develop their understanding of abstract ideas. The pedagogical approaches in the Middle Stage involve experiential learning, exploration and inquiry, as well as pedagogies which aim to develop students' conceptual understanding. Additionally, assessment in the Middle Stage takes the form of continuous and frequent formative assessments, periodic summative assessments including formal tests and examinations. In addition, at the end of each year of the Middle Stage, students undertake a summative assessment which aims to evaluate their readiness to progress to the next Grade of the Middle Stage.⁶¹

⁵⁷ Ibid.

⁵⁸ Ibid.

⁵⁹ Ibid. p. 122.

⁶⁰ Ibid. p. 77.

⁶¹ Ibid. p. 123.

4. Philosophical underpinnings

This section presents a thematic comparison of the philosophical underpinnings of primary and lower secondary education in the Indian and IB frameworks, highlighting alignment within key themes. A summary figure is provided below, followed by a detailed review and comparison of each thematic area.

Figure 10: Summary of philosophical alignment in thematic areas.

Philosophical underpinnings: Thematic areas	Summary of philosophical alignment
Aims and purpose of education	Strong alignment. Both India and the IB view education as a means of holistic development – nurturing intellectual, ethical, emotional, and civic capacities. Each emphasises personal growth and social contribution, seeing learners as agents of positive change in society. India emphasises national development, constitutional values, and cultural rootedness, while IB emphasises global citizenship, peace, and intercultural understanding.
Conception of the learner	Strong alignment. Both frameworks emphasise learner-centeredness in their approaches and see the learner as active, capable, and unique. Both foster skills and dispositions to enable students to be lifelong learners. IB offers a model which operationalises learner agency in its programmes.
Conception of knowledge	Strong alignment. Both India and the IB promote a constructivist view of knowledge, emphasising conceptual understanding, inquiry, and critical and creative thinking over rote memorisation. They see knowledge as interconnected and aim to structure learning in ways that reflect real-world complexity. India draws on its indigenous knowledge systems alongside global perspectives, while the IB promotes diverse international viewpoints without focusing on any one context. The IB operationalises this epistemology through its transdisciplinary and interdisciplinary programme structures.
Values and ethics	Strong alignment. Both frameworks place strong emphasis on developing ethical, principled individuals. They share a commitment to compassion, responsibility, integrity, and respect, integrating these values across learning experiences to shape socially conscious and morally grounded learners. India emphasises constitutional values and cultural heritage. IB imbeds the integration of values across subjects and learning experiences through the <i>learner profile</i> , <i>action</i> in the PYP, and <i>service and action</i> in the MYP.
Citizenship and global outlook	Moderate alignment. India and the IB promote education for active citizenship and global awareness. However, India emphasises democratic citizenship rooted in national identity and civic duty, while IB focuses on international-mindedness and global engagement. While their cultural framings differ, both aim to develop learners who understand and engage with their communities and the wider world in thoughtful, inclusive, and responsible ways.
Inclusion	Strong alignment. India and the IB share a strong commitment to inclusion. Both advocate for equitable access, respect for diversity, and the right of all learners to participate fully; pedagogies are designed to meet varied needs and backgrounds. India, particularly, stresses equity and access for marginalised groups, while IB emphasises diversity, learner variability, and access for all.

Philosophical underpinnings: Thematic areas	Summary of philosophical alignment
Developmental appropriateness	Strong alignment. Both frameworks are grounded in child development principles, supporting learning that is age-appropriate, responsive, and learner-centred.

Strong alignment
 Moderate alignment

4.1 Aims and purpose of education

India

The Indian vision of education is expansive – it is seen as “*fundamental for achieving full human potential, developing an equitable and just society, and promoting national development*”.⁶² The NEP 2020 asserts that the purpose of the education system is to develop “*good human beings*”⁶³ who are capable of rational thought and action, possess compassion, courage, and resilience, and have sound ethical grounding. The aim is to produce “*engaged, productive, and contributing citizens*”⁶⁴ who will build an inclusive, pluralistic society as envisioned by the Constitution. In practice, this means education should not only impart knowledge but also foster character, ethical values, and a sense of service. The NEP 2020 emphasises that “*education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment*”.⁶⁵ In short, Indian policy frames the purpose of education as holistic human development, blending individual fulfilment with social responsibility and nation-building.

IB

The IB’s purpose of education is articulated through its mission to create a better and more peaceful world. Education is viewed as a vehicle to develop internationally-minded individuals who recognise their common humanity and shared guardianship of the planet. The IB’s mission statement (a cornerstone of all IB programmes) explicitly aims to develop students who are inquiring, knowledgeable and caring, and who “*help to create a better and more peaceful world through intercultural understanding and respect*”.⁶⁶ IB programmes focus on whole-person development, nurturing not just academic skills but also personal attributes and ethics (through the IB learner profile) to foster active, compassionate lifelong learners. The IB explicitly states that the learner profile attributes “*reflect the holistic nature of an IB education*” and highlight dispositions, such as curiosity and compassion, as much as skills.

⁶² Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020. Introduction*. p.3.

⁶³ Ibid. *Principles of this Policy*. p. 4

⁶⁴ Ibid. p.5

⁶⁵ Ibid. *Introduction*. p. 3.

⁶⁶ IB. (2025). *Our mission*. Available from: [Our mission - International Baccalaureate®](#)

Strong philosophical alignment

- ✓ Both India and IB view education as more than academic instruction – it is a formative process to develop the individual and society.
- ✓ Both stress holistic development of learners (intellectual, social, and moral).
- ✓ Both envision educated individuals as active contributors to society.
- India's policy emphasises national development, cultural rootedness, and constitutional values as core to education's purpose.
- The IB emphasises international-mindedness.

4.2 Conception of the learner

India

India's education policy promotes a learner-centric view. The NEP 2020 explicitly calls for pedagogy to become *"inquiry-driven, discovery-oriented, learner-centred"*⁶⁷ and enjoyable rather than didactic. The policy recognises learners as unique individuals, stating as a core principle *"recognising, identifying, and fostering the unique capabilities of each student"*⁶⁸ and promoting each students' holistic development in both academic and non-academic domains. This reflects a shift from rote, one-size-fits-all teaching toward a more personalised approach that values each child's talents and interests. The NCF-SE 2023 reinforces this child-centric philosophy. It views children as active constructors of knowledge: *"Children are natural learners... Children learn best when they are respected, valued, and fully involved in the learning process."*⁶⁹ It also emphasises that every child is capable of learning and each child learns at their own pace. Crucially, the NEP and NCF-SE place strong emphasis on helping students to "learn how to learn" and developing capacities for lifelong learning.

IB

Learner agency is a cornerstone of IB philosophy, especially pronounced in the PYP. The PYP framework begins with the premise that *"PYP students are agents of their own learning and partners in the learning process."*⁷⁰ It recognises learners' innate potential to inquire, question, wonder and theorise about themselves, others, and the world around them. This reflects a constructivist view of the child – children are naturally curious and capable, and education should build on their questions and theories. IB teachers are expected to create environments where students have meaningful choices in their learning, can pursue inquiries, and take ownership. The concept of learner agency is explicitly promoted: the PYP fosters self-efficacy so that students gain the confidence to direct their own learning and actions. Across all IB programmes, students are encouraged to develop the *Approaches to learning* skills that make them self-regulated learners – able to set goals, ask questions and reflect on their own understandings. In the MYP, while content becomes more disciplinary, students are still

⁶⁷ Government of India. Ministry of Human Resource Development. (2020). *NEP 2020. Introduction*. p.3.

⁶⁸ Ibid, *Principles of this Policy*. p.4

⁶⁹ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE 2023. 3.3.9 Overall Principles of Pedagogy*. p. 114

⁷⁰ IB. (2018). *The learner. Learner agency*. p.1

expected to be active learners, engaging in projects like the Community Project or Personal Project that require independent initiative.

Strong philosophical alignment

- ✓ Both India and IB promote an active role for learners in the educational process.
- ✓ Both call for learner-centred pedagogy.
- ✓ Both recognise that learners come with their own experiences and capacities.
- ✓ Both aim to equip students with the skills to become lifelong learners.
- ✓ Both value learner agency, with IB explicitly making use of this term and embedding it in the programme frameworks, particularly the PYP.
- The IB offers a model for learner agency in practice, with structured opportunities for student choice, voice, and reflection embedded in its programmes.

4.3 Conception of knowledge

India

There is a clear shift in the NEP 2020 towards viewing knowledge not as a static body of facts to memorise, but as something holistic, interconnected, and to be understood critically. The NEP 2020 explicitly calls for moving away from rote learning and learning-for-exams toward conceptual understanding. It emphasises that the curriculum and pedagogy should be “*holistic, integrated, inquiry-driven, discovery-oriented*”.⁷¹ Knowledge is to be presented in a multidisciplinary way: the policy states there should be “*no hard separations between arts and sciences, between curricular and extra-curricular, between vocational and academic streams*”⁷² to eliminate silos. This reflects an epistemology that all knowledge is interconnected and that students should see cross-cutting concepts. The NEP 2020 also emphasises critical thinking and creativity in decision-making and innovation – indicating that knowing is not just absorbing content but also being able to question and apply it. The NCF-SE 2023 builds on this by operationalising a competency-based, inquiry-oriented curriculum. Lastly, the NEP 2020 nods to the “*rich heritage of ancient and eternal Indian knowledge*”,⁷³ where pursuit of knowledge (jnana), wisdom (pragya) and truth (satya) are valued as the highest goals.

IB

The IB's epistemological stance has long been constructivist and concept-driven. All IB programmes promote a broad, balanced, conceptual, and connected curriculum. In the PYP, this takes the form of transdisciplinary learning, emphasising that knowledge is interrelated and not confined to silos. The PYP is explicitly inquiry-based and concept-driven, meaning students learn by investigating open-ended questions and big ideas, rather than by rote learning. The PYP outlines specified and additional concepts to facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning. In the MYP, disciplinary knowledge is introduced,

⁷¹ Government of India. Ministry of Human Resource Development. (2020). *NEP 2020. Introduction*. p. 3.

⁷² Ibid. *Principles of this Policy*. p. 4

⁷³ Ibid. *Introduction*. p. 4

but still with a strong interdisciplinary ethos – the MYP curriculum includes *Global contexts* that encourage students to connect what they learn in traditional subjects to broader issues and other disciplines. IB defines *key* and *related concepts* for each MYP subject group, ensuring that factual content is framed by conceptual understanding. Furthermore, the Learner Profile also demonstrates that students are to use critical and creative thinking and to develop conceptual understanding through the *Knowledgeable* and *Thinkers* attributes.

Strong philosophical alignment

- ✓ Both India and IB share a constructivist orientation toward knowledge, emphasising understanding, inquiry, and integration over rote memorisation and fragmentation.
- ✓ Both focus on conceptual understanding.
- ✓ Both offer a broad curriculum.
- ✓ Both emphasise teaching *how* to think, not *what* to think.
- ✓ Both promote integrated learning approaches e.g. transdisciplinary/interdisciplinary
- India explicitly integrates indigenous knowledge systems and cultural heritage, whereas IB's curriculum is globally developed and does not emphasise any one cultural knowledge source.
- IB operationalises constructivist approaches through curriculum design. India is transitioning from a traditionally content-heavy model, requiring systemic shifts in practice to realise its vision.

4.4 Values and ethics

India

In India's policy, developing values and ethics is a core component of the purpose of education. The NEP 2020 dedicates attention to ethics and human and constitutional values as fundamental principles to be integrated across the curriculum. The policy explicitly lists values such as empathy, respect for others, cleanliness, courtesy, democratic spirit, service (*seva*), respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice. These reflect both universal ethics and specifically Indian constitutional and cultural values. The NCF-SE 2023 takes these broad values and weaves them into educational aims and *Curricular Goals*.

IB

The IB embeds values and ethics primarily through the *Learner Profile* – a set of 10 attributes that all IB programmes strive to cultivate in students. These attributes (*Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective*) collectively represent the values of an IB education. The *Principled* attribute calls for acting with integrity and honesty, with a strong sense of justice and fairness, and respect for dignity and rights. The *Caring* attribute encourages showing empathy, compassion, and respect. The *Open-minded* attribute involves appreciating one's own culture and the perspectives of others. The attributes are an expression of what IB means by international-mindedness and are intended to permeate school culture and curriculum. The IB curricula also require action (*Action* in the PYP

and *Service and Action* in the MYP) which is meant to develop values of caring, empathy, and civic responsibility through experience. Overall, IB's approach to values is transversal – values and attitudes are not taught in isolation but through every learning experience and through the school community living out the learner profile.

Strong philosophical alignment

- ✓ Both India and IB place strong emphasis on values and ethics, viewed as inseparable from education.
- ✓ Both share many common values: empathy, respect, integrity, and service are clearly evident in both.
- ✓ The idea of holistic development in both frameworks inherently includes moral and ethical development alongside intellectual growth.
- India grounds its values in national ethos, linking them to constitutional principles, cultural heritage, and civic duties – emphasising collective identity and pride in pluralism.
- IB, being international, frames its values in more universal terms (e.g. intercultural respect, global empathy) and avoids nation-specific values.
- IB integrates values across subjects and learning experiences, as demonstrated through the use of the *Learner Profile*, *Action* in the PYP, and *Service and Action* in the MYP.

4.5 Citizenship and global outlook

India

India's education philosophy seeks to develop both nationally rooted and globally aware citizens. The NEP 2020 makes this dual focus explicit. It states that the vision is to instil in learners “*a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds*”,⁷⁴ while also cultivating “*knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen*.”⁷⁵ This encapsulates the idea that a student should graduate with a strong sense of their Indian identity and constitutional values and a conscious awareness of their roles and responsibilities in an interconnected and globalised world. The NCF-SE echoes this, with a broad aim stating “*Understanding the culture and heritage embedded in the family and community and relatedness to nature is at the core of cultural participation. Students should also acquire capacities and a disposition to contribute meaningfully to culture. In a globalised world, understanding and engaging with other cultures from a position of being confident and deeply rooted in Indian culture is very desirable*.”⁷⁶

⁷⁴ Ibid. *The Vision of this Policy*. p. 6

⁷⁵ Ibid.

⁷⁶ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE 2023. 1.3.1 Broad Aims of School Education*. p. 23

Furthermore, respect for diversity and the promotion of multilingualism are fundamental principles in the NEP.

IB

A global outlook is at the heart of the IB. The term “international-mindedness” is used to describe the desired mindset of IB students. This means appreciating one’s own culture and others’, being open to diverse perspectives, and recognising our common humanity. In the PYP, international-mindedness is developed through transdisciplinary themes like “*Who We Are*”, “*How We Organize Ourselves*”, “*Sharing the Planet*”, etc. – each with global significance. In the MYP, the idea of global citizenship is furthered through *Global contexts* (e.g. *Globalization and sustainability* and *Fairness and development*) which frame learning within real-world global contexts. Moreover, MYP requires students to engage in *Service and Action* which cultivates a sense of being active global citizens. Languages are also key – PYP and MYP require an additional language is learnt to foster international communication ability. Thus, the IB’s outlook on citizenship is inherently global – it strives to nurture world citizens who are locally and globally active, culturally aware, and motivated to act towards positive change.

Moderate philosophical alignment

- ✓ Both commit to preparing students for a globalised world.
- ✓ Both stress global outlook and responsible citizenship.
- ✓ Both emphasise engaging within community.
- ✓ Both advocate for multilingualism.
- ✓ Both call for students to reflect on their own culture, as well as to engage with others.
- Here, and as reflected in some of the other themes, the key difference lies in the emphasis on national identity. Indian policy promotes a deep-rooted pride in being Indian, using local texts, contexts, and cultural ethos as the primary lens, then extending it outwards. The IB maintains a neutral stance toward national identity, focusing instead on intercultural understanding and global mindedness. However, both ultimately aim to develop empathetic, globally conscious individuals who can contribute meaningfully at both local and global levels.

4.6 Inclusion

India

The NEP 2020 frames inclusion through the lens of equity and social justice. It sees education as a transformative force that must rectify historical and structural disadvantages. The policy explicitly prioritises access, retention, and learning outcomes for students from marginalised groups, including girls, Scheduled Castes and Tribes, children with disabilities, and first-generation learners. The NCF-SE 2023 reinforces this by calling for inclusive classroom practices, differentiation, and the universal design of learning experiences that accommodate diverse learners. Multilingualism, flexibility, and contextual responsiveness are positioned as key strategies for promoting equity and belonging within classrooms. Importantly, inclusion in the

Indian context is intertwined with the national goals of democratisation and social transformation.

IB

The IB similarly views inclusion as foundational to educational quality and integrity. Across its documentation – including *What is an IB Education*, *PYP: The learner*, and *MYP: From principles into practice* – the IB emphasises that all learners are entitled to access, engage with, and demonstrate understanding through flexible, supportive, and respectful environments. Educators are encouraged to embrace diversity as an asset, differentiate instruction, and create learning communities that celebrate multiple perspectives, languages, and learning styles. In the PYP Early Years framework, inclusive practices are built into the environment itself – promoting agency, symbolic expression, and relationships that honour each child's identity.

Strong philosophical alignment

- ✓ Inclusion is a deeply embedded principle within both frameworks.
- ✓ Both articulate a strong moral and practical commitment to ensuring that all learners - regardless of background, ability, language, gender, or socio-economic status - have equitable opportunities to participate in meaningful learning.
- ✓ Both uphold learner diversity.
 - IB's philosophy of inclusion is globally oriented and grounded in internationalism.
 - The Indian framework is rooted more explicitly in constitutional values and national social justice imperatives.

4.7 Developmental appropriateness

India

One of the most prominent features of India's reformed framework is the emphasis on developmentally appropriate curriculum and pedagogy. The NEP 2020 replaced the traditional 10+2 structure (ten years of school education followed by two years of senior secondary) to a 5+3+3+4 model, comprising the five-year Foundational Stage (ages 3–8), three-year Preparatory Stage (ages 8–11), three-year Middle Stage (ages 11–14), and four-year Secondary Stage (ages 14–18). This restructuring was grounded in cognitive and psychological research; as the NCF-SE 2023 notes, "*The central logic of dividing schooling into the four Stages is based on our current understanding of child (human) development and the increasing complexity of concepts and requirements of capacities in different Curricular Areas*".⁷⁷ Each stage's curriculum is tailored to the developmental characteristics of that age group.

IB

The IB structures its programmes by developmental stages, aligning broadly with early childhood/primary, middle school, and high school age groups. Each IB programme (PYP, MYP,

⁷⁷ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE 2023. School Stages — Logic and Design*. p. 63.

DP, CP) has its own pedagogical design suitable for the age range it serves. Within the PYP, the IB also identifies *early learners*, with tailored guidance for this age range (3-6 years-old).

Strong philosophical alignment

- ✓ Both India and IB place high importance on aligning educational experience with the learner's developmental stage, with parallels between India's staged approach and IB's segmented programmes.
- ✓ Both design the learning experience to fit the learner's cognitive and emotional stage.
- IB's approach has an international perspective, while the Indian curriculum includes local context and national content demands.

4.8 Summary

India's NEP 2020 and NCF-SE 2023 share strong philosophical alignment with the IB (PYP and MYP), particularly in viewing education as a means of holistic development – intellectual, ethical, emotional, and civic. Both emphasise learner agency, inquiry, conceptual understanding, and real-world relevance, while promoting inclusive, learner-centred approaches.

Values and ethics are central to both frameworks, with many being common to both the Indian framework and the IB's. The Indian framework grounds these in constitutional ideals, cultural heritage, and moral reasoning, while the IB emphasises global ethics through its Learner Profile. In both cases, values are intended to be embedded across subjects and learning experiences and seen as essential to shaping compassionate and principled individuals.

Key differences lie in cultural framing and implementation. The Indian framework draws on indigenous knowledge and national identity alongside global citizenship, whereas the IB maintains a neutral, international outlook. Furthermore, the IB offers distinct models and structures to put principles into practice – systematically embedding its philosophy through curriculum framework and structure, reflection tools, and school culture.

Overall, both share a common educational vision: to develop thoughtful, ethical, and engaged learners prepared for the complexities of the modern world. The IB offers frameworks and models of this vision in action, while India's NEP/NCF-SE represents a commitment to the same ideals.

5. Pedagogy

This section presents a thematic comparison of the pedagogical approaches of the Indian and IB frameworks for primary and lower secondary education, focusing on alignment within key themes. A figure summarising the alignment is presented below, followed by a detailed review and comparison of pedagogical approaches by theme.

Figure 11: Summary of pedagogical alignment in thematic areas.

Pedagogical approaches: thematic areas	Summary of pedagogical alignment
Curricular integration	Strong alignment: Both the Foundational and Preparatory Stages and the PYP use transdisciplinary approaches. Both the Middle Stage and the MYP emphasise the development of both disciplinary and interdisciplinary learning. IB offers distinct structures that implement curricular integration, such as transdisciplinary themes in the PYP and interdisciplinary intis in the MYP.
Inquiry-based and experiential learning	Strong alignment: Both Indian and IB frameworks focus on minimising rote-learning and memorisation, while maximising inquiry-based and activity-based learning through hands-on experiences which allow students to learn by doing. Inquiry is a key pedagogical approach in both the Indian and IB frameworks.
Contextual and authentic learning	Moderate alignment: The pedagogical approaches of the Indian framework focus on national and local rootedness and contextualisation. The IB framework focuses on both global and local contexts, placing more weight on global contextualisation, particularly in the MYP, to develop students’ international-mindedness.
Collaborative learning	Strong alignment: Both the Indian and IB frameworks focus on collaborative learning, recognising its role in developing students’ social, communication and collaboration skills, conceptual understanding, social-emotional learning, and establishing relationships of trust between teachers and students.
Personalised, self-paced and inclusive learning	Strong alignment: Both the Indian and IB frameworks focus on personalised, differentiated, flexible, self-paced and inclusive learning, with the role of the teacher being responsible for creating inclusive, accessible and responsive pedagogies addressing students’ individual needs through observation, identification of students’ needs, and scaffolded learning.
Conceptual understanding	Strong alignment: Both the Indian and IB frameworks emphasise conceptual understanding as a central approach to learning rather than rote-learning and memorisation.

Strong alignment

Moderate alignment

5.1 Curricular integration

India

India's education policy and curriculum framework adopt both multidisciplinary and interdisciplinary pedagogical approaches. The NCF-SE 2023 highlights the development of such approaches across all levels of school education and “*across the Sciences, Social Sciences, Art, Humanities, and Sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge*” through interdisciplinary areas.⁷⁸ Similarly, the NEP 2020 states the importance of supporting students to become “*creative and multidisciplinary*”, focusing on “*multidisciplinary and holistic*” education.⁷⁹ Arts-and-sports integration also plays an important role in the Indian education system as cross-curricula pedagogical approaches, focusing on students' holistic development.⁸⁰

The Foundational Stage is designed around specific development domains, which draw from various subject areas but avoid rigid subject separations. As such, although the NCF-SE 2023 describes the Foundational Stage as interdisciplinary, it somewhat aligns with a transdisciplinary approach. Regarding the Preparatory Stage, distinct subject areas are introduced, alongside *The World Around Us (TWAU)* which is described as an interdisciplinary area of study, supporting students' understanding of the interrelationships between the natural and social world.⁸¹ However, *TWAU* has potential for a transdisciplinary approach, focusing on themes beyond subjects and real-life contexts, covering: “*generalised concepts related to students' immediate environment*”.⁸² Therefore, depending on implementation, there is opportunity for some transdisciplinary learning in the Preparatory Stage. The Middle Stage also promotes integrated learning by incorporating interdisciplinary *Curricular Goals* within specific subject areas (e.g. learning about the environment).⁸³

IB

The PYP is based on a transdisciplinary framework, structured around six *Transdisciplinary themes*. Transdisciplinary learning in the PYP “*conveys learning that has relevance between, across and beyond subjects and transcends borders that confine them to connect to what is authentic in the world*”.⁸⁴ This transdisciplinary programme of inquiry supports students in making connections across subjects and understanding the relevance and applicability of their learning in real life.⁸⁵ It consists of transdisciplinary *Units of inquiry*, with each unit including a *central idea, concepts and lines of inquiry*.⁸⁶ Concepts in the PYP include *specified concepts*, which facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning, and *additional concepts* which are selected according to unit's goals and the interests

⁷⁸ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. Summary. p. 20.

⁷⁹ Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020*. pp. 3-5.

⁸⁰ Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020*. pp. 12-13.

⁸¹ Ibid.

⁸² National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. Chapter 7: Education in Interdisciplinary Areas. p. 389.

⁸³ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. Chapter 7: Education in Interdisciplinary Areas. p.387.

⁸⁴ IB (2018). *PYP Learning and Teaching*. p.1.

⁸⁵ Ibid. p.8.

⁸⁶ IB (2018). *PYP Learning and Teaching*. p. 64.

and needs of learners. Additionally, the *PYP Exhibition* which takes place at the final year of the PYP, supports students in engaging in a student-led inquiry into a specific issue or topic that interests them.⁸⁷ According to the IB documentation, “*the exhibition offers learners the opportunity to put their interests, transdisciplinary thinking, knowledge, conceptual understandings, skills and attributes of the IB learner profile into action*”.⁸⁸ Therefore, the *PYP Exhibition* aims to develop students’ critical thinking skills and international-mindedness through the individual or collective investigation of a specific issue.⁸⁹

The MYP is structured to promote interdisciplinary learning, supporting students with engaging in “*at least one collaboratively planned interdisciplinary unit that includes more than one subject group in each year of the programme*”.⁹⁰ Students develop both disciplinary and interdisciplinary understanding, with interdisciplinary learning occurring between different subject groups and different disciplines within a subject group.⁹¹ The MYP incorporates *key concepts* drawn from various subject groups, which are broad in scope and applicable across disciplines, thereby enriching the programme with interdisciplinary depth and coherence.⁹² Alongside *key concepts*, the MYP also includes *related concepts* that are founded on specific subjects and disciplines and aim to provide depth to the programme.⁹³

Strong pedagogical alignment

- ✓ Although the Indian framework describes the Foundational and Preparatory Stages as interdisciplinary, their curricular structures fully or partially transcend subject boundaries and emphasise real-world contexts, aligning in part with the PYP’s explicitly transdisciplinary approach. This creates a notable area of compatibility with the IB, particularly in the Foundational Stage, which is organised entirely without subject divisions.
- ✓ Both the Middle Stage and the MYP emphasise the development of both disciplinary and interdisciplinary learning. This dual focus supports interdisciplinary understandings of real-world issues and the application of knowledge across subjects.
 - The PYP offers considerable structure for implementing a transdisciplinary approach, whereas the NCF-SE provides a broader framework for Foundational and Preparatory Stages, leaving implementation largely to the interpretation of schools and teachers.
 - The MYP provides a structured framework for interdisciplinary learning through the requirement of at least one interdisciplinary unit each year.

⁸⁷ IB (2018). *PYP Learning and teaching*. p. 17.

⁸⁸ Ibid.

⁸⁹ Ibid.

⁹⁰ IB (2014). *MYP: From Principles into Practice*. p. 46.

⁹¹ Ibid.

⁹² Ibid. p.15.

⁹³ Ibid.

5.2 Inquiry-based and experiential learning

India

The NEP 2020 outlines that the pedagogy across all Stages of education “*must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible and of course enjoyable*”,⁹⁴ and must include “*hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects*”.⁹⁵ Teaching and learning are described as incorporating exploratory activities that allow students to develop “*deeper and more experiential learning*”.⁹⁶ Different modes of inquiry (including both “*more formalised methods of knowledge development...*” and “*less formalised and more experiential, organic approaches*”⁹⁷) support the development of students’ *Both (Conceptual understanding)* of core concepts through “*play, inquiry, experiment*”.⁹⁸

The mode of inquiry in the Foundational Stage is play-based and exploratory, with students learning and understanding concepts through play and exploration of the natural and social world.⁹⁹ Teachers are encouraged to use conversations, story-telling, toy-based learning, songs and rhymes, music and movement, art and craft, indoor and outdoor games, field trips, and spending time in nature.¹⁰⁰ In the Preparatory Stage, students develop capacities to be utilised in informal methods of inquiry. Alongside this, the NEP 2020 highlights that the Preparatory Stage embeds “*some light textbooks as well as aspects of more formal but interactive classroom learning in order to lay a solid groundwork across subjects including reading, writing, speaking, physical education, art, language, sciences and mathematics*”.¹⁰¹ In the Middle Stage, methods of inquiry are expected to be applied within each *Curricular Area*, with a balanced use of direct instruction and inquiry-based learning opportunities.

IB

Inquiry is central to the pedagogical approaches of the PYP. In the early years, it takes the form of play, supporting children’s social, emotional, and physical development while fostering their agency. Inquiry continues throughout the programme within a structured framework, with each transdisciplinary unit of inquiry including defined *Lines of inquiry* – statements that outline the potential scope of exploration. In the MYP, teaching is likewise inquiry-based, aiming to nurture curiosity and develop autonomous, lifelong learners. The MYP incorporates two main inquiry-based approaches – experiential learning and problem-based learning – within an inquiry process that involves inquiry, action, and reflection, and is key to MYP unit development.

⁹⁴ Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020*. p.3.

⁹⁵ Ibid.

⁹⁶ Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020*. p.12.

⁹⁷ Ibid. p. 52.

⁹⁸ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 107. According to the NCF-SE 2023, the five-step learning process — panchpadi — is a good guide to formulating the sequence that a teacher may adopt in planning for instruction for certain concepts and contexts. These steps include Abid (Introduction), Bodh (Conceptual understanding), Abhyas (Practice), Prayog (Application), and Prasar (Expansion).

⁹⁹ Ibid. p. 72.

¹⁰⁰ Ibid. pp. 221-225.

¹⁰¹ Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020*. p.11.

