



CBSE WEBINAR

Computational Thinking & Artificial Intelligence

Vision and Design of the CT-AI Curriculum for Classes 3–8

TEAM CBSE

28th April 2026



Current Landscape



Where are we today?

*AI is no longer a **future** to prepare for but it is a **present** to address!*

Students are already using AI

- Recommendation engines on YouTube
- Generative tools for homework: increasingly common
- Voice assistants on phones at home
- Translation, image search, navigation

...but with very low awareness of what AI is, how it works, or how to use it well.

The real question is not:

“Should we teach AI in schools?”

The real question is:

“How do we teach it well — to every learner, across Bharat?”

That is the question this curriculum answers.

What other countries have already done

Singapore

EdTech Masterplan 2030 — structured AI learning across schools

Finland

Generation AI Project — AI literacy across the K–12 system

United States

AI4K12 framework shaping curricula and teacher training

United Arab Emirates

AI as a mandatory subject across all government schools from 2025-26 academic year

Australia

National Framework for Generative AI in Schools

China

“AI + Education Plan”: literacy embedded into compulsory education

Many school systems have recently embraced CT & AI in their curriculum — great opportunity for India, given NEP focus

Why this curriculum, why now: A look at the policy mandates

This curriculum operationalises the policy mandates from NEP 2020/NCF-SE 2023

NEP 2020

National Education Policy

Calls for India to pioneer emerging knowledge areas — Artificial Intelligence, Machine Learning, Big Data, Coding, and Computational Thinking — through integration into school education.

Reference: Para 4.25, NEP 2020

NCF-SE 2023

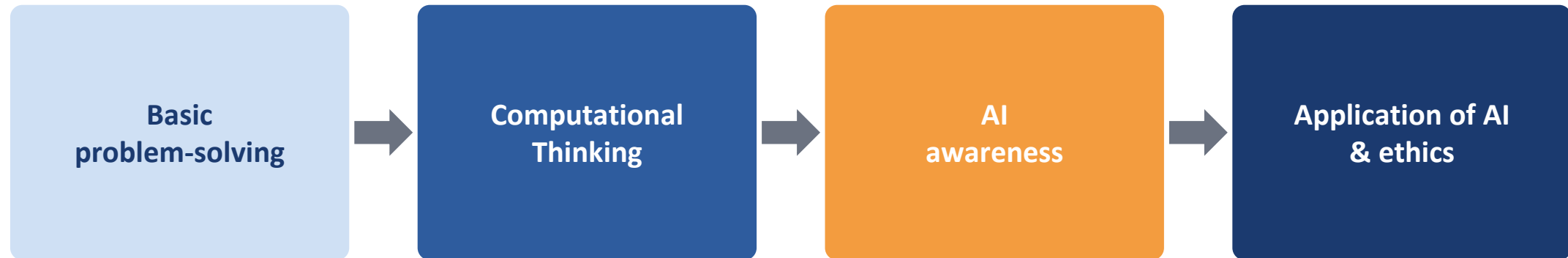
National Curriculum Framework for School Education

Carries the NEP recommendation forward for implementation. Recognises CT & AI as a curricular area that must find a place in school curricula.

Reference: Section 2.3.4.2 Part A, NCF-SE 2023

Gradual progression: CT → AI

Computational Thinking is the foundation. AI builds on it.



*This is a deliberate, phased progression. CT skills such as **decomposition, pattern recognition, abstraction, algorithmic thinking** are the cognitive structures that make meaningful AI literacy possible later.*



2

Key Concepts: What is CT?

What is Computational Thinking?

A structured approach to problem-solving that pre-dates computers

CT breaks larger problems into smaller, logical pieces — building precise, step-by-step solutions that either a person or a machine can follow.

Decomposition

Breaking a big problem into smaller, manageable parts

Pattern Recognition

Spotting similarities and recurring structures

Abstraction

Filtering out detail to focus on what matters

Algorithmic Thinking

Designing clear, step-by-step procedures

Data Analysis

Drawing meaning from organised information

Troubleshooting

Finding and fixing what isn't working

These six skills are recognisable in any well-taught Mathematics, Science, or even Language class

What is Computational Thinking?

