

# CBSE UPDATE

(From 8.3.2005 to 31.12.2011)

## Compendium of CBSE Circulars

Volume - 1



**CENTRAL BOARD OF SECONDARY EDUCATION**

2, Community Centre, Preet Vihar, Delhi-110092

# नया आगाज़

आज समय की माँग पर  
आगाज़ नया इक होगा  
निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का  
नियम अब नया बनेगा  
अब परिणामों के भय से  
नहीं बालक कोई डरेगा  
निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप  
नई खिले आशा की धूप  
अब किसी कोमल-से मन पर  
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।

नई राह पर चलकर मंज़िल को हमें पाना है  
इस नए प्रयास को हमने सफल बनाना है  
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए  
शिक्षक, शिक्षा और शिक्षित  
बस आगे बढ़ते जाएँ  
बस आगे बढ़ते जाएँ  
बस आगे बढ़ते जाएँ.....





# **CBSE UPDATE**

**(From 8.3.2005 to 31.12.2011)**

# **Compendium of CBSE Circulars Volume-I**



**CENTRAL BOARD OF SECONDARY EDUCATION**

**2, Community Centre, Preet Vihar, Delhi-110092**



# CBSE VISION

The CBSE envisions a robust, vibrant and holistic school education that will engender excellence in every sphere of human endeavour. The Board is committed to provide quality education to promote intellectual, social and cultural vivacity among its learners. It works towards evolving a learning process and environment, which empowers the future citizens to become global leaders in the emerging knowledge society. **The Board advocated Continuous and Comprehensive Evaluation with an emphasis on holistic development of learners.** The Board commits itself to providing a stress free learning environment that will develop competent, confident and enterprising citizens who will promote harmony and peace.

केन्द्रीय माध्यमिक शिक्षा बोर्ड विद्यालयों में ऐसी सुदृढ़, जीवंत व संपूर्ण शिक्षा की कल्पना करता है तो मानवीय प्रयास के प्रत्येक क्षेत्र में उत्कृष्टता उत्पन्न करवाये। बोर्ड छात्र/छात्राओं को ऐसी शिक्षा उपलब्ध करवाने हेतु प्रतिबद्ध है जो उनमें बौद्धिक, सामाजिक व सांस्कृतिक सजीवता का प्रसार कर सके। बोर्ड ऐसी अधिगम प्रक्रिया व वातावरण उत्पन्न करवाने की दिशा में प्रयासरत है जो भावी नागरिकों को उभरते हुए ज्ञानाधारित समाज में सार्वभौमिक नेता बनने में सक्षम कर सके। छात्र/छात्राओं के संपूर्ण विकास हेतु बोर्ड सतत एवं व्यापक मूल्यांकन का समर्थन करता है। बोर्ड ऐसा तनावरहित अधिगम वातावरण उपलब्ध करवाने हेतु प्रतिबद्ध है जिससे छात्र/छात्राएं कार्यक्रम, आत्मविश्वासी व उद्यमशील नागरिक बनें जो शांति व सद्भाव का प्रसार करें।

**CBSE UPDATE**  
**COMPENDIUM OF CBSE CIRCULARS**  
**Volume-I**  
**(From 8.3.2005 to 31.12.2011)**

# Compendium of CBSE Circulars - Volume-I

@ CBSE, Delhi-110092

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## FOREWORD

The Central Board of Secondary Education has been at the forefront of introducing many fundamental reforms in school education to make it more responsive and flexible to accommodate needs and aspirations of every child on the one hand and on the other to deliver as per the demands of the ever evolving world. In the modern dynamic knowledge societies we need to prepare students for a life of careers rather than preparing a single career for a life time and therefore the schools affiliated to the Board must enhance their capacity to address the emerging challenges.

The CBSE publishes the compendium of circulars issued to school every five years. However, in view of sheer number of circulars issued during the last three years and the number of requests received from school and other stakeholders to supply copies of the latest circulars issued on important policies, it is imperative to update it by including the important circulars issued on various subjects.

The present compendium contains the important circulars issued by the Board during the period 2005-2011. The compendium is available in two volumes and has been divided as per the themes. The subject, number of circular and the year it was issued has been mentioned in the contents. The soft copies of most of the circulars are available in the archives on the CBSE website ([www.cbse.nic.in](http://www.cbse.nic.in)). It is hoped that the compendium would serve as a useful guide for the school to implement the guidelines issued by the Board and it is recommended that every affiliated school must keep a copy of this important document to pursue the Board's philosophy and vision of continuous growth.

I am confident that this compendium, besides being a handy reference, will also help the heads of institutions to understand some significant issues related to programmes and policies of the Board. Compilation and editing of the present volumes has been carried out under the supervision of Dr. Sadhana Parashar, Director (Training), CBSE with assistance of Shri A.H. Ahmed, AEO. I appreciate the commendable efforts of the Director (Training) and her team.

**Vineet Joshi**  
Chairman



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**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

CIRCULAR

Dated: 20th July, 2002

To

All Heads of Institutions  
Affiliated to CBSE

Dear Principal,

**Subject: Corporal Punishment Reg.**

The Board has always held the view that every child is a potential human resource and asset to the country and it is the duty of the educational institutions to provide the right ambience and climate to the learners to develop and enrich their latent talents. Education is a holistic process which facilitates the total development of personality. The tools and methods adopted to impart education should, therefore address the above objectives. To develop as a creative human being, the individual should learn in an atmosphere free from fear. Psychological experiments do substantiate the view that fear negates creativity.

The concept of punishment has always nursed a sense of fear and learning does not occur in a fear-prone environment. It is therefore imperative that schools should adopt such methods by which the learner develops a sense of self-confidence and self-dependence. On certain occasions, when the behaviour and attitude of the students are not acceptable, it is important to find out the reasons for such errant behaviour and counsel them appropriately rather than to punish them straight away.

The Board has been concerned about the use of corporal punishment in schools. The Board believes that here is no scope for such punishments in the learning environment and the teachers should adopt strategies by which the learner realizes one's mistake, if any, rather than face a corporal punishment by the institution. Love reinforces confidence and once the learner believes that the school atmosphere is permeating with love from the teachers, they will desist from indulging any acts that would negate the environment that has been built. Corporal punishments are therefore to be avoided at any cost in the school

It is therefore requested that the Heads of institutions should bring home the above points to the attention of all the teachers in their school and ensure that no child is subjected to any corporal punishment at any point of time in the schooling process. The Heads of institutions should organize meetings of the staff and convey to them the suggestions and instructions of the Board in this regard.

Your cooperation in the matter will go a long way in building a generation of people who are self actualised, reactive and contributive to the country.

Yours faithfully,

**G. Balasubramanian**  
**Director (Academic)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**ACADEMIC BRANCH, SHIKSHA SADAN,**  
**17, ROUSE AVENUE, NEW DELHI-110002**

NO. CBSE/D(A)/PA/04

Circular No. 05/04  
13th February, 2004

All Heads of Institutions  
affiliated to CBSE

Dear Principal,

**Subject: Continuous and Comprehensive Evaluation Reg.**

Greetings from CBSE! As you might have noticed from the address printed above, there is a change in the address of the Academic Branch. It has now shifted from the erstwhile building of 17-B, I.P. Estate, New Delhi to its own building at Shiksha Sadan in the address given above. You are requested to kindly note the above change in address. The Board fervently hopes that the housing of the Academic Branch in its own building will facilitate to bring about more focused academic activities to catalyze the affiliated schools to actively and progressively participate in a meaningful journey towards the knowledge society.

As you are well aware, the Board has been addressing to several academic issues to empower the schools in enabling the students to realize their holistic potential in the process of learning. The Board has always believed that learning is a joyful experience and enables the learner to find the meaning and significance of life. It helps to discover the unfathomed oceans of knowledge and nurture the latent and creative potential in the learner. In a joyful learning environment the curiosity, the sense of enterprise and adventurism, the desire for creativity, the desire to cooperate and coexist is aroused. The learner feels less threatened and hence works in an atmosphere free from fear and stress. In turn, these objectives of the curriculum and its mode of transaction, therefore, have to focus in the achievement of the above goals.

Of late, the unwarranted overemphasis on the concept of examinations has created an artificial atmosphere of threat and unhealthy competition. This appears to have negated the basic objectives of the educational process and the assimilation of information for scoring in examination has nullified the several vital components and competencies to be acquired in the process of learning. The concept of Pass and Failure at primary level has not played the desired diagnostic role, rather has acted as a deterrent to the joyful learning by creating a psychological roadblock.

In many cases, in spite of many success stories in physical, emotional, social and spiritual platforms, the learner is negated as a failure for want of scores in a single subject where he has no motivation due to one or the other reasons. The objective appears to be to identify what the learner is not capable of rather than what he is, which basically is an antithesis to the educational process.

The Board certainly believes that evaluation of the learner has to be done in context during the process of continuous learning as it plays a facilitative and supportive role. The fear and threat of the examination has to be



minimized so that learning takes place in a stress free atmosphere. It is in this context, the Board had through its earlier circular No. 7 dated 9th February, 2003 invited the attention of the schools to do away with the terminal examinations upto class V and also to initiate the process of continuous and comprehensive evaluation upto class VIII. The Board is pleased to note that the affiliated schools have responded quite positively to the above views and many schools have already implemented the same. It is reiterated that there is an urgent need to take this important academic initiative so that the students in all the affiliated schools have the necessary uniform stress free environment. The schools should desist from assessing the students on the basis of terminal examinations and move towards the continuous and comprehensive evaluation of the students without, as far as possible, any pass fail. If any student fails to obtain the minimum level of learning the same can be repeated in the subsequent class in a progressive manner.

As informed in the earlier circular, it is again reiterated that the schools should desist from giving home work to the students upto class II so that the time is gainfully used by the students for effective interaction with the members of the family and in enriching their interpersonal relationships and emotional edifice. The Board is also working on certain guidelines to schools in this regard and would be made available to schools in due course.

The Board feels that the schools should provide more and better opportunities in learning of liberal arts including music, painting, dances and folk arts in schools at the primary level so that there is a broad-based learning empowering the emotional intelligence of the learners. This would be of immense help in fighting the consumerist needs at the individual and societal level.

The objectives of Indian Education have always been to enhance the holistic profile of the individual built on a strong value base. The CBSE has been contributing significantly in this direction with the assistance of all its affiliated schools.

In order to acquire leadership in the knowledge society, we need to take positive and meaningful steps wherein our human resources will have the necessary competencies required for a long lasting performance. All the affiliated schools are partners with the CBSE in this responsible task. We do hope that the affiliated schools will join hands to develop human resources that would make our future generation successful in a global competitive situation.

Yours faithfully,

**(G. BALASUBRAMANIAN)**  
**DIRECTOR (ACADEMIC)**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**Academic Branch, Shiksha Sadan, 17, Rouse Avenue, New Delhi-110002**

D(A)/CCE/04

Circular No. 18/04  
29th March, 2004

To

All Heads of Institutions  
affiliated to CBSE

Dear Principal,

**Subject: Continuous and Comprehensive Evaluation in Primary Classes**

As you are well aware, the Board had already intimated through earlier notifications on the need and urgency of introducing continuous and comprehensive evaluation in the Primary Classes. The objective of this exercise is to shift the focus of academic activities towards enrichment of the total personality of the learners and to facilitate the learners to address to various facets of learning encompassing the cognitive, affective and psychomotor domains. This also should help in distressing learning so that undue focus is not given to the terminal examinations.

Though various initiatives have been taken by many schools at their own level to include several of these elements in their school reporting systems, it is important that certain amount of uniformity is established across the schools affiliated to the Board. It is in this context that the Board has brought out a model of the SCHOOL ACHIEVEMENT RECORD for the Primary Classes. The Board has prescribed two different formats, one for classes I and II; and the other for classes III to V keeping in view the different competency requirements of the learners of these classes. It has also been informed earlier that the affiliated schools should stop the Pass-Fail system for the classes I and II and should have a continuous and comprehensive evaluation for classes III and V. The schools should progressively stop the pass-fail system upto class V. It is important to note that the schools should find adequate time and opportunities to identify the aptitudes and attitudes of the learners - to help them on what they are capable of performing rather than what they are not capable of performing.

The Board has also given certain broad guidelines at the last page of the formats. The schools are advised to get them printed at their own schools in the same size as has been brought out. The cooperation of the schools in the successful implementation of this scheme will help in bringing about the much desired changes in the educational scenario of this country.

Yours faithfully,

**(G. Balasubramanian)**  
**Director (Academic)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**17, Rouse Avenue, New Delhi-110002**

D(A)/CCE/04

12th June, 2004  
Circular No. 25/04

To

All Heads of Institutions  
affiliated to CBSE

Dear Principal,

**Subject: Achievement Record for Classes I to V - Reg.**

As you are aware, the Board had suggested to the schools introduction of continuous and comprehensive evaluation for classes I to V. The objective of the same was to evaluate the learner in a holistic manner so that the latent competencies are reflected appropriately in their report. It would also help in identifying their positive attributes and encouraging them rather than identifying what they are not capable of.

I am pleased to forward to you two formats of the same - one for the crasses I and II and another for classes III to V. You are advised to get them primed appropriately for your school preferably in A4 format in 130 gsm art card paper in order to maintain basic uniformity among the schools. You may choose the door suitable for your school-preferably-one colour for classes I and II and another for classes III to V.

The Board fervently hopes that the introduction of this system will have its consequent impact on the learning environment in the school and will facilitate the learner to grow in a more holistic manner.

Yours faithfully,

**(G. Balasubramanian)**  
**Director (Academic)**





# NAME OF THE SCHOOL ACHIEVEMENT RECORD

(Academic Year.....to.....)

## Class I & II

Name : .....

Class : ..... Section .....

Date of Birth : .....

Admn. No. : .....

Residential Address : .....

: .....

Telephone No. : .....

Specimen Signature of  
Parent/Guardian : .....





## A. LANGUAGES

English	Evaluation 1	Evaluation 2	Evaluation 3
<b>01. Reading Skills</b> <ul style="list-style-type: none"><li>* Pronunciation</li><li>* Fluency</li><li>* Comprehension</li></ul>			
<b>02. Writing Skills</b> <ul style="list-style-type: none"><li>* Creative writing</li><li>* Handwriting</li><li>* Grammar</li><li>* Spellings</li><li>* Vocabulary</li></ul>			
<b>03. Speaking Skills</b> <ul style="list-style-type: none"><li>* Conversation</li><li>* Recitation</li></ul>			
<b>04. Listening Skills</b> <ul style="list-style-type: none"><li>* Comprehension</li></ul>			

Hindi/Mother tongue	Evaluation 1	Evaluation 2	Evaluation 3
<b>01. Reading Skills</b> <ul style="list-style-type: none"><li>* Pronunciation</li><li>* Fluency</li><li>* Comprehension</li></ul>			
<b>02. Writing Skills</b> <ul style="list-style-type: none"><li>* Creative writing</li><li>* Handwriting</li><li>* Grammar</li><li>* Spellings</li><li>* Vocabulary</li></ul>			
<b>03. Speaking Skills</b> <ul style="list-style-type: none"><li>* Conversation</li><li>* Recitation</li></ul>			
<b>04. Listening Skills</b> <ul style="list-style-type: none"><li>* Comprehension</li></ul>			



## B. MATHEMATICS

	Aspects	Evaluation 1	Evaluation 2	Evaluation 3
*	Concept			
*	Activity			
*	Tables			
*	Mental ability			

## C. ENVIRONMENTAL SCIENCE

	Aspects	Evaluation 1	Evaluation 2	Evaluation 3
*	Environmental Sensitivity			
*	Activity/Project			
*	Group discussion			

## D. CO-CURRICULAR ACTIVITIES

	Games	Evaluation 1	Evaluation 2	Evaluation 3
*	Enthusiasm			
*	Discipline			
*	Team spirit			
*	Talent			

	Art/Craft	Evaluation 1	Evaluation 2	Evaluation 3
*	Interest			
*	Creativity			
*	Skills			

	Music/Dance	Evaluation 1	Evaluation 2	Evaluation 3
*	Interest			
*	Rhythm			
*	Melody			



## E. PERSONALITY DEVELOPMENT

	Personal and Social Traits	Evaluation 1	Evaluation 2	Evaluation 3
01.	Courteousness			
02.	Confidence			
03.	Care of belongings			
04.	Neatness			
05.	Regularity and Punctuality			
06.	Initiative			
07.	Sharing and Caring			
08.	Respect for other's property			
09.	Self-Control			

## F. HEALTH

	Aspects	Evaluation 1	Evaluation 2	Evaluation 3
*	Height (cms.)			
*	Weight (kg.)			



**Evaluation 1**

Specific Participation

General Remarks

Attendance

**Class Teacher**

**Principal**

**Parent**

Evaluation 2

Specific Participation

General Remarks

Attendance

**Class Teacher**

**Principal**

**Parent**

Evaluation 3

Specific Participation

General Remarks

Attendance

\*

\*



Congratulations Promoted to Class

New Session Begins on

**Class**

**Principal**

**Parent**



## GUIDELINES TO SCHOOLS

1. The objective of the Achievement Record is to facilitate holistic learning in the school in a stress-free environment.
2. The continuous and comprehensive evaluation would be spread over the year and at least three assessments should be made during the years.
3. The focus should be on identifying the talents of the learners and to empower him with positive inputs.
4. No negative observations shall be made in the assessment format.
5. The Board recommends a five point scale for indicating the achievements in the following order:

A*	OUTSTANDING
A	EXCELLENT
B	VERY GOOD
C	GOOD
E	AVERAGE





**NAME OF THE SCHOOL**  
**ACHIEVEMENT RECORD**

(Academic Year.....to.....)

**Class III & IV & V**

Name : .....

Class : ..... Section .....

Date of Birth : .....

Admn. No. : .....

Residential Address : .....

: .....

Telephone No. : .....

Specimen Signature of  
Parent/Guardian : .....





## A. LANGUAGES

English	Evaluation 1	Evaluation 2	Evaluation 3
<b>01. Reading Skills</b> <ul style="list-style-type: none"><li>* Pronunciation</li><li>* Fluency</li><li>* Comprehension</li></ul>			
<b>02. Writing Skills</b> <ul style="list-style-type: none"><li>* Creative writing</li><li>* Handwriting</li><li>* Grammar</li><li>* Spellings</li><li>* Vocabulary</li></ul>			
<b>03. Speaking Skills</b> <ul style="list-style-type: none"><li>* Conversation</li><li>* Recitation</li></ul>			
<b>04. Listening Skills</b> <ul style="list-style-type: none"><li>* Comprehension</li></ul>			
<b>05. Extra Reading</b>			
<b>06. Activity/Project</b>			

Hindi/Mother tongue	Evaluation 1	Evaluation 2	Evaluation 3
<b>01. Reading Skills</b> <ul style="list-style-type: none"><li>* Pronunciation</li><li>* Fluency</li><li>* Comprehension</li></ul>			
<b>02. Writing Skills</b> <ul style="list-style-type: none"><li>* Creative writing</li><li>* Handwriting</li><li>* Grammar</li><li>* Spellings</li><li>* Vocabulary</li></ul>			
<b>03. Speaking Skills</b> <ul style="list-style-type: none"><li>* Conversation</li><li>* Recitation</li></ul>			





<b>04. Listening Skills</b> * Comprehension			
<b>05. Extra Reading</b>			

## B. MATHEMATICS

Aspects	Evaluation 1	Evaluation 2	Evaluation 3
* Concept			
* Activity			
* Tables			
* Mental ability			
* Written work			

## C. ENVIRONMENTAL SCIENCE/SCIENCE

Environmental Science	Evaluation 1	Evaluation 2	Evaluation 3
* Environmental Sensitivity			
* Activity/Project			
* Group discussion			
* Written work			

Science	Evaluation 1	Evaluation 2	Evaluation 3
* Concept			
* Activity/Project			
* Scientific Skills			
* Group Discussion			

## D. COMPUTR

Aspect	Evaluation 1	Evaluation 2	Evaluation 3
* Skill			
* Aptitude			

## E. CO-CURRICULAR ACTIVITIES

Games	Evaluation 1	Evaluation 2	Evaluation 3
* Enthusiasm			
* Discipline			
* Team Spirit			
* Talent			



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, Community Centre, Preet Vihar, Delhi-110092**

NO. D(A)/PA/CCE/2004

15th September, 2004

Circular No. 31/2004

All Heads of Institutions  
affiliated to CBSE

**Subject: Continuous and Comprehensive Evaluation in Primary Classes - Reg.**

Dear Principal,

- (i) Circular No. 6 dated 8.2.2003 As you are well aware, the Board has been time and again drawing the attention of the school community through the circulars mentioned in the margin to the urgency of providing a stress free education to the students in the primary sections of school. while the causes that contribute to the stress are many, some of them are quite tangible and it is possible to take such measures that would minimize the stress, if not totally eliminate the same.
- (ii) Circular No. 5/04 dated 5.2.04

One of the major contributors to the stress is the size of the school bag. This has been brought to the attention of the entire country by the Yashpal Committee Report. Taking cognizance of the increasing number of text books prescribed by certain institutions for the students of the I and II classes in particular, the Board has always felt that the number of books and note books prescribed to the classes I and II should be as minimal as possible. Even these books and notebooks have to be left in the school classrooms so that the students do not have to carry these books home. The schools are advised to make such arrangements in the school campus that there is adequate provision for the school bags of these students being housed safely for their daily use.

In order that the psychological load of the text books is not carried home and that the students have enough time to develop other basic life skills and are enabled to develop adequate emotional rapport with the parents, the Board has also recommended that no homework is given to them. It is felt that at this age, the learning is as informal and joyous as possible so that there is time and scope for nourishing the mental health of the students. The fear that the students will not learn effectively unless they are given formal learning inputs is unfounded. The parents should be helped by the schools to understand the changing paradigm in the larger interest of their children.

Arguments are being advanced about the elimination of the Pass - Fail system at the primary classes. The Board is fully convinced that this would go a long way in eliminating the fear from the minds of the younger ones. Sometimes failing a child for the inadequate performance in one subject or the other appears to be against the very basics of the idea



that every learner has certain latent talents and it is the responsibility of the education system to identify and nurture such talents.

So in brief the following action needs to be taken at the school level:

1. The students need not carry the school bags from their home and the school bag be kept in the Desk at the school.
2. No home work up to class II.
3. Continuous and Comprehensive Evaluation with no Pass-Fail criteria up to class V. The students achievement record need to be formulated accordingly and the Board has already forwarded two formats for the same vide circular no. 25/04 dated 12.06.2004, one for the classes I and II and another for classes III to V. So up to class-II, two year profile of the students be maintained and for students in class III to V three year profile of the students be maintained.

In order to facilitate the schools to focus on the holistic development of the students, from class I to V the Board has brought out the guidelines to schools in the form of “Alternatives to Homework”. This priced edition of the book (Rs.75/-) is being sent as a complimentary copy to all the affiliated schools. Additional copies, if any, required can be purchased by the schools from the book stores of the CBSE at its Headquarters or the Regional Offices. As could be seen from this book, the Board has provided a series of activities which would help the students to develop confidence and competence. The Life skills and core values have to be developed among the students and in this arduous task, the role and the responsibility of the parents and the family cannot be marginalized. The schools have to ensure the cooperation of parents in discharging this task of human resource development.

The Board has also advised the schools to reflect the profile of the students in the prescribed format of the Achievement record. The profile of the students may be reflected in a five point scale as shown in the format. The absolute marks be translated into grade in academic assessment. A guideline in this regard for changing absolute marks to grading is being circulated shortly. The above instructions have to be followed by all the schools as these are in total conformity with the broadly defined educational policies of the Government of India.

These decisions of the Board are to be viewed not in isolation, but as a part of a series of initiatives taken by the Board in the continuum of the educational reforms. The Board would appreciate, if the schools would carry ahead these initiatives up to the middle school level (for classes VI to VIII). The Board would also shortly come with formats of Achievement Records for the classes VI to VIII based on the ‘concept of continuous and comprehensive evaluation and on a seven point scale.

The cooperation of the schools in early and effective implementation of these instructions in their respective schools would help in achieving the cherished goals of making our younger generation thoughtful, imaginative, creative and productive.

Yours faithfully,

(G. BALASUBRAMANIAN)  
DIRECTOR (ACADEMIC)



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092**

Acad./Dir(Acad.)/2004

12th April, 2005  
Circular No. 21/2005

The Heads of all CBSE  
affiliated institutions

Dear Principal,

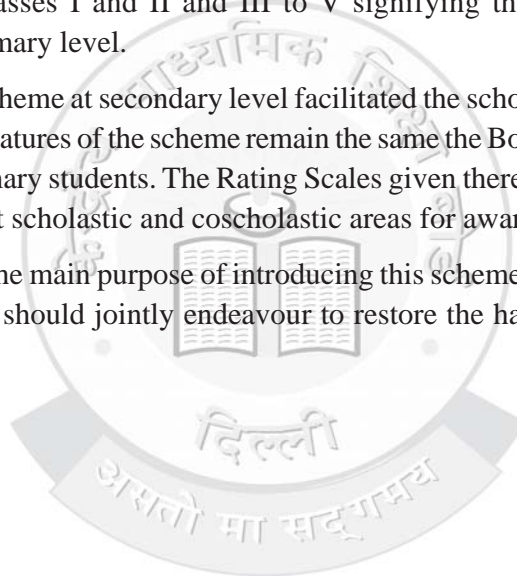
**Subject: Achievement Records Reg.**

As you are aware the Board, vide its circular No. 25/04 dated 12th June, 2004 had forwarded two formats of the achievement records for classes I and II and III to V signifying the introduction of continuous and comprehensive evaluation at primary level.

The earlier exposure to the scheme at secondary level facilitated the schools in implementing this scheme at primary level. Though the main features of the scheme remain the same the Board is sending additional guidelines to help you in evaluating the primary students. The Rating Scales given therein will help in proper placement of students performance in different scholastic and co-scholastic areas for awarding grades.

I would like to reiterate that the main purpose of introducing this scheme is to nourish and nurture the many facets of the child's growth. We should jointly endeavour to restore the happiness and joy of learning in the formative years of childhood.

With best wishes,



Yours faithfully,

**(G. BALASUBRAMANIAN)**  
**DIRECTOR (ACADEMIC)**



# **GUIDELINES ON CONTINUOUS AND COMPREHENSIVE EVALUATION AT PRIMARY LEVEL**

## **THE BACKGROUND**

Over the years, educationists and other concerned persons have felt the need for overhauling of the educational system in general and evaluation system in particular. This concern was also reflected in National Policy on education (NPE) 1986 and Programme of Action (POA) 1992 when the nation focussed on quality of education. One of the recommendations of policy was the introduction of Continuous and Comprehensive Evaluation (CCE) in Schools. Further it was included in National Curriculum Framework for School Education (NCFSE) 2000 as School Based Evaluation which has its roots in the concept of CCE. Continuous and Comprehensive Evaluation (CCE) as the name implies is a developmental process of assessment which emphasizes on two fold objectives - continuity and evaluation on the one hand and assessment of broad range of instructional outcomes on the other.

## **THE BEGINNING**

The Central Board of Secondary Education first launched the scheme of school-based evaluation at secondary level from the academic session for class IX beginning in April 1998.

Supplementing the Board's secondary school certificate, the comprehensive school based evaluation certificate records students' achievement in the areas of physical development, emotional development and aesthetic development apart from cognitive development. By recognizing, appreciating and evaluating their personal and social qualities, attitudes and interests, the Board has moved closer to students in motivating them to overcome their inhibitions and realize their true potential.

## **EXTENSION OF THE SCHEME AT PRIMARY STAGE**

Encouraged by the success of this endeavor, the Board decided to extend this scheme at primary level and advised the schools to desist from the existing pass-fail system based on terminal examination. The Board has also circulated a copy of Achievement Record to schools as a model to adopt. The schools have been given the necessary flexibility to incorporate changes suiting to local requirements.

The document is aimed at providing a holistic picture of the learner and would not give any negative input about the performance of the learner. The objective is to bring continuous improvement in the performance of a learner through constant diagnosis of gaps and difficulties in learning and helping the learner in overcoming them through remediation of instructions.

## **REPORTING STUDENTS' ACHIEVEMENT**

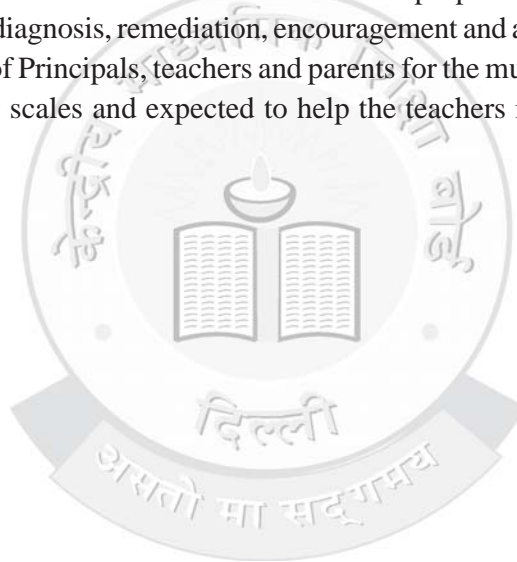
While reporting students' achievement in different areas, indirect grading in absolute scale having five points may be used. The grades will stand for the following distribution of marks:



A*	Outstanding	90%-100%
A	Excellent	75%-89%
B	Very Good	56%-74%
C	Good	35%-55%
D	Scope for improvement	Below 35%

The grade of the child can be computed in the achievement card based on the percentage of presence of behaviour indicator in the above category of percentiles. Besides certain remarks can be made in scholastic and co-scholastic areas as well as the achievement level of the child. These remarks will help the parents and the child to provide the learning skills in that area by devoting more learning efforts.

Thus, continuous and comprehensive evaluation is a useful proposition for improvement of students' achievement through continuous diagnosis, remediation, encouragement and appreciation. It requires coordinated and concerted efforts on the part of Principals, teachers and parents for the multifaceted personality development of the child. The enclosed rating scales and expected to help the teachers in proper placement of students in terms of the different grades.



## RATING SCALES

### A. LANGUAGES (CLASS I AND II)

TESTING AREA/SKILLS/COMPETENCY	SUB-SKILLS	A*	A	B	C	D
01. Reading skills	Pronunciation (Loud reading)	Can read and correctly pronounce new words on ones' own	Can read and pronounce new words on ones' own most of the time	Can read and pronounce new words with guidance from the teacher	Cannot read and pronounce new words most of the times	Cannot read and pronounce new words at all without the guidance from the teacher
	Fluency	Can read simple sentences fluently with proper speed, expression and pronunciation.	Can read simple sentences fluently with speed but needs occasional prompting	Can read simple sentences but take time to read each word. Lacks fluency, speed and expression	Cannot read sample the passages on ones own. Often needs help	Fumbles a while reading simple sentences. Reads one at a time.
	Comprehension	Can read and understand a story/sentences and answer all the questions correctly	Can answer most of the questions correctly	Comprehends with some help from the teacher	Cannot comprehend the passages on ones own. Often needs help	Cannot comprehend all. Requires of teacher at the time
02. Writing Skills	Creative writing	Can write three, four or five sentences on a given topic with accuracy and some originality e.g. can use as adjective with a noun. Tries to use new words	Can write three or four sentences on a given topic correctly but cannot use new words on his own	Can write a few sentences on a given topic but with a lot of prompting and guidance from the teacher	Unable to write three or four sentences on a given topic. Has to be prompted all the time	Needs help from teacher all the time
	Handwriting (Cursive)	Is neat and legible. All letters and strokes are properly formed	Is neat and legible. Occasional	Is legible but of ten inconsistent with	Is neither legible nor consistent. Transcription has a	Writing is incomprehensible and inaccurate



		and transcription is error free.	inconsistency seen in formation of letters and strokes. Transcription is error free	his strokes and letters. Transcription has occasional errors.	number of errors.	
	Grammar	Can write sentences accurately and uses simple punctuation marks appropriately.	Can write sentences accurately most of the time. Falters occasionally in the use of simple punctuation marks	Cannot write sentences without quite a few errors. Sometimes falters in the use of punctuation marks	Can write shorter pieces with some accuracy. Needs help very often	Cannot write with accuracy. Needs lot of help
	Spelling	Can spell almost all words from the text correctly, can apply proper phonetic knowledge to spell similar words	Spells words from the text correctly with occasional errors. Can't apply his phonetic knowledge to spell similar sounding words	Makes a few mistakes while spelling words. Able to apply his phonetic knowledge sometimes to spell similar words	Makes plenty of errors while spelling words. Cannot apply his phonetic knowledge to spell new words.	Makes a lot of spelling mistakes
	Vocabulary	Has a good range of vocabulary. Always uses new words in writing	Has a good range of vocabulary. Tries to use new words many times	Sometimes makes use of new words	Never uses new words. Knowledge is restricted to words taught before	Vocabulary is poor
03. Speaking Skill	Conversation	Is fluent and spontaneous . Responds to situation	It is fluent and spontaneous most of the	Lacks spontaneity, fluency and	Cannot carry out a dialogue only at a very basic level.	Needs help most of the time



		appropriately and accurately	time. Responds to the situation appropriately but fumbles for words occasionally	accuracy. Response time rather long. Needs prompting most of the time		
	Recitation	Can recite a poem with proper speed, expression and pronunciation	Can recite a poem with proper speed and expression but makes occasional mistakes in pronunciation or forgets a word or so	Can recite a poem with occasional prompting. Expression is not very strong and effective	Can recite an entire poem with prompting most of the time. Lacks proper pronunciation, and expression	Can recite very short simple poems and that too a lot of pro
04. Listening skills	Comprehension	Can comprehend oral questions, instructions and stories/poems.	Comprehends oral questions, instructions, stories, and poems most of the time	Has some difficulty in comprehending instructions, stories or poems. Needs guidance quite often	Has difficulty in following instruction and stories. Needs simplification or translation most of the time	Very slow to follow class instructions. Needs mother tongue translation all the time

## A. LANGUAGES (CLASS III AND IV)

TESTING AREA/SKILLS/COMPETENCY	SUB-SKILLS	A*	A	B	C	D
01. Reading skills (Loud reading)	Pronunciation	Can read short stories/articles/ words on ones/ own and use his phonetic skills to pronounce new words	Can read short stories/articles on ones' own most of the time. Uses his phonetic skills to pronounce new words most of the time	Can often read short stories with varying speed and guidance most of the times	Can read short stories with varying speed and guidance from the teachers most of the times	Needs help and prompting by the teacher all the time
	Fluency	Can read simple, complex passages fluently with proper speed, expression and pronunciation	Can read simple/ complex passages fluently with speed but needs occasional prompting	Can read simple and passages but takes time to read each word lacks fluency, speed and expression	Can read simple passages with guidance or prompting most of the time	Fumbles to while reading, even simple sentences. Needs help all the time
	Comprehension	Can read and understand text and answer questions correctly	Can read and understand text and answer most of the questions correctly	Can read and understand text and answer some of the questions correctly	Can read and understand text with the help of teacher	Cannot comprehend the text at all
02. Writing Skills	Creative writing	Can write short answers stories and paragraphs with accuracy and originality in sentences construction and use of vocabulary. Ideas are arranged logically	Can write short stories and paragraphs on a given topic with a fair degree of accuracy. Displays originality sometimes. Ideas are generally logically arranged	Write stories and paragraphs but makes quite a few errors	Can write short connected descriptive sentences on ones' own with some grammatical errors	Cannot write even short sentences of ones' own makes a lot of mistakes
	Handwriting	Is neat and legible. All letters and strokes are consistent and	Is neat and legible. Occasional inconsistency seen information of	Is legible but sometimes inconsistent with his strokes and	Handwriting is not very neat. Transcription has many errors	Is neither legible nor consistent

		joined correctly. Transcription is error free	letters and strokes. Transcription is error free	letter translation has occasional errors		
	Grammar	Can write sentences accurately	Can write sentences accurately most of the time	Can write sentences with quite a few errors	Can write sentences with a lot of mistakes	Cannot write with accuracy needs help often
	Spellings	Can spell all words correctly. Tries to spell new words	Can correctly spell all the words most of the time. Falts occasionally	Can correctly spell words but sometimes makes mistakes	Makes a lot of spellings mistakes	Cannot spell words properly has to be helped
	Vocabulary	Has a rich vocabulary. Often uses new words and phrases in written and spoken forms	Has a good range of vocabulary and phrases. Uses new words only most of the time	Has a fair range of vocabulary. Uses new words sometimes	Vocabulary is limited to only those words which have been taught in class	Has a poor range of vocabulary
03. Speaking Skill	Conversation	Is fluent and spontaneous. Responds to situation appropriately and accurately. Can narrate incidents/ anecdotes and can participate in a discussion on a given topic with ease	Is fluent and spontaneous most of the time. Responds to the situation appropriately but fumbles for words occasionally. Can narrate incidents/ anecdotes and can participate in discussion with effort	Lacks spontaneity, fluency and accuracy sometimes. Response time rather long. Needs prompting most of the time	Lacks spontaneity, fluency and accuracy	Needs help most of the time
	Recitation	Can recite a poem or a story with proper speed, diction, expression and tone	Can recite a poem or a story with proper speed or expression but makes occasional mistakes in	Can recite a poem or story with occasional prompting. Expression is not very strong and effective	Cannot recite on entire poem or story without prompting. Pronunciation, expression and are not appropriate	Recitation is poor. Lacks expression

			pronunciation or forgets at times			
04. Listening skills	Comprehension	Can comprehend oral questions, instructions, stories, poems	Comprehends oral questions, instructions, stories and poems of the time	Has some difficulty in comprehending instructions, stories or poems. Needs guidance quite often	Understands simple conversation in familiar situations. Needs simplification or translation most of the time	Cannot understand instructions. Needs help all the time
	Extra Reading	Can read short stories/poems for pleasure on ones' own with complete comprehension. Can form opinions and evaluate characters and incidents	Reads stories/poems for pleasure. Sometimes needs help in understanding the story. Can form opinions and evaluate characters and incidents	Needs a lot of help with understanding of stories and poems. Can evaluate a character or a situation only sometimes	Shows lack of interest in reading stories or poems. Needs a lot of prompting	Not interested to read at all any extra material of ones' own
	Activities/Projects	Participates enthusiastically in activities/projects	Enthusiastically participate in activities/projects most of the times	Needs persuasion by the teacher for active participation	Seldom participates in activities/projects assigned	Does not participate at all

## B. MATHEMATICS

	A*	A	B	C	D
Concept	Understand the concepts well before proceeding to the higher ones	Understands the concepts but is not clear in certain concepts	Take some time to understanding new concepts	Understand the concepts but needs help most of the time	Cannot understand the concepts
Activity	Takes keen interest in various activities which help him/her achieve goals easily	Takes interest most of the time but needs to be more regular/systematically organized	Sometimes takes interest in mathematical activities	Takes interest in assigned activities only when prompted	Very laid back and disinterested

Tables	Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge table	Knows the tables but falls a little in dodge tables	Knows the tables but makes mistakes in tables of higher number. Falters in dodge tables	Has not understood the concept of tables. Makes mistakes	Has not learned concept of tables. Cannot do dodge tables at all. Makes a lot of mistakes
Mental ability	Takes immense delight in working with mathematical problems mentally	Good at calculating sums mentally but at times makes careless mistakes	Can do mental calculations but falters occasionally	Has weak concepts hence can solve sums mentally at a low pace	Very slow in solving sums mentally

### B. MATHEMATICS (CLASS III TO V)

	A*	A	B	C	D
Concept	Understands the concepts with logical thinking and good reasoning skill	Understands the concepts thoroughly	Understand the concepts and is able to apply most of them correctly. Needs occasional help	Takes more time in understanding new concepts and requires frequent help	Needs help more than the time in understanding the concepts and logically applying them
Activity	Very confident, original and creative in-group activities. Has tremendous team spirit	Takes keen interest in doing various activities and applying the concepts to real life situations	Quite creative but needs to be more innovative and original	Takes interest but needs to be more systematic and organized	Lacks initiative and is disinterested in group activity
Tables	Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge tables	Knows the tables but falters a little in dodge tables	Knows the tables but makes mistakes in tables of higher number. Falters in dodge tables	Has not understood the concept of tables. Makes a lot of mistakes in dodge tables	Has not learned tables. Cannot do dodge tables at all
Mental ability	Takes immense delight in working with mathematical problems mentally	Has a good number sense. Quick in solving problems mentally	Solves mental sums with ease but at times makes careless mistakes in hurry	Can perform mental calculations but falters occasionally	Slow in solving sums mentally

Written work	Work is neat and methodical. Presentation is a source of inspiration for others	Neat and systematic work	Neat and regular work but sometimes not up to the mark	Often the work is untidy and the figures are shabbily drawn	Untidy work. Late in submitting the assignments
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#### D. ENVIRONMENTAL SCIENCE (CLASS I & II)

Environmental Sensitivity	Is keen, alert and observant; very much aware of the surroundings	Needs to be aware of the surroundings	Is quite aware but lacks enthusiasm	Lacks awareness; needs to be more keen and alert	Lacks awareness
Activity/Project	Exhibits creativity and originality through cutting, pasting, drawing, collage-work, composing simple poems	Makes an attempt with some help	Can do cutting, pasting, drawing and collage work and shows creativity and originality at times	Lacks originality and the ratio of teacher guidance increases in proportion to the child's approach and interest	The teacher is a perpetual guide
Group discussion	Has the spirit of enquiry and is assertive in placing ones' viewpoint	Can ask simple questions but needs occasional prompting at times	Can ask simple questions but with some of prompting at times	Cannot put forward his ideas, needs constant coaxing	Does not take part in group discussions and is a silent spectator

#### ENVIRONMENTAL SCIENCE - CLASS (III, IV AND V)

Environmental sensitivity	Has the ability to reason, does independent thinking; has value appreciation for truth and aesthetic, sensitivity/observation	Can do some independent thinking and is quite observant, with reflexes of occasional appreciation	Can attempt to answer simple question based on reasoning and observation	Has difficulty in reasoning and observing. Can attempt to answer simple questions	Needs prompting to answer simple questions
Activity/Project	Very innovative; collects information is able to present the work neatly does reference work	Work is informative and neat most of the times	Work is informative and more or less neat; tends to take support and help	Presentation needs improvement; less informative	Work is untidy and files not well kept and work are least informative

Group Discussion	Listens to others' point of view and is able to add to them, makes interesting observation; has a good organization of thoughts	Listens to others' viewpoint and hesitates to answer	Listens passively and offer no views; hesitates to answer; needs occasional help to give views	Has some difficulty in comprehending instructions; has to be prodded to give answer	Has difficulty paying attention and following instructions; needs simplification of most of the time
Written work		Can do written assignments independently, work is neatly presented	Can do written assignments but makes occasional mistakes	Can do only simplified assignments with guidance from the teacher	Can do written assignments with constant guidance from the teacher

### SCIENCE (CLASS III TO V)

	A*	A	B	C	D
Concept	Excellent ability to understand, grasp, recall, define and reason. Understands and differentiates, textual material with great ease is able to apply relevant knowledge and tabulate facts well. Reads and comprehends text, diagram and web chart quickly	Good ability to understand, grasp, recall, define and reasons. Understands the textual material with ease. Is able to apply relevant knowledge and tabulate facts well. Reads and comprehends text, diagram and web chart	Can understand and recall the textual material. Is able to apply relevant knowledge and tabulate facts, can read and comprehend diagrams and web charts	Can understand, grasp, recall, define and reason. Understands the textual material with help from the teacher. Is able to tabulate facts well. Reads and comprehends text diagram and web chart with difficulty	Needs continuous guidance in understanding. Finds difficulty in reading and comprehending text
Activity/Project	Voluntarily participates in all the activities and enjoys experiments. Highly appreciable, creative and original presentation explorative., innovative and infers	Participates in most of the activities and performs experiments with interest. Excellent, creative project presentation. Is explorative and innovative in	Participates in some of the activities and performs some experiments. Good project presentation with little creativity is explorative in experimenting; sometimes does	Participates in very few activities and rarely performs any experiments. Satisfactory project presentation; not very creative. Rarely read any reference books.	Needs a lot of encouragement to participate in activities or perform experiments. Project presentation is not creative and systematic. No

	a result after experimenting; does extensive reference work	experimenting; does reference work	reference work		interested in extra reading
Scientific Skills	Has a very keen observation, inquisitive approach, likes to experiment in a systematic way and draws accurate diagrams and records information correctly, carefully and systematically. Is able to analyze, draw inference and, apply information	Has a keen observation is inquisitive; does systematic work, and draw neat diagrams, records information correctly, carefully and systematically. Is able to analyze, draw inference and apply information	Sometimes inquires about concepts; usually does experimentation in a systematic way and draws diagrams correctly. Records information. Is able to draw inference and apply information with some difficulty	Rarely inquisitive; does experimentation when told, not very systematic work and untidy diagrams. Is not able to draw inference and apply information	Not interested in experimentation, recording or drawing inference. Not very tidy and organized in his work. Generally disinterested
Group discussion	Actively participates and usually leads all group discussions. Very often makes interesting observations and adds to the points given, can analyze points critically and generate new ideas	Actively participates. Good relations with other members. Often, makes interesting observations can analyze some points critically	Participates sometimes. Satisfactory relations with other members. Sometimes makes interesting observations. Can analyze few points	Hesitant to participate in-group discussions. Poor relations with other members. Rarely makes observations. Unable to analyze points	A passive participant Never makes observations, unable to analyze points

#### D. COMPUTER EDUCATION (CLASS III-V)

Skills	Very confident in using graphic skills, word processing skills, and operating skills	Skilled in operating and word processing skills.	Shows excellent eye hand coordination in operating skills	Uses computer to enhance his knowledge on various topics taught in class. Uses computer as a tool	Needs help from the buddy to complete his assignments
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Aptitude	Excellent in selecting and using different colours, creating pictures and identifying different features of multimedia in work presentations.	Shows special aptitude in using tools to create shapes and lines	Works with confidence and handles mouse with competence	Is able to combine text and graphics with help from teacher	Takes time to key on the key
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**GAMES (CLASS I-V)**

ASPECTS	A*	A	B	C	D
Enthusiasm	Plays with full intrinsic motivation	Plays with full intrinsic motivation most of the time	Plays with zeal but of his choice games	Plays but only when only commanded	Always gives
Discipline	Obeys all class discipline voluntarily and plays by following all rules of the game	Obeys all class discipline voluntarily most of the times and plays by following all rules of the games	Obeys class discipline on commands and follows rules only suited to his advantage	Obeys due to fear of punishment. Follows rules on command with displeasure	Lacks disciplin
Team spirit	Has team spirit and plays for winning	Has team spirit and plays for winning most of the times	Puts his effort, individually	Shows team harmony on and off	Not a team pla
Talent (Strength, stamina and speed)	Outstanding development of skills and displays high performance	Excellent development of skills and displays high performance most of the times	Very good skill development but performs occasionally	Average skill development	Slow skill development

**GAMES (CLASS I-V)**

ASPECTS	A*	A	B	C	D
Interest	Shows great enjoyment and aptitude for drawing and painting recognizes the value of art	Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art most of the times	Enjoys drawing and painting. Shows imagination some-times	Prefers to be guided than using his own imagination	Prefers to repr what is seen. N repeated instru

Creativity	Has original drawing and innovativeness in the work. Shows more feeling and expressions in his/her work	Has original drawing and innovativeness in the work, shows more feeling and expressions in his/her work most of the times	Good at reproducing. Shows feeling and emotions	Can communicate the ideas in terms of effect and appeal	Lacks creativity and looks for ideas and instructions from the teachers
Skills	Excellent development of skills and high performance	Excellent development of skills and high performance most of the times	Skill development is good but performs occasionally	Very slow skill development	No skills

### Music/Dance (Class I-V)

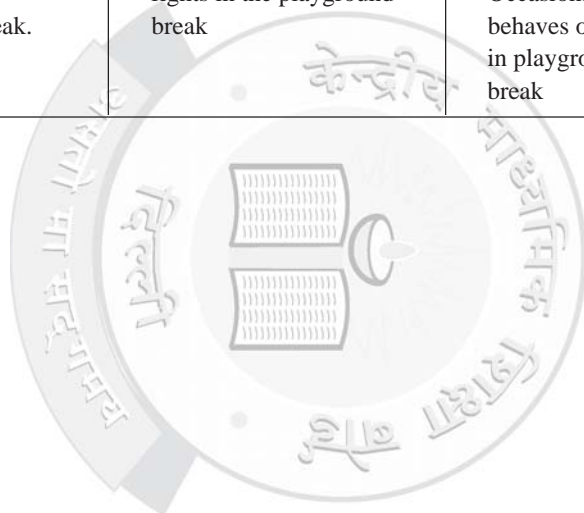
	A*	A	B	C	D
Interest	Always very keen to learn and follow given instructions	Very keen to learn and follow instructions most of the times	Needs little drive to learn and start	Sometime shows interest	Does not show much interest
Rhythm	Child has a good sense of rhythm and keeps pace with the beat	Child has a good sense of rhythm and sometimes falters in keeping pace with the beat	Sometimes loses pace with the beat	Sometimes goes off the beat and cannot make it up	Does not have the sense of rhythm
Melody	Child has a good sense of tune	Child has a good sense of tune and goes off key occasionally	Child goes off key, sometimes can come back to time	Child has the sense of time but goes off key in higher octave	Child does not have much sense of music

### PERSONALITY DEVELOPMENT

Aspects	A*	A	B	C	D
Courteousness	Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect Always speaks	Wishes others most of the times says sorry, thank you and excuse me. Stand up to give respect. Speak politely Never interrupts in between	Many times wish others, say sorry, thank you and excuse me Sometimes interrupts; in between, speaks politely many times	Sometimes avoids to wish, say sorry, thank you and excuse me Sometimes speaks politely interrupts in between	Avoid wishing, say sorry, thank you and excusing me Aggressive and inpolite

	politely and uses good vocabulary Never interrupts in between				
Confidence	Always very confident in carrying out various activities	Very confident in carrying out various activities most of the times	Confident in carrying out most of the activities	Quite confident but needs to come up with his/her ideas	Needs to develop confidence
Care of belongings	Always respect the belonging and takes care	Takes care of self as well as others property most of the times	Most of the times takes care of belongings	Takes care but does not bother about others	Careless about as well as other property
Neatness	Always wears proper and neat uniform very careful about personal hygiene	Wears proper and neat uniform Sometimes nails/hair/teeth not clean	Wear proper and neat uniform most of the times	Most of the times in improper uniform Often not careful about personal hygiene	Often untidy dresses Unkempt personal hygiene
Regularity and punctuality	Very particular about being regular and punctual to school/classroom Always regular in doing and submitting assignments and projects	Often particular about being regular and punctual to school/classroom Often regular in doing and submitting assignment and projects	Sometimes particular about being regular and punctual. Sometimes late in submitting assignments	Sometimes irregular and not punctual to school/classroom Sometimes late in submitting assignments and projects	Irregular and sometimes late to school/classroom Rarely submit assignments and projects in time
Initiative	Always tries to do things independently Always ready to participate in oral discussions/extra curricular activities	Most of the times tries to do things independently Often ready to participate in oral discussions/extra curricular activities	Often tries to do things independently. Often ready to participate in oral discussions/extra curricular activities	Sometimes tries to do things independently Sometimes ready to participate in oral discussions/extra curricular activities	Never does things independently Avoid participating in oral discussions/extra curricular activities
Spirit of service	Always volunteers to participate in all activities for a social cause. Always ready to help others	Volunteers to participate in activities for a social cause most of the times Often ready to help others	Often volunteers to participate in activities for a social cause Often help others	Sometimes volunteers to participate in activities for a social cause Sometimes help others	Rarely participate in activities for social cause Never bothers to help others

Respect other's property	Always follows rules and regulations Takes good care of property and consciously makes efforts to keep the environment clean	Most of the time follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean	Often follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean	Sometimes follows rules and regulations Does not bother about others' property Sometimes litter his/her surroundings	Does not follow rules and regulations Is not sensitive about others' property. Often litters his/her surroundings
Self control	Well discipline in the classroom/corridors/staircase Never misbehaves or fights in the playground/break. Emotionally a balanced child	Disciplined in the classroom/corridors/staircase most of the times Never misbehaves or fights in the playground break	Disciplined in the classroom/corridors/staircase most of the times. Occasionally misbehaves or fights in playground/break	Disciplines in the classroom but not in corridors/staircase Often misbehaves or fights/bullies in the playground/break	Indiscipline in the classroom/corridors/staircase Mostly misbehaves fights/bullies in the playground/break





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2, Community Centre, Preet Vihar, Delhi**

D(A)/PA/05

Dated: 31st May, 2005

Circular No. 28/05

To

All Heads of Institutions  
Affiliated to CBSE

Dear Principal,

**Subject: De-stressing students appearing in the Public examinations - Reg.**

As you are aware, the Board has been taking several initiatives in the recent past to de-stress the process of learning and making learning an enjoyable experience. Many initiatives have been taken at the primary level and upper primary level and the Board expects that the decisions taken will start yielding the required results in due course of time.

At the secondary and senior school level, similar efforts are required so that the emotional and psychological health of the students is taken care of. Quite unfortunately, there is an over-emphasis on the process of examinations which reflects only certain academic dimensions of the holistic profile or the learner. The Board has been urging the need for continuous and comprehensive evaluation which would reflect the spectrum of the latent talents of learners spread over the entire period of the learning process rather than a singular terminal examination and the schools have been advised to issue a certificate of CCE at the end of the ten year academic career of the student. Guidelines in this regard have already been issued to the schools, However it is seen that still many schools tend to focus on the public examinations right from the class IX. In many cases it has been observed that schools do not issue C.C.E. certificate to students who are qualifying Class X examination.

In order to prepare the students for the public examinations well in advance, some schools tend to rush through the process of teaching and learning more often emphasizing on rote learning and depriving the learners of the real joy of learning. The speed of transaction sometimes develops undesirable stress as students suffer from paucity of time to cope with such speedy transaction strategies depriving them of adequate time for assimilation and consolidation of their learning. The time for the transaction or any topic as detailed in the curriculum is either not fully available to the learners or not used by the schools for the purpose for which it is designed. The time both for learning and conceptualization is squeezed depriving the students of many valuable experiences they could gather in the process of learning. The schools need to understand that they should give the required time for transaction of the curriculum to the students as formulated in the curriculum.