Strong pedagogical alignment

- ✓ Both Indian and IB frameworks focus on inquiry-and-activity-based, and experiential learning through hands-on experiences.
- ✓ Play is the primary mode of inquiry in both the Foundational Stage and the early years of the PYP, with each recognising that play nurtures students' curiosity, exploration, and imagination and supports their cognitive, social, emotional and physical development and conceptual understanding.
- ✓ Inquiry approaches are continued throughout primary education in IB and India.
- ✓ Both the Middle Stage and the MYP include inquiry-based learning within subject areas.
 - The PYP offers a structured model for inquiry, while the Foundational and Preparatory Stages provide broader guidelines that teachers interpret according to local context.
 - The MYP includes a formalised inquiry process and explicitly defines two types – experiential and problem-based. Inquiry in the Middle Stage is expected but not formally structured within the NCF-SE.
 - While the Indian framework promotes inquiry-based approaches, inquiry has a more central role in the pedagogy of the IB, particularly comparing PYP with the Preparatory Stage.

5.3 Contextual and authentic learning

India

The NCF-SE 2023 highlights that the curriculum and pedagogy should be “*routed in the Indian local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning*”.¹⁰² This is to ensure that education is relevant, relatable and interesting to students, thus leading to better learning experiences.¹⁰³ Furthermore, the NCF-SE highlights that one pedagogical principle across all Stages of education is that learning “*happens best when classroom processes make connections with the life of students and their prior experiences, focus on conceptual clarity, and provide variety and challenge to students*”.¹⁰⁴

In the Foundational Stage, the contextual and authentic learning is evident in the teaching of Indian values also in exposing students to national and local resources. Students are to engage with national and local stories, music, art, and games from the Indian tradition, aiming to instil core values on students.¹⁰⁵ At the Preparatory and Middle Stages, there are different approaches in incorporating rootedness to India according to the nature and focus of each subject.

¹⁰² National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. Chapter 1 Rootedness in India and Indian Knowledge Systems. p. 143.

¹⁰³ Ibid.

¹⁰⁴ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p.114.

¹⁰⁵ Ibid.

IB

Contextual and authentic learning is a core pedagogical approach in both the PYP and MYP. In the PYP, inquiry is structured around six transdisciplinary themes that address real-world issues of personal, local, and global relevance, with central ideas designed to connect across national, cultural, and subject boundaries. In the MYP, learning is organised through *Global contexts* – such as *identities and relationships*, *scientific and technical innovation*, and *globalisation and sustainability* – which link subject content to real-life scenarios, promote intercultural understanding, and foster international mindedness.

Moderate pedagogical alignment

- ✓ Both the Indian and IB frameworks:
 - Value culturally relevant, place-based learning that draws from students' real-life experiences.
 - Cultivate authentic learning by connecting classroom experiences to real-life scenarios from students' social and natural environment.
 - Use students' prior knowledge and past experiences as a foundation to support their contextual learning.
- The purpose of contextualisation differs between India's Stages and the IB programmes. The pedagogical approaches of the Foundational, Preparatory, and Middle Stages focus primarily on national and local rootedness to develop national and local identity, while the IB addresses both global and local contexts, placing greater emphasis on global contextualisation.
- The PYP and MYP incorporate contexts through a structured pedagogical approach. In the PYP, this is achieved through transdisciplinary themes, and in the MYP through global contexts. The NCF-SE provides broad guidelines for embedding contextualisation into content selection and teaching materials, allowing for teacher discretion to adapt learning to local contexts.

5.4 Collaborative learning

India

The NCF-SE 2023 states that effective pedagogies support “*full participation in open discussion*” and “*regular dialogue and discussion with active listening as part of classroom culture and processes will help develop democratic values*”.¹⁰⁶ Across different educational Stages, the NCF-SE 2023 highlights that pedagogical approaches should focus on “*dialogue and building relationships based on mutual respect*” to develop students' ability to listen, understand, self-reflect, develop empathy and critical understanding.¹⁰⁷ The Foundational Stage focuses on students' socio-emotional and social skills such as teamwork, cooperation, and communication

¹⁰⁶ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 101, 103.

¹⁰⁷ *Ibid.* p.166.

skills, through encouraging students to play together and share resources.¹⁰⁸ The pedagogy in the Foundational Stage also “*emphasises nurturing, caring relationships between the teacher and the children*”.¹⁰⁹ In the Preparatory Stage, teachers encourage students’ participation in “*pair work, small group work, and individual work in mixed proportions so that students are actively learning to work together with sensitivity, mutual respect and listening, cooperate with others, and also accept cultural differences and diversity of approaches in thinking and feeling*”.¹¹⁰ The pedagogical approaches of the Middle Stage also include individual, pair and small group work, developing students’ listening and thinking together with communicating and collaborating, by “*fostering sensitivity and respect for diversity in gender, class, and cultural background*”.¹¹¹

IB

One of the *Approaches to teaching* for IB programmes is teaching which is *Focused on effective teamwork and collaboration*. The PYP is based on relationships which are “*fundamental to building an understanding of identity, creating a sense of belonging, and establishing an environment of trust where the agency of each learner is valued*”.¹¹² The IB documentation also indicates that relationships are an integral part of learning in the early years because they can support students develop skills and dispositions.¹¹³ Collaborative learning is also a core element of the MYP, taking place through group projects, debates, and role play, through which students develop their social skills.¹¹⁴ Building a collaborative relationship between the teacher and the students is at the heart of MYP “*through encouraging effective dialogue and feedback*”.¹¹⁵ Furthermore, teachers in the MYP collaboratively plan at least one interdisciplinary unit in each year of the programme.¹¹⁶

Strong pedagogical alignment

- ✓ The Indian and IB frameworks promote collaborative learning, recognising its role in developing students’ social skills and conceptual understanding and socio-emotional learning, identify, and sense of belonging, as well as establish relationships of trust between the teachers and the students.
- ✓ In the Foundational Stage and the early years of the PYP collaborative learning happens through play.
- ✓ Collaborative learning in the Middle Stage and the MYP involves group work and fosters respect and social skills
- Teacher collaboration in planning learning is more of an explicit requirement in the IB.

¹⁰⁸ Ibid. p. 161.; Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020*. p.7.

¹⁰⁹ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p.26.

¹¹⁰ Ibid. p.112.

¹¹¹ Ibid.

¹¹² IB (2021). *The early years in the PYP*. p.70.

¹¹³ IB (2018). *PYP The learner*. p.10.

¹¹⁴ IB (2022). *Approaches to learning and approaches to teaching in the Middle Years Programme*. p.19.

¹¹⁵ Ibid. p. 20.

¹¹⁶ IB (2014). *MYP: From Principles into Practice*. p.46.

5.5 Personalised, self-paced and inclusive learning

India

The NEP 2020 emphasises that no child should lose the opportunity to learn or excel due to circumstances of birth or background, advocating differentiated instruction. The NCF-SE 2023 outlines inclusive practices such as bridge courses to refresh prior learning, dedicated days for supplemental instruction, adapted resources, differentiated assignments, buddy systems, regular parent communication, accessible infrastructure and technology for students with disabilities, and monthly one-to-one discussions to identify learning needs. It stresses equal recognition of all languages and dialects and use of Indian Sign Language where needed.

In the Foundational Stage, pedagogies balance self-paced, individualised learning with group activities, with teachers observing and recording developmental delays or disabilities to ensure timely support. Foundational and Preparatory Stages prioritise extensive use of home or familiar languages in teaching and materials to aid comprehension. At the Middle Stage, as in other stages, the focus remains on inclusive approaches, differentiated instruction, and personalised, self-paced learning.

IB

One of the IB *Approaches to teaching* is *Designing learning to remove barriers*. In the PYP, teachers create accessible and inclusive environments where students can independently explore resources and spaces, make choices about their learning, feel safe to take risks, and engage with materials reflecting diverse peoples, cultures, and contexts. To meet individual needs, PYP teachers are encouraged to develop personalised plans that adapt learning goals, routines, and experiences; provide flexible and inclusive spaces; use visual communication systems and self-management strategies; and create student language portraits. The PYP also supports students in using their home and family languages to enrich learning.

The MYP is similarly inclusive, addressing the needs of all learners through differentiated teaching. Differentiation involves adapting teaching practices to individual needs, guided by four principles: *Affirming identity and building self-esteem*, *Valuing prior knowledge*, *Scaffolding learning*, and *Extending learning*. These practices aim to ensure equal access to and participation in the curriculum.

Strong pedagogical alignment

- ✓ The IB and Indian frameworks both emphasise:
 - Personalised learning and differentiation, focusing on the role of the teacher in knowing the students and adapting the teaching content, resources and practices and develop personalised plans tailored to their needs.
 - Flexible and self-paced learning, supporting students' agency, autonomy and independent exploration.
 - Inclusive learning, creating non-discriminatory, participatory, safe and accessible learning environments that can support students' freedom of expression, formation of identity and development of a sense of belonging.
 - The role of the teacher involves creating accessible and responsive pedagogies addressing students' individual needs through observation, identification of students' needs, and scaffolded learning.
- The IB provides model and structured system for differentiated learning, through the approaches to teaching focusing on *Designing learning to remove barriers* and the four principles of differentiation.

5.6 Conceptual understanding

India

The NEP 2020 highlights that one of the fundamental principles of the education system is the focus on “*conceptual understanding rather than rote learning and learning-for-exams*” supporting students’ “*real understanding and towards learning how-to-learn*”.¹¹⁷ The different modes of inquiry also support students to develop conceptual understanding. The NCF-SE outlines a five-step learning process (*panchpadi*) which provides guidance for instruction for concepts and contexts.¹¹⁸ The second step of the learning process is *Bodh (Conceptual understanding)* where the teachers support students “*understand core concepts through play, inquiry, experiment, discussion, or reading in the second step*”.¹¹⁹ The third step is *Abhas (Practice)*, where the teachers arrange activities such as group or project work to strengthen students’ conceptual understanding.¹²⁰ In the Foundational and Preparatory Stages, concepts are practical but not theoretical.¹²¹ In the Middle Stage, the pedagogical approaches focus on students’ development of conceptual understanding and higher order thinking skills.¹²² At this Stage, students explore “*the theories behind the perceptive and practical concepts*” introduced during the Foundational and Preparatory Stages.¹²³

IB

¹¹⁷Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020*. p. 5, 12.

¹¹⁸ Ibid. 107.

¹¹⁹ Ibid.

¹²⁰ Ibid.

¹²¹ Ibid. p. 93.

¹²² National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 123.

¹²³ Ibid. p. 93.

One of the *Approaches to teaching* in IB programmes is *Focused on conceptual understanding*. The PYP is concept-driven, which supports learning and understanding of meaning while also challenging students to engage with ideas and concepts.¹²⁴ Students connect existing knowledge and understanding to explore new ones and transfer concepts to new contexts through “*recognising and classifying patterns in their learning, making generalisations, and internalising their learning*”.¹²⁵ Each *Unit of inquiry* in the PYP includes a *Central idea* which is a statement that structures the transdisciplinary *Unit of inquiry* and supports teachers to introduce concepts to develop students’ conceptual understanding.¹²⁶ In the PYP, the *Specified concepts* include *Form, Function, Connection, Change, Causation, Perspective and Responsibility*.¹²⁷ *Additional concepts* focus on deepening and further developing students’ understanding of a *Specified concept* or subject and can be relevant across different subjects, allowing students to “*make connections across, between and beyond subjects*”.¹²⁸

The MYP also emphasises teaching which is *Focused on conceptual understanding*, where the engagement and exploration of concepts supports students’ engagement with complex ideas.¹²⁹ The MYP uses *Key concepts* which are broad, provide “*interdisciplinary breadth to the programme*” and are related to and across subjects and disciplines, allowing students to make connections.¹³⁰ There are 16 *Key concepts* explored in the MYP curriculum, including *Aesthetics, Change, Connections, Communication, Communities, Creativity, Culture, Development, Form, Global Interactions, Identity, Logic, Perspective, Relationships, Systems, Time, place and space*.¹³¹ The MYP further uses *Related concepts* which are based on specific subjects and disciplines and explore *Key concepts* in detail.¹³² MYP teachers incorporate a *Key concept*, one or more *Related concepts*, and a *Global context* when they design the *Statement of Inquiry*, which develops students’ understanding of the relationship between concepts and context.¹³³

¹²⁴ Ibid.

¹²⁵ IB. (2021). *The early years in the PYP*. p.52.

¹²⁶ Ibid. p.46

¹²⁷ Ibid. 47.

¹²⁸ Ibid.

¹²⁹ IB. (2022). *Approaches to learning and approaches to teaching in the Middle Years Programme*. p.14,18.

¹³⁰ IB. (2014). *MYP: From Principles into Practice*. p.15.

¹³¹ IB. (2014). *MYP: From Principles into Practice*. p.57.

¹³² Ibid.p.15.

¹³³ Ibid. p.62.

Strong pedagogical alignment

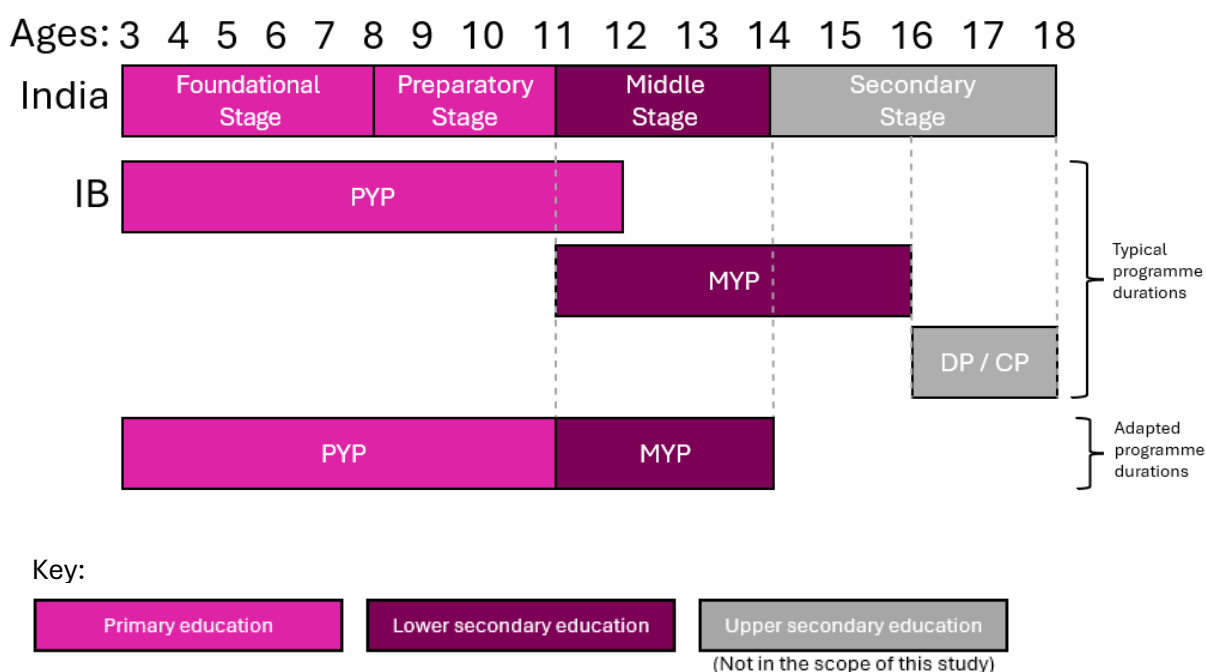
- ✓ Both the IB and Indian frameworks emphasise conceptual understanding as a central approach to learning rather than rote-learning and memorisation.
- ✓ Both the Foundational and Preparatory Stages and the PYP focus on inquiry-based and experiential learning pedagogies in supporting students develop their conceptual understanding and evolving conceptual understanding.
- ✓ Both the Middle Stage and the MYP put emphasis on:
 - Helping students engage with more abstract and theoretical concepts.
 - Using inquiry-based approaches to support students develop their conceptual understanding and higher order thinking skills.
 - Recognising that conceptual understanding is progressive and that it is building on students' prior knowledge.
- The PYP develops students' conceptual understanding through structured transdisciplinary units of inquiry, incorporating *specified* and *additional concepts*.
- The MYP uses a structured framework centred on conceptual understanding, built around *key* and *related concepts* within *global contexts*.
- In the Middle Stage, conceptual understanding is locally rooted, while in the MYP concepts are explicitly connected to global contexts.

6. Educational and curricular structure

This section reviews and compares the educational and curricular structures in India and the IB, examining how India's Stages and the IB's programmes align in terms of duration, organisation, subject offerings, and learning pathways. The overarching structures are presented first, followed by subsequent sections comparing in more detail the structure of primary education and lower-secondary education.

Figure 12 below illustrates the stages of the Indian education system and the IB programmes that span these.

Figure 12: Structure of Indian and IB primary and secondary education.



The PYP is a curriculum framework for students aged 3–12 and can therefore span a slightly wider age range than India's primary education (ages 3–11). However, IB designs its programmes to be adaptable to national contexts and thus the PYP can be aligned to the combined duration and age range of the Foundational and Preparatory Stages in the Indian system. Similarly, lower secondary education can extend longer in the IB than in India. While India's Middle Stage covers three years (ages 11–14), the MYP typically runs for five years (ages 11–16), spanning both the Middle Stage and part of the Secondary Stage. The MYP can, however, be abbreviated¹³⁴ to three years to align with the Middle Stage, as illustrated in the figure 12. Overall, while the PYP and especially the MYP can span longer durations, flexible delivery options allow them to align with the age ranges and durations of India's primary and lower secondary education. The following

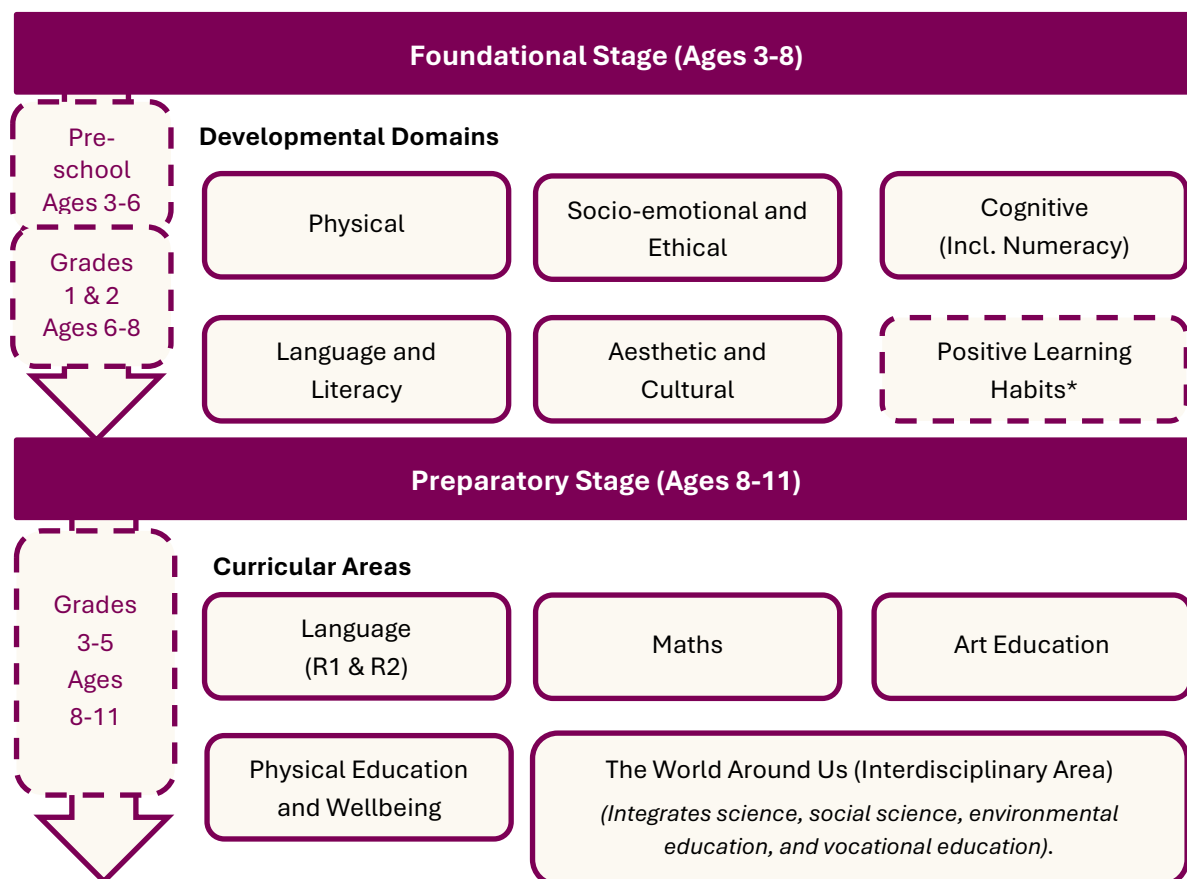
¹³⁴ While the MYP is designed as a five-year programme, it can be implemented in abbreviated formats of two, three, or four consecutive years, or through school partnerships (for example, one school offers MYP years 1–3, and another offers MYP years 4–5).

sections will compare the educational and curricular structures within primary education and within lower secondary education.

6.1 Primary education structure

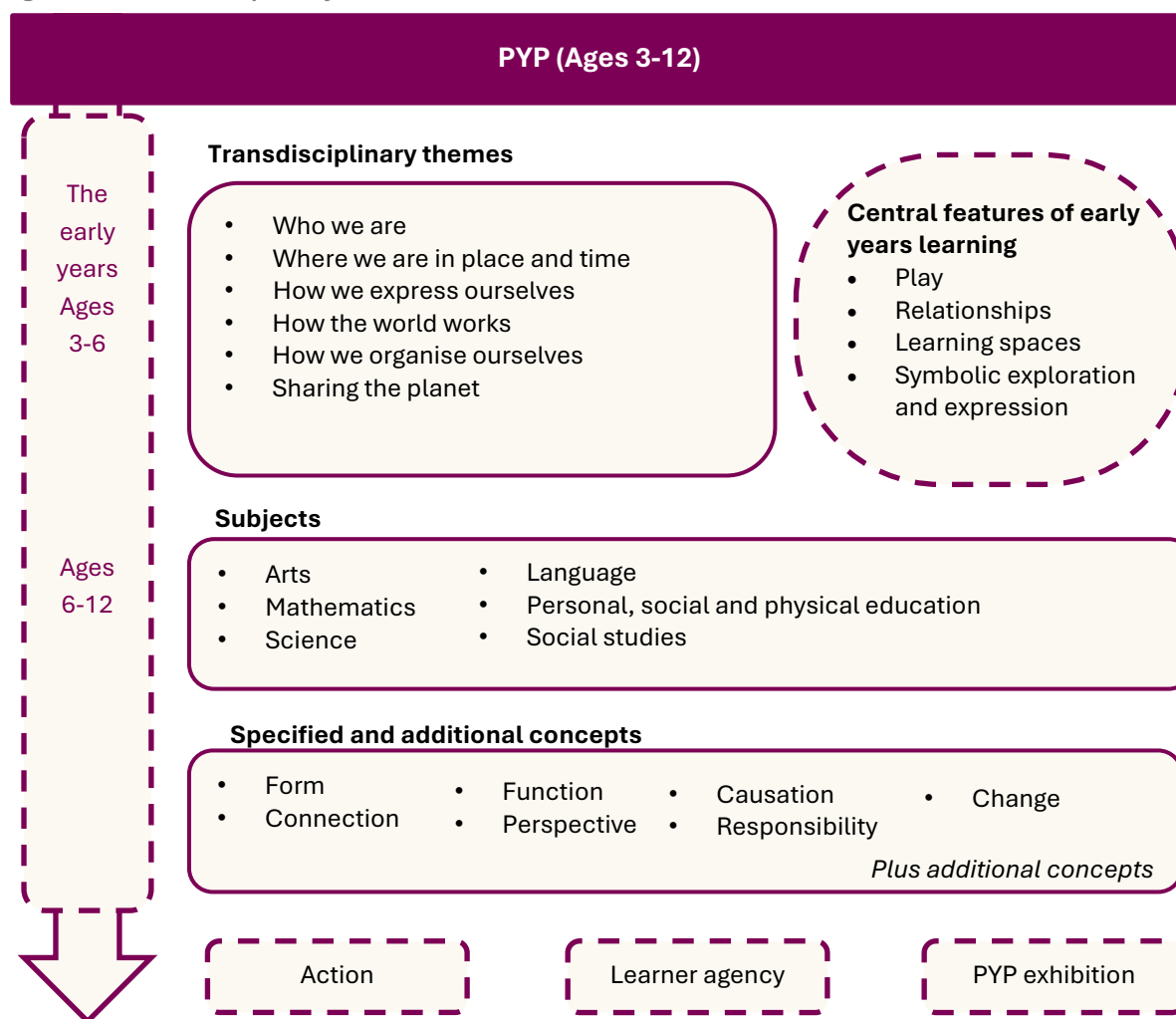
This section compares the structure of the primary education and curriculum in India’s system and IB. Their structures are illustrated in figure 13 below.

Figure 13: Structure of primary education in India.



*Positive learning habits are to be developed alongside the Developmental Domains.

Figure 14: Structure of primary education in IB.



Overarching structure

In India's system, primary education is structured in two distinct stages: the Foundational Stage (ages 3–8) and the Preparatory Stage (ages 8–11). In contrast, the PYP is an overarching framework for students aged 3 to 12, without distinct stages. However, within the PYP, the IB identifies *the early years*, ages 3-6, which aligns with the pre-school programme of India's Foundational Stage.

General structure

The PYP adopts a transdisciplinary curriculum framework, organised around six themes of global significance: *Who we are*, *Where we are in place and time*, *How we express ourselves*, *How the world works*, *How we organize ourselves*, and *Sharing the planet* (see Figure 9). These themes provide authentic contexts through which subjects – language, mathematics, science, social studies, the arts, and personal, social and physical education – are meaningfully integrated. In the early years, students typically engage with at least four of the six themes annually.

Transdisciplinary themes are explored through units of inquiry (UoIs), which are shaped by the seven *specified concepts*, displayed in Figure 14. The specified concepts are supported by additional concepts which are decided based on unit goals and learners' interests and needs. The approach intends to allow students to learn across, between and beyond subject areas.

In a somewhat similar nature to the PYP, India's Foundational Stage does not compartmentalise learning into subjects. Instead, it is structured around domains of development. This Stage is described as inherently interdisciplinary, with a strong emphasis on play-based and experiential learning. There are parallels to the early years in the PYP, where learning is intended to be holistic across cognitive, physical, social and emotional growth and well-being of the child¹³⁵, with a focus on play.¹³⁶ For example, social skills being developed through playing with others.¹³⁷

The Preparatory Stage transitions towards a more subject-oriented structure, introducing languages (R1 and R2), mathematics, art, physical education, and an interdisciplinary area called *The World Around Us* (TWAU), which integrates science, social science, environmental education, and vocational education. This is in contrast to the PYP, which maintains a fully transdisciplinary framework throughout primary education.

Subject offerings

Despite structural differences, the PYP and the Foundational/Preparatory Stage share similarities in subject areas, with both emphasising a broad and balanced curriculum. Indeed, language, mathematics, art, are distinct areas in both, and there are clear similarities with regards to personal, social and physical education subject areas. However, unlike the PYP, science and social studies are not defined as distinct areas in the Foundational or Preparatory Stage.

Both also introduce an additional language at a similar point. In the PYP this is following the early years (age 7), while in the Indian system the second language (R2) starts from the Preparatory Stage (age 8). While both introduce additional languages early, the PYP has more flexibility regarding language choices, while the NCF-SE adheres to Indian language policy (promoting regional languages and Hindi/English as appropriate).

Lastly, it can be noted that the PYP framework does not prescribe the subjects for PYP schools to include in their curriculum and leave that open for schools to decide.

Sequencing and progressions

The sequencing in the PYP is guided by a school-designed continuum of inquiry units that become increasingly sophisticated. While IB does not dictate a year-by-year syllabus, it provides scope and sequence documents and expects concepts and skills to spiral upward. For example, a concept like *change* might be explored in simple contexts in early PYP and in more complex ways in the fifth year. Furthermore, subject continuums are outlined, which contain phase-based expectations. The PYP also places importance on certain milestones: the final year PYP exhibition is a capstone that consolidates primary learning and prepares students for the more rigorous demands of MYP.

The NCF-SE sequencing and progressions is mapped through *Curricular Goals and Competencies* for each Stage. The Foundational Stage focuses on achieving 13 *Curricular Goals*

¹³⁵ IB. (2021). *The early years in the PYP*. p.2.

¹³⁶ Ibid. p.8.

¹³⁷ Ibid. p.27.

across five developmental domains and positive learning habits, and the Preparatory Stage outlines *Curricular Goals* and *Competencies* for each subject area (e.g. language).

In the PYP, progression is designed to prepare students for transition into the MYP. The framework ensures continuity in approach and pedagogy, e.g.:

- *Transdisciplinary themes* evolve into *global contexts* in the MYP
- *Action* becomes *Service and Action* in the MYP
- Subject areas prepare for the eight subject groups in the MYP
- Emphasis on conceptual understanding and learner agency continues

India's Preparatory Stage prepares for transition to the Middle Stage. For example, *The World Around Us* provides a grounding for the new *Curricular Areas* of Science, Social Science, and Vocational Education in the Middle Stage.

Summary

In India, primary education is divided into two distinct stages, while the PYP offers a continuous framework from ages 3 to 12. Both frameworks acknowledge the developmental needs of younger learners and provide dedicated guidance for early primary education, emphasising play-based, inquiry-led learning and avoiding rigid subject divisions. While India's Foundational Stage organises learning through developmental domains rather than transdisciplinary themes, its focus on integrated, experience-based learning demonstrates some structural alignment and compatibility with the PYP. From the Preparatory Stage onward, the NCF-SE introduces some subject-based instruction, whereas the PYP maintains its fully transdisciplinary approach, integrating disciplines within conceptual units of inquiry.

Despite differences in delivery, both frameworks cover a broad and balanced range of subject areas, including language, mathematics, science, social studies, the arts, and physical, social, and personal education.

Overall, there is stronger alignment in the early years, with increasing structural divergence in the later stages of primary.