Let's take an example to understand CT better

What is the largest 4-digit number that can be formed using ONLY ONE digit from each row and column?

7	4	5	3
6	9	2	6
5	1	3	2
8	9	7	4

What is the largest 4-digit number that can be formed using ONLY ONE digit from each row and column?

To form the largest possible 4-digit number, we must prioritize the highest digit for the thousands place.

Since there are two 9s visible in the grid, one of them must be chosen as the thousands digit.

7	4	5	3
6	9	2	6
5	1	3	2
8	9	7	4

What is the largest 4-digit number that can be formed using ONLY ONE digit from each row and column?

Choosing the lower 9 will block the entire row and column, preventing us from using other digits.

Hence, we'll choose the upper 9, letting us select the 8 in the last row.

7	4	5	3
6	9	2	6
5	1	3	2
8	9	7	4

What is the largest 4-digit number that can be formed using ONLY ONE digit from each row and column?

After selecting 8 and 9, we are left with only a few digits to choose from

7	4	5	3
6	9	2	6
5	1	3	2
8	9	7	4

What is the largest 4-digit number that can be formed using ONLY ONE digit from each row and column?

Therefore, the largest 4-digit number that can be formed using ONLY ONE digit from each row and column is '9852'.

7	4	5	3
6	9	2	6
5	1	3	2
8	9	7	4

Why CT is the foundation for AI

The same reasoning processes that build problem-solvers build AI thinkers

What a child does in CT

- Breaks a problem into pieces
- Spots patterns in numbers, shapes, sequences
- Filters out what doesn't matter
- Designs step-by-step procedures
- Draws conclusions from organised data
- Debugs and tries again when something fails

What an AI/ML system does

- Decomposes complex tasks into sub-problems
- Detects patterns in vast datasets
- Abstracts features that matter for prediction
- Follows precise algorithms over many steps
- Learns from data and produces predictions
- Iterates and updates when its outputs are wrong

CT in school builds the scaffolding on which meaningful AI literacy can stand

CT is also valuable in its own right

Even without AI, the curriculum strengthens reasoning across every subject

Mathematics

From procedural fluency to genuine reasoning — solving puzzles, sequencing operations, generalising rules

Science

Decomposing observations, recognising patterns in data, building structured explanations

Language & Social Sciences

Sequencing arguments, identifying narrative patterns, organising information for clear communication

Everyday life

Approaching unfamiliar problems methodically — a habit of mind, not a school topic

CT is being taught in this curriculum as a foundational capacity integrated into existing subjects

3

Inside the Handbooks: CT for Classes 3–8

How the handbooks are designed

CT aligns with the Mathematics chapter sequence

The companion-book principle

- Handbooks follow the same chapter sequence as the Mathematics textbook but leverages concepts across subjects
- Teachers can integrate CT questions seamlessly into daily instruction
- Each chapter introduces CT-flavoured questions tied to the concepts being taught
- No new schedule required: accommodated in the existing periods

Four CT skill threads, all six grades

Abstract Thinking

Hidden parts, viewpoints, transformations

Pattern Recognition

Sequences in numbers, shapes, letters

Decomposition

Breaking multi-clue problems apart

Algorithmic Thinking

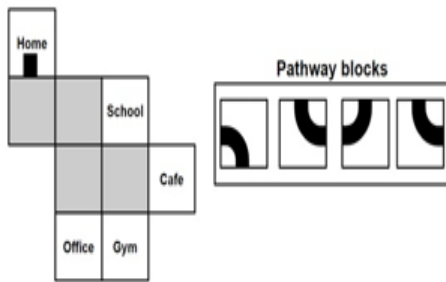
Step-by-step rules and procedures

What CT looks like in Class 3

From the actual handbook: example questions that build reasoning, not recall

9. Place all the pathway blocks in the image given below to form a connected pathway (indicated by black stripes) starting from Home. Which of the following destinations will the pathway lead to?

Note: You are not allowed to rotate the pathway blocks



- a) School b) Cafe c) Office d) Gym

Chapter 14: The Surajkund Fair

Reasoning embedded in a Mathematics chapter

What is being asked

Pattern recognition/ Decomposition / Abstraction.