As an extension of this process of time management, there is a serious attempt by certain institutions to finish the syllabi by the first term of the class X and devote the rest of the time in the second term and later, for conduct of repeated pre-board examinations in an attempt to train the students for the public examinations. Some schools also conduct 2 to 3 other tests before the pre-board examination. It is learnt that in some cases



such pre-board examinations are as many as three to four before the commencement of the public examinations. The atmosphere of fear starts building up with the commencement of these examinations very often affecting the mental and psychological health of the students. In certain cases the inadequate performance of the students in these pre-board examinations is treated as a deterrent and schools tend to hold the students from appearing in the public examinations, sometimes with a view that an adverse result might affect the image of the institution. Schools need to understand that the profile of the school is not built exclusively on the results produced by them in a public examination but is reflected through the quality of transaction of the curriculum and the value based atmosphere provided to the learners to develop the qualities of the head and heart.

While the Board appreciates the need for providing the right mental ambience to the students to appear in a public examination through appropriate academic inputs, it is felt that conduct of Pre-board examinations more than once is absolutely unwarranted and undesirable. They do not necessarily give the required results, rather they only add to the mental stress or the learners infusing additional fear. They sometimes tend to develop self-pity, depression and a self-defeating attitude. Keeping this in view, the Board would like to direct all the affiliated schools to take up this issue quite seriously and desist from the conduct of more than one Pre-board examination before the public examinations. It is further advised that such a pre-board exam could be conducted before the last week of January providing adequate time for remedial teaching. It gives also some space to the learner for self-learning. The objective of this examination should be to identify those academic components in the performance of the students which need to be strengthened through academic guidance and counseling the schools would apply the same strategy for the students of class XII also who would be appearing in the Public examinations.

The Board, fervently hopes that the affiliated schools would extend their full cooperation in this endeavour. The collective effort of all the schools and the Board in reducing the stress and mental agony of the students in preparation for the public examinations will go a long way in empowering our students to emerge as more creative and innovative personalities apart from restoring their self-esteem and self-confidence.

Yours faithfully

**(G. Balasubramanian)**  
**Director (Academics)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA KENDRA, 2, COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI**

13th July, 2005  
Circular No. 29/2005

To

All Heads of Institutions  
Affiliated to the Board

**Subject: Provision of additional time in the Public Examinations - Reg.**

Dear Principal,

The Board has been taking several initiatives to bring down the level of stress among the students both during the process of learning as well as during their participation in the public examinations conducted by the Board. It is often seen that the students enter the examination hall with a certain amount of stress and on receipt of the question paper they start answering the questions in their answer books immediately, sometimes without adequate planning of the content, format and style of their writing, often times without adequate application of mind. In many cases, a fear of paucity of time forces them to relentlessly engage themselves in writing the answers without sufficient reflection.

The Board has been contemplating on the above issue and has, therefore, decided that the students appearing in the examinations of the Board be given an additional time of 1-5 minutes before they start writing their answers. This time would exclusively be given for reading and understanding the question paper and shall not be available for writing the answers. It really means that the question papers would be distributed to the candidates at 10.15 a.m. The candidates will start answering the question paper from 10.30 a.m. Therefore, all candidates appearing in the examination would be required to be present before the issue of the question papers in the examination hall. Detailed instructions in this regard would be sent to all affiliated schools along with the schedule of examinations.

It may be advisable if the schools extend similar facility to the students appearing in the school examinations also so that they are trained to study, plan and develop mental strategies for answering the questions in the examinations without stress.

Yours faithfully,

**(ASHOK GANGULY)**  
**CHAIRMAN**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA KENDRA, 2, COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI**

No. COORD/DO/F-8/2006

06.2.2006

The Heads of all the  
Affiliated Schools of the Board

Sir/Madam,

In pursuance of the recommendations of the Examination Committee held on 2.9.2005 & 2.12.2005 and the same having been duly ratified by the Governing Body of the Board in its meeting held on 9.12.2005, the following rules of the Examination Bye Laws have been amended to be read as under:

**(i) RULE 43 ADDITIONAL SUBJECT(S)**

**ADDED RULE 43 (ii):** However, candidates appearing in six subjects at the Senior School Certificate Examination having been declared "Pass" by virtue of securing pass marks in five subjects as per Rule 40.1 (iv) may appear in the failing subject (Sixth subject) at the Compartment Examination to be held in July/August the same Year.

**(ii) RULE 44.1 IMPROVEMENT OF PERFORMANCE - SENIOR SCHOOL CERTIFICATE EXAMINATION**

**AMENDED RULE 44.1(i):** A candidate who has passed an examination of the Board may reappear for improvement of performance in the succeeding year only; however, a candidate who has passed an examination of the Board under Vocational Scheme may reappear for improvement of performance in the main examination in the succeeding year or the following year provided they have not pursued higher studies in the mean time. They will appear as private candidates. Those reappearing for the whole examination may, however, appear as regular candidates also if admitted by the school as regular students. The candidate(s) appearing for improvement of performance can appear in the subject(s) only in which they, have been declared pass and not in the subject in which they have been declared fail.

**(iii) AMENDED RULE 44.1(iii):** Candidates who appear for improvement of performance will be issued only Statement of Marks reflecting the marks of the improvement examination.

**(iv) RULE 44.2 IMPROVEMENT OF PERFORMANCE - SECONDARY EXAMINATION**

**AMENDED RULE 44.2(i):** A candidate who has passed Secondary School Examination of the Board may reappear at the examination for improvement of performance, in the main examination in succeeding year only, provided he/she has not pursued higher studies in the mean time. He/she shall appear as a private candidate. Those reappearing in the whole examination, may appear as regular candidates also. The candidate(s) appearing for improvement of performance in the examination can appear in the subject(s) only in which they have been declared pass but not in the subject in which they have been declared fail.





(v) **AMENDED RULE 44.2(iii):** Candidates who appear for improvement of performance will be issued only Statement of Marks reflecting the marks of the improvement examination.

**(vi) RULE 67 DUPLICATE PASS CERTIFICATE**

**AMENDED RULE 67:** A candidate may obtain duplicate/triplicate certificate on payment of the prescribed fee and submission of an application on a prescribed form in the event of loss/theft/mutilation of the original certificate provided that an affidavit is filed to that effect before an official not below the rank of a first class Magistrate/Notary Public or a Member of the Governing Body of the Board. Further the person requesting for duplicate or triplicate certificate would notify the loss/theft/mutilation of the certificate through Press Note/advertisement in some leading Newspaper and shall submit the Press Clipping to the Board along with application and the affidavit.

**(vii) RULE 69.1 CHANGES IN BOARD'S CERTIFICATE - CHANGES AND CORRECTIONS IN NAME**

**AMENDED RULE 69.1(ii):** Application for correction in name/surname will be considered only within two years of the date of declaration of result provided the application of the candidate is forwarded with the following documents:

- (a) Admission form(s) filled in by the parents at the time of admission.
- (b) The School Leaving Certificate of the previous school submitted by the parents of the candidate at the time of admission.
- (c) Portion of the page of admission and withdrawal register of the school where the entry has been made in respect of the candidate.

**(viii) RULE 69.2 CHANGES IN BOARD'S CERTIFICATE - CHANGE/CORRECTION IN DATE OF BIRTH**

**AMENDED RULE 69.2(iv):** The application for correction in date of birth duly forwarded by the Head of school along with documents mentioned in Byelaws 69.2(iii) shall be entertained by the Board only within two years of the date of declaration of result of Class X examination. No correction whatsoever shall be made on application submitted after the said period of two years.

(ix) The Remuneration and Conveyance to be paid to the functionaries appointed at Spot Evaluation Centres and Examination Centres outside India w.e.f, 2006 examinations is as under:

**SPOT EVALUATION CENTRE**

Sl. No.	Functionary	Rates payable Outside India
1.	Chief Nodal Supervisor	
	(a) Remuneration	@ Rs. 2000/- per Head Examiner subject to minimum of Rs. 8000/-
	(b) Conveyance allowance	Rs. 140/- per day
	(c) Refreshment charges	Rs. 30/- per day



Sl. No.	Functionary	Rates payable Outside India
2.	Head Examiner	
	(a) Remuneration	Rs. 700/- per day
	(b) Conveyance allowance	Rs. 140/- per day
	(c) Refreshment charges	Rs. 30/- per day
3.	Addl. Head Examiner	
	(a) Remuneration	Rs. 600/- per day
	(b) Conveyance allowance	Rs. 140/- per day
	(c) Refreshment charges	Rs. 30/- per day
4.	Coordinator - Class XII	Rs. 610/- (remuneration equal to examining 20 answer books + conveyance and refreshment as paid to Examiner) per day
	Class X	
	* For coordinating 80 answer books per day	Rs. 490/- (remuneration equal to examining 20 answer books + conveyance and refreshment as paid to Examiner) per day
5.	Examiner (Theory)	
	(a) Remuneration	
	(i) Class XII	Rs. 22/- per answer book (already being paid w.e.f. 2005 examination)
	(ii) Class X	Rs. 16/- per answer book (Rs. 10/- for Section A and Rs. 6/- for Section B in Science & Technology) (already being paid w.e.f. 2005 examinations)
	(b) Conveyance allowance	Rs. 140/- per day
	(c) Refreshment charges	Rs. 30/- per day
6.	Remuneration to Clerk (regular employee of the school)	Rs. 90/- per day
7.	Remuneration to Class IV (from the school)	Rs. 80/- per day
8.	Refreshment charges	Rs. 30/- per day
9.	Maximum limit for remuneration in a financial year	Rs. 20,000/-



**The Penalties for Errors (Annexure XVI of the Guidelines for Spot Evaluation) and amended as under:**

<b>Sl. No.</b>	<b>Functionary</b>	<b>Penalties applicable in India</b>	<b>Penalties applicable outside India</b>
<b>1. Against Head Examiners/AHE</b>			
1.1	For not doing sample checking to the extent of 10% of the answer books evaluated by each Examiner working under him	Rs. 10/- per examiner per day	Rs. 20 per examiner per day
1.2	For errors in the answer books checked by Head Examiner/AHE	Rs. 10/- per answer book	Rs. 20/- per answer book
<b>2. Against Examiners</b>			
2.1	Leaving answer or part thereof unassessed in an answer script	Rs. 20/- per answer book	Rs. 40/- per answer book
2.2	Giving more marks for an answer to a question than assigned to it or deviation from the marking scheme with reference to a particular question or part thereof	Rs. 10/- per question	Rs. 20/- per question
2.3	Wrong totalling	Rs. 15/- per answer book	Rs. 30/- per answer book
2.4	Wrong transference of marks from the inside pages of the answer book to the title page	Rs. 15/- per answer book	Rs. 30/- per answer book
2.5	Marks in words and figures not tallying	Rs. 10/- per answer book	Rs. 20/- per answer book
2.6	Total of marks shown in figures but not in words and vice versa on the title page of the answer book	Rs. 10/- per answer book	Rs. 20/- per answer book
2.7	Not signing on answer book	Rs. 10/- per answer book	Rs. 20/- per answer book
<b>3. Against Co-ordinators</b>			
3.1	Wrong verification of marks	Rs. 15/- per answer book	Rs. 30/- per answer book
3.2	Wrong transfer once of marks from the answer book to the award list	Rs. 10/- per answer book	Rs. 20/- per answer book
3.3	Not entering marks of a candidate in the award list	Rs. 10/- per answer book	Rs. 20/- per answer book



3.4	Not signing each page of the award list	Rs. 10/- per award list	Rs. 20/- per award list
3.5	Wrong total or not giving hash total or marks in each block of the mistake award list	Rs. 10/- per block of 20 roll numbers	Rs. 20/- per block of 20 roll numbers
3.6	Not signing on the title page of the answer book	Rs. 10/- per answer book	Rs. 20/- per answer book

## EXAMINATION CENTRE

Sl. No.	Functionary	Remuneration and Conveyance payable outside India	
		Remuneration (in Rs.) per day	Conveyance (in Rs.) per day
1.	Centre Supdt.	180/-	80/-
2.	Dy. Centre Supdt.	130/-	80/-
3.	Asstt. Supdt. (Invigilator)	100/-	—
4.	Asstt. Supdt. (Invigilator) for physically challenged candidates getting 60 minutes extra time	100/- + 40/-	—
5.	Class IV staff	50/-	—
6.	Inspectors for inspection of examination centres	130/-	140/-
7.	Observers	340/-	140/-
8.	Collection of question papers by teachers	80/-	80/-
9.	Furniture maintenance allowance	3.50 per candidate for whole exam.	—
10.	Seating arrangement	1.00 per esk for whole exam.	—
11.	Practical examination charges payable to schools/centres (per candidate)	—	—



(a)	Physics	3.50	—
(b)	Chemistry	18.00	—
(c)	Biology	16.00	—
(d)	Home Science	18.00	—
(e)	Physical Education	3.40	—
(f)	Painting	7.00	—
(g)	Sculpture	7.00	—
(h)	Graphics	7.00	—
(i)	Commercial Art	7.00	—
(j)	Dress Design & Making	18.00	—
(k)	Textile Design	18.00	—
(l)	Nutrition & Food	18.00	—
(m)	Other Vocational subjects	18.00	—
(n)	Biotechnology	16.00	—
(o)	Accountancy	4.00	—
(p)	Engg. Drawing	4.00	—
12.	Practical examination charges to schools for the conduct of practical examinations for private candidates for Class X	9.00	—
13.	Lab Asstts. & Clerk	70.00	—

Besides, following decisions have also been ratified in the Governing Body Meeting held on 9.12.2005

- (xi) The Failed/Compartment/Improvement candidates who will be appearing for 2006 examinations in Social Science who would not have appeared for internal evaluation of 20 marks will be permitted to appear for the theory examination consisting of 80 marks only as per the Secondary School Curriculum prescribed for 2006 examination and theory marks obtained by them out of 80 marks will be computed out of 100 marks. This facility will also be extended to the failure candidates of 2006 examination till they have appeared in the Third chance Compartment Examination.
- (xii) The Failed/Compartment/Improvement candidates who will be appearing for 2007 examination in Mathematics who would not have appeared for internal evaluation of 20 marks will be permitted to appear for the theory examination consisting of 80 marks only as per the Secondary School Curriculum prescribed for 2007 examination and theory marks obtained by them out of 80 marks will be computed out of 100 marks. This facility will also be extended to the failure candidates of 2007 examination till they have appeared in the Third chance Compartment Examination.
- (xiii) It has been observed by the Board that many of the schools check the nominal rolls very casually, as a result the schools approach the Board in the months of January and February to correct the subject



code(s) which puts extra pressure on the system in addition to extra expenditure. A penalty of RS. 500/ per subject code will be charged from the school if the correction is sent by them after receipt of nominal rolls duly corrected by them. This penalty has to be borne by the School and should not be charged from the students

- (xiv) Women private candidates appearing from Delhi can obtain the Affidavit attested by the First Class Magistrate/Notary Public or a Member of the Governing Body.
- (xv) The Compartment Examination has been pre-poned to be held in the third week of July each year instead of end of July and the same will be held on 20th July, 2006:-
- |   |           |
|---|-----------|
| (i) Date of receipt of Comptt. form without late fee            | 23rd June |
| (ii) Date of receipt of forms with late fee of Rs. 10/- per day | 30th June |
| (iii) Conduct of Compartment exam.                              | 20th July |
- (xvi) The following late fees will be charged for submission of Registration Forms which shall be borne by the school(s) and should not be charged from the students:
- |                                      |                        |
|--------------------------------------|------------------------|
| 1. First 10 days after the last date | Rs. 10/- per candidate |
| 2. Next 20 days                      | Rs. 20/- per candidate |
| 3. Next 30 days                      | Rs. 50/- per candidate |
- (xvi) The following late fees will be charged for submission of Registration Forms which shall be borne by the school(s) and should not be charged from the students:
- (xvii) Honorarium paid to the functionaries of the Embassies appointed as Custodians of question papers/ Centre Superintendent/Observer for the Class X & XII examinations will be as under w.e.f. 2006 examinations:
1. Officials of the Embassy for the custody of the Question Papers Rs.3000/- as against Rs. 10001/- being paid to the Custodian Banks in India.
  2. Officials of the Embassy deputed to act as Centre Superintendent/Observer- Rs.500/- per day.
- Conveyance as applicable by the Ministry of External Affairs for the respective countries will be accepted by the Board for making such payments.
- (xviii) The Bhutan Higher Secondary Education Certificate Examination (Class XI) conducted by the Bhutan Board of Examinations, Ministry of Education, Thimpu, Bhutan has been recognized to be equivalent to that of Class XII.
- (xix) The refreshment charges being paid to the various functionaries at the Nodal Evaluation. Centes/Spot Evaluation Centres in India has been enhanced from Rs. 8/- to Rs. 15/- and from Rs. 16/- to Rs 30/- outside India.

All Heads of the Schools are requested to take note of the above for guidance to their teachers/students.

Yours faithfully,

**(PAVNESH KUMAR)**  
**CONTROLLER OF EXAMINATIONS**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

NO. D(A)/PA/2005

13th December, 2005

Circular No.: 40/2005

To

All Heads of Institutions  
Affiliated to CBSE

**Subject: Implementation of the instructions of the CBSE with regard to  
de-stressing learning at the primary level**

Dear Principal,

As you are well aware, CBSE has taken a lot of initiatives to de-stress the learning process at the primary school level. The steps initiated by CBSE are as under:

1. Facilitating students to leave their text books/note books in the school itself for class I & II.
2. No pass-fail system for class I & II.
3. Alternatives to homework for classes III to V.
4. Introduction of Continuous and Comprehensive evaluation for classes I to V.
5. Reporting through School Achievement Records reflecting five point grading.
6. Introduction of class libraries.
7. Emphasis on subjects like music, dance and fine-arts at the primary level to empower the emotional intelligence of the students.

All the above initiatives have been taken after careful consideration of various factors that lead to stressful experiences during the learning process. It is however, noted that some of the affiliated schools do not comply with these instructions in a full measure. It is notified for the information of all the affiliated schools that it is imperative for the schools to follow the various initiatives taken by the Board to make learning a joyful experience. The Board will view seriously any violation or non-compliance of the above instructions.

It is further clarified that adoption of the “No pass-fail” system does not exclude the conduct of any examinations/evaluation in the implementation of the curriculum. Evaluation of the performance of the students is an integral aspect of curriculum implementation. However, it calls for a broad outlook which is meaningful diagnostic and acts as a positive input for the growth process of the learners. It also reflects the cognitive, the affective and the psycho-motor domains in the process of learning. This will further help in facilitating development of multiple intelligencies for the holistic growth of the learners.



The Board has also brought out guidelines to schools for “Alternatives to Homework” Heads of institutions are advised to carefully examine the various inputs given in the book and devise strategies with the help of the teachers to develop modules that would help the parents to conceptualize and implement the spirit of the proposal which calls for effective inter-personal relationship between the parent and the child.

The Board would like to reiterate that the educational reforms initiated by the Board would be successful and beneficial to the stakeholders only if they are implemented with the spirit with which they have been formulated. The cooperation of all the Heads of Institutions in this regard is very much essential and is solicited.

Yours faithfully,

**(G. BALASUBRAMANIAN)**  
**DIRECTOR (ACADEMIC)**







**CENTRAL BOARD OF SECONDARY EDUCATION, DELHI**  
**2 Community Centre, Preet Vihar, Delhi-110092**

S/PA/06

Dated: 31st January, 2006

Circular No. 02/06

To

All Heads of Institutions  
affiliated to CBSE

Dear Principal,

**Subject: Introduction of seven point grading system at the Middle School level**

As you are aware, the Board has been taking several initiatives to enhance the quality of learning in schools. The objectives of these initiatives include:

- Facilitating joyful and stress-free learning
- Enabling holistic learning
- Improving quality of interactions between the teacher and learner
- Supporting achievements through positive inputs
- Continuous and Comprehensive Evaluation (CCE)

As a Part of the above initiative, the Board has already taken the following steps:

- Achievement Record (for class I to V)
- Assessment through Continuous and Comprehensive Evaluation for primary classes
- Clarification of the five point rating scales by detailing various competencies

As a follow-up of the above initiatives, the Board has further decided that the scheme of continuous and comprehensive evaluation would be introduced at the middle-school level (for classes VI to VIII) also from the ensuing academic year (2006-07). The format of the CCE along with specifications would shortly be made available to the schools both through the website as well as in the print format. This scheme would bring with it a seven point grading system to be introduced in the schools for all the academic subjects.

The seven points and their equivalent performance scale in raw scores (in percentage) will be as under:

A\* - 90 and above

A - 80 to 89

B\* - 70 to 79

B - 60 to 69



C - 45 to 59

D - 33 to 44

E - Below 33 percent

The schools are advised to introduce the above scales in the evaluation of their students. This will enable maintaining a meaningful continuity in the assessment pattern from the primary level to the secondary level and also in ensuring a basic uniformity in the affiliated schools.

The schools are further advised that these changes should be brought to the notice of all the stakeholders in the school community so that the purpose and the spirit of the scheme is well understood.

Yours faithfully,

**(Vineet Joshi)**  
**Secretary**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

E.O. (H&L)/A/06/

Circular No. 07/2006

May 4, 2006

All Heads of Institutions  
Affiliated to CBSE

**Subject: Reducing the Bag Load on Children**

Dear Principal,

As you are aware the CBSE has been taking several initiatives to make the learning process joyful to the child. The steps initiated by the Board include introduction of Continuous and Comprehensive Evaluation upto class VIII, establishment of class libraries, emphasis on soft subject like music, dance and fine arts, strengthening of school-based internal assessment, implementing alternatives to homework for classes III to V and making the learning of mathematics interesting through the concept of Mathematics laboratories in schools. The Board has also instructed schools to restrict the number of textbooks prescribed for students especially at the primary level. The Board has strived to spread awareness about the importance of reducing the bag and curriculum load on children.

The Board often receives reports regarding the pressure exercised in several schools on children and their parents to buy an excessive number of textbooks. The committee under the chairmanship of Professor Yashpal had also made several recommendations to reduce the curricular burden and stress on children in its report entitled 'Learning Without Burden'. The National Curriculum Framework, 2005 has called for several curricula and systemic reforms to make children's life at school enjoyable. One of these reforms pertains to reduction in the number of textbooks for different classes.

In spite of all these initiatives, it is unfortunate that several schools are exerting pressure on children and their parents to buy an excessive number of textbooks. This is a matter of grave concern and the CBSE would like to reiterate its stand in unequivocal terms that prescribing too many textbooks and coercing parents and children to buy them is an unhealthy and unethical practice that is educationally unsound. Hence all the affiliated schools are instructed to ensure that the number of textbooks they prescribe from class I to VIII does not exceed the number indicated in the list given below:

In the first phase new textbooks prepared by NCERT on the basis of the National Curriculum Framework 2005 have been Introduced in classes I, III, VI, IX and XI during the current academic year i.e. 2006-07. For other classes the old pattern will continue for this academic year).



### Number of Books prescribed for different classes

New Pattern			Old Pattern		
Class	No. of Textbooks	Subjects	Class	No. of Textbooks	Subjects
I	3	Hindi, English, Mathematics	II	5	Hindi, Work Book (Hindi), English, Work Book (English), Mathematics
III	4	Hind, English, Mathematics Environmental Science	IV	6	Hind, Work Book (Hindi), English, Work Book (English), Mathematics, Environmental Studies
VI	10	Hindi, Hindi Supplementary, English, English Supplementary, Sanskrit, Mathematics, Science, Social Science (History, Socio-Political Life, Geography) - 3 books	V	6	Hindi, Work Book (Hindi), English, Work Book (English), Mathematics, Environmental Studies
			VII	11	Hindi, Hindi Supplementary, Hindi Work Book, English, Supplementary Reader for English, Work Book for English, Sanskrit, Mathematics, Social Science Part-I, Social Science Part-II, Science and Technology
			VIII	11	Hindi, Hindi Supplementary, Hindi Work Book, English, Supplementary Reader for English, Work Book for English, Sanskrit, Mathematics, Social Science Part-I, Social Science Part-II, Science and Technology

The instructions contained in this circular may scrupulously be adhered to by all the affiliated schools.

Yours sincerely,

**Ashok Ganguly**  
**Chairman**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

NO. CM/FO/07/

January 3, 2007  
Circular No. 1/2007

To

All Heads of Institutions,  
Affiliated to CBSE

**Subject :Implementation of the instructions of the CBSE with regard to de-stressing  
learning at the primary level**

Dear Principal,

Greetings from CBSE for a Happy New Year.

As we prepare ourselves to usher in the new year, we should spare some moments for reflecting on what we accomplished in the year gone by and plan for the tasks ahead. At this juncture the Board would like to share some of its views with you so that you can develop effective strategies for the proper implementation of the policies and programmes of the Board that are aimed at bringing about qualitative improvement in the education being imparted in CBSE schools.

- Year 2006 had been an exciting period of hectic activity and major developments in school education. NCERT brought out new curriculum package on the basis of the National Curriculum Framework 2005. CBSE had designed the syllabi in different subjects accordingly and schools were asked to implement them in classes I, III, VI, IX and XI during the 2006-07 session. Information about the new NCERT textbooks for these classes was also provided to all the schools. The salient features of the new syllabi and textbooks included the constructivist approach and greater importance to hands-on experience and activity-oriented learning for students. The NCERT conducted a series of teleconferences for teachers to familiarize them with NCF-2005 and the new textbooks. Teachers must understand the pedagogical orientation to the course materials and organize the children's classroom experiences in a manner that permits them to construct knowledge on their own. There is a great thrust to distinguish knowledge from information and to perceive teaching as a professional activity, not as coaching for memorization or as transmission of facts. Schools have to make every attempt to empower the teachers accordingly so that the curriculum transaction truly reflects the shift in educational paradigm as envisaged in NCF-2005. Simultaneously schools will have to prepare themselves for implementing new syllabi and textbooks for classes II, IV VII, X and XII during 2007-08.
- Among the many initiatives that CBSE took during the last year, one of the most important was the strengthening of internal assessment at secondary level. In the subject of Social Science internal



assessment for 20% was implemented at class X Board examination in March 2006. The aim of this scheme is to integrate the principle of Continuous and Comprehensive Evaluation with the Board examination and to widen the scope of assessment by the inclusion of multiple techniques of evaluation such as projects, interviews, questionnaires, checklist etc. Detailed guidelines for carrying out the internal assessment were circulated to all schools. A revised list of suggested projects for classes IX & X for 2006-07 has also been made available to all the schools. It is reiterated that schools should seriously follow the laid down guidelines in evaluating different aspects of internal assessment such as term/unittests, assignments and project work and maintain proper assignment record. The Board has reposed great trust in schools as its partners in the evaluation process and only by carrying out the assessment in a credible and reliable manner can this trust be maintained.

- The scheme of internal assessment for 20% in Mathematics will come into effect from March 2007 class X examination. The Board has published a document titled 'Guidelines for Mathematics Laboratory in Schools for Class X' which includes all the activities to be done by a student during the year as well as suggested project work. The Board has also sent detailed circulars giving relevant information about the scheme of assessment. Schools are required to maintain proper record of assessment which may be inspected by the Board, if necessary. Mathematics Laboratory must be made a compulsory component of mathematics learning and it should be vibrant, innovative and attractive. Mathematics Laboratory is the reflection of the creativity of mathematics teachers in the schools.
- Another major change is the restructured Science Practicals at class X which will be effective from March 2007 examination. Besides a document titled 'Assessment of Practical Skills in Science and Technology Class X', the Board has also made available a specimen of the ICR/OCR answer sheet that will be used in one and a half hour written examination on practical skills. Schools may take photocopies of the ICR/OCR answer sheet and give one copy to each class X student. Teachers should also familiarize the students with the answer sheet and train them in filling it as per instructions. Simultaneously schools should make arrangements for conducting practical examination and assess students' performance internally for 20 marks.
- In order to prepare the students for greater weightage given to practical skills in Science at secondary level the Board has developed a handbook titled 'Learning by Doing' for class VI. It contains a number of activities and experiments which can be performed by students and teachers using inexpensive apparatus and material to gain an insight into various scientific concepts dealt with in class VI Science textbook. Next year the Board will bring out a similar publication for Class VII. Teachers should read the book and organize demonstration of experiments for students as part of the regular classroom teaching.
- Many of the schools have successfully implemented CCE with five point grading scale and no pass/fail criterion upto class V. During the current year the Board has instructed schools to extend it to classes VI-VIII with a seven point grading scale. Teachers should be adequately equipped to implement the assessment scheme in its true spirit. Achievements of students in different areas like art, dance, music, sports and games etc. should be suitably reflected in the achievement records at least in primary classes.





- By now a number of enrichment activities and training programmes conducted by the Board have been institutionalized. Science Exhibition, Mathematics and Informatics Olympiad, Heritage India quiz, Induction Programmes for teachers and Strategic Leadership Programmes for principals have all become regular features of the Board's annual calendar. Schedule and information on these activities are available on the Board's website. Schools should make an attempt to include them in their own calendar of activities in order to ensure larger participation of students in the activities meant for them and more opportunities for training of teachers and empowerment of principals. More and more students must be encouraged to participate in activities like Physics Olympiad, Chemistry Olympiad, Biology Olympiad etc.
- It is seen that many schools are not evincing interest for implementing the cross-curricular and integrated curricular components developed by the Board such as Education in Life Skills and Alternatives to Homework. The rigid mindset of preparing students with the examination in view should change. It is very important that students acquire life skills in their formative period of life in order to realize their potential, to become entrepreneurial and lead a safe and responsible adult life. Similarly alternatives to homework play the important role of providing an outlet for the creativity of children. Heads of schools should study these documents themselves and discuss them with their teachers to develop proper perspectives. It is hoped that more schools would implement these curricular components with greater enthusiasm in the coming years.
- Reading habit is crucial to develop the thinking skills and emotional health of children. Libraries play a crucial role in making children develop an interest in books and love for reading. The Board has brought out a book titled 'Organizing School Libraries Guidelines'. It has useful information for upgrading school libraries and making them more functional. Principals should read the book and discuss it with the librarian and teachers so that there is a real transformation in the library facilities at school level. Also efforts may be made to develop class libraries at least in primary classes.
- The other programmes launched by the Board include Comprehensive School Health Programme and Adolescence Education Programme. Schools should create a Health Club and use it as a platform for carrying out different activities to promote the physical, emotional and mental health of children. The special needs of adolescents also have to be addressed through curricular and co-curricular interventions. Principals are requested to send identified teachers for advocacy and teacher training programmes conducted by the Board.
- Among the different measures that the Board is planning for the future, introduction of new elective subjects at +2 level such as Creative Writing and Translation Studies, Heritage Craft and Human Rights and Gender Studies is a major one. Similarly new courses under Vocational Education are being planned. In the evaluation front the Board is proposing to introduce a nine point grading system at secondary stage, i.e. at class IX and X.

At the core of the emerging dynamics in school education are two fundamental issues:

1. To make the learning process joyful for the child.



2. To energize the teaching-learning process by strengthening the connectivity between knowledge, feeling and doing.

Keeping these as the underlining guiding principles we must strive to universalize excellence in every aspect of educational endeavour and nurture and promote ceativity and innovation among children. CBSE would like to take this as its new year resolution and the Board appeals to all the members of its family also to adopt it to create a bright and happy future for the children of the country.

Again wishing you a Happy New Year.

Yours sincerely,

**(Ashok Ganguly)**  
**Chairman**







**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

CM/EO/07

Circular No. 21/2007

April 17, 2007

All Heads of Institutions,  
Affiliated to the CBSE

**Subject: Reducing the Bag-Load on Children**

Dear Principal,

Kindly refer to Board's circular no. 07/2006 dated 4th May, 2006, in which attention of the schools affiliated to the Board was drawn to the need for reducing the bag load on children in order to provide them adequate space and time for other activities. The importance of making the learning process enjoyable for children by restricting the number of prescribed textbooks and reducing curriculum burden on the learners, besides other measures like Continuous and Comprehensive Evaluation and emphasis on soft subjects like dance, music, fine arts etc. has also been impressed upon schools by the Board.

Taking cognizance of the need to minimize the curriculum load on children, NCERT has prepared new textbooks for various subjects and classes based on the National Curriculum Framework 2005. New textbooks have been introduced in classes I, III, VI, IX and XI in 2006-07 and in classes II, IV VII, X and XII during the current academic year i.e. 2007-08. For classes V and VIII the old textbooks will continue for the current academic year and new books will be implemented in 2008-09. The list of NCERT textbooks for classes I-VII is given below for the guidance of schools and for enabling them to use it as a norm for deciding the number of textbooks to be prescribed for these classes:

Class	No. of Textbooks	Subject	Name of Textbooks
I	03	Hindi English Mathematics	Rimjhim Bhag I Marigold Book I Math Magic Book I (Ganit Ka Jadu Pustak)
II	03	Hindi English Mathematics	Rimjhim Bhag-II Marigold Book II Math Magic Book II (Ganit Ka Jadu Pustak II)
III	04	Hindi English Mathematics Environmental Studies	Rimjhim Bhag-IV Marigold Book-IV Math Magic Book-IV (Ganit Bhag IV) Looking Around Book II (Aaspass Pustak II)

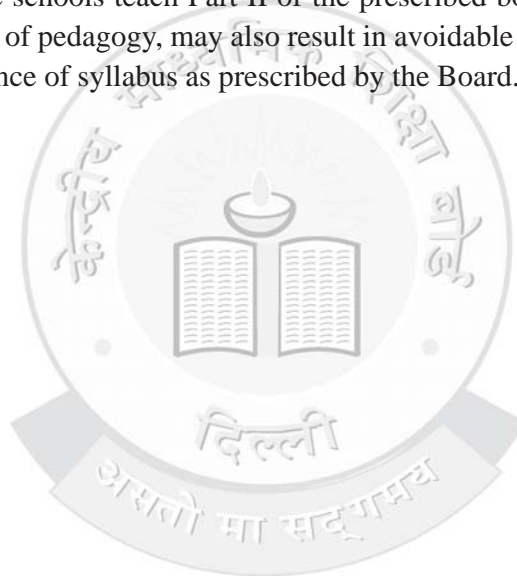


IV	04	Hindi English Mathematics Environmental studies	Rimjhim Bhag-IV Marigold Book-IV Mathematics Book-IV (Ganit Bhag IV) Looking Around Book II (Aaspass Pustak II)
V	06	Hindi  English  Mathematics  Environmental Studies	Bal Bharati Bhag V Abhyas Pustika Bal Bharati Bhag V Learning English-V Work Book - Learning English-V Let's learn Mathematics V (Aao Ganit Seekhein V) Let's Look Around and Learn (Dhekhein, Karein aur Seekhein)
VI	10	Hindi  English  Sanskrit Mathematics Science S. Science	Vasant Bhag I Bal Ramkatha Honey Suckle A Pact with the Sun Ruchira Pratham Bhag Mathematics (Ganit) Science (Vigyan) Our Past History (Hamara Atit Itihas) The Earth our Habitat Geography (Prithvi Hamara Abhas Bhugol) Social and Political Life (Samajik aur Rajniti Jeevan)
VII	10	Hindi  English  Sanskrit Mathematics Science S. Science	Vasant Bhag II Mahabharat Honey Comb - English Supplementary English Ruchira-II Mathematics (Ganit) Science (Vigyan) History (Itihas) Geography (Bhugol) Social and Political Life (Samajik aur Rajniti Jeevan II)
VIII	13	Hindi  Sanskrit	Bharati Bhag III Sanskrit Budh Charitra Naya Jeeven Bhag III Shreyasi Bhag III



		English	Apoorva Bhag III Abhyas Pustika Apoorva Bhag III Modern English Part III Work Book Modern English Supplementary Reader VIII
		S. Science	Social Science Part I (Samajik Vigyan Bhag I) Social Science Part II (Samajik Vigyan Bhag II)
		Mathematics	Mathematics III (Ganit Pustak III)
		Science	Science & Technology (Vigyan Avam Prodyogiki)

Another very important aspect relates to the sequence in which the syllabus has to be transacted in the classroom. It has come to the knowledge of the Board that some schools change the sequence of lessons/chapters in an arbitrary manner to suit the preference and comfort of the teachers. In certain subjects at secondary and senior secondary level some schools teach Part II of the prescribed books before Part I. Such practices, besides defying sound principles of pedagogy, may also result in avoidable practical problems. Hence schools are instructed to follow the sequence of syllabus as prescribed by the Board.



Yours sincerely,

**Ashok Ganguly,**  
**Chairman**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

CBSE/CM/2008/

Dated: 27.10.2008

Circular No.: 43/08

All Heads of the Institutions  
Affiliated to the Board

**Subject: Reducing the bag load on children**

Dear Principal,

With the completion of the final phase of developing textbooks for classes VI and VIII, revised textbooks for all classes from I to XII based on National Curriculum Framework 2005 have been made available by NCERT in the current academic session 2008-09. These textbooks are characterized by certain unique features such as making the textual material more interactive, promoting self learning and relating classroom learning to real life situations. These publications also put greater emphasis to pedagogical considerations of content matter rather than loading it with more and more information. A large number of activities included in these books are likely not only to understand the basic underlining concepts but also make learning more interesting and joyful. A lot of space has also been provided in the books for promotion of reflective thinking, imaginative pursuits and out of classroom learning. Thus, these textbooks provide freedom to both the teacher and learner to improve, innovate, create and think beyond the minimum. The approach followed in these publications primarily aim at making learning a pleasurable experience and minimize the curriculum load on students.

The Board has often advised the school to lay greater emphasis on activity-based joyous learning experiences in teaching of Science, Social Science, Mathematics and Languages in such a way that students are able to connect and transfer class room learning to real life situations. The earlier guidelines vide circulars no. 07/2006 dated 4.5.2006 and 21/2007 dated 17.4.2007 regarding reduction of bag loads on children, particularly at primary and upper primary stages, had asked the schools to restrict the number of prescribed textbooks. It is reiterated that the number of prescribed textbooks in different classes may not exceed the number prescribed by NCERT in the corresponding class. **A complete list of NCERT textbooks for all classes upto class VIII is provided in the Annexure for ready reference.**

In addition to this, the schools are also advised to continue the practice of maintaining and keeping the school bags of children upto class II in the school itself. It is also suggested to support a system of class libraries in order to promote reading habits in children and also supplement in respect of those students who do not bring textbooks on a particular day. Pedagogical practices such as integrating soft subjects with main course teaching, using interesting alternatives to home work which supplement class room teaching adopting a continuous and comprehensive evaluation for strengthening of learning will further continue to effectively reduce the burden on learning.



It is requested that the contents of this letter may be discussed with all the teachers of the school in order to ensure effective transfer of suggestions included in this circular. The school should also ensure strict compliance with regard to the number of books prescribed so that the students and parents are not burdened academically or financially.

With best regards,

Yours faithfully,

**(VINEET JOSHI)**  
**CHAIRMAN**





**CENTRAL BOARD OF SECONDARY EDUCATION, DELHI**  
**2 Community Centre, Preet Vihar, Delhi-110092**

NO. CBSE/EO(L)/ACAD/2008

4th Nov., 2008

Circular No. 47

To

All the Heads of Institutions  
affiliated to CBSE

**Subject: Assessment of Portfolios: Creative Writing & Translation Studies for Class XI & XII.**

Dear Principal,

The Central Board of Secondary Education has introduced a new elective **Creative Writing and Translation Studies and the first Board Exam will be held in March 2009**. The **Portfolio** Assessment needs to be done for 20 marks.

We wish to inform you that the Portfolio for the course “**Creative Writing & Translation Studies**” **Code No. 069, prepared by your Class XII students (appearing in the 2009 exam)** should be assessed by the school (grades translated into marks) and submitted to CBSE by 31<sup>st</sup> Jan. 2009 at the address given below:

**Dr. Sadhana Parashar**

Education Officer (L)

Central Board of Secondary Education  
Shiksha Sadan, 17, Rouse Avenue,  
Institutional Area, New Delhi-110002.

Please ensure that the assessment is done on the following criteria:

1. Regularity in submission of both class and home written assignments
2. Quality of tasks with emphasis on creative and comprehensive application.
3. Average marks of all Creative Writing and Translation written tasks
4. Oral communication skills and classroom translation

**The Assessment Criteria may be checked up from Curriculum Document: Senior School Curriculum 2009 Volume I Main Subjects.**

**URGENT NOTE: The original award list has to be sent, as in the case of other subjects to the Regional Office to which the school belongs.**

This is being done this year as the CBSE feels that for a new course like this, it is advisable to have the system of portfolio Assessment maintained. The monitoring will be done by a panel appointed by CBSE.

This may be brought to the notice of all teachers and students.

Yours sincerely,

**(DR. SADHANA PARASHAR)**  
**EDUCATION OFFICER(L)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

March 29, 2006  
Circular No. 4

To

All Heads of Institutions  
affiliated to CBSE

**Subject: New NCERT Text Books for Classes IX & XI**

Dear Principal,

Kindly refer to Board's Circular No. 0112006 dated 16<sup>th</sup> February, 2006 through which it was informed that the new curriculum and text books will be introduced in classes I, III, VI, IX and XI from the academic session 2006-2007. The NCERT has informed the Board that new text books in different subjects for class IX and XI have been prepared based on the National Curriculum Framework. These books have been placed on the NCERT website: [www.ncert.nic.in](http://www.ncert.nic.in). All the schools affiliated to CBSE can access them from March 27, 2006. These books will come into effect from 2006-07 academic year for classes IX & XI.

**List of Books**

**Class IX**

Hindi	1.	Kshitij Hindi Text Book
	2.	Sparsh
English	1.	Beehive-English Text Book
	2.	Moments - Supplementary Reader
Urdu	1.	Nawa-e-Urdu
	2.	Gulzare-e-Urdu
Mathematics	1.	Mathematics
	2.	Ganit
Science	1.	Science
	2.	Vigyan
Geography	1.	Contemporary India
	2.	Samkalin Bharat
History		India and the Contemporary World
Economics	1.	Economics
	2.	Arthshastra
Political Science		Political Science





### Class IX

Hindi	1.	Aroh
	2.	Antra
English	1.	Woven Words
	2.	Hornbill
Sanskrit Elective		Shashwati
Urdu		Golstan-e-Adah
Mathematics	1.	Mathematics
	2.	Ganit
Statistics	1.	Statistics for Economics
	2.	Sankhyiki
Physics	1.	Physics Part-I
	2.	Bhautiki Bhag-I
Chemistry	1.	Chemistry Part-I
	2.	Rasayan Vigyan Bhag-I
Biology	1.	Biology
	2.	Jiv Vigyan
Accountancy	1.	Financial Accounting
	2.	Business Studies
Geography	1.	Fundamental of Physical Geography
	2.	Bhautik Bhugol Ke Mool Siddhant
History		History
Psychology		Introduction of Psychology
Sociology		Introducing Sociology
Political Science		Political Science

The Hindi version of the class XI textbooks of History, Psychology, Sociology and Political Science will follow shortly. You are requested to ensure that the students are using the new text books in these classes. If there is any difficulty in the availability of the new text books, you are requested to download the initial chapters from the NCERT website and inform us accordingly so that the matter may be taken up with NCERT to ensure the availability of books.

Yours faithfully,

**(VINEET JOSHI)**  
**SECRETARY**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

NO. CBSE/ENGLISH ELECTIVE/2006

Dated: 11th July, 2006

Circular No. 17

All Heads of Institutions  
affiliated to CBSE

**Subject: English Elective Class XI - 2007**

Sir,

The Syllabus for English Elective Class XI for the session 2006-2007 specifies the following books in the curriculum document (2008 Vol. I).

1. Textbook: Published by NCERT
2. Fiction: Novel (unabridged) The Old Man and The Sea - E. Hemingway
3. Drama: Arms and the Man - Bernard Shaw
4. Suggestive Reading - Published by NCERT (for seminar)

As far as the text book is concerned, you have to follow 'WOVEN WORDS' published by NCERT. However, under fiction, the following changes are made.

'The Old Man and the Sea', E. Hemingway.

Or

'Dancing in Cambodia At large in Burma' - Amitav Ghosh

The Drama 'Arms and the Man' by George Bernard Shaw will remain the same.

In place of the book suggested for conducting a 'Seminar' (10 marks) the following list of books and films is suggested. The book on Suggestive Reading is not being published by NCERT.

Book List (Reading List for Class XI)

1. One Hundred Years of Solitude-Gabrial Garcia Marquez
2. To Sir with Love-E.R. Braithwaite
3. Rebecca-Daphne Du Maurier
4. Gone With The Wind - Margaret Mitchell
5. Man Eater of Malgudi - R.K. Narayan
6. Love Story - Erich Segal
7. Life of Pi - Yan Martel



8. Hungry Tide - Amitav Ghosh
9. Daddy longlegs - Jean Webster
10. To Kill a Mocking Bird - Harper Lee
11. Crime & Punishment - F. Dostoevsky
12. The Razor's Edge - Somerset Maugham
13. White Teeth - Zadie Smith
14. Catcher in the Rye - J.D. Salinger
15. The Diary of Anne Frank - Anne Frank

### **Movies**

1. One Flew Over The Cuckoo's Nest
2. My Fair Lady
3. On Golden Pond
4. Apu Trilogy - Satyajit Ray
5. Gandhi
6. Bridge on the River Kwai
7. The Great Escape
8. The Night of Generals

### **Seminar would involve**

- Presentation of a review of a book, play, short story, novel, novella, movies followed by a question answer session.
- Poetry reading followed by interpretive tasks based on close reading and literary analysis of the text.
- Critical review of a film, a play or conducting a theatre workshop.

**Note:** The book on Suggestive Reading is not being published. Hence the above list may be used as suggested readings. You can also select other books and films on the same lines.

This is for information of all teachers and students involved in the study of English Elective Class XI.

Yours sincerely,

**(DR. SADHANA PARASHAR)**  
**EDUCATION OFFICER**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
“Shiksha Kendra”, 2, Community Centre Preet Vihar, Delhi

March 20, 2006

Circular No. 4

To

All Heads of Institutions  
affiliated to CBSE

**Subject: New NCERT Text Books for Class IX & XI**

Dear Principal,

Kindly refer to Board's Circular No. 01/2006 dated 16<sup>th</sup> February, 2006 through which it was informed that the new curriculum and text books will be introduced in classes I, III, VI, IX and XI from the academic session 2006-2007. The NCERT has informed the Board that new text books in different subjects for class IX and XI have been prepared based on the National Curriculum Framework. These books have been placed on the NCERT website: [www.ncert.nic.in](http://www.ncert.nic.in). All the schools affiliated to CBSE can access them from March 27, 2006. These books will come into effect from 2006-07 academic year for class IX & XI.

**List of Books**

**Class IX**

Hindi	1. Kshitij Hindi Text Book 2. Sparsh
English	1. Beehive-English Text Book 2. Moments-Supplementary Reader
Urdu	1. Nawa-e-Urdu 2. Gulzare-e-Urdu
Mathematics	1. Mathematics 2. Ganit
Science	1. Science 2. Vigyan
Geography	1. Contemporary India 2. Samkalin Bharat
History	India and the Contemporary World
Economics	1. Economics 2. Arthshastra
Political Science	Political Science



### Class XI

Hindi	1. Aroh 2. Antra
English	1. Woven Words 2. Hornbill
Sanskrit Elective	Shashwati
Urdu	Golstan-e-Adah
Mathematics	1. Mathematics 2. Ganit
Statistics	1. Statistics for Economics 2. Sankhyiki
Physics	1. Physics Part-I 2. Bhautiki Bhag-I
Chemistry	1. Chemistry Part-I 2. Rasayan Vigyan Bhag-I
Biology	1. Biology 2. Jiv Vigyan
Accountancy	1. Financial Accounting 2. Business Studies
Geography	1. Fundamental of Physical Geography 2. Bhautik Bhugol Ke Mool Siddhant
History	History
Psychology	Introduction of Psychology
Sociology	Introducing Sociology
Political Science	Political Science

The Hindi version of the class XI textbooks of History, Psychology, Sociology and Political Science will follow shortly. You are requested to ensure that the students are using the new textbooks in these classes. If there is any difficulty in the availability of the new textbooks, you are requested to download the initial Chapters from the NCERT website and inform us accordingly so that the matter may be taken up with NCERT to ensure the availability of books.

Yours faithfully  
**(VINEET JOSHI)**  
**SECRETARY**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, COMMUNITY CENTRE PREET VIHAR, DELHI-110092**

No. CBSE/ENGLISH ELECTIVE/2006

Dated : 11<sup>th</sup> July, 2006

Circular No. 17

All the Heads of Institutions  
affiliated to CBSE

**Subject: Elective Class XI - 2007**

Sir,

The Syllabus for English Elective Class XI for the session 2006-2007 specifies the following books in the curriculum document (2008 Vol. I).

1. Textbook : Published by NCERT
2. Fiction : Novel (unabridged) *The Old Man and The Sea* - E. Hemingway
3. Drama : *Arms and the Man* - Bernard Shaw
4. Suggestive Reading - Published by NCERT (for seminar)

As far as the text book is concerned, you have to follow '**WOVEN WORDS**' published by NCERT. However, under fiction, 'the following changes are made'.

*'The Old Man and the Sea'* - E. Hemingway.

Or

*'Dancing in Cambodia at Large in Burma'* - Amitva Ghosh

The Drama '*Arms and the Man*' by George Bernard Shaw will remain the same.

In place of the book suggested for conducting a 'Seminar' (10 marks) the following list of books and films is suggested. The book on Suggestive Reading is not being published by NCERT.

**Book List (Reading List for Class XII)**

1. One Hundred Years of Solitude - Gabriel Garcia Marquez
2. To Sir with Love - E.R. Braithwaite
3. Rebeca - Daphne Du Maurier
4. Gone With the Wind - Margaret Mitchell
5. Man Eater of Malgudi - R.K. Narayan
6. Love Story - Erich Segal
7. Life of Pi - Yarn Martel



8. Hungry Tide - Amitava Ghosh
9. Daddy Longlegs - Jean Webster
10. To Kill a Mocking Bird - Harper Lee
11. Crime & Punishment - F. Dostovesky
12. The Razor's Edge - Somerset Maugham
13. White Teeth - Zadie Smith
14. Catcher in the Rye - J.D. Salinger
15. The Diary of Anne Frank - Anne Frank

### **Movies**

1. One Flew Over the Cuckoo's Nest
2. My Fair Lady
3. On Golden Pond
4. Apu Trilogy - Satyajit Ray
5. Gandhi
6. Bridge on the River Kwai
7. The Great Escape
8. The Night of Generals

### **Seminar would involve**

- Presentation of a review of a book, play, short story, novel, novella, movies followed by a question answer session.
- Poetry reading followed by interpretive tasks based on close reading and literary analysis of the text.
- Critical review of a film, a play or conducting a theatre workshop.

**Note:** The book on Suggestive Reading is not being published. Hence the above list may be used as suggested reading. You can also select other books and films on the same lines.

This is for information of all teachers and students involved in the study of English Elective Class XI.

Yours sincerely

**[DR. SADHANA PARASHAR]**  
**EDUCATION OFFICER**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092**

No. CBSE/ACAD/2009

1st January  
Circular No.:

All Heads of Institutions  
affiliated to CBSE

**Subject: New Year Greetings-2009!**

Dear Sir/Madam,

Happy New Year 2009! May the coming year be the harbinger of good health, prosperity and positivity to all of you. May we all live in a peaceful world.

This is the time when all schools/teachers and students are in a state of anticipated flurry of preparation for the home examination and board examinations around the corner. There is a need to reinforce the concept of life-skills with a special focus on adolescents. There should be need for anxiety, stress or under panic, Counsellors, teachers and parents can work together to harmonise the holistic personality of a learner by focusing on the development of life-skills such as critical and creative thinking, problem-solving and decision-making, coping with emotions and dealing with stress. This would enable students to maintain calm, poise and equip them with the necessary skills/tools to cope with any negative emotions.

I would also like to focus on the concept of 'Higher Order Thinking Skills' and application based questions. The Sample Question Papers of the main subjects along with the Marking Schemes are already available on the CBSE website ([www.cbse.nic.in](http://www.cbse.nic.in)) and in the printed mode. The testing of application based questions which involves analysis, synthesis and evaluation or inference comprise the Higher Order Thinking Skill questions. The component in the Question Papers needs to be gradually built in during the year that follow. The ultimate objective is to ensure that learners engage in experimental learning activities and construct knowledge in the classroom. Testing needs to be a washback for the teaching in the class.

The component of Life Skills mentioned earlier also need to enhance the value based framework of each learner. In the increasingly fragmented world today, enough examples and anecdotes can be drawn from our traditions and lives of social reformers and great leaders.

I wish to emphasize the need to lay greater stress on Continuous and Comprehensive Evaluation (CCE) and school-based assessment. The schools need to be fair and transparent in assessing learners in the internal assessment in all classes. The criteria and guidelines has been circulated to schools earlier. I earnestly hope that schools are involved in ensuring activity-based projects in Environment Education. Graded activities are available in the Teacher's Manual brought out by the Board.

The Board has always believed in the concept of continuous empowerment of Principals and teachers and it





is in this mode that we hope to bring out an annual teachers training calendar in the first quarter of the year. This will be placed on CBSE website so that schools can benefit from the training when it is in a city nearby.

This year a huge amount of feedback has already been received from various stake holders. Students, teachers, parents and educators through the 'Internet with Chairman facility' available on the CBSE website. As a result thereafter a FAQ's (Frequently Asked Questions) section has been put up on the website. All teachers and students are encouraged to go through this section. Awareness regarding the Helpline and Counselling will also help students to clarify doubts and assuage their concern.

My request to all of you is to find time to visit the CBSE website as frequently as possible to update yourself on various developments taking place on a continuous basis.

I once again wish every one of you an exciting year ahead filled with endless learning opportunities and expanding mental horizons.

Yours sincerely,

**Vineet Joshi**  
**(Secretary and Chairman)**







**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110 092**

No. CBSE/ACAD/2009

20th September, 2009  
Circular No. 39/20-09-2009

All the Heads of the institutions  
affiliated to CBSE

**Subject: Examination Reforms and Continuous and Comprehensive  
Evaluation (CCE) in the Central Board of Secondary Education  
(CBSE)**

Dear Principals,

The larger context of education is to prepare futuristic citizens for a meaningful and productive life in a globalised society. There is a dire need to strengthen the education system even more so in a pluralistic society which addresses itself to a heterogeneous group. Evaluation is a means of realising the extent to which we have been successful in imparting such an education. Evaluation is an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning processes and their assimilation by learners.