6.2 Lower secondary education structure

This section compares the structure of lower secondary education and curriculum in India's system and the IB. Their respective structures are illustrated in figures 15 and 16 below.

Figure 15: Structure of lower secondary education in India.

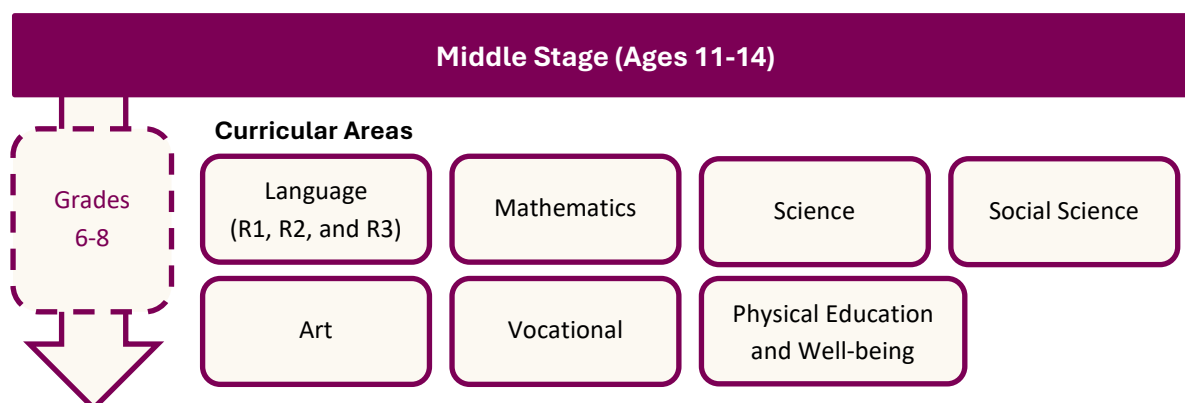
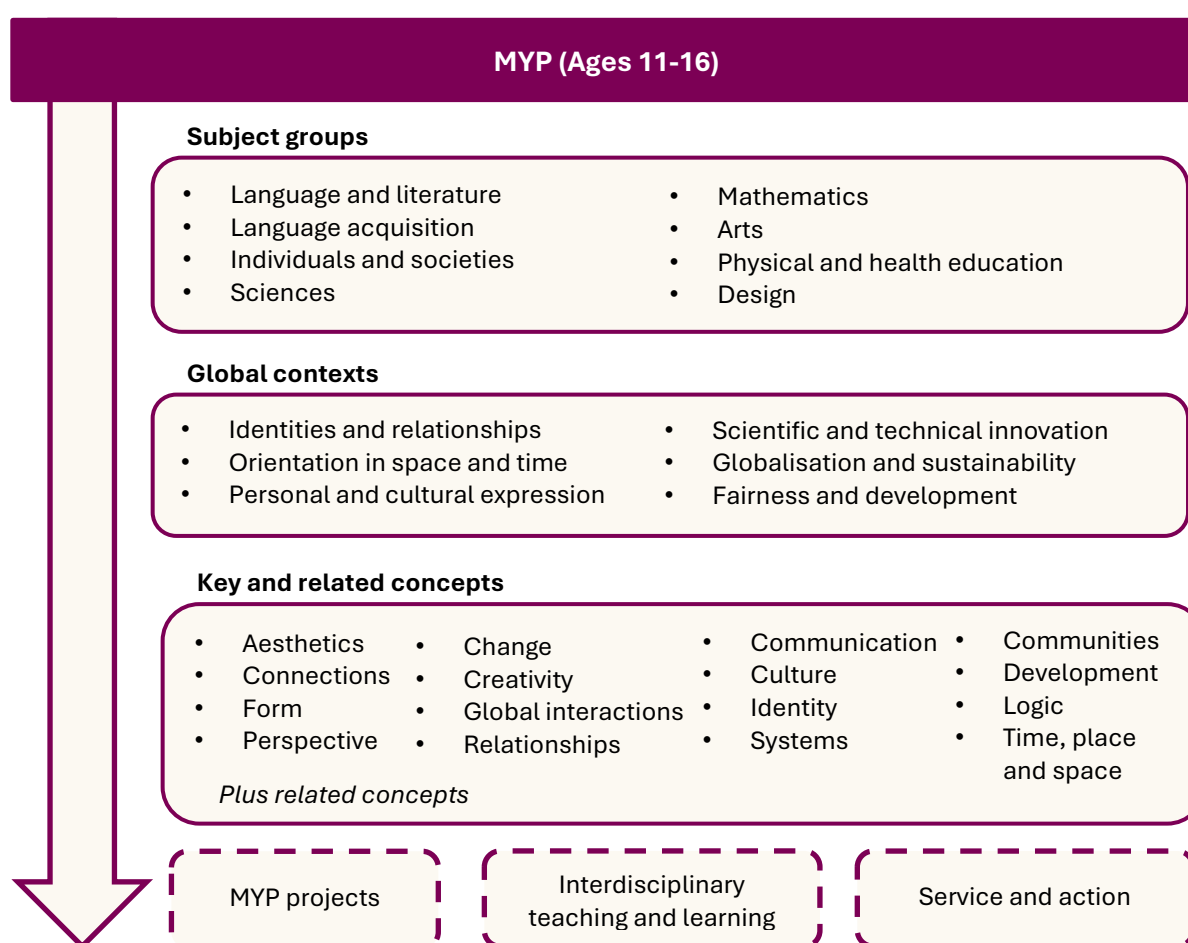


Figure 16: Structure of lower secondary education in IB.



Overarching structure

India’s Middle Stage (ages 11–14, Grades 6–8) is the third stage in the 5+3+3+4 curricular structure under NCF-SE 2023. It marks a deliberate shift to discipline-based learning following the Preparatory Stage. Similarly, the MYP serves as the middle school component in the IB continuum, spanning ages 11–16 (Years 1-5). Both represent a key transitional phase from integrated learning in primary to more structured, subject-specific education in lower secondary.

General structure

The MYP has eight subject groups, all of which are taught each year. While clearly discipline-based, MYP retains an interdisciplinary orientation, requiring at least one interdisciplinary unit per year and framing subject learning within *Global contexts* such as *Identities and relationships* and *Scientific and technical innovation*. The conceptual approach remains central, with each unit driven by key concepts (presented in figure 14 above) and related concepts.

India's Middle Stage similarly marks a shift toward more discipline-focused learning, with seven subject areas. The NCF-SE 2023 promotes an interdisciplinary approach for this Stage – especially within social sciences and science – encouraging conceptual connections and real-world applications. The Middle Stage adopts a competency-based framework with curricula goals outlined for each subject area.

Subject offerings

The subject area breadth is highly comparable, and they are presented in the figure 17.

Figure 17: Subject offerings of the MYP and the Middle Stage

Subject area	MYP	Middle Stage
Languages	MYP requires both a language of instruction (language and literature) and an additional language (language acquisition).	NCF-SE 2023 mandates three languages, including mother tongue and two additional languages – two of which should be native to India.
Sciences	MYP and the Middle Stage identify science as a distinct area encompassing a range of disciplines, including physics, chemistry and biology.	
Humanities/social science	MYP and the Middle Stage identify humanities/social science as a distinct area, which will encompass a range of disciplines such as history and geography.	
Mathematics	Required in both frameworks.	
Arts		
Physical education		
Unique subject area	MYP includes Design as a subject group.	The Middle Stage includes Vocational Education.

Thus, there is strong alignment in the range of subject areas covered in both frameworks. Each also contains one other distinctive subject area.

Progression and sequencing

The MYP builds upon the PYP by introducing more subject-specific knowledge while retaining the broader IB philosophy. Subject content deepens over five years, and each year builds upon prior learning through spiralling concepts and skills. The final year culminates in either the *community project* or the *personal project*, which showcase independent learning, research, and interdisciplinary connections. The MYP projects and *Service and Action* prepare students for equivalent components of the DP.

India's Middle Stage transitions students from the Preparatory Stage to disciplinary learning, laying the foundation for subjects in the Secondary Stage. While the NCF-SE 2023 outlines stage-

based curricular goals, it allows flexibility in sequencing and emphasises progressive complexity.

Summary

There is substantial alignment between the structure of the MYP and India's Middle Stage. While the MYP is typically a five-year programme, it can be abbreviated to a three-year delivery, aligning with the duration of the Middle Stage. Furthermore, the two frameworks offer many of the same subject areas, as well as each containing a distinct subject area. In both, subject areas and their requirements are generally fixed, though some choice within these subject areas may be available. For example, students in India typically study two additional languages in the Middle Stage, while MYP students' study one additional language as part of language acquisition, selecting from the options their school provides.

In addition to the subject groups, the MYP also has some unique elements, including the *MYP projects*, *interdisciplinary units*, and *service as action*. Furthermore, the MYP outlines overarching *global contexts* and *key concepts* which are used to frame the teaching of subjects.

7. Subject area comparisons: PYP and India's Foundational/Preparatory Stages

This section compares the learning expectations and content emphases of the subject areas in the PYP and India's Foundational/Preparatory Stages. As frameworks, neither the PYP nor the NCF-SE 2023 prescribe learning outcomes or fixed content for subjects; these are expected to be developed locally. Accordingly, this analysis focuses on top-level comparisons of learning expectations and content emphases. *Learning expectations* refers to the learning that students are expected to engage with and demonstrate in the subject area, while *content emphases* refers to the major knowledge domains and topic areas identified in each framework. *Learning expectations* and *content emphases* are considered together, and these refer to the knowledge and skills that students are expected to demonstrate in each subject area, including any major content domains and areas.

In each PYP subject continuum, learning is typically described across four *phases* (Phase 1-4), reflecting how learning develops and indicating learners' progression of understanding and skills along a subject continuum. Each subject continuum includes *overall expectations*, *example conceptual understanding* and *example learning outcomes* across the four *phases*. The *overall expectations* for phases 1 and 2 were used as the main comparison points to the Foundational Stage, whilst the *overall expectations* for Phases 3 and 4 were used as the main comparison points to the Preparatory Stage. For more details on comparison points, please see Methodology section [2.2.4 Subject area comparisons](#).

7.1 Art

7.1.1 Comparison points

The comparison points for art are introduced below:

PYP Arts

PYP Arts aims to develop students' creativity, expression, imagination, play, and curiosity, as well as to encourage reflection and analysis. It promotes opportunities to create art individually and collectively, convey meaning, and develop intercultural understanding through creating art connected to local and global contexts. PYP Arts therefore aims to support students to become creative and reflective, express themselves and learn to collaborate with others.

Two *strands* are outlined for PYP Arts – *Creating* and *Responding*. Each strand includes phase-specific *overall expectations*, along with *example conceptual understandings* and *example learning outcomes* for dance, drama, music, and visual arts.

India's Foundational Stage - Aesthetic and Cultural Development Domain

Aesthetic and Cultural Development is one of the five domains of development that the NCF-SE 2023 outlines for the Foundational Stage. This domain contributes towards students' "sensorial,

physical, socio-emotional, aesthetic and cultural development".¹³⁸ Students participate in full-body experiences to support their learning and development, employing all their senses. The pedagogical approaches support students' physical engagement in aesthetic experiences through music, dance, art and crafts.¹³⁹ During this Stage, teachers support students to freely and imaginatively use and explore their space and environment to create body movements, sounds and images to express themselves. Students are also encouraged to experiment with different materials and tools through play and express themselves verbally and non-verbally.¹⁴⁰

Aesthetic and Cultural Development has one *Curricular Goal*, which contains five *Curricular Competencies*.

India's Preparatory Stage – Art Education

In the Preparatory Stage, Art Education is introduced as a *Curricular Area* and covers visual arts, theatre, music, and dance and movement. It aims for students to develop their skills in creating art and "*their curiosity towards local art forms and artists*".¹⁴¹ Students continue their artistic exploration and experimentation while they learn to "*exercise their choice of materials, tools, and themes for creative expression*".¹⁴² During this Stage, teachers introduce students to the process of "*ideating, reviewing, editing, rehearsing and completing artwork while working individually and collectively*".¹⁴³

The *Curricular Goals* and *Competencies* for Art Education are overarching across visual arts, music, theatre, and dance.

7.1.2 Learning expectations and content emphases

This section will compare and contrast the art learning expectations and content emphases between PYP and India's Foundational and Preparatory Stages.

Comparison with the Foundational Stage

This section compares the *overall expectations* (Phase 1 and 2) of PYP Arts with the *Curricular Goals* and *Competencies* of the Aesthetic and Cultural Development Domain in India's Foundational Stage. Figure 18 below summarises the shared and unique features identified in the learning expectations and content emphases.

¹³⁸ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 360.

¹³⁹ *Ibid.* p.110.

¹⁴⁰ *Ibid.* p.360.

¹⁴¹ *Ibid.*

¹⁴² *Ibid.*

¹⁴³ *Ibid.*

Figure 18: Arts learning expectations and content emphases - summary of shared and unique features.

	Shared features	Unique features
Learning expectations and content emphases	<ul style="list-style-type: none"> ✓ Exploring, experimenting and playing with materials and tools ✓ Expressing, innovating and using imagination ✓ Working individually and collaboratively ✓ Communicating ideas and feelings ✓ Engaging in different types of art including music, visual art, dance and play/theatre 	<p>PYP (Phase 1 and 2)</p> <p>Emphasis on:</p> <ul style="list-style-type: none"> • Reflection • Problem-solving • Questioning • Expressing intention • Conveying meaning • Understanding the audience • Interpreting different art forms • Global contexts
		<p>Foundational Stage</p> <ul style="list-style-type: none"> • Rooted in local art and culture

The art learning expectations and content emphases of the PYP (Phase 1 and 2) and India's Foundational Stage are **moderately to strongly aligned**. The *Curricular Goals* and *Competencies* of Aesthetic and Cultural Development correspond closely with the PYP Arts *overall expectations* for Phase 1 and 2.

Both frameworks highlight exploration, experimentation, and play with different materials and tools. Expression, creativity, innovation and imagination are important at this level, through students' engagement with their body, voice and movement across the core areas of visual arts, drama, dance and music. The ability to work individually and collaboratively is emphasised, as is the ability to communicate ideas and feelings through their engagement with the different core areas of arts.

While the similarities are substantial, there are a few differences. The PYP places explicit emphasis on reflection, problem solving, and questioning, which are less visible in the NCF-SE 2023. Additionally, the PYP focuses on students' ability to express intention and convey meaning through their artwork, understand the audience, and to interpret different art forms, which are not explicitly mentioned in the NCF-SE 2023. Conversely, the *Curricular Goals* and *Competencies* of Aesthetic and Cultural Development are rooted in local art and culture, while the PYP focuses on global contexts.

Comparison with the Preparatory Stage

This section compares the *overall expectations* (focusing on Phase 3 and 4) of PYP Arts with the *Curricular Goals* and *Competencies* for Arts Education in India's Preparatory Stage.

Figure 19 below summarises the shared and unique features identified in the learning expectations and content emphases.

Figure 19: Arts learning expectations and content emphases - summary of shared and unique features.

	Shared features	Unique features
Learning expectations and content emphases	<ul style="list-style-type: none"> ✓ Exploring, experimenting and playing with materials and tools ✓ Communicating ideas and feelings ✓ Demonstrating curiosity ✓ Comparing and contrasting/Identifying similarities and differences ✓ Making intentional choices ✓ Increasing awareness of the creative process ✓ Making observations ✓ Demonstrating respect and appreciation of culture 	<p>PYP (Phase 3 and 4)</p> <p>Emphasis on:</p> <ul style="list-style-type: none"> • Critical thinking • Reflecting and acting on feedback • Problem-solving • Analysing different art forms • Conveying meaning • Understanding the impact of art • Understanding of the audience • Global contexts
		<p>Preparatory Stage</p> <ul style="list-style-type: none"> • Rooted in local art and culture

The arts learning expectations and content emphases of the PYP (Phase 3 and 4) and India's Preparatory Stage are **strongly aligned**. The Preparatory Stage's *Curricular Goals* and *Competencies* correspond closely with the PYP Arts *overall expectations* for Phases 3 and 4.

Exploration, experimentation, and play with different materials and tools continues in Art Education in the Preparatory Stage and PYP Arts Phase 3 and 4, as is the ability to communicate ideas and feelings through art. Both frameworks highlight students' ability to demonstrate their curiosity, compare and contrast, and make intentional choices when engaging with different core areas of art. Additionally, both frameworks stress students' increasing awareness of the creative process, the ability to make observations, and demonstrate respect and appreciation of culture.

Despite the considerable similarities, there are a few differences. The PYP focuses heavily on critical thinking, reflection, problem solving, students' ability to reflect and act on feedback by incorporating it or challenging it, and analyse different art forms, which are not as visible in the NCF-SE 2023. In addition, the PYP gives emphasis to students' ability to convey meaning through art, understand the impact of art and the characteristics of the audience, features which are not explicitly mirrored in the NCF-SE 2023. Similar to the Foundational Stage, the Preparatory stage is rooted in the local context by developing students' curiosity of local art forms and culture, whereas the PYP emphasises global contexts.

7.2 Mathematics

7.2.1 Comparison points

The comparison points for mathematics are introduced below:

PYP Mathematics

PYP Mathematics aims to develop students' conceptual understanding and practical application of mathematics through inquiry, focusing on supporting students' mathematical thinking and reasoning. Five *strands* are outlined for PYP Mathematics - *Data handling, Measurement, Shape and space, Pattern and function, and Number*. Each *strand* includes phase-specific *overall expectations*, as well as *example conceptual understandings* and *example learning outcomes*.

India's Foundational Stage – Cognitive Development Domain

Cognitive Development is one of the five domains of development that the NCF-SE 2023 outlines for the Foundational Stage. This domain involves “*any mental activity relating to or involving the processes of thinking and reasoning*”¹⁴⁴, which includes developing students' basic numeracy knowledge and skills. Foundational Stage aims to build conceptual and procedural understanding, strategies competence/application, communication and reasoning and a positive attitude towards Mathematics.¹⁴⁵ *Curricular Goal 8* (located in the Cognitive Development domain) focuses on mathematical understanding and abilities and encompasses 14 *Competencies*.

India's Preparatory Stage – Mathematics Education

Mathematics Education is introduced as a *Curricular Area* in the Preparatory Stage, focusing on developing conceptual understanding of numbers, operations, shapes and spatial sense, measurement, and data handling. It aims to build students' procedural fluency as well as their mathematical and computational thinking, enabling them to solve problems drawn from everyday life.¹⁴⁶

There are five *Curricular Goals* for Mathematics Education, each containing one to seven *Competencies*.

7.2.2 Learning expectations and content emphases

This section will compare and contrast mathematics learning expectations and content emphases between PYP and India's Foundational and Preparatory Stages.

Comparison with the Foundational Stage

This section compares the *overall expectations* (Phase 1 and 2) of PYP Mathematics with the *Curricular Goal 8* “*Develops mathematical understanding and abilities to recognise the world*”

¹⁴⁴ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 571.

¹⁴⁵ *Ibid.* p. 226, 272.

¹⁴⁶ *Ibid.* p.272.

through quantities, shapes, and measures” and the relevant *Competencies* of the Cognitive Development domain in India's Foundational Stage. Figure 20 summarises the shared and unique features identified in the learning expectations and content emphases.

Figure 20: Mathematics learning expectations and content emphases - summary of shared and unique features.

	Shared features	Unique features
Learning expectations and content emphases	<ul style="list-style-type: none"> ✓ Sorting and organising objects into groups ✓ Problem solving ✓ Understanding and identifying numbers ✓ Understanding and performing addition, subtraction and fractions ✓ Understanding the place value system ✓ Understanding measurement and using appropriate tools to measure ✓ Identifying, understanding and using accurate vocabulary to describe shapes and their properties ✓ Comparing and classifying shapes ✓ Identifying and extending patterns in their environment 	<p>PYP (Phase 1 and 2)</p> <ul style="list-style-type: none"> • Emphasis on data handling • Emphasis on 2D and 3D shapes • Creating and comparing repeating and growing patterns • Modelling patterns in a variety of ways
		<p>Foundational Stage</p> <ul style="list-style-type: none"> • Recognising multiplication and division

The mathematics learning expectations and content emphasis of the PYP (Phase 1 and 2) and India's Foundational Stage are **strongly aligned**. The Foundational Stage's *Curricular Goals* and *Competencies* for Cognitive Development correspond closely with the PYP Mathematics *overall expectations* for Phase 1 and 2.

Both frameworks highlight sorting and organising objects into groups and categories, as well as problem solving. Understanding measurement and using appropriate tools to perform measurements is evident in both frameworks. In addition, at this level, both frameworks stress students' ability to perform measurements of length, money, time, volume, mass, and weight. Identifying and recognising different shapes and their properties is emphasised in both frameworks, as well as students' ability to compare and classify shapes and use accurate language to describe shapes and their properties. Additionally, both frameworks focus on students' ability to identify and extend patterns in their environment. Both frameworks place explicit emphasis on understanding and identifying numbers, understanding and performing addition and subtraction, understanding fractions and the place value system.

Although the parallels are significant, the frameworks present a few differences. The PYP places explicit emphasis on data handling, including students' ability to represent quantitative data as graphs, discuss the likelihood of events, make predictions, and to collect, organise, display and interpret data, which are not visible in the NCF-SE 2023. Regarding shape and space, the PYP

puts more emphasis on distinguishing, understanding and working with 2D and 3D shapes, understanding symmetry and transformations in students’ environment, recognising different effects of slides and flips, and interpreting and using directions and vocabulary to describe paths, regions, positions and boundaries, which are not evident in the NCF-SE 2023. Creating and comparing repeating and growing patterns as well as modelling patterns in different ways is explicitly mentioned in the PYP, however, is less visible in the NCF-SE 2023. Conversely, the NCF-SE highlights students’ ability to recognise multiplication and division at the Foundational Stage, a feature not explicitly mirrored in the PYP Phases 1 and 2, instead being more evident in Phases 3 and 4.

Comparison with the Preparatory Stage

This section compares the *overall expectations* (focusing on Phase 3 and 4) of PYP Mathematics with the *Curricular Goals and Competencies* for Mathematics Education in India’s Preparatory Stage. Figure 21 below summarises the shared and unique features identified in the learning expectations and content emphases.

Figure 21: Mathematics learning expectations and content emphases - summary of shared and unique features.

	Shared features	Unique features
Learning expectations and content emphases	<ul style="list-style-type: none"> ✓ Problem solving ✓ Evaluating and making informed decisions ✓ Comparing numbers ✓ Representing and comparing fractions ✓ Understanding and performing multiplication and division ✓ Understanding the relationship between addition, subtraction, multiplication and division ✓ Understanding and using appropriate units and tools to conduct measurements ✓ Understanding and measuring perimeter ✓ Understanding and using formulas ✓ Understanding symmetry ✓ Understanding, describing, comparing, analysing and extending 2D and 3D shapes 	<p>PYP (Phase 3 and 4)</p> <ul style="list-style-type: none"> • Emphasis on data handling • Emphasis on patterns and functions • Understanding and measuring angles
		<p>Preparatory Stage</p> <ul style="list-style-type: none"> • Understanding the notion of maps (najri naksha) • Understanding and recognising the Indian number system • Understanding square numbers • Understanding Virahanka–Fibonacci numbers

There is a **strong alignment** in mathematics learning expectations and content between the PYP (Phase 3 and 4) and India’s Preparatory Stage. Both frameworks emphasise problem solving, evaluation, and making informed decisions. Understanding and using appropriate units to conduct measurements including length, distance, area, volume, time and money, and using

appropriate tools to conduct measurements are key in both. In addition, both frameworks place explicit emphasis on understanding and measuring perimeter, using formulas, and understanding symmetry. Both frameworks stress students' ability to understand, describe, compare, analyse and extend 2D and 3D shapes. Regarding numbers, both frameworks highlight students' ability to compare numbers, represent and compare fractions, understand and perform multiplication and division, and demonstrate their understanding of the relationships between addition, subtraction, multiplication and division.

Notwithstanding the many commonalities, there are a few differences across the frameworks. The PYP places more emphasis on data handling, particularly students' ability to collect, organise, visualise, analyse and interpret their own and external data.

Although both frameworks focus on students' ability to make informed decisions, in the Preparatory Stage, these decisions are related to students' ability to select appropriate methods and tools to conduct computations, while in the PYP, these decisions relate to using data and making convincing arguments. Evaluating the appropriateness of probability is explicitly mentioned in the PYP, although not mentioned in the NCF-SE 2023. Regarding measurement, the PYP places explicit weight on students' ability to recognise exact and estimated measures and understand and measure angles, which is less visible in the NCF-SE 2023. Conversely, the NCF-SE 2023 highlights students' ability to evaluate the conservation of attributes such as length and volume, and solve daily problems, a feature not explicitly mirrored in the PYP.

In addition, the PYP highlights students' ability to recognise and describe regular and irregular polygon, visualise 2D and 3D objects to solve problems, and understand the use of scale to enlarge and reduce shapes; elements which are not explicitly covered in the NCF-SE 2023. Conversely, the NCF-SE 2023 places particular emphasis on students' ability to understand the notion of map (nagri naksha), which is not evident in the PYP. Recognising, describing, creating, comparing and extending a broad range of patterns is more prominent in the PYP. In relation to numbers, the NCF-SE explicitly highlights students' understanding and recognising of the Indian number system, square numbers, and Virahanka–Fibonacci numbers, as well as visualising arithmetic operations, features which are not evident in the PYP.

7.3 Language

7.3.1 Comparison points

The comparison points for language are introduced below:

PYP Language

PYP Language aims to support learners in developing their language skills as a means of communicating, learning, thinking and using language purposefully and confidently. Through PYP Language, learners use language as a tool for inquiry and communication to express ideas, construct meaning, reflect, and collaborate. Additionally, PYP Language aims to support multilingual learners to make sense and interact with the world around them and communicate in multilingual contexts.

Four *strands* are outlined for PYP Language: *Oral language – listening and speaking, Visual language - viewing and presenting, Written language – reading, and Written language - writing*. Phase-specific *overall expectations* are outlined for each strand, accompanied by *example conceptual understandings* and *example learning outcomes*. In addition, the PYP also expects students to engage in additional language(s) by “*building and extending on these skills to support multilingualism through the areas of interaction, culture and identity and text construction*”.¹⁴⁷

India's Foundational Stage – Language and Literacy Development Domain

Language and Literacy Development is one of the five domains of development that the NCF-SE 2023 outlines for the Foundational Stage. In the Foundational Stage, students learn two languages and “*are expected to achieve Foundational Literacy in the first language by the end of this Stage*”.¹⁴⁸ According to the NCF-SE 2023, the “*mother tongue is emphasised for language and literacy development and to ease, and make more effective, learning in other domains as well*”.¹⁴⁹ Therefore, the *Curricular Goals and Competencies* for Language and Literature Development focus on developing students' effective communication skills for day-to-day interactions in two languages, developing fluency in reading and writing in Language 1 and beginning to read and write in Language 2.

India's Preparatory Stage – Language Education

Language Education at the Preparatory Stage aims to “*develop proficiency in speaking and Competencies in reading and writing in both Languages*”.¹⁵⁰ Additionally, through Language Education, students at the Preparatory Stage are expected to gain the *Competencies* in R1 (mother-tongue), while also gaining familiarity with R2, “*gradually progressing from basic communication skills to greater fluency and proficiency in speaking and writing*”.¹⁵¹ There are four *Curricular Goals* for each of R1 and R2 in the Preparatory Stage.

¹⁴⁷ IB. (2025). *PYP Subjects*. p.2.

¹⁴⁸ Ibid. p. 26.

¹⁴⁹ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 74.

¹⁵⁰ Ibid. p. 238.

¹⁵¹ Ibid.

7.3.2 Learning expectations and content emphases

This section will compare and contrast language learning expectations and content emphases between PYP and India's Foundational and Preparatory Stages.

Comparison with the Foundational Stage

This section compares the *overall expectations* (Phase 1 and 2) of PYP Language with the *Curricular Goals* and *Competencies* of the Language and Literacy Development Domain in India's Foundational Stage. Figure 22 summarises the shared and unique features identified in the learning expectations and content emphases.

Figure 22: Language learning expectations and content emphases - summary of shared and unique features.

	Shared features	Unique features
Learning expectations and content emphases	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> ✓ Developing oral communication and interaction skills through speaking and listening ✓ Understanding meaning ✓ Understanding and giving oral instructions ✓ Understanding and adhering to speaking and listening conventions ✓ Creating, participating and listening to songs, poems and rhymes <p>Reading:</p> <ul style="list-style-type: none"> ✓ Understanding the structure of a book or a print ✓ Developing phonological awareness ✓ Understanding syllables, letters, symbols and characters ✓ Understanding meaning <p>Writing:</p> <ul style="list-style-type: none"> ✓ Using writing as a form of expression ✓ Understanding written instructions ✓ Understanding that writing involves codes, symbols, and letters ✓ Narrating a story with plots and characters ✓ Understanding writing conventions ✓ Understanding and conveying meaning through writing 	<p>PYP (Phase 1 and 2)</p> <ul style="list-style-type: none"> • Emphasis on visual language, viewing and presenting • Understanding and compiling language rules • Understanding that reading is a vehicle for learning • Understanding that writing is a purposeful act, with both individual and collective aspects • Understanding that writing can describe real and imaginative worlds <p>Foundational Stage</p> <ul style="list-style-type: none"> • Inclusion of explicit goals and competencies for R2

There is a **strong alignment** in language learning expectations and content emphases between the PYP (Phase 1 and 2) and India's Foundational Stage. The Foundational Stage's *Curricular Goals and Competencies* correspond closely with the PYP (Phase 1 and 2) *overall expectations*, *example conceptual understandings* and *example learning outcomes*.

Both frameworks highlight speaking and listening skills, with students expected to develop oral communication and interaction skills, understand meaning, understand and give oral instructions, and understand and adhere to speaking and listening conventions. Additionally, both frameworks stress students' ability to create, participate and listen to songs, poems and rhymes. Reading is also emphasised, with both frameworks placing explicit emphasis on students' understanding of the structure of a book or a print, development of phonological awareness, understanding syllables, letters, symbols and characters, and understanding meaning. In relation to writing, both frameworks focus on students' ability to use writing as a form of expression, understand written instructions, codes, symbols, letters and writing conventions, narrate a story with plots and characters, and understand and convey meaning through writing.