What is NOT being asked

No coding/software; also no new vocabulary unfamiliar to the Mathematics teacher.

Which concepts are interlinked

*This question requires students to trace and map a path by visualizing the given pathway blocks. The same concept of directions and maps is explored through activities in **TWAU Chapter 2**, highlighting the interdisciplinary nature of such questions.*

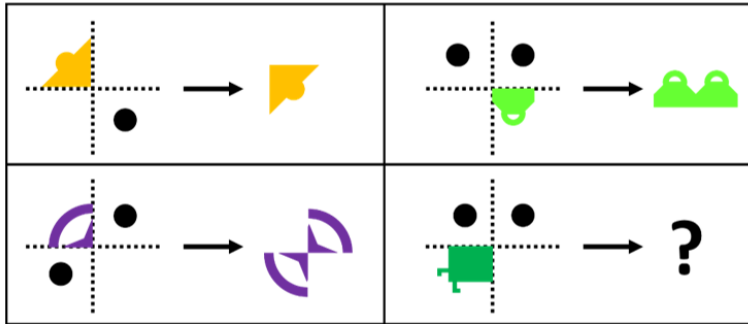
Why this works

Students use visualization and spatial reasoning to connect pathway blocks logically - skills that are also fundamental in AI for pathfinding, navigation, and mapping problems.

What CT looks like in Class 6

From the actual handbook: example questions that build reasoning, not recall

3. What will come in place of "?"



Chapter 9: Symmetry

Reasoning embedded in a Mathematics chapter

What is being asked

Pattern recognition / Decomposition.

What is NOT being asked

No numerical calculations; no direct application of formulas; no new or advanced mathematical concepts; no coding or technical knowledge required

Which concepts are interlinked

*The concept of **paper folding** is introduced in Chapter 4 of Kirti – I (Arts). The given question applies similar ideas of folding and transformation, and is therefore mapped to this concept, highlighting the interdisciplinary connection.*

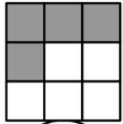
Why this works

Students visualize folds and transformations, building spatial reasoning and abstraction - key computational thinking skills also used in AI for image transformation and pattern recognition

What CT looks like in Class 6

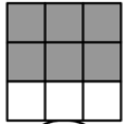
From the actual handbook: example questions that build reasoning, not recall

2. What will come in place of “?”



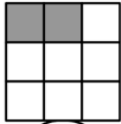
$$\frac{4}{9}$$

a) 1



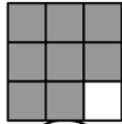
$$\frac{3}{9}$$

b) 8



$$\frac{2}{9}$$

c) 9



$$\frac{?}{9}$$

d) 5

Chapter 7: Fractions

Reasoning embedded in a Mathematics chapter

What is being asked

Pattern recognition

What is NOT being asked

No complex calculations or operations; no new mathematical concepts beyond basic fractions; no coding or technical knowledge required.

Which concepts are interlinked

*The visualization used in this question is similar to that used to understand the composition of air in **Chapter 11 of Curiosity (Science)**. The question leverages this same idea of visualizing fractions, thereby creating a clear interdisciplinary connection.*

Why this works

Students link visual patterns to fractions, building computational thinking skills like pattern recognition and abstraction also used in AI for image and pattern analysis.

Algorithmic thinking in Class 6

Multi-step reasoning under constraints (no computer needed!)



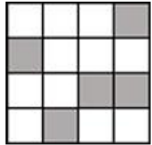
The Thinking Spot

The image given below contains ONLY white and grey squares. You can change the colour of a square by clicking on it.

- If you click a white square, the colour of that square and all squares that share a common corner (but do not share a common side) with it will change

- If you click a grey square, its colour and the colour of the squares that share a common side with it will change

What is the minimum number of squares that must be clicked to make the number of grey and white squares equal?



(a) 1

(b) 2

(c) 3

(d) 4



“The Thinking Spot”

A puzzle a 12-year-old will enjoy — and learn from

The student must:

- Read and understand a multi-clause rule
- Decompose the grid into states they can track
- Plan a sequence of moves toward a goal
- Find the minimum — not just any answer

This is computational thinking in action: decomposition, algorithmic reasoning, and optimisation, but wrapped in a puzzle that children will enjoy.