External examinations *'are largely inappropriate for the 'knowledge society' of the 21st century and its need for innovative problem solvers'*, Questions if not framed well, "call for rote memorization and fail to test higher-order skills like reasoning and analysis, lateral thinking, creativity and judgement. External exams make no allowance for different types of learners and learning environments and induce an in-ordinate level of *anxiety and stress*".

(NCF- Position paper on Examination Reforms)

This calls for a functional and reliable system of School-Based Evaluation.

We need to look at the **holistic assessment** of a learner which also includes co scholastic area of Life Skills, Attitudes and Values, Sports and Games as well as Co-Curricular activities. The CCE scheme aims at addressing this in a holistic manner. A number of National Committees and Commissions in the past have consistently made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through School-Based Continuous and Comprehensive Evaluation.

Therefore, the CCE scheme brings about a paradigm shift from examination to effective pedagogy.

National Curriculum Framework 2005, while proposing Examination Reforms has also stated – *"Indeed, Boards should consider, as a long-term measure, making the Class X Examination Optional, thus permitting students continuing in the same school (and who do not need a Board certificate) to take an internal school exam instead"*.



Hon'ble Union Minister for Human Resource Development also announced-“*Push the process of examination reform in accordance with NCF 2005. This will include making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a board certificate) to take an internal school assessment instead*”.

In the light of the above background, surveys and consultations with various stakeholders across the country and the given mandate of CBSE, the Board, on the advice of the Ministry of Human Resource Development, Government of India has decided to introduce the following Scheme:-

## 1. Scheme of the Board

### 1.1 Senior Secondary Schools

- a) There will be no Class X Board Examination w.e.f. 2011 for students studying in CBSE's Senior Secondary Schools and who do not wish to move out of the CBSE system after Class X.
- b) However, such students of Senior Secondary Schools who wish to move out of the CBSE system after Class X (Pre-University, Vocational course, Change of Board, etc.) will be required to take the Board's **External (pen and paper written/online) Examination**.
- c) Further, those students who wish to assess themselves vis-à-vis their peers or for self assessment will be allowed to appear in an On Demand (pen and paper/online) Proficiency test.

### 1.2 Secondary Schools

The students studying in CBSE's Secondary schools will however be required to appear in **Board's External (pen and paper written/online) Examination** because they will be leaving the secondary school after Class X.

### 1.3 All Schools

- 1.3.1 The **Continuous and Comprehensive Evaluation (CCE)** will be strengthened in **all affiliated schools** with effect from **October, 2009** in Class IX.
- 1.3.2 An Optional Aptitude Test developed by the CBSE will also be available to the students. The Aptitude Test along with other school records and CCE would help students, parents and teachers in deciding the choice of subjects in Class XI. All students of **Class X in the current academic year** will be taking the **CBSE Board's Class X 2010 Examination**. The CBSE will be conducting this Examination. The weightage of the school based assessment will remain the same as per past practice, i.e. 20% each in the subjects of Science, Social Science and Mathematics.
- 1.3.3 **The new Grading system will be introduced at Secondary School level (for Classes IX & X) effective from 2009-10 Academic Session**. The details of grading scheme are being circulated in a separate advisory to schools.

**Details of the scheme are annexed at (Annexure-I) all for ready reference.**

## 2. How would the Scheme help?

The above steps would help the learners and parents, who are the primary stakeholders of school education, in the following manner:-



- a) It will reduce stress and anxiety which often builds up during and after the examination which could have an adverse impact on young students especially in the age group of 13-15 years.
- b) It will reduce the dropout rate as there will be less fear and anxiety related to performance.
- c) In the past there was practice to often finish the entire syllabus much before time and follow it up with Pre-Board(s) and study leave. Now there will be greater focus on learning rather than teaching to the test.
- d) The emphasis on conceptual clarification through experiential learning in the classroom will increase since there will be more time available for transaction of curriculum.
- e) It will help the learners to develop holistically in terms of personality by also focussing on the co-scholastic aspects which will be assessed as part of the Continuous and Comprehensive Evaluation scheme.
- f) It is expected to prepare the students for life by making students physically fit, mentally alert and emotionally balanced.
- g) The students will have more time on their hands to develop their interests, hobbies and personalities.
- h) It will enable the students, parents and teachers to make an informed choice about subjects in Class XI.
- i) It will motivate learning in a friendly environment rather than in a fearful situation.
- j) It will equip students with Life Skills especially Creative and Critical thinking skills, **social skills** and coping skills which will keep them in a good stead when they enter into a highly competitive environment **later on**.

### 3. Addressing the Concerns

The CBSE has been discussing the matter with its stakeholders all over the country. A number of issues are likely to be raised by students/parents regarding this initiative, as it is being done for the first time by any Board in India. A compilation of such issues, and solutions offered by the Board in the form of FAQs (*Frequently Asked Questions*) will be soon available on the CBSE website. In case of any clarification you may write through the CBSE's website (detailed below) or mail your queries to the Chairman CBSE by superscribing "CBSE Examination Reform" on the top of the envelop.

### 4. CCE Guidelines

Many of the Schools are already aware about the CCE and are implementing the same. However, in order to improve the quality of CCE, the detailed guidelines are being issued and will reach the schools shortly. These will also be available on CBSE website ([www.cbse.nic.in](http://www.cbse.nic.in)).

### 5. Training Workshops

Teacher training workshops will be conducted simultaneously from October 2009 onwards. These training workshops will be compulsory for the **Heads of Schools and two teacher representatives**. Details of these will be available on the CBSE's website. Principals and trained teachers will be thereafter interacting



with parents during Parent Teacher Meetings to create awareness regarding the Board's Scheme and address their concerns.

## 6. Request to School Principals

The CBSE is committed to the enhancement of quality in school education and it plans to empower schools to assess the students without compromising on any quality parameter. It has full faith in the Principals and teachers of its affiliated schools and hopes that the following action will be taken in the shortest possible time:-

- Explain the above scheme in detail to the parents, teachers and students specially those in Classes IX and X and interact with parents of these students **to create awareness and sensitise them.**
- Collect and forward the information about number of students **in Class IX in the current academic session.**
- Forward this data to the Regional Office concerned in the enclosed Proforma **definitely by 15th October 2009.**(Annexure 2)

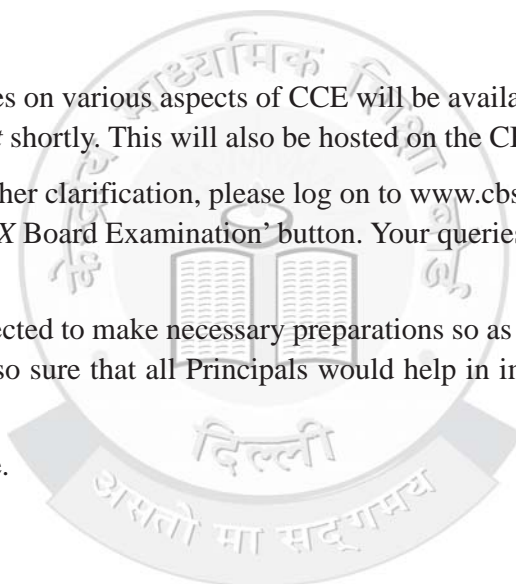
## 7. Further Clarification

Comprehensive guidelines on various aspects of CCE will be available in the *Teachers' Manual on School Based Assessment* shortly. This will also be hosted on the CBSE website ([www.cbse.nic.in](http://www.cbse.nic.in))

In case you need any further clarification, please log on to [www.cbse.nic.in](http://www.cbse.nic.in) and click on the 'Interact with Chairman on Class X Board Examination' button. Your queries on this issue will be replied expeditiously.

All Heads of Schools are directed to make necessary preparations so as to implement the above scheme in letter and spirit. The Board is also sure that all Principals would help in implementing the above mentioned reforms.

Waiting for an early response.



Yours faithfully,

**(VINEET JOSHI)**  
**CHAIRMAN & SECRETARY**



## Scheme of Examination Reforms and Continuous and Comprehensive Evaluation (CCE)

### A. Class IX - 2009 –10 Academic Session

#### Strengthening Continuous and Comprehensive Evaluation (CCE) in Class IX

(Second Term October 2009 – March 2010)

1. The Central Board of Secondary Education introduced Continuous and Comprehensive Evaluation in Primary classes in 2004 (*Circular No. 5/18/25/04*). The achievement records and its format was also circulated for Classes I to V with the objective of facilitating holistic learning in the school. The focus was on identifying the talents of the learner and empowering with positive inputs. The Board recommended a five Point rating scale, it also recommended the elimination of the pass /fail system at the primary classes (*Circular No. 31/04/21/05*). The Board has also followed it up by extending this scheme upto Classes VI to VIII and developed a CCE card on School Based Assessment for the same (*Circular No. 2/06*).
2. The scheme of Continuous and Comprehensive Evaluation (CCE) will be now further strengthened in all affiliated schools from October 2009. The Class IX students will be assessed through the CCE by the school itself. The strengthened CCE scheme will be applicable for the second term (**October 2009 – March 2010**) of the current academic year in Class IX.
3. **In general, for the purpose of the CCE**, an academic year has been divided into two terms. The first term will be from **April – September** and the second term from **October – March**.
4. The CCE in classes IX & X is intended to provide holistic profile of the learner through evaluation of both Scholastic and Co-Scholastic areas spread over two terms each during two academic years.

#### 4.1 Evaluation of Scholastic areas:

Each term will have **two Formative assessments** and **one Summative assessment** for evaluation of Scholastic areas.

##### 4.1.1 Formative Assessment:

Formative assessment is a tool used by the teacher to continuously monitor student progress in a non-threatening and supportive environment. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher. Some of the main features of Formative assessment are that it is diagnostic and remedial, provides effective





feedback to students, allows for the active involvement of students in their own learning, enables teachers to adjust teaching to take account of the results of assessment and recognizes the profound influence that assessment has on the motivation and self-esteem of students, both of which are crucial influences in learning.

It is highly recommended that the school should not restrict the Formative Assessment to only a paper-pencil test. There are other means of testing such as through quizzes, conversations, interviews, oral testing, visual testing, projects, practicals and assignments.

**For this year there will be only two Formative assessments for Class IX for the (remaining) second term.**

**It is advised that the Schools may conduct more than two such assessments and take the best two out of those.**

Assessments done periodically will be shown to the students/ parents so as to encourage continuous participatory improvement.

#### **4.1.2 Summative Assessment:**

The Summative assessment is the terminal assessment of performance at the end of instruction. Under the **end term Summative assessment**, the students will be tested internally based on the following criteria:-

- a) Curriculum and Syllabus for Classes IX will be the same as circulated by the Board earlier.
- b) The Summative assessment will be in the form of a pen-paper test conducted by the schools themselves. It will be conducted at the end of each term.
- c) In order to ensure standardisation, and to ensure uniformity, the Question Banks in different subjects to generate question papers will be forwarded by the Board to Schools in March 2010.
- d) In order to cater to difference in the pace of responding, the Schools will give flexible timing to the students during end term Summative Assessment.
- e) **For this year, there will be only one term end Summative Assessment for the (remaining) second term to be conducted in March 2010 for Class IX students.**
- f) Evaluation of answer scripts will be done by the school Teachers themselves on the basis of the Marking Scheme provided by the Board.
- g) There will be random verification of the assessments procedures carried on by schools by the Board officials/nominees appointed by the Board.



The Weightage of **Formative Assessment (FA)** and **Summative Assessment (SA)** shall be as follows:

Term	Type of Assessment	Percentage of weightage in academic session	Term wise weightage	Total
First term (April-Sept)	Formative Assessment-1	10%	Formative Assessment-1 + 2 = 20%	Formative = 40%, Summative = 60% Total 100%
	Formative Assessment-2	10%		
	Summative Assessment-1	20%	Summative Assessment-1 = 20%	
Second Term (Oct-March)	Formative Assessment-3	10%	Formative Assessment-3 + 4 = 20%	
	Formative Assessment-4	10%		
	Summative Assessment-2	40%	Summative Assessment-2 = 40%	

**Note: For this year as the scheme is being introduced from the Second Term only, the weightage of each Formative Assessment shall be 20% and that of Summative Assessment shall be 60%.**

#### 4.2 Evaluation of Co-Scholastic areas:

4.2.1 In addition to the Scholastic areas, co-scholastic areas like Life Skills; Attitudes & Values; Participation & Achievement in activities involving Literary & Creative Skills, Scientific Skills, Aesthetic Skills and Performing Arts & Clubs; and Health & Physical Education will also be evaluated. Most of the schools are already implementing activities involving these areas. The schools have been trained under Adolescence Education Programme (AEP), emphasising upon Life Skills; the schools are also aware about Comprehensive School Health Programme introduced in 2006 (*Circular No. 9/06/29/07, 27&48/08*). However, for ready reference and convenience of the schools, the activities under Co-Scholastic areas and evaluation thereof are also included in the comprehensive guidelines on various aspects of CCE (Refer Para 5 below).

5. This year, the students in Class IX will follow the CCE for the second term only as already stated above. For this, the schools will give the **Report Card on the model format** to be supplied by the Board in



its guidelines. This Report Card will reflect both Formative and Summative assessment of second term of Class IX in scholastic as well as co-scholastic areas.

6. Comprehensive guidelines on various aspects of CCE will be available in the *Teachers' Manual on School Based Assessment* shortly. This will also be hosted on the CBSE website ([www.cbse.nic.in](http://www.cbse.nic.in))
7. This scheme **will continue for further academic sessions also.**

#### **B. Class IX - 2010 – 11 Academic Session onwards**

These students will undergo the CCE as described above spread over two terms, one from April 2010 to September 2010 and the second from October 2010 to March 2011. As already detailed in Para 4.1.1 and 4.1.2, the Formative Assessment will be part of School Based Assessment and Summative Assessment at the end of each term will be based on the Question Banks being sent by the Board.

#### **C. Class X - 2009 – 10 Academic Session**

1. All students of **Class X in the current academic year will be taking the CBSE Board's Class X 2010 Examination.** The CBSE will be conducting this Examination.
2. The weightage of the School Based Assessment will remain the same as per past practice, i.e. 20% each in the subjects of Science, Social Science and Mathematics.
3. **The new Grading system will be introduced at Secondary School level (for Classes IX & X) effective from 2009-10 Academic Session.** The details of grading scheme will be circulated in a separate advisory to schools.
4. The syllabus and examination specifications in all subjects remain as reflected in Secondary School Curriculum Document 2010 (printed by the Board) with minor modifications as notified to schools through circulars during the current session. The Curriculum Document and the circulars are available on the CBSE website ([www.cbse.nic.in](http://www.cbse.nic.in)).

#### **D. Class X- Academic Session 2010-11 onwards**

##### **1. Senior Secondary Schools**

In Senior Secondary Schools, there will be no Board examination at Class X since the students will be entering Class XI in the same school.

**These students will be assessed through the CCE internally by the school as per the strengthened CCE Scheme as described above for Class IX (for the second term from October 2009 to March 2010) and Class X (for two terms, the first term from April 2010 to September 2010 and the second from October March 2011).**

At the end of the academic year 2010-11, students will be issued the CCE certificate on the pre-printed stationery to be supplied by the Board. **These CCE certificates, once they are complete in all respects,**





(for both Class IX and X) will be required to be sent to the Regional Offices for the signatures of the Board official.

However the Board will provide **flexibility to the following students in Senior Secondary Schools** also to appear in Board's external (pen and paper written/online) examination (described separately below):-

- The students wanting to terminate their studies in the school for admission in Pre-University, vocational course, etc.
- The students wanting to shift to the other schools of other State Boards due to local reasons.

Moreover, those students who wish to assess themselves vis-à-vis their peers or for self motivation will be allowed to appear in an On Demand (pen and paper/online) Proficiency test.

## 2. Secondary Schools:

In all schools upto secondary level there will be Board's external (*pen and paper written/on-line*) Examination at the end of Class X as detailed in *para 3 below* since the students will be moving out of these schools.

**Note:** The students in Classes IX and X in Secondary Schools also will follow the CCE as described above. At the end of the Class X, students will be issued the CCE certificates on the pre-printed stationery supplied by the Board.

## 3. External (pen and paper written/online) Examination

- These mainly application oriented external (*pen and paper written/ online*) Examinations will be based on the same syllabi as detailed in the Curriculum Document 2011.
- These will be certified by the CBSE.

## E. Concessions being given to the Differently Abled

All the relaxations such as use of scribe for visually challenged, choice of optional subjects, use of computers for visually challenged being provided the present Board Examinations of Class X to the differently-abled children need to be continued in the School Based Assessment also, at the formative as well as Summative level. Due consideration will also be given to these students in co-scholastic evaluation too.

## F. Aptitude Test

1. The Board will offer an Aptitude Test (*optional*) which along with other School records and CCE would help the students, parents and teachers in deciding the choice of the subjects at Class XI.
2. The Board proposes to provide an opportunity to students to undertake the Aptitude Test **twice**, once at the end of Class IX and then at the end of Class X.



### G. Admission in Class XI (Academic Session 2011 – 12)

1. For the purpose of admission in Class XI the CCE certificate will be relied upon.
2. It is also recommended that some amount of weightage be assigned to the co-scholastic aspects especially Life Skills and excellence in sports for allotting subjects in class XI. A multi-pronged approach for assigning subjects needs to be adopted. **Aptitude Test, Scholastic Performance and Co-Scholastic Achievements, all need to be given weightage.**
3. Students of the same School may be given preference over the students coming from any other School for admission in Class XI.





## CENTRAL BOARD OF SECONDARY EDUCATION

### Proforma for Data Collection in Class IX

For academic session (2009-10)

Name of the School \_\_\_\_\_

Complete Address \_\_\_\_\_

School Code (Examination Code) \_\_\_\_\_

Affiliation Number \_\_\_\_\_

Affiliation Status (Secondary/Senior Secondary) \_\_\_\_\_

Contact Number Tel (O) \_\_\_\_\_ (R) \_\_\_\_\_ Mob \_\_\_\_\_

Email id: School \_\_\_\_\_

Email id: Principal \_\_\_\_\_

Total number of:

a. Sections in Class IX \_\_\_\_\_

b. Students in Class IX \_\_\_\_\_

c. Teachers teaching Class IX \_\_\_\_\_

*Differently abled students if any with specific details (Please attach a separate sheet)*

Certified that the above information is correct.

SIGNATURE WITH DATE \_\_\_\_\_

NAME OF THE PRINCIPAL \_\_\_\_\_

STAMP OF THE SCHOOL \_\_\_\_\_



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110 092**

No. CBSE/ACAD/2009

29th September, 2009  
Circular No. 40/29-09-2009

All the Heads of the institutions  
affiliated to CBSE

**Subject: Introduction of Grading at Secondary School level for classes IX &  
X from current academic year 2009-10**

Dear Principal,

Evaluation provides an essential yard stick to judge the quality of students. It plays an important role in the educational system. It also provides motivation and a sense of purpose to both teachers and students to achieve set goals.

The term examination has come to be associated with stress and anxiety. The process of teaching and learning which is supposed to be meaningful for the student loses its joy because of these negative connotations of examination.

**1. Setting the Context**

- 1.1 Schools begin ranking students, on the basis of their marks, from as early as their pre- primary years. Such a drive has several negative effects on learning. Students, parents and society at large become anxious in the race to acquire more and more marks in examinations which leads to an extremely stressful existence. Moreover, though all out efforts are made to enhance the reliability of examination, the human error cannot be avoided. This shortcoming can be overcome if the students are placed in ability bands that represent range of scores.
- 1.2 The National Policy on Education 1986 (NPE) and Programme of Action 1992 (POA) also envisaged the recasting of the examination system and has, inter alia, suggested that grades be used in place of marks.
- 1.3 National Curriculum Framework 2005(NCF) envisaged an evaluation system which would grade the students on their regular activities in the classroom and enable students to understand and focus on their learning gaps and learn through these as part of Formative Assessment.
- 1.4 The introduction of grades in the examinations has been debated in CBSE also during the past through various Committees and platforms. The CBSE has also held countrywide consultations and deliberations with eminent educationists including experts from Central Board of Secondary Education (CBSE), Indian Institute of Technology (IIT), Indian Institute of Management (IIM), National Council of



Educational Research and Training (NCERT), Indian Statistical Institute (ISI) and Schools affiliated to CBSE.

## 2. Scheme of Grading

- 2.1 As a matter of fact the Board has been preparing itself and all the stakeholders for a change to move over from numerical marking system to grading system during the past few years by creating a climate of acceptance. The Board has already in a phased manner, introduced the grading system based on absolute marks up to class VIII.
- 2.2 Now, therefore, the CBSE, in consultation with the Ministry of Human Resource Development, Government of India has decided to introduce **nine** point grading system.
- 2.3 In this system, student's performance will be assessed using conventional numerical marking mode, and the same will be later converted into the grades on the basis of the pre-determined marks ranges as detailed below :-

MARKS RANGE	GRADE	GRADE POINT
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40	D	4.0
21-32	E1	–
20 and below	E2	–

- 2.4 **The Board has decided to introduce the above grading scheme at Secondary level for classes IX & X from the current academic year 2009-10. Accordingly, the “Statement of Subject wise Performance” to be issued by the Board w.e.f. the Class X Examination 2010 will have only grades.**
- 2.5 **Similarly, the Schools are also directed to introduce the above Grading Scheme in the evaluation of their students in Class IX under the scheme of CCE as detailed in the Circular No. 39 dated 20th September, 2009**

## 3. How does it help?

- 3.1 The primary function of Grading is to communicate effectively to a variety of stakeholders the degree of achievement of an individual student. The grading of students would also take away the frightening



judgmental quality of marks obtained in a test leading to a stress free and joyful learning environment in the School. This will also enable maintaining a meaningful continuity in the assessment pattern from the primary level to the secondary level and also in ensuring a basic uniformity in the Schools.

3.2 The system being implemented now will have the following advantages:

- It will minimize misclassification of students on the basis of marks.
- It will eliminate unhealthy cut-throat competition among high achievers.
- It will reduce societal pressure and will provide the learner with more flexibility.
- It will lead to a focus on a better learning environment

#### 4. Operational Modalities

- 4.1 The student's performance shall be assessed using conventional method of **numerical marking**.
- 4.2 The 'Grades' shall be awarded to indicate the subject wise performance.
- 4.3 The 'Grades' shall be awarded on a nine point scale as per Table at para 2.3.
- 4.4 Only Subject wise grades shall be shown in the "**Statement of Subject wise Performance**" to be issued to all candidates.
- 4.5 Subject-wise percentile score/rank at the National level shall be provided to the Schools on demand.
- 4.6 The practice of **declaring Compartment/ Fail shall be discontinued**.
- 4.7 Those candidates who obtain the qualifying grades (D and above) in all the subjects excluding Additional subject as per Scheme of Studies shall be awarded a **Qualifying Certificate**.
- 4.8 Those candidates who have obtained grade E1 or E2 in the subject shall have to **improve their performance** through subsequent five attempts.
- For example, a candidate who appeared in Board's examination in March 2010 can appear in July 2010, March 2011, July 2011, March 2012 and July 2012 only in subjects in which he/she has got grade E1 or E2 till he/she gets qualifying grades (D and above) in all the subjects excluding Additional subject as per Scheme of Studies and becomes eligible for award of Qualifying Certificate.*
- 4.9 Those who get Qualifying Certificates shall be eligible for admission in higher classes.
- 4.10 Those candidates who are not able to get qualifying grades (*D and above*) in all the subjects excluding Additional subject as per Scheme of Studies shall not be permitted for admission in Class XI.
- 4.11 Exemptions available to differently abled students as per CBSE's rule shall continue to apply
- 4.12 The scheme shall also be applicable mutatis mutandis in the assessment of academic performance communicated to the students at the end of Class IX

#### 5. Addressing the Concerns

The CBSE has been discussing the matter with its stakeholders all over the country. A number of issues are likely to be raised by students/parents regarding this initiative. A compilation of such issues, and



solutions offered by the Board in the form of FAQs (*Frequently Asked Questions*) will be soon available on the CBSE website. In case of further clarification you may mail your queries to the Chairman CBSE by superscribing “**CBSE Examination Reforms**” on the top of the envelop. You may also log on to [www.cbse.nic.in](http://www.cbse.nic.in) and click on the ‘Interact with Chairman on Grading in Classes IX-X’ button. Your queries on this issue will be replied expeditiously.

All Heads of the Schools are advised to explain the above scheme in detail to the parents, teachers and students specially those in Classes IX and X **to create** awareness and sensitization.

**Implementation of aforesaid scheme of Grading will be explained in detail in Teacher Training Workshops on Continuous and Comprehensive Evaluation (CCE) to be held from October, 2009.**

Yours faithfully,

(VINEET JOSHI)  
CHAIRMAN & SECRETARY







**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2, Community Center,**  
**Preet Vihar, Delhi-110092**

CBSE/ACAD/EO (L)/RPr/2009

October 21, 2009

Circular No.54

All the Heads of Independent Schools  
Affiliated to the CBSE

**Subject: Promoting Reading Habits as part of CCE in English Language**

Dear Principal

Inculcating good reading habits in children has always been a concern for all stakeholders in education. Now with the introduction of CCE and grading in secondary education there has been a paradigm shift from getting marks at an end of the term summative examination to the process of learning and acquiring better language skills.

With everything – information, entertainment, videos and even books within reach through the internet, it is indeed a challenge to convince students to pick up books and engage with the author, story, character and ideas presented in the reading passage or book. It is not enough to offer children what is considered a good selection of reading text as merely presenting a good selection of reading texts will not ensure that the child will read a passage and become a good reader. A conscious attempt needs to be made to help children to relate to the text in a meaningful way. Reading any text should be done with the purpose of:-

1. reading silently at varying speeds depending on the purpose of reading:
2. adopting different strategies for different types of texts, both literary and non-literary:
3. recognising the organisation of a text:
4. identifying the main points of a text;
5. understanding relations between different parts of a text through lexical and grammatical cohesion devices.
6. anticipating and predicting what will come next.
7. deducing the meaning of unfamiliar lexical items in a given context:
8. consulting a dictionary to obtain information on the meaning and use of lexical items:
9. analysing, interpreting, inferring (and evaluating) the ideas in the text:
10. selecting and extracting from text information required for a specific purpose.
11. retrieving and synthesising information from a range of reference material using study skills such as skimming and scanning:





12. interpreting texts by relating them to other material on the same theme (and to their own experience and knowledge): and
13. reading extensively on their own for pleasure.

A good reader is most often an independent learner and consequently an independent thinker capable of taking his/her own decisions in life rationally. Such a learner will most assuredly also be capable of critical thinking. To bring books and children together is indeed a challenge, especially in today's environment of overexposure to media.

The purpose of inculcating the habit of reading among children is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyze and evaluate it with objectivity and fairness.

Creating learners for the 21st century involves making them independent learners who can '*learn, unlearn and relearn*' and if our children are in the habit of reading they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly, it is interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other which helps them to understand the text and impart meaning to the text other than what the author himself may have implied. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them. They not only recall what they read but comprehend it too. Their critical reading and understanding of the text helps them create new understanding, solve problems, infer and make connections to other texts and experiences. Reading does not mean reading for leisure only but also reading for information. The child may be encouraged to read on topics as diverse as science and technology, politics and history. This will improve his critical thinking skills and also help in improving concentration.

The library in the School should be kept updated and a reasonable sum of the annual budget should be made use of in buying books, CDs and reference material for the library. The library, by strengthening its resources should be developed as not merely a repository of books and information but a centre of knowledge creation. Children should be encouraged to visit the library as and when they wish to, a number of notices can be put up encouraging children to read books, informing them of the various types of books available in the library, even vocabulary building games can be a part of the library collection. In short a welcoming and inviting atmosphere in the library will be the first step towards motivating the children to visit the library and pick up a book to read. Children will be encouraged to read if they see their role model i.e. teachers and principals reading themselves hence before a book is introduced in a classroom it ought to have been read by the teachers.

It is often seen that reading book projects are assigned to children in which children are expected to read a book and write a report on it. Though the spirit behind the assigning of the project is commendable, the project does not often interest the students nor does it fulfill the objective which is to inculcate in students the habit of reading.

Reading a book should lead to creative and individual response to the author's ideas presented in the book in the form of a:-



- Short review
- Dramatization of the story
- Commentary on the characters
- Critical evaluation of the plot, story line and characters
- Comparing and contrasting the characters within the story and with other characters in stories by the same author or by the other authors
- Extrapolating about the story's ending or life of characters after the story ends
- Defending characters' actions in the story.
- Making an audio story out of the novel/text to be read out to younger children.
- Interacting with the author
- Holding a literature fest where various characters interact with each other
- Acting like authors/poets/dramatists, to defend their works and characters.
- Symposiums and seminars for introducing a book, an author, or a theme
- Finding similar text in other languages, native or otherwise and looking at differences and similarities.
- Creating graphic novels out of novels/short stories read
- Dramatising incidents from a novel or a story
- Creating their own stories

### Reading Project in Schools

- 1. The CBSE is planning to introduce a Reading Project for upper Primary and Secondary classes. The list of books recommended for the Project is enclosed at Annexure I.**
- 2. Schools may choose to use some of these books or others of their own choice.**
- 3. Schools can vary the level but at least one book per term is to be read by every child.**

### Teachers may opt for:-

- One book;
- Books by one author; or
- Books of one genre; to be read by the whole class.

The Project should lead to independent learning/ reading skills, hence the chosen book/selection should **not be taught** in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a child's progress or success in reading the book by asking for verbal or written progress reports, looking at the diary entries of students, engaging in a discussion about the book, giving a short quiz or a worksheet about the book/ short story. The mode of intermittent assessment may be decided by the teacher as she/he sees fit.



These may be used for Formative Assessment (F1, F2, F3 and F4) only. Various modes of assessment such as conducting Reviews, Scripts, Reading, Discussions, Open Houses, Exchanges, Interact with the Author can be considered.

This may be brought to the notice of all teachers and students involved in teaching and learning of English.

Yours sincerely,

**Menaxi Jain**  
**(Assistant Education Officer)**

Enclosure: Annexure-I





### List of Suggested Books for Reading

#### For classes V and VI:

1. **The Noddy Series** – *Enid Blyton*
2. **Tales from Panchtantra**
3. **Karadi Tales**
4. **The Young Visitors-** *Daisy Ashford*
5. **The Wind in the Willows-***Kenneth Graham*
6. **The Tale of Mr. Tod-** *Beatrix Potter*
7. **Gulliver’s Travels-** *Jonathan Swift*
8. **The Famous Five Series -** *Enid Blyton*
9. **The Happy Prince** – *Oscar Wilde*
10. **Charlie and the Chocolate Factory-** *Roald Dahl*

#### For classes VII and VIII:

1. **The Adventures of Tom Sawyer** – *Mark Twain*
2. **The Adventures of Hucklebury Finn** – *Mark Twain*
3. **Treasure Island** – *Robert Louis Stevenson*
4. **Around the World in 80 Days** – *Jules Verne*
5. **The Time Machine** – *H.G. Wells*
6. **Harry Potter – The Series** – *J K Rowling*
7. **Twenty Thousand Leagues under the sea** – *H.G. Wells*
8. Books by *George Herriott*
9. **The Curious Case of a Dog in the Nighttime** – *Alexander McCall Smith*
10. Stories by *Roald Dahl*

#### For classes IX and X

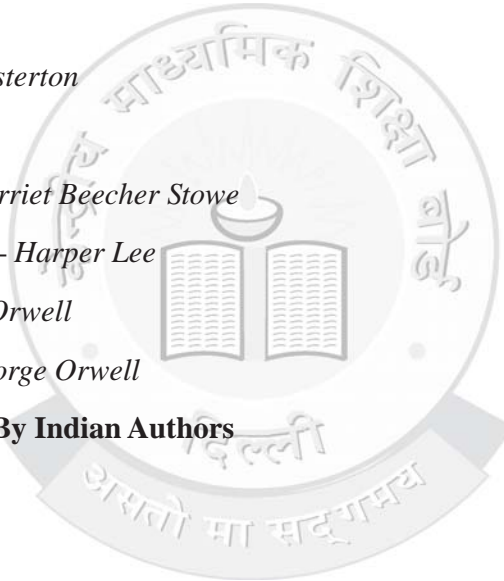
1. Books by *Agatha Christie*
2. Books by *Arthur Conan Doyle*
3. **The Room on the Roof** – *Ruskin Bond*



4. **Little Women** – *Louisa May Alcott*
5. **The Call of the Wild** – *Jack London*
6. **Rebecca of Sunnybrook Farm** – *Kate Douglas Wiggin*
7. **The Canterville Ghost** – *Oscar Wilde*
8. **The Great Grammatizator and other Stories** – *Roald Dahl*
9. **Snappy Surprises** – *Ruskin Bond*
10. **Moby Dick** – *Herman Melville*
11. **Artemis Fowl series** - *Eoin Colfer*
12. **Daddy Long Legs** - *Jean Webster*
13. **School Stories** by *P.G. Wodehouse*

**For classes XI and XII**

1. **Father Brown** – *GK Chesterton*
2. **Pay It Forward**
3. **Uncle Tom’s Cabin** – *Harriet Beecher Stowe*
4. **To Kill a Mocking Bird** – *Harper Lee*
5. **Animal Farm** – *George Orwell*
6. **Nineteen eighty four**-*George Orwell*
7. **Short Story Collections By Indian Authors**
8. Books by *Jane Austen*
9. Books by *George Elliot*
10. Books by *Charlotte Bronte*
11. Books by *Emily Bronte*
12. **Pickwick Papers** - *Charles Dickens*
13. **The Diary of a Young Girl** - *Anne Frank*
14. **Three Men in a Boat** - *Jerome K Jerome*
15. **My Family and Other Animals** - *Gerald Durrell*
16. **Rosie is my Relative** - *Gerald Durrell*
17. **One Flew Over the Cuckoo’s Nest**





**Other Books and Authors suggested by the Committee:**

1. Satyajee Ray
2. R.K. Narayan
3. Sudha Murthy
4. Ismat Chughtai
5. Vikas Swaroop
6. A.P.J. Abdul Kalam
7. Mark Twain
8. Guy de Maupassant
9. *O'Henry*





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2, Community Center, Preet Vihar, Delhi-110092**

CBSE/ACAD/2010

January 2010  
Circular No. 1/10

All the Heads of Independent Schools  
Affiliated to the CBSE

**Subject: New Year Greetings 2010.**

Dear Principal,

**Happy New Year Greetings for 2010!** As we step into this year we also step into a world of changing paradigms in terms of school reforms ushered in the last quarter of 2009.

In a similar advisory sent at the outset in 2009, the emphasis was on Life Skills, Higher Order Thinking Skills, Continuous and Comprehensive Evaluation (CCE), Value Education and the interactive website of the Board. The Board has strengthened its resolve to implement all the above in sustained way. The agenda of the Board in the coming year is clear.

The road map is ready and there is a need to move ahead with commitment and dedicated effort.

**1. Strengthened CCE**

The Board vide its *Advisory No. 39 dated 20.9.2009* introduced Examination Reforms and Continuous and Comprehensive Evaluation (CCE) in the CBSE. The first phase of teacher training was initiated in October, 2009 and carried on till December. The number of private independent schools covered is 6051 and the number of teachers and principals trained is 15,497. There are a few pockets to be covered in this first phase which will be completed very soon. **May I take this opportunity to thank each one of you who has contributed towards making this venture possible.** The Board values your involvement and your feedback.

Before introducing the CCE scheme the Board conducted Focus Group Discussions with all stakeholders (parents, teachers, students, principals and educators in July and August 2009. A research study through Management Development Institute (MDI), Gurgaon was also taken up. An SMS Survey was also conducted to feel the pulse of the primary stakeholders.

The CCE School Based Certificate for classes VI-VIII is also ready and will reach you shortly. It is expected that schools will now follow CCE in its true spirit right from classes I - X.

**1.1 Mentoring and Monitoring**

The CBSE is aware that mere orientation is not enough to help teachers grapple with the CCE Scheme. The training workshops are going to be followed up with mentoring and monitoring of schools through the Sahodaya network wherever possible. In case of other schools district wise Nodal centers will be set up to





monitor and mentor the implementation of CCE. It is in this context that you can offer voluntary *service by extending support in the area of your expertise. In case you are a trained master trainer please register online to be a Monitor/ Mentor. If you would like to offer your school as a venue for training kindly register online for the same. In case you are a principal or a senior teacher and would like to be a master trainer for future training programmes, you can register online. The CBSE is also planning to train teachers who are exceptionally motivated and will be asking teachers to register with us. All these announcements will be made shortly.*

## 1.2 Support Material

As you are aware the Board has already produced the following support material for CCE which is available on the CBSE website:

- i) Teachers' Manual on CCE
- ii) Flyers on CCE
- iii) School Based CCE Certificate (Classes IX - X)
- iv) Model Report Card Class IX
- v) FAQs on CCE
- vi) Life Skills Manual
- vii) CCE Song – *Naya Agaaz*
- viii) Trainers' Manual
- ix) Case Studies for Training Workshops
- x) Power Point Presentation on CCE

The following is the set of materials being prepared to further support the initiative:

- i) CCE Teachers' Manual – Upgraded version
- ii) Formative Assessment Tasks
- iii) Assessing Co-Scholastic Skills – Exemplar Material
- iv) Life Skills Manual for Teachers (Classes IX & X)
- v) Movie on CCE
- vi) Dramatized version of Role Plays / One Act Plays / Video Lessons

CCE Teachers' Manual which will now be a priced document will be available in the month of March, 2010 at *Publication Stores, CBSE, Shiksha Sadan, 17 Rouse Avenue, New Delhi and Regional Offices.*

## 2. Sample Question Papers, Summative Assessment in Classes IX

All schools are requested to download the Sample Question Papers of Class IX, Summative test (S-2) and circulars as on 15<sup>th</sup> December, 2009. Circular numbers remain the same; however minor modifications in





Circulars and Sample Question Papers have been made based on feedback received from users over a period of time. Latest Sample Question Papers must be used for preparing students for Summative II test (S-2) in Class IX to be held in February - March, 2010. **The major change in the format of question papers in all the subjects for class IX is the introduction of Multiple Choice Questions** as suggested and recommended by NCF and position paper on Examination Reforms by NCERT. A detailed circular about Summative Assessment to be held for present Class – IX by respective schools is now being issued separately.

- 2.1 In feedback received from schools, it has been reported that some schools are holding a formative assessment task/test everyday under the pretext of CCE. Moreover students have been told that their behaviour is going to be observed minutely and assessed. This may again lead to stress and an unnatural and artificial depiction of behaviour. The tasks which relate to projects and activities can be done in groups as in-class and school activities and not become an extension of work to be done by siblings or parents.

### 3. Physical Education Manual and Physical Education Cards

For strengthening Physical Education in Primary Classes, the CBSE initiated a pilot project in 2006 with selected schools in collaboration with the British Council. Now the Physical Education Manual and Physical Education Cards are now available with the Stores, CBSE, 17, Rouse Avenue, New Delhi and an Advisory to this effect has been sent to all schools and is also available on the CBSE website (*Circular No. 57 dated 20.11.2009*).

The schools were also advised to set aside 30 minutes everyday for physical fitness activities vide *circular no. 09 dated 31.5.2006*. This will also ensure that each student participates in one of the activities out of the eight activities mentioned in Physical Health and Physical Education for assessment of co-scholastic skills under CCE for Classes IX and X.

### 4. Adolescence Education Programmes

The CBSE has been implementing Adolescence Education Programmes in independent unaided schools affiliated to the Board since 2005. It conducts the Advocacy Programmes for principals and Nodal Teacher Training Programmes for teachers. The time allocated for conducting activities related to AEP are 16 hours over a period of one session. This can be done through a two period slot held fortnightly. The Manuals on AEP i.e. *Advocacy Manual, Teachers' Workbook (for Student Activities), Reference Material for Heads of Schools and Teachers, Facilitator's Handbook for training of Resource Persons and Nodal Teachers* are already placed on the CBSE website in the AEP corner and can be downloaded.

Moreover the CBSE has also initiated a Regional Level Youth Festival and National Youth Festival in 2009 which will be an annual feature in the years to follow.

### 5. Health and Wellness Clubs

For promotion of holistic development, the Board advised schools to set up *Health and Wellness Clubs* in 2005 and four Health Manuals were prepared. The Revised Health Manuals which will be priced documents will be available in April 2010 from the *Stores, CBSE, 17 Rouse Avenue, New Delhi*.



It is in this context that the schools should set aside at least two periods in a fortnight for participation of students in *Health and Wellness Clubs, Eco Clubs, Science Clubs, Dramatics Clubs etc.*

## 6. Revision of Class X English Communicative textbooks

The Class IX textbooks have been revised on the basis of feedback received from schools based on an online questionnaire which was placed on the CBSE website. The revised text books aim at integration of Skills in all student books as well as introduction of revised test item types as per CCE scheme. A similar process will be followed for revision of Class X books in Communicative English. The revised books of Class IX will be available from the Stores before start of new academic session at CBSE, 17 Rouse Avenue, New Delhi and Regional Offices.

## 7. Inclusion of Child Rights Issues

Further to the CBSE's *Circular Nos. 16, 18 and 24* in 2009, the Board would like to once again request schools to remember that schools are ideological institutions and not factories. These must treat children as sensitive individuals who need to be protected at any cost. The schools need to be aware of the sensitive and impressionable nature of minds of school children and must ensure that all students, irrespective of their differences in physical, social, economic status or by their being differently abled are dealt with in a dignified manner. Adolescents are vulnerable to many influences and must be empowered to take informed decisions. No school under the guise of enforcing discipline should mistreat any student or parent thereof. This must be strictly observed and enforced notwithstanding any external pressure whatsoever.

## 8. Science and Mathematics

In 2009, we have published the Activity Books based on the concepts given in the NCERT book for students of Class VIII in Science and for the students of Classes III to VIII in Maths. Besides these, a report on the 'Performance Analysis of Students of Class X in Mathematics' has been published. These will help in bringing about qualitative improvement in the learning of students in these subjects.

## 9. Other instructions

The syllabus of 'Informatics Practices' has been completely revamped for Sr. Sec. Classes from the session 2009-11. In this regard, nearly 1000 teachers have already been trained last year and the training of 1000 more teachers will be continued this year.

The subjects '*Engineering Drawing*' has been renamed as '*Engineering Graphics*' and in this, the component of '*Computer Aided Designing*' (CAD) has been introduced for the first time in the form of a project in class XII from the session 2009-11. The training of teachers in Engineering Graphics and CAD is being planned in all the eight regions of CBSE this year.

For the first time, based on the feedback received from the stakeholders, the Board has prepared SQPs in the subjects of Agriculture, Heritage Crafts, Physical Education, Engineering and Drawing, Graphic Design etc. at Class XII level. This is in addition to SQPs available in most subjects as per past practice.

This year a huge amount of feedback has already been received from various stakeholders: Students, teachers, Parents and educators through the '**Interact with Chairman Facility**' available on the CBSE



website. As a result a FAQ's (Frequently Asked Questions) section has been put up on the website in the CCE corner. All teachers and students are encouraged to go through this section as this is an evolving document.

**My request to all of you is to find time to visit the CBSE website as frequently as possible to update yourself on various developments taking place on a continuous basis.**

There is work to be done and we need your earnest co-operation. **The Board looks forward to receiving support from principals, teachers and parents.**

I once again wish every one of you an exciting year ahead filled with endless learning opportunities to forge ahead.

Yours Sincerely,

**Vineet Joshi**  
**(Secretary and Chairman)**





## CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation under the Union Ministry of Human Resource Development Govt. of India)

“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE, PREET VIHAR, DELHI – 110301

No. CBSE/ACAD/2010

28th May, 2010

Circular No.24/28-05-2010

All the Heads of the institutions  
Affiliated to CBSE

**Subject: Admission of CBSE students in Class XI for academic year 2010-11  
after Introduction of Grading at Secondary School level by the Board**

Dear Principal,

As you are aware, the Board has introduced Grading at Secondary School level for Classes IX and X from the academic year 2009-10. (Circular No 40/29-09-2009).

In this system, students' performance has been assessed using conventional numerical marking mode, and the same has been converted into the grades on the basis of the pre-determined marks ranges.

Accordingly, the “**Statement of Subject wise Performance**” issued by the Board for Class X 2010 examination shall have only grades.

The Schools affiliated to the Board have also been directed to introduce the above Grading Scheme in the evaluation of their students in class IX under the scheme of Continuous Comprehensive Evaluation (CCE) wef academic year 2009-10

**1 Operational Modalities followed for implementation of grading scheme are :**

- 1.1 A student's performance has been assessed using conventional method of **numerical marking**.
- 1.2 The 'Grades' have been awarded to indicate the subject wise performance.
- 1.3 Subject wise Grades and Grade Point (GP) have been shown in the “**Statement of Subject wise Performance**” to be issued to all candidates.

The candidates have also been provided CGPA (Cumulative Grade Point Average) excluding additional 6th subject as per Scheme of Studies in the “**Statement of Subject wise Performance**”

An indicative equivalence of Grade Point and percentage of marks can be computed as follows:

Subject wise indicative percentage of marks =  $9.5 \times$  GP of the subject

Overall indicative percentage of marks =  $9.5 \times$  CGPA

- 1.4 The practice of **declaring Compartment/ Fail** have been discontinued. The overall result in the “**Statement of Subject wise Performance**” have been shown as :



Result: Eligible for Qualifying Certificate or Eligible for Improvement of Performance.

- 1.5 Those candidates who obtain the qualifying grades (minimum grade D) in all the subjects excluding 6th Additional subject as per Scheme of Studies shall be awarded a **Qualifying Certificate**.

Those who get Qualifying Certificates shall be eligible for admission in higher classes.

Those candidates who are not able to get minimum grades D in *all the subjects excluding 6th Additional subject as per Scheme of Studies* shall not be permitted for admission in higher classes.

- 1.6 Those candidates who have obtained grade E1 or E2 in one or more subjects *excluding 6th Additional subject as per Scheme of Studies* shall have to **improve their performance** in these subjects. Such candidates shall have option for **improvement of their performance** through subsequent five attempts.

For example, a candidate who appeared in Board's examination in March 2010 can appear for **Improvement of Performance** in July 2010 (1st Chance), March 2011 (2nd Chance), July 2011 (3rd Chance), March 2012 (4th Chance) and July 2012 (5th Chance) only in subjects where he/she has got grade E1 or E2 till he/she gets grades (D and above) in all the subjects excluding 6th Additional subject as per Scheme of Studies and becomes eligible for award of Qualifying Certificate.

Those candidates who had appeared as a Regular candidate from a School in March, 2010 examination and are eligible for **Improvement of Performance** shall send their application through school only for 1st Chance in July, 2010.

Those candidates who are eligible for 2nd / 3rd /4th /5th chance for **Improvement of Performance** shall appear as Private candidates only.

Those candidates who are eligible for **Improvement of Performance** for 1st/ 2nd / 3rd /4th /5th chance and wish to appear for the whole examination may, however, appear as regular candidates also if admitted by the school as regular students.

**The Schools affiliated with the Board follow different practices suitable in their own context. They may continue to do so. However, in view of demand by a number of Schools, illustrative guidelines for deciding combination of subjects at Class XI are given below:**

The admission can be based on CGPA (overall indicative percentage of marks) and subject wise GP (subject wise indicative percentage of marks).

In case of tie in CGPA (overall indicative percentage of marks), the inter-se-merit of such candidates may be determined in order of preference based on subject wise Grade Point (subject wise indicative percentage of marks).

For example : In case of two or more candidates obtaining equal CGPA (overall indicative percentage of marks), the inter-se-merit of such candidates may be determined as follows :

(a) For Science based Courses :

- Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Mathematics and Science



(b) For Commerce based Courses with Mathematics :

- Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Mathematics and Science/ Social Science

(c) For Commerce based Courses without Mathematics :

- Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Science and Social Science

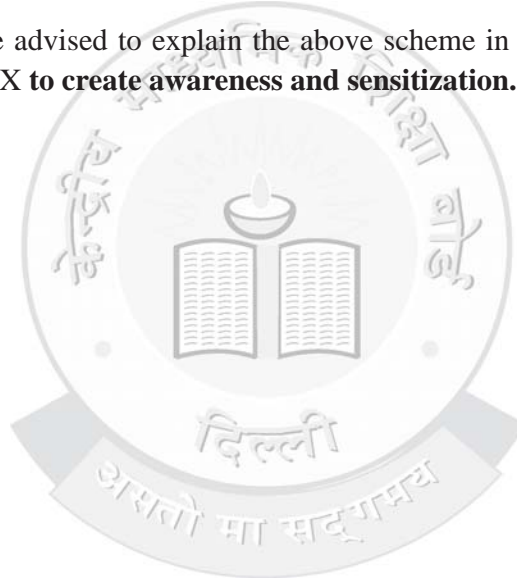
(d) For Humanities based Courses :

- Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Social Science and 2nd Language

The above example is only illustrative and not exhaustive.

2 Format of “**Statement of Subject wise Performance**” issued to the candidates is available at [www.cbse.nic.in](http://www.cbse.nic.in)

All Heads of the schools are advised to explain the above scheme in detail to the parents, teachers and students specially those in Class X **to create awareness and sensitization.**



Yours faithfully,

**(VINEET JOSHI)**  
**CHAIRMAN**





Phones: 2250925259  
Gram: CENBOSEC

Fax: 22515826  
Website: [www.cbse.nic.in](http://www.cbse.nic.in)

## CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)  
Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi 110092

CBSE/ACAD/CCE/M&M/2010

5th July, 2010  
Circular No. 29

All the Heads of Institutions  
of Private Independent Schools  
affiliated with the Board

### Subject: Monitoring and Mentoring of Continuous and Comprehensive Evaluation (CCE) implemented by the Central Board of Secondary Education

Dear Principal

The Central Board of Secondary Education has introduced a number of steps for reforms in the School education sector. The creation of an assessment paradigm that is diagnostic in nature, provides essential feedback about each student and helps in the allround growth of the learner is the backbone of the Continuous and Comprehensive Evaluation (CCE) system. Although not a new concept, it requires changes in the ways in which Schools have been assessing their students and there are many issues that can come in the way of its effective and efficient implementation.

While every School has its own unique environment, focus and resource availability, a collective experience with different schools would help us understand the possible issues a school could face. These inputs would be critical in ensuring that there is sufficient sharing, guidance and intervention that can be carried out to make CCE successful in schools.

The overall approach for this exercise in Monitoring and Mentoring of Schools, therefore, is based on two major objectives:

- to ensure that the implementation of CCE has to be in **letter and spirit**, not just a procedure fulfilled on paper.
- it involves working very closely with the actual resource base that can make CCE a worthwhile initiative – i.e., the teachers and school leaders. This involves understanding them, their views and their constraints (and finding ways to resolve them).

Furthermore, in accordance with the recommendations of National Curriculum Framework (2005) and National Knowledge Commission (2008), it is felt that this is also an opportunity for schools to revamp the internal school assessments, especially in the area of quality leading to enhanced learning.



## Capacity Building:

One of the main aims of M & M programme is to build capacity within the Schools to implement CCE effectively. This will be done through 'Train the MonitorMentor framework'. Monitors and Mentors will work as Peer assessors. Each Mentor is a Principal who will be assigned three to six schools in the neighborhood. The Mentor will visit a School and document observations through **Checklists, Interaction with Teacher Form, Classroom Observation Scale, Self Review Form and Mentoring Form on CCE**. They will then mentor the school if required. A report will need to be submitted online.

The process to be followed by the Monitor and Mentor is at Annexure A.

**Identification of Mentoring Schools:** Mentoring Schools have been identified based on the following criteria:

- Reach
- Vicinity to other Schools
- School's relations with Schools that it will be required to monitor & mentor
- Motivated and Proactive Management
- Visibility
- Vision to incorporate new ideas
- Nominated and supported by Regional Offices
- Prior experience in leading new educational initiatives

The Mentoring Schools are expected to provide a helping hand to such Schools in their respective areas by sharing their best practices or inviting schools to their own schools and by making use of the Mentoring tools developed by the Board.

## The Role of the Monitor & Mentor:

The role of the Mentor is different from that of an Inspector or an Auditor. A Mentor seeks to promote an atmosphere of trust, support and encouragement. Ideally, the Mentor is a Peer willing to share and learn in the process.

## CBSE CCE and Mentor Awards 20102011 for Private Independent Schools:

I am delighted to share with you the initiation of the CCE and M&M awards for Private Independent Schools with effect from the present session i.e. 20102011:

### A. CCE Award for Schools:

One award for every 100 schools and each award shall consist of Rs. 25,000/ and a certificate

### B. Mentor Award for Principals:

One award on every 100 Schools i.e. one award on every 10 to 15 mentors and each award shall consist of Rs. 10,000/ and a certificate





### Criteria for CCE Award for schools:

These awards will be decided on the basis of the following criteria:

1. Awareness of CCE
2. Implementation of the following in the School Based Assessment:
  - a. Classes I & II: Achievement Card
  - b. Classes III – V: Rating Scale
  - c. Classes VI – VIII: As per the guidelines provided in the Teacher’s Manual
  - d. Classes IX & X: As per the guidelines provided in the Revised Manual
3. Awareness Generation regarding CCE:
  - a. Advocacy Programme for Parents
  - b. Training Programme for Teachers –
    - Organized by CBSE
    - Organized by some other agency
4. Record Keeping:
  - a. Student’s Profile and Portfolios
  - b. Marking of the project work
5. Implementation of CCE:
  - a. Lesson planning
  - b. Use of teaching aids
  - c. Kind of activities done/planned for the formative assessment
6. Format of the Report card/Assessment Sheets
7. Assessment of Scholastic and Coscholastic Areas

**Note:** The schools will apply for the CCE awards by filling in the Self Review Form with evidence. This can be uploaded on the CBSE website in the CCE corner under CCE Awards.

### Criteria for Mentor Award for Principals:

Alongwith the above mentioned criteria, the following will also be considered:

1. Percentage of Schools covered.
2. Kind of support given to the mentored Schools
3. Reports submitted to the Board
4. Feedback received from the Mentee Schools



The letter to the Chairman/Director/Manager of the Mentor School, letter to the Principal of the Mentor Schools and letters to the principal of the Mentee Schools have already been dispatched by CBSE.