While similarities are substantial, there are a few differences. The PYP places more emphasis on understanding and presenting visual language, by identifying, interpreting and responding to visual texts, which are not as visible in the NCF-SE 2023. Regarding reading, the PYP highlights students' ability to understand and compile language rules, and understand that reading is a vehicle for learning, which are not explicitly mentioned in the NCF. In relation to writing, the PYP places explicit emphasis on students' understanding that writing is a purposeful act, including both individual and collective aspects, and that writing can describe real and imaginative worlds. Although both the PYP and the NCF-SE 2023 expect students to engage in additional language(s), the NCF-SE provides explicit goals and *Competencies* for R1 and R2, which are not present in the PYP.

Comparison with the Preparatory Stage

This section compares the *overall expectations* (focusing on Phase 3 and 4) of PYP Language with the *Curricular Goals and Competencies* for Language Education in India's Preparatory Stage. Figure 23 summarises the shared and unique features identified in the learning expectations and content emphases.

Figure 23: Language learning expectations and content emphases - summary of shared and unique features.

	Shared features	Unique features
Learning expectations and content emphases	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> ✓ Understanding and using language for different purposes and contexts ✓ Understanding and constructing new meaning ✓ Using broader vocabulary and complex sentence structures ✓ Summarising ideas and information ✓ Making oral presentations <p>Reading:</p> <ul style="list-style-type: none"> ✓ Demonstrating reading comprehension ✓ Understanding the purpose and context of different texts ✓ Developing reading interests and routines ✓ Showing interests in specific authors and books ✓ Expressing reading choices ✓ Understanding main ideas ✓ Drawing conclusions ✓ Applying a variety of comprehension strategies <p>Writing:</p> <ul style="list-style-type: none"> ✓ Understanding that writing can be structured in different ways for different purposes ✓ Writing stories based on experience and imagination ✓ Using appropriate structure in writing ✓ Conveying meaning through writing 	<p>PYP (Phase 3 and 4)</p> <ul style="list-style-type: none"> • Understanding the difference between literal and figurative language • Understanding that language is a vehicle for learning • Emphasis on visual language, viewing and presenting • Emphasis on inquiry through language development • Understanding the relationship between reading, thinking and reflection • Making critical judgements about writing • Analysing the writing of others • Accepting feedback from others <p>Preparatory Stage</p> <ul style="list-style-type: none"> • Inclusion of explicit goals and competencies for R2

There is a **strong alignment** in the language learning expectations and content emphases between the PYP (Phase 3 and 4) and India's Preparatory Stage. The Preparatory Stage's *Curricular Goals and Competencies* correspond closely with the PYP's (Phase 3 and 4) *overall expectations, example conceptual understandings and example learning outcomes*.

Both frameworks' place explicit emphasis on speaking and listening, and particularly on students' ability to understand and use language for different purposes and context, understand and construct new meaning, use broader vocabulary and complex sentence structures, summarise ideas and information, and make oral presentations. In relation to reading, both frameworks highlight reading comprehension, including understanding the purpose and context of different texts and developing reading interests and routines and interests in specific authors and books. In addition, both frameworks put emphasis on students' expression of reading choices and interests, understanding main ideas, drawing conclusions and applying a variety of reading comprehension strategies. Students' writing skills are developed in both frameworks, including their ability to understand that writing can be structured in different ways. Additionally, in both framework students develop their ability to write for different purposes, write stories based on their own experiences and imagination, use appropriate structures when writing, and convey meaning through writing.

Notwithstanding the many commonalities, there are a few differences across the frameworks. The PYP places more emphasis on the use, reflection and critical thinking around visual language, viewing and presenting as well as on inquiry through language development. Additionally, the PYP stresses students' ability to understand the difference between literal and figurative language and increases their awareness around the fact that language is a vehicle for learning, which are less visible in the NCF-SE 2023. Regarding reading, the PYP highlights students' understanding of the relationship between reading, thinking and reflection, a feature not explicitly mirrored in the NCF-SE 2023. Conversely, the NCF-SE 2023 highlights students' understanding of different forms of familiar and unfamiliar texts, which is not as present in the PYP. In relation to writing, the PYP places explicit weight on students' ability to make critical judgements about their writing and the writing of others, analysing the writing of others by identifying common or recurring themes or issues, and providing and accepting feedback from others. However, the NCF-SE 2023 sets explicit and separate goals and *Competencies* for R2, whereas the PYP outlines one set of *overall expectations* for Language, which includes the additional language(s).

7.4 Science

7.4.1 Comparison points

The comparison points for science are introduced below:

PYP Science

PYP Science aims to develop students' scientific inquiry, observation, reflection, and problem-solving skills and for them to explore the natural world around them and the interconnectedness of life on Earth. Three *strands* are outlined for PYP Science: *Living things, Earth and space, and Physics and chemical science*. Phase-specific overall expectations are outlined for each *strand*, accompanied by *example conceptual understandings* and *example learning outcomes*.

India's Foundational Stage – Cognitive Development, Socio-Emotional and Ethical Development, and Positive Learning Habits

In the Foundational Stage, students “*start learning the process of science and the basics of the scientific method*”.¹⁵² Two domains and the Positive Learning Habits link to science education. Indeed, the *Curricular Goals and Competencies* of the Cognitive Development domain focus on enabling students to make sense of the world around them through observation and logical thinking. Additionally, in Social-Emotional and Ethical Development, the *Curricular Goal* focuses on developing students' “*emotional intelligence, i.e. the ability to understand and manage their own emotions*” and ability to “*respond positively to social norms*”.¹⁵³ In addition, the Foundational Stage includes Positive Learning Habits, including a *Curricular Goal* focusing on students' learning habits that allow them to engage actively in a formal learning environment.

India's Preparatory Stage – The World Around Us (TWAU)

The Preparatory Stage aims to support students to “*gain further experience in the process of Science and the scientific method through observing patterns and relationships in their natural environment and conducting simple hands-on experiments*”.¹⁵⁴ In this Stage, science is taught within *The World Around Us* (TWAU), which is designed as an Interdisciplinary Area aiming to support students to “*observe, engage with, and understand their immediate social and natural environment*”.¹⁵⁵ More specifically, TWAU aims to develop students' understanding of different concepts related to students' environment and surroundings, focusing on “*patterns, processes (social and natural), and interconnections between the environment and human society*”.¹⁵⁶

7.4.2 Learning expectations and content emphases

This section will compare and contrast science learning expectations and content emphases between PYP and India's Foundational and Preparatory Stages.

¹⁵² National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 295.

¹⁵³ *Ibid.* p. 217.

¹⁵⁴ *Ibid.* p.295.

¹⁵⁵ *Ibid.* p. 386.

¹⁵⁶ *Ibid.* p. 389.

Comparison with the Foundational Stage

This section compares the *overall expectations* (Phase 1 and 2) of PYP Science with the *Curricular Goals* and *Competencies* of the Cognitive Development domain in India's Foundational Stage. Figure 24 summarises the shared and unique features identified in the learning expectations and content emphases.

Figure 24: Science learning expectations and content emphases - summary of shared and unique features.

	Shared features	Unique features
Learning expectations and content emphases	<ul style="list-style-type: none"> ✓ Making observations ✓ Observing and understanding cause and effect relationships ✓ Exploring and using different material and objects ✓ Observing and understanding relationships in the nature and the environment ✓ Providing explanations ✓ Observing and exploring using their senses ✓ Asking questions ✓ Showing care for the environment and all life forms 	<p>PYP (Phase 1 and 2)</p> <ul style="list-style-type: none"> • Gathering and recording information • Identifying patterns • Discussing, communicating and refining ideas • Making guesses/predictions • Examining change over time periods and understanding that variables and conditions might affect change • Understanding different perspectives • Using scientific experience and vocabulary • Identifying problems to be solved • Selecting, exploring and using tools for investigations/inquiry
		<p>Foundational Stage</p> <ul style="list-style-type: none"> • Forming and explaining simple hypotheses • Using logical thinking

There is a **moderate alignment** in the science learning expectations and content emphases between the PYP (Phase 1 and 2) and India's Foundational Stage.

There are several key similarities between the science learning expectations and content emphases of the PYP (Phase 1 and 2) and India's Foundational Stage. Both frameworks emphasise students' ability to make observations and to observe and understand cause and effect relationships in the environment. Each also aims to nurture exploration and use of different materials and objects. Both frameworks also highlight understanding of the relationships in the nature and the environment, as well as students' ability to provide explanations. Additionally, both frameworks place explicit weight on students' ability to make observations and explorations

using their senses and to ask questions. Both frameworks expect students to develop and show care and respect towards the environment and all life forms.

The PYP places particular emphasis on gathering and recording information, identifying patterns, discussing, asking questions, communicating and refining ideas. The PYP framework also highlights that students are expected to make guesses and predictions, understand different perspectives, and use their senses to make observations in their environment and surroundings, which are not present in the NCF-SE for the Foundational Stage. In addition, examining change over time periods and understanding the variables and conditions that might affect change are explicitly mentioned in the PYP, however, they are less visible in the NCF-SE. Additionally, the PYP stresses the use of scientific experience and vocabulary, which is not mentioned in the NCF-SE. Identifying problems to be solved, and selecting, exploring and using tools for investigations are also highlighted in the PYP. Conversely, the NCF-SE expects students in the Foundational Stage to form and explain simple hypothesis and use logical thinking.

Comparison with the Preparatory Stage

This section compares the *overall expectations* (focusing on Phase 3 and 4) of PYP Science with the *Curricular Goals* and *Competencies* for TWAU in India's Preparatory Stage. Figure 25 summarises the shared and unique features identified in the learning expectations and content emphases.

Figure 25: Science learning expectations and content emphases - summary of shared and unique features.

	Shared features	Unique features
Learning expectations and content emphases	<ul style="list-style-type: none"> ✓ Making observations and developing observational skills ✓ Asking questions ✓ Exploring and using different material, tools and objects ✓ Gathering, collecting and using data ✓ Making predictions and hypotheses ✓ Gaining familiarity and performing inquiry/investigations and scientific methods ✓ Identifying patterns ✓ Providing explanations ✓ Understanding changes in the environment ✓ Understanding the interdependence between humans and the natural environment 	<p>PYP (Phase 3 and 4)</p> <ul style="list-style-type: none"> • Understanding complex cause and effect relationships • Reflecting on findings • Reflecting on the impact of application of science • Refining ideas to increase accuracy • Considering multiple perspectives • Considering and analysing ethical issues related to scientific contexts • Communicating ideas • Analysing objects and phenomena • Strategizing thoughtful and practical actions

Shared features		Unique features
	<ul style="list-style-type: none"> ✓ Presenting findings ✓ Understanding the use, maintenance and conservation of natural resources ✓ Identifying and supporting the needs of living things 	<p data-bbox="946 264 1166 293">Preparatory Stage</p> <ul style="list-style-type: none"> • Using creative modes to present observations and findings

There is a **moderate to strong alignment** in the Science learning expectations and content emphases between the PYP (Phase 3 and 4) and India's Preparatory Stage.

Both frameworks emphasise making observations and developing observational skills, asking questions, making predictions and hypotheses, identifying patterns, and providing explanations. Exploring and using different material, tools and objects is also evident in both frameworks. In addition, both frameworks expect students to observe and understand relationships in the environment and nature, understand changes in the environment, the interdependence of humans and the natural environment, as well as the use, maintenance and conservation of natural resources. Identifying and supporting the needs of living things including plants, animals and humans is highlighted in both frameworks. Additionally, in both frameworks, students' ability to gather, collect and use data and information is also highlighted. Students' ability to perform inquiry and investigations, gain familiarity with the scientific methods of inquiry and present findings is stressed across both frameworks. The PYP however, extends this further by expecting students to reflect on those findings. Conversely, the NCF-SE highlights students' ability to use creative modes to present observations and findings, which is not present in the PYP.

A distinctive feature of the PYP is its explicit focus on reflection, refining and analysis skills. More specifically, the PYP stresses students' ability to reflect on the impact of the application of science, refine ideas to increase accuracy, and analyse objects and phenomena. Other key differences include PYP's emphasis on understanding complex cause and effect relationships, considering multiple perspectives, and communicating ideas. In addition, the PYP places explicit weight on the consideration and analysis of ethical issues related to scientific contexts and students' ability to strategize thoughtful and practical actions to enhance the wellbeing of humans and the environment; features which are not present in the NCF-SE.

7.5 Social studies

7.5.1 Comparison points

The comparison points for social studies are introduced below:

PYP Social studies

PYP Social studies aims to support students in understanding people and societies' roles and structures, systems, and relationships and identities - in both local and global contexts - in order to help them become informed, responsible and compassionate global citizens. Social studies aims to support students in developing social and cultural awareness, critical thinking, and inquiry skills.

Four *strands* are outlined for PYP Social studies, namely *Ways of knowing and systems, Critical global citizenship and Culture, Continuity and change for reimagined futures, and Interconnected places, spaces and relationships*. Phase-specific *overall expectations* are outlined for each strand, accompanied by *example conceptual understandings* and *example learning outcomes*.

India's Foundational Stage – Socio-Emotional and Ethical Development Domain

In the Foundational Stage, the Socio-Emotional and Ethical Development domain aims to develop students' emotional intelligence, as well as a positive attitude towards work and the natural environment. Students in this Stage develop relationships with peers, socialise and interact through play. The domain also focuses on children's ethical and moral development through learning to think about justice and rules, make ethical choices, and respond positively to social norms. Three *Curricular Goals* are outlined for this domain, with one to seven *Competencies* in each.

India's Preparatory Stage – The World Around Us (TWAU)

The World Around Us (TWAU) is an Interdisciplinary Area which aims for students to understand and engage with the social and natural world and environment "*in order to gain foundational knowledge of Science and Social Science as well as a grounding in Environmental and Vocational Education*".¹⁵⁷ In terms of social science, TWAU aims to develop students' understanding of patterns, social and natural processes and the interrelationships between the environment and humans. TWAU aims to develop students' curiosity and inquiry skills to gain "*a more systematic understanding of the natural and social environment*" through an interdisciplinary approach.¹⁵⁸

7.5.2 Learning expectations and content emphases

This section will compare and contrast social studies learning expectations and content emphases between PYP and India's Foundational and Preparatory Stages.

¹⁵⁷ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 390.

¹⁵⁸ *Ibid.*

Comparison with the Foundational Stage

This section compares the *overall expectations* (Phase 1 and 2) of PYP Social studies with the *Curricular Goals and Competencies* of the Socio-emotional and Ethical Development domain in India’s Foundational Stage. Figure 26 summarises the shared and unique features identified in the learning expectations and content emphases.

Figure 26: Social studies learning expectations and content emphases - summary of shared and unique features.

	Shared features	Unique features
Learning expectations and content emphases	<ul style="list-style-type: none"> ✓ Recognising identity ✓ Developing a sense of belonging to their family and community ✓ Demonstrating emotional development ✓ Showing care, compassion, empathy, kindness and helpfulness to others and the environment ✓ Interacting and cooperating with others ✓ Understanding, exploring and responding to different thoughts, ideas, preferences, perspectives and emotions 	<p>PYP (Phase 1 and 2)</p> <ul style="list-style-type: none"> • Emphasis on identity through <i>Ways of knowing and systems</i> strand • Emphasis on belonging through <i>Critical global citizenship and culture</i> strand • Emphasis on <i>Continuity and change for reimagined futures</i> • Emphasis on the pluralistic view of learning • Developing and broadening a sense of place in the environment and society • Understanding of relationality, justice, and protection towards the environment • Questioning norms
		<p>Foundational Stage</p> <ul style="list-style-type: none"> • Focus on emotional intelligence, awareness and regulation of emotions • Understanding and responding positively to social norms • Developing positive attitude and engaging age-appropriate productive work and service (or “Seva”) at school and/or at home

There is a **weak alignment** in the social studies learning expectations and content emphases between the PYP (Phase 1 and 2) and India’s Foundational Stage. This is because there is more coverage of personal and social education in the Foundational Stage’s Socio-emotional and Ethical Development domain, which is more aligned to the *overall expectations* of the Personal,

social and physical education (PSPE) subject of the PYP, rather than the Social Studies subject of the PYP.

Both frameworks expect students to raise their awareness and start recognising their 'self' and identity. The PYP, however, extends this further by expecting students to explore their identity as connected to spirituality, culture and traditions.

Additionally, both frameworks stress students' ability to develop a sense of belonging to their family and community. However, the PYP also highlights students' ability to understand and appreciate the reasons why people belong to groups, how belonging and well-being are linked, the roles and different ways that people interact within groups, as well as participate in experiences that support belonging within themselves spiritually and emotionally.

Both frameworks also place explicit emphasis on students' emotional development, with the NCF-SE focusing more on students' emotional intelligence and their ability to understand, manage and regulate their emotions. Additionally, both frameworks highlight students' ability to show care, compassion, kindness, and empathy for all life forms, including others and the environment. Exploring, understanding and responding to different ways of knowing, including different thoughts, ideas, preferences, perspectives and feelings is evident in both frameworks. The PYP however, extends this further by placing more emphasis on students' engagement with multiple ways of knowing which encourage a pluralistic view of learning. Both frameworks also focus on students' interaction, cooperation, and collaboration when working and playing with others within groups.

A distinctive feature of the PYP is its explicit focus on the *Continuity and change for reimagined futures* strand, which stresses students' ability to explore and reflect upon time, place and space in past, present and future contexts, examine issues of power dynamics, coloniality in structures and institutions, uncertainty of the future, active hope and responsibility for action. These elements are not present in the NCF-SE for the Foundational Stage. Additionally, the PYP places more emphasis on the exploration of identity through the *Ways of knowing and systems* strand and the notion of belonging through the *Critical global citizenship and culture* strand. In addition, the PYP also places more emphasis on encouraging students to engage with a pluralistic view of learning and developing a sense of place. Understanding the notions of relationality, justice, and protection towards the environment is dominant in the PYP, however it is less evident in the NCF-SE. The NCF-SE places explicit emphasis on students' emotional intelligence, awareness and regulation of emotions, which is evident in the *overall expectations* of the PYP PSPE subject continuum. In addition, while the PYP stresses students' ability to question norms, the NCF-SE highlights their ability to understand and respond positively to social norms. Developing positive attitude and engaging in age-appropriate productive work and service (or "Seva") at school and/or at home is a key feature of the NCF-SE, however, is not evident in the PYP.

Comparison with the Preparatory Stage

This section compares the *overall expectations* (focusing on Phase 3 and 4) of PYP Social studies with the *Curricular Goals and Competencies* for TWAU in India's Preparatory Stage. Figure 27

summarises the shared and unique features identified in the learning expectations and content emphases.

Figure 27: Social studies learning expectations and content emphases - summary of shared and unique features.

	Shared features	Unique features
Learning expectations and content emphases	<ul style="list-style-type: none"> ✓ Understanding the interdependencies of issues and systems ✓ Understanding and exploring the relationships between the natural environment, the local community and cultural practices ✓ Appreciating local and global contexts ✓ Exploring equality and diversity ✓ Celebrating cultural diversity ✓ Identifying the needs of different people ✓ Understanding the importance of valuing and protecting the environment ✓ Observing and describing elements of the land and the environment ✓ Conducting research into their immediate environment ✓ Showing compassion, empathy, kindness and helpfulness to others and the environment ✓ Understanding intergenerational relationships and knowledge 	<p>PYP (Phase 3 and 4)</p> <ul style="list-style-type: none"> • Emphasis on continuity and change for reimagined futures • Emphasis on exploring issues of fairness, equality and equity • Emphasis on the pluralistic view of learning • Emphasis on organisation of groups into communities • Emphasis on exercising critical, questioning, and reflective thinking and challenging one's own perceptions • Emphasis on global citizenship skills
		<p>Preparatory Stage</p> <ul style="list-style-type: none"> • Emphasis on safety of self and others • Focus on reading and interpreting maps • Emphasis on creative methods to create simple objects related to the social and cultural environment using local material

There is a **moderate to strong alignment** in the social studies learning expectations and content between the PYP (Phase 3 and 4) and India's Preparatory Stage.

Both frameworks place explicit emphasis on students' understanding of the interdependencies of issues and systems in their environment and community, as well as the relationships between the natural environment, their local community and cultural practices.

In addition, both frameworks focus on students' appreciation of local and global contexts, through the exploration of equality and diversity, the celebration of different cultures and cultural diversity, and the identification of the different needs of different people. The NCF-SE places specific emphasis on students' ability to identify the needs of people in different situations regarding their access to resources, equal opportunities, work distribution and shelter, which are

not explicitly mentioned in the PYP. Instead, the PYP places more emphasis on the exploration of issues of fairness, equality and equity through supporting students in questioning existing inequalities.

Both frameworks expect students to understand the importance of valuing and protecting the environment and observing and describing elements of the land and the environment. In addition, both stress students' ability to conduct research and inquiry into their immediate environment.

Showing compassion, empathy, kindness and helpfulness to others and the environment is evident in both frameworks. Additionally, both frameworks highlight students' understanding of intergenerational relationships and knowledge. For example, the NCF-SE focuses on students' ability to connect changes in the environment, their family and the community as communicated by elders and through local stories. The PYP also expects students to understand that knowledge and understanding are connected to intergenerational relations in current and alternative ways of life.

While the similarities are substantial, there are a few differences. The PYP places explicit weight on students' ability to exercise their critical and reflective thinking by using sources and evidence, challenging their own perceptions, and questioning mainstream, neutral and objective perspectives related to social, cultural and historical constructs. These elements are not present in the NCF-SE. Additionally, the PYP places more emphasis on the pluralistic view of learning as well as the ways and reasons why groups are organised into communities reflecting cultures, traditions and customs through the *Ways of knowing and systems* strand. Similar to the PYP (Phase 1 and 2), the PYP (Phase 3 and 4) includes the *Continuity and change for reimagined futures* strand which places explicit emphasis on students' ability to imagine and design alternative futures, reflect on historical, cultural and social processes, understand change in time and place, as well as continuity, progress and transformation. These elements are not present in the NCF-SE. The PYP places more emphasis on skills related to global citizenship, including students' ability to foster ethical solidarity, facilitate collaborative and participatory problem solving, explore notions of power and the importance of voice and advocacy, and take informed actions.

Conversely, the NCF-SE places explicit weight on students' ability to ensure the safety of self and others, including describing basic safety needs and protection of humans and other living things, discussing how to prepare for emergency situations, and participation in role-play around the safety and protection of the local environment. These elements are not present in the PYP. In addition, the NCF-SE expects students to interpret and read maps; features which are not visible in the PYP. Furthermore, the NCF-SE places explicit emphasis on creative methods, such as through students' ability to create simple objects related to their social and cultural environment using local material.

7.6 Personal, social and physical education

7.6.1 Comparison points

The comparison points for personal, social and physical education are introduced below:

PYP Personal, social and physical education (PSPE)

PYP PSPE (Personal, social and physical education) aims to help students develop a strong sense of self and identity, build healthy and positive relationships, and promote overall mental and physical wellbeing. Through PSPE, students learn to become active and confident individuals who can communicate, collaborate, and resolve conflicts effectively, while expressing and regulating emotions with empathy and compassion. Additionally, the PSPE supports the development of fundamental movement skills and body awareness through play and games and encourages students to explore the mind–body connection through physical activity.

Four strands are articulated for PSPE, namely, *Identity, Interactions, Wellness, and Movement*. Phase-specific *overall expectations* are outlined for each strand, accompanied by *example conceptual understandings* and *example learning outcomes*.

India's Foundational Stage – Physical Development and Socio-Emotional and Ethical Development Domains

Both the Physical Development domain and the Socio-Emotional and Ethical Development domain contribute to the development of Personal, Social, and Physical Education in the Foundational Stage. During this Stage, students immerse themselves into full-body experiences and “*continuously engage through their senses and make the most of the world around them this way*”.¹⁵⁹ The Physical Development domain encourages students to physically engage in aesthetic experiences, including music, dance, art and crafts, and aims to increase students’ “*bodily awareness and embodied learning through active engagement of all sensorial perceptions*”.¹⁶⁰ By the end of the Foundational Stage, students should be able to demonstrate basic movements and motor skills, awareness of rules, and participation in physical activities and games. Additionally, the Socio-Emotional and Ethical Development domain fosters children’s ability to recognise, express, and regulate emotions.

The Physical Development domain contains three *Curricular Goals*, containing four-six *Competencies*. The Socio-Emotional and Ethical Development domain contains three *Curricular Goals*, including one-seven *Competencies*.

India's Preparatory Stage – Physical Education and Wellbeing

Building on the skills developed in the Foundational Stage, Physical Education and Wellbeing aims to develop students’ personal and social behaviour, including the ability to follow rules and to regulate one’s own and others’ behaviour, as well as their mental engagement in games through observation and identification of patterns. Demonstrating appropriate behaviours and

¹⁵⁹ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 110.

¹⁶⁰ *Ibid.* p. 215.

attitudes during physical activities and games, as well as understanding the value of rules, fair play, safety and respect for others are also emphasised at this Stage. There are four *Curricular Goals* outlined for Physical Education and Wellbeing, each containing one to five *Competencies*.

7.6.2 Learning expectations and content emphases

This section will compare and contrast personal, social and physical education learning expectations and content emphases between PYP and India's Foundational and Preparatory Stages.

Comparison with the Foundational Stage

This section compares the *overall expectations* (Phase 1 and 2) of PYP PSPE with the *Curricular Goals* and *Competencies* of the Physical and Socio-Emotional and Ethical Development domains in India's Foundational Stage. Figure 28 summarises the shared and unique features identified in the learning expectations and content emphases.

Figure 28: PSPE learning expectations and content emphases - summary of shared and unique features.

	Shared features	Unique features
Learning expectations and content emphases	<ul style="list-style-type: none"> ✓ Awareness of 'self' and identity ✓ Recognising, regulating and responding to their emotions ✓ Interacting and cooperating with others ✓ Showing care for the environment ✓ Developing healthy habits in relation to nutrition ✓ Maintaining good hygiene ✓ Employing safe practices when interacting and showing awareness of their personal responsibilities ✓ Developing wellbeing through the mind-body connection ✓ Participating in physical activities through body movements ✓ Demonstrating bodily awareness ✓ Demonstrating locomotor skills (i.e. walking, running) 	<p>PYP (Phase 1 and 2)</p> <ul style="list-style-type: none"> • Emphasis on reflection on one's own growth, development, physical and mental changes, knowledge and skills acquired • Understanding the impact of one's actions • Nurturing relationships with others • Understanding the value of interacting with others • Understanding different roles and sharing responsibilities while participating in a group • Developing healthy sleep habits • Understanding how movements are linked to convey meaning • Demonstrating confidence and approaching challenges with confidence • Understanding what responsible citizenship entails

Shared features		Unique features
	<ul style="list-style-type: none"> ✓ Demonstrating non-locomotor skills (i.e. strength, flexibility, control, balance, coordination) ✓ Asking for help when needed ✓ Understanding unsafe situations and hazards 	<p>Foundational Stage</p> <ul style="list-style-type: none"> • Emphasis on not wasting food • Emphasis on self-care • Emphasis on keeping the environment hygienic (i.e. school, classroom) • Emphasis on social norms

There is a **strong alignment** between the personal, social and physical education's learning expectations and content emphases of the PYP (Phase 1 and 2) and India's Foundational Stage.

Both frameworks place explicit weight on students' awareness of their self and their identity. The PYP, however, extends this by expecting students to reflect on their experiences, development, growth, physical and mental changes, knowledge and skills acquired, and the impact of their actions.

In addition, both frameworks stress students' ability to recognise, regulate, and respond to their emotions. Interacting and cooperating with others is present in both frameworks, however, the PYP extends this further by highlighting students' ability to understand the value of interacting and nurturing relationships with others, as well as understanding the different roles and sharing of responsibilities while being part of a group.

Both frameworks expect students to show care for their environment. In terms of health and wellness, both frameworks stress students' ability to develop healthy habits in relation to food and nutrition, maintain good hygiene, and employ safe practices, demonstrating their awareness of their personal responsibilities related to safety practices. Additionally, both frameworks stress students' ability to develop their well-being through the mind-body connection.

Both frameworks expect students to participate in physical activities and games and to demonstrate bodily awareness. Demonstrating locomotor (i.e. walking, running) and non-locomotor skills (i.e. strength, flexibility, control, balance, coordination) is evident in both frameworks. The PYP also expects students to understand how movements are linked to convey meaning.

In addition, both frameworks put emphasis on students' ability to ask for help when needed and understand unsafe situations and hazards. Additionally, the PYP also focuses on students' ability to approach challenging situations with confidence. Both frameworks focus on students' understanding of what responsible citizenship entails. However, the NCF-SE puts more emphasis on students' ability to understand and respond positively to social norms.

Comparison with the Preparatory Stage

This section compares the *overall expectations* (focusing on Phase 3 and 4) of PYP PSPE with the *Curricular Goals and Competencies* for Physical Education and Wellbeing in India's Preparatory Stage. Figure 29 below summarises the shared and unique features identified in the learning expectations and content emphases.

Figure 29: PSPE learning expectations and content emphases - summary of shared and unique features.