The student's handbook versus the teacher's

Student Handbook

- Questions involving various CT concepts
- Activities with select questions
- Practice questions of varying difficulty
- “Think and apply” for transfer of learning

Teacher's Handbook

Everything in the student handbook, plus:

- Detailed solutions with reasoning shown
- Pedagogical focus — how each question should be approached
- Suggested discussion prompts for classroom activities

The curriculum's success rests on the teacher — and the teacher's handbook is built to support that

Assessment to match the pedagogy

From rote testing to formative, capability-based evaluation

Assessment Goal

“Assessment approaches need to move away from traditional summative assessment to continuous, formative, and competency-based assessment”

Multiple question types, scaffolded by depth

- MCQs — recognition of concepts
- Activities — application of concepts
- “Think and apply” — transfer of learning

Notice what is absent

There is no “write a program”, no “memorise this definition”, no expectation of computer access for assessment. The questions push the student to reason, name, and apply.

Inside the Handbooks: AI for Classes 6–8



How AI is introduced

Concept first, then domains, then ethics

1

Introduction to AI

What is intelligence? What is AI? Everyday examples.

2

Basic Data Concepts

What is data? What are the different types of data? How do machines work with it?

3

Pattern Recognition & Decision-Making

How AI finds structure and acts on it.

4

AI Domains & Applications

Computer Vision, NLP, Data Science, at an age-appropriate depth.

5

Ethics & Responsible Use

Bias, fairness, privacy, digital citizenship — woven carefully.

“How does AI learn?”

How does AI learn?

AI systems become intelligent because they can learn from the data. Data means information such as pictures, text, numbers, or sounds. AI studies this data to find patterns and improve its performance. Data may be labelled or unlabelled.

- **Labelled data** means the data already has a **predefined label or tag** assigned to it.
- **Unlabelled data** means the data does not have any **labels or tags** assigned.

Let's say a teacher collects students' notebooks after a test in a class.

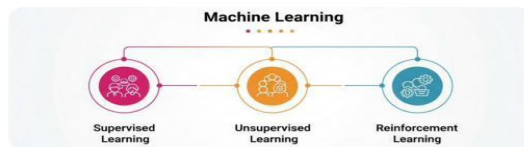
- › If every book has the student's name written on it, the teacher knows whose book it is. This is like labelled data because each book already has the correct label (the student's name).
- › If the books do not have names written on them, the teacher has to figure out whose book it is by looking at the handwriting or answers. This is like unlabelled data because there is no label to tell the correct owner.

What is Machine Learning?

The ability of AI to learn from data is called **Machine Learning (ML)**. It is a branch of AI that enables machines to learn from data and improve their performance over time without being explicitly programmed for every task. In ML, algorithms are used to create models, which are trained using data. **Training** is the process by which the model learns patterns from data. By analysing large amounts of data, AI systems can make predictions, recognize patterns, and make decisions. Based on how data is used and how AI learns, Machine Learning is mainly divided into three types.

The three fundamental concepts of Machine Learning are:

- Supervised learning
- Unsupervised learning
- Reinforcement learning



1. Supervised learning

Supervised learning is a type of machine learning where the machines learn from data that already has correct answers. The model learns the relationship between input data and their related output data, allowing it to make accurate predictions on new data. In this approach, the data provided to the model already includes the correct answers, enabling it to recognize patterns that lead to those answers. It is one of the simplest types of machine learning to implement and powers many modern applications.

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Notice the analogy

Labelled vs. unlabelled data — explained through notebooks

If every notebook has the student's name written on it...
the teacher knows whose notebook it is = labelled data.

If the notebooks have no names...
the teacher must figure it out from handwriting = unlabelled data.

This is how a Class 6 student meets one of the foundational concepts in machine learning: without equations/code, but an analogy from a simple context they encounter every day.

Can we really teach Supervised, Unsupervised, and Reinforcement learning to Class 6?

