



**CLUSTER INNOVATION CENTRE  
(UNIVERSITY OF DELHI)**

**M.Sc. (Mathematics Education)**

*A Joint Degree under the Meta University Concept by  
University of Delhi & Jamia Millia Islamia*



**AN INTERPRETIVE STUDY OF INTERNATIONAL  
BACCALAUREATE AND CAMBRIDGE INTERNATIONAL  
MATHEMATICS CURRICULA AT THE SECONDARY STAGE**

*(A Research Dissertation submitted at Cluster Innovation Centre, University of Delhi)*

**ABSTRACT**

*An Interpretive Study of International Baccalaureate and Cambridge International Mathematics Curricula at the Secondary Stage is a qualitative study that explores the mathematics curriculum of international boards in India. The study uses document and survey analysis to understand the curriculum in terms of content, pedagogy and assessment, compare the International Baccalaureate and Cambridge International curricula at the secondary stage as defined by India's National Education Policy 2020, to find similarities and differences along with summarizing views of stakeholders - teachers, students and parents on the above mentioned curriculum. The study uses two self-developed tools for data collection and uses non-probability sampling techniques which was deemed appropriate considering the nature and objectives of the study.*

*The study found that the two boards have largely similar aims and methods of teaching-learning but differ in the topics covered and assessment criteria. Stakeholders perceive the curricula of these two international boards to be rather rigorous and holistic in nature. The study was however, limited to analyzing the 2020-2022 mathematics curricula and hence suggests further research to be done in other subject areas and stages of schooling. Moreover, studies can be taken up to evaluate its effectiveness and impact on future preparedness of Indian students. The study thus aims to guide policymakers and stakeholders in curricular decision making through a comparative analysis and also promote further research in the area of international education in India.*

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