In case the Mentee Schools have a concern regarding the Mentor Schools chosen by the Board, they can write in confidence to Dr. Sadhana Parashar, Head (Innovations & Research) at [sadhanap.cbse@nic.in](mailto:sadhanap.cbse@nic.in) or [sadhanap.cbse@gmail.com](mailto:sadhanap.cbse@gmail.com); the cases received so far are being reviewed and their concerns will definitely be addressed.

Moreover, for any further enquiry or information regarding the Mentoring & Monitoring Programme, further M&M trainings, change of Mentor or Mentee schools or inability to access the website for online submission of the reports, you may contact Mr. R. P. Singh, Assistant Education Officer at telephone no. 01123231070.

We look forward to your continued support, cooperation and motivation in taking this venture forward. The concept of learning through sharing is implicit in Mentoring and we hope that it will be an enriching experience both for the team of the Mentors as well as for the team of the Mentee Schools.

The CBSE places implicit faith as always in its collaborative partners, Principals, Teachers and Management who will be a part of this massive exercise.

Regards,

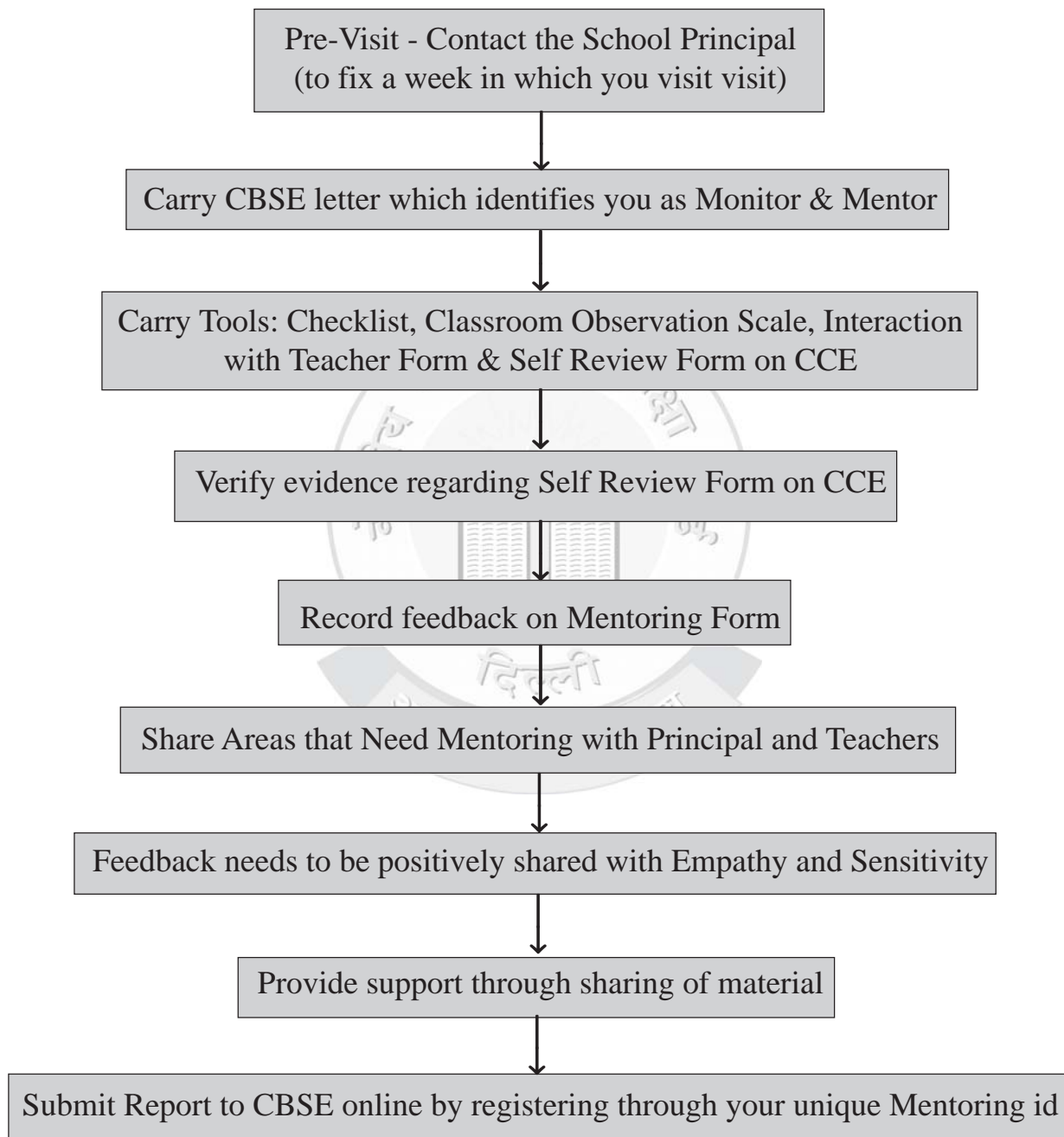


Yours sincerely,

**(VINEET JOSHI)**  
**CHAIRMAN**



**PROCESS TO BE FOLLOWED BY THE MONITOR/MENTOR**





Gram: CENBOSEC, Delhi-92  
Website: www.cbse.nic.in

Phone: (011) 22515828  
Fax (011) 22057089

## **CENTRAL BOARD OF SECONDARY EDUCATION**

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)  
“Shiksha Kendra”, 2, Community Centre, Preet Vihar, Delhi-110 092

CBSE/ACAD/ (HI&R) 2010

27.07.2010

Circular no:36

All the Heads of Institutions  
Affiliated to CBSE

### **Subject: Strengthening Formative Assessment in affiliated Schools under Continuous and Comprehensive Evaluation.**

Dear Principal,

After the introduction of Continuous and Comprehensive Evaluation in the schools affiliated to CBSE, Formative Assessment has come to occupy the centre stage in the classroom transaction of curriculum. Though not a new concept in educational dynamics, formative assessment has, till now, been perceived more as a complement of summative evaluation than as an integral part of pedagogy that aims to enhance learning. It is also to be conceded that as frontal teaching ruled the classroom, formative assessment tasks continued to be only cursorily attempted, if at all at that. Consequently, most of the practices in this field have aimed at measuring the achievement of students instead of facilitating a process of better and more complete learning. Further, formative assessment, to fulfil its purpose, has to be carried out as part of the teaching-learning process by using a wide range of tools and techniques. Besides contributing to effective learning, variety in classroom practices makes the process of learning more joyful and interesting.

In a sense CCE can also be perceived as Child Centred Education because it lays emphasis on catering to multiple intelligence and individual talent. Another significant aspect of CCE in general and Formative Assessment in particular is that the teacher and the learner have to make use of the data generated by various tools and techniques that are employed in the classroom for improving the teaching-learning process. The teacher's Manual on Continuous and Comprehensive Evaluation, brought out by the Board provides detailed information to teachers on the salient features of CCE including formative assessment. The extensive training workshops conducted by the Board have, the Board fervently hopes, created awareness and conceptual clarity about CCE.

As a follow up, the Board is bringing out a series of Teacher's Manuals on Formative Assessment in Hindi, English, Mathematics, Science and Social Science for class IX and X. The main objective of this endeavour is to place illustrative examples of formative assessment tasks in the hands of teachers so that they are encouraged,



besides using the materials provided, to build their capacity for preparing their own materials to add value to curriculum delivery. Practical guidelines for integrating the formative assessment tasks and activities included in the manual will help teachers in using them at the appropriate stages of curriculum delivery.

The Manuals have been prepared keeping the curriculum objectives of the respective subjects in mind. Thus, being curriculum specific, the content has been so organized that teachers will find it convenient to select activities and tasks according to their and students' needs. By using the manuals effectively, teachers would be able to breathe life into their classrooms. Learner involvement, dynamic and lively interaction and creative engagement would become integral features of the teaching-learning process, helping the teacher and the learner move away from routine and often dull text-book based activities.

A variety of tasks and activities have been included in the manuals and in the hands of an imaginative teacher, they will address the varied talents and needs of learners, facilitating inclusive development. Problem solving, critical thinking, creativity and other higher order skills have been harmoniously integrated with the aim of not only enhancing thinking skills but also to make the activities and tasks adequately challenging to learners. Teachers will do well to plan, prepare and conduct the various activities for each of their lessons, without being satisfied with a mechanical approach that characterizes curriculum transaction carried out in the frontal teaching mode. If used in its true spirit, formative assessment as a part of Continuous and Comprehensive Evaluation will, on the one hand introduce the much needed child-centredness in the classroom and promote motivation among learners on the other to utilise their innate abilities and skills for better, more comprehensive and deeper learning.

At the first phase the Board is bringing out the Manuals in English Communicative, English Language and Literature, Hindi course A and B for class IX. They are also available on the CBSE Website ([www.cbse.nic.in](http://www.cbse.nic.in)). The manuals in the book form will be available as priced documents in the stores of CBSE, 17, Rouse Avenue New Delhi – 110002 as well as in the Regional Offices of the Board. Manuals in other subjects for class IX and in all the major subjects for class X will shortly be available. There is no gainsaying the fact that Formative Assessment is all set to revolutionize the teaching-learning process in the schools of our country.

This may kindly be brought to the notice of all teachers and students across different subjects. Parents may also be encouraged to visit the CBSE website to familiarise themselves with the Manuals in all subjects.

Yours faithfully

**(Vineet Joshi)**  
**Chairman**



Gram: CENBOSEC, Delhi – 92  
website: www.cbse.nic.in

## CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development Govt. of India)  
“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092

CBSE/CE/CCE/2010

Dated: 02.08.2010  
Circular No.: 44/2010

All Heads of Institutions  
Affiliated to the Board

### **Subject: Clarifications about ongoing Examination Reforms for the Session 2010-2011**

Dear Principal,

You are aware that the scheme of Continuous and Comprehensive Evaluation (CCE) and Grading System was introduced by Central Board of Secondary Education at Secondary Stage in all schools affiliated to it from the academic session 2009-2010. The reforms are continuing and being strengthened further during the ongoing session. The detailed information about the same is being given to schools from time to time through different circulars which are also available on CBSE website [www.cbse.nic.in](http://www.cbse.nic.in).

Some of the salient features of these reforms are being reiterated below for clarification, reinforcement and implementation.

- (a) The recently announced scheme of Continuous and Comprehensive Evaluation (CCE) for classes IX and X is to be **followed in all schools** affiliated to the Board.
- (b) Under the CCE, an academic year has been divided into two terms-Term I extending from April to September and Term II from October to March except for winter closing schools. The latter will have Term I from Jan to June and Term II from July to December.
- (c) The syllabus in each subject for Classes IX and X has been distributed term wise. This term wise syllabus is available on the CBSE website at the CCE Corner under the section Secondary School Curriculum 2012.
- (d) The assessment scheme to be followed in Secondary as well as Senior secondary schools in classes IX and X is exactly the same except that Class-X students studying in secondary schools will take **Board conducted Summative Assessment-II (SA-II)** in place of **School conducted Summative Assessment-II (SA-II)** in Senior Secondary Schools.
- (e) All the students irrespective of their studying in secondary or senior secondary school or continuing or



leaving the CBSE Board after class-X, will be required to undergo various assessments in co-scholastic areas in classes IX and X at school level as indicated earlier.

- (f) For assessment in scholastic areas the schools will undertake both Formative and Summative Assessments in both the classes IX and X. For Formative Assessments, detailed guidelines have been issued separately. For Summative Assessments, the question papers in every subject for classes IX and X for SA-I will be based on Term I syllabus and for SA-II on Term II syllabus.
- (g) Various assessments under scholastic areas and students required to appear therein are again clarified below:

	Class-IX		Class-X	
	Secondary School	Secondary School	Secondary School	Sr. Secondary School
Formative Assessment-I (FA-I)	All students	All students	All students	All students
Formative Assessment-II (FA-II)	All students	All students	All students	All students
Summative Assessment-I (SA-I)	All students	All students	All students	All students
Formative Assessment-III (FA-III)	All students	All students	All students	All students
Formative Assessment-IV (FA-IV)	All students	All students	All students	All students
Summative Assessment-II (SA-II)	All students	All students	All students	All students except those leaving the CBSE Board
Summative Assessment-II (SA-II) Board Conducted	Not applicable	Not applicable	All students	Only those leaving the CBSE Board





- (h) The Summative Assessments-II (SA-II) conducted by the school ( School conducted) and conducted by the Board (Board conducted) will be –
1. Based on same syllabus prescribed for Term II only,
  2. Will carry the same weightage of 40% towards final grade,
  3. Will be based on the same types of question papers in term of question paper design, blue print and difficulty level
  4. Will be evaluated on the basis of similar marking schemes prepared by the Board.
- (i) Both the School conducted SA-II and Board conducted SA-II will based on the question papers sent/ vetted by the Board.
- (j) The students appearing in the School conducted SA-II will be assessed by the schools themselves and their answer books will be randomly verified by the Board. However, the students appearing in the Board conducted SA-II will be assessed by the External Examiners as has been the practice in the past for Board Examinations.
- (k) At the end of class-X, every student (irrespective of his/her studying in secondary or senior secondary school or continuing or leaving the CBSE Board after class X) will get the **same Continuous and Comprehensive Evaluation Certificate of School Based Assessment prepared, printed and signed by the Board**. For this, the board will collect the data electronically from all the schools. The Board reserves the right to randomly verify the records of different assessments done by the schools and moderate the same if required. Detailed procedure for collection of data will be sent to the schools in due course of time.
- (l) All schools except winter closing schools are expected to conduct Term I Summative Assessment (SA-I) in the month of September and Term II Summative Assessment (SA-II) in the month of March. The Board will provide/vet the question papers and marking schemes in all the subjects for classes IX and X for SA-I as well as SA-II. For details regarding question papers for SA-I, the Board's Circular No. 43/ 2010 dated 02.8.2010 may please be referred to.

❖ **Term I and Term II will have following weightage:**

- **Term I:** FA1 (10%) +FA2 (10%) +SA1 (20%) = 40%
- **Term II:** FA3 (10%) +FA4 (10%) +SA2 (40%) = 60%

❖ **Formative Assessments:**

- FA1 (10%) +FA2 (10%) + FA3 (10%) +FA4 (10%) = 40%

❖ **Summative Assessments:**

- SA1 (20%) +SA2 (40%) = 60%

**The schools may adapt the Report Card to some extent in terms of the size, colour, paper to be used,**



**however, the divisions and the content must follow as given in the format.** The Model Format of the Report Card is already provided to the schools. Schools are requested to use the current format w.e.f. this session both for Classes IX & X.

It is observed that information related to ongoing examination reforms which is put on CBSE website and sent to schools through different circulars from time to time does not reach all stakeholders. It results in undue anxiety and worry amongst them. Therefore, it is also requested that the above information may be shared with all students, teachers and particularly the parents.

The Board has initiated series of additional measures related to strengthening of scheme of Continuous and Comprehensive Evaluation. Some of these include Monitoring and Mentoring programmes, development of supplementary materials on Formative Assessment in all subjects for classes IX-X, collection of feedback and suggestions on the scheme and organization of teacher training programmes on CCE. It is expected that all affiliated schools will make necessary efforts to understand, appreciate, implement and disseminate the ongoing examination reforms.

Yours sincerely,

**(VINEET JOSHI)**  
**CHAIRMAN**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA SADAN, 17-ROUSE AVENUE, INSTITUTIONAL AREA,**  
**NEW DELHI-110002**

CBSE/CM/2010

Dated: 01.09.2010

Circular No.56/10

All Heads of Institutions  
Affiliated to the Board

**Subject: Conduct of Optional Proficiency Test for Class-X**

Dear Principal,

As a part of ongoing examination reforms, the Board has initiated a series of measures related to strengthening of school education and aligning the assessment practices with international standards. One such measure relates to conduct of Proficiency Test at the end of Class-X in all the five main subjects from next year. The related information has already been included in Board's earlier circulars No.39, 40 dated September, 2009 on Scheme of Continuous and Comprehensive Evaluation and Grading system.

**Broad objectives of the test**

The proposed Proficiency Test is being conducted with the broad objectives of :

- acting as a benchmark in testing of skills and higher mental abilities of students
- providing motivation to students for academic excellence in the respective subject
- providing feedback to students and parents on how well the students have achieved the desired learning objectives.
- providing feedback to schools on levels of learning of their students and setting goals, priorities and targets in their future educational plan.

**Specific objectives**

Some of the specific objectives of the proposed test include assessing students :

- abilities and skills to apply concepts and principles of the subject to everyday life situations.
- abilities to apply understanding of concepts to interpret data, diagrams, maps, graph etc.
- skills to create and devise methods for solving subject related problems.
- abilities to analyse, synthesise and evaluate a given situation on the basis of learning in the subject.

**What is a Proficiency Test?**

A proficiency test measures an individual's abilities and skills in a domain or subject to know how well he/she has learned, understood and internalised the related concepts and principles. Such a test in language e.g may



assess a student's skills in reading, writing, listening, speaking or vocabulary. Similarly a test in Science may focus on assessing students' abilities to apply concepts and principles to analyse a given situation, solve a given problem and conduct practical work efficiently. A test in Mathematics may similarly assess problem solving abilities and skills of mathematical thinking, mathematical reasoning and procedural techniques followed by students. Thus, the proposed Proficiency Test will mainly focus on assessing students' abilities and skills to apply knowledge and understanding of any subject to new and unfamiliar everyday life situations.

The core testing element of such a test will include observing, comparing, classifying, solving, translating, interpreting, analyzing, synthesising, creating, composing, deducing, justifying and judging/evaluating.

### General Features of the Test

- It will be **optional** in nature. Only those students who wish to take this test willingly may appear.
- There will be separate test in each of the five main subjects viz. English, Hindi, Social Science, Mathematics and Science.
- A student may appear in one or more subject (s) according to his/her choice. One test will be held on a single day.
- It will be a paper-pen test to be administered on the same day across all willing schools in the country.
- The proposed test is likely to be conducted in the month of May/June next year (2011). The exact schedule will be notified later.
- Students wishing to appear in the test will have to pay separate examination fee for the same. This fee is likely to be in the range of Rs.500/- to Rs.1000/- for all the subjects. The schools will be informed about the exact amount of fee and its submission mode at a later stage.
- Any student studying in Secondary or Senior secondary school affiliated to CBSE and has appeared in Class-X final examination (School conducted or Board conducted ) is eligible for this test.
- Students appearing in the test will be issued a joint certificate by CBSE and the collaborating agency indicating percentile rank.

### Design of the Question Paper

- The duration of the test in every subject will be 2½ hours.
- Question paper in every subject will carry 100 marks
- All questions will be of multiple choice type with only single correct answer.
- The test will be based on classes IX-X syllabus in the subject prescribed by CBSE
- The typology of questions will be different from the type of questions asked in conventional final examination conducted by the Board at the end of Class-X. The test will not include any direct recall, information-based or memory-based questions. It will only include questions to assess students' skills and abilities to apply understanding of concepts to analyse a given situation or an unfamiliar everyday life problem.
- The total number of questions may vary from one subject to another.



- The questions included in the question paper will be of varying difficulty level.
- Negative marks will be awarded for wrong answers

The willing schools will be required to submit the related information to the Board in advance through online filling up of the **registration form** available on CBSE website **www.cbse.nic.in** under CCE corner. The last date for submitting the online information is **October 31, 2010**.

The printout of filled in online registration form (hard copy) duly signed and attested by the Principal may be submitted to the respective Regional Office of the Board by **30th** November, 2010.

For any further information in this regard, the schools may contact Controller of Examination, CBSE at **mcs Sharma2007@rediffmail.com** or Consultant, CBSE at **science.cbse@gmail.com**

Thanking you,

Yours faithfully,



**(Vineet Joshi)**  
**Chairman**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
(An Autonomous Organization under the Union Ministry of  
Human Resource Development, Govt. of India)  
“Shiksha Sadan”, 17, Institutional Area, Rouse Avenue, Delhi-110002.

CBSE/CM/CCE-feedback/2010

Dated: 03.09.2010

Circular No.: 58

All the Heads of the institutions  
Affiliated to CBSE

**Subject: Concerns of Parents and Students on implementation of  
Continuous and Comprehensive Evaluation - Formative and  
Summative Assessments.**

Dear Principal,

The CBSE had initiated the Scheme of Continuous and Comprehensive Evaluation (CCE) and Grading System at secondary stage in all Schools affiliated to it from the session 2009-10 in Class IX. By and large the scheme has been accepted and implemented whole heartedly by the schools. However as part of the formal and informal feedback from the parents, students, principals and teachers a few concerns have been raised by a few stakeholders which are recorded below:

1. **Too many tests**, assignments, projects, homework and review tests (in some schools as many as seven review tests per week) are being taken.
2. **The projects** are being given to students (to be done at home) which in most cases lead to no real learning as they are either done by siblings/parents or conveniently outsourced to entrepreneurs who have set up shop.
3. The stress on students is increasing due to minute **microscopic examination of behaviour** which also makes students behave artificially.
4. **No real time** is being provided to students to play or participate in Co-Scholastic activities
5. There is an **element of subjectivity** in assessing skills especially the coscholastic skills.
6. Some Schools have **no Parent Teacher Meeting** at all or where it is convened, it remains a few and far between event.

Keeping the above facts in mind, the Board once again would like to clarify and reinforce the following points.

- The Board vide its circular no 01, 2010 had specifically stated that “**the tasks which relate to projects**





**and activities can be done in groups as in-class and School activities and not become an extension of work to be done by siblings or parents”.**

- Further to it, the Board in its circular no. 36, 2010 has given a background to the need of involving and integrating various formative tasks as part of the Formative Assessment.

The Board has also come to know that a section of teachers feel that they are required to put in more work in the new paradigm by way of preparing their lesson plans, designing formative activities and evolving additional teaching-learning materials. It augurs well for the teaching community that it is now beginning to move away from the text-book oriented teaching to more creative ways of involving students in the learning process. Of course, teachers will have to put in greater effort to improve their teaching on the basis of regular feedback and diagnosis followed by remedial instruction. Every class is a new experience, unique in its own way and hence repetitive and mechanical transaction has no place in the emerging classroom. While teachers may find the additional work a little challenging or even taxing, they will soon learn to enjoy their work a lot more seeing their reward in the form of improvement of their students in all the domains of their personality. Further, once they learn to plan their work in the initial phase, they will find the schedule more rewarding and less hectic.

The Board has brought out Teachers' Manuals on Formative Assessment in the subjects of Hindi, English, Science and Social Science for class IX which are available on CBSE website. These manuals are detailed and exhaustive documents focusing on formative aspects of learning and provide valuable guidance to the teachers in respective subjects.

Schools have also been advised to familiarize parents and students with all the material, circulars, and various manuals brought out on CCE and Formative Assessments. This is essential to provide correct information to the parents. Moreover the Schools need to involve parents in the changes being made in terms of transaction of syllabus, conduct of Formative Assessment, conduct of Co-Scholastic Skills and maintaining records of marks and grades in case of Summative Assessment. It is also important that Schools should not be charged with subjectivity while evaluating Co-Curricular skills. It is therefore advised that Schools should arrange the evaluation of co curricular skills in such a way that more than one teacher is involved for assessing Life Skills, Co-Curricular Skills, Attitudes and Values.

In addition to the above the following sheet may also be studied and circulated to parents as well as students of the School.

<b>What is not CCE?</b>	<b>What is CCE?</b>	<b>What can Schools Do?</b>
Testing/Examining the students in a formal manner every day/week <b>is not CCE.</b>	Assessing students on a continuous basis in a cyclic manner <b>is CCE</b>	Formative Assessment needs to be taken up with discrimination and in consultation with all subjects teachers so that projects of all subjects are not given at the same time.
Excessive homework / assignments or project work <b>is not CCE.</b>	Collaborating of project and research work in groups;	Self learning and study skills need to be encouraged through in-class activities.





	Balancing of projects and assignments across subjects <b>is CCE</b>	Project work may be given in groups and the group members need to work in school under the direct supervision of the teacher.
Invoking fear in students in the guise of assessment by the teacher <b>is not CCE.</b>	Integrating assessment with teaching and learning; Balancing the Scholastic Areas with the Co-Scholastic Areas (to encourage students participation) <b>is CCE</b>	Through an interactive classroom, the teacher must engage students in exploring, experimenting and experiencing learning
Minutely assessing the students for behaviour <b>is not CCE.</b>	Encouraging and motivating students to be positive in their positive in their attitude <b>is CCE</b>	School may lay emphasis on Co-Scholastic Areas i.e., Life Skills, Attitudes and Values for personality development.  Giving feedback of the students to the parent from time to time is important.
Believing that Formative Assessment is only meant for students and is not indicative of a feedback mechanism of teachers teaching methodology <b>is not CCE</b>	Reference to the Manuals for Formative Assessment tools for teaching, learning, diagnosis and feedback <b>is CCE.</b>	Uncovering and discovering syllabus is more important than merely completing syllabus in all subjects.
Lack of coordination with other subject teachers resulting in over assessment of the students <b>is not CCE.</b>	Teacher's judgement when made through an honest and objective appraisal without bias <b>is CCE.</b>	Integrated Projects may be given where subjects are interlinked. Subject teachers should plan and develop the project and assess it together.
Not informing the parents and students about the parameters of assessment <b>is not CCE.</b>	Continuous interaction with parents with regard to the students and progress performance <b>is CCE.</b>	Sessions for parents on CCE; handouts can be given to parents and students; Details of CCE can be mentioned in the Schools Almanac/Diary/ Syllabus booklet.

The Board is also creating a cadre of Trainers for CCE and will be undertaking teachers' training once again in all Schools to reinforce the concept of Summative Assessment, using Tools and Techniques, assessing co-scholastic areas and recording and documentation.



The Board is also in the process of implementing the Monitoring & Mentoring framework in all Schools whereby Mentors will act as peer assessors and hand hold other Schools where required. This ought to be a mutually beneficial experience which leads to insightful learning or both teams involved in this initiative. Being a purely voluntary activity motivated teams are involved in Monitoring and Mentoring.

The CBSE is in continuous interaction with parents community and has taken up concerns raised by them. For any change and reform to be successful, every school, every teacher as well as the parents body need to work together in a collaborative spirit to move forward successfully.

These concerns may be brought to the notice of all teachers, parents and students of the School.

Yours sincerely

**(VINEET JOSHI)**  
**CHAIRMAN**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA KENDRA, 2-COMMUNITY CENTRE, PREET VIHAR**  
**DELHI - 110092**

CBSE/ACAD/CCE/2010/

09/09/2010  
Circular No. 59

All Heads of Institutions  
Affiliated to the Board

**Subject : Teachers' Manual on CCE Classes VI-VIII**

Dear Principal,

The Teachers' Manual for Classes VI-VIII has been long awaited as the scheme of CCE at the upper primary level was announced vide circular No. 02 dated 31.01.2006.

After initiating Achievement Records for Classes I-V detailing the various aspects of scholastic and co-scholastic activities, the Board had recommended a seven point scale vide this circular for Classes VI-VIII. **However the present Teachers' Manual has recommended a nine point scale for scholastic components and a five point scale for co-scholastic components.** The CCE Teachers' Manual at the upper primary stage provides teachers with meaningful information about putting into practice an evaluation that is '*continuous*' in that it occurs over a period of time and '*comprehensive*' in that it incorporates both the scholastic and the co-scholastic components of learning.

The manual focuses on the various features and parameters of CCE and School Based Assessment. It also brings out the gradual progression of CCE from Classes I-V and then on to Classes VI-VIII. The Board has already recommended that the students should not carry school bags and there should be no homework up to Classes I & II. It has also recommended that a two year profile of the students be maintained for students of Classes I & II and the three year profile be maintained for Classes III-V vide circular No. 25 dated 12.06.2004. The current manual covers the details and techniques required for Formative Assessment in scholastic areas as well as assessment of co-scholastic areas. The implications for Schools and the broad guidelines for teachers are also a part of the Manual.

The format of the Report Card to be printed for Classes VI-VIII has been given as a model which the schools can adapt and adopt while retaining the major areas and activities mentioned.

The assessment will cover both scholastic and co-scholastic aspects and will be carried out in schools over the two terms, **Term 1 and Term 2** by means of formative and summative assessments using a variety of tests and assignments. For purpose of teaching and assessment, the syllabus for different subjects may be bifurcated for the two terms.

There will be four Formative Assessments each of with a weighting of 10% each. There are two Summative Assessments (SA1 and SA2) with a weighting of 30% each.



First Term : FA1(10%) + FA2 (10%) + SA1 (30%) = 50%

Second Term : FA3 (10%) + FA4(10%) + SA2 (30%) = 50%

Formative Assessment can be carried through using multiple modes of assessment such as assignments, quizzes, debates, Group discussions, Projects and only one **pen and paper test**. **It may be clearly communicated to all teachers teaching various subjects that all Projects and assignments must be done as group activities within the class and school time only. Each subject must have only one paper pencil test under Formative Assessment. The other modes of assessment must be part of classroom interactive activities.**

The Summative Assessment is a written, end of the term examination which may consist of objective type, short answer and long answer questions.

For making evaluation comprehensive, both scholastic and co-scholastic aspects should be given importance. Co-scholastic areas will consist of Life-Skills, Attitudes and Values, Co-scholastic Activities and Health and Physical Education.

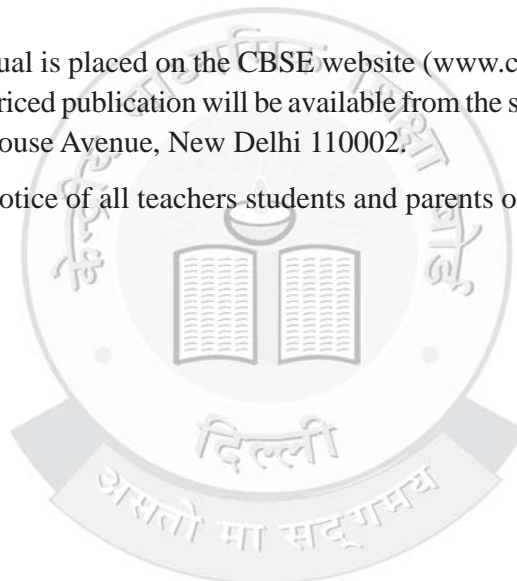
The details regarding the descriptors for grading co-scholastic areas and the process of arriving at a grade is given in the Teachers' Manual.

A copy of the Teachers' Manual is placed on the CBSE website ([www.cbse.nic.in](http://www.cbse.nic.in)) and can be downloaded from under the CCE corner. The priced publication will be available from the stores at Central Board of Secondary Education, Shiksha Sadan, 17, Rouse Avenue, New Delhi 110002.

This may be brought to the notice of all teachers students and parents of Classes VIVIII.

Yours sincerely,

**(VINEET JOSHI)**  
**CHAIRMAN**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-92**

CBSE/PRO/SGAI/2010

21.09.2010  
Circular No : 62/10

To,

All Heads of Institutions  
of CBSE Affiliated Schools

**Subject: Aptitude and Interest Assessment with the First Ever CBSE  
Students Global Aptitude Index : Enrolment For The Programme**

Dear Sir/Madam,

Greetings!

As you are well aware CBSE has recently extended the Continuous and Comprehensive Evaluation scheme in classes IX & X, introduced grading system in class X and has phased out class X exams for students of senior secondary schools. The common factor running across these initiatives is to make the entire spectrum of school education learner friendly.

The new approach also highlights the fact that each individual is unique with different sets of abilities. Identifying and optimizing abilities while preparing an individual for life and the world of work is one of the important and meaningful tasks of education. Senior secondary stage becomes the most defining phase as it influences higher studies and career choices later in life. More often than not, the choice of subjects is determined by the marks as also by the parental and peer pressure or the role models. In an ideal situation a child should be allowed to choose subjects based on his abilities and interest.

Therefore, in order to facilitate a child, CBSE has designed a tool named as the **Students Global Aptitude Index (SGAI)** to measure the aptitude in combination with the interest.

The aptitude reflects the inherent capacity, talent or ability of a child. Aptitude testing is a student-friendly, universally accepted mode of rating capabilities for a particular activity. Aptitude tests are known to be reliable predictors of future scholastic achievement as they provide a profile of strengths and weaknesses of a student.

**HIGHLIGHTS OF CBSE STUDENTS GLOBAL APTITUDE INDEX (SGAI)**

Although a variety of aptitude screening tests are already in vogue to help the student identify personal interests and vocations, yet:-

1. SGAI is a battery of Aptitude Tests which also combines interest profile of a student.
2. It has been customized to suit the Indian context and variety of student population in CBSE affiliated Private, Government and Aided Schools.

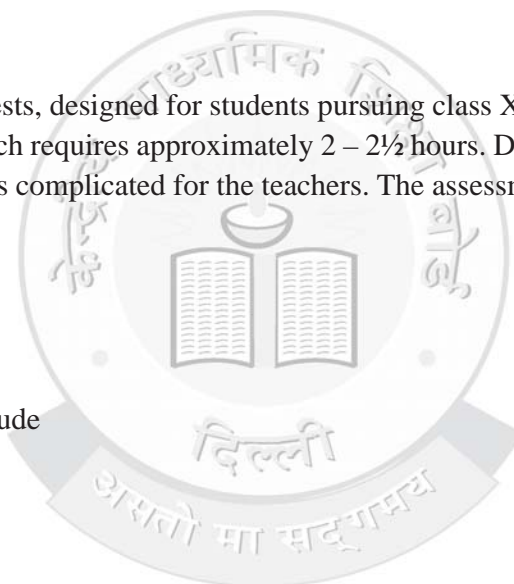


3. Unlike the conventional Aptitude Tests, which indicate professional orientations the CBSE SGAI will indicate subject orientations at +2 level.
4. The CBSE SGAI is meant for students of secondary classes. This coincides with the onset of adolescence and beginning of career concepts (although not in the concrete form). It is therefore crucial to give a road map to the child which is realistic and favorable.
5. SGAI is aimed to empower a child with “self knowledge” in terms of the Aptitude and Interest, to enable the child in making informed subjects choices.
6. Since CBSE SGAI purports to reduce the mismatch between the Aptitude and the Interest it will further help in :
  - Optimizing the child potential and enhance satisfaction
  - Increasing motivation
  - Reducing wastage of human and financial resources

### **SGAI : DESCRIPTION**

CBSE SGAI is a battery of tests, designed for students pursuing class X in CBSE affiliated schools. It is a simple paper and pencil test, which requires approximately 2 – 2½ hours. Due care has been taken to make the assessment and interpretation less complicated for the teachers. The assessment broadly indicates:

- Scientific Aptitude
  - Numerical Aptitude
  - Social Aptitude
  - Behavioral Science Aptitude
  - Art Aptitude
- and
- Interest areas



### **METHODOLOGY**

A random survey was conducted in schools by devising a questionnaire to primarily gauge whether the schools, parents and students were aware of Aptitude Tests, at what stage should these tests be conducted and parents attitude towards Aptitude Tests. The responses received were studied by a group comprising of psychiatrists, psychologists, experts in Psychometrics and practicing counselors. It was decided to construct a battery of Aptitude Tests and an Interest test which will be customized to suit the CBSE clientele.

### **THE PILOT TEST**

The CBSE SGAI has been pilot tested on a sample of secondary level students drawn from 100 CBSE affiliated Private, Government and Aided Schools from different parts of the country.





## PRE-TRIAL TEACHER TRAINING AND ORIENTATION

- Six orientation workshops were conducted between November –December 2009 to orient and train two teachers and one counselor from the selected schools.
- These workshops were held in Delhi, Bhopal Bhubaneswar, Hyderabad, Chandigarh and Mumbai.
- The participants were made aware of the rationale and the actual conduct of the test batteries. The details of scoring were also discussed with the participants.
- Time lines were given to the schools to conduct the test and send the responses to the board for analysis by Jan 2010.
- The results obtained were put to item analysis done by a specialized agency and based on that changes were made in the test.

## TRAINING AND ADVOCACY MATERIAL

For the mental preparedness and climate building, Training Manuals, Literature and FAQs for parents and students were prepared to generate awareness about Aptitude and benefits of Assessment.

## THE MICRO PILOT TEST

After the analysis of first trial and the Pre and Post trial feedback from participating teachers and counselors, the test was modified and put to a second micro trial to ascertain the efficacy.

## STANDARDIZATION

The CBSE SGAI is finally ready for launch after rigorous process of standardization.

## IMPORTANT

CBSE- SGAI can be taken in class X to know the students preference for subjects after class X. However, it should be taken only as an **indicator or a facilitator**. The test will help the larger population including parents, teachers and students to initiate a dialogue on subject choices leading to careers ahead in life. However, the results of SGAI taken together with the student's assessment from other sources will ultimately help students and parents in making informed choices. Mental preparedness and sincere responses are the pre- requisites for this test. SGAI scores may depend upon child's environmental stimulus and motivation level.

## TRAINING PROGRAMMES

The option of using the CBSE SGAI rests with the schools, however for those interested, the board will conduct training workshops to familiarize the principals and teachers with this new concept as well as its administration. These principals, teachers and counselors will in turn advocate and educate students and parents about the CBSE SGAI. Since it is not feasible to cover all schools in one go, the training workshops will be conducted in a phased manner. The details of the training programs along with the dates and venues will be intimated in due course of time.





## ENROLMENT FOR CBSE SGAI

The CBSE SGAI will be offered to those interested at a very nominal fee of Rs.100 (one hundred) per student only. The first ever CBSE Students Global Aptitude Test will be held for class X students tentatively on **15th January 2011**. The principals may assess the number of class X students who would be interested to enroll for this activity and thereafter register online on the CBSE website **www.cbse.nic.in** The fee may be sent via Demand Draft payable at Delhi in the name of Secretary, CBSE. The conformation may be sent by **15 th October 2010** positively to:

**Rama Sharma**  
**PRO & Project Incharge**  
**Central Board of Secondary Education**  
**Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-92**  
**Email- rs.cbse@gmail.com**  
**Tele Fax- 011-22440083**



**( M.C. Sharma )**  
**Controller of Examinations**



**CENTRAL BOARD OF SECONDARY EDUCATION**

**Enrolment for CBSE Student Global Aptitude Index  
Assessment Programme**

Name of the Principal \_\_\_\_\_

Name of the School \_\_\_\_\_

Complete Address \_\_\_\_\_

School Code (Examination Code) \_\_\_\_\_

Affiliation Number \_\_\_\_\_

Affiliation Status (Secondary/Senior Secondary) \_\_\_\_\_

Contact Number Tel (O) \_\_\_\_\_ (R) \_\_\_\_\_ Mob \_\_\_\_\_

Email Id: School \_\_\_\_\_

Email Id: Principal \_\_\_\_\_

Total number of Students: \_\_\_\_\_

a. Sections in Class X \_\_\_\_\_

b. Students in Class X \_\_\_\_\_

c. Differently abled students if any with specific details \_\_\_\_\_

d. Total No of students taking SGAI \_\_\_\_\_

e. Details of payment



## CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development,  
Govt. of India)

“Shiksha Kendra”, 2, Community Centre, Preet Vihar, Delhi-110092

CBSE/ACAD/2010

Dated: 6th January, 2011

Circular No : 01

All the Heads of the Institutions  
Affiliated to CBSE

### Subject: New Year Greetings 2011

Dear Principal,

#### *Greetings for the New Year!*

It's the time of the year again when we look into what we have achieved and what we have to still reach for. The year 2010 marked many milestones for the CBSE as well as for the schools affiliated with it. The School Based Assessment and CCE scheme in its strengthened form was implemented and the Mentoring scheme of CCE launched throughout the country. The year also saw launch of CBSE-i or CBSE International as a pilot project in approximately 30 schools in 9 countries. Moreover, the Board launched many new leadership development programmes in collaboration with reputed business schools across the country and abroad.

We have received huge support in all our endeavours from schools, whether it was the Educational campaign to preserve and protect the heritage monuments in the country or 'Clean Delhi Day' Drive or 'Commonwealth in Education Programme'. The schools have done us proud.

There is, however, much work to be done at various levels and I urge all the Heads of institutions, their management, teachers, students and parents involved with reforms to get together with renewed commitment so that we are able to achieve the best for the learners and young people in schools affiliated to the Board.

The following are some of the areas that we need to consider for continued momentum in the implementation of initiatives started by the CBSE.

#### **1. Continuous & Comprehensive Evaluation (CCE)**

The Revised Teacher's Manual for Classes IX – X will be uploaded on the CBSE website soon as it will be applicable to the Class IX of the ensuing session (2011-12). The Class X for this session will follow the old Teachers' Manual. The Teachers' Manual for Classes VI-VIII has already been uploaded and is also available in the printed form from the CBSE Stores which has now been relocated at **Regional Office, Delhi, PS 1-2, Institutional Area, I.P. Extension, Patparganj, Delhi 110092.**



CBSE has through its various advisories reiterated time and again that schools should not micro manage and assess students behaviour or conduct too many tests. The Board has clearly brought out what is not CCE, what is CCE and what schools should do to implement CCE in the right spirit.

The Board will continue its empowerment of teachers. In order to achieve this, it proposes to broad base its training of teachers and plans to empanel agencies for training in the online and interactive mode. The processes have been finalized and the list of agencies approved will be communicated shortly. It is mandatory for all schools to train their teachers.

## 2. Use of CCE Logo, Slogan and CCE Song

In order to communicate the spirit behind CCE effectively to all stakeholders, the logo, slogan and song on CCE adopted by the Board should be used by all schools in their documents and correspondence with other stakeholders such as parents and the community. These are downloadable from the CCE Corner on the CBSE website.

## 3. Mentoring and Monitoring

The Mentoring Scheme has already begun in most parts of the country. **The Mentors are requested to submit their reports in the online Mode only.** Let us do our bit to save on paper transaction.

## 4. Support Material

One of the major feedback from teachers was the need to develop activities for assessment for learning in the classroom and therefore the Board has brought out Teacher's Manual on Formative Assessment in all the major subjects. These have been uploaded on the CBSE website under the CCE corner and are also available from the Stores.

## 5. New Languages and new subjects

The Board plans to introduce in addition to **Bodo and Tangkul, Mandarin Chinese**. For introduction of Mandarin Chinese in Class VI, schools need to send in details regarding their willingness in a notification already placed on CBSE website. The Board proposes to support the initial introduction of the language by providing experts and textual material.

## 6. Revision of Class X English Communicative textbooks

The Class X textbooks have been revised on the basis of feedback received from schools. The revised text books aim at integration of Skills in all student books as well as introduction of revised test item types as per CCE scheme. The revised books of Class X will be available from the Stores and Regional Offices shortly.

## 7. Health and Wellness Clubs

For promotion of holistic development, the Board advised schools to set up *Health and Wellness Clubs* in 2005 and four Health Manuals were prepared. The Revised Health Manuals in four volumes which are priced



documents have been launched during the 17th Sahodaya Conference and are available at the *Store and from the Regional Offices*.

It is in this context that the schools should set aside at least two periods in a fortnight for participation of students in *Health and Wellness Clubs, Eco Clubs, Science Clubs, Dramatics Clubs* etc.

## **8. Launch of Life Skills Manuals for Classes IX and X**

Life Skills are essential for living and learning in the 21st century. The Teacher's Manual for Classes IX and X is available from the Stores and Regional Offices. The Board through its empanelled agencies will be conducting training programmes for Life Skills.

## **9. 17<sup>th</sup> National Annual Sahodaya Conference**

The *17th Annual National Sahodaya Conference* was held at Bangalore and its recommendations and resolutions have been uploaded on the website.

One of the recommendations of the Conference was to update and link Sahodaya website. 'CCE is a great social equalizer. Sahodaya in a mission mode can manage this change and its implementation. As a first step, the Bangalore Sahodaya Schools Association has volunteered to link all websites of the current Sahodaya School Complexes to its own website which is hyperlinked in the CBSE website. All the Sahodayas will continue to update their own websites. Teachers of different schools can upload their best tasks and worksheets, rubrics for assessment through their own Sahodayas on their own website. These will become accessible to all the teachers of schools affiliated to CBSE'.

## **10. Inclusion of Child Rights Issues**

Further to the CBSE's *Circular Nos. 16, 18 and 24* in 2009, the Board would like to once again request schools to remember that schools are ideological institutions and not factories. These must treat children as sensitive individuals who need to be protected at any cost. The schools need to be aware of the sensitive and impressionable nature of minds of school children and must ensure that all students, irrespective of their differences in physical, social, economic status or by their being differently abled are dealt with in a dignified manner. Adolescents are vulnerable to many influences and must be empowered to take informed decisions. No school under the guise of enforcing discipline should mistreat any student or parent thereof. This must be strictly observed and enforced notwithstanding any external pressure whatsoever.

## **11. Introduction of New Subjects**

In addition to Mass Media Studies, Media Production, Geospatial Practices, Hospitality and Tourism, the Board also proposes to bring out more subjects to provide more options for students at Senior Secondary level.

## **12. Teacher Training in Urdu**

Teacher training has continued for most subject areas as also for Physical Education teachers. For the first time the Board is planning to conduct teacher training for teachers teaching Urdu in Classes IX and X.



### **13. Development of website by each school**

The Board has already intimated Vide Cir 3/10 dated Oct 18, 2010 that all schools have to develop their own websites. This will help the larger community to know more about schools in their neighbourhood.

### **14. 'Interact with Chairman' feature**

This year a huge amount of feedback has already been received from various stakeholders: Students, teachers, Parents and educators through the '**Interact with Chairman**' facility available on the CBSE website. As a result FAQ (Frequently Asked Questions) section has been put up on the website in the CCE corner. All teachers and students are encouraged to go through this section as this is an evolving document.

### **15. Interaction with Parents**

The Board has received feedback that many schools restrict their meeting with parents to one or two parent-teacher's meetings or open houses in a year. In the wake of reforms brought in by the Board it is imperative that complete transparency is maintained and open communication channels are followed with the parent's body by the school. The Board has also initiated interaction with parents in a workshop mode in various cities where other programmes are being held. It is honestly hoped that the schools will initiate many more workshops with their own parent communities.

### **16. Cenbosec as Monographs**

As you are aware, the Board brings out the quarterly journal or Cenbosec which is often built around a theme. Schools are requested to contribute by way of sending in articles, news from their own school, events that may have involved the community or other instances of best practice. The journal provides a unique platform for schools both within the country and abroad to share with each other. It has also been resolved that the Cenbosec will be brought out in the form of monographs which makes it even more imperative for schools and their teachers to contribute good articles on the issues of current importance in the area of school education.

**My request to all of you is to find time to visit the CBSE website as frequently as possible to update yourself on various developments taking place on a continuous basis.**

Yours sincerely

**(VINEET JOSHI)  
CHAIRMAN**





Email: mcsharma2007@rediffmail.com  
website: www.cbse.gov.in

Phone: 011-22515828  
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**CENTRAL BOARD OF SECONDARY EDUCATION**  
*(An Autonomous Organization under the Union Ministry of Human Resource Development,  
Govt. of India)*  
**“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092**

CBSE/CE/CCE/2011

Dated: 10.02.2011  
Circular No : 10/2011

All Heads of Institutions  
Affiliated to the Board

**Subject: Promotion Policy for Class IX under the scheme of Continuous and  
Comprehensive Evaluation (CCE)**

Dear Principal,

You are aware that the Central Board of Secondary Education introduced examination reforms and the scheme of Continuous and Comprehensive Evaluation in its affiliated schools from October, 2009 in Class IX. The related information and details were made available to schools through Circular No.39 dated. 20th September.2009, Circular No.40 dated 29th September, 2009 and Circular No.42 dated 12th October, 2009 as well as a number of other circulars issued later.

The School-based Assessment card includes reporting of students' performance in scholastic as well as given co-scholastic areas in terms of grades. In order to provide sufficient scope and space for different abilities of different students, number of significant co-scholastic areas has been included in the assessment scheme. It is hoped that the schools have provided essential facilities as well as necessary learning experiences to help the students acquire these skills, attitudes, values and abilities before assessment.

As far as overall assessment of a student for the purpose of promotion to next class is concerned, the following points should be kept in mind and adhered to:

**I. General**

- (A) The assessment of students in terms of grades in scholastic as well as co-scholastic areas is to be done as per the directions issued by the Board through different circulars issued from time to time.
- (B) The year-end subject wise grades of a student in Class IX are to be calculated on the basis of performance in all formative assessments and summative Assessments in scholastic areas as well as grades obtained in co-scholastic areas.
- (C) In scholastic areas, all the five main subjects i.e. two languages, Mathematics, Science and Social Science are to be considered at par for promotion purpose.





## II. Assigning weightage to Co-scholastic areas for Promotion purpose

(D) The grades in co-scholastic areas may be included in awarding overall grade to every student as per the following procedure:

- (i) The grades obtained in different co-scholastic areas may be converted into grade points by using the following conversion scale:

### Life Skills

A+	-----	5
A	-----	4
B+	-----	3
B	-----	2
C	-----	1

### All other Co- scholastic Areas

A+	-----	3
A	-----	2
B	-----	1

- (ii) Total grade points earned by any student may be calculated by adding grade points for all co-scholastic areas as per the above conversion scale.
- (iii) A student who gets A+ in all the categories of co-scholastic areas included in the report card will earn 42 grade points according to the above scale. {Life skill (15), attitudes and values (15), co-curricular activities (6) and Health and physical education (6)}.
- (iv) Those students who get total grade points in the range **34-42**, may benefit by getting upgraded to the next higher grade in **two** subjects in scholastic areas.
- (v) Those students who get total grade points in the range **19-33**, may benefit by getting upgraded to the next higher grade in **one** subject in scholastic areas.
- (vi) If a student gets less than **19 total grade** points in co-scholastic areas, separate remark may be made in the report card stating that participation and achievement in co-scholastic areas needs improvement. However, this should not affect the student's promotion to higher class.
- (vii) A star may be put on every up-scaled grade to indicate that the final grade has been arrived after including the achievement of the student in co-scholastic areas. A footnote in this regard may be given at appropriate place in the report card.
- (viii) The benefit of upscaling the grade in different subjects may start from the subject in which a student obtains lowest grade followed by next higher grade and so on.
- (ix) Benefit shall be given to the students who win I/II positions/prizes in competitions held at state level and/or participation in competitions held at national/international level organized by a body recognized by the state/central Government /CBSE. Any competition organized by such agencies



related to the co-Scholastic areas included in the Board's CCE Card may be considered for giving this benefit. Those students who qualify under this provision will benefit by getting their grade up-scaled to the next higher grade in two subjects provided this benefit has not been given to the student under the aforesaid grade point scheme.

### III. Promotion to Higher Class

- (E) Every student is required to get a qualifying grade D or above in all the subjects excluding 6th additional subject as per scheme of study for the purpose of promotion to next class.
- (F) A student getting E1 or E2 grade in scholastic areas in one or more subjects will have to improve his/her performance in one subsequent attempt to obtain qualifying Grade D in these subjects.
- (G) If a student fails to obtain qualifying grade D in one or more subjects, even after adding grade points from co-scholastic areas and after availing one improvement chance, he/she will be required to repeat the same class during next academic year.
- (H) It is mandatory to appear in both Summative Assessments during the academic year.

### IV. Improvement Chance

- (I) After summative assessment II in class IX, a student will get only one more chance for improvement to obtain a qualifying grade D. This is also applicable to those students who are not able to appear in summative assessment due to sickness.
- (J) This chance may be provided preferably within a time of one month from the time of declaration of final result. Some flexibility in time schedule for conduct of improvement examination may be kept in mind for convenience of all.

### V. Syllabus

- (K) Syllabus for improvement examination should be same as that of SA II. The school will prepare its own question paper for improvement examination based on design of SA II. Due care may be taken to ensure that the standard of this question paper is comparable to question paper used for SA II.

All Heads of schools are advised to explain the above promotion policy for Class IX in detail to the parents, teachers and students to create desired awareness and avoid unnecessary inconvenience at later stage.

Separate promotion policy for Class-X will be notified by the Board shortly.

Yours faithfully,

**(M.C. Sharma)**  
**Controller of Examinations**



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**CENTRAL BOARD OF SECONDARY EDUCATION**  
*(An Autonomous Organization under the Union Ministry of Human Resource Development,  
Govt. of India)*  
**“Shiksha Kendra”, 2, Community Centre, Preet Vihar, Delhi-110092**

No. CBSE/CE/VEA/X/2011

Date: 24<sup>th</sup> February, 2011  
Circular No : 12/2011

All the Heads of Schools  
affiliated to the CBSE

**Subject: Verification of Evidence of Assessment (EAs) of Class X students for  
Academic Session 2010-2011**

Dear Principal,

As you are aware, the Board has decided to issue uniform certificates to all the students appearing in class X in March 2011 Examination irrespective of the fact whether they are assessed by the Board or by the School in Summative Assessment II (SAII).

To ensure the reliability, validity and fairness of assessment, **the Board is collecting marks/grades** assigned at school level through specially designed software.

Besides the collection of marks/grades, the Board is simultaneously doing a random collection and verification of the **‘Evidence of Assessments (EAs)’** conducted at school level under Formative and Summative assessments.

These **‘Evidence of Assessments (EAs)’** and the marks awarded will be verified by the subject experts appointed and empanelled by the Board at the Regional level. The objective is to assess the ‘Practices of School Based Assessment’. The experts would submit their report on these ‘Evidence of Assessments (EAs)’ visavis award of marks. Their report will help in verifying the school based assessments as well as provide feedback to the Board about implementation of CCE scheme at grassroots level.

The schools which will be shortlisted by the Regional Office will be requested to send the **‘Evidence of Assessments (EAs)’** for SA1, FA3 & FA4. This material (FA tasks and SA answer sheets) is being collected initially in five subjects: Hindi, English, Mathematics, Science and Social Science. Please ensure that these **‘Evidence of Assessments (EAs)’** sent to the Board comprise of the performance of five students taken from each of the three categories i.e. top, middle and bottom levels of achievements. Thus, your school if selected, should be submitting fifteen Evidence of Assessments (EAs) (FA tasks and SA answer sheets) for every assessment i.e. 15 for FA (FA3, FA4 taken together) and 15 for SA1. This is applicable only to one subject which will be communicated to you by the Regional Office. (Refer to Annexure I for selection of samples).