	Shared features	Unique features
Learning expectations and content emphases	<ul style="list-style-type: none"> ✓ Collaborating and cooperating with others through games ✓ Demonstrating constructive attitudes and behaviours towards others ✓ Demonstrating emotional awareness when interacting with others ✓ Demonstrating empathy ✓ Participating in physical activities ✓ Developing and maintaining physical fitness ✓ Demonstrating and applying basic and more complex skills in physical activities ✓ Setting personal goals ✓ Demonstrating ability to develop and self-assess ✓ Promoting safe practices and identifying risks ✓ Showing care for the environment ✓ Problem-solving 	<p>PYP (Phase 3 and 4)</p> <ul style="list-style-type: none"> • Emphasis on emotional reflection • Emphasis on the development and nurturing of relationships • Emphasis on reflection of one's own and others' ideas • Understanding the links between movement and healthy lifestyle • Emphasis on identity evolution and development • Emphasis on fostering a sense of belonging • Emphasis on developing skills and dispositions to cope with change and challenges • Developing a plan of action and utilising strengths of individuals when interacting with others • Understanding potential positive or negative outcomes of risk-taking behaviour • Understanding the physical, social and emotional changes related to puberty <p>Preparatory Stage</p> <ul style="list-style-type: none"> • Emphasis on specific skills, activities and exercises • Creating group norms and rules for games/activities • Explaining concepts and rules of games /activities • Expressing emotions and thinking processes during games

There is a **moderate to strong alignment** in the personal, social and physical education expectations and content between the PYP (Phase 3 and 4) and India's Preparatory Stage.

Both frameworks place explicit weight on collaboration and cooperation through games, students' ability to demonstrate appropriate and constructive attitudes and behaviours, as well as emotional awareness and empathy when interacting with others. The PYP, however, extends this further by expecting students to also demonstrate emotional reflection and recognition of the value of developing and nurturing relationships with others.

Regarding physical development and movement, both frameworks expect students to participate in physical activities, develop and maintain their physical fitness, demonstrate and apply basic, but also more complex and sophisticated, skills and movements. The PYP, also expects students to understand the links between movement and a healthy lifestyle.

Students' ability to set goals and self-assess themselves is evident in both frameworks. However, the PYP places more emphasis on students' reflection of their own and others' ideas.

Promoting safe practices and identifying risks as well as showing care for the environment and their surroundings is evident in both frameworks. Both frameworks also expect students to demonstrate their problem-solving skills.

However, the PYP places more emphasis on students' identity development, fostering a sense of belonging, and developing skills to cope with change and challenges. In addition, the PYP expects students to develop a plan of action and utilise the strengths of individuals when interacting with others in a game or other physical activity; features which are not present in the NCF-SE. In addition, the PYP gives emphasis to students' understanding of potential positive or negative outcomes of risk-taking behaviour, and the physical, social and emotional changes related to puberty.

Conversely, the NCF-SE focuses heavily on students' ability to create and explain group norms and rules of a game and regularly review them, and explain concepts, rules, positions and basic moves of games and activities to others. Additionally, the NCF-SE also highlight students' expression of emotions and their thinking process during a game, which are not explicitly emphasised in the PYP.

8. Subject area comparisons: MYP and India's Middle Stage

This section compares and contrasts the learning expectations and content emphases of subject areas in the MYP and India's Middle Stage. As frameworks, neither the MYP nor the NCF-SE 2023 prescribe learning outcomes or fixed content for subjects; these are expected to be developed locally. Accordingly, this analysis focuses on top-level comparisons of learning expectations and content emphases. *Learning expectations* refers to the learning that students are expected to engage with and demonstrate in the subject area, while *content emphases* refers to the major knowledge domains and topic areas identified in each framework.

In each of the eight MYP subject groups, IB sets out four objectives to be applied in years 1, 3, and 5. These objectives define what students should be able to achieve as a result of study within the subject group and are elaborated through *strands*, which serve as specific aspects or indicators of the learning expectations. For progression purposes, the *strands* are tailored for years 1, 3 and 5. Where provided, the MYP objective strands for Year 3 specifically were used to compare to the Middle Stage (which has a three-year duration). For more details on comparison points, please see Methodology section [2.2.4 Subject area comparisons](#).

8.1 Language and literature

8.1.1 Comparison points

The comparison points for language and literature are introduced below:

MYP language and literature

MYP language and literature places language at the heart of learning, thinking, and communication. It encourages students to appreciate the power, beauty, and influence of language and literature while developing creativity, critical thinking, and intercultural understanding. Through inquiry-based study of listening, speaking, reading, writing, viewing, and presenting, students build linguistic, analytical, and communicative skills that deepen their understanding of themselves, their cultures, and the wider world.¹⁶¹

The MYP outlines four objectives for language and literature: *A. Analysing*, *B. Organising*, *C. Producing text*, and *D. Using language*.

Middle Stage R1 Language

R1 Language is typically the student's mother tongue, or most familiar language, and forms the foundation for literacy, communication, and cultural understanding. In the Middle Stage, students develop skills in listening, speaking, reading, and writing, while also learning to think

¹⁶¹ IB. (2014). *MYP Language and literature guide*.

critically, express ideas creatively, and communicate effectively in diverse contexts, fostering an appreciation of literature and culture.¹⁶²

For the Middle Stage, the NCF-SE 2023 outlines five *Curricular Goals* for R1 Language, with one-five *Competencies* in each. These include the knowledge and skills students are expected to demonstrate in R1 Language.

8.1.2 Learning expectations and content emphases

This section compares and contrasts the learning expectations and content emphases within MYP and Middle Stage language and literature.

Comparison of learning expectations

Figure 30 below presents the shared and unique features between the MYP and Middle Stage with regards to learning expectations in language and literature.

Figure 30: Language and literature learning expectations - summary of shared and unique features.

	Shared features	Unique features
Learning expectations	<ul style="list-style-type: none"> ✓ Development of listening, speaking, reading, and writing skills ✓ Multimodal communication ✓ Appreciating and understanding literature and culture through engagement with diverse texts ✓ Studying a range of genres (prose, poetry, drama, and non-literary forms) ✓ Studying texts from different historical periods and cultures 	MYP (Year 3) <ul style="list-style-type: none"> • Emphasis on analysing text, including explaining creator's choices and the effects on the audience, and justifying ideas and opinions • Requires comparison of features within and across genres and texts • Requirement of viewing and presenting skills • Emphasis on organisation and coherence in communication • Emphasis on texts from global cultures.

¹⁶² National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE 2023. Language Education*.

	Shared features	Unique features
	<ul style="list-style-type: none"> ✓ Identifying the content, styles, techniques and the language used in a variety of texts ✓ Producing a range of texts, with consideration of the audience ✓ Use of literary and linguistic devices in writing ✓ Creative and imaginative expression in spoken and written forms ✓ Appropriate use of language (registers, styles, structure and punctuation) ✓ Thinking critically in personal response to texts ✓ Appropriate use of sources 	<p data-bbox="890 257 1050 286">Middle Stage</p> <ul style="list-style-type: none"> • Strong focus on national and regional linguistic and literary heritage • Emphasis on distinctive features of a language - including phonetics, script, and wordplay (puns, rhymes, riddles, anagrams) as part of linguistic appreciation • Requirement of specific text types, e.g. interviews and book reviews

The language and literature learning expectations of the MYP and India's Middle Stage are **moderately aligned**.

Both frameworks emphasise critical engagement with a range of literary and non-literary texts, including identifying content, structure, style, and the use of literary and linguistic devices. The MYP, however, extends this further by expecting students to explain the creator's choices and their effects on the audience, justify interpretations, and compare texts by analysing their relationships, similarities, and differences.

Both also value effective communication, creativity, and audience awareness in written and spoken expression. Students are expected to produce a variety of text types, using appropriate registers, styles, and structures, and incorporating literary and linguistic techniques. A distinctive feature of the MYP is its explicit focus on the coherent and logical organisation of ideas and opinions.

Cultural understanding is central to both frameworks. R1 Language focuses on appreciating India's linguistic diversity and literary heritage, while the MYP encourages exploration of one's own culture as well as others.

Differences include R1's emphasis on understanding the distinctive features of the language itself and its specific requirements for certain text types, such as interviews and book reviews. While the MYP does not prescribe specific forms, it allows a wide variety of them. Additionally, although multimodal communication is valued in both, the MYP explicitly includes the development of viewing and presenting as distinct skills.

Comparison of content emphases

Figure 31 presents the shared and unique features between the MYP and Middle Stage with regards to content emphases in language and literature.

Figure 31: Language and literature content emphases - summary of shared and unique features.

	Shared features	Unique features
Content emphases	<p>The below are content requirements in each:</p> <ul style="list-style-type: none"> ✓ Different forms and genres ✓ Literary and non-literary text types ✓ Visual texts ✓ Literature from other parts of the world ✓ Participation in oral communication activities (e.g. debates, discussions, interviews, and roles places) 	<p>MYP (All years)</p> <ul style="list-style-type: none"> • Explicit requirement of a balance between language and literature
		<p>Middle Stage</p> <ul style="list-style-type: none"> • Requirement to promote constitutional values • Requirement to consider the multilingual aspect of the country

The language and literature content emphases of the MYP and India's Middle Stage are **strongly aligned**.

Both frameworks require engagement with a wide range of genres and forms, encompassing literary and non-literary texts. The MYP also includes visual and multimedia texts, which align closely with the Middle Stage's emphasis on using texts to develop functional skills and support art integration. There is clear overlap in the types of visual and functional texts both recommend – such as advertisements, posters, art forms, videos, and social media scripts. Additionally, both require exposure to literature from diverse cultural contexts: the MYP mandates a world literature component each year, while the Middle Stage specifies that selected works should include regional, national, and global writers.

Some differences in emphasis remain. The MYP explicitly requires a balance between language and literature, whereas the Middle Stage highlights the importance of content that fosters values, dispositions, and multilingual awareness, including recognition of local and regional language variations and the promotion of Constitutional values.

8.2 Language acquisition

8.2.1 Comparison points

The comparison points for language acquisition are introduced below:

MYP Language acquisition

Language acquisition in the MYP aims to help students develop communication skills and cultural understanding through learning an additional language. Organised into six phases

across three levels of proficiency – *Emerging, Capable, and Proficient* – it focuses on listening, reading, speaking, and writing while fostering appreciation for global perspectives.¹⁶³

The MYP outlines four communicative processes for language acquisition: *A. Listening, B. Reading, C. Speaking, and D. Writing*, with associated strands in each. The teaching and learning of the language acquisition subject group is organised into three levels of proficiency – *Emerging, Capable, and Proficiency*, each with two phases (six in total). The objectives are tailored to these levels to ensure progression. Depending on prior experience, students can access at different levels and also exit at different levels (it isn't expected that students would necessarily reach *Proficiency Phase 6*, for example).

Middle Stage R2 and R3 Languages

In addition to R1, students learn two other languages, R2 and R3, with the requirement that at least two of these three languages must be native to India. Study of R2 begins in the Foundational Stage and the NCF-SE 2023 states that by the end of the Middle Stage, teachers should aim for students' capacities in R1 and R2 Language to be of similar levels. R3 is introduced in the Middle Stage, with which students are required to gain familiarity through the basics of reading and writing.¹⁶⁴

For the Middle Stage, the NCF-SE 2023 outlines different *Curricular Goals and Competencies* for R2 and R3 languages. The R2 *Curricular Goals and Competencies* aim to achieve similar levels of language capacities as R1 by the end of the Middle Stage. The R3 *Curricular Goals and Competencies* are designed for an introduction to the language.

8.2.2 Learning expectations and content emphases

This section will compare and contrast learning expectations and content emphases within MYP and Middle Stage language acquisition.

As the *Curricular Goals and Competencies* differ between R2 and R3, they are compared separately with MYP language acquisition.

Comparison of learning expectations (R2)

Figure 32 presents the shared and unique features between the MYP and R2 in the Middle Stage with regards to learning expectations in language acquisition.

¹⁶³ IB. (2020). *MYP Language acquisition guide*.

¹⁶⁴ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE 2023. Language Education*.

Figure 32: Language learning expectations - summary of shared and unique features (focusing on R2).

	Shared features	Unique features
Learning expectations	<ul style="list-style-type: none"> ✓ Developing multi-lingual capacities ✓ Developing appreciation and understanding of other linguistic and cultural heritages ✓ Developing understanding of other cultures ✓ Developing appreciation of literary aspects ✓ Using language for effective communication and participation in society ✓ Developing reading comprehension skills using a wide range of texts ✓ Developing writing skills, including use of a variety of strategies and with a sense of the audience and purpose ✓ Allowing for developing proficiency at a similar level to first language 	<p>MYP (all proficiency levels)</p> <ul style="list-style-type: none"> • Offers six levels of proficiency, with flexible entry and exit points • Balanced focus across reading, writing, listening and speaking skills • Emphasis on multiliteracy • Emphasis on analysing conventions and connections across texts
		<p>Middle Stage (R2)</p> <ul style="list-style-type: none"> • Expectation for students to achieve similar proficiency to their first language (R1) by end of this stage • Emphasis on reading and writing skills • Emphasis on literary devices • Emphasis on distinctive features of a language - including phonetics, script, and wordplay (puns, rhymes, riddles, anagrams) as part of linguistic appreciation.

The language acquisition learning expectations of the MYP and India's Middle Stage (R2) are **moderately aligned**.

Both frameworks emphasise the development of multilingual capacities and the understanding of culture through additional language learning. Each aims to enable students to communicate effectively and participate meaningfully in society through the use of language.

Both frameworks also promote comprehension skills, requiring students to engage with a range of texts and to understand the meanings and information conveyed. In the MYP, reading and listening objectives extend textual analysis through expectations of analysing conventions and connections across texts. For R2, there is an explicit requirement for students to identify and apply literary devices, while in the MYP, these are embedded within the broader analysis of textual conventions.

Similarly, both frameworks expect the development of writing skills that take account of the audience and purpose, with students applying appropriate writing strategies and organisational features to communicate effectively.

The MYP's phased proficiency structure allows flexibility in learner progress. The *Proficient* phase broadly aligns with the intended communicative competence targeted by R2, though the MYP does not prescribe a specific proficiency level for all learners to reach by the end of the programme.

It is notable that the MYP framework is organised around four objectives, each dedicated to one of the four language skill areas – listening, reading, speaking, and writing. In comparison, the Middle Stage R2 *Competencies* place stronger emphasis on reading and writing, with listening and speaking less explicitly articulated.

Finally, a distinct feature of the MYP is its emphasis on multiliteracy, encouraging students to use and interpret language across a range of media, formats, and modes of communication.

Comparison of learning expectations (R3)

Figure 33 below presents the shared and unique features between the MYP and R3 in the Middle Stage with regards to learning expectations in language acquisition.

Figure 33: Language acquisition learning expectations - summary of shared and unique features (focusing on R3).

	Shared features	Unique features
Learning expectations	<ul style="list-style-type: none"> ✓ Developing multi-lingual capacities ✓ Developing appreciation and understanding of other cultures ✓ Using language for effective communication and participation in society ✓ Developing reading comprehension skills using a range of texts ✓ Developing writing skills ✓ Developing speaking skills, using appropriate pauses and intonation ✓ Developing listening comprehension skills ✓ Allows for more simple language skills 	<p>MYP (All proficiency levels)</p> <ul style="list-style-type: none"> • Offers six levels of proficiency, with flexible entry and exit points • Emphasis on multiliteracy (different modes of communication) • Emphasis on analysing conventions and connections across texts • Emphasis on certain writing skills (using wide range of vocabulary and grammar, organising information effectively, and considering audience and purpose) <p>Middle Stage (R3)</p> <ul style="list-style-type: none"> • Requirement for students to develop skills in a third language • Requirement for at least one of R2 or R3 to be native to India

The language acquisition learning expectations of the MYP and India's Middle Stage (R3) are **moderately aligned**.

R3 is introduced during the Middle Stage, meaning students generally have no prior experience with the language. This is compatible with the MYP's phased structure, as R3 corresponds with the *Emerging* phase, which is designed for beginner learners. In both frameworks, the early stages emphasise the development of foundational *Competencies* in listening, speaking, reading, and writing.

However, several explicit skills outlined in the MYP for language acquisition – applicable across all proficiency levels –, including *Emerging*, do not appear in the R3 *Curricular Goals* and *Competencies*. These include expectations related to organising information effectively, considering audience and purpose in communication, and using a range of cohesive devices in writing. Furthermore, some of the distinctive MYP emphases identified in comparison with R2 – namely multiliteracy and textual analysis – are equally relevant in the case of R3.

Conversely, learning a third language is not a formal requirement of the MYP, whereas the NCF-SE stipulates that students study three languages (R1, R2, and R3), with at least one of R2 or R3 being a language native to India.

Comparison of content emphases (R2)

Figure 34 below presents the shared and unique features between the MYP and R2 in the Middle Stage with regards to content requirements in language acquisition.

Figure 34: Language acquisition content emphases - summary of shared and unique features (R2 focus).

	Shared features	Unique features
Content Emphases	<ul style="list-style-type: none"> ✓ Authentic contexts and themes ✓ Learning material that allows for the development of functional skills ✓ Range of literary and non-literary text types (in the <i>Proficient</i> level of MYP) ✓ Visual text types (e.g. posters and videos) ✓ Inclusion of familiar contexts ✓ Participation in oral communication activities (e.g. debates, discussions, interviews, and roles places) 	<p>MYP (All proficiency levels)</p> <ul style="list-style-type: none"> • Emphasis on both familiar and unfamiliar contexts

The language acquisition content emphases of the MYP and India's Middle Stage (R2) are **moderately aligned**.

While neither the MYP framework nor the NCF-SE prescribes specific themes or topics for language acquisition, both provide indications and requirements for the selection of learning content. For MYP Language acquisition and Middle Stage R2, there is broad alignment in the types of texts and activities that students are expected to engage with.

In the NCF-SE, the content selection principles for R2 are the same as for R1 and are designed to develop functional, linguistic, and literary skills, foster appreciation of linguistic heritage and diversity, cultivate values and dispositions, and promote art integration. These principles align closely with the types of contexts and text forms used in the MYP. For example, the MYP's emphasis on multiliteracy gives importance to visual and multimodal texts, which correspond to the types of texts linked to satisfying the R2 goals of developing functional language skills (e.g. advertisements) and art integration (e.g. posters).

Both frameworks also expect engagement with literary texts to build cultural understanding and aesthetic appreciation, though literature may be more focused on in the higher proficiency phases of the MYP.

A notable difference, however, is that the NCF-SE explicitly requires content to contribute to the development of values and dispositions, including constitutional values – a feature that is unique to the Indian framework and not specified within the MYP. Conversely, the MYP emphasised both familiar and unfamiliar contexts in learning, whilst the NCF-SE emphasises familiar contexts.

Comparison of content emphases (R3)

Figure 35 below presents the shared and unique features between the MYP and R3 in the Middle Stage with regards to content requirements in language acquisition.

Figure 35: Language acquisition content emphases - summary of shared and unique features (R3 focus).

	Shared features	Unique features
Content Emphases	<ul style="list-style-type: none"> ✓ Authentic contexts and themes ✓ Learning material that allows for the development of functional skills ✓ Inclusion of familiar situations ✓ Participation in oral communication activities (e.g. conversations) 	<p>MYP (All proficiency levels)</p> <ul style="list-style-type: none"> • Wide range of multimodal texts • Emphasis on both familiar and unfamiliar contexts
		<p>Middle Stage R3</p> <ul style="list-style-type: none"> • Requirement for literature

The language acquisition content emphases of the MYP and India's Middle Stage (R3) are **moderately aligned**.

For R3, the content selection principles emphasise the development of functional language skills, which aligns with the types of texts and communicative contexts suggested for MYP language acquisition. Beyond this, few specific requirements for text types are stated in the NCF-SE for R3, whereas the MYP explicitly encourages engagement with a wide range of multimodal texts, including visual and digital forms.

As with R2, the NCF-SE emphasises the use of familiar themes and topics. In contrast, the MYP expects students to encounter both familiar and unfamiliar contexts. Finally, the NCF-SE suggests a progression from simple to more complex literary forms for R3, while the MYP does not require literature specifically, though it anticipates increasing textual complexity as students advance through the proficiency phases.

8.3 Humanities and social science

8.3.1 Comparison points

The comparison points for humanities and social science are introduced below:

MYP Individuals and societies

The MYP Individuals and societies subject group aims to develop learners' understanding of the world and their ability to engage thoughtfully with it. It equips students with the skills to inquire into historical, geographical, political, social, economic, cultural, religious, and technological factors that influence individuals, societies, and environments. The subject encourages exploration through both local and global contexts.¹⁶⁵

MYP schools may choose how to organise their Individuals and societies curriculum, they may opt for distinct, integrated or modular courses, drawing from the disciplines of history, geography, political science, economics, world religions, philosophy, civics or sociology/anthropology.

The MYP outlines four objectives for Individuals and societies: *A. Knowing and understanding*, *B. Investigating*, *C. Communicating*, and *D. Thinking critically*.

Middle Stage Social Science

Social Science is introduced as a distinct subject at the Middle Stage. During this Stage, learning is organised around thematic studies that draw on an integrated understanding of History, Geography, Political Science, and Economics, along with insights from related disciplines such as Psychology, Philosophy, Anthropology, and Sociology. Each theme is explored through a multidisciplinary lens and examined across local, regional, national, and global contexts, encouraging students to connect social phenomena at different scales.¹⁶⁶

For the Middle Stage, the NCF-SE 2023 outlines eleven *Curricular Goals* for Social Science, with one to four *Competencies* in each. These include the knowledge and skills students are expected to demonstrate in Social Science.

¹⁶⁵ IB. (2014). *MYP Individuals and societies guide*.

¹⁶⁶ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE 2023. Social Science Education*.

8.3.2 Learning expectations and content emphases

This section compares and contrasts learning expectations and content emphases within MYP and Middle Stage humanities/social science.

Comparison of learning expectations

Figure 36 below presents the shared and unique features between the MYP and Middle Stage with regards to learning expectations in humanities/social sciences.

Figure 36: Humanities/social sciences learning expectations - summary of shared and unique features.

	Shared features	Unique features	
Learning expectations	✓ Knowledge and understanding of content and concepts	MYP (Year 3)	
	✓ Understanding the interaction between humans and nature		• Emphasis on critical thinking
	✓ Understanding and appreciating human commonalities and diversity		• Emphasis on investigation
	✓ Being a responsible citizen	• Emphasis on communication	
	✓ Developing skills for inquiry in social science	Middle Stage	
	✓ Collecting, analysing and interpreting data and sources of information		• Emphasis on knowing Indian contributions to social science
	✓ Analysing concepts and issues		

The humanities and social science learning expectations of the MYP and India's Middle Stage are **moderately aligned**.

There are several key similarities between the humanities and social science learning expectations of the MYP and India's Middle Stage. Both frameworks emphasise the development of knowledge and understanding of social, historical, and cultural concepts, with students expected to explain ideas and phenomena in context. Each also aims to nurture social awareness and responsible citizenship through the study of human societies and the environment. In both, elements of critical thinking are evident, particularly in the analysis and interpretation of data, sources, concepts, and issues relevant to understanding individuals, communities, and environments.

The MYP places particular emphasis on critical thinking. Students are expected to analyse and summarise information to construct arguments, evaluate the value and limitations of data and sources, and consider multiple perspectives when exploring social, cultural, and historical issues. The MYP framework also highlights investigative learning, requiring students to formulate research questions, plan and carry out inquiries, apply appropriate data collection methods, and reflect on the effectiveness of their research processes and findings (with guided support in Year 3). In addition, communication is identified as a distinct objective, with students expected to

present information and ideas clearly and coherently, tailored to audience and purpose, and to acknowledge sources.

Comparison of content emphases

Figure 37 below presents the shared and unique features between the MYP and Middle Stage with regards to content emphases in humanities/social sciences.

Figure 37: Humanities/social science content emphases - summary of shared and unique features.

	Shared features	Unique features
Content Emphases	The below concepts are present in both: <ul style="list-style-type: none"> ✓ Causality ✓ Civilizations ✓ Peace and conflict ✓ Equity (prejudice and discrimination) ✓ Institutions ✓ Resources ✓ Sustainability ✓ Patterns and trends ✓ Identity ✓ Culture ✓ Governance ✓ Consumption and trade 	MYP (All years) <ul style="list-style-type: none"> • Flexibility in which humanities/social science disciplines are covered • Emphasis on global contexts
		Middle Stage <ul style="list-style-type: none"> • Requirement for perspectives from a wide range of social sciences to be considered • Emphasis on local, regional and national contexts

The humanities/social science content emphases of the MYP and India’s Middle Stage are **moderately aligned**.

The Middle Stage *Curricular Goals and Competencies* provide high-level guidance on the areas of content to be addressed within the social sciences curriculum. For example, Curricular Goal 4 states that learners should “*understand the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions*”¹⁶⁷. In contrast, the MYP Individuals and societies framework does not prescribe specific content; however, the outlined *key concepts* can be used to gain insight into potential content, for example, one of these is *institutions*. These concepts were used as the basis for comparison with the top-level content extracted from the Indian framework.

The majority of the content themes identified in the Middle Stage Goals and *Competencies* could be mapped to the related concepts within MYP Individuals and societies. In particular, strong

¹⁶⁷ Ibid. p. 326.

correspondence was found with concepts used in History, Geography, Economics, and Sociology, as well as some overlap with political concepts. The specific MYP related concepts which had a presence in the Middle Stage are listed in figure 36.

Some requirements in the Indian framework, however, are not explicitly stated in the MYP. For instance, the NCF-SE 2023 requires that learning occurs through local, regional, national, and global contexts, ensuring that multiple scales of human experience are represented. While the MYP also encourages the use of contextual learning through its global contexts, schools have flexibility in determining the specific scope and balance of these contexts.

Overall, the conceptual mapping between the two frameworks indicates compatibility in content, intent and scope. The flexible design of the MYP could allow for the content areas identified in the Middle Stage to be effectively accommodated. Furthermore, the MYP allows for integrated Individuals and societies courses, which aligns with how Social Science is intended to be taught in the Middle Stage. However, it should be noted that the Indian framework has some requirements that are not in the MYP, such as the focus on Indian and local contexts.

8.4 Sciences

8.4.1 Comparison points

The comparison points for the sciences are introduced below:

MYP Sciences

MYP Sciences place inquiry at the centre of learning, encouraging students to explore issues through research, observation, and experimentation. It connects scientific understanding with everyday life – highlighting links to culture, ethics, economics, politics, and the environment. Through real-world investigations, it's intended that students develop critical and creative thinking, ethical reasoning, and a sense of responsibility as global citizens. The programme also emphasises clear communication, enabling learners to confidently use and share scientific knowledge across oral, written, and visual forms.¹⁶⁸

The MYP outlines four objectives for sciences: *A. Knowing and understanding*, *B. Inquiring and designing*, *C. Processing and evaluating*, and *D. Reflecting on the impacts of science*. Schools may choose how to organise their science curriculum; they may opt for distinct, integrated or modular courses. The MYP framework does not prescribe content, schools may choose this. However, a topic list is given for Physics, Chemistry, Biology and Integrated Sciences, which defines the examinable subject matter for MYP Year 5. However, considerable flexibility is left for designing the curriculum.

Middle Stage Science

In India's Middle Stage, science is introduced as a distinct *Curricular Area*, taught through an integrated approach that brings together biology, chemistry, and physics. This integration

¹⁶⁸ IB. (2014). *MYP Sciences guide*.

intends to help students build a broad and connected understanding of scientific ideas and their applications.¹⁶⁹

For the Middle Stage, the NCF-SE 2023 outlines nine *Curricular Goals* for science, with one-five *Competencies* in each. These include the knowledge and skills students are expected to demonstrate in science.

8.4.2 Learning expectations and content emphases

This section will compare and contrast learning expectations and content emphases within MYP and Middle Stage science.

Comparison of learning expectations

Figure 38 presents the shared and unique features between the MYP and Middle Stage with regards to learning expectations in science.

Figure 38: Science learning expectations - summary of shared and unique features.

	Shared features	Unique features
Learning expectations	<ul style="list-style-type: none"> ✓ Knowledge and understanding of scientific concepts, principles, laws ✓ Describing scientific knowledge and concepts ✓ Explaining scientific knowledge and concepts (MYP 4-5) ✓ Developing skills for scientific inquiry ✓ Designing experiments ✓ Posing questions and hypotheses ✓ Application of scientific language in communication ✓ Consideration of how science can be applied to real-world issues ✓ Working collaboratively ✓ Understanding science as a collective and human endeavour ✓ Considering contributions of others ✓ Making connections to other subjects 	<p>MYP (Year 3)</p> <ul style="list-style-type: none"> • Applying knowledge to problem-solving • Analysis of information to make judgements • Emphasis on inquiry design • Emphasis on processing and evaluating data • Emphasis on the implications of science
		<p>Middle Stage</p> <ul style="list-style-type: none"> • Development of “scientific temper” • Emphasis on understanding the evolution of scientific ideas • Emphasis on knowing Indian contributions to science • Emphasis on developing awareness of the most current discoveries, ideas and frontiers in science

¹⁶⁹ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE 2023. Science Education*.

The science learning expectations of the MYP and India's Middle Stage are **moderately to strongly aligned**.

Both frameworks emphasise developing knowledge and understanding of scientific concepts, principles, and laws. In the Middle Stage, many *Competencies* require students to describe and explain scientific ideas. In the MYP, Year 3 objectives focus on *describing* scientific knowledge, while explanation is more prominent in Year 5. A distinct feature of the MYP Year 3 objectives is the use of knowledge to solve problems and the analysis of scientific information to support judgements, with the MYP extending this to evaluation in Year 5.

Scientific inquiry skills are key in both. Students are expected to pose questions and hypotheses, and to design investigations. The MYP places emphasis on independent inquiry design and sets extensive expectations with regards to describing and explaining problems and hypotheses, how to manipulate variables, and how data will be collected. Also, as a distinctive feature, the MYP explicitly requires students to process and evaluate data through interpreting results, discussing the validity of hypotheses and methods, and suggesting improvements or extensions. In contrast, India's Middle Stage references designing "simple experiments", with more advanced expectations emerging at the Secondary Stage.

Both frameworks stress the application of science to real-world contexts. Middle Stage science expects students to illustrate how science and technology improve quality of life and to consider their social impact. Similarly, the MYP requires students to describe how science addresses specific problems or issues, while also placing emphasis on discussing and analysing the broader implications of science (including evaluations in Year 5).

Expectations regarding contributions to science also appear in both, though framed differently. The Middle Stage highlights India's contributions to science, while the MYP requires students to acknowledge and document the work of others when communicating in science.