Yes — by naming and connecting to what they already understand intuitively

Supervised Learning

Learning from examples

*“Your teacher shows you 50 solved sums.
You learn how to do the 51st.”*

Unsupervised Learning

Grouping by patterns

*“You sort clothes in your cupboard into
shirts, pants, and socks, without anyone
telling you which is which.”*

Reinforcement Learning

Learning from rewards

*“You learn to ride a bicycle. You balance by
trial-and-error without explicit
instructions.”*

Supervised learning in the handbook

Supervised Learning (Uses labelled data)

1. Email spam detection: Classifying emails as spam or not spam.
2. Image recognition: Identifying objects like cats, dogs, or cars in pictures.
3. House price prediction: Predicting house prices based on size, location, and features.
4. Handwritten digit recognition: Recognizing numbers written by hand (like in bank checks).
5. Medical diagnosis: Predicting diseases based on patient data and symptoms.

Key Concepts:

1. SUPERVISED LEARNING (Labeled Data)

The diagram illustrates the supervised learning process. It starts with 'Labeled Training Data' consisting of various shapes (Triangle, Diamond, Square, Circle) each with a corresponding label. This data is used for 'Model Training (Learns Relationships)'. The trained model then takes 'New Test Data (Unlabeled)' as input and produces 'Predictions' (labeled shapes). The final 'Outputs' are the predicted labels for the new data.

This diagram shows supervised learning. First, labelled data with different shapes (such as triangles, diamonds, squares, and circles) is used to train a model. Each shape has a correct label, helping the model learn how to tell them apart. After training, the model is given new data without labels. It uses what it has learned to identify the shapes and predict the correct labels. This shows how a trained model can classify new data based on patterns it has already learned.

2. Unsupervised learning

Unsupervised learning is a type of machine learning in which machines study data to identify hidden patterns, structures, or groupings. In this approach, the model learns from the patterns in data without any predefined labels or outputs. Unlike supervised learning, unsupervised learning does not provide definite guidance or correct answers to the model. Instead, the model independently explores the data to discover meaningful patterns and relationships. It is commonly used for tasks such as clustering similar data points and detecting anomalies in datasets.

Unsupervised Learning (Uses unlabelled data)

1. Customer Segmentation: Grouping customers with similar buying habits.
2. Market Basket Analysis: Finding products that customers often buy together.
3. Document Clustering: Grouping similar articles or news topics.
4. Anomaly Detection: Detecting unusual transactions in banking or fraud detection.

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Page 55, Class 6 handbook

Building concepts slowly, based on simple familiar things

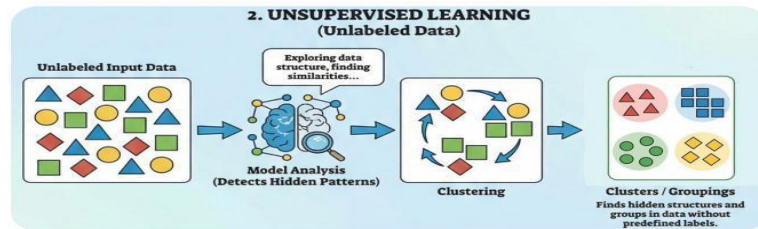
- Labelled training data (left): triangles, circles, squares, diamonds — each tagged.
- Model training (centre): the system learns the pattern that links shape to label.
- Predictions (right): given new, untagged shapes, the system predicts the label.

Real-world examples follow on the same page: spam detection, image recognition, medical diagnosis. The student moves from the toy example to the world.

Unsupervised learning — quick contrast with no labels

5. Social Network Analysis: Finding communities or groups with similar interest

Key Concepts:



This diagram shows unsupervised learning. In this approach, the model is trained on unlabelled data, such as various shapes. Since there are no specified labels, the model learns by finding patterns and similarities in the data. It then organizes comparable objects into clusters. When new data is introduced, the model assigns it to the most appropriate group based on patterns it has learned. This method is widely used for clustering and learning hidden patterns in data.

3. Reinforcement learning

A Reinforcement learning (RL) is based on trial and error. In this type of learning, machines learn by constantly searching for new and innovative approaches to solve a problem and improve the methods that maximize the defined reward. This type of learning is frequently used in robotics and gaming.