## FORMATIVE ASSESSMENT

The school is required to send details about all the fifteen FA tasks in the subject as directed by Regional Office which should include the breakup of marks as well as the parameters for assessment. If the nature of the Evidence of Assessments (EAs) is such that it cannot be posted or transported such as oral testing, seminars, group discussion, model, chart etc. a brief writeup as already prepared by the teacher on the assignment may please be sent along with marks awarded. This should include the details of the task assigned to students individually or in groups as well as the strategies adopted and the parameters used for assessment. The schools should send only those tasks that have been taken into account for arriving at the grades for FA3 and FA4. (Please refer to para 5 and 8 of Annexure II).

## SUMMATIVE ASSESSMENT

Question Paper used and its marking scheme in the subject should also be attached with SA answer sheet irrespective of whether you have used the question paper sent by the Board or your own question paper.

The Board would initiate similar exercise for the coscholastic areas shortly. You are requested to keep the 'Evidence of Assessments (EAs)' for the Coscholastic areas also in safe custody.

After you are informed by the Regional Office, please ensure that all the 'Evidence of Assessments (EAs), in the subject indicated by the Regional Office are sent through speed post or hand delivered (at school's cost) to the concerned Regional Office latest by **20th March 2011** along with the checklist for collection of evidence (Annexure II).

With regards,

Yours sincerely,

(M C SHARMA)

CONTROLLER OF EXAMINATIONS

Encl: *Annexure I* – Selection of Samples

*Annexure II* – Checklist for Collection of Student Data – SBA Scholastic



**Subject: Verification of Evidence of Assessments (EAs) of Class X students  
for Academic Session 20102011**

**SELECTION OF THE SAMPLES**

**Summative Assessment:**

- i. Arrange all the students of class X (all sections) in increasing order of marks calculated for SA1.
- ii. Divide the total number of students in three groups as follows:
  - a. Top onethird students,
  - b. Middle onethird students, and
  - c. Bottom onethird students.

**For example:** If there are 100 students in Class X in a School, the three groups may consist of 33, 33 and 34 students after they have been arranged in increasing order of marks.

- iii. Pick up the top five students from the first group, the last five students from the third group and any five students from the middle group.
- iv. This set of fifteen students is your sample for whom '**Evidence of Assessments (EAs)**' are to be sent.

**Formative Assessment:**

- i. Arrange all the students of class X (all sections) in increasing order of marks calculated for FA3 & FA4 taken together.
- ii. Divide the total number of students in three groups as follows:
  - a. Top onethird students,
  - b. Middle onethird students, and
  - c. Bottom onethird students.

**For example:** If there are 100 students in Class X in a School, the three groups may consist of 33, 33 and 34 students after they have been arranged in increasing order of marks.

- iii. Pick up the top five students from the first group, the last five students from the third group and any five students from the middle group.
- iv. This set of fifteen students is your sample for whom '**Evidence of Assessments (EAs)**' are to be sent.

**Note :** Samples of 15 students selected for Summative Assessment and 15 students selected for Formative Assessments may differ depending on the performance of students.



**Subject: Verification of Evidence of Assessments (EAs) of Class X students  
for Academic Session 20102011**

**CHECKLIST FOR COLLECTION OF STUDENT DATA – SBA – SCHOLASTIC  
CLASS X : 201011**

- 1. Name of the School (with Complete Address):** .....
- providing samples to the Regional Office** .....
- .....
- i) School Number .....
  - ii) Name of the Principal .....
  - iii) Phone No. (School) .....
  - iv) Mobile No. ....
  - v) Email .....
  - vi) Website, if any .....

**2. Subject/s of which Evidences of Assessments are being sent {Please tick (“)}**

- i) English
- ii) Hindi
- iii) Mathematics
- iv) Science
- v) Social Science

**3. Number of students in Class X** .....

**4. Number of Sections in Class X** .....

**5. Number of tasks in FA3 and FA4:**

	FA3	FA4
i) English	<input type="checkbox"/>	<input type="checkbox"/>
ii) Hindi	<input type="checkbox"/>	<input type="checkbox"/>
iii) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
iv) Science	<input type="checkbox"/>	<input type="checkbox"/>
v) Social Science	<input type="checkbox"/>	<input type="checkbox"/>

**6. Criterion used in awarding final grades under FA3 and FA4:**

- FA3** i) All the tasks  ii) Best of All  iii) Best of Two
- iv) Any other criterion: .....
- FA4** i) All the tasks  ii) Best of All  iii) Best of Two
- iv) Any other criterion: .....





**7. Type of tasks in FA3 and FA4 (Quiz, Book Review, Visit, Field Trip, Survey Project, Models Group, Discussion, Debate, Declamation, Dramatization, Role play, Presentation, Seminar, Practicals, Maths Lab Activities, Map work, etc)**

.....  
 .....  
 .....

**8. Formative Assessment Samples**

Samples provided in case of three categories with names

	Names of students & Roll No. assigned by the Board	Total* Marks obtained in		Total* Maximum marks in		Types of Samples enclosed
		FA-3	FA-4	FA-3	FA-4	
<b>Top level of Achievement (Top 05 students)</b>	1.					
	2.					
	3.					
	4.					
	5.					
<b>Middle level of Achievement (Mid 05 students)</b>	1.					
	2.					
	3.					
	4.					
	5.					
<b>Bottom level of Achievement (Bottom 05 students)</b>	1.					
	2.					
	3.					
	4.					
	5.					

\* This pertains to the Assessments of FA3 and FA4 which have been finally taken into account for arriving at the grades. Samples of all assessments used for arriving at grades under FA3 and FA4 should be sent. Please refer to para 5 pre page.

\*\* There should be a variety of tasks / assessments and if samples are not possible, reports be attached.





## 9. Question Papers for Summative Assessment (SA1)

- (i) Question Paper sent by CBSE
- (ii) Question Paper Mixed and matched from papers sent by CBSE
- (iii) Question Papers framed by the school

(Tick the correct option and attach relevant SA1 Question Paper & Marking Scheme. Even if you opt for (i) and (ii), attach the Question Paper and Marking Scheme)

## 10. Summative Assessment Samples

Samples provided in case of three categories with names

	<b>Names of students &amp; Roll No. assigned by the Board</b>	<b>Marks obtained in Summative Assessment</b>	<b>Answer Script, supplementary answer scripts, drawing sheet, graph paper etc. enclosed</b>
Top level of Achievement (Top 05 students)	1.		
	2.		
	3.		
	4.		
	5.		
Middle level of Achievement (Mid 05 students)	1.		
	2.		
	3.		
	4.		
	5.		
Bottom level of Achievement (Bottom 05 students)	1.		
	2.		
	3.		
	4.		
	5.		



**11. Evidence of Assessment in Co-Scholastic (No evidence to be sent, only give write up)**

- a) Report of Activities done (in one page to be attached)
- b) Indicators of Assessment used (in one page to be attached)

I certify that the information given is correct and has been personally verified.

**Date:** .....

SIGNATURE OF HEAD OF SCHOOL.....

NAME.....

SEAL OF HEAD OF SCHOOL.....

COMPLETE ADDRESS.....

.....  
.....

**Attachments with the checklist (Please ✓):**

1.	Samples of evidences of assessments for 15 students for FA3 and FA4 taken together	
2.	Samples of evidences of assessments for 15 students for SA1 (Answer Scripts, Supplementary Answer Scripts, Drawing Sheets, Graph Paper etc.)	
3.	Samples of Question Paper used for SA1	
4.	Samples of Marking Scheme used for SA1	
5.	Writeup on evidences of Formative Assessments that cannot be sent (if applicable)	
6.	Writeup on activities done under Coscholastic areas	
7.	Writeup on activities indicators of assessment used for Coscholastic areas.	



Gram : CENBOSEC, Delhi – 92  
E-Mail: ccedata.cbse@nic.in  
website: www.cbse.nic.in

Phones: 22509256-59  
Fax: 22057089

**CENTRAL BOARD OF SECONDARY EDUCATION**  
*(An Autonomous Organization under the Union Ministry of Human Resource Development,  
Govt. of India)*  
**“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092**

CBSE/CE/Data Collection/2011

February 25, 2011  
Circular No : 14/2011

All the Heads of the Institutions  
Affiliated to the Board

**Subject: Collection of Assessment Data of students presently in Class X and  
appearing in SA2 in March, 2011**

Dear Principal,

You are aware that the scheme of Continuous and Comprehensive Evaluation (CCE) and Grading System was introduced by Central Board of Secondary Education at Secondary Stage in all schools affiliated to it from the academic session 2009-2010. The detailed information about the same has been given to schools from time to time through different circulars which are also available on CBSE website www.cbse.nic.in.

You are also aware that the Board has decided to issue uniform certificates to all the students appearing in Class X in March 2011 Examination irrespective of the fact whether they are assessed by the Board or by the School in Summative Assessment-II (SA-II)

1. For this, the Board is collecting the assessment data electronically from all the schools.
2. The format of Certificate of School Based Assessment to be issued by the Board is already available on our website. The Board has finalized a software for all schools to download List of Candidates with Roll No from Board's website; compile and upload term wise the following details in respect of each candidate.

**Part 1(A) - Scholastic Areas – Academic Performance:**

Sub I & Sub II	Any two prescribed languages as per scheme of study (Out of the two languages one shall be English or Hindi)	Marks
Sub III, Sub IV & Sub V	Mathematics, Science & Social Science	
Sub VI - Additional Subject (optional)	A candidate may offer any one additional subject as per Scheme of Study	



### Part 1(B) – Scholastic Areas – Academic Performance:

a. 500 - Work Experience b. 501 - Art Education c. 502 - Physical and Health Education/ Games	Descriptive Indicators and Grades on Five Point Scale to be given as A+, A, B+, B, C
---	--

### Part 2 Co- Scholastic Areas:

<b>Part 2 A - Life Skills</b>	511 - Thinking Skills 512 - Social Skills 513 - Emotional Skills	Descriptive Indicators and Grades on Five Point Scale to be given as A+, A, B+, B, C
<b>Part 2 B - Attitude and Values towards</b>	521 - Teachers 522 - School-mates 523 - School Programmes 524 - Environment 525 - Value Systems	Descriptive Indicators and Grades on Three Point Scale to be given as A+, A, B

### Part 3 Co- Scholastic Activities : Descriptive Indicators and Grade in

<b>Part 3 A</b>	<b>(Any two of following to be assessed)</b> 531 - Literary & Creative Skills 532 - Scientific and ICT Skills 533 - Visual & Performing Arts 534 - Organizational & Leadership Skills	Descriptive Indicators and Grades on Three Point Scale to be given as A+, A, B
<b>Part 3 B Physical and Health Education</b>	<b>(Any two of following to be assessed)</b> 541 - Sports/Indigenous sports (Kho-Kho etc.) 542 - NCC/NSS 543 Scouting and Guiding 544 - Swimming 545 - Gymnastics 546 - Yoga 547 - First Aid 548 - Gardening/Shramdaan 549 - Work Education	Descriptive Indicators and Grades on Three Point Scale to be given as A+, A, B

- Note:**
- 2009-10 Class IX had only Term II i.e. FA3, FA4 (20 % weightage each) and SA2 (60% weightage) as the Scheme was introduced from Term II.
  - Marks under Part 1(A) are to be provided Term wise for each of the Classes IX and X, for all assessments and for all subjects.
  - Descriptive Indicators and Grades under Part 1(B), Part 2(A) & 2(B) and Part 3(A) & 3(B) are to be sent for Class IX and Class X separately for each Activity for entire year.



3. **The schools are required to send following Marks and Descriptive Indicators / Grade for each candidate for Session 2009-11 as per schedule indicated against each term:**

Class	Academic Session	Term	Activity	Schedule
IX	2009–10	II	<b>Part 1(A)</b> - Marks for FA3, FA4 and SA2 for all subjects <b>Part 1(B), Part 2 and Part 3</b> - Descriptive Indicators and Grades for each activity for entire year	by 15th March, 2011
X	2010–11	I	<b>Part 1(A)</b> - Marks for FA1, FA2 and SA1 for all subjects March, 2011	by 31st
		II	<b>Part 1(A)</b> - Marks for FA3, FA4 and <b>SA2*</b> for all subjects <b>Part 1(B) , Part 2 and Part 3</b> - Descriptive Indicators and Grades for each activity for entire year	by 20th April, 2011

**SA2\*:** In Class X 2010-11, SA2 shall be either School Conducted or Board Conducted. Schools have to supply marks for those appearing for **School Conducted SA2**. For **Board Conducted SA2** Marks would be available with the Board.

**Note: Winter bound schools to supply complete data by 31st March, 2011.**

4. The data for **Class IX 2009-10 Term-II, Class X 2010-11 Term-I** for these candidates may be uploaded **immediately**. However, Data for Class X 2010-11 Term-II may be uploaded by 20th April, 2011.
5. **The procedure for Compilation and Uploading of required data shall be available w.e.f 25th Feb., 2011 and shall be as follows:**
- Visit Board’s website [www.cbse.nic.in](http://www.cbse.nic.in) and click on Public Portal
  - Click on the link “**Compilation and Uploading of Assessment Data for Academic session 2009-11**”
  - For login, you have to use your **affiliation number as User-ID** and **password** as given by you at the time of submission of **on-line data for Classes IX/ X/ XI/ XII**.
  - After login, take **printout of E-Manual** and read it carefully before start of work. Click on “**Data Collection Software**” for installing required software on your computer and follow instructions as per E-manual.



6. For any query or help in this regard, contact the following **Help Line** during working days between 10.00 AM to 18.00 PM :

	<b>Telephone</b>	<b>E-mail</b>
General	011-22521094, 011-22045173 08447981581 to 590 (10 lines)	ccedata.cbse@nic.in
Regional Office, Ajmer	09309361446	ccedata.roajmer@gmail.com
Regional Office, Panchkula	0172-2585577, 08699126066	ccedata.ropanchkula@gmail.com
Regional Office, Guwahati	0361-2234661, 08876463195, 09706312647	ccedata.roguwahati@gmail.com
Regional Office, Chennai	044-26164608	ccedata.rochennai@gmail.com
Regional Office, Allahabad	08447981588, 08447981582, 08447981583	ccedata.cbse@nic.in
Regional Office, Delhi	09013894907, 09013894908, 09013894909, 09013894910	ccedata.rodelhi@gmail.com
Regional Office, Bhubaneswar	08447981589, 08447981584, 08447981585	ccedata.cbse@nic.in
Regional Office, Patna	08447981590, 08447981586, 08447981587	ccedata.cbse@nic.in

The Schools are advised to contact their **concerned Regional Office for immediate help.**

7. In the interest of School's own candidates, schools are advised to start compiling and uploading the required assessment data before the last dates to avoid the possibility of dis-connection / inability / failure to log on to the Board's website on account of heavy load on internet / website jam during the last few days. In case, assessment data is not uploaded in time, result of the School may get delayed.
8. The Board has prescribed word limit of 240 characters for Descriptive Indicators. Therefore, restrict the description within the prescribed word limit of 240 characters.
9. The schools are expected to ensure that the data uploaded for each candidate is accurate in all respects and the schools must retain a copy of the data after the same has been uploaded on CBSE's website for future record.
10. The data once uploaded would not be altered by the school under any circumstances. If any changes or mistakes come to the notice of the school during checking of final list generated from Board's website, the same may be corrected in the hard copy with the red ink, attested by the Principal and sent to the concerned Regional Officer in a sealed envelope superscribed as '**CONFIDENTIAL**'. The staff of the school involved in this activity must be permanent/ regular, trust-worthy and competent so that all information provided to the Board is accurate and correct in all respects.



11. It may also be noted that the Board is separately also doing a random collection and verification of Evidence of Assessments conducted at School level under Formative and Summative Assessments for which a circular has been issued separately.

<b>IMPORTANT</b>	<b>1. KINDLY NOTE THAT SCHOOLS WOULD NOT COMMUNICATE THE MARKS OF SCHOOL CONDUCTED CLASS X SUMMATIVE ASSESSMENT-2 TO THE CANDIDATES UNDER ANY CIRCUMSTANCES.</b>
	<b>2. AS PER THE SCHEME LAID DOWN AND COMMUNICATED EARLIER, THE BOARD WOULD BE DECLARING THE RESULTS OF THESE CANDIDATES IN THE MONTH OF MAY ALONG WITH THE RESULTS OF BOARD CONDUCTED SUMMATIVE ASSESSMENT- 2 CANDIDATES</b>

Yours faithfully,



**(M.C. Sharma)**  
**Controller of Examinations**





Website: [www.cbse.nic.in](http://www.cbse.nic.in)

Phone: (011) 232335

EmailID: manicbse@yahoo.co5.i2n

## CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)

“Shiksha Sadan”, 17, Rouse Avenue, New Delhi 110002

EO (H&L)/Cir./FA/2011

04.03.2011

Circular no: 17

All the Heads of Institutions

Affiliated to CBSE

### FURTHER GUIDELINES ON FORMATIVE ASSESSMENT

Dear Principal,

CBSE has published 12 Manuals for Teachers on Formative Assessment for Classes IX & X in Hindi A, Hindi B, English Communicative, English Language & Literature, Mathematics, Science and Social Science. All the Manuals are available at the book stores of the Regional Offices and the Head Office of the Board. Details of the titles and price are given below:

1. Formative Assessment Teacher's Manual Hindi A IX	145.00
2. Formative Assessment Teacher's Manual Hindi A X	145.00
3. Formative Assessment Teacher's Manual Hindi B IX	145.00
4. Formative Assessment Teacher's Manual Hindi B X	145.00
5. Formative Assessment Teacher's Manual English IX	204.00
6. Formative Assessment Teacher's Manual English X	185.00
7. Formative Assessment Teacher's Manual Mathematics IX	130.00
8. Formative Assessment Teacher's Manual Mathematics X	125.00
9. Formative Assessment Teacher's Manual Social Science IX	110.00
10. Formative Assessment Teacher's Manual Social Science X	95.00
11. Formative Assessment Teacher's Manual Science IX	100.00
12. Formative Assessment Teacher's Manual Science X	120.00

- **CBSE had already sent two circulars on Formative Assessment CIRCULAR NO. 36** dated 27.07.2010 and **CIRCULAR NO. 58** dated 03.09.2010. You are requested to read these circulars again and discuss their content with your teachers.

You are advised to procure the Manuals and provide one copy to each subject teacher of classes IX and X. Also please keep one complete set with you for reference. Kindly discuss all the issues raised in the Manuals in the subject committees of your school to ensure clarity on the modalities and concepts with regard to Formative



Assessment. It is essential that a comprehensive annual plan of Formative Assessment is prepared at the beginning of the academic session.

From the feedback received from schools, it is seen that some schools are treating Formative Tasks more as tests rather than tools for improving the teaching learning process. Some guidelines are given below to help teachers implement Formative Assessment in its true spirit:

1. Formative Assessment should be used as an opportunity for the teacher to consult parents at least twice in each term, i.e., after each Formative Assessment so that the strengths and weaknesses of every student can be discussed and efforts are made to address the gaps in learning. In such meetings the student's views should also be obtained so that it becomes a fruitful dialogue between the student, the teacher and the parent.
2. Every Formative Assessment must be followed by diagnosis of the difficulties faced by students. It means that Formative Assessment must be diagnostic in nature so that suitable remedial measures are taken to ensure improvement.
3. FA 1, FA 2, FA 3, and FA 4 should not be based on only one task. Every such assessment should make use of two or more tasks ensuring variety such as role play, practical work, presentations, projects, worksheets etc.
4. It is to be borne in mind that all the Formative Assessment tasks need not be meant for assessment. Some may be used purely for teaching and some for assessment.
5. If many tasks are used for any one formative assessment, the best grades obtained by a student may be taken for recording. It means that grades need not be given on the basis of identical tasks for all. It will help us cater to multiple intelligences besides enabling every student to tap her/his strengths.
6. Formative Assessment should help us to make the teaching learning process enjoyable for all students. So it is essential that we follow a childfriendly approach to assessment.

Please discuss this circular with the teachers of your school to ensure proper Formative Assessment practices.

Yours faithfully

**(P. Mani)**  
**Education Officer (H&L)**



Website: [www.cbse.nic.in](http://www.cbse.nic.in)

## CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organisation under the Union Ministry of Human Resource Development, Govt. of India)

'Shiksha Sadan', 17-Rouse Avenue, New Delhi – 110 002

CBSE/ACADEMIC/CIRCULAR/2011/

15.03.2011

Circular No. 20/2011

All Heads of Institutions  
Affiliated to the Board

Dear Principal,

The scheme of Continuous and Comprehensive Evaluation for classes IX & X has been introduced w.e.f. Academic session 2009-10 and is being followed in all schools affiliated to the Central Board of Secondary Education. CBSE also proposes to prepare Question Bank for the following subjects for **Classes IX and X for term-I**. The subjects are :

Sl No.	Name of Subject
1	Hindi A
2	Hindi B
3	English (Communicative)
4	English (Language & Literature)
5	Mathematics
6	Social Science
7	Science
8	Sanskrit

With the above mentioned objective, the board would like to invite schools to set and send as many questions as possible, conforming to the guidelines, syllabus, blue print, design and sample question paper of the above mentioned subjects for each Classes IX & X.



The Guidelines, Syllabus, Blue Print, Design and Sample Question Papers are available at the links given below (Available in Examinations section of CBSE website):

### Class IX

Subject	SQP	Syllabus
English Communicative	<a href="#">SQP</a>	<a href="#">Syllabus</a>
English Lang. & Lit.	<a href="#">SQP</a>	<a href="#">Syllabus</a>
Hindi - A	<a href="#">SQP</a>	<a href="#">Syllabus</a>
Hindi - B	<a href="#">SQP</a>	<a href="#">Syllabus</a>
Mathematics	<a href="#">SQP</a>	<a href="#">Syllabus</a>
Science	<a href="#">SQP</a>	<a href="#">Syllabus</a>
Social Science	<a href="#">SQP</a>	<a href="#">Syllabus</a>

### Class X

Subject	SQP	Syllabus
English Communicative	<a href="#">SQP</a>	<a href="#">Syllabus</a>
English Lang. & Lit.	<a href="#">SQP</a>	<a href="#">Syllabus</a>
Hindi - A	<a href="#">SQP</a>	<a href="#">Syllabus</a>
Hindi - B	<a href="#">SQP</a>	<a href="#">Syllabus</a>
Mathematics	<a href="#">SQP</a>	<a href="#">Syllabus</a>
Science	<a href="#">SQP</a>	<a href="#">Syllabus</a>
Social Science	<a href="#">SQP</a>	<a href="#">Syllabus</a>
Sanskrit	<a href="#">SQP</a>	<a href="#">Syllabus</a>

### Guidelines for Class IX and X

<a href="#">English Communicative &amp; Lang. Lit.</a>
<a href="#">Hindi - A &amp; B</a>
<a href="#">Mathematics</a>
<a href="#">Science</a>
<a href="#">Social Science</a>
<a href="#">Sanskrit (English)</a>
<a href="#">Sanskrit (Hindi)</a>



Every question should be accompanied with the following details:

### I. For Mathematics, Science & Social Science:

Question should be accompanied with the Marking Scheme. Also for each question the following details should be given :

Subject	Unit name	Chapter name	Topic	Sub topic (if any)	Typology question MCQ/VSA/SAI/ SA II/LA	Marks Easy - E	Difficulty level book of Average - A Difficult - D	Name of source book of the	Name of source answer

### II. For languages :

Every question should be accompanied with its Marking Scheme. Also for every question, the following details should be given:

Subject	Section Reading/ Writing/ Grammar/ text book	Form of Question Prose/Poetry/ Drama	Topic/ Chapter Name	Typology of Question MCQ/SA/LA/ Mixed	Marks	Difficulty level Easy - E Average - A Difficult - D	Name of Source book of the Question

The questions can be sent to the following address in hard copies on A-4 size paper :

**Dr. Srijata Das**  
Shiksha Sadan, 17-Rouse Avenue,  
New Delhi – 110 002

Only one side of the A 4 size paper should be used for writing purposes. The questions can be handwritten or typewritten. Questions can also be sent through mail at E-mail: [srijata10@gmail.com](mailto:srijata10@gmail.com).

Timely delivery of questions will greatly improve our efficiency.

Yours faithfully,

**(Dr. Srijata Das)**  
**Education Officer**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA SADAN, 17-ROUSE AVENUE, INSTITUTIONAL AREA, NEW DELHI-110002**

CBSE/CE/PT/2011

Dated: 11.04.2011

Circular No.29

All Heads of Institutions  
Affiliated to the Board

**Subject: Schedule for Conduct of Proficiency Test for Class-X**

Dear Principal,

You are aware that Central Board of Secondary Education is conducting Optional Proficiency Test for Class-X students in the subjects of English, Hindi, Mathematics, Science and Social Science. Related information about the test was made available to all the affiliated schools vide circular No.56/10 dated 01.09.2010. A subsequent circular No.76/2010 dated 19.11.2010 was issued by the Board for submission of List of Candidates (LOC) and payment of fee.

Taking into consideration the convenience of the schools and candidates and the schedule of other major examination related activities of the Board, it has been decided that the proposed Proficiency Tests will be conducted in the month of July, 2011 as per the following schedule:

<b>Day</b>	<b>Date</b>	<b>Subject</b>
Monday	4th July, 2011	Mathematics
Tuesday	5th July, 2011	Hindi
Wednesday	6th July, 2011	Science
Thursday	7th July, 2011	Social Science
Friday	8th July, 2011	English

The following salient features of the said tests may be taken note of:

- Only those students are allowed to take the proposed test(s) who have applied through the schools and paid requisite fee.
- A student will have to appear from the same city/place where his/her school is located. The examination will be conducted only at pre-decided centres as per Class-X Board examination.
- Question paper in every subject will carry 100 marks.
- The timings of the test will be from 10.30 A.M. to 1.00 P.M. in every subject.
- It will be a paper-pencil test. All questions will be of Multiple Choice type. A student will be required to mark the answers in a given OMR sheet.



- f) General guidelines, sample questions in every subject and information about overall design of the question paper is available on CBSE website.
- g) The Board will issue Admit Card to every student appearing in the test. These cards will be made available at the respective school in which a student is studying.
- h) The test in every subject will be based on classes IX-X CBSE syllabus.
- i) Negative marks will be awarded for wrong answers in different subjects as per the general guidelines and sample questions for proficiency test available on CBSE website. More than one answer indicated against a question will also be deemed as incorrect response and will be negatively marked.
- j) Students appearing in the test will be issued a certificate by the Board indicating percentile rank.
- k) Detailed guidelines for the conduct of test will be issued to centre superintendents by the Board Shortly.

The above information may be brought to the notice of all concerned and particularly the students who have applied to appear in the test earlier and paid the fee immediately. For any further information in this regard, the schools may contact Controller of Examinations CBSE at [mesharma2007@rediffmail.com](mailto:mesharma2007@rediffmail.com) or Consultant CBSE at [science.cbse@gmail.com](mailto:science.cbse@gmail.com) .

Thanking you,



Yours faithfully,

**M.C. Sharma**  
**Controller of Examinations**





Website: [www.cbse.nic.in](http://www.cbse.nic.in)

## CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organisation under the Union Ministry of Human Resource Development, Govt. of India)

'Shiksha Sadan', 17-Rouse Avenue, New Delhi – 110 002

CBSE/ACADEMIC/CIRCULAR/2011/

19.07.2011

Circular No. 52/2011

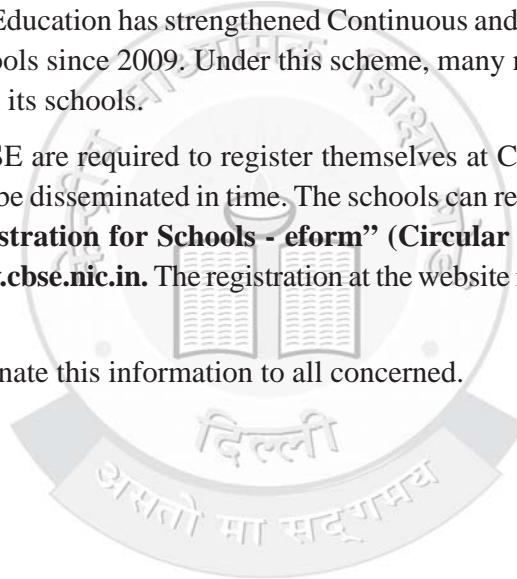
All Heads of Institutions  
Affiliated to the Board

Dear Principal,

Central Board of Secondary Education has strengthened Continuous and Comprehensive Evaluation (CCE) for Classes IX & X in all its schools since 2009. Under this scheme, many new activities are being initiated at CBSE end for implementation in its schools.

**All schools** affiliated to CBSE are required to register themselves at CBSE website : [www.cbse.nic.in](http://www.cbse.nic.in) so that the updated information can be disseminated in time. The schools can register themselves **from 25.07.2011 till 05.08.2011** at the link “**Registration for Schools - eform**” (Circular No. 52/2011) available at “**Public Portal**” on CBSE website : [www.cbse.nic.in](http://www.cbse.nic.in). The registration at the website is mandatory for all CBSE affiliated schools.

You are requested to disseminate this information to all concerned.



Yours faithfully,

(Dr. Srijata Das)  
Education Officer



Gram : CENBOSEC, Delhi-92  
E-Mail : eoscience@live.com  
Website : www.cbse.gov.in

Phone: 011-23237779  
Fax : 23217128

**CENTRAL BOARD OF SECONDARY EDUCATION**  
(An Autonomous Organization under the Union Ministry of Human Resource Development Govt. of India)  
“SHIKSHA SADAN”, 17, ROUSE AVENUE, NEW DELHI – 110002

No.CE/CCE/SAI/2011–12

August 16, 2011  
CIRCULAR NO.58/2011

All the Heads of Institutions  
Affiliated to the Board

**Subject: Conduct of School Based Summative Assessment–I (September, 2011)**  
**Classes IX and X – 2011**

Dear Principal,

As you are aware, the Central Board of Secondary Education has introduced Examination Reforms and Continuous & Comprehensive Evaluation (CCE) in its Schools since the academic year 2009-10 and the detailed scheme has already been intimated to all Heads of Schools vide CBSE's previous circulars.

2. The scheme is in operation in all CBSE affiliated schools. As per the scheme, four Formative Assessments and two Summative Assessments would be held in an academic year. **The first Summative Assessment (SA-I) for this term for Class IX and X is scheduled to be conducted in the second half of September, 2011.**
3. Under the School-Based Summative Assessment-I, the students will be tested internally based on the following criteria :
  - (a) Syllabus and design of the Examination Question Paper in different subjects for Classes IX and X Summative Assessment(s) will be the same as circulated by the Board earlier. The same is also available on CBSE website [www.cbse.nic.in](http://www.cbse.nic.in) in under Examination Link.
  - (b) As was done earlier, the Summative Assessment-I will be in the form of a pen-paper test conducted by the schools themselves.
  - (c) In order to ensure standards, the Question Paper Bank in different subjects would be sent by the Board so as to reach schools well in time.
  - (d) Evaluation of answer scripts will be done by the school teachers themselves on the basis of the Marking Scheme provided by the Board. The School may use the Sahodaya School Cluster for spot evaluation so that teachers from other schools are also involved, if they so wish.



(e) There will be random verification of the assessment procedures of schools by the Board officials/nominees appointed by the Board.

4. It has been decided to provide Question Paper Bank for **English Communicative, English Language & Literature, Hindi-A, Hindi-B, Mathematics, Science, Social Science and Communicative Sanskrit**. In respect of other subjects/languages, the schools will administer their own question paper based on Sample Question Paper pattern available on the Board's website.

5. The Board will be sending Compact Disc (CD) containing Question Paper Bank for Classes IX & X and the school may :

(i) pick up one question paper for each subject

OR

(ii) mix and match the paper by using different questions/sections from different sets of question papers and prepare a question paper based on Board's sample paper, design and blue print

OR

(iii) prepare their own question papers as per sample paper, design and blue print available on CBSE's website ([www.cbse.nic.in](http://www.cbse.nic.in)). However, in case the school prepare its own question papers, the question papers and marking scheme so prepared should be emailed to the Board (**email id: eoscience@live/com**) for its verification within a week of conduct of the respective papers.

(iv) The Board plans to dispatch the CDs containing question papers for classes IX and X to all schools so as to reach by **10<sup>th</sup> September, 2011**.

(v) **Every School, Sahodaya Cluster(s) or City may design their own date-sheet for Classes IX and X examination accordingly.**

6. The Schools need to take out the print of the desired question paper (refer para 5 above) and, thereafter, the required number of prints/copies may be made at the school level. These question papers must be kept in the safe custody carefully.

7. **The Schools will conduct the SA-I for Classes IX and X during the second half of September, 2011.**

8. **Another CD containing the Marking Scheme of the main subjects would be sent to every school separately in due course and will reach the schools well in time.**

9. **The answer book should be evaluated by teachers as per the marking scheme provided by the Board.**

**10. KINDLY NOTE THAT ANSWER BOOKS OF SCHOOL BASED SA-I FOR CLASSES IX AND X SHOULD NOT BE SENT TO THE BOARD UNDER ANY CIRCUMSTANCES**

However these must be preserved and kept in the safe custody at the school for at least a period of three years (in case of Class IX) and two years (in case of Class X) along with question papers and Marking Scheme for any verification by the Board subsequently.



11. It may be noted again that the question papers for Classes IX and X have been designed by the Board and are being sent to schools with the purpose of maintaining standards. Depending upon the feedback and suggestions from the stakeholders, the Board may reconsider this policy in future, if need be.

This may be brought to the notice of all teachers, students and parents of Class IX and X.

For any further clarification please contact **Dr. Srijata Das**, Education Officer, CBSE, Rouse Avenue, New Delhi-110002 (**Contact no. 011-23237779 and email id eoscience@live.com**).

Yours faithfully,

**(M.C. Sharma)**  
**Controller of Examinations**





Gram : CENBOSEC, Delhi-92  
E-Mail : eoscience@live.com  
Website : www.cbse.gov.in

Phone: 011-23237779  
Fax : 23217128

## CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development Govt. of India)  
“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092

No.CE/CCE/2011-13

Dated: August 29, 2011  
CIRCULAR NO. 61/2011

All the Heads of Institutions  
Affiliated to the Board

**Subject: Revision in weightage of marks in Summative Assessment (SA-I) and Summative Assessment II (SA-II) in respect of Classes IX and X for the academic session 2011-2013.**

Dear Principal,

As you are aware, that under Continuous and Comprehensive Evaluation (CCE) Scheme, the break-p of assessments in scholastic areas (Class X, 2011) was as under:

Term	Type of Assessment	Percentage of weightage in academic session	Term-wise weightage	Total
FIRST TERM (April-Sept.)	Formative Assessment-1	10%	Formative Assessment 1 + 2 = 20%	Formative = 40%
	Formative Assessment-2	10%		
	Summative Assessment I	20%	Summative Assessment I = 20%	Summative = 60%
SECOND TERM (Oct.-March)	Formative Assessment-3	10%	Formative Assessment 3 + 4 = 20%	Formative = 40%
	Formative Assessment-3	10%		
	Summative Assessment II	40%	Summative Assessment II = 40%	<b>Total = 100%</b>

**KINDLY NOTE THAT THE ABOVE WEIGHTAGE OF MARKS WOULD CONTINUE FOR CANDIDATES APPEARING FOR CLASS X, 2012 EXAMINATIONS.**



However, for present class IX Summative Assessment I scheduled to be held in September, 2011 and Summ Assessment II to be held in March, 2012 (Academic Session 2011-2013), the break-up of assessments in Scholastic areas would be as under :

Term	Type of Assessment	Percentage of weightage in academic session	Term-wise weightage	Total
FIRST TERM (April-Sept.)	Formative Assessment-1	10%	Formative Assessment 1 + 2 = 20%	Formative = 40%
	Formative Assessment-2	10%		
	Summative Assessment I	30%	Summative Assessment I = 30%	Summative = 60%
SECOND TERM (Oct.-March)	Formative Assessment-3	10%	Formative Assessment 3 + 4 = 20%	Formative = 40%
	Formative Assessment-3	10%		
	Summative Assessment II	40%	Summative Assessment II = 30%	<b>Total = 100%</b>

The above information may be brought to the notice of all concerned.

Yours faithfully,

[M.C. SHARMA]  
CONTROLLER OF EXAMINATION



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092**

CBSE/PRO/SGAI/2011

09.09.2011  
Circular No. 64

**Subject: Aptitude and Interest Assessment with the CBSE Students Global  
Aptitude Index: Enrolment for the 2012 Programme**

To,

All the Heads of Institutions of CBSE Affiliated Schools

Dear Madam/Sir,

Greetings!

As you may be aware CBSE has designed Students aptitude assessment tool specially for class X students studying in CBSE affiliated schools across the world. It was an optional activity. The ever first edition of CBSE Students Global Aptitude Index (SGAI) was successfully conducted on 22<sup>nd</sup> January 2011. There were approximately 212466 students from 3225 CBSE affiliated schools who took this assessment. There were 3134 schools in India, and 91 schools outside India.

**ABOUT CBSE SGAI**

CBSE SGAI is a collection of aptitude indices designed for students in class X in CBSE affiliated schools to broadly assess:

- Scientific Aptitude
- Numerical Aptitude
- Social Aptitude
- Behavioural Science Aptitude
- Art Aptitude
- Interest Profile

A student appears for a simple paper and pencil indicator having multiple choice items. The total duration of the CBSE SGAI is about 2–2.5 hours. Efforts are on to make the assessment ‘On-line’ very soon.

**IMPORTANT INFORMATION ABOUT CBSE SGAI II<sup>nd</sup> EDITION**

1. Date of CBSE SGAI: 22nd January 2012.
2. Last date for on-line registration: 25 September 2011.
3. Last date for submission of fee via DD – 10th October 2011.





## PURPOSE OF CBSE STUDENTS GLOBAL APTITUDE INDEX (SGAI)

The CBSE SGAI is meant for students of secondary classes. This coincides with the span of adolescence and beginning of career concepts and planning (although not in the concrete form). It is therefore crucial to give a road map to the child with a .....

## SALIENT FEATURES OF CBSE SGAI

Although a variety of aptitude screening tests are already in vogue to help the student identify personal interests and vocations

1. **CBSE SGAI is a collection of aptitude indices alongwith a facilitator manual for generating interest areas amongst students for requisite career planning.**
2. It has been customized to suit the Indian context and variety of student population in CBSE affiliated Private, Government and Aided Schools.
3. Unlike the conventional Aptitude Tests, which indicate professional orientations the CBSE SGAI will indicate subject orientations at +2 level.
4. SGAI is aimed to empower a child with “**self knowledge**” in terms of the Aptitude and Interest, to enable the child in making informed subjects choices.
5. CBSE SGAI will further help in ;
  - Optimizing the child potential and enhance satisfaction in future
  - Increasing motivation
  - Reducing wastage of human and financial resources
  - Facilitate the career exploration process of students.

## TRAINING AND ADVOCACY MATERIAL

Based on the feedback, Teacher Training Manuals, Literature and FAQ’s for parents and students have been updated to generate awareness about Aptitude and benefits of Assessment. These would also help for the mental preparedness and better understanding about SGAI.

## IMPORTANT

CBSE- SGAI is an **optional assessment** that can be taken by any class X students to know preference for subjects on the basis of assessment. However, CBSE SGAI should be taken only as an **indicator or a facilitator**. **The test will** help the larger population including parents, teachers and students to initiate an ongoing dialogue on subject choices and climate building through **workshops/discussion that lead to effective career planning in life**. It will help students and parents in making informed subject choices in class XI.

Mental preparedness and sincere responses are the pre- requisites for this test. SGAI scores may depend upon child’s environmental stimulus and motivation level.

## CALENDER OF ACTIVITIES

The option of using the CBSE SGAI rests with the schools, however for those interested, the board will design calendar of activities to be undertaken prior to the conduct Training workshops to familiarize the principals

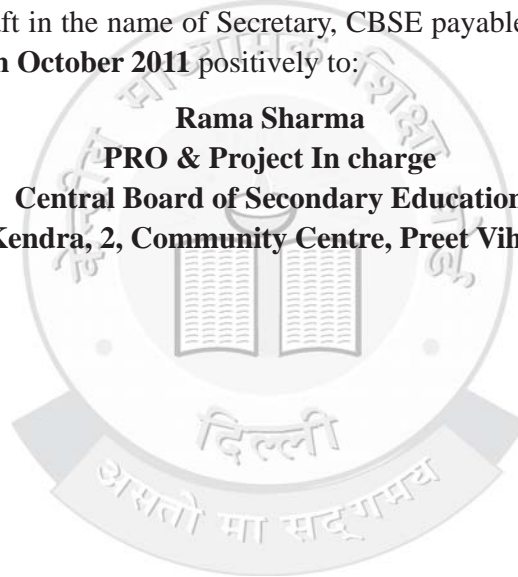


and teachers with this new concept as well as its administration may also be conducted on-/ off-line . These principals, teachers and counsellors will in turn advocate and educate students and parents about the CBSE SGAI. The details of the training programs along with the dates and venues will be intimated in due course of time.

### **ENROLMENT PROCEDURE FOR CBSE SGAI-2012**

- Schools interested in the CBSE SGAI 2012 can register on-line for a nominal fee of 100/- per student.
- The CBSE Students Global Aptitude Index will be held on **22nd January 2012**.
- Schools may register online at [www.cbse.nic.in](http://www.cbse.nic.in) by **25th September 2011** positively.
- Schools may fill up registration form carefully as this registration will be one time.
- After on-line registration confirmation page may be downloaded and attached while sending the DD to the undersigned.
- Fee without conformation page will not be entertained.
- The fee via Demand Draft in the name of Secretary, CBSE payable at Delhi along with confirmation page may be sent by **10th October 2011** positively to:

**Rama Sharma**  
**PRO & Project In charge**  
**Central Board of Secondary Education**  
**Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-92**





Gram: CENBOSEC  
Website: www.cbse.nic.in

Phones: 011-22509252-59  
Fax: 011-22515826

## CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)  
Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi – 110092

No.CBSE/CE/VEA/X/2011

Date : 3rd November, 2011  
Circular No.77 /2011

All the Heads of Schools  
affiliated to the CBSE

**Subject: Verification of Evidence of Assessments (EAs) of Class IX and Class X students for Academic Session 2011-2012**

**Dear Principal,**

As you are aware, the Board issued uniform CCE certificates to all the students appeared in class X in March 2011 Examination irrespective of the fact whether they were assessed by the Board or by the School in Summative Assessment-II (SA-II).

To ensure the reliability, validity and fairness of assessment, **the Board also collected marks/grades assigned at school level through specially designed software.**

Besides the collection of marks/grades, the Board also collected '**Evidence of Assessments (EAs)**' conducted at school level under Formative and Summative assessments.

These '**Evidence of Assessments (EAs)**' and the marks awarded were verified by the subject experts appointed and empanelled by the Board at the Regional level. The objective was to assess the 'Practices of School Based Assessment'. The experts submitted their report on these 'Evidence of Assessments (EAs)' vis-a-vis award of marks. Their report helped in verifying the school based assessments as well as provided a very good feedback to the Board about implementation of CCE scheme at grassroots level. Results of this verification exercises were very encouraging.

Since last year this exercise was carried out only at Class X level that too after completion of all the FAs and SAs, the inference of the exercise was limited. This year, to have more objective and thorough verification, the Board has decided to carry out the exercise of verification of '**Evidence of Assessments (EAs)**' both for Class IX and Class X and that too after each Summative Assessment. In this exercise the whole hearted participation of all the affiliated schools of the Board is solicited to establish and display the strength of the Continuous and Comprehensive Evaluation (CCE).

Like last year , this year also the schools will be shortlisted by the concerned Regional Offices and such



short listed schools will be requested to send the ‘**Evidence of Assessments (EAs)**’ for FA-1, FA-2 and SA-1, in the month of November and FA-3 , FA-4 and SA-2 in the moth of April. This material (FA tasks and SA answer sheets) will be collected in five subjects: Hindi, English, Mathematics, Science and Social Science. Please ensure that these ‘**Evidence of Assessments (EAs)**’ sent to the Board comprise of the performance of five students per class ( IX and X ) taken from each of the three categories i.e. top, middle and bottom levels of achievements. Thus, your school if selected, should be submitting fifteen Evidence of Assessments (EAs) (FA tasks and SA answer sheets) for every assessment per class i.e. 15 for FA and 15 for SA. This is applicable only to one subject which will be communicated to you by the Regional Office. (Refer to Annexure I for selection of samples)

### **FORMATIVE ASSESSMENT**

The school is required to send details about all the fifteen FA tasks in the subject as directed by Regional Office which should include the break-up of marks as well as the parameters for assessment. If the nature of the Evidence of Assessments (EAs) is such that it cannot be posted or transported such as oral testing, seminars, group discussion, model, chart etc. a brief write-up as already prepared by the teacher on the assignment may please be sent along with marks awarded. This should include the details of the task assigned to students individually or in groups as well as the strategies adopted and the parameters used for assessment. The schools should send only those tasks that have been taken into account for arriving at the grades for FAs. (Please refer to para 5 and 8 of Annexure II)

### **SUMMATIVE ASSESSMENT**

Question Paper used and its marking scheme in the subject should also be attached with SA answer sheet irrespective of whether you have used the question paper sent by the Board or your own question paper.

The Board would initiate similar exercise for the co-scholastic areas/activities shortly. You are requested to keep the ‘**Evidence of Assessments (EAs)**’ for the Co-scholastic areas/activities also in safe custody.

After you are informed by the Regional Office, please ensure that all the ‘**Evidence of Assessments (EAs)**’ in the subject indicated by the Regional Office are sent through speed post or hand delivered (at school’s cost) to the concerned Regional Office latest by **30th Nov 2011 for 1st Term and 20th April 2012 for 2nd Term** along with the checklist for collection of evidence (Annexure II).

With regards,

Yours sincerely,

(M.C. SHARMA)  
**CONTROLLER OF EXAMINATIONS**

**Encl:** *Annexure I* – Selection of Samples

*Annexure II* – Checklist for Collection of Student Data – SBA- Scholastic 3



**Subject: Verification of Evidence of Assessments (EAs) of Class IX and Class X students for Academic Session 2011-2012**

**SELECTION OF THE SAMPLES**

**Summative Assessment:**

- i. Arrange all the students of class IX and Class X(all sections) in increasing order of marks calculated for SAs.
- ii. Divide the total number of students in three groups as follows:
  - a. Top one-third students,
  - b. Middle one-third students, and
  - c. Bottom one-third students.

**For example:** If there are 100 students in Class IX or Class X in a School, the three groups may consist of 33, 33 and 34 students after they have been arranged in increasing order of marks.

- iii. Pick up the top five students from the first group, the last five students from the third group and any five students from the middle group.
- iv. This set of fifteen students is your sample for whom '**Evidence of Assessments (EAs)**' are to be sent.

**Formative Assessment:**

- i. Arrange all the students of class IX and Class X (all sections) in increasing order of marks calculated for FAs of a term taken together.
- ii. Divide the total number of students in three groups as follows:
  - a. Top one-third students,
  - b. Middle one-third students, and
  - c. Bottom one-third students.

**For example:** If there are 100 students in Class IX or Class X in a School, the three groups may consist of 33, 33 and 34 students after they have been arranged in increasing order of marks.

- iii. Pick up the top five students from the first group, the last five students from the third group and any five students from the middle group.
- iv. This set of fifteen students is your sample for whom '**Evidence of Assessments (EAs)**' are to be sent.

**Note :** Samples of 15 students selected for Summative Assessment and 15 students selected for Formative Assessments may differ depending on the performance of students. 5



**Subject: Verification of Evidence of Assessments (EAs) of Class X students  
for Academic Session 2011-2012**

**CHECKLIST FOR COLLECTION OF STUDENT DATA – SBA – SCHOLASTIC  
CLASS IX / CLASS X : 2011-12**

- 1. Name of the School (with Complete Address):** .....
- providing samples to the Regional Office** .....
- .....
- i) School Number .....
  - ii) Name of the Principal .....
  - iii) Phone No. (School) .....
  - iv) Mobile No. ....
  - v) Email .....
  - vi) Website, if any .....

**2. Subject/s of which Evidences of Assessments are being sent {Please tick (✓)}**

- i) English
- ii) Hindi
- iii) Mathematics
- iv) Science
- v) Social Science


**3. Number of students in Class IX and Class X** .....

**4. Number of Sections in Class IX and Class X** .....

**5. Number of tasks in FAs:**

	FA.....	FA.....
i) English		
ii) Hindi		
iii) Mathematics		
iv) Science		
v) Social Science		

**6. Criterion used in awarding final grades under FA..... and FA.....:**

**FA3** i) All the tasks  ii) Best of All  iii) Best of Two

iv) Any other criterion: .....

**FA4** i) All the tasks  ii) Best of All  iii) Best of Two

iv) Any other criterion: .....





**7. Type of tasks in FAs (FA-1 to FA4) (Quiz, Book Review, Visit, Field Trip, Survey Project, Models Group, Discussion, Debate, Declamation, Dramatization, Role play, Presentation, Seminar, Practicals, Maths Lab Activities, Map work, etc)**

.....  
 .....  
 .....

**8. Formative Assessment Samples**

Samples provided in case of three categories with names

	Names of students & Roll No./Regn. No. assigned by the Board	Total* Marks obtained in		Total* Maximum marks in		Types of Samples enclosed
		FA-...	FA-...	FA-...	FA-...	
<b>Top level of Achievement (Top 05 students)</b>	1.					
	2.					
	3.					
	4.					
	5.					
<b>Middle level of Achievement (Mid 05 students)</b>	1.					
	2.					
	3.					
	4.					
	5.					
<b>Bottom level of Achievement (Bottom 05 students)</b>	1.					
	2.					
	3.					
	4.					
	5.					

\* This pertains to the Assessments of FA3 and FA4 which have been finally taken into account for arriving at the grades. Samples of all assessments used for arriving at grades under FA3 and FA4 should be sent. Please refer to para 5 pre page.

\*\* There should be a variety of tasks / assessments and if samples are not possible, reports be attached.





### 9. Question Papers for Summative Assessment (SA)

(i) Question Paper sent by CBSE

(ii) Question Paper Mixed and matched from papers sent by CBSE

(iii) Question Papers framed by the school

*(Tick the correct option and attach relevant SA1 Question Paper & Marking Scheme. Even if you opt for (i) and (ii), attach the Question Paper and Marking Scheme)*

### 10. Summative Assessment Samples

Samples provided in case of three categories with names

	<b>Names of students &amp; Roll No./Regn. No. assigned by the Board</b>	<b>Marks obtained in Summative Assessment</b>	<b>Answer Script, supplementary answer scripts, drawing sheet, graph paper etc. enclosed</b>
<b>Top level of Achievement (Top 05 students)</b>	1.		
	2.		
	3.		
	4.		
	5.		
<b>Middle level of Achievement (Mid 05 students)</b>	1.		
	2.		
	3.		
	4.		
	5.		
<b>Bottom level of Achievement (Bottom 05 students)</b>	1.		
	2.		
	3.		
	4.		
	5.		



**11. Evidence of Assessment in Co-Scholastic (No evidence to be sent, only give write up)**

- a) Report of Activities done (in one page to be attached)
- b) Indicators of Assessment used (in one page to be attached)

I certify that the information given is correct and has been personally verified.

**Date:** .....

**SIGNATURE OF HEAD OF SCHOOL**.....

**NAME**.....

**SEAL OF HEAD OF SCHOOL**.....

**COMPLETE ADDRESS**.....

.....  
.....

**Attachments with the checklist (Please ✓):**

1.	Samples of evidences of assessments for 15 students for FA3 and FA4 taken together	
2.	Samples of evidences of assessments for 15 students for SA1 (Answer Scripts, Supplementary Answer Scripts, Drawing Sheets, Graph Paper etc.)	
3.	Samples of Question Paper used for SA1	
4.	Samples of Marking Scheme used for SA1	
5.	Writeup on evidences of Formative Assessments that cannot be sent (if applicable)	
6.	Writeup on activities done under Coscholastic areas	
7.	Writeup on activities indicators of assessment used for Coscholastic areas.	



Gram: CENBOSEC

Telefax: 23234324  
Website: www.cbse.nic.in

## CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)  
17, Rouse Avenue, New Delhi – 110 002

F. No. CBSE/ACAD/Dir (Trg.)/M&M/2011

December 5, 2011  
Circular No.86/2011

### **Subject: Mentoring and Monitoring exercise for the session 2011-12 – appointment of Mentors regarding.**

Dear Principal,  
Mentor/Mentee schools,

For proper implementation of CCE in its schools, the Board has conducted a number of Mentoring and Monitoring workshops to train the Mentors through out the country. In the academic session 2010-11 and in the current session together the board has covered almost entire country for M&M training.

Nowadays mails and phone calls are being received regarding M&M training and the Mentors allotted to an individual school for the current year.

#### **In reference to such queries it is for information of the Mentors and Mentee schools that :**

1. The mentee schools where Mentors were appointed last year may continue to take Mentorship of old mentors until they receive any communication from the Board about change of Mentor.
2. The Old Mentors are requested to Mentor the schools allotted to them last year with the same Mentor ID which was allotted last year until they receive any fresh communication following a training programme, if any, attended by them in the current session.
3. New Mentors who have been trained during the current session may kindly start mentoring those schools which have been allotted to them at the time of training or through letter sent/being sent on your e-mails.
4. After the Mentee schools are visited and mentored by the Mentors, they are requested to kindly submit the **Online Reports** at the earliest in the **Handout-3F** in respect of each school mentored by them. **No combined report in respect of all the schools mentored should be sent.** They may also submit their Bills for Token Honorarium and actual conveyance duly certified and supported with documents strictly as per guidelines contained in appointment letter issued to them.



5. For further information, if any, they may kindly contact Mr. Shekhar Chandra, Section Officer (CCE/M&M) through e-mail on: [www.cbsemnm@gmail.com](mailto:www.cbsemnm@gmail.com) or on telefax No. 011-23234324.