Across the Stages, science education in India aims to develop "scientific temper". Aspects related to this are present in the MYP, such as collaboration and cooperation, sensitivity to the environment, and critical and evidence-based thinking. Other aspects, such as honesty and integrity, would be developed by the IB learner profile.

A distinctive feature of the Middle Stage is its explicit emphasis on understanding the evolution of scientific knowledge and awareness of recent developments in science. While the MYP provides opportunities to explore these themes, they are not articulated as explicit learning requirements.

Comparison of content emphases

Figure 39 presents the shared and unique features between the MYP and Middle Stage with regards to content emphases sciences.

Figure 39: Science content emphases - summary of shared and unique features.

	Shared features	Unique features
Content Emphases	<ul style="list-style-type: none"> ✓ Matter (properties and behaviours) ✓ Motion ✓ Electricity ✓ Magnetism ✓ Diversity of living things ✓ Interactions between living organisms and the environment 	<p>MYP (Year 5)</p> <p>For examination in Year 5, the topic lists for the MYP cover more breadth and depth in physics, chemistry, biology, and integrated sciences</p>
		<p>Middle Stage</p> <ul style="list-style-type: none"> • Links to Indian culinary practices in nutrition • Emphasis on diversity of food • Substance abuse • Celestial objects

The science content emphases of the MYP and India's Middle Stage indicate **moderate to strong alignment**.

For Middle Stage Science, the NCF-SE 2023 *Curricular Goals and Competencies* indicate that learning should encompass matter, the physical world described through scientific and mathematical principles, the living world, and themes related to health, hygiene, and well-being.

The majority of the content implied by these goals and *Competencies* is reflected within the MYP sciences topic lists, particularly in the domains of matter, energy, forces, and life processes. However, as expected, the MYP lists cover more breadth and depth, as they include content from Years 4–5 (ages 15–16), which extends beyond the Middle Stage age range.

Some areas included in the Middle Stage *Competencies* are not explicitly represented in the MYP topic lists – notably, those relating to celestial objects and astronomy, food and nutrition, as well as substance abuse and personal health.

As the Middle Stage content closely links to topics described in the MYP lists, it appears to provide the foundational knowledge and skills for the areas developed further in the MYP. This therefore indicates a likely alignment with taught content for MYP Years 1–3. The MYP does not prescribe specific content for these years, offering schools flexibility to incorporate content that reflects local or national curricula. Consequently, the content outlined for India's Middle Stage could be accommodated within the MYP years 1-3.

There is also structural alignment between the two frameworks: both support the teaching of integrated science in the secondary years. The MYP allows for integrated science courses and includes a dedicated topic list for examination in Integrated Sciences, while India's curriculum prescribes an integrated approach through the Middle Stage and the first two years of the Secondary Stage.

8.5 Mathematics

8.5.1 Comparison points

The comparison points for mathematics are as follows:

MYP Mathematics

MYP mathematics is designed to make the subject meaningful, relevant, and accessible to all learners. It emphasises inquiry, exploration, and problem-solving, encouraging students to see mathematics not just as formulas to memorise, but as a dynamic way of thinking, discovering patterns, and making sense of the world. Through authentic applications, connections to other disciplines, and the use of technology, MYP mathematics develops logical, abstract, and critical thinking, while equipping students with the skills and confidence to apply mathematical ideas in real-life contexts and future studies. In years 4 and 5, the MYP offers two levels of challenge for mathematics – Standard and Extended.¹⁷⁰

The MYP outlines four objectives for mathematics: *A. Knowing and understanding*, *B. Investigating patterns*, *C. Communicating*, and *D. Applying mathematics in real-life contexts*. IB also provides further guidance in the form of a framework, which is intended to be used as a curriculum mapping tool for designing and planning mathematics courses. The framework has four *branches* – *Numerical and abstract reasoning*, *Thinking with models*, *Spatial reasoning*, and *Reasoning with data*. Suggested topics and skills are outlined for each *branch*, for MYP Years 1-3, MYP Years 4-5 (standard) and MYP Years 4-5 (extended).

Middle Stage Mathematics Education

In India's Middle Stage, mathematics builds on earlier foundations by introducing greater abstraction and generalisation. Students begin working with algebra to extend and generalise patterns, and explore more advanced geometric ideas, often linking these with algebra to solve problems and puzzles. The focus is on deepening understanding and developing flexible ways of thinking that make mathematical ideas more widely applicable.¹⁷¹

For the Middle Stage, the NCF-SE 2023 outlines ten *Curricular Goals* for mathematics, with one-six *Competencies* in each. These include the mathematical knowledge and skills students are expected to demonstrate.

8.5.2 Learning expectations and content emphases

This section will compare and contrast learning expectations and content emphases within MYP and Middle Stage mathematics.

¹⁷⁰ IB. (2020). *MYP Mathematics guide*.

¹⁷¹ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE 2023. Mathematics Education*.

Comparison of learning expectations

Figure 40 below presents the shared and unique features between the MYP and Middle Stage with regards to learning expectations in mathematics.

Figure 40: Mathematics learning expectations - summary of shared and unique features.

	Shared features	Unique features
Learning expectations	<ul style="list-style-type: none"> ✓ Enjoyment and curiosity in mathematical learning ✓ Use of generalisation and abstraction ✓ Understanding and application of concepts from number, algebra, geometry, trigonometry and data ✓ Application of mathematics in real-world contexts ✓ Solving problems with confidence, perseverance and appropriate strategies ✓ Identification of patterns, describing relationships, and proof of rules ✓ Logical and creative thinking ✓ Clear mathematical communication ideas with appropriate representations ✓ Appreciation of the history of mathematics and international contributions ✓ Making connections between mathematics and other subject areas 	<p>MYP (Year 3)</p> <ul style="list-style-type: none"> • Emphasis on solving problems in a variety of contexts - familiar and unfamiliar • Emphasis on critical thinking and reflection • Social and ethical considerations • Emphasis on how mathematics and technology interact with each other <p>Middle Stage</p> <ul style="list-style-type: none"> • Emphasis on mathematical intuition • Emphasis on certain aspects of computational thinking e.g. algorithms • Emphasis on Indian contributions to mathematics

The mathematics learning expectations of the MYP and India's Middle Stage are **strongly aligned**.

The Middle Stage's *Curricular Goals* and *Competencies* correspond closely with the MYP aims and its objectives for Year 3 and even extend into aspects of the Year 5 objectives, particularly in relation to proving rules.

Both frameworks highlight reasoning, creativity and problem-solving, with students expected to engage across the core areas of number, algebra, geometry, trigonometry and data. Generalisation and abstraction are important at this level, as is the ability to discover and extend patterns, describe relationships and justify rules. Mathematical communication is emphasised, with precision and the use of appropriate representations seen as essential. Both frameworks stress the application of mathematics in real-life contexts, its interdisciplinary connections, and the appreciation of its history.

While the similarities are substantial, there are a few differences. The MYP places explicit weight on critical reflection and consideration of the broader implications of mathematics, which is less visible in the NCF-SE 2023. Conversely, the NCF-SE 2023 identifies *mathematical intuition* as a distinct aim, a feature not explicitly mirrored in the MYP. In addition, the NCF-SE 2023 gives emphasis to *computational thinking*. Elements of this, such as pattern recognition and abstraction, align with MYP objectives, but others - like algorithms - are more prominent in the NCF-SE than in the MYP.

Comparison of content emphases

Figure 41 below presents the shared and unique features between the MYP and Middle Stage with regards to content emphases in mathematics.

Figure 41: Mathematics content emphases - summary of shared and unique features.

	Shared features	Unique features
Content Emphases	<ul style="list-style-type: none"> ✓ Number (number sense, operations, fractions, decimals, and percentages) ✓ Algebra (manipulating algebraic expressions and solving simple equations) ✓ Geometry/Trigonometry (properties of 2D and 3D shapes, angles, and lines, perimeter and area, similarity and congruence, and Pythagoras Theorem) ✓ Data handling (data collection, graphical representations, and measures of central tendency) 	MYP (Years 1-3) <ul style="list-style-type: none"> • Probability • More number content
		Middle Stage <ul style="list-style-type: none"> • Links between geometry and nature and art – in India and around world • Emphasis on algorithms

The mathematics content emphases of the MYP and India's Middle Stage are **strongly aligned**.

Both cover similar concepts in number, algebra, geometry, and data handling, with nearly all the content of the Middle Stage's Curricular Goal and *Competencies* reflected in the MYP, typically at Years 1–3. Much of the content suggested in the MYP for these years is also present in the Middle Stage, though the MYP specifies more content in number and introduces probability, while the Middle Stage highlights links between geometry, art, and nature, and places greater emphasis on algorithms. It can also be noted that the Middle Stage introduces some trigonometry, which is not suggested content for MYP Years 1-3.

8.6 Arts

8.6.1 Comparison points

The comparison points for arts are introduced below:

MYP Arts

MYP Arts encourages students to explore and express what it means to be human through creative practice. By engaging in creating, performing, and presenting, students develop artistic skills, imagination, and self-confidence while deepening their understanding of cultural, historical, and social contexts. The arts foster curiosity, reflection, and collaboration, helping students appreciate diverse perspectives and build empathy. Through this process, they learn to think creatively and critically, developing the flexibility and innovation needed to contribute meaningfully to their communities and the wider world.¹⁷²

The MYP outlines four objectives for arts: *A. Investigating, B. Developing, C. Creating/Performing, and D. Evaluating*. The subject guide also provides examples on the types of content, skills and processes that might be addressed through the objectives for visual arts, media arts, dance, music and theatre.

Middle Stage Art Education

In India's Middle Stage, Art Education nurtures creativity, self-expression, and appreciation of India's rich artistic and cultural heritage. Students engage in visual and performing arts to explore ideas, emotions, and social themes. The focus is on developing aesthetic sensitivity, observation, and imagination while fostering collaboration and respect for diverse art forms. Art Education also aims to support holistic development by integrating with other subjects, promoting creative thinking, cultural awareness, and emotional well-being.¹⁷³

For the Middle Stage, the NCF-SE 2023 outlines *Learning Standards 1*, which are the full range of *Curricular Goals* and *Competencies* for schools which have the required resources for Arts Education and *Learning Standards 2* for schools which are in the process of implementing Art Education. Learning Standards 1 has been used for comparison to MYP. The *Curricular Goals* are the same for Visual Arts, Theatre, Music, and Dance and Movement, with the associated *Competencies* tailored to these.

8.6.2 Learning expectations and content emphases

This section will compare and contrast learning expectations and content emphases within the MYP and Middle Stage arts.

¹⁷² IB. (2022). *MYP Arts guide*.

¹⁷³ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE 2023. Art Education*.

Comparison of learning expectations

Figure 42 below presents the shared and unique features between the MYP and Middle Stage with regards to learning expectations in arts.

Figure 42: Arts learning expectations - summary of shared and unique features.

	Shared features	Unique features
Learning expectations	<ul style="list-style-type: none"> ✓ Enjoyment in the arts ✓ Developing empathy and sensitivity ✓ Integration of arts into other subject areas ✓ Expression of ideas ✓ Exploring art across cultures ✓ Using creative thinking ✓ Acquiring and developing artistic skills and techniques ✓ Developing ideas through practical exploration, including refining ideas and making informed artistic decisions ✓ Creating and performing artwork 	<p>MYP (Year 3)</p> <ul style="list-style-type: none"> • Emphasis on reflection, using an artistic journal as a record, including appraising their own work and reflecting on their development • Emphasis on investigating a genre or movement, including analysing an artwork or performance • Exploring art across time and contexts
		<p>Middle Stage</p> <ul style="list-style-type: none"> • Explicit requirement for artwork to challenge stereotypes • Explicit requirement for collaboration in developing practice • Explicit requirement to connect art elements with personal experiences, emotions, and imaginations • Emphasis on developing appreciation of the artistic and cultural diversity of the region and other parts of India

The arts learning expectations of the MYP and India's Middle Stage are **moderately aligned**.

The Middle Stage *Curricular Goals 2 and 3*, along with their associated *Competencies*, show clear similarities with the MYP objectives *B: Developing* and *C: Creating/Performing Art*. Both frameworks emphasise the acquisition and application of artistic skills through practice and creating art and performances. As in the MYP's *B: Developing* objective, Middle Stage students are expected to make informed choices, refine their ideas, and improve their techniques through practical exploration and experimentation. Curricular Goal 1 also aligns with MYP objective *B: Developing*, as it focuses on self-expression and openness to exploration. Notably, collaboration is an explicit requirement for developing artistic practice in the Middle Stage, a feature that complements the MYP's emphasis on communication and teamwork in the creative process.

There is less alignment with the MYP's *Objective A: Investigating*, which requires students to research artistic movements or genres and analyse artworks or performances. Similarly, there is limited correspondence with *Objective D: Evaluating*, which expects students to critically

appraise their work and reflect on their artistic development – though one Middle Stage competency references reviewing the process from planning to final output, suggesting some scope for reflection.

Conversely, the Middle Stage *Curricular Goal 4* – “Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices”¹⁷⁴ – introduces expectations not explicitly stated in the MYP, particularly regarding familiarity with local and regional art forms and artists. However, these aspects could be explored within the MYP framework through *Objective A: Investigating* and are in keeping the MYP’s aim for students to “explore the arts across time, cultures and contexts”.¹⁷⁵

Comparison of content emphases

Figure 43 presents the shared and unique features between the MYP and Middle Stage with regards to content emphases in arts.

Figure 43: Arts content emphases - summary of shared and unique features.

	Shared features	Unique features
Content Emphases	<ul style="list-style-type: none"> ✓ Visual and performing arts: <ul style="list-style-type: none"> • Visual arts • Theatre • Music • Dance 	MYP (All years) <ul style="list-style-type: none"> • Offers Media Arts
		Middle Stage <ul style="list-style-type: none"> • N/A

The arts content emphases of the MYP and India’s Middle Stage are **strongly aligned**.

In the Middle Stage, students are expected to engage in Visual Art, Music, Theatre, and Dance and Movement. This aligns with the strong recommendation in the MYP for students to undertake both visual and performing arts. Indeed, MYP and the Middle Stage emphasise students gaining experience in a breadth of arts.

It can be noted that the MYP offers flexibility as to which disciplines are covered. Media Arts is also an option in the MYP, focusing on art created by technology, such as radio, digital media, radio and television. However, Media Arts are not included in the content of the Arts Education in India’s Middle Stage.

¹⁷⁴ Ibid. p. 364.

¹⁷⁵ IB. (2022). *MYP Arts guide*. p. 6.

8.7 Physical and health education

8.7.1 Content emphasis

The comparison points for physical and health education are introduced below:

MYP physical and health education

Physical and health education aims to develop students' knowledge, skills, and attitudes for leading balanced, active, and healthy lives. This subject group encourages students to set personal goals, reflect on their performance, and make informed choices that contribute to their physical fitness and emotional health. Emphasising teamwork, communication, and respect, it fosters positive relationships and a sense of social responsibility, preparing students to participate confidently and cooperatively both in and beyond school.¹⁷⁶

The MYP outlines four objectives for physical and health education: *A. Knowing and understanding*, *B. Planning for performance*, *C. Applying and performing*, and *D. Reflecting and improving performance*.

Middle Stage Physical Education and Well-being

In India's Middle Stage, Physical Education and Well-being focuses on developing students' physical fitness, motor skills, and understanding of health and well-being. It aims to promote cooperation, empathy, and respect, while helping students recognise the importance of physical activity for a healthy lifestyle. The curriculum encourages participation in games, sports, and exercises that build strength, endurance, flexibility, and coordination, alongside activities that nurture self-discipline, teamwork, and fair play. Physical Education in the Middle Stage also supports emotional and social development by fostering confidence, resilience, and positive attitudes towards fitness and well-being.¹⁷⁷

For the Middle Stage, the NCF-SE 2023 outlines *Learning Standards 1*, which are the full range of *Curricular Goals* and *Competencies* for schools who have the required resources for Physical Education and *Learning Standards 2* for schools who are in the process of implementing Physical Education. *Learning Standards 1* has been used for comparison to MYP.

8.7.2 Learning expectations and content emphases

This section will compare and contrast learning expectations and content emphases within MYP and Middle Stage physical and health education.

Comparison of learning expectations

Figure 44 below presents the shared and unique features between the MYP and Middle Stage with regards to learning expectations in physical and health education.

¹⁷⁶ IB. (2014). *MYP Physical and health education guide*.

¹⁷⁷ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE 2023. Physical Education and Well-being*.

Figure 44: Physical and health education learning expectations - summary of shared and unique features.

Learning expectations	Shared features	Unique features
	<ul style="list-style-type: none"> ✓ Appreciating and valuing physical activity ✓ Applying and performing a range of skills and techniques ✓ Demonstrating a range of strategies and movement concepts ✓ Building relationships and developing skills for social participation ✓ Reflecting on interpersonal skills ✓ Demonstrating behaviours and strategies which enhance interpersonal skills ✓ Identifying goals and planning to achieve them 	<p>MYP (Year 3)</p> <ul style="list-style-type: none"> • Emphasis on evaluating planning and performance • Explicit emphasis on knowing and understanding physical health, including factual, procedural and conceptual knowledge, applying knowledge to solve issues and solve problems, and applying terminology • Emphasis on inquiry • Emphasis on health <p>Middle Stage</p> <ul style="list-style-type: none"> • Making links to different cultures • Emphasis on resilience • Emphases on links between physical activity and expression • Specificity regarding skills, techniques, strategies, and movements

The physical and health education expectations of the MYP and India's Middle Stage are **moderately aligned**.

The *Curricular Goals* and *Competencies* for Physical Education and Well-being in the Middle Stage are specific with regards to the types of skills, techniques, strategies, movements, and other behaviours students are expected to apply and demonstrate. In contrast, the MYP objectives for physical education are articulated at a more overarching level. However, there is clear alignment in learning expectations. Indeed, both frameworks aim for students to value physical education and to develop skills which enable them to participate effectively in society – India through emphasis on empathy and cooperation and the MYP through emphasis on positive relationships and social responsibility.

Several *Competencies* in the Middle Stage confirm that, as in the MYP, students will be expected to apply and demonstrate a range of skills, techniques, strategies and movements. Similarly, the *Competencies* confirm that, as in the MYP, students will reflect on their interpersonal skills and apply strategies to improve these. For example, the *Competencies* include “*Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries*”¹⁷⁸ and

¹⁷⁸ Ibid. p. 428.

“takes responsibility for mistakes”.¹⁷⁹ Furthermore, identifying goals and planning to achieve these is also present in both.

As a distinctive feature, the MYP extends expectations to explaining the effectiveness of a plan and evaluating performance. Moreover, knowledge and understanding – as one of the four objectives – is given explicit importance, with expectations that students understand factual, conceptual, and procedural knowledge and use this to explain issues, solve problems, as well as to use terminology effectively. Health is also more explicitly emphasised in the MYP, as is the use of inquiry. Conversely, the Middle Stage explicitly emphasises links to culture and self-expression.

Comparison of content emphases

Figure 45 below presents the shared and unique features between the MYP and Middle Stage with regards to content emphases in physical and health education.

Figure 45: Physical and health education content emphases - summary of shared and unique features.

	Shared features	Unique features
Content Emphases	<ul style="list-style-type: none"> ✓ Team sports ✓ Individual sports ✓ Aesthetic movement (e.g. yoga) 	<p>MYP (all years)</p> <ul style="list-style-type: none"> • Explicit requirement for minimum 50% physical activity in teaching time • Inclusion of international sports/activities • Emphasis on physical and health-related knowledge
		<p>Middle Stage</p> <ul style="list-style-type: none"> • Emphasis on local games

The physical and health education content emphases of the MYP and India’s Middle Stage are **moderately aligned**.

The content guidance for the MYP and India’s Middle Stage shows clear overlap, with both including team sports (such as football), individual sports (such as table tennis), and aesthetic movement, with yoga specifically highlighted in the NCF-SE 2023.

A distinctive feature of the MYP is its explicit inclusion of physical and health-related knowledge, such as nutrition, exercise physiology, and first aid. It also encourages participation in international sports and activities, whereas the NCF-SE 2023 emphasises local and traditional games as part of learning. Additionally, the MYP specifies that at least 50% of course time should be devoted to physical activity.

¹⁷⁹ Ibid.

8.8 Other subject areas and components

While the MYP and Middle Stage mostly share very similar subject areas, there are a few additional subjects/components in the frameworks which do not have a direct comparison in the other. In terms of distinctive subject areas, the MYP has the Design subject group, whilst the Middle Stage has Vocational Education. In addition, whilst not subject groups, the MYP also has additional components in the form of MYP projects and MYP Interdisciplinary units.

Whilst not a direct comparison, Design and Vocational Education have been compared to identify similarities and difference in skills. Following this, MYP projects are compared with projects carried out in the Middle Stage. And finally, MYP interdisciplinary units will be covered and compared to the Middle Stage.

8.8.1 Comparison of Design and Vocational Education

MYP Design

The MYP Design subject group allows schools to offer distinct or integrated courses in digital design and product design. Digital design addresses problems through computer-based systems – such as web and media design and programming – while product design tackles problems through tools, materials, and systems, and can include areas like food product design, fashion design, and engineering design. Design courses develop practical skills alongside creative and critical thinking as learners design products, systems, models, or prototypes for real users. At the centre is the design cycle whereby students investigate, develop, create, test, and evaluate.¹⁸⁰

The MYP outlines four objectives for Design: *A. Inquiring and analysing, B. Developing ideas, C. Creating the solution, and D. Evaluating.*

Middle Stage Vocational Education

Vocational Education aims to prepare students for different kinds of work through the development of knowledge, capacities and values. In the Middle Stage, students are to have exposure to a wide range of work, so that they can develop capacities and skills before focusing on a particular vocation in the Secondary Stage. Capacities are developed in the three *forms of work* identified by the NCF-SE 2023, namely: *Working with Life Forms, Working with Machines and Materials, and Working in Human Services*. In each Grade, students will carry out one project for each work form (nine projects in total). Projects can contribute to interdisciplinary understanding by integrating concepts from other *Curricular Areas*.¹⁸¹

For the Middle Stage, the NCF-SE 2023 outlines four *Curricular Goals*, each containing one-three *Competencies*. These are the expected knowledge and skills that students should acquire for each of the three forms of work.

¹⁸⁰ IB. (2014). *MYP Design guide*.

¹⁸¹ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE 2023. Vocational Education*.

Comparison of learning expectations and content emphasis

This section compares and contrasts learning expectations and content emphases within MYP Design and Middle Stage Vocational Education. Here, learning expectations and content emphases are considered together.

Figure 46 below presents the shared and unique features between MYP Design and Middle Stage Vocational Education with regards to learning expectations and content emphases.

Figure 46: Comparison of MYP Design and Middle Stage Vocational Education learning expectations and content emphases - summary of shared and unique features.

	Shared features	Unique features
Learning expectations and content emphases	<ul style="list-style-type: none"> ✓ Developing and applying practical skills using digital and physical tools and materials (e.g. in relation to food, computer hardware/ software, fashion and woodwork) ✓ Developing values and dispositions with regards to working practices ✓ Emphasis on hands-on and experiential learning, including conducting projects ✓ Interdisciplinary learning 	MYP (Year 3) <ul style="list-style-type: none"> • High emphasis on the design process (i.e. Identifying problems and developing solutions/products) • High emphasis on critical thinking • Emphasis on depth of learning
		Middle Stage <ul style="list-style-type: none"> • Emphasis on foundational skills • Emphasis on vocational preparation • Broad scope - engagement with content that does not overlap with design (e.g. agriculture, healthcare and hospitality)

The MYP Design and Middle Stage Vocational Education learning expectations and content emphases are **weakly to moderately aligned**.

In terms of practical skills, two of the three forms of work in the Middle Stage show some overlap with MYP Design. *Working with Machines and Materials* involves developing practical skills similar to those that could be developed within a MYP product design course – for example, through creating items related to food or fashion. Likewise, the work form *Working in Human Services* may foster some similar practical skills to those developed in an MYP digital design course, through working with ICT and computer hardware and software.

Both frameworks also share similar aims in cultivating values and dispositions, such as creativity, collaboration, sensitivity, and responsibility, while promoting hands-on learning, project work, and interdisciplinary connections.

However, Vocational Education in the Middle Stage has a broader scope than MYP Design. It focuses on providing wide exposure to a range of work forms and developing foundational skills.

For instance, *Human Services* includes broad areas such as healthcare, hospitality, and tourism, while *Life Forms* encompasses fields such as agriculture.

In contrast, MYP Design focuses in-depth on the design process. Its objectives represent the full design process – identifying a problem, researching and developing a design brief, generating and refining ideas, creating a product or solution, and finally evaluating and reflecting on its effectiveness. Through this process, students engage deeply in critical thinking, problem-solving, innovation, and reflection, developing both creative and analytical skills.

8.8.2 Comparison of projects

This section compares projects in the MYP with projects in the Middle Stage, as described below.

Projects in the MYP

MYP students complete the community project and/or personal project. At schools where the MYP ends in year 3 or 4, students complete the community project. At schools where the MYP includes year 5, students complete the personal project. Schools offering MYP years 3, 4 and 5 may offer students the opportunity to engage in both projects. MYP projects are student-centred, practical explorations.¹⁸²

The *community project* focuses on community and service and aims to encourage students to explore their rights and responsibilities to implement service as action in the community. Its objectives focus on investigation, planning, action, and reflection.

The *personal project* involves students developing a learning goal and subsequent product based on their personal interests. Its objectives focus on planning, applying skills and reflecting.

These projects are not to be conducted within the curricula of the eight subject groups; they are a separate component. Projects, essays and investigations within subject groups are encouraged and help prepare for MYP projects.

Projects in the Middle Stage

Conducting projects is referenced in several *Curricular Areas* for the Middle Stage, as suggestions for pedagogy and assessment. Only the Vocational Education *Curricular Area* has an explicit requirement for students to conduct projects, as the content is operationalised through these.

While the MYP outlines aims and objectives for its community and personal projects, no *Curricular Goals* or *Competencies* are set for projects specifically in the Middle Stage. Hence, figure 47 below provides a general comparison of project work.

¹⁸² IB. (2021). *MYP Community project guide*; IB. (2021). *MYP Personal project guide*.

Figure 47: Comparison of projects conducted in the MYP and Middle Stage - summary of shared and unique features.

Features of projects	Shared features	Unique features
	<ul style="list-style-type: none"> ✓ Scope for developing planning, practical, and reflection skills ✓ Scope for interdisciplinary learning ✓ Carrying out projects in subject groups/curricular areas* 	<p>Projects in the MYP</p> <ul style="list-style-type: none"> • Requirement for students to complete a project outside of subject groups • Personal and student-led • Guided by project-specific objectives • Emphasis on investigation, planning, taking action, and reflection (community project) • Emphasis on serving the community (community project) • Emphasis on planning, applying skills to achieve learning goals, and reflection (personal project)

*This does not include 'MYP projects' – i.e. the community and personal project – as these are conducted outside of subject groups.

The features of MYP projects and projects carried out in India's Middle Stage are **weakly to moderately aligned**, differing in their overall aims and structure.

MYP projects – i.e. the community and personal projects – are conceived as stand-alone experiences that allow students to engage in a cycle of inquiry, action, and reflection. They are distinct from subject group curricula and serve as culminating opportunities for students to apply their learning independently. In contrast, projects in the Middle Stage function as an ongoing pedagogical method for experiential learning conducted within *Curricular Areas* – particularly within Vocational Education – rather than as separate components.

MYP projects place strong emphasis on student agency, being highly student-led and encouraging learners to identify their own areas of interests. The MYP community project focuses on investigating and responding to needs within the community, while the personal project centres on students identifying a personal learning goal and creating a product based on their individual interests. In contrast, projects in the Middle Stage appear to be more teacher-guided,

with greater emphasis on hands-on practice and exposure to different forms of work. The aim is to provide students with structured opportunities to explore, experience, and apply practical skills, rather than to design an independent inquiry.

Despite these differences, some similar skills – such as planning, practical application, and evaluation – are developed through projects in both frameworks. The MYP projects are guided by specific objectives: for the Community Project, *A. Investigating, B. Planning, C. Taking Action, and D. Reflecting*; and for the Personal Project, *A. Planning, B. Applying Skills, and C. Reflecting*. In contrast, the NCF-SE 2023 does not prescribe project-specific objectives, instead embedding such skills within broader *Curricular Goals* and *Competencies* for Vocational Education.

Both frameworks recognise the potential for interdisciplinary learning through projects. Indeed, the NCF-SE 2023 highlights that “*projects can aid in interdisciplinary understanding by integrating concepts from other Curricular Areas*”.¹⁸³ Similarly, MYP projects can draw on subject-specific knowledge and skills, but they go further by explicitly linking projects to global contexts and the development of *approaches to learning* skills.

8.8.3 Comparison of interdisciplinary learning

This section compares the MYP interdisciplinary units with interdisciplinary learning in the Middle Stage.

MYP interdisciplinary units

Interdisciplinary teaching and learning is a key feature of the MYP, designed to help students make meaningful connections across subject groups and apply their learning to real-world contexts. In the MYP, interdisciplinary learning is operationalised through interdisciplinary units, which are planned and taught collaboratively by teachers from two or more subject groups. These units require students to integrate knowledge, skills, and conceptual understandings from different disciplines to explore complex issues, problems, or ideas that cannot be understood fully through a single subject lens. Each interdisciplinary unit is guided by specific aims and assessment objectives that focus on evaluation, synthesis and reflection.¹⁸⁴

Interdisciplinary learning in the Middle Stage

In the Middle Stage, interdisciplinary learning is embedded within specific *Curricular Goals* and *Competencies* of each area. Some subjects, such as Social Science, are intended to take an interdisciplinary approach, integrating concepts from History, Geography, and Economics. In this way, interdisciplinary learning is woven through the Middle Stage curriculum to foster holistic understanding and application.

¹⁸³ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE 2023. Vocational Education*. p. 452.