For example, a chess program based on RL learns by experimenting with several moves without knowing which one is the best. When it makes a successful move or wins a game, it receives a reward, and when it makes a wrong move or loses, it receives a penalty. By repeatedly playing and learning from rewards and penalties, the program gradually improves its strategy and learns how to play the game better.

Reinforcement Learning (Learning through rewards and penalties)

1. Game-playing AI: Learning to play chess, Go, or video games.
2. Self-driving cars: Learning safe driving decisions.
3. Robot navigation: Robots learning how to move through obstacles.
4. Recommendation Systems improvement: Improving suggestions based on user feedback.

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Page 56, Class 6 handbook

The same shapes — but now without labels

- The model is shown a jumble of shapes with no labels.
- It looks for similarities and groups things that resemble each other.
- The result: clusters — discovered, not given.

The visual pairing of supervised and unsupervised — same shapes, different process — does the conceptual heavy lifting in seconds.

Real examples on the same page: customer segmentation, document clustering, anomaly detection.

What we ask Class 6 students to do

“Think and Apply” — recognise the type of learning at play

Exercise

A. Multiple Choice Questions.

- What is labelled data?
a) Data without any tags
b) Data with predefined labels or tags
c) Random data
d) Incorrect data
- Who introduced the Turing Test?
a) John McCarthy
b) Alan Turing
c) Charles Babbage
d) Isaac Newton
- In supervised learning, data is:
a) Unlabelled
b) Random
c) Labelled
d) Deleted
- Predicting exam marks based on the trained data uses:
a) Supervised Learning
b) Unsupervised Learning
c) Reinforcement Learning
d) All of the above
- Which of the following is not AI?
a) Voice assistant
b) Face recognition
c) Traditional traffic signal
d) Smart chatbot

B. Fill in the blanks.

- Intelligence includes the ability to learn and _____ problems.
- AI is a technique to make intelligent _____.
- Automation works on fixed _____ and preset instructions.
- Unsupervised learning is mainly used for _____.
- Machine Learning allows machines to learn from _____.

C. Short answer questions.

- Define intelligence in your own words.
- State two differences between automation and AI.
- What is reinforcement learning?
- Name the three types of Machine Learning.
- Give two examples of AI used in daily life.

D. Think and apply.
Identify the Type of Machine Learning

Scenario	Type of Learning
Grouping customers based on shopping habits without label	
Predicting house prices based on past labelled data	
A game AI improving after winning or losing	
Sorting emails into spam and not spam	

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Page 58, Class 6 handbook — exercise

This is what the curriculum asks of an 11- or 12-year-old

Recognise — not build:

- Grouping customers by shopping habits: Unsupervised
- Predicting house prices from past data: Supervised
- Game AI improving after winning or losing: Reinforcement
- Sorting emails into spam: Supervised

The student is being asked to reason about AI as an informed observer of the world.

They don't need to write code or train models, or do mathematics they aren't ready for.

Interdisciplinary Projects — where it all comes together

40 hours per year, two projects, real-world contexts

What an Interdisciplinary Project looks like

Students take a real problem from their community or context — and apply CT and AI thinking to it. They draw on Mathematics for analysis, Science for understanding the phenomenon, Social Studies for community context, and English for communication. The project culminates in a presentation, not a written exam.

Grade 6

Exploring Weather and its Impact across States

Collecting weather data, observing patterns, drawing inferences across regions.

Grade 7

Nutri-Quest: Weekly Food Planner

Designing a balanced meal plan using data on nutrition, food preferences, daily routines, and activity levels.

Grade 8

Sports Participation and Performance Data

Collecting and analysing data from various sports, drawing conclusions about preferences and outcomes.

Projects are a critical vehicle for the curriculum to turn CT and AI from concepts into solid capabilities for a child

Platform agnostic curriculum

Free and open-source first

The curriculum recommends harnessing free and open-source tools to ensure accessibility for every institution.

Largely unplugged

A significant portion of CT learning happens with paper, puzzles, and discussion — no computer required. AI activities use simple digital tools where available.