With regards,

Yours sincerely,

**(Dr. Sadhana Parashar)**  
**Director (Trg.)**





## CENTRAL BOARD OF SECONDARY EDUCATION, DELHI

No. D(A)/PA/201/4817-54916

Dt. 25th February, 2001

Circular No. 4

To,

All Heads of Institutions  
Of Schools affiliated to CBSE

Dear Principal,

### **Subject : Introduction of Entrepreneurship as an Elective Subject of Study at the Senior School Level**

As you are aware, the last decade has witnessed significant developments in the field of science and technology. Impact of multimedia, communication technology and Information explosion has resulted in a gradual process of globalisation leading to competition between manufacturers, business houses, industrial and other service sector agencies. The type of workforce necessary to meet the emerging challenges has to be prepared by the educational agencies through appropriate and meaningful responses to these social and technological changes.

It has long been felt that the students graduating in various disciplines do not have a sense of enterprise and lack qualities of self-motivation, participation and perseverance. Whatever be the field of higher education they choose and pursue, in the absence of such qualities they fail to achieve optimal success in their endeavours. Moreover, they also have inhibition and lack drive for seeking self-employment opportunities even increase where they exist.

The Central Board of Secondary Education has responded to this situation and has decided to introduce a course of ENTREPRENEURSHIP for the senior School classes in th affiliated Schools of the Board.

#### **The Salient Features of this Course Would be:**

1. The course is aimed to provide inputs to the students to develop qualities of entrepreneur.
2. The basic academic ingredients required to attain these qualities are incorporated in the syllabus.
3. The curriculum has been designed by eminent experts who have worked in this field for long.
4. The syllabus will have the component of theory and projects.
5. The textual material is being published by the CBSE.
6. The course is being offered under the academic stream.
7. The subject can be offered by all candidates immaterial of the fact whether they are offering academic stream or vocational stream.
8. The teachers with Post graduate qualification in Economics or Commerce will be qualified to teach this subject.



9. The Board will undertake training program for the teachers and preparation of Teacher Resource Materials.
10. The course will be introduced in class XI of the academic year 2001–02 and class XII examination of March 2003.

The schools affiliated to the Board for the senior School classes can seek affiliation for this course immediately by payment of the necessary affiliation fee of Rs. 1000/- (Rupees One Thousand only) through Demand Draft payable to the Secretary, CBSE, Delhi and the same could be forwarded to the following address:

Deputy Secretary (Affiliation)  
Central Board of Secondary Education,  
Communication Centre, Preet Vihar,  
Delhi-110092.

In case if you need any further information in this regard, you may kindly write to the undersigned or send your communication on fax 011-2215826 or e-mail to Directoracad@hotmail.com.



Yours faithfully

**G. Balasubramanian**  
Director (Academic)



## Application for Introduction of Additional Subject(s)

The Secretary:  
Central Board of Secondary Education,  
Shiksha Kendra, 2-Community Centre,  
Preet Vihar, Delhi-110992

**Subject: Request for introduction of additional subject(s) from.....  
Session in class.....**

Sir,

**Approval for teaching of the following additional subject(s) with effect from .....  
..... is requested:**

Subjects: (i) ..... (ii) .....  
(iii) ..... (iv) .....

Information in respect of facilities available/proposed to be made available for the teaching of additional subject is attached on following points:

- Additional accommodation for teaching the subject (if the subject needs a separate room).
- Particulars of teacher(s) to teach the subject(s) (Give details of academic qualifications etc. on the prescribed proforma).
- Apparatus and equipment provided for teaching the subject(s) and amount spent (Attach separate lists of articles and apparatus etc. with cost for each subject, if applicable).
- Amount proposed to be spent on the equipments and accessories required for introduction of the new subject(s) in the next year .....
- Particulars of library book added/proposed to be added on the subject's) in the current financial year.
- Dimensions of the laboratory if the subject involves practical work.
- Any other relevant information .....

Countersigned:

Yours faithfully

Principal

Education Officer/President/  
Manager/Secretary/Chairman  
of Trust/Society,

Name.....

Name.....





### Notes:

1. Every application must be accompanied with the prescribed fee for each additional subject proposed to be introduced. The amount be remitted through a crossed demand draft payable to the Secretary, Central Board of Secondary Education, New Delhi or in cash. The details of fees are as under
  - (i) Independent Schools with in the country Rs. 1000/-
  - (ii) Govt./aided/KVS/JNV's Rs. 700/-
  - (iii) Overseas independent Schools Rs. 2000/-
2. Application for introduction of additional subject(s) should reach the Board's office not later than 30th June of the year preceding in which the school is proposed to be introduced.





## CENTRAL BOARD OF SECONDARY EDUCATION, DELHI

No. D(A)/2002/BT-155979-59978

Dt. 26.3.2002

Circular No. 4

To,

All Heads of Institutions  
of Schools affiliated to CBSE

### **Subject : INTRODUCTION OF BIO-TECHNOLOGY AS AN ELECTIVE SUBJECT OF STUDY AT SENIOR SCHOOL LEVEL**

Past few decades have witnessed an unprecedented growth of human knowledge in the field of Biological Science. This knowledge, coupled with equally significant developments in the field of technology, are likely to bring significantly changes into existing social and economic systems. The emerging field of Biotechnology is bound to further enhance the applications of Science and Technology in the service of human welfare. Besides, it is likely to occupy central position in relation to further advancements and developments which will affect very walk of life.

Keeping in view the immense potential of this fast emerging area of Biotechnology in relation to career opportunities as well as academic pursuits, the Central Board of Secondary Education has responded to the situation and has decided to introduce a new course on Biotechnology for senior school classes as an independent elective subject in its affiliated schools from the academic session 2002–2003.

#### **Salient Features of the Course**

1. The Course is aimed to provide understanding of elementary concepts of Biotechnology and its applications in different fields.
2. The syllabus will have the components of theory, practicals and project work.
3. The course will be introduced in class XI of the academic year 2002–03 and class XII examination of March, 2004.
4. The course is being offered under the academic stream.
5. The textural material will be published by CBSE.
6. The Board will also develop Teacher Resource Material in the subject.
7. The Board will organize orientation programmes for teachers in theory as well as in practicals.
8. The course will be introduced in the beginning in about 100 schools who are willing to provide all related facilities to students and meet the requirements of the Board.



School desirous of starting this course may forward their request to **Director (Academic) / Education Officer (Science) by 15th April, 2002.** However, final selection of schools will be made exclusively by the Board after assessing the related facilities available in the schools.

You may contact the undersigned on Telephone No. 011-2215829 for any further clarification in this matter.

Yours faithfully

**(G. BALASUBRAMANIAN)**  
DIRECTOR (ACADEMIC)





## CENTRAL BOARD OF SECONDARY EDUCATION

No. D(A)/FE/03

Circular No. 3  
25th February, 2003

To,

All Heads of Institutions  
Affiliated to CBSE

Dear Principal,

### **Subject: Clarification Regarding Functional English - Class XI**

As you are aware the CBSE has decided to introduce Functional English as a separate Elective Subject in Class XI from the academic year 2003–2004. The Board has prepared the textual material for the same. There will be two prescribed books for the same as follows:

1. Main Course Book Volume I
2. Literature Read at Volume I

The textual materials for Class X would be available by the end of March 2003 from the Bookstores of the Head Office, CBSE or from the Regional Offices of the Board. The code number of the course on Functional English is 101.

The schools that are already following English communicative might and the above course providing a basic continuity in course content and Methodology. The schools who would like to introduce the subject may send their request for the additional subject. The application form for the additional subject can also be downloaded from our website at [www.cbse.nic.in](http://www.cbse.nic.in).

The application copies may also be enclosed on email at [directoracad@hotmail.com](mailto:directoracad@hotmail.com). However, once they have applied for the course they need not wait for a formal communication from the Board. They will get their permission letters in due course.

The Board has however, decided to continue the English Core (Code No. 301) and English Elective (001) as per the existing curriculum and scheme of studies. The schools are free to opt any or all the above courses according to their convenience.

For further clarifications, if any, you may mail at [directoracad@hotmail.com](mailto:directoracad@hotmail.com)

Yours faithfully

**(G Balasubramanian)**  
**Director (Academic)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA KENDRA, 2, COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

No. D(A)/PA/FS/04

Circular No. 12/04  
26th February, 2004

To,

All Heads of the Institutions  
Affiliated to CBSE

Dear Principal

**Subject : Introduction of Fashion Studies as an elective subject**

The Board has decided to introduce Fashion Studies as one of the elective subjects at the academic stream at the senior school level in class XI from the ensuing academic year 2004–05. The course has been designed in collaboration with the National Institute of Fashion Technology. The focus of the subject will be on Garment design, Garment manufacture and other related areas. The course can be offered along with any other elective subject in the academic stream. A copy of the brochure developed in this regard is enclosed for information.

The course will be introduced as a project initially in not exceeding 200 schools spread all over the country. The schools desirous of introducing the above subject will have to comply with the following requirements:

- (a) Facility for Fashion studies laboratory
- (b) Adequate infrastructure and apparatus in the laboratory as per the recommendations
- (c) A qualified teacher for teaching the subject as per the specified qualifications

The approximate expenditure for the apparatus and instruments for the laboratory will be around Rs. 4 to 5 lakhs for a student strength of 30 per class. The Board has already designed the curriculum in this regard along with the laboratory requirements. The Board also intends to give teacher training for the selected schools in collaboration with NIFT.

If you are interested to introduce the course you may kindly send your requests to the following address:

Shri C.D. Sharma  
Education Officer  
CBSE, 'Shiksha Sadan',  
17, Rouse Avenue, Institutional Area,  
New Delhi-110002.

You may also send the request through email at [directoracad@hotmail.com](mailto:directoracad@hotmail.com).



The selected schools will be required to fill in the application for additional subject and remit a sum of Rs. 1000/- as fee for additional subject.

The request for the subject should reach the office of the Board before 31st March, 2004.

Best Wishes,

Yours faithfully,

**G. Balasubramanian**  
Director (Academic)





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA KENDRA, 2, COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

No. D(A)/PA/Env. Edn/05

1st February, 2005

Circular No. 08/2005

All the Heads of Institutions  
Affiliated to CBSE

**Subject: Introduction of Environmental Education as a compulsory subject  
in schools from Class I to XII - Reg**

Dear Principal,

The issues of environmental concerns relating to depleting natural sources, eradication of many natural species, increasing pollution, global warming resulting in ecological imbalances and natural calamities, health concerns arising out poor wastage management systems and other diverse issues have attracted the attention of the people worldwide. Educating the people of a nation on the above issues appears to be vital for the sustenance of the globe in all its grandeur.

It is in this context, the Hon'ble Supreme Court of India has directed all educational agencies in the country to make environmental education as a compulsory component of the system from the current academic year. The NCERT has already brought out a curriculum for all classes from I to XII in compliance with the above directions of the Hon'ble court.

The Board has therefore decided to introduce the environmental education as a compulsory subject for all classes from I to Secondary and Senior Secondary level from the current academic year. While the Board will come out with separate specific instructions shortly with regard to the syllabi, curriculum 'tansaction and evaluation procedures, the schools are advised to take the following initiative with immediate effect while planning their curriculum for the next academic year.

1. Environmental education will be a separate compulsory subject in the curriculum.
2. It will enjoy the same status as any other subject prescribed in the school curriculum.
3. The schools shall allot a minimum of two periods per week for the study of the above subject.
4. The schools will also provide adequate opportunities for integration of the environmental concerns while tansacting different disciplines.
5. The environmental sensitivities as reflected in the prescribed curriculum may also be reflected as apart of the various co-scholastic activities carried out by the school both inside and outside the classrooms.
6. The students shall be evaluated by the schools in this subject as in any other subject and their achievements may be reflected in the school achievement record in the form of grades.





7. The schools may avail the benefit and wisdom of the local resources engaged in environmental concerns to enhance the knowledge and skill inputs of their teachers and students.

The Board will shortly send a copy of the syllabus of the above subject to all the affiliated schools. They would also be made available in the CBSE website [www.cbse.nic.in](http://www.cbse.nic.in) The Board will shortly come with an additional notification regarding introduction of the above subject in classes IX & XI from the ensuing academic year and the students will be appearing in the Board's examination in Class X & XII in the year 2007.

The cooperation and commitment of schools in effective implementation of the environmental education in schools will go a long way in bringing about an attitudinal change among the citizens on the relevant issues. It will further help in saving and cherishing the diverse gifts of nature the country has been bestowed with. The Board seeks the cooperation of schools in meaningful implementation of the above in the curricular structure.

Yoursfaithfully,

**G. Balasubramanian**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA KENDRA, 2, COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI**

No. D(A)/05

Circular No. 34/05  
November 8, 2005

To,

All Heads of Institutions  
Affiliated to CBSE

**Subject: Introduction of Japanese Language**

Dear Principal,

As you are aware, the Central Board of Secondary Education offers 29 languages besides Hindi and English at Secondary and Senior Secondary levels. Out of these 09 are foreign languages. As a follow up of an MOU signed between the Government of India and the Government of Japan, the Board proposes to introduce Japanese language in the school curriculum for its affiliated schools from the academic year 2006-07. Initially the language will be introduced at Class VI and it will be extended to higher classes progressively. The course materials are being developed by experts and they would be available to schools before the commencement of the 2006-2007 academic session.

Teacher training will also be provided by the Japan Foundation in collaboration with the Japanese Embassy to India wherever it is found necessary.

Schools that are interested in introducing the teaching of Japanese language at Class VI from the year 2006-07 may kindly write to the undersigned giving their willingness for the same. The letter of willingness should reach the undersigned by the 15th December, 2005 to enable the Board to process the applications further.

Yours sincerely,

**(G Balasubramanian)**  
**Director (Academic)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092**

S/PA/06/

Ist February, 2006  
Circular No.: 03/06

To,

All Heads of Institutions  
Affiliated to CBSE

**Subject : Physical Education as an Elective Subject at the Senior Secondary level**

Dear Principal,

The Board offers physical Education as one of the Elective Subjects at the Senior Secondary level under the academic stream. Schools are granted affiliation to this Subject after the fulfilment of certain conditions which include the availability of play ground and other teaching facilities. It is also imperative that the schools should have a fully qualified teacher with Master's Degree in Physical Education in order to teach the Subject.

It is important that the students who opt for this Subject should be able to enhance their competence and aptitude in sports and games. Further this should help in improving their fitness levels for participation and performance in various activities. This would be possible only if adequate improvement is brought in the transaction of the curriculum of this Subject.

It has been brought to the notice of the Board that some schools do not adequately attend to the needs of effective transaction of the curriculum of this Subject. The schools are, therefore, informed that:

- a. No school which does not have a fully qualified teacher in the Subject is entitled to have affiliation for the Subject at the Senior Secondary 'level'.
- b. The Schools offering physical Education as an Elective Subject at Senior Secondary level should have at least a 200 Meters Track and free space sufficient to create a Basketball/Volleyball, Handball/Kho Kho court.
- c. Schools are required to provide adequate thrust and 'emphasis in realizing the curricular objectives of the Subject and shall provide adequate support mechanisms in terms of equipment for effective transaction.

Any non-compliance of the basic requirements for teaching this Subject would attract the provisions of the affiliation bye-laws for withdrawal of permission for teaching this Subject at the Senior Secondary level.

Further, the Schools are advised to give greater thrust to physical and Health Education at the middle and secondary school level to improve general fitness level of the students so that the learning domains of the



Subject effectively contribute to the physical and mental well being of the students. It is equally important to identify and nurture talents in sports to enable them to participate in sports events at various levels.

The Board is confident that the Schools would appreciate the importance and relevance of Physical and Health Education and take appropriate steps to strengthen the curricular objectives.

Yours faithfully

**Vineet Joshi**  
Secretary





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA SADAN, 17, ROUSE AVENUE,**  
**INSTITUTIONAL AREA, NEW DELHI-110002**

No. F2-1/VOC(PCE)-FMM/CBSE/2006

Circular No. 04/07

16th January, 2007

To

All the Heads of the  
CBSE affiliated schools

**Subject: Introduction of Financial Market Management as a course under  
Vocational Education at Senior Secondary level.**

Dear Principal,

As you are aware, the Central Board of Secondary Education (CBSE) has been offering a number of courses under vocational education at Senior Secondary level. The Govt. of India in recent years has laid a lot of emphasis on streamlining vocational education so that it fulfils the emerging need of the market by focusing on employability skills. In consonance with this thrust the CBSE is planning to introduce a course in **Financial Market Management (FMM)** under vocational stream which is likely to be renamed as **Professional Education & Training**.

It has been felt for long that the school pass outs need to be more financially literate. As perhaps you are aware in other parts of the world, Financial Education is imparted from class VI onwards. Financial Education can make a difference not only in the quality of life that individuals can afford, but also the integrity and quality of markets. The CBSE, therefore, has taken the initiative to introduce Financial Market Education at +2 level in schools.

India is one of the emerging markets in the world with more than two crores of investors. Public at large has shown tremendous faith in mutual funds and share markets. A large number of Foreign Institutional Investors 'FIIs' are investing heavily in India. Thus, it is felt that there is huge employment potential in financial markets. As per industry estimates there is a shortage of more than 50,000 professionals in stock and commodity market alone. This shortage is projected to be more than one lac by 2008-09. There is an acute shortage of trained professionals in the financial market. Similarly, the Business Process Outsourcing (BPO) Industry has created a huge demand for employment and this trend is likely to continue. Computerized accounting and finance in organized and unorganized sectors is another area of employment for the youth.

Keeping in view the acute shortage of trained professionals and the emphasis of Government of India on development of employability skills, the CBSE is attempting a paradigm shift in school education from pure academics to orientation towards skill development and employability while maintaining the scope of vertical mobility for higher education. The CBSE, therefore, proposes to introduce Financial Market Management as one of the courses under vocational education for senior secondary classes. All affiliated schools of the Board are free to opt for this course from the academic session 2007-08.



The new course will consist of three vocational subjects each in classes XI & XII. Besides, these three vocational subjects students will have to take two academic elective subjects one of which must be a language. The students can also opt for additional sixth subject which can either be a language or an academic elective subject.

### **SALIENT FEATURES OF THE COURSE**

1. The primary objective of the course is to develop practical employability skills in financial markets, BPOs and Financial Accounting.
2. The course will have the following three core subjects at classes XI & XII.

#### **Class XI**

- (a) Accounting for Business-I
- (b) Introduction to Financial Markets-I
- (c) Computer Applications in Financial Markets

#### **Class XII**

- (a) Accounting for Business-II
  - (b) Introduction to Financial Markets-II
  - (c) Business Process Outsourcing Skills
3. The vertical mobility for students pursuing higher education is taken care.
  4. The curriculum has been designed by eminent experts from relevant industries in the field.
  5. The basic academic ingredients required to attain this quality are incorporated in the syllabus.
  6. The textual material is being prepared by subject experts drawn from different fields and will be published by the CBSE before the start of next academic session.
  7. The qualifications of the teaching staff are enclosed as Annexure.
  8. The Board will undertake training of teachers both for theory and practical.
  9. The course will be introduced in Class XI of the academic year 2007–08.
  10. Infrastructure required:- “The school should have sufficient computers with internet facility to introduce this new course.

The schools that are interested in introducing this new course under vocational stream from academic year 2007–08 may write to the undersigned giving their willingness for the same at email address i.e. [cbseedusat12@rediffmail.com](mailto:cbseedusat12@rediffmail.com) or by post. The letter of willingness should reach the undersigned by 28th February, 2007 to enable the Board to process the applications further. The syllabus of the course is available on our website [www.cbse.nic.in](http://www.cbse.nic.in)

Yours sincerely,

**(SHASHI BHUSHAN)**  
**HOD (EDUSAT)**



## TEACHING FACULTY AND THEIR QUALIFICATION (FINANCIAL MARKET MANAGEMENT)

### 1. TEACHING FACULTY

- (a) Full Time Teacher
- (b) Part Time Teachers (Drawn from the industry/relevant field)

### 2. QUALIFICATION

Full Time Teachers

- (a) Essential

M.Com./MBA/MA (Economics)/Master of Financial Control/Master of Financial Services or equivalent for Accounting for Business.

OR

Bachelor degree from recognised University/Institutes with NSE's Certification in Financial Markets (NCFM) having passed 3 modules with minimum 60% in:

- 1. Financial Markets (Beginners' Module)
- 2. Capital Market Dealers Module
- 3. Derivative Markets Dealers Module.

OR

Bachelor degree in Computer Science/Application from recognised University/Institutes with Minimum two years experience of working in all the module of MS-Office (Word, Excel, Power Point, Outlook).

- (b) **Desirable**

- (i) Bachelor of Education or teaching degree from recognized University/Institution
- (ii) Having experience of Accounting Software.

#### Part Time Teachers

**Practical trainers duly trained by organization dealing in financial markets. The trainers should have passed relevant module of NSE.**

OR

**Practical Trainers should be from stock exchanges or stock broking companies/financial institutions or BPO Industry with minimum of 2 years experience in the field.**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

No. EO(H&L)/JL/07/

February 21, 2007  
Circular No. 09/2007

To,

All Heads of Institutions  
Affiliated to CBSE

**Subject: Teaching of Japanese Language**

Dear Principal,

As you may be aware the Japanese language was introduced as one of the optional foreign languages in the schools affiliated to CBSE in class VI from the year 2006–07. The textbook and workbook prepared by Japan Foundation in consultation with the Board were made available to schools which introduced the language in class VI. The course in Japanese language will be extended to class VII from the year 2007–08. Announcement and syllabus for class VII have been put up on CBSE website. Schools which have already introduced the language in class VI may write to the Japan Foundation at the address given below with a copy marked to CBSE giving details of their requirement of textbooks and workbooks for class VII which are under preparation now. Schools which plan to introduce the language from the academic year 2007–08 in Class VI/VII may also write to the Japan Foundation giving details of their requirement of course materials.

The Japan Foundation, New Delhi has come forward to conduct teacher training programmes for teachers who are willing to teach Japanese language in their schools. The details of the teacher training programme along with the application form are available on CBSE website: [www.cbse.nic.in](http://www.cbse.nic.in). Schools can depute teachers to the following programme by instructing the teachers by sending the application form online to the Japan Foundation, New Delhi at e-mail [id-query@jfindia.org.in](mailto:query@jfindia.org.in). Teachers may also send their applications by post to the following address:

The Japan Foundation, 5-A, Ring Road (Below Moolchand Flyover)  
Lajpat Nagar IV, New Delhi-110024  
Tel: 011-2644-2967/68,  
E-mail: [query@jfindia.org.in](mailto:query@jfindia.org.in)  
URL: [www.jpfindia.org.in](http://www.jpfindia.org.in)

The letter seeking permission from the Board for introduction of Japanese language in class VI/VII may be sent to the following address by 15th March, 2007 giving details of class in which the language is to be introduced, number of students, the name of the teacher with qualification and requirement of course materials:



The Education Officer (H&L)  
Central Board of Secondary Education  
“Shiksha Kendra”, 2, Community Centre  
Preet Vihar, Delhi-110092  
Phone No.: 011-22515829

Yoursfaithfirly,

**(P. Mani)**  
**Education Officer (H&L)**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2, Community Centre, Preet Vihar, Delhi**

No. CBSE/Dir. (A)/New Subjects/07/

March 15, 2007

Circular No. 18

To,

All Heads of Institutions  
Affiliated to CBSE

**Subject: Introduction to Creative Writing and Translation Studies as an  
elective subject at Senior Secondary level**

Dear Principal,

As you may be aware, the Central Board of Secondary Education has, in recent years, introduced a number of new courses such as Biotechnology, Fashion Studies, Multimedia & Web Technology and Entrepreneurship at the Senior School level with the object of addressing emerging needs of the student community. In pursuance of this policy of expanding the choice of subjects for students, particularly in non-conventional spheres of knowledge and skills that have bright employment prospects, the Board has decided to introduce a course in ‘Creative Writing and Translation Studies’ as an optional elective under academic subjects at senior secondary level. It can be offered by students as one of the four elective subjects and also as an additional elective subject at +2 stage in combination with any subjects that are already available in the Scheme of Studies of the Board. The subject is to be introduced from the academic session 2007-08.

There are many students who are imaginative and have a flair for language. Presently such students do not get specialized inputs to develop and sharpen their creative skills because the conventional language curricula focus by and large on generic linguistic skills. The course in Creative writing and Translation Studies aims at equipping the students with higher order skills such as critical analysis, deconstructing texts and interpretation that would help them gain an insight into the creative processes undertaken by writers of fiction and non fiction. Further students will also be introduced to endurances of language and techniques needed for different genres such as short stories, screen plays, poetry drama, biography etc. This would enable them to sharpen their skills of creative expression through various modes.

Keeping in view the rising demand for good translators and interpreters in a globalized world, the course also aims at sensitizing students to basic skills in translation studies. Those who develop an interest in this field will be able to pursue specialized courses in translation at University level. The syllabus and details of course materials will be available on CBSE website: [www.cbse.nic.in](http://www.cbse.nic.in) shortly.

Teachers who are presently teaching English at senior secondary level and are proficient in Hindi can take up the teaching of this subject. Professionals who are already engaged in the area of translation or interpretation



and have a post-graduate degree in English with a good working knowledge of Hindi may also be hired to teach the subject.

Schools which are interested in introducing the course from the academic session 2007-08 at class XI may write to the undersigned giving their willingness for the same. They will also be required to apply for approval of the additional elective subject online and pay a fee of Rs. 1000/- (one thousand only) for the same.

**(C. Gurumurthy)**  
Director (Academic)





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA KENDRA, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, NEW DELHI-110002**

No. F2-1/VOC(PCE)/FMM/CBSE/2007

Circular No. 48  
26 December, 2007

To

All Heads of Institutions  
Affiliated to CBSE

**Subject: Introduction to Financial Market Management as a course under  
Professional Competency Education at Senior Secondary level.**

Dear Principal,

As you are aware, the Central Board of Secondary Education (CBSE) has been offering a number of courses under vocational education at senior secondary level. The Govt. of India in recent years has laid a lot of emphasis on streamlining vocational education so that it fulfils the emerging need of the market by focusing on employability skills. In consonance with this thrust the CBSE has introduced a course in Financial Market Management (FMM) under vocational stream from the academic session 2007-08.

In recent times, there is a strong public perception for imparting the knowledge about the financial markets, the kind of processes & activities taking place in these & the kind of skills required to handle such dealings. All this demands a lot of expertise & entails an early exposure to this field. The sheer volume of knowledge that has been generated in this field, its practical value in the context of prospective growth profile of Indian Financial Market, makes it all the more important to present packages especially devoted to the cause of this enterprise. India as one of the emerging markets in the world, with more than two Crores of investors including a large number of foreign Institutional Investors, promises to provide early job opportunities to many. Also the Business Process Outsourcing (BPO) Industry has created a huge demand for employment and this trend is likely to continue in the years to come. The general computer application in financial sector, an important part of all offices irrespective of their nature, organized/unorganized, public/private, could be another area of employment for the youth as the course covers all such skills under its curriculum.

The Board has been fulfilling its commitment to provide for the newer & hitherto untapped options to groom the employability skills of students at school level in a more focused & effective manner. Following the same line the Board introduced Financial Market Management from the session 2007 as one of the vocational courses for senior secondary classes. The response to this vision has been overwhelming so far & more than seventy schools with around 1400 students have already been admitted in classes XI in 2007.

Now Board would like to invite the affiliated schools of the board having required infrastructural facilities & dedicated faculty to learn & teach newer pragmatic subjects are again welcome to join in for this course from the academic session 2008-09.



This new package consists of three vocational subjects each in class XI and XII. Besides, these three vocational subjects' students are required to take one language and one academic elective subject relevant to the field or students can take two languages besides three vocational subjects. The students can also opt for additional sixth subject which can either be a language or an academic elective subject.

### **SALIENT FEATURES OF THE COURSE**

1. The primary objective of the course is to develop practical employability skills in financial markets, BPOs and Financial Accounting.
2. The course will have the following three core subjects at classes XI & XII,

#### **Class XI**

- (a) Accounting for Business-I
- (b) Introduction to Financial Markets-I
- (c) Computer Application in Financial Markets

#### **Class XII**

- (a) Accounting for Business-II
  - (b) Introduction to Financial Markets-II
  - (c) Business Process Outsourcing Skills
3. The vertical mobility for students pursuing higher education is taken care
  4. The curriculum has been designed by eminent experts from relevant industries in the field.
  5. The basic academic ingredients required to attain this quality are incorporated in the syllabus
  6. The textual material has been prepared by subject experts drawn from different fields and published by the CBSE
  7. The qualifications of the teaching staff are enclosed as Annexure-I.
  8. The Board will undertake training of teachers both for theory and practical.
  9. The course can be started in Class XI of the academic year 2008-09.
  10. Infrastructure requires: "The school should have sufficient computers with internet facility to introduce this new course.

The schools that are interested in introducing this new course under vocational stream from academic year 2008-09 may write to the undersigned giving their willingness for the same at e-mail address i.e. [cbseedusat12@rediffmail.com](mailto:cbseedusat12@rediffmail.com) or by post. The letter of willingness should reach the undersigned by 10th February, 2008 to enable the Board to process the applications further. The syllabus of the course is available on our website [www.cbse.ruc.in](http://www.cbse.ruc.in)

Yours sincerely,  
**(SHASHI BHUSHAN)**  
**HOD (EDUSAT)**



**TEACHING FACULTY AND THEIR QUALIFICATION  
(FINANCIAL MARKET MANAGEMENT)**

**1. TEACHING FACULTY**

- (a) Full Time Teacher
- (b) Part Time Teachers (Drawn from the industry/relevant field)

**2. QUALIFICATION**

**Full Time Teachers**

**(a) Essential**

M.Com./MBA/MA (Economics)/Master of Financial Control/Master of Financial Services or equivalent for Accounting for Business.

OR

Bachelor degree from recognised University/Institutes with NSE's Certification in Financial Markets (NCFM) having passed 3 modules with minimum 60% in:

- 1. Financial Markets (Beginners' Module)
- 2. Capital Market Dealers Module
- 3. Derivative Markets Dealers Module.

OR

Bachelor degree in Computer Science/Application from recognised University/Institutes with Minimum two years experience of working in all the module of MS-Office (Word, Excel, Power Point, Outlook).

**(b) Desirable**

- (i) Bachelor of Education or teaching degree from recognized University/Institution
- (ii) Having experience of Accounting Software.

**Part Time Teachers**

Practical trainers duly trained by organization dealing in financial markets. The trainers should have passed relevant module of NSE.

OR

Practical Trainers should be from stock exchanges or stock broking companies/financial institutions or BPO Industry with minimum of 2 years experience in the field.





## CENTRAL BOARD OF SECONDARY EDUCATION

“Shiksha Kendra”, 2, Community Center,

Preet Vihar, New Delhi-110002

No. AEO-FMM/CBSE/2008

February 20, 2008

Circular No. 07/08

To

The Principal

### **Subject: Financial Market Management-Implementation guidelines**

Dear Principal,

The Central Board of Secondary Education (CBSE) is pleased to inform you that on the basis of your application for introducing Financial Market Management (FMM) a new vocational course, from the academic session 2008-09, your school has been short listed for starting this skill oriented programme. You are therefore requested to send a bank draft of Rs.3000/- in favour of the Secretary, CBSE as affiliation fee for three vocational subjects alongwith an undertaking declaring that your school agree to provide all the facilities required for this course.

### **SUBJECTS OF STUDY**

The FMM consists of three compulsory Professional subjects each in classes XI & XII in addition to two academic electives one of which must be a language. Though not compulsory, the students offering this package may be advised to offer Functional English for language-1. For the second elective there are 3 optional academic subjects. The students may further opt for an additional sixth subject which can either be a language or an academic or a professional subject at the elective level, in order to ensure vertical mobility for pursuing higher studies, if necessary. The subjects under FMM course are given below:

#### **Compulsory Vocational Subjects - Class XI**

1. Accounting for Business-I
2. Introduction to Financial Markets-I
3. Computer Applications in Financial Markets  
Optional Mutual Fund OR Anyone from existing academic subjects

#### **Compulsory Subjects Professional -Class XII**

1. Accounting for Business-II
2. Introduction to Financial Markets-II
3. Business Process Outsourcing Skills  
Optional-Commodity Market OR Anyone from existing subjects



## EXAMINATION AND EVALUATION

### Class XI

The practical examinations in all the papers will be conducted by the schools on an internal basis as is the practice in other subjects; however Board will provide the Question Papers and date sheet for final theory examinations in three vocational papers to be held in March 2009. These papers will also be evaluated internally by the schools.

### Class XII

The theory and practical examinations in all the papers will be conducted by the CBSE on an external basis as is the practice in other subjects with the help of NSE and experts from the industry.

### CBSE-NSE-JOINT CERTIFICATION

NSE is a leading Stock Exchange in India and one of the largest in the world. For the purpose of CBSE NSE joint certification, the students will be required to pass 3 modules of NSE called NCFM (NSE's Certification in Financial Markets) as given below:

1. Financial Markets: A Beginners' Module	To be passed during summer vacation between XI and XII Class. OR latest before the commencement of the Board examination in March.
2. Capital Market (Dealers)-Module	To be passed in class XII between 15th December to 28th February, before the commencement of Board
3. Derivatives Market (Dealers) Module	examination in March.

NCFM is a professionally accepted certificate in the finance market industry. Joint certification with NSE will add credibility to employability of CBSE students. NCFM-examination is an online computer based testing system that tests the practical knowledge and skills required to operate in the financial markets. It is a fully automated system with testing, assessing, scores reporting and invigilation in a secure and unbiased manner.

The NCFM module viz. Financial Markets: A Beginner's Module is to be passed during the summer vacation between XI and XII. The students will get one more additional chance to pass this module without any additional fee before the commencement of the Board examination and therefore it will not affect the class XI result.

### EQUIPMENT REQUIRED

The school should have sufficient computers with internet facility to introduce this new course. The software for the professional subjects for stock market trading, accounting etc will also have to be procured by the schools.

### FACULTY AND QUALIFICATION

The qualification as required for the teaching staff is given below.

#### 1. QUALIFICATION-FullTimeTeachers

##### a) Essential



An M.Com./MBA/MA (Economics)/Master of Financial Control/Master of Financial Services or equivalent for Accounting or Business.

OR

A Bachelors degree from a recognized University/Institute with NSE's certification in Financial Markets (NCFM) having passed 3 modules with minimum 60% in:

1. Financial Markets (Beginners' Modde)
2. Capital Market (Dealers) Module
3. Derivative Market (Dealers) Module.

OR

A Bachelors degree in Computer Science/Application from recognized University/Institute with Minimum two years experience of working in all the modules of MS-Office (Word, Excel, PowerPoint, Outlook).

**b) Desirable**

- i. A Bachelor Degree in Education or a teaching degree from a recognized University/Institution.
- ii. Having experience in Accounting Soft-ware.

**2. Part Time Teachers**

Practical tainers duly tained by organizations dealing in financial markets. The trainers should have passed the relevant modules of NSE.

OR

Practical Trainers should be from stock exchanges or stock broking companies/financial institutions or BPO Industry with minimum of 2 years of experience in the field.

**Training of Teachers**

As this is a new course, the CBSE will arrange to provide training to Master Trainers through experts from industry on payment. Two teachers for theory may be got trained by each of the schools opting for the FMM. The traning required for two papers of class XI viz. Accounting for Business-I and Introduction to Financial Markets-I will be held at Delhi in a phased manner. The schools are required to have two teachers trained for the purpose. The details of the training programme will be intimated at a later date.

The Bank Draft for affiliation fee may be sent at the following address:

ASSISTANT EDUCATION OFFICER (VOC & EDUSAT)  
CENTML BOARD OF SFCNDARY EDUCATION,  
SHIKSHA KENDRA, 2, COMMUNITY CENTRE, PREET VIHAR, DELHI-I10 092.  
PH. Qrt-22444845.

In case of any doubt please feel free to contact the undersigned for successful implementation of FMM'

Yours sincerely,

**(SHASHIBHUSHAN)**  
**HOD (EDUSAT)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
“Shiksha Kendra”, 2, Community Center,  
Preet Vihar, New Delhi-110002

F-2-4/CBSE/GHC-Pt/2008

05.03.2008

Circular No. 11/08

To

All Heads of Senior Secondary Schools  
Affiliated to CBSE

**Subject: Introduction of a new course under vocational stream, namely,  
General Health Care in collaboration with relevant Industry/  
Organization from the academic session 2008-09.**

Dear Principal,

You may be aware that the Central Board of Secondary Education (CBSE) is implementing competency based vocational education with industry support and collaboration in a phased manner. As there is a felt need for skilled workforce in the field of health care services, Board is planning to introduce a vocational course in General Health Care in collaboration and joint certification with relevant organisation.

**SUBJECTS OF STUDY**

The General Health Care consists of three compulsory Vocational subjects each in classes XI & XII in addition to two academic electives one of which must be a language. The students have to study Biology, an academic elective) as second elective. The students may further opt for an additional sixth subject which can either be a language or an academic elective, in order to ensure vertical mobility for pursuing higher studies, if necessary. The subjects under General Health Care course are given below:

**Class XI**

- A) One Language offered by the Board at senior secondary level;
- B) Biology;
- C) Three Compulsory Vocational Subjects
  1. Anatomy & Physiology
  2. Healthcare Delivery System, Hospital Organization and Services and Medical Equipments and Technologies
  3. Food, Nutrition and Dietetics
- D) Additional (Optional) any other subjects from academic electives except Biology



## Class XII

All other subjects remain same as those in class XI except following three compulsory vocational subjects

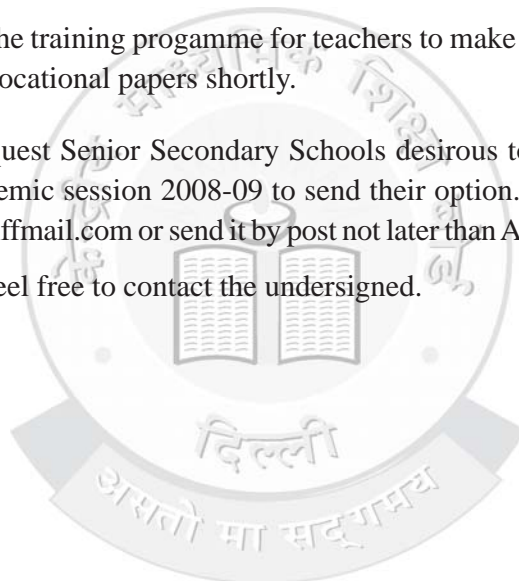
1. Health Education, Communication & Public Relations and Public Health.
2. Basic concepts of Health and Disease and Medical Terminology.
3. First Aid & Emergency Medical Care.

### Other Salient features of the course

- 1) The main objective this course is to develop competency and employable skills in General Health care.
- 2) The vertical mobility issue would be dealt with the concerned Institutes/organizations.
- 3) The Curriculum and textbooks are being developed by eminent practicing scholars in this field.
- 4) The qualification of the faculty as well as a list of equipments required is provided in a separate 'Annexure A' enclosed with this letter.
- 5) The Board will conduct the training programme for teachers to make them understand the fundamentals of the contents of three vocational papers shortly.

The Board would like to request Senior Secondary Schools desirous to introduce this new course under vocational stream from the academic session 2008-09 to send their option. Interested schools may mail their willingness at [cbseedusat12@rediffmail.com](mailto:cbseedusat12@rediffmail.com) or send it by post not later than April 10, 2008 for further processing.

In case of any doubt please feel free to contact the undersigned.



Yours sincerely,

**(SHASHIBHUSHAN)**  
**HOD (EDUSAT)**



## EQUIPMENT REQUIRED

### General Health Care

Medical monitors, allow medical staff to record patients' vital parameters. Monitors may measure patient's vital signs and other parameters including ECG EEG, blood pressure, and gases in the blood.

Medical laboratory equipment automates or helps analyze blood urine and gases.

The equipment needed includes:

1. Phlebotomy & Intravenous (IV) Cannulation Kit
2. First aid equipment
3. Skeletons, charts and posters
4. Models for all parts of body (different organs and organ systems).
5. Microscopes
6. Handwashing equipment
  - reusable towels
  - pumice stones (for scrub wash)
  - soap & water
  - alcohol hand rubs
7. Biomedical Waste (BMW) Containers and Syringe & Needle destroyers samples of different sizes containers.
8. Slides cover slips, various stains.
9. Nutrition related charts and posters.
10. Computer and printer with Internet connection.
11. B.P apparatus dial type, electronic type and mercury type
12. Thermometer
13. Glucometer

## FACULTY AID QUALIFICATION

### General Health Care

Teaching Faculty and Their Qualifications

Teaching Faculty

(a) Full Time Teacher

(b) Part Time Teacher (Drawn from the hospital/relevant field).



Full Time Teacher

Essential

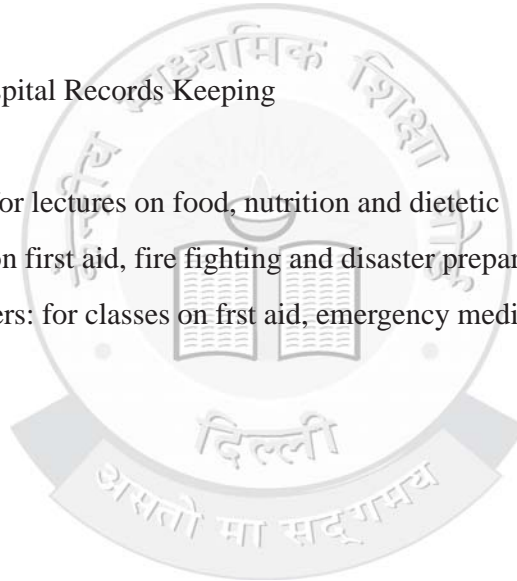
MSc. (Zoology)/B.Sc. (Nursing)/MBBS/PGT (Biology)

**Part time Teacher**

- Dietitians
- MSc. (Home Science)
- Graduate (B.Sc.) or Hospital Record keeping
- Medical Officers from relevant field

**Visiting Lectures/Instructors**

- PG teachers (Biology)
- Graduate Nurses: B.Sc. (Nursing)
- MBBS Doctors
- Graduates (B.Sc.) of Hospital Records Keeping
- Dietician
- M.Sc. (Home Science): for lectures on food, nutrition and dietetic
- Fire officers for classes on first aid, fire fighting and disaster preparedness.
- Red Cross Society Officers: for classes on first aid, emergency medical care and disaster preparedness.







**CENTRAL BOARD OF SECONDARY EDUCATION**  
**17, ROUSE AVENUE, INSTITUTIONAL AREA, NEW DELHI-110002**

No. CBSE/ACAD/NEW SUBJECTS/2008

30th April, 2008  
Circular No. 17/08

All Heads of Institutions  
Affiliated to CBSE

**Subject: Introduction to New Elective Subjects in Class XI for the current  
session (2008–09) in Heritage Crafts and Graphic Design**

Dear Principal,

The Central Board of Secondary Education is involved in a continuous process of curriculum reform and innovation and it is in its on going process that the Board has decided to introduce the subjects of Heritage Crafts and Graphic Design in Class XI w.e.f. the session 2008–2009. The first Board examination for these two electives will be held in March 2010. The detailed syllabus of the above two subjects have been posted on the CBSE website ([www.cbse.nic.in](http://www.cbse.nic.in)). The textbooks for the same will be available on the NCERT website shortly. The qualification of teachers to teach these subjects will be intimated shortly.

The Schools which are Interested in opting for these electives may download the form from the CBSE website ([www.cbse.nic.in](http://www.cbse.nic.in)) and address it to the Secretary CBSE with the demand draft of Rs. 1,000/-. Copy of the same may be sent to the Director (Academic) for information.

For any further queries the Academic Branch at CBSE may be contacted at telephone no. 232201531/23212603.

Yours sincerely

**(C. GURUMURTHY)**  
DIRECTOR (ACADEMIC)

Details of the Subject:  
Heritage Crafts  
Graphic Design

Encl:



**CENTRAL BOARD OF SECONDARY EDUCATION**  
“Shiksha Sadan”, 17, Rouse Avenue, Institutional Area, New Delhi-110002

No. CBSE/Dir.(A)/New Subjects/2008/

April 30, 2008  
Circular No. 18/08

All Heads of Institutions  
Affiliated to CBSE

**Subject: Introduction of Creative Writing and Translation Studies**  
**(Code No. 069) as an elective subject at Senior Secondary level**

Dear Principal,

As you may be aware, the Central Board of Secondary Education has, in recent years, introduced a number of new courses such as Biotechnology, Fashion Studies, Multimedia & Web Technology and Entrepreneurship at the senior school level with the view of addressing the emerging needs of the student community. In pursuance of this policy of expanding the choice of subject for students, particularly in non-conventional spheres of knowledge and skills that have bright employment prospects. Board has decided to introduce a course in ‘Creative Writing and Translation Studies, as an optional elective under academic subjects at senior secondary level. It can be offered by students as one of the four elective subjects and also as an additional elective subject at +2 stage in combination with any subjects that are already available in the Scheme of Studies of the Board’ The subject was introduced from the academic session 2007–08 in Class XI for which the Reader was prepared and made available by the Board. Sample Question Papers are also put up on CBSE website ([www.cbse.nic.in](http://www.cbse.nic.in)).

The class XII Reader will be available in the current session. The examination specifications for the Elective are a part of the Curriculum Document 2010 Volume I, Main Subjects which is available on the website as well as in printed form can be obtained from Publication Stores, CBSE, PS-1 Institutional Area, Patparganj, Delhi.

There are many students who are imaginative and have a flair for language. The course in Creative Writing and Translation studies aims at equipping the students with higher order skills such as critical analysis’ deconstructing texts and interpretation that would help them gain an insight into the creative processes undertaken by writers of fiction and non-fiction. Further, students will also be introduced to nuances of language and techniques needed for different genres such as short stories, screen plays, poetry drama, biography etc. This would enable them to sharpen their skills of creative expression through various modes.

Keeping in view the rising demand for good translators and interpreters in a globalized world, the course also aims at sensitizing students to basic skills in translation studies. Those who develop an interest in this field will be able to pursue specialized courses in translation at university level.

Teachers who are presently teaching English at senior secondary level and are proficient in Hindi can take up the teaching of this subject. Professionals who are already engaged in the area of translation or interpretation and have a post-graduate degree in English with a good working knowledge of Hindi may also be hired to teach the subject.



Schools which are interested in introducing the course may write to the undersigned giving their willingness for the same. They will also be required to apply for approval of the additional elective subject online and pay a fee of Rs. 1000/- (one thousand only) for the same.

**(C. Gurumurthy)**  
**Director (Academic)**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2, COMMUNITY CENTER,**  
**PREET VIHAR, NEW DELHI-110002**

F-2-4/AEO(E&V)/CBSE/GHC-Pt/2008

May 22, 2008  
Circular No. 23/08

To

All Heads of Senior Secondary Schools  
Affiliated to CBSE

**Subject: Change of the name of newly introduced vocational course from  
the General Health Care to the Healthcare Sciences with technical  
support of Academy of Hospital Administration.**

Dear Principal,

In continuation of our earlier circular no 11 dated March 5, 2008; I would like to intimate you that the Board has renamed the newly introduced vocational course General Health Care. It will now be called Healthcare Sciences in place of General Health Care.

The Board will be conducting the training programme for teachers to make them understand the fundamentals of the contents of three vocational subjects in collaboration with the Academy of Hospital Administration. The date venue and course fee will be intimated to selected schools shortly.

The selected schools shall be required to send the names of the teachers with their qualification, a copy of affiliation letter to prove their Senior Secondary status and an undertaking to provide all the facilities required for the implementation of this course. The details of the Course curriculum, Infrastructure, and eligibility of the faculty etc. has already been sent to you vide our circular No. 11 and the same can be had from our website [www.cbse.nic.in](http://www.cbse.nic.in).

In case of any doubt please feel free to contact the undersigned at [cbseedusat12@rediffmail.com](mailto:cbseedusat12@rediffmail.com).

Yours sincerely,

**(SHASHIBHUSHAN)**  
**HOD(EDUSAT)**



## ANNEXURE 'A'

### EQUIPMENT REQUIRED

#### General Health Care

Medical monitors, allow medical staff to record patients' vital parameters. Monitors may measure patient's vital signs and other parameters including ECG, EEG, blood pressure, and gases in the blood.

Medical laboratory equipment automates or helps analyze blood urine and gases. The equipment needed includes:

1. Phlebotomy & Intravenous (IV) Cannulation Kit
2. First aid equipment
3. Skeletons, charts and posters
4. Models for all parts of body (different organs and organ systems).
5. Microscopes
6. Hand washing equipment
  - reusable towels
  - pumice stones (for scrub wash)
  - soap & water
  - alcohol hand rubs
7. Biomedical Waste (BMW) Containers and Syringe & Needle destroyers samples of different sizes containers.
8. Slides coverslips, various stains.
9. Nutrition related charts and posters.
10. Computer and printer - with Internet connection.
11. B.P apparatus - dial type, electronic type and mercury type
12. Thermometer
13. Glucometer

### FACULTY AND QUALIFICATION

#### General Health Care

Teaching Faculty and Their Qualifications

Teaching Faculty



(a) Full Time Teacher ‘

(b) Part Time Teacher (Drawn from the hospital/relevant field)

Full Time Teacher

Essential

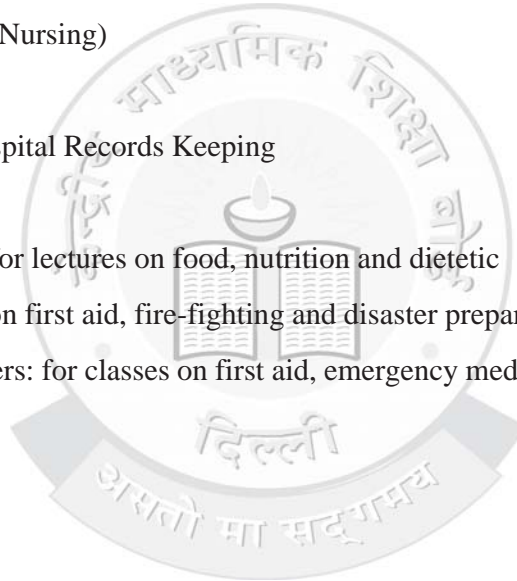
MSc. (Zoology)/B.Sc. (Nursing)/MBBS/PGT (Biology)

Part time Teacher

- Dietitians
- MSc. (Home Science)
- Graduate (B.Sc.) or Hospital Record keeping, Medical Officers - from relevant field

Visiting Lecturers/Instructors

- PG Teachers (Biology)
- Graduate Nurses: B.Sc. (Nursing)
- MBBS Doctors
- Graduates (B.Sc.) of Hospital Records Keeping
- Dietician
- M.Sc. (Home Science): for lectures on food, nutrition and dietetic
- Fire officers for classes on first aid, fire-fighting and disaster preparedness
- Red Cross Society Officers: for classes on first aid, emergency medical care and disaster preparedness





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA SADAN, 17, ROUSE AVENUE, NEW DELHI-110002**

BO(L&T)/A/GERMAN/2008/

September 29, 2008

Circular No. 37/08

All the Heads of the  
CBSE affiliated schools

**Subject: Introduction of German Language**

Dear Principa,

As you are aware, the Central Board of Secondary Education offers 31 languages besides Hindi and English at Secondary and Senior Secondary levels. Out of these 11 are foreign languages. German language has already been introduced at the Secondary and Senior Secondary level. The Board now proposes to introduce German language in the school curriculum for its affiliated schools in class VI from the academic year 2008-09. Initially the language is proposed to be introduced at Class VI and it will be extended to classes VII & VIII in a phased manner in the successive years. The syllabus prepared by the Board is enclosed in Annexure and also placed on CBSE website. [www.cbse.nic.in](http://www.cbse.nic.in) The textual material will also be made available shortly.

Teacher training is proposed to be provided by the Max Mueller Bhavan in collaboration with the German Embassy to India to orient the practicing teachers to the new syllabus and materials.

Schools which are interested in introducing the teaching of German Language at Class VI from the year 2008-09 may send their willingness to the undersigned. The letter of willingness should reach the undersigned by the 15th of October 2008 to enable the Board to process the applications further.

With regards,

Yours Sincerely

**(C. GURUMURTHY)**  
**DIRECTOR (ACADEMIC)**

Enpl. As above





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA KENDRA, 2, COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI**

EO(V&E)/BIO-TEC/CBSE/2008

November 5, 2008  
Circular No. 52/08

To,

All Heads of Institutions  
Affiliated to CBSE

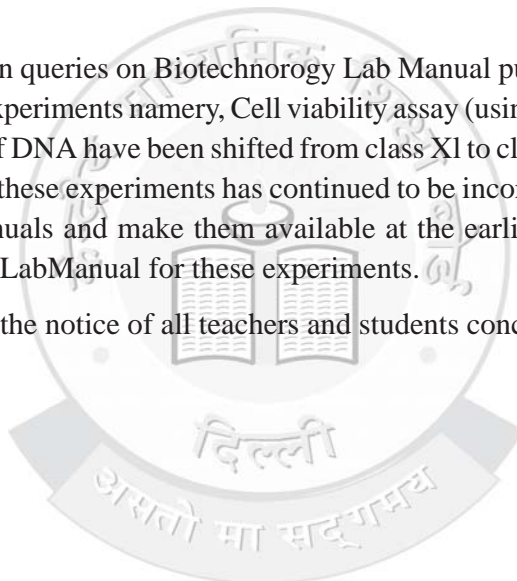
**Subject: Guidelines in respect of Biotechnology Lab Manual**

Dear Principal,

The CBSE is receiving certain queries on Biotechnology Lab Manual published by CBSE for class XI and XIII. It is clarified that the three experiments namely, Cell viability assay (using Evans blue stain), Determination of blood groups and Estimation of DNA have been shifted from class XI to class XII as per the curriculum 2009. However the textual material for these experiments has continued to be incorporated in class XI Lab Manual. It is intended to revise the lab manuals and make them available at the earliest. Till such time the schools are requested to consult the class XI Lab Manual for these experiments.

The same may be brought to the notice of all teachers and students concerned.

Yours sincerely,





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA SADAN”, 17, ROUSE AVENUE,**  
**INSTITUTIONAL AREA, NEW DELHI-110002**

CBSE/EO(OL)/A/JAP. LANG./2009

February 5, 2009  
Circular No. 03//09

All the Heads of the  
CBSE affiliated schools

**Subject : Introduction of Japanese Language in classes IX & X reg.**

Dear Principal,

As you may be aware the Board has introduced Japanese Language as one of the optional foreign languages in the schools affiliated to CBSE from classes VI to VIII in the years 2006-07, 2007-08, 2008-09 respectively. The textbooks along with the workbooks prepared by the Japan Foundation in consultation with the Board were made available to schools which introduced the language in these classes.