¹⁸⁴ IB. (2021). *Interdisciplinary teaching and learning in the MYP*.

Figure 48: Comparison of interdisciplinary learning in the MYP and Middle Stage - summary of shared and unique features.

Features of interdisciplinary learning	Shared features	Unique features
	<ul style="list-style-type: none"> ✓ Interdisciplinary links promoted within and across subject groups/curricular areas 	<p>MYP interdisciplinary learning</p> <ul style="list-style-type: none"> • Requirement for interdisciplinary units, within which interdisciplinary learning is explicitly assessed • Specific aims and objectives outlined for interdisciplinary learning • Emphasis on evaluation, synthesis, and reflecting • Use of key concepts and global contexts

The features of interdisciplinary learning are **weakly to moderately aligned**.

Both frameworks encourage connections between subject areas and disciplines. Indeed, MYP interdisciplinary teaching and learning encourages this as an additional expectation to the interdisciplinary units, while the NCF-SE 2023 states that interdisciplinary learning is developed through specific *Curricular Goals* and *Competencies* in the Middle Stage and the related content, pedagogy and assessment for achieving these.

Furthermore, in the Middle Stage, some *Curricular Areas* are to be taught through integrating several disciplines, for example, Social Science is intended to have an interdisciplinary approach, without fixed boundaries between disciplines such as Geography, History and Economics. Similarly, the MYP allows for schools to teach integrated courses within subject groups, for example a science course integrating physics, chemistry and biology.

However, the MYP uniquely operationalises interdisciplinary learning through the requirement of interdisciplinary units. For these, specific aims and objectives are outlined which include evaluation, synthesis and reflection. These units focus on addressing real-world and contextual issues and ideas through interdisciplinary perspectives. Lastly, the overarching *key concepts* and *global contexts* used in the MYP curriculum framework provide further structure for interdisciplinary connections to be made.

9. Language learning

This section compares the language learning approaches of the PYP and MYP frameworks with India's NCF-SE for Foundational, Preparatory and Middle Stages. In this section, both IB programmes are presented together. The analysis identifies strongly aligned themes, moderately aligned themes and distinctive themes in language learning approaches.

9.1 Strongly aligned themes

Figure 49 below summarises the strongly aligned themes between the IB and India frameworks in relation to language learning approaches.

Figure 49: Language learning approaches – strongly aligned themes.

Strongly aligned themes	Summary
Developing communication, expression and literacy	Both frameworks emphasise language learning to develop students' communication and literacy skills. They focus on building proficiency in reading, writing, listening, and speaking to help students express their ideas, thoughts, and feelings effectively.
Developing understanding and the ability to construct meaning	Both frameworks focus on the role of language learning and literacy in supporting students' meaning-making process, enabling them to understand, interpret, discuss, and construct meaning.
Developing higher-order thinking skills	Both frameworks focus on the development of students' higher order thinking skills through language learning, including critical and creative thinking.

Developing communication, expression and literacy

Language learning in both frameworks focuses on communication, expression, and literacy aiming to develop students' reading, listening, speaking and writing skills to allow them to express their ideas, thoughts and feelings to effectively communicate with each other. For example, the NCF-SE 2023 highlights that language education in schools should aim to develop students' oracy and literacy and "*fluency in expression and understanding of spoken language*".¹⁸⁵ Effective communication skills are also stressed in the NCF-SE 2023, according to which "*the capacity to use the language to think and communicate well in a variety of situations is critical for effective democratic, social, cultural participation*".¹⁸⁶ The NCF-SE 2023 also stresses that language learning should develop students' skills and abilities to communicate with a wider range of people, and expand their cognitive abilities.¹⁸⁷

Language learning in the PYP also aims to support students to communicate confidently using multiple ways of expression including to "*question and probe, collaborate, construct and share*

¹⁸⁵ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p.235.

¹⁸⁶ Ibid.

¹⁸⁷ Ibid.

understanding, express and represent ideas, navigate and interpret text, compare, explain and influence".¹⁸⁸ In addition, language learning in the PYP also aims to develop students' literacy skills to support "*meaning-making with written, viewed, and oral text*".¹⁸⁹ In the MYP, language learning is key for developing students' "*interpersonal communicative skills to express group membership*" and for supporting them build "*a bank of linguistic resources*".¹⁹⁰ In addition, students in the MYP further develop their literacy skills in order to meet the requirements of the programme.

Developing understanding and ability to construct meaning

Both frameworks place explicit weight on students' ability to understand and construct meaning through language learning. The NCF-SE 2023 stresses that the pedagogy in language education aims to support students in becoming "*independent readers gradually when exposed to a balance of instruction for meaning making and for reading through decoding and spelling*".¹⁹¹ For example, at the Preparatory Stage, students develop reading comprehension skills, starting from making meaning of individual words to understanding the whole meaning of a text, and develop their vocabulary through strategies that allow them to predict the contextual meaning of words.¹⁹² At the Middle Stage, students develop critical reading skills, with the teachers supporting and encouraging them to become independent and critical readers, by discussing the intent of the author, understanding the context and interpreting possible meanings.¹⁹³

In the PYP, through language learning, students "*seek to make meaning from what they see and hear, and in responding to others they test out their hypothesis of language*".¹⁹⁴ In addition, students in the PYP read, listen, write, speak and view text in order to make meaning, with the PYP documentation highlighting that learning is "*embedded within language and is underpinned by relationships as a reciprocal meaning-making process*".¹⁹⁵ Meaning-making is central to language learning in the PYP as students learn to interpret visual, oral, and print text to make meaning through inquiry, negotiate meaning through communication with others, and develop their literacy skills through print and visual text that conveys meaning.

The MYP Language acquisition subject group aims to support students to understand, convey, communicate and construct meaning in reading, listening, speaking and writing. One of the aims of the MYP Language acquisition subject group is to "*enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning*".¹⁹⁶ Similarly, in the MYP Language and literature subject group, students learn to deconstruct texts to identify their essential elements and meanings, and to construct and convey meaning through both oral and written communication.

¹⁸⁸ IB. (2018). *PYP Learning and Teaching*. p. 98.

¹⁸⁹ Ibid.

¹⁹⁰ IB. (2014). *MYP From principles into practice*. p.26.

¹⁹¹ National Steering Committee for National Curriculum Frameworks. (2023). NCF-SE. p.251.

¹⁹² Ibid. pp. 252-253.

¹⁹³ Ibid. p. 255.

¹⁹⁴ IB. (2018). *PYP Learning and Teaching*. p. 102.

¹⁹⁵ Ibid. p.104.

¹⁹⁶ IB. (2020). *Language acquisition guide (for use from September 2020/January 2021)*. p.7.

Developing higher-order thinking skills

Both frameworks place explicit emphasis on the role of language learning in developing students' higher order thinking skills, including critical and creative thinking, analysis, and argumentation and reasoning skills. According to the NCF-SE 2023, through language education students develop their critical reading, writing and comprehension skills, as well as “*identify real-world problems, analyse them, make rational arguments, and work out solutions*”.¹⁹⁷ For example, at the Middle Stage, teaching and pedagogy enables students to develop their critical listening and critical reading skills. In addition, the NCF-SE 2023 highlights that through language education, students develop their literary and creative capacities, become creative and imaginative in their spoken and written expression, focusing on how “*appreciation of the creative and aesthetic aspects of language can be accomplished through creative prose, poetry, storytelling, word games, puzzles, jokes, riddles, and more*”.¹⁹⁸

In the PYP, language learning also aims to support students conceptual and critical thinking. According to the PYP documentation, “*language underpins the capacity to think critically and creatively, to question, investigate and to share thinking*” and communicate confidently and creatively.¹⁹⁹

Similarly, language learning in the MYP aims to develop students' ability to “*reflect critically on all aspects of identity*”, and on the appropriate language use in a wide range of contexts.²⁰⁰ For example, the MYP Language acquisition subject group supports students to become critical and competent communicators, and creative, critical and reflective thinkers through understanding spoken, written and visual texts and “*having critical thinking skills to locate, evaluate, and use diverse sources of information to construct and integrate meaningful representations of a particular issue, topic or situation*”.²⁰¹ Additionally, the MYP Language and literature subject group also aims to “*develop critical, creative and personal approaches to studying and analysing literary and non-literary texts*”.²⁰²

9.2 Moderately aligned themes

Figure 50 below summarises the moderately aligned themes between the IB and India frameworks in relation to language learning.

¹⁹⁷ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 235.

¹⁹⁸ *Ibid.* pp.235-236.

¹⁹⁹ IB. (2018). *PYP Learning and Teaching*. p. 98.

²⁰⁰ IB. (2014). *MYP From principles into practice*. p.26.

²⁰¹ IB. (2020). *Language acquisition guide (for use from September 2020/January 2021)*. p.8.

²⁰² IB. (2014). *Language and literature guide*. p. 6.

Figure 50: Moderately aligned themes – language learning approaches.

Moderately aligned themes	Shared features	Unique features
Developing identity	<ul style="list-style-type: none"> Focus on the role of language learning in supporting students' identity development 	<ul style="list-style-type: none"> IB: Expression of cultural identity in a global context India: Formation of national identity within a multilingual and multicultural Indian local context
Appreciation of cultural diversity	<ul style="list-style-type: none"> Emphasis on the role of language learning in cultivating cultural experiences, developing students' cultural awareness and appreciation of cultural diversity 	<ul style="list-style-type: none"> IB: Development of international-mindedness and intercultural understanding. Contextualised in local, global and intercultural contexts India: Focus on India's cultural unity and students' appreciation of linguistic cultures of India. Focus on students' connection with cultural roots and heritage. Contextualised in India's languages, tradition and cultural diversity
Developing multilingualism	<ul style="list-style-type: none"> Focus on multilingualism, through the development of students' language skills and abilities in more than one language to deepen their understanding of different socio-cultural contexts and reaping the cognitive benefits of knowing more than one language 	<ul style="list-style-type: none"> IB: Focus on multilingualism to support intercultural understanding and international-mindedness. In both the PYP and the MYP aim to develop students' linguistic competencies in one or more additional language(s). India: Focus on multilingualism to support understanding of the multilingual culture and heritage of India. The curriculum aims to develop students' linguistic competencies and proficiency in three languages, where at least two out of these three languages should be languages native to India. The third language is introduced at the Middle Stage

Developing identity

As illustrated in figure 49 above, there are three themes where the IB and India frameworks are moderately aligned. Both frameworks place explicit emphasis on the role of language learning in students' identity development. While the IB emphasises how language learning helps students express their cultural identity, the Indian framework highlights its role in shaping a unified national identity. For example, the PYP documentation stresses that *"language is a means of affirming and expressing cultural identity and developing international-mindedness"*.²⁰³ Similarly, in the MYP, language is central and *"integral to exploring and sustaining personal development and cultural identity"*.²⁰⁴ For example, in the MYP Language acquisition and Language and literature subject groups, students use language in creative and imaginative ways to express their cultural identity through visual, written or spoken literary texts.²⁰⁵ However, the

²⁰³ IB. (2018). *PYP Learning and Teaching*. p. 95.

²⁰⁴ IB. (2014). *Language and literature guide*. p. 4.

²⁰⁵ IB. (2020). *Language acquisition guide (for use from September 2020/January 2021)*. p. 32.; IB. (2014). *Language and literature guide*. p. 24.

NCF-SE highlights that language education helps “*form India’s cultural unity and national identity*”.²⁰⁶ Therefore, although both frameworks place explicit weight on language learning in supporting students’ identity development, self-expression, belonging and agency, the IB focuses on the development of cultural identity in a global context, whereas the NCF-SE emphasises the formation of national identity within a multilingual and multicultural Indian local context.

Appreciation of cultural diversity

Additionally, both frameworks highlight the role of language learning in cultivating cultural experiences, developing students’ cultural awareness and appreciation of cultural diversity. However, the IB promotes the development of international-mindedness and intercultural understanding, whereas the Indian framework emphasises cultural unity and encourages students to appreciate the diverse linguistic traditions of India. For example, through language learning, PYP students develop and demonstrate international-mindedness by communicating confidently with others, which allows them to gain insights regarding the other’s perspectives.²⁰⁷ Similarly, the MYP documentation focuses on the role of language learning in supporting the development of “*intercultural awareness and international-mindedness in learning communities*”.²⁰⁸ All IB programmes focus on building students’ international-mindedness and intercultural understanding, with language learning seen as a way to explore local and global perspectives, understand cultural diversity and communicate across different social and cultural contexts. However, language education in the India framework is based on India’s cultural unity and students’ appreciation of the linguistic and cultural diversity of India, prioritising the connection with cultural roots, tradition and heritage. According to the NCF-SE 2023, “*language education plays a crucial role in keeping students rooted to their country, as it allows individuals to connect with their culture, heritage, and society*”.²⁰⁹

Developing multilingualism

Furthermore, both frameworks focus on multilingualism, by developing students’ language skills and abilities in more than one language to deepen their understanding of different socio-cultural contexts and reaping the cognitive benefits of knowing more than one language. However, the IB focuses on multilingualism as a means to foster intercultural understanding and international-mindedness, while the Indian framework promotes multilingualism as a means to deepen students’ appreciation of India’s linguistic heritage. For example, the PYP documentation stresses that “*multilingualism benefits learners and the learning community in a variety of ways*”, supporting students’ ability to communicate in more than one language to interact with others.²¹⁰ In addition, according to the IB documentation, multilingualism is key in building students’ international-mindedness, allowing them to “*explore cultural symbolism, which, in turn, enriches transdisciplinary learning*”.²¹¹ Similarly, language learning in the MYP aims to support students develop “*a multilingual profile that gives as many choices as possible in identifying with,*

²⁰⁶ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 235.

²⁰⁷ IB. (2018). *PYP Learning and Teaching*. p. 95-97.

²⁰⁸ IB. (2014). *MYP From principles into practice*. p. 73.

²⁰⁹ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 154.

²¹⁰ IB. (2018). *PYP Learning and Teaching*. p. 95.

²¹¹ Ibid. p. 16.

and belonging to, a range of appropriate groups".²¹² For example, the MYP Language acquisition subject group aims to “*encourage students to gain competence in an additional language with long-term goals of multilingualism*”.²¹³ According to the NCF-SE 2023, one of the aims of language education in the Indian education system is to develop students’ proficiency in three languages - at least two of which are native to India – with the third introduced at the Middle Stage. Language education across all *Stages* of the Indian framework focuses on multilingualism which “*promotes, both socio-emotional and cognitive capacities at the individual level as well as cultural unity at the local and national levels*”.²¹⁴ Overall, both frameworks promote multilingualism as a means for deeper cultural understanding and cognitive development. However, the IB views it as a pathway to intercultural and global awareness, whereas the India framework positions it as a means to strengthen India’s linguistic heritage and national unity within its multilingual society.

9.3 Unique themes

Figure 51 below summarises the unique theme of the IB framework in relation to language learning approaches.

Figure 51: Unique theme of the IB framework in relation to language learning approaches.

Unique themes	Summary
<p>Languages are taught through inquiry (PYP and MYP)</p>	<p>Language in the IB is taught through inquiry. In the PYP, language learning happens through inquiry to enable students’ communication and support them to make sense of the world around them. In the MYP, language learning is taught through concept-driven inquiry, structured around key and related concepts, global contexts, statements of inquiry and inquiry questions, supporting students’ conceptual understanding.</p>

As evident in figure 50 above, a unique theme of the IB framework which is not evident in the India one is that language is taught through inquiry. More specifically, in the PYP, language learning happens through inquiry to enable students’ communication and support them to make sense of the world around them. For example, according to the PYP documentation, language is taught in an “*inquiry-based classroom*”, where teachers “*identify language learning opportunities and co-construct learning goals within and across units of inquiry, and learning engagements*”.²¹⁵ In addition, in the PYP knowledge, conceptual understanding and skills are developed through transdisciplinary units of inquiry or independent language inquiry across the six skill areas included in the PYP language, such as listening, speaking, reading, writing, viewing and presenting.²¹⁶ In the MYP, language learning is taught through concept-driven inquiry. More specifically, both the MYP Language acquisition and Language and literature subject groups are taught through inquiry by developing students’ “*conceptual understanding in global contexts*”,

²¹² IB. (2014). *MYP From principles into practice*. p. 26.

²¹³ IB. (2020). *Language acquisition guide (for use from September 2020/January 2021)*. p. 5.

²¹⁴ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 235.

²¹⁵ IB. (2018). *PYP Learning and Teaching*. p.102.

²¹⁶ IB. (2014). *Language and literature guide*. p. 5.

with both teachers and students developing “*a statement of inquiry and use inquiry questions to explore a subject*”.²¹⁷ Therefore, while the PYP emphasises inquiry as a process of exploration and meaning making through transdisciplinary units of inquiry, the MYP uses structured, concept-driven inquiry to deepen students’ analytical, intercultural, and communicative understanding. Overall, in both the PYP and the MYP, language learning is inquiry-driven, which is not evident in the India framework.

²¹⁷ IB. (2020). *Language acquisition guide (for use from September 2020/January 2021)*. p. 26.; IB. (2014). *Language and literature guide*. p. 18.

10. Assessment

This section presents the comparative analysis of the assessment principles and methods of the Indian and the IB frameworks for primary and lower secondary education, focusing on shared and unique features and alignment.

10.1 Assessment principles

The following section presents the review and comparative analysis of the assessment principles of the Indian and the IB frameworks.

One of the *Approaches to Teaching* (ATT) of the PYP is that teaching is *informed by assessment* according to which “*effective assessment supports agency, self-regulation, engagement through feedback, reflection and goal setting*”.²¹⁸ According to the PYP documentation, teaching *informed by assessment* can support students to “*reflect on their learning; adjust their learning in response to reflection and feedback; co-construct; learning goals with educators; have conversations with peers and educators about their learning, including conceptual understanding, knowledge and ATL skills; engage in feedback practices, including conferencing in small groups, and using language that supports the learning of others*”.²¹⁹

Similar to the PYP, teaching in the MYP is *informed by assessment (formative and summative)* where assessment is an internal and school-based process.²²⁰ Assessment in the MYP is *Criterion-related* aiming to evaluate students’ work in relation to “*identified levels of attainment, rather than in relation to the work of other students*”.²²¹ Assessment in the MYP is connected to the aims and objectives of the subject groups and leads to learning and teaching based on inquiry, while maintaining a subject-specific focus.²²² Overall, the assessment in the MYP aims to support students’ learning through the provision of feedback, improve the teaching process, allow students to demonstrate their ability to transfer skills across disciplines through a personal project or an interdisciplinary unit assessment, promote deep conceptual understanding of subject content and support students with authentic inquiries reflecting on real-world contexts.²²³

The NCF-SE 2023 outlines that assessment should “*measure achievement of competences and learning outcomes leading to attainment of curricular goals; be constructive, developmental and learning focused; stage appropriate; accommodate student diversity; be supported by timely, credible and constructive feedback to students; and support in meaningful aggregation/summation of student learning*”.²²⁴ In addition, the NEP 2020 highlights that

²¹⁸ IB (2021). *The early years in the PYP*. p.52.

²¹⁹ Ibid. p.53.

²²⁰ IB (2022). *Approaches to learning and approaches to teaching in the Middle Years Programme*. p. 14.; IB (2014). *MYP: From Principles into Practice*. p. 43.

²²¹ Ibid. p. 22.

²²² IB (2014). *MYP: From Principles into Practice*. p. 29.

²²³ IB (2014). *MYP: From Principles into Practice*. p. 79.

²²⁴ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. 117-118.

education across all *Stages* should focus on “regular formative assessment for learning rather than the summative assessment that encourages today’s ‘coaching culture’”.²²⁵ Therefore, the NEP 2020 and the NCF-SE 2023 highlight that the purpose of assessment across all educational Stages is to allow teachers to continuously adapt and improve their teaching practices to facilitate students’ learning and development.²²⁶ According to the NEP 2020, the assessment of, for and as learning should be aligned with the “learning outcomes, capabilities and dispositions as specified for each subject”.²²⁷ Assessment of learning aims to measure students’ achievement, while Assessment for learning is continuously and ongoing and aims to provide feedback to teachers to improve their teaching and feedback to students to improve their learning.²²⁸ Assessment as learning supports students in assessing their own learning through self-assessment, by developing their self-reflection and critical thinking skills.²²⁹ The increased focus on regular, formative and competency-based assessments aims to move away from assessing students’ rote learning and memorisation skills towards assessing their learning and development and higher order thinking skills, including analysis, evaluation, and critical thinking skills.²³⁰

Figure 52 below summarises the shared themes between the IB and India frameworks in relation to assessment principles.

Figure 52: Shared themes of the IB and India frameworks in relation to assessment principles.

Shared themes	Shared features
Continuous and holistic	<ul style="list-style-type: none"> • Stage/Phase appropriate • Focusing on students’ progress
Feedback-based and interactive	<ul style="list-style-type: none"> • Providing constructive and ongoing feedback on students’ performance • Providing feedback to teachers to adjust and improve teaching practices
Monitoring students’ learning	<ul style="list-style-type: none"> • Monitoring students’ progress against clearly defined criteria and learning goals
Assessment of higher-order thinking skills (MYP and Middle Stage specific)	<ul style="list-style-type: none"> • Assessing students’ higher order thinking skills including critical and creative thinking and problem solving
Using a variety of assessment methods	<ul style="list-style-type: none"> • Using a combination of formative and summative assessment methods • Building a well-rounded picture of the students’ learning • Accommodating student diversity

As evident in figure 51 above, both frameworks present similar assessment principles. Both frameworks place explicit weight on the role of assessment as a continuous and holistic process, supporting students’ development and progress by being stage/phase appropriate. For example, the NCF-SE highlights that assessment is Stage appropriate and developmental as it is an ongoing process integrated into the teaching and learning, allowing students to reflect on their

²²⁵ Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020*. p.5.

²²⁶ Ibid.

²²⁷ Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020*. p.12.

²²⁸ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p.116.

²²⁹ Ibid.

²³⁰ Ibid. p. 17.

own learning. Similarly, in the PYP, assessment is continuous and holistic because it focuses on *“an individual learner’s progress rather than their performance in relation to others”*, and *“respects that each learner is on a personal learning journey”*.²³¹ In the MYP, assessment is also holistic, by supporting students in developing a wide range of skills, focusing on the development of the whole student.

Both frameworks stress that assessment is feedback-based and interactive, providing ongoing and constructive feedback to students on their strengths and areas for development, and to teachers, to adjust and improve their teaching practices. According to the NCF-SE *“assessment should be supported by timely, credible and constructive feedback to students”* and at the same time allow teachers to collect evidence to understand the effectiveness of their pedagogical approaches and adjust their teaching practices based on that evidence.²³² In the PYP and MYP, assessment is also based on ongoing feedback to inform learning. One of the characteristics of effective assessment in the PYP is that assessment is based on *feedback to feedforward*, aiming to *“provide feedback on current learning to inform what is needed to support future learning and raise learners’ motivation”*.²³³ Assessment in the PYP is interactive which means that assessment *“encompasses ongoing and interactive dialogues about learning”*.²³⁴ While the term *“interactive assessment”* is not explicitly used in the NCF-SE 2023, the use of continuous formative assessments aiming to provide ongoing feedback to both teachers and students is highlighted in the Indian framework. Similarly, in the MYP, teachers provide feedback to students on the learning process, and receive feedback which aims to *“inform, enhance and improve the teaching process”*.²³⁵

In addition, both frameworks place explicit emphasis on the role of assessment in monitoring students’ progress and learning against clearly defined criteria and learning goals. For example, the NCF-SE stresses that assessment should be clear and precise, *“explicitly track students’ progress on all aspects of learning as staged in the Competencies for each Stage and Learning Outcomes for each Grade”*, and it should be designed to assess these *Competencies* and Learning Outcomes. Similarly, one of the characteristics of effective assessment in the PYP is that assessment should be clear and specific, including *“desired learning goals, success criteria and the process learners use to learn”*.²³⁶ The MYP includes *Criterion-related assessments* which are aligned with the objectives of each subject group and where students should demonstrate their knowledge and skills across all strands of specific criteria at *“lower achievement levels before they can be considered to have achieved the next level”*.²³⁷ Additionally, both the MYP and Middle Stage focus on assessing students’ higher order thinking skills, such as their critical and creative thinking and problem-solving skills.

Both frameworks place explicit emphasis on using a variety of formative and summative assessment methods. In both frameworks, the use of a wide range of assessment methods aims

²³¹ IB. (2018). *PYP Learning and Teaching*. p.75.

²³² National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. (2023). p. 117.

²³³ IB. (2018). *PYP Learning and Teaching*. p.75.

²³⁴ Ibid.

²³⁵ IB. (2014). *MYP From principles into practice*. p. 79.

²³⁶ IB. (2018). *PYP Learning and Teaching*. p.75.

²³⁷ IB. (2014). *MYP From principles into practice*. p. 79.

to support teachers in building a well-rounded picture of students' learning and accommodate students' diversity by addressing the needs of different groups of students. The NCF-SE highlights that a variety of assessment methods, such as written and oral assessments, projects, and group assignments, should be used in order to accommodate and cater to individual student needs. Similarly, one of the characteristics of effective assessment in the PYP is that assessment should be varied, using a wide range of assessment tools and strategies which are purposefully and accurately designed to build a well-rounded picture of students' learning process. In addition, the MYP expects teachers to employ a variety of assessment strategies and tasks in order to support students' development and achievement.

While the similarities are substantial, there are a few differences in relation to assessment principles. Figure 53 below summarises the unique themes of assessment principles which are evident in the IB and not in the India framework.

Figure 53: Unique themes of the IB framework in relation to assessment principles.

Unique themes	Unique features
Collaborative (PYP specific)	<ul style="list-style-type: none"> Both teachers and students collaboratively co-construct and develop assessments.
Authentic (PYP and MYP specific)	<ul style="list-style-type: none"> Assessing students' ability to make connections to real-life experiences and conducting inquiries in real-world contexts. Reflecting the international mindedness of MYP through assessments that take place in a variety of cultural and linguistic contexts.
Assessment of transferable skills (MYP specific)	<ul style="list-style-type: none"> Focusing on assessing students' ability to demonstrate their transferable skills across different subjects such as in the interdisciplinary unit of inquiry.

As evident in Figure 52 above, collaborative assessment is a unique theme of assessment principles which is evident in the PYP and not in the India frameworks. Collaborative assessment is when “*teachers and learners collaborat[e] to monitor, document, measure, report and adjust learning*”.²³⁸ More specifically, students and teachers in the PYP co-construct success criteria which are measurable and targeted and “*describe what quality and achievement will look like*”, aiming to establish a common understanding around those among teachers, students and their parents.²³⁹ In addition, assessment in both the PYP and the MYP is authentic, aiming to assess students' ability to make connections to real-life experiences and contexts. More specifically, assessment in the MYP reflects international mindedness, which is a key feature of an IB education, through assessments which are set in a wide range of cultural and linguistic contexts.²⁴⁰ In addition, the MYP documentation also highlights that through the programme, teachers assess students' ability to transfer skills across different subjects, for example through the interdisciplinary unit of inquiry. These themes of assessment principles are unique to the PYP and MYP and they are not present in the NCF-SE 2023.

²³⁸ IB. (2018). *PYP Learning and Teaching*. p.74.

²³⁹ Ibid. p. 79.

²⁴⁰ IB. (2014). *MYP From principles into practice*. p. 79.

10.2 Assessment methods

The following section presents the review and comparative analysis of the assessment methods of the IB and India frameworks, for primary and lower secondary education, focusing on shared and unique features and alignment.

10.2.1 PYP and India's Foundational and Preparatory Stages

In the PYP, the assessment primarily focuses on monitoring and documenting students' learning to provide targeted and actionable feedback to students.²⁴¹ Measuring students' progress in the PYP happens through individual developmental milestones and celebration of students' achievements.²⁴² Self-assessment is also conducted at the PYP through the PYP *Exhibition* which is an authentic, student-initiated, designed and collaborative process, conducted with the guidance of a mentor, where students “*explore, document and share their understanding of issues or opportunities of personal significance*”.²⁴³ The PYP *Exhibition* provides opportunities for students' self-reflection, “*self-assessment of their learning and an evaluation of the exhibition process*”.²⁴⁴ The IB documentation highlights that self-assessment can develop students' conceptual understanding by providing them opportunities to make entries in their journal and discuss a *Central idea*, which further allows them to develop analytical thinking, evaluate their learning and explore additional ways on how they might investigate a *Central idea*.²⁴⁵

In the Foundational Stage, teachers use qualitative observations of students where they systematically record and document students' progress, and analyse artefacts that the students have created as well as evidence of students' progress.²⁴⁶ According to the NCF-SE 2023, in Grades 1 and 2 of the Foundational Stage, the teachers can use worksheets as sources of information about students' learning, while “*explicit tests and examinations are deemed to be inappropriate for this Stage*”.²⁴⁷ Therefore, assessment in the Foundational Stage focuses on systematic collection of evidence and record keeping of students' progress, while providing autonomy to teachers to design assessments and use different assessment tools based on each student's needs.²⁴⁸ Regarding the Preparatory Stage, alongside observation and analysis of students' artefacts, teachers also conduct a wide range of formative oral and written assessments aiming to assess students' “*conceptual understanding, and competencies, and should include questions that encourage creativity*”.²⁴⁹ This is because at Preparatory Stage different subject areas are introduced, which require the establishment of “*a robust system of formative assessments*” to monitor students' progress.²⁵⁰ At the end of each year of the

²⁴¹ Ibid.

²⁴² Ibid. p. 60.

²⁴³ IB (2018). *PYP The learner*. p. 40.

²⁴⁴ Ibid. p. 43.

²⁴⁵ IB (2018). *PYP Learning and Teaching*. p. 59.

²⁴⁶ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p.122.

²⁴⁷ Ibid. p. 26.

²⁴⁸ Ibid. p. 122.

²⁴⁹ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p.122.

²⁵⁰ Ibid.

Preparatory Stage, there is a summative assessment aiming to evaluate students' readiness to progress into the next Grade.²⁵¹

Figure 54 below summarises the alignment of the PYP and India's Foundational and Preparatory Stage assessment methods, showing the degree of alignment across thematic areas and highlights shared and unique features.