Assessment to match the pedagogy

From rote testing to formative, capability-based evaluation

- ✓ Identifying patterns means looking at data or events to see if there are any sequences, similarities, or behaviors that happen repeatedly.
- ✓ Patterns in data can appear as simple number patterns or visual patterns like shapes and designs.
- ✓ Making observations from data involves looking for patterns, trends, and key findings, while drawing conclusions which means understanding and applying these observations to answer your questions.
- ✓ Decision-making means choosing what action to take after thinking carefully about the information available

Exercise

A. Multiple Choice Questions.

1. A student notices that every morning, he wakes up, brushes his teeth and eats breakfast in the same order.
What does this represent?
a) A random action b) A pattern
c) A single event d) A mistake
2. Making observations from data means:
a) Changing the data b) Looking for patterns and key findings
c) Making guesses d) Hiding results
3. Arranging data by its attributes to find similar groups is called:
a) Machine learning b) Sorting and Filtering
c) Entertainment d) Prediction
4. Drawing a conclusion means:
a) Copying data b) Understanding and applying observations
c) Creating confusion d) Repeating the same data
5. Decision-making means:
a) Acting without thinking b) Choosing an action after thinking
c) Ignoring facts d) Random guessing

B. Fill in the blanks.

1. A pattern is a repeated and predictable _____ of elements.
2. Identifying patterns means looking for repeated _____ or similarities in data.
3. Making observations from data means looking for patterns, trends, and _____ findings.
4. Drawing a conclusion means understanding observations to answer a _____.
5. Decision making means choosing an action after thinking carefully about the _____ available.

C. Short answer questions.

1. Define a pattern and give one example from daily life.
2. Name any two methods used to recognise repeated actions or events and briefly explain one of them.

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End-of-chapter exercise

Multiple question types, scaffolded by depth

- MCQs — recognition of concepts
- Fill in the blanks — comprehension
- Short answer — articulation in own words
- “Think and apply” — transfer of learning

Notice what is absent

There is no “write a program”, no “memorise this definition”, no expectation of computer access for assessment. The questions push the student to reason, name, and apply.

The grand aim

To develop learners who do not merely consume technology, but are informed, capable and responsible digital citizens — who can critically question, analyse, and even create, shaping our AI-rich future.

4

Architecture of the Curriculum

Two stages, with deliberate progression

The curriculum scaffolds learning across six grades in a phased manner

Preparatory Stage

Classes 3 – 5

50 hours per year

- CT only — no AI yet
- Integrated into Mathematics & The World Around Us (TWAU)
- Worksheet- and puzzle-based learning
- Taught by existing subject teachers

No additional load — embedded into existing Mathematics & TWAU periods.