It has now been decided to introduce the language for class IX in the academic year 2009-10 and the Board Examination for class X would be held in the year 2011. The syllabus prepared for class IX & X are enclosed.

The textbooks are under preparation and will be made available soon with the commencement of the academic year 2009-10.

Teacher-training programmes are also proposed to be held in the month of May-June, 2009 in collaboration with the Japan Foundation, New Delhi. Your requirement may be intimated to the undersigned on or before April 15, 2009.

Yours faithfully,

**(C.GURUMURTHY)**  
**DIRECTOR (ACADEMIC)**

Encl. As above

Syllabus of Japanese Language



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA SADAN”, 17, ROUSE AVENUE,**  
**INSTITUTIONAL AREA, NEW DELHI-110002**

NO. EO (OL)/A/GRAPHIC DESIGN/2009

February 24, 2009  
Circular No. 05/2009

All the Heads of the Institutions  
affiliated to CBSE.

**Subject :Introduction of Graphic Design (Code No. 071) in Class XI for the current  
session (2008-2009) and class XII in 2009-10.**

Dear Principal,

Your attention is drawn to the Board's Circular No. 17 dated 30<sup>th</sup> April, 2008 regarding the introduction of the new Elective Subject – **Graphic Design (Code No. 071)** in Class XI from the session 2008-09 and class XII in 2009-10.

In this connection, please find enclosed the detailed syllabus along with examination specifications, guidelines for practical work, requirement of qualification for teachers, and infrastructure need.

**Textbooks:**

The textbooks have been published by the NCERT and the titles are as follows: -

- (i) Story of Design Part - I for class XI
- (ii) Story of Design Part - II for class XII

**Teachers Qualification:**

- A. A Post Graduate in any Art form (Masters in Drawing or Painting) with Diploma in Computer Aided Designing **or** Certificate Course in Multimedia
- B. BFA and Masters (MFA) with knowledge in Multimedia/Design
- C. M.Ed with Diploma in Computer Aided Design/Multimedia.

**Desirable Qualification:** In addition to the above, teaching experience of at least two years is desirable. Teacher needs to be oriented by NCERT/CBSE.

Lab Assistant: **Lab assistant with the following minimum qualifications may be appointed:**

- A. 10-+2 student who has passed the Graphic Design elective course.
- B. A class X with certificate Course in Multimedia Design and experience of handling a multimedia Lab.

**Infrastructure:**

- (i) The student computer ratio must be 1:1 compulsorily.
- (ii) Computers to be used in this studio must be multimedia compatible.
- (iii) Existing Computer Labs may not be able to serve the purpose.
- (iv) Accessories – Scanner, printer, pen tablet should also be part of the studio.

**Training:**

A training programme for 10 days for teachers is proposed to be conducted by the Board in collaboration with the NCERT. Your requirement in this connection may be communicated to the undersigned by 10<sup>th</sup> March, 2009.

Details of this circular may kindly be brought to the notice of the teachers concerned and students who have offered this as an Elective for the session 2008-2009 in Class XI.

Yours sincerely,

**(C.GURUMURTHY)**  
**DIRECTOR (ACADEMIC)**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA SADAN”, 17, ROUSE AVENUE, INSTITUTIONAL AREA,**  
**NEW DELHI-110 002**

NO. EO (OL)/A/HERITAGE CRAFTS/2009

February 25, 2009

Circular No.06/09

All the Heads of the Institutions  
affiliated to CBSE.

**Introduction of Heritage Crafts (Code No. 070) in Class XI for the current  
session (2008-2009) and class XII in the academic session 2009-10.**

Dear Principal,

Your attention is drawn to the Board's Circular No. 17 dated 30<sup>th</sup> April, 2008 regarding the introduction of the new Elective Subject – *Heritage Crafts (Code No. 070)* in Class XI from the session 2008-09 and class XII in 2009-10.

In this connection, please find enclosed the detailed syllabus along with examination specifications, guidelines for practical work, requirement of qualification for teachers, and infrastructure need.

**Textbooks**

The textbooks have been published by the NCERT and the titles are as follows:

- (i) Living Craft Traditions of India, Textbook for class XI
- (ii) Living Craft Traditions of India, Textbook for class XII
- (iii) Workbook: Exploring Craft Traditions of India for both class XI & XII

**Teachers Qualification :**

A. **Essential Qualification :** A Post Graduate in any Art Form (*Masters in Fine Arts (MFA) or Masters in Drawing or Painting*)

1.1 An exposure to at least one Craft even if it is in an unorganised sector.

B. **Desirable Qualification :** Experience of working with crafts persons for at least three months or attending crafts workshop.

**Infrastructure :**

- (i) A laboratory/art room to accommodate the class with ample space to work.
- (ii) Potter wheel, kiln and other equipments which would vary depending upon the craft being offered.
- (iii) School will need to conduct workshops with the artist and artisans from time to time and should be able to provide materials to the students.



### **Training :**

A training programme for 10 days for teachers is desirable and will be conducted by the Board in collaboration with the NCERT. Your requirement in this connection may be communicated to the undersigned.

Details of this circular may kindly be brought to the notice of the teachers concerned and students who have offered this as an Elective for the session 2008-2009 in Class XI.

Yours sincerely,

**(C.GURUMURTHY)**  
**DIRECTOR (ACADEMICS)**





## CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organisation under the Union Ministry of  
Human Resource Development, Govt. of India)

‘Shiksha Sadan’, 17-Rouse Avenue, New Delhi–110 002

CBSE/EO(SD)/2009/

Dated: 13.04.2009

Circular No. 09

All the Heads of Institutions  
Affiliated to CBSE

**Subject : Regarding modification in the name of the course curriculum  
“Introductory Information Technology” at Secondary Level and the  
changes in its evaluation scheme.**

Dear Principal,

The course curriculum on “Introductory Information Technology” at Secondary Level is the Foundation course for all other courses relating to Computer Science/Multimedia and Web Technology/Informatics Practices/ Information Technology Applications in classes XI & XII. Keeping this in view, CBSE has renamed the course curriculum “**Introductory Information Technology**” at Secondary Level as “**Foundation of Information Technology**” from the session 2009-2010 for Class IX and 2010-2011 for Class X with necessary changes in the course content of the subject.

Some of the basic characteristics of “**Foundation of Information Technology**” are

1. It does not recommend any proprietary software.
2. The skills/competencies realized through this course are holistic in the context of vertical mobility both in vocational as well as in academic fields.
3. Use of open software has been recommended.
4. All the commands are functional and generic.

The evaluation scheme of this course has also been modified as follows:

Theory Examination	60 marks
Practical Examination	20 + 20 = 40 marks

The Practical Examination has two components:

- a) Hands-on school based year-end  
practical examination 20 marks  
(Internal in Classes IX & X)





- b) Practical skill based Multiple-choice  
question type  
year-end written examination  
(External in Class X)

20 marks

These modifications have been reflected in the Secondary School Curriculum document 2011, Vol. I (Main subjects).

You are requested to note these changes and accordingly intimate all concerned.

Yours faithfully,

**(C. GURUMURTHY)**  
**DIRECTOR(ACADEMIC)**





**CENTRAL BOARD OF SECONDARY EDUCATION  
SHIKSHA SADAN, 17-ROUSE AVENUE, INSTITUTIONAL AREA,  
NEW DELHI-110002**

CBSE/EO(SD)/ 2009/

Dated: 26.05.2009

Circular No. 15

All the Heads of the Institutions  
Affiliated to CBSE

**Subject : Regarding modification in the name of the course curriculum “Engineering Drawing” at Senior Secondary level**

Dear Principal,

With changing trends, keeping pace with the latest technological development in the field, CBSE has updated its curriculum at Senior Secondary level in the subject of Engineering Drawing and as a first step in this process has modified the name of the subject from “Engineering Drawing” to ‘Engineering Graphics’. The name “Engineering Graphics” has been widely accepted in all engineering and professional institutions at national and international levels. This also enlarges the scope of the subject enabling the inclusion of “Computer Aided Designing” in the updated syllabus.

This will be effective from the session 2009-2010 for Class XI and 2010-2011 for Class XII and the changes have been incorporated in the curriculum document 2011.

You are requested to note the change and accordingly intimate all concerned.

Yours faithfully,

**(C. GURUMURTHY)  
DIRECTOR(ACADEMIC)**



**MOST URGENT**

**CENTRAL BOARD OF SECONDARY EDUCATION  
'SHIKSHA SADAN' 17, ROUSE AVENUE, NEW DELHI-110002**

AEO(DR)/ACAD./ADDL. LANG./2010

Dated : 13.01.2010

Circular No. 26

To

All the Heads of all CBSE affiliated schools

**Subject: Introduction of new languages 1. Tangkhul 2. Bodo in CBSE curriculum reg.**

Dear Principal,

Recently there have been persistent demands from various stakeholders for introduction of Tangkhul and Bodo as a large No. of students in the states of Assam and Nagaland have felt the need to study the languages at secondary and senior school level. Hence the Board has decided to introduce two new courses in the languages of Bodo and Tangkhul in its curriculum at secondary and senior school level and will be implemented in phases as follows:

For classes IX & XI from the academic year 2010-11

For classes X & XII from the academic year 2011-12

Syllabus in the above mentioned languages is available on the CBSE website.

Kindly disseminate the above information to all the teachers and students concerned immediately.

Yours faithfully,

**(C. GURUMURTHY)**  
**Director (Academic)**



Phone No. 011-23220153  
011-23231067

Email: [cbse.edusat@rediffmail.com](mailto:cbse.edusat@rediffmail.com)  
[skjena.cbse@gmail.com](mailto:skjena.cbse@gmail.com)

## CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation under the Ministry of Human Resource Development Govt. of India)

“Shiksha Sadan”, 17, Rouse Avenue, Institutional Area, ITO, New Delhi 110002

No. AEO (V&E)/CBSE/2011

Circular No. 08/11  
3rd February 2011

All Heads of Institutions  
Affiliated to CBSE.

**Subject: Introduction of Geospatial Technology, Food Production, Food & Beverage Services, Mass Media Studies and Media Production as Competency based vocational courses at Senior Secondary level.**

Dear Principal,

As you are aware, the Central Board of Secondary Education (CBSE), keeping in view the acute shortage of trained professionals and development of employability skills among the students, has been offering a number of courses under vocational Education at Senior Secondary level. In recent years, the CBSE has started collaborating with various industries/ institutions for introducing competency based joint certification courses as per the present needs of society and the relevant industries.

In pursuance to this policy of exploring the new domain of knowledge and skills that have bright employment prospects as well as career opportunities, the Board has introduced the following new Vocational courses at senior secondary level.

1. Geospatial Technology.
2. Food Production (Hospitality and Tourism)
3. Food and Beverage Services(Hospitality and Tourism)
4. Mass Media Studies and Media Production.

The aforesaid courses were introduced in few selected schools in class XI from the Academic Session 2010-11 on pilot basis. Based on the feedback received from the Pilot schools and on the basis of overwhelming response from the other independent schools, the Board has decided to open it to all affiliated schools in the country and abroad from the academic session 2011-12 for class-XI. The detailed objectives and the salient features of such courses are enclosed at Annexure-I to III.

The schools that are interested in introducing those new courses in class-XI from the academic year 2011-



12 may fill in the proforma enclosed at Annexure-IV and may forward to “Sh. S.K. Jena, Asstt. Education Officer (Voc & Edusat), CBSE, Shiksha Sadan,17, Rouse Avenue, New Delhi-110002 on or before **5th March 2011** or Email to [cbse.edusat@rediffmail.com](mailto:cbse.edusat@rediffmail.com) copy to [skjena.cbse@gmail.com](mailto:skjena.cbse@gmail.com) The letter of willingness in Annexure – IV should reach by **5th March 2011** to enable the Board for processing the applications further.

Yours sincerely,

**(Shashi Bhushan)**  
**Director (Voc & Edusat)**  
**& Director (Academic)**





## Annexure-I

### A. GEOSPATIAL TECHNOLOGY

In recent times, there is a strong public perception for imparting knowledge on Geospatial Technology due to emerging growth of Geodatabase creation and spatial information analysis. The economy requires huge manpower equipped with relevant skills to manage in the Geospatial and remote sensing technology. The increasing use of fully automated methods of spatial data collection to ensure spatial accuracy, continuing developments in scanning technology and increasing availability of spatial data in various digital forms are making Geospatial Practices increasingly attractive to organizations of all kinds. Geospatial Practices is widely functional in everyday life by many of the services we rely on.

Indian Geospatial Market is on the edge of remarkable growth. Companies are bagging projects that are valued more than the total annual revenue of company. Demand for Geospatial Practices has skyrocketed over the past few years. By linking geographic data with demographic information and business intelligence, organizations are finding new uses for Geospatial Practices. This needs huge trained manpower requirements from Geospatial Industries by both private and public organizations of all sizes, which have generated more demand for Geospatial professionals. This course offers an opportunity for the students to understand the basics of geospatial technology dealing with mapping and applications. Students obtain insight into geospatial database concepts, creating and implementing databases, GIS theory, supported by extensive practical exercises, spatial analysis (network and surface operations) and developing Geospatial Practices skills. The present curriculum would help a large number of youth to acquire skills for further studies and to enter the world of professional work for their decent livelihoods and for economic growth of the country.

**“Geospatial Technology” is offered as single vocational elective** in class XI and XII. The students can opt it as an elective with any other combination of subjects at senior secondary level or as an **additional sixth subject** as per the scheme of studies of the Board.

### SALIENT FEATURES OF THE COURSE

The main objective is to introduce Geospatial Practices at secondary level for the growing need of GIS in the country.

The specific objectives of the course are:

1. To build geospatial skills in students to create Geodatabase and mapping.
2. To provide practical understanding of Geospatial technology which includes Remote sensing, Photogrammetric and Geographic Information System.
3. To provide latest knowledge on GIS Architecture, Geospatial Database and Geospatial Analysis.
4. To provide unique platform and opportunities to get involved in the process of the projects and applications.
5. The curriculum has been designed by eminent experts from relevant industries in the field. The basic



academic ingredients required to attain this quality are incorporated in the syllabus. The textual material has been prepared by subject experts drawn from different fields and published by the CBSE.

6. The course will have the following subjects at classes XI & XII

**Class XI – Geospatial technology I (Code No. 740)**

**Class XII – Geospatial Technology II (Code No. 740)**

On completion of this course students can create maps, geospatial databases and integrate this information for various applications like Navigation, Urban Planning, Administrative planning and Web GIS.

7. The Board will undertake training of teachers both for theory and practical in collaboration with Rolta India Limited, Mumbai. However, the Qualification of the teacher to teach the subject are-

**1. TEACHING FACULTY**

- a) Full Time Teacher
- b) Part Time Teachers (Drawn from the industry/relevant fields)

**2. QUALIFICATIONS**

**Full Time Teachers**

**a) Essential**

- Post Graduates with Science/Maths/Geography/Computer Sciences/IT

**b) Desirable**

- Bachelor of Education or teaching degree from recognized University/Institution
- Having knowledge of GIS and Remote Sensing.

**Part Time teachers**

- Practical Trainers duly trained by organizations dealing in Geospatial Practices. Or trainers should be from Rolta with minimum of 2 years experience in the field.

8. The course can be started in Class XI from the academic year 2011-12.

9. Infrastructure requirement: - “The school should have sufficient computers with Software (Image processing SW and GIS SW for Class XI), internet facility to introduce this course. However, the selected schools offering such course will be provided the relevant software i.e. (Geometrica) free of cost by Rolta India Limited, Mumbai.

**Lab Setup for Image Processing, GIS & Digital Photogrammetric**

**1. Computer System Configuration**

- Hard Disk Capacity : 160 GB
- RAM : 2GB
- Graphic Card: NVIDIA quadro FX 4500





- Processor Speed : 3GHz
- Pentium 4
- OS Windows XP

## 2. Hardware Configuration

- IBM 19" CRT Monitors
- LAN connection
- Mouse : 2D Mouse.

## 3. Software required

- R Imager – Image Processing Software
- R GIS – GIS Software
- R Mapper – Photogrammetric Software
- R GSF– Geospatial Fusion Web GIS

## 4. Data Sets

- Digital Images : IRS LISS III P6, IRS P, SPOT, IKONOS, Quick Bird, Carto SAT (15' × 15') Archival data
- Scanned Top sheets covering the same area in digital images on 1:50,000 scale.
- Satellite images : Hard copy of IRS P6 LISS III & PAN, SPOT and scanned Top sheets covering the same area in digital images
- Analog Stereo Pair of Aerial Photographs (23 x 23 inches) Coloured and scanned Top sheets covering the same area in digital images
- Digital Stereo Pair – IKONOS, Quick Bird, Carto SAT III and scanned Top sheets covering the same area in digital images
- Earth Globe, 3D Physiographic Map of India



## ANNEXURE-II

### **B. FOOD PRODUCTION, FOOD & BEVERAGE SERVICES (HOSPITALITY AND TOURISM)**

India's hotel industries is the second largest in the Asia-Pacific region. It is expected that hospitality industry in India is projected to grow at a rate of 8.8 per cent during 2007-16, placing India as the second-fastest growing tourism market in the world. The tourism industry in India is substantial and vibrant, and the country is fast becoming a major global destination. India's <http://www.economywatch.com/businessandconomy/tourismindustry.html> travel and tourism industry is one of the most profitable industries in the country, and also credited with contributing a substantial amount of foreign exchange.

India offers diverse opportunities for tourism. Over 5 million foreign tourists come to India every year. By comparison, domestic tourism is significantly greater. Recent statistics reveal that India is likely to witness a further increase in both domestic and international tourist strength. Annual demand for trained manpower in hotels & restaurants is approximately 2.03 lakh per year. Huge expansions are envisaged in the fast food/café segment as well as the 1 to 3 star budget hotels.

Keeping in view the acute shortage of trained professionals and the emphasis of Government of India on development of employability skills, the CBSE has decided to launch two vocational packages under “**Hospitality and Tourism Sector**” and the packages are **1. Food Production 2. Food and Beverage Services**.

The new course will consist of two vocational subjects each in classes XI and XII. Besides these **two vocational subjects** students will have to take **one language** and **two academic elective subjects** relevant to the field or students can take **two languages** and **one academic elective** besides **two vocational subjects**. The students can also opt for **additional sixth subject** which can **either be a language or an academic elective** subject.

### **SALIENT FEATURES OF THE COURSE**

1. The primary objective of the course is to develop practical **employability skills** in “**Hospitality and Tourism Sector**”.
2. The details of two vocational packages are :-

#### **1. FOOD PRODUCTION (Class XI)**

- 1) Food Production – I Vocational Subject (Code No. 734)
- 2) Food Production – II Vocational Subject (Code No. 735)
- 3) Language I
- 4) Language II or Economics (030) or Business Studies (054) or Entrepreneurship (066)
- 5) Any other Academic Elective
- 6) Additional (Optional)



## **Class XII**

- 1) Food Production – III Vocational Subject (Code No. 734)
- 2) Food Production – IV Vocational Subject (Code No. 735)
- 3) Language I
- 4) Language II or Economics (030) or Business Studies (054) or Entrepreneurship (066)
- 5) Any other Academic Elective
- 6) Additional (Optional)

## **2. FOOD AND BEVERAGE SERVICES (Class XI)**

- 1) Food Service – I Vocational Subject (Code No. 736)
- 2) Beverage Service – Vocational Subject (Code No. 737)
- 3) Language I
- 4) Language II or Economics (030) or Business Studies (054) or Entrepreneurship (066)
- 5) Any other Academic Elective
- 6) Additional (Optional)

## **Class XII**

- 1) Food Service – II Vocational Subject (Code No. 736)
- 2) Food and Beverage: Cost and Control. Vocational Subject (Code No. 737)
- 3) Language I
- 4) Language II or Economics (030) or Business Studies (054) or Entrepreneurship (066)
- 5) Any other Academic Elective
- 6) Additional (Optional)

3. The vertical mobility for students pursuing higher education has been incorporated with the provision of CBSE academic subjects including additional subject along with vocational subjects.
4. The curriculum and textual material has been prepared by subject experts from relevant industries in the field.
5. The basic academic ingredients required to attain the quality are incorporated in the syllabus.
6. Infrastructure required: - 3,000 sq. ft. constructed area for establishing laboratories.
7. The students passing out with this course will be awarded joint certificate by Central Board of Secondary Education (CBSE) and National Council for Hotel Management and Catering Technology (NCHMCT) under Ministry of Tourism which will be value addition to the course.



8. The students of this course will have an added advantage in entrance examination for graduate courses in Hotel Management in the Institutes of Hotel Management in the country.
9. The nearest IHM will be mentor institution to help the school opting this course
10. The students passing out with this course will have potential employment opportunities in different hotels and other concerned organisations.
11. Initially the qualified teachers to teach this course may be selected from IHM campus with the consultation of NCHMCT.

Successful students of the two vocational streams, who wish to make career in hospitality, would be able to find ready employment in this sector at skill level. The National Council for Hotel Management, which is the professional body for the joint certification, has national as well as international recognition and is synonymous with imparting quality hospitality education through its institutes of hotel management. Vocational students of CBSE stand to gain through this joint program with the vast array of jobs.





## ANNEXURE-III

### C. MASS MEDIA STUDIES AND MEDIA PRODUCTION

Mass Media Studies and Media Production is one of such fields which is attracting a lot of young people these days because of such interesting career options in the fields, like various kinds of Media News Papers, Magazines, Video, Television, Advertisement and Public relations etc.

The Board has started this new package on Mass Media Studies and Media Production as an academic elective as well as vocational package in collaboration with Whistling Woods International Limited (WWIL), Mumbai for technical support and teachers training.

The new course will consist of two vocational subjects each in classes XI and XII. Besides these **two vocational subjects** students will have to take **one language** and **two academic elective subjects** relevant to the field or students can take **two languages** and **one academic elective** besides **two vocational subjects**. The students can also opt for **additional sixth subject** which can **either be a language or an academic elective subject**.

#### Salient Features of the Course

1. The primary objective of the course is to develop employability skills among the students in the field of (Film & Media).
2. The details of two vocational packages are –

#### Class XI

- a. Understanding the Evolution and Forms of Mass Media–I
- b. The Creative and Commercial Process in Mass Media–I

#### Class XII

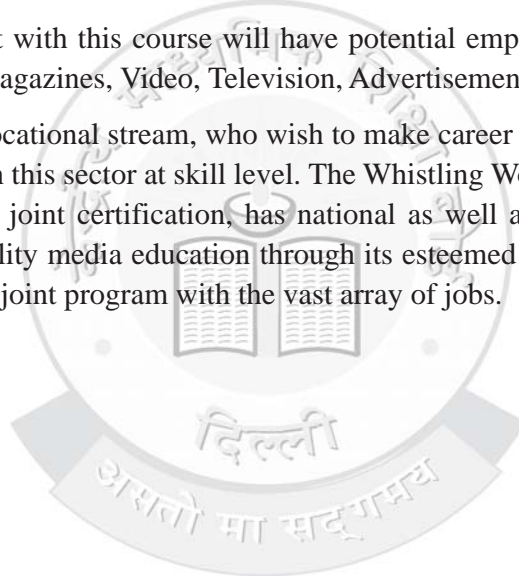
- a. Understanding the Evolution and Forms of Mass Media–II
- b. The Creative and Commercial Process in Mass Media–II

3. Besides these two vocational subjects, students will have to take one language and two academic electives subjects such as Multi Media and Web Technology (067) or Fashion Studies (053) or Entrepreneurship (066) or any other academic elective of the Board.
4. Students can also opt for additional six subjects such as Fine Art or Music or Dance or any other electives.
5. The vertical mobility for students pursuing higher education has been incorporated with the provision of CBSE academic subjects including additional subject along with vocational subjects.
6. The curriculum and textual material has been prepared by subject experts from relevant industries in the field.



7. The basic academic ingredients required to attain the quality are incorporated in the syllabus.
8. Infrastructure required:
  - a. Computers – an ideal ratio of 1 Computer for every 5 Students, the specifications can be :
    - PCs or i Macs with a minimum of 2 GB RAM and 200 GB HDD with dual core processors.
    - Appropriate editing / sound software's most of which are freely available.
  - b. The computers, ideally, should be on a UPS or a backup power so as to not damage them in case of power failures.
  - c. Handicams/Hand-held video cameras with a ideal ratio of 1:10 (1 camera for every 10 students.).
  - d. A screening room equipped with a television set or projector and speakers for playback of video OR screening images through a computer.
9. The students passing out with this course will be awarded joint certificate by Central Board of Secondary Education (CBSE) and Whistling Woods International, Mumbai.
10. The students passing out with this course will have potential employment opportunities in different Medias, News Papers, Magazines, Video, Television, Advertisement and Public relations etc.

Successful students of the vocational stream, who wish to make career in media and journalism would be able to find ready employment in this sector at skill level. The Whistling Woods International, Mumbai which is the professional body for the joint certification, has national as well as international recognition and is synonymous with imparting quality media education through its esteemed institution. Vocational students of CBSE stand to gain through this joint program with the vast array of jobs.





**ANNEXURE-IV**

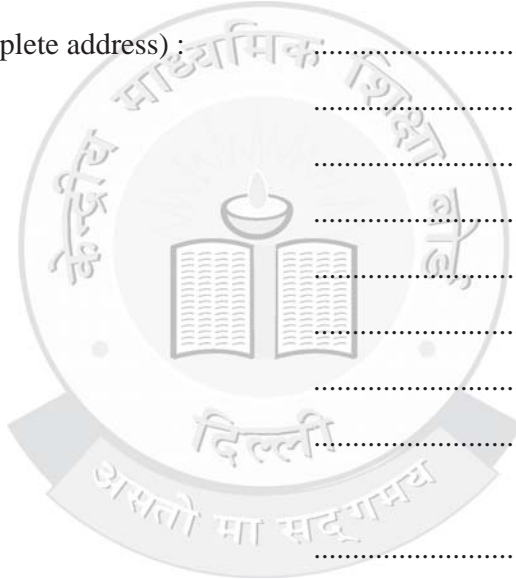
**CENTRAL BOARD OF SECONDARY EDUCATION**

**17, Rouse Avenue, New Delhi-110002**

**Introduction of competency based vocational Courses-2011**

**(Geospatial Technology, Food Production, Food and Beverage Services,  
Mass Media Studies and Media Production)**

1. Name of the Course applied for : .....
2. Name of the school (complete address) : .....
3. Name of the Principal : .....
- Phone No. : .....
- Mobile No. : .....
- Email : .....
4. **Infrastructure**
  - No. of Students : .....
  - No. of teachers : .....
  - Student-teacher ratio : .....
  - No of classrooms : .....
  - Books in Library : .....
  - Total computers in computer labs : .....
  - Specification of Computers specifically for Geospatial Practices .....
  - Details of constructed area for : .....
  - establishing laboratories for Hospitality and Tourism Courses







5. Teachers who will be taking up this course with their qualifications:

Name : .....

Qualification with specialization, if any : .....

Phone No : .....

Mobile No : .....

Email : .....

**Note :**

1. The above document may be mailed to Sh. Shashi Bhushan, Director (Edusat) at [cbse.edusat@rediffmail.com](mailto:cbse.edusat@rediffmail.com) with CC to Sh. S. K. Jena, Asstt. Education Officer (Voc & Edusat) at [skjena.cbse@gmail.com](mailto:skjena.cbse@gmail.com).
2. For any further query you can contact at 011-23220153, 23231067.
3. The completed form in all respects may be sent to the following address latest by **5th March 2011**.

**Sh. S. K. Jena,**  
**Asstt. Education Officer,**  
**Central Board of Secondary Education (CBSE)**  
**Shiksha Sadan,**  
**17, Rouse Avenue**  
**New Delhi – 110002**

Signature & Seal of the Principal: .....



तार सनबोसेक दिल्ली-92  
Gram: CENBOSEC, Delhi-92  
Email: cbsedli@nda.vsnl.net.in  
Website: www.cbse.nic.in

## केन्द्रीय माध्यमिक शिक्षा बोर्ड

(मानव संसाधन विकास मंत्रालय, भारत सरकार, के अधीन एक स्वायत्त संगठन)  
शिक्षा सदन, 17, इन्स्टिट्यूशनल क्षेत्र, राउज एवेन्यु, दिल्ली-110002

### CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)  
“Shiksha Sadan”, 17, Institutional Area, Rouse Avenue, Delhi-110002.

AEO (L)/Japanese/In Ser Trg/2011

February 21, 2011

Circular No 11/2011

**Subject: Introduction of Japanese Language in class XI (Code No 192) from the academic year 2011-12.**

Dear Principal,

The CBSE introduced Japanese language in class VI in the academic year 2006-07 and afterwards extended it in the next higher class in each subsequent year. The first batch of students will be passing out class X in the year 2011. Therefore in pursuance of policy of expanding the choice of subjects for students, particularly in nonconventional spheres of knowledge and skills that have bright employment prospects, the Board has decided to extend ‘**Japanese Language**’ as an optional elective under academic subjects at senior secondary level from April 2011. It can be offered by students as one of the four elective subjects and also as an additional elective subject at +2 stage in combination with any of the subjects that are already available in the Scheme of Studies of the Board.

The textbook has been prepared and are available. Teacher-training programme is also proposed to be held very shortly in collaboration with the Japan Foundation, New Delhi. In case you plan to introduce Japanese language in classes XI-XII (Subject Code 194) from April 2011, you are requested to apply immediately for online subject affiliation and deposit affiliation fee in the form of Bank Draft as per the details given in the e-affiliation section of our website [www.cbse.nic.in](http://www.cbse.nic.in).

The confirmation of submission of online application along with the fee in the form of Bank Draft drawn in favor of **The Secretary, CBSE** may be sent to: **Deputy Secretary, (Affiliation), Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092** with a copy to **Mr. A H Ahmed, Assistant Education Officer, Shiksha Sadan, 17, Institutional Area, Rouse Avenue, Delhi 110002**. E Mail: [alhilal.cbse@nic.in](mailto:alhilal.cbse@nic.in)

This will facilitate the necessary approval/ sanction for Senior Secondary Certificate Examination under All India Scheme w.e.f 2011-12 session.

Yours sincerely,

(Shashi Bhushan)  
Director (Academic)



## CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organisation under the Union Ministry of Human Resource Development, Govt. of India)  
“SHIKSHA KENDRA” 2, COMMUNITY CENTER, PREET VIHAR, DELHI-110092 Tel. 011-22050061

CBSE/Sports/2011-2012/Cir.No.18

09.03.2011

All the Head of Schools  
Affiliated to CBSE

### Subject: Introduction of Vocational Course in Sports - reg.

Since long a need has been felt that a Vocational Course in Sports is introduced at +2 level that may prepare the students for the future Professional Courses in Sports and may provide them the job opportunities after passing out from the school system. Also, such course will develop more awareness for the Sports in the country.

Keeping in view the above, I am pleased to inform you that the Board proposes to introduce “**Body Science – Fitness, Aerobics & Health**” a Vocational Course in Sports.

Information in regard to the proposed course is as under:

1. The schools who will apply for the above course will be required to begin the class at +1 level.
2. The schools opting for the course should have a Gym as minimum infrastructure within the school premises; or should have such facility nearby where they tie up for practical lessons.
3. The schools should have a permanent Post Graduate Teacher in Physical Education on roll.
4. The Physical Education Teacher of the school will have to under go two orientation programs each of 15 days duration. The first program will be held before the commencement of class XI and the second before the commencement of class XII.
5. The students that opt for the subject will have to undergo 30 days of Internship Training in the Gym designated/recognised by the Board and to be held during the summer vacation falling in between class XI & XII.

The Board is discussing the issue with various universities/organisations for the Joint Certification of the course.

It is further informed that the content of the course is ready and will be posted soon on the Board’s web site. The Text Book too will be published by the Board.

Once the above course is introduced successfully; the Board proposes to introduce yet another vocational course in Sports, titled “**Sports Journalism**”.

You will soon be receiving another circular that will have information in detail as to how to apply for the above course.

Best wishes

**Veera Gupta**  
Secretary



तार सनबोसेक दिल्ली-92  
Gram: CENBOSEC, Delhi-92  
Email: cbsedli@nda.vsnl.net.in  
Website: www.cbse.nic.in

## केन्द्रीय माध्यमिक शिक्षा बोर्ड

(मानव संसाधन विकास मंत्रालय, भारत सरकार, के अधीन एक स्वायत्त संगठन)  
शिक्षा सदन, 17, इन्स्टिट्यूशनल क्षेत्र, राउज एवेन्यु, दिल्ली-110002

### CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)  
"Shiksha Sadan", 17, Institutional Area, Rouse Avenue, Delhi-110002.

CBSE/ACAD/MMS/2011

24.3.2011

Cir No. 22/2011

To all the  
Senior Secondary Schools affiliated to CBSE

**Subject: Introduction of the academic elective "Mass Media Studies" at Senior Secondary level.**

Dear Principal,

You may be aware that in pursuance of policy of expanding the choice of subjects for students, particularly in non-conventional spheres of knowledge and skills that have bright employment prospects, the Central Board of Secondary Education (CBSE) has introduced Mass Media Studies an academic elective at senior secondary level from academic year 2010-11 on pilot basis in some selected schools. The programme is in collaboration and joint certification with a reputed institute in Media industry.

The Mass Media Studies, an academic elective can be offered by students as one of the four elective subjects and also as an additional elective subject at +2 stage in combination with any of the subjects that are already available in the Scheme of Studies of the Board.

#### Salient features of the Elective

- Introduction to the comprehensive understanding of the five principal mass media viz. Film, TV, Print, Radio and Internet.
- Introduction to the Evolution of Mass Media
- To understand how the content of mass media shapes our thoughts, vision, ethics and action.
- Analysis of the ways in which content is created in media



- To understand creative and technical processes involved in filmmaking, television production, newsprint, radio and the internet.
- Introduction to the organization of media and entertainment industries- the financial and commercial part
- To delineate the roles and responsibilities of creative, technical and administrative people in media
- To familiarize with the career options in media and entertainment industry.
- To analyze the vital importance of mass media in the functioning of a secular, liberal, democracies like India.
- To understand the Convergence of mass media as the futuristic trend opening up more and more exciting career and creative opportunities.

### Infrastructure Requirements in Schools

- Computers - an ideal ratio of 1 computer for every 5 students, with the following specifications:
  - PCs or iMacs (latest those purchased in 2009) with a minimum of 1GB RAM and 100 GB HDD with dual/quad core processors OR MacIntel processors (in the case of iMacs)
  - Appropriate editing / sound softwares. These will be freely available softwares, which WWI will select & recommend to the schools. These should be available at no cost or a minimal cost, if at all.
- The computers, ideally, should be on a UPS or a backup power so as to not damage them in case of power failures
- Handycams / Hand-held video cameras (Sony HC 96 or equivalent) with an ideal ratio of 1:10 (1 camera for every 10 students)
- A screening room equipped with a television set or projector and speakers for playback of video OR screening images through a computer.

### Qualification for Faculty

- An M. A. in mass communication preferably with B.Ed.

The Board would wish to extend the option to all the Senior Secondary Schools desirous to introduce this new elective from the academic session 2011-12 in classes XI-XII (Subject Code 072) from April 2011. Schools interested are requested to apply immediately for online subject affiliation and deposit affiliation fee in the form of Bank Draft as per the details given in the e-affiliation section of our website [www.cbse.nic.in](http://www.cbse.nic.in).

The confirmation of submission of online application along with the fee in the form of Bank Draft drawn in favor of **The Secretary, CBSE** may be sent to: **Deputy Secretary, (Affiliation), Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092** with a copy to **Mr. A H Ahmed, Assistant Education Officer, Shiksha Sadan, 17, Institutional Area, Rouse Avenue, Delhi 110002**. E Mail: [alhilal.cbse@nic.in](mailto:alhilal.cbse@nic.in). This will facilitate the necessary approval/ sanction for Senior Secondary Certificate Examination under All India Scheme w.e.f 2012-13 session.



The Board is going to organize a five day training programme for teachers from all the schools offering this elective in the third week of May 2011 at Mumbai. The details regarding fee and exact dates of the programme will be communicated to schools registered for this elective.

For further enquiries you may revert to the undersigned at sadhanap.cbse@nic.in or call on telephone no. 011-23234324, 23237780 or Mr. A H Ahmed, Assistant Education Officer at aeoasedof@gmail.com or call on 011-23237780

Yours sincerely,

**(Vineet Joshi)**  
**Chairman**







**CENTRAL BOARD OF SECONDARY EDUCATION**  
(An autonomous Organisation under the Union Ministry of Human Resource Development,  
Govt. of India)  
“SHIKSHA KENDRA” 2, COMMUNITY CENTER, PREET VIHAR, DELHI-110092,  
Tel. 011-22050061

CBSE/SPORTS/2011-2012/Cir. 23

17.03.2011

All the Principals of  
Independent Category of Schools  
Affiliated to CBSE

Madam/Sir,

**Subject: Physical Education and Discipline Specific Orientation Programs – June 2011.**

I am pleased to inform you that the Board proposes to organise the following Orientation Programs for the Physical Education Teachers' of the Independent Category of Schools.

**\* Physical Education Orientation Program in association with the LNUPE Gwalior:**

Dates: 15 to 30 June 2011 (15 Days)

Venue: LNUPE Gwalior

Course Fee: Rs 8500.00 (Rupees Eight Thousand Five Hundred) Includes Course Fee; Lodging; Boarding and Study Material

Maximum 100 teachers, on first-cum-first basis, would be enrolled for the above program. The schools that are interested in sending their teachers for the above program shall forward their request in writing along with the name of the teacher, school name & address, e-mail & telephone numbers and the course fee draft favouring “**Registrar, LNUPE Gwalior**” and payable at Gwalior, so as to reach undersigned latest by 15 May 2011. The teachers that will be enrolled for the program will be informed through e-mail. They must report at LNUPE Gwalior on 14 June and will be permitted to leave after 05.00 pm on 30 June 2011.

**\* Discipline Specific Orientation Programs in Athletics; Badminton; Basketball; Football; Table Tennis & Volleyball in association with AFI; BAI; BFI; AIFF; TTFI & VFI:**

Dates: 06 – 11 June 2011 (06 Days)

Venue: Ganga International School, New Delhi

Course Fee: Rs 6000.00 (Rupees Six Thousand) Includes Course Fee; Lodging; Boarding and Study Material





Min. 25 & max. 50 teachers, on first-cum-first basis, would be enrolled for each of the above discipline/program. The program will cover aspects like Rules & Regulations; Officiating; Coaching & Laying of play field. The schools that are interested in sending their teachers for any of the above program, shall forward their request in writing along with the name of the teacher, school name & address, e-mail & telephone numbers and the course fee draft favouring “**Pawan Ganga Educational Society**” and payable at Delhi, so as to reach undersigned latest by 05 May 2011. The teachers that will be enrolled for the program will be informed through e-mail. They must report at the venue on 05 June and will be permitted to leave after 05.00 pm on 11 June 2011.

The program, in which the minimum required number of participants will not enrol, will not be held.

The Board and LNUPE/Federation shall award the certificate to all the candidates who successfully complete the program.

Best wishes,



**Veera Gupta**  
**Secretary**



## CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organisation under the Union Ministry of Human Resource Development,  
Govt. of India)

“SHIKSHA KENDRA” 2, COMMUNITY CENTER, PREET VIHAR, DELHI-110092,

Tel. 011-22050061

CBSE/SPORTS/2011-2012/Cir.49

18.08.2011

All the Principals of  
Independent Category of Schools  
Affiliated to CBSE

Madam/Sir,

### **Subject: CBSE Inter School Sports & Games Competitions – reg..**

I am pleased to inform you that the CBSE Inter School Sports & Games Competition Calendar 2011-12 and related information such as Rules etc has already been uploaded on the Board's web site [www.cbse.nic.in](http://www.cbse.nic.in).

1. Please download the Sports Calendar and other details.
2. Read the Guidelines & Rules carefully before Organizing/Participation.
3. Carrom has been included as one of the discipline for competition.
4. Send your participation consent to the respective Organizing School without waiting for any formal invitation for participation.
5. Incomplete Eligibility Performa/Entry Form in any respect is liable for disqualification of the Team/Player.
6. Whatsoever the reason may be, on the spot entry and late entry will not be accepted. Further, postal delay will not be considered as an excuse for accepting late entry.
7. No player will be permitted to participate at any of the levels without original documents. All are advised to carry with them the Original Date of Birth Certificate; Identity Card in the prescribed CBSE format and class X certificate issued by the Board.
8. Besides general rules; refer the rules of the discipline/specific sport/game in which you wish to participate.
9. No team shall be accompanied by more than two officials.
10. A copy of the CBSE Sports Rules & Regulations and Calendar may be forwarded to the Department of Physical Education/Physical Education Teacher of the school for information.



## 11. Sports Fee:

All the Independent Category of Schools Affiliated to the Board and situated in India must remit Rs 5000.00 per year as mandatory Annual Sports Fee irrespective of the fact whether a particular school takes part or not in any of the tournament.

The schools of CBSE Ajmer Region; Allahabad Region; Bhubaneswar Region; Chennai Region; Guwahati Region, Panchkula Region & Patna Region must remit the Annual Sports Fee draft favoring “**Secretary, CBSE**” with the respective CBSE Regional Office.

The schools of CBSE Delhi Region shall remit the Annual Sports Fee draft/cheque with the AEO (Sports) CBSE, Preet Vihar, Delhi-110092.

The schools situated in the Gulf and in other countries need not remit sports fee to the Board.

For any query in regard to Sports & Games; you may contact the AEO (Sports) CBSE, Preet Vihar, Delhi-110092.

Best wishes,



**Veera Gupta**  
**Secretary**



Website: www.cbse.nic.in

011-23220153

## CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organisation under the Union Ministry of Human Resource Development, Govt. of India)

'Shiksha Sadan', 17, Institutional Area, Rouse Avenue, New Delhi-110002

CBSE/ EO (COM.)/CIRCULAR/ 2011

31st March, 2011

Circular No.27/11

**Subject: Introduction of e-Typewriting-English/Hindi from the academic session 2011-12 of Class IX and 2012-13 of Class X**

Dear Principal,

As you are aware that the CBSE offers Typewriting- English/Hindi (Code No. 354) as an additional subject under Commerce Group at Secondary level. With the purpose to make it more functional to meet the increasing use of computers in government and private offices, the Board has decided to replace the existing course of Typewriting- English/Hindi with the course in e-Typewriting (Electronic Typewriting)- English and Hindi from the academic session 2011-12 of Class IX and 2012-13 of Class X.

The detailed syllabus and the scheme of examination have been given as Annexure 1. Kindly bring this to the notice of concerned teachers & students.

Yours Faithfully,

**Shashi Bhushan**  
**Director (Academic)**

**Annexure 1: Syllabus of e-Typewriting- English/Hindi**



## Annexure 1

### Syllabus of e-Typewriting- English/Hindi (Code No. 354) Class IX-Class X 2011-2013

#### INTRODUCTION

With the advent of computers and internet connectivity, the information revolution has affected all facets of life. Information plays a vital role in the conduct of business to initiate and maintain continuous contact with customers/clients, suppliers, investors, govt. agencies, banks, insurance companies etc, and in order to exchange information, letters, memos, notices, circulars, reports etc. are written regularly. As the information is mostly fed directly through a keyboard, keyboard & word processing skills are of utmost importance for efficient and effective information exchange.

In this context, e-typewriting is a primary skill in order to efficiently handle information. CBSE has decided to meet this challenge in the emerging scenario in India which demands competence in terms of speed, accuracy and information management skills. The conventional course in typewriting is renamed as e-Typewriting i.e. Electronic Typewriting. Every care is being taken that the candidate is able to perform well in English along with elementary hands on skill in Hindi as well through INSCRIPT keyboarding, which facilitates extension to any other Indian language. Similarly, e-typewriting in Hindi would require some basic hands on skills in English as well.

The students of e-typewriting course are also encouraged to acquire some basic Internet skills which will only be for practice and not to be tested. It is expected that after doing this course the students will be able to get jobs in the government and private offices, micro, small & medium enterprises in organized and unorganized sectors, large industrial units, call centers, publishing houses, banks, insurance corporation offices and data centers in educational institutions etc. The students can get self-employment by taking up job works from the nearby offices, schools, colleges and universities. Besides opening up job opportunities, the Course also helps in giving a competitive edge to the students in higher studies.

#### Learning Objectives of e-Typewriting course

After completion of this course, the students will be able to:

1. Use proper keyboarding techniques.
2. Improve speed and accuracy while keyboarding.
3. Create and edit a variety of documents using word processor and spreadsheet software.
4. Identify and correct common typing errors.



## NOTE

This paper has been divided in two parts i.e. Theory and Practical. The division of marks of Theory and Practical is as given below:

Theory	30 Marks
Practical	70 Marks
Total	100 Marks

1. As per CCE guidelines the syllabus for e-Typewriting - English/Hindi for classes IX & X has been divided term wise.
2. The units specified for each term shall be assessed through both Formative and Summative Assessments.
3. In each term, there will be two Formative Assessments with each carrying a 10% weightage.
4. The Summative Assessment in the first term and second term will carry 30% weightage for each term.
5. In both Summative Assessments I and II, there will be one Theory Paper of 30 Marks of 2 hours duration and one Practical Paper of 70 Marks of 1 hour duration.
6. The Formative Assessments 1&2 for the first Term and Formative Assessments 3 and 4 for the second term will include assignments, observation, Viva/Oral Test and Practical.

### Design of a Theory Question Paper

#### Class IX

#### Term I

Unit No.	Title of the Unit	Marks
1.	Introduction to e-Typewriting	10
2.	Keyboard Layout (QWERTY & INSCRIPT)	10
3.	Touch Typewriting	10
	Total	30

#### Term II

Unit No.	Title of the Unit	Marks
4.	Introduction to Word Processing :	
	4.1 Creating, Saving and Opening a document in a Word Processor.	5
	4.2 Text styles (Bold, Italic, and Underline); selecting font faces, size and color.	10
	4.3 Text alignment, automatic page numbering, cut-copy-paste, Undo and Redo.	10
	4.4 Preview & printing a document	5
	Total	30



## Class IX

### Term I

Theory Maximum

Marks: 30

1. Introduction to e-Typewriting: 10 Marks
  - 1.1 What is e-Typewriting, Importance of learning e-Typewriting, Types of Keyboards – Physical Keyboard & Virtual Keyboard, Wireless & Wired Keyboard, Standard and Multimedia Keyboard.
  - 2.1 Starting and shutting down a Computer and Printer: Steps to switch on and switch off a computer; Difference between Turn Off, Stand By, Hibernate, and Restart.
2. Keyboard Layout (QWERTY & INSCRIPT) 10 Marks
  - 2.1 QWERTY Keyboard Layout: General Keys, Function Keys, Lock Keys, Lock Indicators (Lights), Cursor Control Keys, Numeric Keys, Numeric Keypad.
  - 2.2 INSCRIPT Keyboard Layout: Importance of INSCRIPT Keyboard, Concept of using standard QWERTY keyboard with INSCRIPT overlay. (Availability of INSCRIPT keyboard layouts at <http://tdil.mit.gov.in/isciichart.pdf>).
3. Touch Typewriting 10 Marks
  - 3.1 Ergonomics: Layout, Correct sitting posture, Position of Keyboard, Mouse and Monitor.
  - 3.2 Methods of Typewriting:
    - Touch Method of Typewriting
    - Sight Method of Typewriting(Advantages and disadvantages of both the methods)
  - 3.3 Positioning of fingers on the Keyboard according to touch method of Typewriting.
  - 3.4 Use of Touch Typing Tutor Software (Online and Downloadable; Freeware and Open Source Software) for practice.
  - 3.5 Importance of Speed And Accuracy.

## Class IX

### Term II

**Maximum Marks: 30**

4. Introduction to Word Processing
  - 4.1 Creating, Saving and Opening a document in a Word Processor 5 Marks
  - 4.2 Text styles (Bold, Italic, and Underline); Selecting Font Faces, Size and Color. 10 Marks





4.3 Text Alignment, Automatic Page Numbering, Cut-Copy-Paste, Undo and Redo. 10 Marks

4.4 Preview & Printing a document 5 Marks

**Note:** Corresponding Keyboard shortcuts may also be used. Those will also be tested.

### Class–X

#### Term I

Unit No.	Title of the Unit	Marks
1.	<b>Word Processing Features:</b>	
	1.1 Page-Setting (Size, Orientation and Margins); Setting Line Spacing & Paragraph Spacing.	6
	1.2 Inserting Special Characters and Symbols; Creating Bulleted & Numbered List; Inserting Pictures & Using Find & Replace.	9
	1.3 Creating a Table and Entering Data in it.	3
	1.4 Using Superscript & Subscript; Using Spell Check and Grammar Check; Adding Header and Footer.	9
	1.5 Using Mail Merge	3
	<b>Total</b>	<b>30</b>

#### Term II

Unit No.	Title of the Unit	Marks
2.	Introduction to Spreadsheet	10
3.	Speed and Accuracy Calculation	10
4.	Proof Reading and Correcting a Proof-Read Document	10
	<b>Total</b>	<b>30</b>

### Class X

#### Term I

Theory Maximum Marks: 30

#### 1. Word Processing Features

1.1 Page-Setting (Size, Orientation and Margins); Setting Line Spacing & Paragraph Spacing. 6 Marks



- 1.2 Inserting Special Characters and Symbols; Creating Bulleted & Numbered List;  
Inserting Pictures & Using Find & Replace. 9 Marks.
- 1.3 Creating a Table and Entering Data in it. 3 Marks.
- 1.4 Using Superscript & Subscript; Using Spell Check and Grammar Check;  
Adding Header and Footer. 9 Mark
- 1.5 Using Mail-Merge. 3 Marks

**Note:** Corresponding Keyboard Shortcuts may be used. These will also be tested.

## Class X

### Term II

#### Theory

**Maximum Marks: 30**

#### 2. Introduction to Spreadsheet

10 Marks

- Creating, Saving & Opening a Spreadsheet
- Selecting Cells and Ranges
- Entering Numbers & Text in Spreadsheet
- Simple Arithmetic Operations (+, -, \*, /)
- Copying Data from Spreadsheet into a Word Processing Document

**Note:** Corresponding Keyboard shortcuts may also be used.

These will also be tested.

#### 3. Typewriting Speed and Accuracy Calculation

10 Marks

- Tips for improving speed and accuracy
- Detection of Errors
- Penalty for Errors committed
- Calculation of Gross (Running) Speed
- Calculation of Net (Accurate) Speed

#### 4. Proof Reading and Typing a Proof-Read Document

10 Marks

- Proof Reading & its importance
- Commonly used Proof Correction Signs
- Precautions in Proof Correction
- Typing a Proof Read Document



## PRACTICAL WORK

### CLASS IX

#### Term I Practical

#### 1. Keyboard Operations:

- Setting fingers on the Keyboard and practicing each row of the Keyboard. (Home, Upper, Bottom, and Number Rows)
- Practicing Numeric Keypad
- Using Touch Typing Tutor Software for Practice.

### Class IX

#### Term II

#### 2. Document preparation (Simple letter): Documents like simple letters, paragraphs are required to be created with the following features:

- Word Processing Text Styles (**B,I,U**)
- Selecting Font, Size and Color.
- Text alignment,
- Automatic Page Numbering,
- Cut-Copy-Paste.
- Word-Count.

#### 3. Preview and printing of Documents

#### 4. Common Errors and Remedial Practices

- Common errors committed while typing
- Accessing a dictionary
- Using Spell Check and Grammar Check.
- Use of Typing Tutor Software
- Computer Assisted Typing Tests to assess typing performance

Note: Corresponding Keyboard shortcuts may also be practiced. These will be tested.

### CLASS X

#### Term I Practical

#### 1. Document preparation with advanced features

- Setting Line Spacing & Paragraph Spacing
- Adding Header and Footer



- c) Using Spell Check and Grammar Check
- d) Inserting Special Characters and Symbols
- e) Creating Bulleted & Numbered list
- f) Inserting Pictures
- g) Using Find & replace
- h) Using Superscript & Subscript
- i) Page-Setting (Size, Orientation and Margins)
- j) Creating a Table and Entering Data
- k) Using Mail-Merge.

**Note:** Corresponding Keyboard shortcuts may also be practiced. These will be tested.

### Class X

### Term II Practical

#### 2. Creating a Spreadsheet

- a) Creating, Saving & Opening a Spreadsheet
- b) Selecting Cells and Ranges
- c) Entering Numbers & Text in Spreadsheet
- d) Simple Arithmetic Operations (+, -, \*, /)

#### 3. Copying Data from Spreadsheet into a Word Processing Document

**Note:** Corresponding Keyboard shortcuts may also be practiced. These will be tested.

#### 4. Accuracy and Speed Calculation

- a) Detection of Errors
- b) Calculation of Gross (Running) Speed
- c) Calculation of Net (Accurate) Speed
- d) Assignment of Marks

#### 5. Proof-Reading of Documents

#### 6. Typing Proof-Read Documents



## Design of a Practical Question Paper

There is no pre-set question paper provided by CBSE for conduct of practical examination. Detailed instructions on distribution of marks and conduct of practical examination have been provided, on the basis of syllabus. The examiner is advised to set the question paper according to the prescribed curriculum and distribution of marks.