Figure 54: Summary of shared and unique features on assessment methods for the PYP and India's Foundational and Preparatory Stages.

Assessment method	Shared features	Unique features
Formative assessments	<ul style="list-style-type: none"> • Observation • Collection and analysis of students' artefacts • Written and/or oral assessments • Self-assessment • Internally assessed 	<ul style="list-style-type: none"> • PYP: Learning logs or journals, learning stories, PYP Exhibition
Summative assessments	<ul style="list-style-type: none"> • Minimal summative assessment • Internally assessed (e.g. standardised achievement tests in the PYP) 	<ul style="list-style-type: none"> • Preparatory Stage: Yearly end-of-grade summative assessments in the Preparatory Stage

Strong assessment alignment
 Moderate assessment alignment

The assessment methods of the PYP and India's Foundational and Preparatory Stages are **strongly aligned**.

Both frameworks emphasise the use of formative assessments including observation of students' work, collection and analysis of students' artefacts and evidence of their work (for example, in the IB this happens through students' portfolios), formative written and oral assessments (particularly in PYP Phase 3 and 4 and in the Preparatory Stage) and self-assessment. The PYP, however, extends this by also including some additional formative assessment methods that teachers can use to document students' learning. These include learning logs or journals which support teachers and students in "*record[ing] feedback and reflections on ongoing learning*" and learning stories which constitute "*narratives that document an instance when the learner shows knowledge, conceptual understanding or skills*".²⁵² Additionally, both frameworks include minimal summative assessment methods. For example, depending on the school, PYP teachers can administer standardised achievement tests to measure their learners' performance; a feature which is not evident in the NCF-SE. However, the NCF-SE highlights that there are end-of-year summative assessments at the Preparatory Stage which aim to evaluate students' readiness to enter the next Grade. This is not present in the PYP. In both frameworks, formative and summative assessments are internally marked by the teachers.

²⁵¹ Ibid.

²⁵² IB (2018). *PYP Learning and Teaching*. p. 85.

10.2.2 MYP and India's Middle Stage

In the MYP, internal assessments are “*designed, developed and applied by teachers working with students in their schools*”, supporting teachers to use their professional judgement when evaluating students’ performance and achievement.²⁵³ Additionally, in the MYP, teachers use formative assessments which aim to provide feedback to students regarding their learning and development, as well as feedback to teachers to adapt their teaching and planning.²⁵⁴ According to the MYP documentation, through formative assessments, teachers “*gather, analyse, interpret, and use a variety of evidence to improve student learning and to help students to achieve their potential*”.²⁵⁵ Peer-and-self assessment are also used in the MYP to support students’ self-reflection, confidence and motivation, through process journals, portfolios and self-assessment documents.²⁵⁶ The MYP also includes summative assessments which are internal, school-based assessments in every MYP unit, aiming to evaluate students’ performance and achievement against the MYP subject-group-specific assessment criteria.²⁵⁷ In addition, students in the MYP year 5 can get formal recognition and certification of their achievement through the eAssessments which include on-screen examinations which are externally marked, and ePortfolios and a Personal project which are internally marked and externally moderated.²⁵⁸

According to the NEP 2020, in the Preparatory and Middle Stages, there is a “*robust system of continuous formative/adaptive assessment to track and thereby individualize and ensure each student's learning*”.²⁵⁹ The NCF-SE 2023 highlights that the purpose of assessment in the Middle Stage is to evaluate students’ conceptual understanding and higher order thinking skills which can be achieved through a wide range of formative assessments such as “*projects, debates, presentations, experiments, investigations, role plays, journals, and portfolios*”.²⁶⁰ At this Stage, regular assessments including Multiple-Choice Questions (MCQs) and short-and-long answer questions are also used to assess not purely rote learning and content retention, but also students’ conceptual understanding, higher order thinking skills, monitor students’ progress and provide targeted and meaningful feedback to them.²⁶¹ The NCF-SE 2023 also outlines that at this Stage, assessments include questions that require students to demonstrate their creativity.²⁶² Alongside oral and written assignments, at this Stage teachers also use practical tests and projects.²⁶³ At the end of each year of the Middle Stage there is a summative assessment to evaluate students’ readiness to progress to the next Grade. Therefore, at this stage “*assessment design has a very important role to play in shifting the focus from content retention to conceptual understanding and fluency in the methods of inquiry*” and support students to “*engage with*

²⁵³ IB (2018). *PYP Learning and Teaching*. p. 85

²⁵⁴ Ibid.

²⁵⁵ IB (2014). *MYP: From Principles into Practice*. p. 80.

²⁵⁶ Ibid. p. 31, 80.

²⁵⁷ Ibid. p.80.

²⁵⁸ Ibid. pp.97-98.

²⁵⁹ Government of India. Ministry of Human Resource Development. (2020). *National Education Policy 2020*. p.9.

²⁶⁰ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. (2023). p. 123.

²⁶¹ Ibid.

²⁶² Ibid.

²⁶³ National Steering Committee for National Curriculum Frameworks. (2023). *NCF-SE*. p. 123.

*higher-order capacities of analysis and synthesis through meaningful, yet challenging, assessments”.*²⁶⁴

Figure 55 below summarises the alignment of the MYP and India’s Middle Stage assessment methods, showing the degree of alignment across thematic areas and highlights shared and unique features.

Figure 55: Summary of shared and unique features of assessment methods for the MYP and India’s Middle Stage.

Assessment methods	Shared features	Unique features
Formative assessments	<ul style="list-style-type: none"> • Self-and-peer-assessment • Projects/Investigation/Research • Journals and portfolios • Observation • Presentations • Practical • Internally assessed 	<ul style="list-style-type: none"> • MYP: Selected Response, Compositions (musical, physical, artistic), Creation of solutions or products in response to problems • Middle Stage: Experiments, Role-plays, Debates
Summative assessments	<ul style="list-style-type: none"> • Questionnaires and MCQs • Examinations • Internally assessed 	<ul style="list-style-type: none"> • MYP: eAssessment including on-screen examinations and an ePortfolio which are externally marked, and a Personal project which is internally marked and externally moderated. • Middle Stage: Yearly end-of-grade summative assessments which are internally assessed.

Strong assessment alignment
 Moderate assessment alignment

The assessment methods of the MYP and India’s Middle Stages are **moderately aligned**.

Both frameworks place explicit weight on the use of formative assessment including projects, research and investigations, and practical assessments. Self-and-peer assessment as well as students’ ability to record and reflect on their work and reflections about their work in journals and portfolios are evident in both frameworks. In addition, both frameworks highlight the use of observation of students’ performance and presentations where students can demonstrate their knowledge and skills. The MYP, however, also includes other forms of formative assessments which are not present in the Middle Stage, such as selected response assessments allowing teachers to ask general or specific questions to elicit students’ responses to check their understanding, compositions (including musical, artistic, and physical) and the creation of solutions or products in response to problems. However, the Middle Stage includes some formative assessment methods, such as experiments, role plays and debates which are not featured in the MYP. In both frameworks, formative assessments are internally marked.

In terms of summative assessment, both frameworks include questionnaires, MCQs tests and examinations which are internally assessed. The Middle Stage, however, also includes a

²⁶⁴ Ibid. p. 27.

summative assessment at the end of each year of the Middle Stage aiming to assess students' readiness to the next Grade which is internally marked; a feature which is not evident in the MYP. Conversely, the MYP includes eAssessments for MYP year 5 students allowing them to gain formal recognition for their achievement. eAssessments include on-screen examinations for specific courses which are externally marked, ePortfolios which include coursework in course such as arts, design and others which are also externally marked, as well as a personal project which is a "*student centred and age-appropriate extended project*" which is internally marked and externally moderated.²⁶⁵

²⁶⁵ IB (2014). *MYP: From Principles into Practice*. p. 97.

11. Key findings

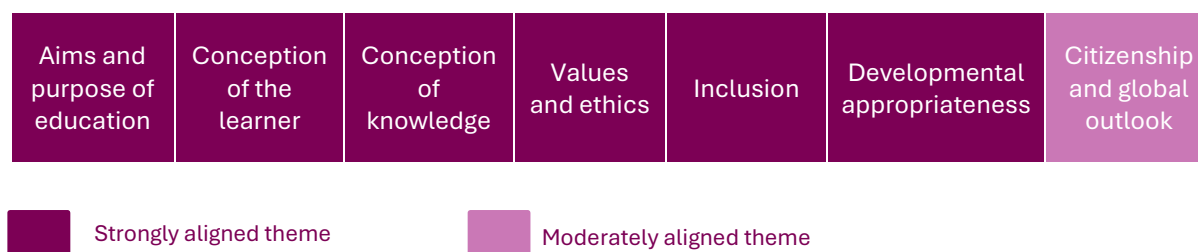
This section summarises the alignment, as well as the shared and unique features, between the IB and India's frameworks for primary and lower secondary education in relation to their philosophical underpinnings, pedagogy, educational and curricular structures, subject areas, language learning, and assessment. While the study compared the PYP with the Foundational and Preparatory Stages and the MYP with the Middle Stage, most components – where common themes spanned multiple programmes and Stages – were considered collectively, with programme- or Stage-specific nuances highlighted as relevant. For subject area comparisons, the PYP and MYP, and the corresponding Stages in the Indian education system, were analysed separately, and the key findings are presented accordingly. A consolidated overview of alignment for all components is provided in Section [11.7 Key findings summary](#).

11.1 Philosophical underpinnings

This section presents the key findings from the comparison of philosophical underpinnings between the IB and India's frameworks. Given the shared philosophical underpinnings across both the PYP and MYP, and similarly across the Indian Stages, these were analysed collectively, with programme- or Stage-specific nuances identified where relevant.

Figure 56 below summarises the alignment of IB and India's philosophical underpinnings, showing the degree of alignment across thematic areas.

Figure 56: Summary of philosophical alignment in thematic areas.



The philosophical underpinnings of the Indian and IB frameworks are **strongly aligned**. Both view education as a means for holistic development, nurturing intellectual, social, emotional, ethical, and creative capacities alongside academic achievement. They share a commitment to fostering ethics and values so that learners become caring, responsible, and reflective members of society, having empathy, integrity, and respect for diversity. They aim to prepare students as active, globally aware citizens, who can think critically and act ethically. Their philosophies share a learner-centred, constructivist approach, recognising that children learn best when actively engaged and given opportunities to connect learning to their own experiences. Both frameworks value inclusion as a core principle, ensuring all students have access to high-quality education and can thrive regardless of background or ability. Both are grounded in child-development principles, with curriculum and pedagogy designed to match developmental stages.

IB offers models that help operationalise these principles in practice. For example, *Action* in the PYP and *Service as Action* in the MYP embed values directly into learning experiences, while the PYP provides a detailed framework for fostering learner agency, reflecting its learner-centred approach.

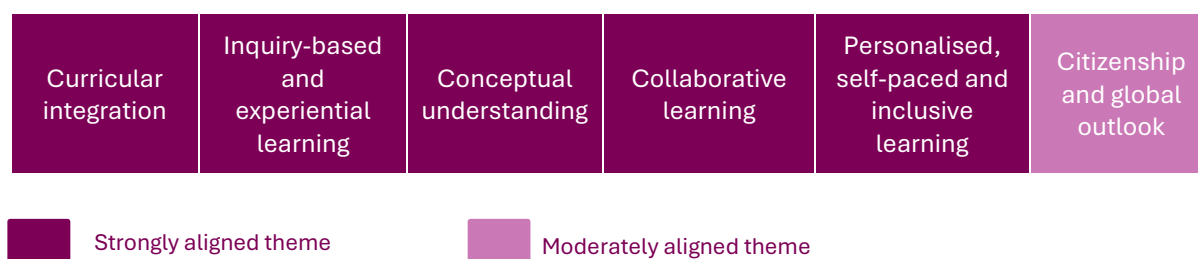
The IB and Indian frameworks approach citizenship and global outlook in distinct ways. India's NEP places national context, cultural heritage, and identity at the core, integrating global perspectives from that foundation. By contrast, the IB centres its philosophy on *international-mindedness*, encouraging students to see themselves as global citizens who value cultural diversity and cooperation.

11.2 Pedagogy

This section presents the key findings from the comparison of pedagogy between the IB and India's frameworks. Since the PYP and MYP share common pedagogical principles – as do the Indian Stages – these were analysed collectively, with programme- or Stage-specific features highlighted where relevant.

Figure 57 below summarises the alignment of IB and India's pedagogical approaches, showing the degree of alignment across thematic areas.

Figure 57: Summary of pedagogical alignment in thematic areas.



The pedagogical approaches of the Indian and IB frameworks are **strongly aligned**, sharing a focus on integrated learning, inquiry, conceptual understanding, collaborative learning, and personalised and inclusive practices.

In primary education, both frameworks promote integrated learning without rigid subject divisions. While the NCF-SE 2023 describes the Foundational and Preparatory Stages as interdisciplinary, their structures fully or partially transcend subject boundaries, showing compatibility with the PYP's explicitly transdisciplinary approach, particularly for the Foundational Stage. Inquiry and experiential learning are embedded throughout both frameworks, beginning with play-based approaches in the Foundational Stage and PYP *early years*, developing further through the PYP and Preparatory Stage, and progressing to more formal and subject-specific inquiry in the Middle Stage and MYP. In both systems, conceptual understanding is central and develops progressively – from perceptual and practical concepts in primary education, to more abstract and theoretical concepts in the middle years. Both also

emphasise collaborative learning to develop social skills, identity, and relationships, and promote inclusive, personalised, and self-paced learning through differentiated teaching.

The IB offers models and tools which help the systemised implementation of these pedagogical approaches, such as *transdisciplinary themes*, *specified concepts*, and *units of inquiry* in the PYP, and the *process of inquiry*, *key concepts*, *global contexts*, and *interdisciplinary units* in the MYP.

Both frameworks place strong value on culturally relevant and real-life learning. However, India emphasises national and local rootedness, while the IB places additional emphasis on global contexts to nurture *international-mindedness* and global citizenship.

11.3 Educational and curricular structure

This section presents the key findings from the comparison of the educational and curricular structures of the IB programmes and India's education system.

Structurally, the PYP and India's Foundational and Preparatory Stages are **partially aligned**. The PYP is designed for learners aged 3–12, which is slightly broader than India's primary education age range of 3–11, but it can be aligned with this duration. A key structural difference is that India formally divides primary education into two distinct Stages – Foundational and Preparatory - whereas the PYP provides an overarching curriculum framework across the age range. Both systems are developmentally informed and address early learner needs, whilst also covering very similar same subject areas in primary education. However, the PYP aligns more closely with the integrated curricular nature of the Foundational Stage, as the Preparatory Stage becomes increasingly subject-based, while the PYP remains transdisciplinary and concept-driven throughout.

When the MYP is abbreviated to a three-year delivery, its structure is **strongly aligned** with that of India's Middle Stage. India's Middle Stage lasts three years (ages 11-14), while the MYP usually lasts five years (ages 11-16), covering both the Middle and part of the Secondary Stage. The MYP can be shortened to three years to align with India's Middle Stage, and in this form its structure is closely aligned with India's Middle Stage. Both frameworks cover largely similar subject areas, while each also includes a distinctive area – MYP Design and Vocational Education in the Middle Stage – indicating a comparable breadth of learning. The MYP includes distinctive features such as MYP projects, Service as action, and the use of global contexts and key concepts.

11.4 Subject area comparisons

11.4.1 PYP and India's Foundational and Preparatory Stages

This section presents the key findings on the alignment between the PYP and India's Foundational and Preparatory Stages with respect to learning expectations and content emphasis across subject areas. For each subject area, Figure 58 outlines the conclusion of alignment, followed by a concise summary of subject area findings.

Figure 58: Summary of key findings for each subject area of the PYP and India's Foundational and Preparatory Stages.

	Learning expectations and content emphases
Art	Strongly aligned
Mathematics	Strongly aligned
Language	Strongly aligned
Science	Moderately aligned
Social studies	Moderately aligned
Personal, social and physical education	Strongly aligned

Overall, the comparative analysis of the learning expectations and content emphases showed that the PYP and India's Foundational and Preparatory Stages share significant similarities in all subject areas.

Across the subject areas reviewed, the frameworks for both viewed learning in the early years and primary education as holistic, inquiry-based, experiential and developmental, promoting curiosity, creativity, experimentation and development of foundational knowledge and skills. Both place explicit emphasis on the development of students' social-emotional, physical, cognitive and creative skills. Exploration and play are evident across all subject areas in both the PYP and India's Foundational and Preparatory Stages. Students' active inquiry is also encouraged in both programmes, specifically in science, mathematics and social studies through supporting students to develop their observation, questioning and problem-solving skills. Both frameworks support students' creative expression, their ability to communicate their ideas and feelings, and work individually and collectively in subjects like the arts and personal, social and physical education. Additionally, in terms of the language subject area, both programmes place explicit emphasis on students' speaking and listening, reading and writing skills to build their communication, understanding, and cognitive skills. However, across the different subject areas, the PYP learning expectations and content emphases place more weight

on critical thinking, reflection, and inquiry skills, and focus on both local and global contexts, whereas India's Foundational and Preparatory Stages focus on local contexts.

11.4.2 MYP and India's Middle Stage

This section presents the key findings on the alignment between the MYP and India's Middle Stage with respect to learning expectations and content emphasis across subject areas. For each subject area, Figure 59 outlines the conclusion of alignment, followed by a summary key findings across subject areas.

Figure 59: Summary of key findings in each subject area of the MYP and India's Middle Stage.

	Learning expectations	Content emphases
Art	Moderately aligned	Strongly aligned
Mathematics	Strongly aligned	Strongly aligned
Language and literature	Moderately aligned	Strongly aligned
Language acquisition	Moderately aligned	Strongly aligned
Humanities and social science	Moderately aligned	Moderately aligned
Science	Moderately-strongly aligned	Moderately-strongly aligned
Physical and health education	Moderately aligned	Moderately aligned
Design/Vocational Education	Weakly to moderately aligned	Weakly to moderately aligned
	Features	
Projects	Weakly to moderately aligned	
Interdisciplinary learning	Weakly to moderately aligned	

Across subject areas, the learning expectations of the MYP and India's Middle Stage often show moderate alignment, with science and particularly mathematics demonstrating strong degrees of alignment. Both frameworks share comparable aims, skills, and domains of knowledge in subject areas, though distinct features were also present. For the MYP these include a stronger emphasis on inquiry, reflection, independent investigation, analytical depth, and consideration of real-world implications. In contrast, the Middle Stage distinctly highlights the appreciation of Indian knowledge systems, cultural heritage, and contributions to each discipline, reflecting its philosophical grounding in national values.

The content emphases across corresponding subject areas are generally moderately to strongly aligned. The frameworks for MYP and the Middle Stage do not prescribe topics, however,

similarities could be identified in the top-level requirements, guidance, domains and concepts outlined. Strong correspondences are evident in mathematics, science, arts, and language and literature, where key domains or requirements overlap substantially. Unique to the MYP are its emphases on multimodal texts within language acquisition and health-related knowledge within physical education, while the Middle Stage places greater weight on local, regional, and national contexts, compared with the MYP's global orientation.

Structurally, both frameworks support integrated learning, with the Middle Stage encouraging integration in areas such as science and social science, and the MYP allowing schools flexibility to offer integrated courses.

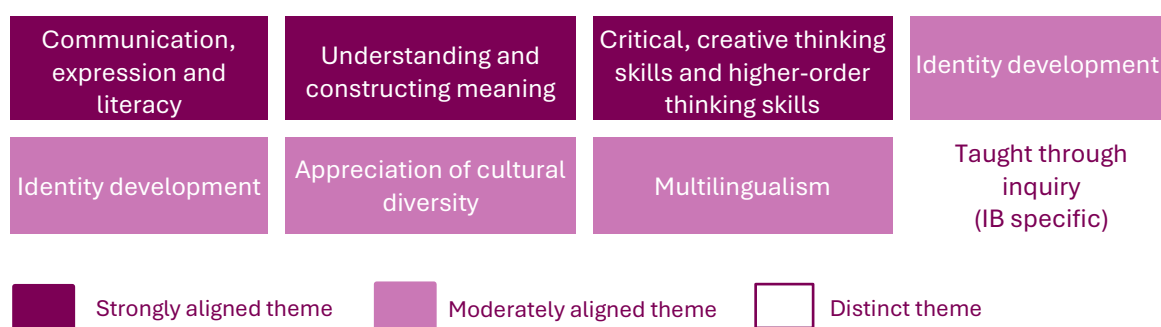
While MYP design and Middle Stage Vocational Education share elements of practical and project-based learning, they differ in scope and purpose – MYP design focusing on the design process and innovation, and Vocational Education on broad foundational exposure to work forms. Finally, both frameworks incorporate project work and interdisciplinary learning, yet the MYP uniquely formalises these as distinct components with dedicated aims and objectives, providing explicit structures for inquiry, reflection, and synthesis.

11.5 Language learning

This section presents the key findings from the comparison of language learning approaches between the IB and India's frameworks. Given the shared language learning approaches across both the PYP and MYP, and similarly across India's Stages, these were analysed collectively, with programme- or Stage-specific nuances identified where relevant.

Figure 60 below summarises the language learning alignment between the Indian and the IB frameworks for primary and secondary education. The figure presents the strongly and moderately aligned themes, as well as any distinct themes.

Figure 60: Summary of language learning alignment.



The language learning approaches of the Indian and IB frameworks are **moderately aligned**. Both frameworks emphasise the role of language learning in communication and the expression of ideas, supporting the development of listening, speaking, reading, and writing skills, literacy, meaning-making, and higher-order thinking such as critical and creative thinking. Both also

recognise language as central to identity, though with different emphases: the IB positions language as a means to express cultural identity within global and intercultural contexts, while the Indian framework emphasises language as foundational to national identity within a multilingual local context. Each values cultural diversity, but the IB situates language learning across local, global, and intercultural settings to foster international-mindedness, whereas the Indian framework grounds it in the linguistic cultures and heritage of India.

Multilingualism is important in both, though oriented differently – towards intercultural understanding in the IB, and towards appreciating India’s multilingual heritage in the NCF-SE. Finally, IB language learning is consistently inquiry-based: in the PYP through open inquiry to support communication and understanding, and in the MYP through concept-driven inquiry using key concepts, global contexts, and statements of inquiry to develop conceptual understanding.

11.6 Assessment

Both the **assessment principles** and **assessment methods** were considered in the assessment analysis. The assessment principles were analysed collectively, with programme- or Stage-specific nuances identified where relevant. Assessment methods were analysed separately. Figure 61 presents the thematic alignment of assessment principles between the IB and India frameworks and Figure 62 the alignment in assessment methods for corresponding programmes and Stages.

Figure 61: Thematic alignment summary of IB and India’s assessment principles.

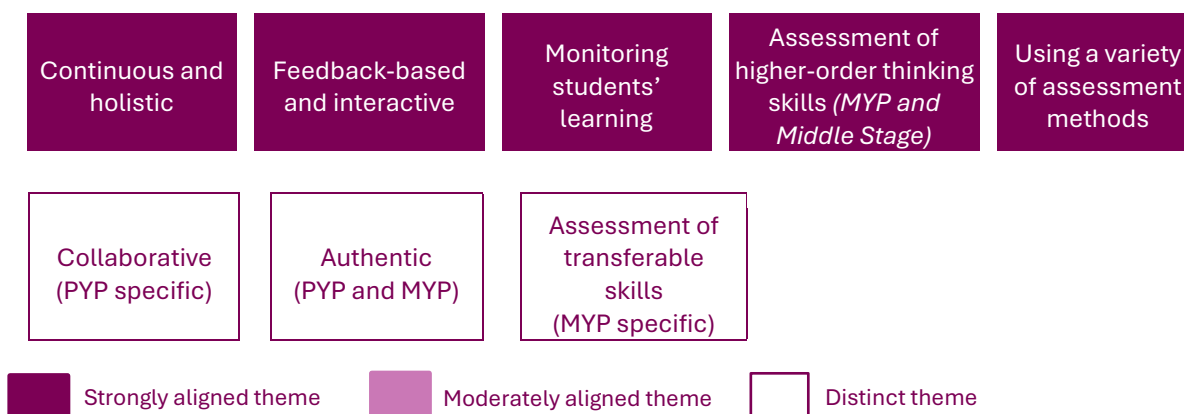


Figure 62: Summary of assessment methods alignment of the corresponding programmes and Stages.

	Formative assessment	Summative assessment
PYP and Foundational/Preparatory Stages	Strongly aligned	Moderately aligned
MYP and Middle Stage	Strongly aligned	Moderately aligned

The **assessment principles** of the Indian and IB frameworks are **strongly aligned**. Across primary and lower secondary education, both promote continuous, holistic, stage-appropriate assessment focused on learners' progress, guided by clear criteria and learning goals. In both systems, assessment is feedback-based and interactive, supporting student growth while informing teachers' instructional decisions. Both also value a broad mix of formative and summative methods to build a well-rounded picture of learning and to accommodate learner diversity; and in lower secondary, both emphasise assessing higher-order thinking (e.g. problem-solving, analysis, evaluation, and critical/creative thinking).

In addition to the shared assessment principles, the IB programmes include several distinctive principles. In the PYP, assessment design is explicitly collaborative, with teachers and students working together to monitor, document, and adjust learning. Across the PYP and MYP, the IB emphasises authentic assessment, assessing students' ability to apply learning through inquiry and real-world contexts, including varied linguistic and cultural settings. In the MYP, assessment further extends to transferable skills, including application across subjects (e.g. through interdisciplinary learning).

The **assessment methods** of the PYP and India's Foundational/Preparatory Stages are **strongly aligned**, with a clear emphasis on teacher-led formative assessment through observation and evidence from student work, alongside growing use of written, oral, and self-assessment in later years. The PYP adds distinctive tools (e.g. learning logs/journals, learning stories, and the Exhibition) that strengthen reflection and self-assessment. Summative assessment is less focused on in both; however, India's Preparatory Stage includes end-of-year progression assessments, while the PYP may use standardised tests optionally, depending on school choice.

The **assessment methods** of the MYP and India's Middle Stage show **moderate alignment**: both use diverse formative approaches (including projects, investigations, portfolios, presentations, and self/peer assessment) and internal summative examinations. Key differences are that the MYP also offers externally marked eAssessments (on-screen exams and ePortfolios) and moderated project components, while the Middle Stage includes annual end-of-grade summative assessments that are internally assessed.

11.7 Key findings summary

The following section summarises the level of alignment for each component between the PYP and India's Foundational/Preparatory Stages, and between the MYP and India's Middle Stage.

Figure 63: Summary of alignment across all components analysed in the study.

Component	PYP and India's Foundational/Preparatory Stages	MYP and India's Middle Stage
Philosophical underpinnings	Strongly aligned	Strongly aligned
Pedagogy	Strongly aligned	Strongly aligned
Educational and curricular structure	Moderately aligned	Strongly aligned (abbreviated MYP)
Subject area comparisons: learning expectations and content emphases	Subject areas are mostly strongly aligned , with some moderately aligned	Corresponding subject areas are mostly moderately aligned , with some subject areas strongly aligned . Non-corresponding subject areas/components are weakly to moderately aligned .
Language learning approaches	Moderately aligned	Moderately aligned
Assessment	Strongly aligned	Moderately to strongly aligned

The **philosophical underpinnings** and **pedagogical approaches** of the PYP and MYP align closely with those of the corresponding stages in the Indian framework, indicating clear compatibility between them. At the same time, the IB provides distinctive frameworks, structures, and tools that translate these shared principles into practice. For example, the PYP's transdisciplinary programme of inquiry, explicit focus on learner agency, and *Action* components offer structure for implementing integrated, inquiry-led, and learner-centred learning. Similarly, the MYP's inquiry processes, use of defined global contexts and concepts, framework for interdisciplinary teaching and learning, and components such as *Service as action* together provide coherent ways to implement interdisciplinary learning, connect subjects to real-world contexts, and develop learner values.

Structurally, the frameworks are compatible, covering largely the same subject areas and promoting similar forms of curricular integration. The MYP's flexibility to be implemented over three years aligns well with the Middle Stage duration, while the PYP's tailored guidance for early years is compatible with the purpose of the Foundational Stage. The main structural distinction lies in India's formal separation of primary education into Foundational and Preparatory Stages.

Comparative analysis of corresponding **subject areas** indicates moderate to strong alignment in both learning expectations and content emphases, supporting a high degree of curricular

compatibility between the PYP and India's Foundational and Preparatory Stages, and between the MYP and the Middle Stage. Distinctive features of the IB programmes' subject areas include their focus on inquiry, critical thinking, reflection, and global contexts, while the Indian framework distinctively foregrounds national heritage, cultural appreciation, and constitutional values, reflecting its philosophical orientation.

Both frameworks view **language learning** as foundational for communication, literacy, meaning-making, cognitive development, and identity formation. The key difference is orientation: the IB emphasises global and intercultural identity and teaches language through inquiry, while the Indian framework emphasises national identity within a multilingual, culturally rooted context.

Both frameworks use continuous, holistic and feedback-based **assessment** with a wide range of formative and summative methods. The PYP aligns closely with India's Foundational and Preparatory Stages in its reliance on observation-based, teacher-led formative assessment. The MYP and Middle Stage show moderate alignment, sharing varied formative practices but differing in the MYP's use of eAssessments and India's end-of-grade summative requirements.

Overall, the findings show that the IB programmes – PYP and MYP – demonstrate moderate to strong alignment with the corresponding Stages of the Indian education system, indicating a high level of compatibility between them. Both share a common educational vision, and differences are largely matters of emphasis: the IB adopts a more global orientation, while the Indian framework places stronger emphasis on national orientation. The IB's distinctive contribution lies in the explicit frameworks and processes through which it translates shared principles into practice – supporting inquiry, critical thinking, conceptual understanding, learner agency, transdisciplinary and interdisciplinary learning, and the development of learner values and attributes.

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