Middle Stage

Classes 6 – 8

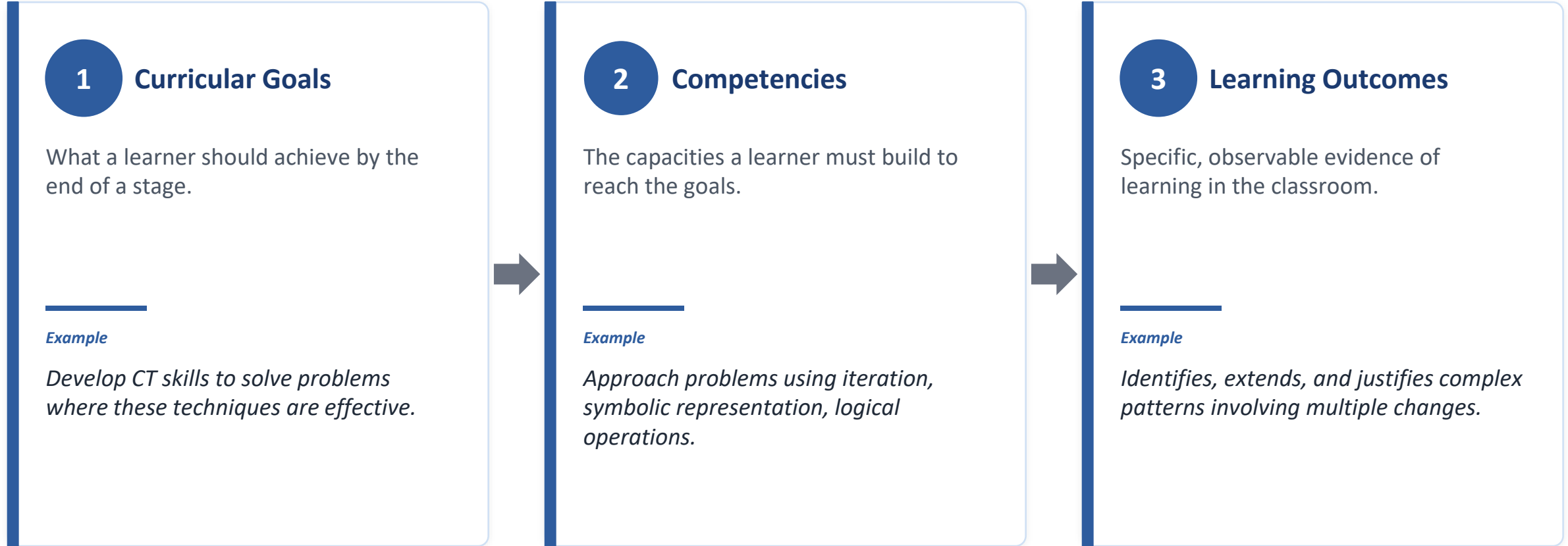
100 hours per year

- Advanced CT (40 hrs)
- Introductory AI (20 hrs)
- Interdisciplinary projects (40 hrs, two projects)
- Subject teachers + Computer teachers, in collaboration

Hours are indicative — schools can adjust based on their context.

Learning standards — derived from NCF-SE 2023

Curricular Goals are translated into specific Competencies and measurable Learning Outcomes



This three-tier structure means every classroom activity is connected to a curricular goal; every goal has measurable evidence in the classroom

Who will teach what

An interdisciplinary, collaborative model

Classes 3 – 5

Covered Across Subjects

Leverage CT questions across topics to build foundational CT competency. Refer the CT worksheets and handbooks provided by CBSE. CT activities should be integrated into the existing chapter sequence and not added as a separate block.

Classes 6 – 8

Subject teachers + Computer teacher, in collaboration

CT components delivered through Mathematics, Science, and Social Sciences with respective subject teachers (similar to art-integrated learning). The AI Literacy and Interdisciplinary Project components are anchored by the Computer teacher.

Resources

AVAILABLE NOW

Live on the CBSE website

- Curriculum Framework, Classes 3–8
- Teacher's Handbook, per grade
- Student's Handbook, per grade
- Implementation circulars and FAQs

COMING SOON

Over the coming months

- A dedicated CT & AI page on the CBSE website consolidating all resources
- Concept Handouts — short, focused supplements to the AI sections
- AI Project list with rubrics (40 hours, two projects per grade)

5

Teacher Training & Support

Training Strategies focused on CT & AI

Annual Training Theme 2026-27

Computational Thinking and Understanding AI

Foundations of
Computational Thinking
(CT) and AI Readiness

From Play to Abstraction:
Progressive Pedagogy for
Computational Thinking

Mathematics as the
Cornerstone of
Computational Thinking
and AI readiness

Interdisciplinary
Connections: CT across
Subjects at Middle Stage

AI in Real-World Contexts

Assessment and
Pedagogy in CT and AI

Ethics and Responsible
use of AI

District Level Deliberations

Mode

- Workshop Mode (Offline)
- Duration: 1 Day
- CPD Hours: 6

Focus

- Sharing of best educational practices on CT & AI and discussed within the ambit of Board's curriculum
- CT and AI across Preparatory / Middle Stage (s) to be focussed
- Peer Learning

Expert Led Talks

Online/Offline Mode

01 To be organised by Lead schools on CT/AI topics (aligned with any of the listed sub-themes)

02 To be facilitated by Internal or External experts invited by the Lead school

03 Half-Day duration (To be counted as 3 Hours of School based CPD)

04 Online CT/AI Education sessions offered / facilitated by the Board

05 Watching educational videos on CT/AI aired on DD PM e-Vidya Channel CBSE 15

Regional Workshops/Orientation Programmes

Will be conducted by Board

Offline Mode

Participation
through online
registration
process

One Day
Programme

6 CPD Hours of
Board
conducted CPD



Thank you!