**It is important to note that the candidate in English Typewriting should have elementary typewriting skill in Hindi Typewriting and vice versa. For this, along with typing speed test of English/Hindi Typewriting, a minimum 10% speed will be tested for Hindi/English Typewriting respectively using virtual/physical keyboard.**

### CLASS IX

#### Term I

#### (A) HANDS ON EXPERIENCE

Maximum Marks: 70

##### For e-Typewriting-English

A document is required to be created for testing the following areas:

- |   |          |
|---|----------|
| i. Typing Speed Test (English)<br>(A document of 100 words is to be typed and tested for 10 minutes duration with expected minimum speed of <b>10 words per minute</b> ). | 25 Marks |
| ii. Typing Speed Test (Hindi)<br>(A test of expected minimum speed of <b>1 word per minute</b> )  | 5 Marks  |
| iii. Typing Accuracy Test<br>(A test of 10 minutes duration)  | 30 Marks |

OR

##### For e-Typewriting-Hindi

A document is required to be created for testing the following areas:

- |   |          |
|---|----------|
| i. Typing Speed Test (Hindi)<br>(A document of 75 words is to be typed and tested of 5 minutes duration with speed of minimum <b>5 words per minute</b> ) | 25 Marks |
| ii. Typing Speed Test (English)<br>(A test of 1 word per minute)  | 5 Marks  |
| iii. Typing Accuracy Test<br>(A test of 10 minutes duration)  | 30 marks |



(B) Assignment File\*

10 Marks

**Total Marks: 70**

**Class IX**

**Term II**

(A) **HANDS ON EXPERIENCE**

**Maximum Marks: 70 Marks**

A document is required to be created for testing the following areas:

- a) Creating, Saving and Opening a document,
- b) Word Processing Text styles (B,I,U)
- c) Selecting Font Face, Size and Color.
- d) Text Alignment, Page Numbering, Cut-Copy-Paste.
- e) Preview & Printing Document

**For e-Typewriting-English**

- i. Typing Speed Test (English) 25 Marks  
(A Document of 150 words to be typed and tested of 10 minutes duration with expected minimum speed of **15 words per minute**)
- ii. Typing Speed Test (Hindi) 5 Marks  
(A test of expected minimum speed of **2 words per minute**)
- iii. Typing Accuracy Test 30 Marks  
(A test of 10 minutes duration)

OR

**For e-Typewriting-Hindi**

- i. Typing Speed Test (Hindi) 25 Marks  
(A document of 125 words is to be typed and tested of 10 minutes duration with expected minimum speed of **10 words per minute**)
- ii. Typing Speed Test (English) 5 Marks  
(A Test of expected minimum speed of **1 word per minute**)
- iii. Typing Accuracy Test 30 Marks  
(A test of 10 minutes duration)



(B) Assignment File\*

10 Marks

Total Marks: 70

## CLASS X PRACTICALS

### Term I

(A) HANDS ON EXPERIENCE

Maximum Marks: 70

A document is required to be created for testing the following areas:

- i. Word Processing Features 30 Marks  
(A document containing at least 10 features of word processor is to be typed) For e-Typewriting (English)
- ii. Typing Speed and Accuracy Test (English) 25 Marks  
(A document of 200 words is to be typed and tested for 10 minutes duration with expected minimum speed of **20 words/minute**)
- iii. Typing Speed and Accuracy Test Hindi) 5 Marks  
(A document of 50 words is to be typed and tested for 10 minutes duration with expected minimum speed of **2 words/minute**)

For e-Typewriting (Hindi)

- ii. Typing Speed and Accuracy Test (Hindi) 25 Marks  
(A document of 175 words is to be typed and tested for 10 minutes duration with expected minimum speed of **15 words/minute**)
- iii. Typing Speed and Accuracy Test(English) 5 Marks  
(A document of 50 words is to be typed and tested for 10 minutes duration with expected minimum speed of **2 words/minute**)

(B) Assignment File\*

10 Marks

Total Marks: 70

### Class X

### Term II

(A) HANDS ON EXPERIENCE

Maximum Marks: 70

A document is required to be created for testing the following areas:

- i. **Spreadsheet/Word Processing Features** 15 marks  
(A document containing at least 10 features of spreadsheet and word processor is to be typed)





### For e-Typewriting (English)

- ii. Typing Speed and Accuracy Test (English) 10 marks  
(A document of 250 words is to be typed and tested for 10 minutes duration with expected minimum speed of **30 words/minute**)
- iii. Typing Speed and Accuracy Test (Hindi) 5 marks  
(A document of 50 words is to be typed and tested for 10 minutes duration with expected minimum speed of **5 words/minute**)
- iv. Proof Reading 15 marks  
(A document containing at least 10 mistakes to be proof-read)
- v. Typing a Proof-Read Document 15 marks  
(A proof-read document with min. 10 correction symbols is to be typed)

OR

### For e-Typewriting (Hindi)

- ii. Typing Speed and Accuracy Test(Hindi) 10 marks  
(A document of 225 words is to be typed and tested for 10 minutes duration with expected minimum speed of **25 words/minute**)
- iii. Typing Speed and Accuracy Test (English) 5 marks  
(A document of 50 words is to be typed and tested for 10 minutes duration with expected minimum speed of **3 words/minute**)
- iv. Proof Reading 15 marks  
(A document containing at least 10 mistakes to be proof-read)
- v. Typing a proof-read document 15 marks  
(A proof-read document with min. 10 correction symbols is to be corrected)

### (B) Assignment File\*

10 Marks

**Total Marks: 70**

\* The purpose of Assignment file extends much beyond the formality. The Assignment file should reflect and measure a student's continual improvement in e-Typewriting. An Assignment File must contain one document per month (in total 3 documents per term). Every month, an initial document without carrying out corrections is to be kept in the file which will be known as initial document. The same document should be typed by carrying out corrections, which will be known as final document. Both of these documents must be duly signed by the Instructor. (Private candidates may put self- attested test documents)



An analysis report, for each term, may be prepared by each student in the following format with self-assessment:

	Month 1		Month 2		Month 3	
	Initial document	Final document	Initial document	Final document	Initial document	Final document
Speed						
Accuracy						
Word Processing / Spreadsheet features used						

An additional analysis report at the end of Second Term may be prepared by each student in the following format with self-assessment of speed and accuracy:

	Term 1			Term 2		
	Month 1	Month 2	Month 3	Month 1	Month 2	Month 3
Speed						
Accuracy						
State your inference about your project report:						

These assignments will help the student to know whether s/he is continually improving his/her performance or not. It will also help the teacher in analyzing the class performance.

To encourage self-assessment by student; it is suggested that marks be allotted only for completion of the original work without assessing the speed and accuracy reported by the student.

#### REFERENCE:

##### e-Tutorials:

<http://www.typeonline.co.uk/>

<http://www.powertyping.com/>



<http://www.sense-lang.org>

<http://www.typefastertypingtutor.com/>

<http://www.typingweb.com/>

Aasaan-Hindi-Typing-Tutor (free downloadable from many sites)

### **Speed Tests**

[http://speedtest.10-fast-fingers.com/gabe's typometer](http://speedtest.10-fast-fingers.com/gabe's%20typometer) (free downloadable from many sites)

### **Desirable Skills**

The students of e-typewriting course are also required to acquire some basic Internet skills which will only be for practice and **not for testing**:

- Use a web browser.
- Conduct a basic search using a search engine.
- Formulate Search query-Use NOT, AND, OR operators while searching to optimize search.
- Start an Email program.
- Understand the structure of an Email address.
- Compose and send an Email message.
- Send a carbon copy of a message to more than one recipient. (CC, BCC).
- Attach a document to a message.
- Open an e-mail message.
- Send a reply.
- Forward an e-mail message.
- Delete messages from a mailbox.
- Create and maintain lists of Email addresses.



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA KENDRA, 2, COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

No. EO (Sc)/Acad/00/Env/122679-125178

Circular No. 16

Dated: 12.6.2001

All the Heads of Institutions  
Affiliated to the Board

**Subject: Environmental Protection through Eco-Clubs in Schools**

Dear Principal,

You are aware that the Central Board of Secondary Education has included large number of concepts related to protection and conservation of environment in its syllabi of different subjects. Realising the potential of education as a powerful tool to reshape and re-orient the thinking of individuals, the Board firmly believes that it has a significant role to play in not only spreading awareness about environmental problems but also inculcating desired environmental ethics and values in the learners studying in the Schools.

The Board through its circulars to the schools has always emphasized on laying maximum stress on environmental conservation through focusing on related concepts included in different subjects. The institutions have been advised to undertake additional promotional activities like pollution control drive, adoption of trees and organization of different competitions to further strengthen environmental consciousness and sensitivity in the learners. It is encouraging to know that a large number of schools in the country have initiated many of such activities through setting of eco-clubs in the schools. **If such a club does not already exist in the school, you are advised to initiate necessary action in this matter immediately.**

In order to further strengthen the concept of eco-clubs in schools, the Board is organizing series of orientation programmes, for incharge-teachers of Eco-clubs. The nodal officer of respective region will be shortly requesting you to depute these teachers for the proposed programmes. The Board is of the firm conviction that collective and concerted effort in this matter can go in a long way in reshaping the thinking and lifestyles of would-be citizens.

Your whole hearted co-operation in the matter is solicited.

Yours faithfully,

**(G. BALASUBRAMANIAN)**



**CENTRAL BOARD OF SECONDARY EDUCATION  
2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092**

NO.D(A)/PA/Env.Edn/05 1<sup>st</sup> February, 2005

CIRCULAR NO.08/2005

All the Heads of institutions  
affiliated to CBSE

**Subject : Introduction of Environmental Education as a compulsory subject  
in schools from Classes I to XII – Reg**

Dear Principal,

The issues of environmental concerns relating to depleting natural sources, eradication of many natural species, increasing pollution, global warming resulting in ecological imbalances and natural calamities, health concerns arising out poor wastage management systems and other diverse issues have attracted the attention of the people worldwide. Educating the people of a nation on the above issues appears to be vital for the sustenance of the globe in all its grandeur.

It is in this context, the Hon'ble Supreme Court of India has directed all educational agencies in the country to make environmental education as a compulsory component of the system from the current academic year. The NCERT has already brought out a curriculum for all classes from I to XII in compliance with the above directions of the Hon'ble court.

The Board has therefore decided to introduce the environmental education as a compulsory subject for all classes from I to Secondary and Senior Secondary level from the current academic year. While the Board will come out with separate specific instructions shortly with regard to the syllabi, curriculum transaction and evaluation procedures, the schools are advised to take the following initiatives with immediate effect while planning their curriculum for the next academic year.

1. Environmental education will be a separate compulsory subject in the curriculum.
2. It will enjoy the same status as any other subject prescribed in the school curriculum.
3. The schools shall allot a minimum of two periods per week for the study of the above subject.
4. The schools will also provide adequate opportunities for integration of the environmental concerns while transacting different disciplines.
5. The environmental sensitivities as reflected in the prescribed curriculum may also be reflected as a part of the various co-scholastic activities carried out by the school both inside and outside the classrooms.
6. The students shall be evaluated by the schools in this subject as in any other subject and their achievements may be reflected in the school achievement record in the form of grades.



7. The schools may avail the benefit and wisdom of the local resources engaged in environmental concerns to enhance the knowledge and skill inputs of their teachers and students.

The Board will shortly send a copy of the syllabus of the above subject to all the affiliated schools. They would also be made available in the CBSE website [www.cbse.nic.in](http://www.cbse.nic.in) . The Board will shortly come with an additional notification regarding introduction of the above subject in classes IX & XI from the ensuing academic year and the students will be appearing in the Board's examination in Class X & XII in the year 2007.

The cooperation and commitment of schools in effective implementation of the environmental education in schools will go a long way in bringing about an attitudinal change among the citizens on the relevant issues. It will further help in saving and cherishing the diverse gifts of nature the country has been bestowed with. The Board seeks the cooperation of schools in meaningful implementation of the above in the curricular structure.

Yours faithfully,



**(G.BALASUBRAMANIAN)**  
**DIRECTOR (ACADEMIC)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA KENDRA, 2, COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

D(A)/EVS/2005

Dated: 03.05.2005

Circular No. 24/2005

To

All the Heads of the  
CBSE affiliated schools

**Subject: Directives to schools regarding Environmental Education from Class I-VIII.**

Dear Principal,

Kindly refer to the circular no: 08/2005 dated 1st February, 2005 inviting your attention to the introduction of Environmental education as a compulsory subject in schools. You are aware that it is being increasingly realized all over the world that living a harmonious and healthy life on this planet Earth is man's greatest need. In keeping with this concern the Hon'ble supreme court had directed NCERT to develop a model syllabus of Environmental Education as a compulsory subject in a graded manner. NCERT has recommended that a value based action oriented course of Environmental education would lead from knowledge to feeling and finally to appropriate action. There is a need to develop a graded, action oriented, value based course in Environmental Education for all the classes I levels of schooling in such a way that it addresses the general environment concerns without adding to the curricular load.

The Central Board of Secondary Education has already forwarded a syllabus of Environmental Education in schools from classes I-XII which aims at generating among young learners an awareness of and sensitivity to the total environment in a holistic manner.

The main focus of EE is to expose students to the actual world they live in. They have to be acquainted with the environment related issues and problems. They must also be able to look at the environment problems and concerns, analyse, evaluate, draw inferences and equip themselves to resolve them. Thus the objectives of EE need to focus not only on knowledge but more importantly on generating awareness, developing attitudes, values and skills and promoting education and action among children at all levels of school education. By implication learning would not remain limited to the classroom alone but extend much beyond it.

**I. Elementary Levels (Classes I & II)**

**1. Curriculum**

In classes I & II, the curriculum for EE can become a part and parcel of language, mathematics and the Art of Healthy and Prorluctive Living'

**2. Text Books**

There is no need for a separate text book for EE in these classes'





### 3. Transaction

In Classes I & II the entire transaction needs to be woven around the child's immediate environment, and it must also be built upon the child's inherent curiosity, observation and the ability to correlate at that age. There need to be numerous activities to enable children to translate awareness into effective behavioural action.

### 4. Evaluation

Grading of children's performance is preferred in assessing the qualitative aspects of the subject. At this stage no formal evaluation is recommended.

## II. Primary level (Classes III-V)

### 1. Curriculum

The curriculum of EE in standards III to V needs to place a greater emphasis on students carrying out activities in their local environment and development of habits and values.

### 2. Text Books

In Classes III to V no separate text books need to be provided. The content and the themes for these classes has already been detailed in the syllabus. The concepts could be developed from the existing books of environmental sciences in order to usher in enhanced sensitivity to the themes outlined in the syllabus.

### 3. Transaction

A greater focus is needed to develop skills, proper habits and positive attitudes towards environment. Teachers may innovate and design activities suitable to their own surrounding and level of interest of children.

### 4. Evaluation

The evaluation practices need to be both informal and formal in Classes III to V. The focus at this stage would be on assessment of socio/emotional development and behavioural patterns of the learners besides their cognitive learning. Continuous and comprehensive evaluation using learners profiles and assigning them grades would be desirable. Periodical assessment may be utilized for diagnosis as well as for planning remedial measures.

## III. Upper Primary Level (Classes V I - VnD)

### 1. Curriculum

The curriculum of EE at the upper primary level needs to focus on affective and conative components by providing additional inputs in the form of investigation, project work and co-scholastic activities.

### 2. Text Books

The information and the level of sensitivity required to be provided may need additional support in the form of textual or other support materials. The content of EE for various classes has already been enumerated in the syllabus document. The content needs to be further strengthened in its cognitive,



affective and conative components by providing additional inputs in the form of investigations, projects and co-scholastic activities.

### 3. Transaction

Every child from the upper primary levels onwards should be provided with the opportunity to participate in at least one nature/outdoor field visit experience.

The content and transaction of EE needs to recognize, acknowledge, respect and celebrate all forms of diversity and local contextuality.

### 4. Evaluation

The assessment of learners' achievement in EE would encompass all the three aspects of development, i.e. cognitive, affective and conative. Both process and product evaluation techniques will need to be used. These will help in ascertaining the growth, patterns, identification of strengths and weaknesses as also in utilizing systematic feedback for development of environment friendly habits, positive attitudes and desirable values amongst learners.

Continuous and comprehensive evaluation using learners' profiles and assigning them grades would be desirable.

Proper records of learners' progress would need to be maintained and their profiles, so developed, would be utilized for effecting improvement leading to desirable understanding and behavioural actions towards the environment.

The pedagogy of EE in all the classes will have to be based on local contextuality, indigenous knowledge, experiential learning strategies, multi-disciplinary approaches, project based-methods and action oriented practical assignments.

The Central Board of Secondary Education is also in the process of finalizing guidelines to teachers for Classes I to VIII which will be available shortly.

Yours faithfully

**(G. BALASUBRAMANIAN)**  
**DIRECTOR (ACAD)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA KENDRA, 2, COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

O.CBSE/EE/2006

4th May, 2006

Circular No. 08/2006

All the Heads of the Institutions  
Affiliated to CBSE

**Subject: Introduction of Activity Based Manual in Environmental  
Education for Class IX - reg**

Dear Principal,

As you are aware the environmental concern such as depleting natural sources, eradication of many species, increasing pollution, global warming resulting in ecological imbalances and natural calamities, health concerns arising out of poor wastage management systems are matter of great concern to the world today.

The CBSE vide its circular no.24/2005 dated 3.5.2005 has already circulated directives to schools regarding Environmental Education from Classes I-VIII. At present it is bringing out an Activity Based Manual for Class IX which will be available shortly.

The manual consists of activities with specific objectives which can be conducted by the teachers as part of their every day curricular and co-curricular periods.

The Board has recommended that atleast two periods per week should be allocated to the study of Environment Education. The students should be assessed on a five point grading scale as part of continuous and comprehensive evaluation which must be reflected in the grade card or progress report of the learner. This assessment will be internal and school based.

Your cooperation and commitment on issues of environmental concern will go a long way in sensitizing students and help them to develop positive and healthy attitudes towards matters of national and global importance. The Board looks forward to your continued commitment in the implementation of environment education as part of the school curriculum.

Yours sincerely

**(VINEET JOSHI)**  
**SECRETARY**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092.**

CBSE/ACAD/EO (L)/NUSSA/2009

Dated: 24.6.2009

Circular No. 22

All the Heads of the Institutions  
Affiliated to CBSE.

**Subject : National Urban School Sanitation Awards 2009 in the context of  
setting up of 'Health and Wellness Clubs and 'Eco-Clubs' in schools.**

Dear Principal,

The CBSE in collaboration with the Ministry of Urban Development and GTZ has introduced the '**National Initiative on School Sanitation**' and the aim is to inculcate good sanitation habits among the school children. The Annual National Urban School Sanitation Awards (NSSUA) has been instituted by Ministry of Urban Development along with German Technical Cooperation (GTZ) and Central Board of Secondary Education CBSE to inspire, acquaint and celebrate excellence in Urban School Sanitation.

These **Awards** are instituted with the purpose of **honouring urban schools** who are taking significant steps towards effective sanitation and improvement in service delivery leading to behavioral change.

The awards are open to all school affiliated to CBSE which include **Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Government Schools, Private Independent Schools, DAV Schools, CTSA Schools, Army Schools etc.**

**Awards will be given in the following categories which schools can take up as part of Health and Wellness Clubs and Eco-Clubs**

- Awareness generation leading to behavioural change through students and community mobilization
- Technical innovation and interventions
- Improving sanitation facilities for the girl child
- Best performing Health and Wellness Clubs
- Sustainability of the effort
- Waste management and disposal
- Water conservation and waste water recycling and its utilization
- Conservation of green spaces
- Public Private Partnership



## Parameters for the Selection

1. **Sustainability** : Demonstrated success geared towards long term hygiene and safe sanitation.
2. **Replicability**: Potential for replication of practices and models that have resulted in better service delivery.
3. **Safe Hygiene Practices**
4. **Waste Segregation and Waste Management**
5. **Awareness Generation Efforts and impact leading to Behavioral Change**
6. **Water and Sanitation**: Tangible Improvements in Service Delivery
7. **Efforts towards Water Management**
8. **Innovation**: Demonstrated Innovation, Uniqueness and Originality in the use of Ideas, Technology and Resources
9. **Dynamism**: Activity points scored by participation in various activities as organized from time to time through website; [www.schoolsanitation.com](http://www.schoolsanitation.com)

## Mechanism and Procedures

- MoUD, CBSE and GTZ have constituted an Advisory Group for deciding on Awards.
- Initial scrutiny will be done by Committee and then the final hundred entries will be submitted for critical examination and final selection for the Awards by the Advisory Group.

**The Awards will be in the form of** certificates of excellence, mementos, citations, participation in a school sanitation exchange programmes, joint development of pilot projects on zero waste producing concepts with the schools and also special certificates to Principals, teachers and students associated with excellent **Health & Wellness Clubs and Eco Clubs**.

You are requested to disseminate the information to all and participate in this initiative of National importance.

You are requested to send in CD-ROM addressed to the Nodal Officer, **National Urban School Sanitation Awards 2009** by courier at CBSE, Shiksha Sadan, 4th Floor, Room No. 404. Under no circumstances either projects or models should be sent to the CBSE or GTZ Office. For more information about the **National initiative on Urban School Sanitation** visit: [www.schoolsanitation.com](http://www.schoolsanitation.com) and for further queries, the Academic Branch at CBSE may be contacted at telephone no. 011-23234324 (Dr. Sneha Singh / Syed Shaney Alam)

Yours sincerely,

**(DR.SADHANA PARASHAR)**  
**EDUCATION OFFICER (L)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092.**

NO. CBSE/ACAD/CIRCULARS/2009

10th July, 2009

Circular No. 23

All the Heads of the institutions  
Affiliated to CBSE.

**Subject : 'Kaun Banega Paryavaran Ambassador'**

Dear Principal,

The Ministry of Environment and Forests, Government of India has launched a campaign titled '***Kaun Banega Bharat Ka Paryavaran Ambassador (KBPA)***' In Partnership With The Centre for Environment Education (CEE) with a view to promote public awareness about environmental issues. The campaign was inaugurated by Smt. Pratibha Devi Patil, Hon'ble President of India on July 5, 2008.

KBPA is a 'nationwide campaign' that is intended to mobilize opinion of the general public and particularly, the students and children from about 2 lakh schools in the country to select/nominate an ambassador who would be expected to espouse and promote the cause of environment.

The campaign is aimed at 'spreading awareness and sensitivity' about climate change, high consumption lifestyle approaches, **its causes and effects** for school children in particular choosing the best choices and options in lifestyle approaches for greater sustainability and growth.

The campaign is an initiative to develop **an action based education programme** that focuses on explaining this complex and multi-dimensional concept in simple terms and easy to understand manner for the young school going children (and public at large).

The campaign is an Initiative of **Ministry of Environment and Forest, Government of India**. This is being facilitated and implemented by the Centre for Environment Education (CEE)

**Broad Objectives:**

The main objectives of the campaign are to:

- Increase schools' participation in the campaign and to start the process to create **10 Youth CC Champions (equal boys and girls)** in every school outreach through this campaign
- Involve as many students (through the 200,000 schools outreach) as possible in selecting the Paryavaran Ambassador.
- Initiate educational, action based activities at the school-level involving and taking forward the small sustainable ideas to environment protection and link into the MoEF National Green Corps schools.





- Equip children to champion the cause of climate change education and lifestyles consumption patterns.

The **Paryavaran Ambassador campaign** was conceptualized when **Ministry of Environment and Forest (MoEF)** expressed the need for a celebrity / brand ambassador who could endorse communication and initiatives taken by the MoEF as part of the programmes for promoting environmental protection / action. In view of this a campaign related to climate change education initiative was conceptualized.

The campaign started in the year 2008 based on the – The United Nations Environment Programme (UNEP) selected theme to draw attention to the carbon economy. In English, the theme was ‘**CO2-Kick the Habit: Towards a Low Carbon Economy**’.

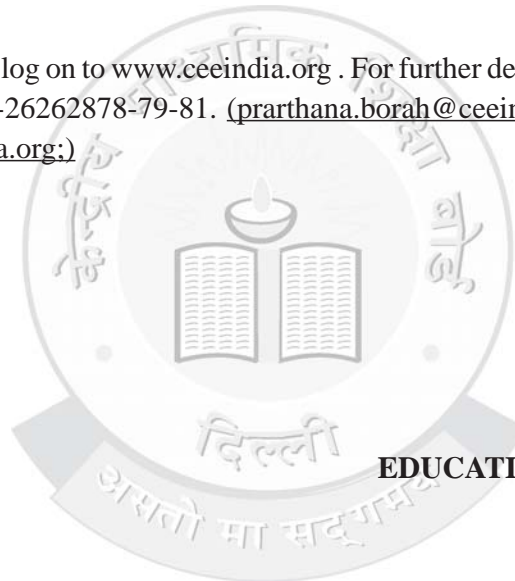
**In the Phase I (2009-2013)** of the campaign the Ambassador would start discussion on selection of School Students as ‘**YOUTH CLIMATE CHANGE CHAMPIONS (YCCC)**’

- The idea is to turn selected students into **Climate Change leaders** who would represent India globally.
- The selected students would be trained and would be working on environmental projects on the priority policies.

For more information, please log on to [www.ceeindia.org](http://www.ceeindia.org) . For further details of the campaign, please contact CEE: 079-26858003/04/05; 011-26262878-79-81. ([prarthana.borah@ceeindia.org](mailto:prarthana.borah@ceeindia.org); [prabhjot.sodhi@ceeindia.org](mailto:prabhjot.sodhi@ceeindia.org); [kartikeya.sarabhai@ceeindia.org](mailto:kartikeya.sarabhai@ceeindia.org).)

Regards,

Yours sincerely,



**(DR.SADHANA PARASHAR)**  
**EDUCATION OFFICER TO CHAIRMAN**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA SADAN, 17-ROUSE AVENUE, INSTITUTIONAL AREA,**  
**NEW DELHI-110002**

CBSE/CM/ACAD/2009

Circular No. 34  
24.8.2009

All Heads of Institutions  
Affiliated to the Board.

**Subject : Schools Water Portal – A unique resource for teachers on Water  
Education.**

Dear Principal,

The Central Board of Secondary Education has included large number of concepts related to conservation of natural resources in its syllabi of different subjects. The Board has also advised schools to set up *Eco Clubs* as far as 08 years back. Moreover it has brought out *Teachers' Manual for Classes I – VIII* priced at Rs. 30/- and *Class IX* priced at Rs. 40/- which are available in the **Publication Stores, CBSE, Shiksha Sadan, 17 Rouse Avenue, Institutional Area, New Delhi-110002.**

There are a number of activities related to the **conservation of water as a natural resource** in these manuals :

**Classes I–VIII Teachers' Manual: Activities:**

1. Class 3 : Activity 4 – Water for Life
2. Class 4 : Activity 5 – Safe Drinking Water
3. Class 5 : Activity 5 : Water Cycle in Nature
4. Class 6 : Activity 2 : Purifying Water by Solar Energy

**Class IX Teachers' Manual: Activities :**

**Chapter 1 :**

Activity 1 : Transpiration and Water Cycle

**Chapter 5 :**

Activity 1 : Water Conservation

Water is one of our most precious natural resources, crucial for sustainability and growth. Water mismanagement remains a key concern today and the importance of increasing water consciousness and values



among our young ones cannot be overstated, especially the problems of dwindling freshwater resources, contamination of water bodies, neglect of traditional water harvesting structures, the human and environmental impacts of large dams etc. Though water as a theme, spans almost all subjects in the curriculum, many teachers feel that transferring these concepts into their behaviour patterns and lifestyles continues to be a challenge.

Can water education be made fun? The schools water portal <http://schools.indiawaterportal.org> certainly thinks so. National Knowledge Commission (NKC) and Arghyam, a non-profit trust, have created this national web portal to equip the young generation with knowledge of water sector problems, their causes and practical solutions. The **National Knowledge Commission** has created the '**Schools Water Portal**' an excellent open web based platform for sharing learning resources on water amongst educators, students, school management and parents.

Education is a powerful tool to reshape and reorient the thinking of individuals. The Board firmly believes that it has a significant role to play in not only spreading awareness about problems and challenges related to natural resources but also inculcating desired ethics and values in the learners studying in schools.

This information may be brought to the notice of all teachers, students and parents so that it helps in creating awareness and reinforcement of water values amongst the students.



Yours sincerely

**(VINEET JOSHI)**  
**CHAIRMAN**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA KENDRA, 2-COMMUNITY CENTRE, PREET VIHAR**  
**DELHI - 110092**

CM/EO/2010/

30/07/2010

Circular No. 42

All Heads of Institutions of CBSE  
affiliated schools under Regional Office (Delhi), (Panchkula) & (Allahabad)

**Subject : Observance of “Clean Delhi Day” on 12th September, 2010**

Dear Principal,

The citizens awareness campaign titled ‘**Meri Dilli Meri Yamuna**’ on March 16th 2010 was also launched by Art of Living at Purana Qila. The organisation spearheaded a week-long cleanliness drive of the 8 Yamuna ghats where thousands of volunteers cleaned the ghats, waded into the water and removed debris and waste and also planted trees on the ghats to beautify them.

The **CBSE in collaboration with the Ministry of Urban Development and GTZ** has introduced the ‘**National Initiative on School Sanitation**’ where the aim is to inculcate good sanitation practices in the school children. The CBSE has also issued directives to schools to set up Health Wellness Clubs and Eco Clubs through which it is expected that schools will mobilize students and community in awareness generation leading to behavioral change in the areas of Sanitation and Safe Hygiene Practices, Waste Management and Disposal, Water conservation and Waste Water Recycling and its Utilization, Conservation of Green Spaces, Innovation and Sustainability and Water and Sanitation and efforts towards water management.

‘**Meri Dilli Meri Yamuna**’ work towards “3A’s” – Awareness, Action and Accountability – among multiple stakeholders including citizens, the government, NGOs, educational institutions, corporate houses, who will all be exhorted to play their part both in cleaning up and sustaining cleanliness of the Yamuna and will culminate in a Clean-up drive of Delhi in September before the Commonwealth Games on 12th September. **September 12th is being observed as CLEAN DELHI DAY.**

The Delhi Government has given a great boost by adopting **Meri Dilli Meri Yamuna’s Clean Delhi Drive (CDD)**. The ‘**Meri Dilli Meri Yamuna**’ plans to undertake the cleanliness and awareness drive throughout Delhi from the 6th-11th September. The city has been divided into various zones and the ‘**Meri Dilli Meri Yamuna**’ has assigned coordinators for each of these zones who will be liaising with all civic agencies and provide all possible logistical support to schools in their zone who register with Clean Delhi Drive (CDD) through the registration form that will be available soon.

All the schools affiliated with the Board in the NCR are urged to undertake the worthy cause of engaging with Clean Delhi Drive (CDD) **purely on a voluntary basis.**



**The volunteer schools are required to undertake the following as a participant:**

- All children from the 3rd to the 8th standard to distribute information/ awareness pamphlets to atleast 50 people. The pamphlets to be given to them to take home and the children may distribute to their neighbours, people who visit their home, shopkeepers in their local marketplaces, parents colleagues etc.
- The schools are requested to adopt a site nearby and have the children (13 year -17 years) nurture it till 5th September. The site may be a park, a block of houses, a marketplace etc. One section of the school can visit the adopted site with garbage bags etc and clean it. If required the MDMY will provide gloves and masks for the children and the MDMY zonal CDD coordinators would also provide logistical support where requested.
- 6th -11th September- On the decided date for each zone all the schools from the respective zone will go to their adopted site and urge all the citizens to come out and celebrate their efforts of the children and also urge the citizens to help maintain the sites and keep them clean.

Following this all schools are requested to nominate 10 students as **Clean Delhi Captains** who will pledge to nurture the sites till the end of this academic year. They are expected to help keep the site clean by monitoring the sites, visiting them once a week and urging the people to keep it clean and reporting to appropriate authority if the site is not clean.

**Clean Delhi Day**

- **12th September- 'Meri Dilli Meri Yamuna' (MDMY)** would invite all the participants of the Clean Delhi Drive (CDD) to converge on to India Gate and celebrate their efforts and of course a cleaner city. We would also like to honour the Clean Delhi Captains for their effort they pledge to undertake of maintaining the sites.

A Registration Form and Reporting Form is enclosed which needs to be mailed to [ask.me.for.a.cleaner.delhi@gmail.com](mailto:ask.me.for.a.cleaner.delhi@gmail.com) with a CC to [sadhanap.cbse@nic.in](mailto:sadhanap.cbse@nic.in) The complete list of zones in which Delhi is being divided for Clean Delhi Drive along with the names and contact no. of the Meri Delhi Meir Yamuna (MDMY) zonal Clean Delhi Drive (CDD) Coordinators will be on the CBSE website as well as [www.mdmy.org](http://www.mdmy.org)

Yours sincerely,

**(VINEET JOSHI)**  
**CHAIRMAN**

Encl: 1.Registration Form  
2.Reporting Form



## SCHOOL REGISTRATION FORM

Name of the school			
Address			
School's Contact No.	School's e-mail id		
Name /Contact No. - School Faculty In charge			
Adopted Site Details: (Market Place/Park/ Colony etc)			
MDMY Support Required	Publicity Material	Flier	Pledge Form Site Identification
Confirmation for CDD Presentation	Day:	Date:	Time:

*We agree to support the Clean Delhi Drive campaign and come out in support of the campaign on 12th September for creating awareness in the society and share our experience through a brief report covering the challenges and successes in conducting the campaign at the adopted site.*

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**School's Seal and Stamp**



## REPORT ON THE ‘MERI DILLI MERI YAMUNA’ PROJECT

- *School Name:* .....
- .....
- .....
- *Contact Address:* .....
- .....
- .....
- *Name of Teacher Incharge:* .....
- *Adopted Site details:* .....
- .....
- *No of students who participated:* .....
- *Approx. No. of citizens reached:* .....
- *Student & staff experience in terms of challenges & success of participating in CDD:*  
.....
- *Before and after photos of the adopted site; students distributing the campaign material etc.*  
.....
- *Name of 10 monitors and how they drove the campaign in their classes to be recognised by AOL and Government of Delhi:*  
.....
- .....
- .....
- .....
- .....
- .....
- .....

**Note:** We would like to know your views and experiences of the project and we will share these with various government agencies. Therefore, we request you to send us the report under the following heads by 15th September, 2010.



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**‘SHIKSHA SADAN’ 17, ROUSE AVENUE, NEW DELHI-110002**

NO.CBSE/ACAD/EO/CIRCULAR/2011

Circular No -44  
Dated 10th June, 2011

All Head of Independent Schools  
Affiliated to the CBSE

**Subject: Project: Green Olympiad 2011 and its linkage with CCE in School Curricular- reg.**

Dear Principal,

TERI has been conducting Green Olympiad project in India and abroad for students of class VIII to X. Since Environment education forms an integral part of school, society and life, the written test assesses the Environment related sensitivity of the students. This effort (of TERI) aligns well with the existing school curriculum on one side and the spirit of CCE re-initiated by the Board. Certification by agencies like UNESCO and DESD further lends credibility to this project. In view of collective responsibility towards the social awareness, the Board considers the Olympiad as relevant to address the challenges of 21st century through school education.

The Central Board of Secondary Education has agreed to conduct of the Green Olympiad 2011 organized by TERI, across the country.

Kindly find the following important information and requirement:

1. The examination would be held on two different dates :  
27th Aug 2011 and 24 the September 2011.  
You may choose one date for your schools participation.
2. The last date for the registration is 23rd July 2011.
3. Registration form can be filled in Hindi or English. A scanned copy of each is enclosed. This can be downloaded from [www.teriin.org/olympiad](http://www.teriin.org/olympiad) also.
4. Students of class VIII to X are eligible to appear for the examination.
5. A minimum number of 20 students are required for the school to register for the examination.
6. A completely filled registration form has to be sent by hand/ post along with a BANK DRAFT in the favour of TERI Delhi. The Environment Education and Awareness area.

The Environment Resource Institute (TERI)  
Darbari Seth Block, IHC Complex.  
Lodhi Road, New Delhi – 110003 India.





7. The Examination would consist of Objective type, Multiple choice Questions (MCQs). There is no negative marking.
7. Duration of the examination is 2 hours.
8. In case of 500 and more student participants, the school can become a centre to conduct the examination.
10. The CBSE course for class VIII to X is the syllabus for the Examination, with focus on environmental issues, concerns, awareness and information. Visit project website for the environment related updates.

**For any further clarification, log on to [www.teriin.org/olympiad](http://www.teriin.org/olympiad) copy to be sent to :-**

This information can also be downloaded from the CBSE website [www.cbse.nic.in](http://www.cbse.nic.in).

You are requested to motivate the teachers to encourage as many students to participate in it. The activity would build a human chain to support the conservation and protection of our surrounding environment in daily routine.

Your effort and leadership in this regard would benefit the student to be responsible citizen in future as well.

Regards with Smile



**(Dr. RASHMI SETHI)  
EDUCATION OFFICER**



# 2011

## The Green Olympiad and Terraquiz (India's first Environment Olympiad for Schools)

Theme	For Forest Wealth
Date of examination	27 August 2011/24 September 2011 (The school has to opt for any one of the dates, and indicate the same in the registration form)
Time	10.00 a.m.–12.00 noon
Late date for receiving the Registration forms	23 July 2011

Please read the following instructions carefully before filling up the Registration Form:

- The examination is open ONLY to students from schools affiliated to recognized education boards and educational trusts. Private coaching classes, tutorials or other similar entities are not eligible to participate in this examination.
- The examination is open to students from classes 8 to 10. The examination can be taken either in English or Hindi. Each school will be the center for its registered students.
- **In order to register, each school has to ensure participation of a minimum number of 20 students. Roll numbers will be notified on the project website, [www.teriin.org/olympiad](http://www.teriin.org/olympiad). Individual registration from students will not be accepted.**
- Each student has to pay Rs. 35/- as registration fee to his/her school. The school has to pay the total registration fee (Rs. 35/- × number of participating students, minus the service charge for making the draft) through a bank draft drawn in favour of TERI, payable at New Delhi. Cash/Cheques will not be accepted.
- The school can also retain Rs. 100 for every 20 students registered; and for more than 500 students, the school can retain a sum of Rs. 2500/- for conducting the examination at its premises.
- School can also download the registration form from the project website ([www.teriin.org/olympiad](http://www.teriin.org/olympiad)). Registration closes on 23 July 2011. Late entries will not be accepted.
- There are 2 dates for the examination. Schools can choose only one date for the examination, and tick the same in the form itself. No requests for change will be accepted.
- All participants will receive participation certificates. Selected schools will also participate in TERRAQUIZ, a televised quiz programme.
- The results can be accessed from the project website. TERI will not entertain any individual requests for results at any time of the year. Complete marklist along with certificates for students will be dispatched to the schools. The schools are urged to regularly check the project website, [www.teriin.org/olympiad](http://www.teriin.org/olympiad) for latest updates on the examination.

**Please send in the completed Registration Forms, together with the bank draft drawn in favour of TERI, payable at New Delhi, to:**

### Environment Education and Awareness Area

The Energy and Resources Institute (TERI)  
Darbari Seth Block  
IHC Complex  
Lodhi Road  
New Delhi-110003, India

**Tel.** 2468 2100 or 4150 4900

**Fax** 2468 2144 or 2468 2145

**India** +91 • **Delhi** 0(11)

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**Website** [www.teriin.org/olympiad](http://www.teriin.org/olympiad)





2011

**ग्रीन ओलम्पियाड और टेरा क्विज़ (स्कूलों के लिए भारत का पहला पर्यावरण संबंधी ओलम्पियाड)**

विषयवस्तु	वन संपदा
परीक्षा की तिथि	27 अगस्त 2011 / 24 सितम्बर 2011 (स्कूलों को इनमें से कोई एक तिथि चुनकर पंजीकरण प्रपत्र में भरनी होगी)
समय	सुबह 10.00 बजे - दोपहर 12.00 बजे
पंजीकरण प्रपत्र जमा करने की अंतिम तिथि	23 जुलाई 2011

**कृपया पंजीकरण प्रपत्र भरने से पहले निम्नलिखित अनुदेश सावधानीपूर्वक पढ़ें :**

- यह परीक्षा केवल मान्यता प्राप्त शिक्षा मंडलों और शैक्षिक ट्रस्टों के साथ जुड़े स्कूलों के छात्रों के लिए है। निजी कोचिंग कक्षाएं, ट्यूटोरियल या अन्य समान प्रकार की इकाइयों को इस परीक्षा में भाग लेने की पात्रता नहीं है।
- यह परीक्षा कक्षा 8 से 10 तक के छात्रों के लिए है। यह परीक्षा हिन्दी या अंग्रेजी में दी जा सकती है। प्रत्येक स्कूल अपने द्वारा पंजीकृत छात्रों के लिए परीक्षा केन्द्र रहेगा।
- **पंजीकरण के लिए प्रत्येक स्कूल को सुनिश्चित करना होगा कि उनके स्कूल से न्यूनतम 20 छात्र प्रतिभागी हों। छात्रों के रोल नम्बर परियोजना वेबसाइट [www.teriin.org/olympiad](http://www.teriin.org/olympiad) पर बताए जाएंगे। छात्रों से अलग अलग पंजीकरण स्वीकार नहीं किए जाएंगे।**
- प्रत्येक छात्र को अपने स्कूल में 35 रु. पंजीकरण शुल्क जमा करना होगा। स्कूलों को नई दिल्ली में देय टेरी के पक्ष में आहरित बैंक ड्राफ्ट द्वारा पंजीकरण का कुल शुल्क (प्रति छात्र 35 रु. की दर पर और उसमें से ड्राफ्ट बनाने का सेवा प्रभार घटाकर) जमा करना होगा। चैक/कैश स्वीकार नहीं किए जाएंगे!
- स्कूल द्वारा प्रत्येक पंजीकृत 20 छात्रों के लिए 100 रु. और 500 से अधिक छात्रों के लिए 2500 रु. अपने परिसर में परीक्षा आयोजित कराने के लिए रखे जा सकते हैं।
- स्कूल परियोजना वेबसाइट ([www.teriin.org/olympiad](http://www.teriin.org/olympiad)) से पंजीकरण प्रपत्र भी डाउनलोड कर सकते हैं। पंजीकरण 23 जुलाई 2011 को समाप्त होगा। देर से आने वाली प्रविष्टियों को स्वीकार नहीं किया जाएगा।
- परीक्षा की दो तिथियां होंगी। स्कूल को परीक्षा के लिए किसी **एक तिथि** को चुनना होगा और अपने प्रपत्र में चुनी गई तिथि पर निशान लगाना होगा। तिथि परिवर्तन के किसी अनुरोध पर विचार नहीं किया जाएगा।
- सभी प्रतिभागियों को प्रतिभागिता का प्रमाणपत्र दिया जाएगा। चुने गए स्कूलों को टेलीविजन पर आने वाले क्विज़ कार्यक्रम, टेरा क्विज़ में भाग लेने का अवसर दिया जाएगा!
- परीक्षा के परिणाम परियोजना की वेबसाइट पर देखे जा सकते हैं। टेरी में वर्ष के किसी समय परिणामों के लिए किसी व्यक्तिगत अनुरोध पर विचार नहीं किया जाएगा। छात्रों के लिए प्रमाणपत्र सहित संपूर्ण अंक तालिका स्कूलों को भेजी जाएगी। स्कूलों से अनुरोध है कि वे परीक्षा की ताजा जानकारी पाने के लिए परियोजना वेबसाइट [www.teriin.org/olympiad](http://www.teriin.org/olympiad) को नियमित रूप से देखें।

**कृपया भरे गए पंजीकरण प्रपत्र के साथ नई दिल्ली में देय टेरी के पक्ष में आहरित बैंक ड्राफ्ट यहां भेजें :**

**पर्यावरण शिक्षा एवं जागरूकता क्षेत्र**

द एनर्जी एण्ड रिसोर्सिंग इंस्टीट्यूट (टेरी)

दरबारी सेठ ब्लॉक

आईएचसी कॉम्प्लेक्स

लोदी रोड

नई दिल्ली - 110003, भारत

टेली. 2468 2100 या 4150 4900

फैक्स 2468 2144 या 2468 2145

भारत +91 • दिल्ली 0(11)

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वेबसाइट : [www.teriin.org/olympiad](http://www.teriin.org/olympiad)



## पंजीकरण प्रपत्र

स्कूल कोड

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श्रेणी

केवल कार्यालय में इस्तेमाल के लिए

कृपया पंजीकरण प्रपत्र केवल बड़े अक्षरों में भरें

1. स्कूल का नाम

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2. डाक का पूरा पता

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3. जिला और राज्य

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4. पिन कोड (अनिवार्य)

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5. एसटीडी कोड (अनिवार्य)

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6. टेलीफोन नं.

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7. फैक्स

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8. ई-मेल

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9. प्रधानाचार्य का नाम

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10. क्या आपके स्कूल ने पहले ग्रीन ओलम्पियाड में हिस्सा लिया है?.....

11. समन्वयक अध्यापक का नाम

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12. ग्रीन ओलम्पियाड 2011 में भाग लेने वाले कुल छात्रों की संख्या

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13. भाग लेने वाले कुल छात्रों की संख्या

अंग्रेजी

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हिन्दी

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14. कृपया परीक्षा आयोजित करने की सुविधाजनक तिथि पर (✓) निशान लगाएं।

27 अगस्त 2011

24 सितम्बर 2011

15. कृपया निम्नलिखित प्रारूप के अनुसार भाग लेने वाले छात्रों की सूची संलग्न करें :

क्र. सं.	छात्र का नाम (बड़े अक्षरों में)	कक्षा (8वीं, 9वीं और 10वीं)

.....  
समन्वयक अध्यापक या प्रधानाचार्य का व्यक्तिगत  
टेलीफोन नंबर

.....  
समन्वयक अध्यापक के हस्ताक्षर

.....  
प्रधानाचार्य के हस्ताक्षर और स्कूल की मुहर



Gram: CENBOSEC  
Website: www.cbse.nic.in

Ph: 011-22509252-59  
Fax: 011- 22515826

## CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)  
Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092

CBSE/H(I&R)/NSSA/2011

29 June 2011  
Circular No. 47/2011

All the Heads of Schools  
affiliated to CBSE

**Subject: Institution of Annual *National School Sanitation Awards* based on  
“*Online National School Sanitation Ratings*”**

Dear Principal,

The CBSE in collaboration with the Ministry of Human Resource Development (MoHRD), Ministry of Urban Development (MoUD) and GIZ (formerly known as GTZ) has introduced the ‘**National School Sanitation Initiative**’ with the aim is to inculcate good sanitation habits among the school children in order to inspire, acquaint and celebrate excellence towards School Sanitation at the National Level.

The CBSE’s Comprehensive School Health Manuals also address the issue of Sanitation in Schools. Sanitation is one of the six areas and themes that have been identified for a school to improve its performance in its objective of becoming a **Health Promoting School**. These six themes are:

1. Food and Nutrition,
2. Knowing Your Body,
3. Personal, Environmental Hygiene and Sanitation.
4. Behaviour and Life Skills,
5. Physical Fitness and
6. Being Responsible and Safe.

Accordingly, **Online School Sanitation Ratings** have been instituted with the purpose of recognizing those schools who are taking significant steps towards effective sanitation and improvement in service delivery leading to the desired behavioural and attitudinal changes towards hygiene & sanitation. The Sanitation Ratings are expected to infuse the required dynamism in the schools towards sanitation management.

As furtherance to the *National School Sanitation Ratings* it has been decided by the Ministry of Human Resource Development, Government of India to institute **National School Sanitation Awards** on annual basis



for those schools who have been rated online for sanitation and taken noteworthy steps towards betterment of the sanitation scenario in their schools in varied ways.

The parameters and categories for the Awards are given in the *National School Sanitation Manual*. These Awards are open to all school affiliated to CBSE which include Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Government Schools, Private Independent Schools, DAV Schools, CTSA Schools, Army Schools etc.

Awards will be given in the following categories which the schools can take up as part of Health & Wellness Clubs as well as the Eco-Clubs:-

- Awareness Generation leading to Behavioural Change through Students and Community Mobilization
- Technical Innovation and Interventions
- Creation & Conservation of Green Spaces
- Public Private Partnership

### Parameters for the Selection

1. **Sustainability:** Demonstrated success geared towards long term hygiene and safe sanitation.
2. **Replicability:** Potential for replication of practices and models that have resulted in better service delivery.
3. **Innovation:** Demonstrated Innovation, Uniqueness and Originality in the use of Ideas, Technology and Resources
4. **Dynamism: Online Sanitation Ratings of the School plus Activity Points** scored by taking up appreciable initiatives in the following areas :
  - Improving Sanitation facilities for the Girl Child
  - Best performing Health & Wellness Clubs
  - Sustainability of the Effort
  - Waste Management & Disposal
  - Water conservation and Waste Water Recycling and its Utilization
  - Safe Hygiene Practices
  - Waste Segregation & Waste Management
  - Awareness Generation Efforts and impact leading to Behavioural Change
  - Water & Sanitation: Tangible Improvements in Service Delivery
  - Efforts towards Water Management

### Mechanism and Procedures

- MoUD, CBSE and GIZ have constituted an Advisory Group for deciding on the Awards.
- Initial scrutiny will be done by Committee and then the shortlisted entries will be submitted for critical examination and final selection for the Awards by the Advisory Group.





The Awards will be in the form of certificates of excellence, mementos, citations, participation in a school sanitation exchange programme, joint development of pilot projects on zero waste producing concepts with the schools and also special certificates to Principals, teachers and students associated with Health & Wellness Clubs and Eco Clubs.

The call for entries would be published in the month of November every year and at that time requisite entries could be submitted. The schools are expected to register themselves. The format for registration/membership is available online. For more information about the *National School Sanitation Initiative* visit [www.schoolsanitation.com](http://www.schoolsanitation.com) and/or the sanitation hyperlink on the CBSE website.

Looking forward to your whole hearted cooperation.

Yours sincerely,

**(VINEET JOSHI)**  
**CHAIRMAN**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2, Community Centre, Preet Vihar, Delhi**

No. D(A)/05/

Circular No. 33/05

October 18, 2005

To

All Heads of the Institutions  
Affiliated to CBSE

**Subject: Encouraging Indian Classical Music and Culture**

Dear Principal,

CBSE has been advocating the imperative need for holistic education for the all-round development of the child. Besides scholastic areas schools should pay equal attention to co-scholastic activities such as music, dance and art. Providing opportunities for children to nurture and develop their innate creative talents is a responsibility of the school in particular and the society in general. Performing arts and fine arts help the children develop aesthetics, balance and self-fulfillment.

In a fast changing social order that is characterized by global pressures and consumerism it is crucial to strengthen the cultural roots by preserving, promoting and popularizing national heritage. The Ideal way to do it is by encouraging the youth to develop a taste and interest in classical music and classical dance. The Society for the Promotion of Indian Classical Music and Culture Among Youth (SPIC MACAY) has been rendering yeomen service in this field for many years. It organizes musical concerts and dance events in different parts of the country, creating opportunities for the youth and children to enjoy the live performances of renowned artists. Besides providing an exposure for the students to classical music and dance, such events also inspire children to appreciate the intrinsic value of our national heritage. These concerts also serve the purpose of refining and elevating the taste of children in music and dance.

It is an opportunity that the affiliated schools should utilize to bring great artists to the portals of their institutions. Clusters of schools in a locality or Sahodaya School Complexes wherever they are active may organize SPIC MACAY cultural events/workshops to benefit a large section of student population. Schools may get in touch with the following address for details:

**Shri G. Mehrotra**  
**Co-ordinator, SPIC MACAY**  
**41/42, Lucknow Road**  
**Delhi-110054**  
**www.Spimacay.com**  
**email info@spimacay.com**

Yours sincerely,  
**(G. Balasubramanian)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA SADAN”, 17, ROUSE AVENUE,**  
**INSTITUTIONAL AREA, NEW DELHI-110 002**

ACAD/EO(COM)/(CBSE)/2010

7th Jan., 2010  
Circular No. 02/10

All the Heads of the  
CBSE Affiliated schools

**Subject: Educational Campaign to preserve and protect heritage monuments  
in the country.**

Dear Principal,

India has a rich heritage which includes a repository of archaeological treasures and incredible monuments. This cultural history epitomised in heritage monuments stems from a historic past of ancient civilisation. The Taj Mahal, Agra Fort and Fatehpur Sikri in Agra, the Konark Sun Temple, Khajuraho Temples, Mahabalipuram Monuments, Thanjavur, Hampi Monuments as well as the Ajanta, Ellora and Elephanta Caves are some of the monuments declared as World Heritage Monuments.

Every community and society has a very precious heritage which has to be and can be transferred to the next generation and it is the responsibility of the civil society to transfer that heritage to the next generation.

According to the Ancient Monuments and Archaeological Sites and Remains Act, 1958 ( No. 24 of 1958), if someone destroys, removes, injures, alters, defaces, imperils or misuses a protected monument s/he shall be punishable with imprisonment which may extend to three months, or with a fine which may extend to five thousand rupees, or with both.

It is disheartening to note that some people, forgetting that they are doing an irreparable damage to invaluable archaeological masterpieces, inscribe their initials, names, places, addresses or messages on these national treasures. The conservation and protection of these monuments cannot be neglected any further.

Indian Youth comprising of children in schools have a special duty towards raising awareness and protecting the rich cultural heritage which is a part of the glorious history of our country. With a view to sensitize the youth who are the future generation and inculcate in them a healthy value system towards their own heritage, it has been decided to observe the 12th January 2010 as Heritage Day and to administer a heritage oath to entire school community in the CBSE affiliated schools across India and abroad.

In order to further strengthen the commitment for protection of monuments, the oath taking will be repeated on the National Education Day (Nov 11th) every year to commemorate the birth anniversary of Maulana Abul Kalam Azad, the first Union Education Minister of India. The CBSE office is also writing separately to the heads of these organizations so that these monuments are opened for visit by the school students on these days, and guidance is made available to the students to carry out these activities.



The text of the Oath is given below:

- I am proud of the rich culture and heritage of India.
- I will respect all monuments which are a part of my country's heritage.
- I will not scribble, deface or encroach upon any monument.
- I pledge to render all possible help to conserve and preserve our heritage.
- I, along with my school mates will endeavor to save and protect the heritage site at  
(.....)

*(Name of identified local heritage site).*

### **Tie up with Local ASI office, State Archaeological Department or INTACH office**

The Oath may be administered preferably at a local monument for which local ASI office, State Archeological Department or INTACH office may be contacted by schools.

### **'Adopt a Heritage' Scheme**

Further, in order to create awareness and a sense of belonging among youth and inculcate in young minds a feeling for heritage, the CBSE desires to implement the scheme of '**Adopt a Heritage**' in schools affiliated to the Board.

Each student studying in Classes up to X can be involved in any of the following activities as part of the Continuous and Comprehensive Evaluation Scheme which has been suggested by the Board:

- Adopting monuments or historical buildings of their neighbourhood for conservation as part of a project in Social Science. (**Guidelines annexed**).
- Creating Awareness regarding the need to protect and preserve the cultural heritage of India.
- Organising 'Heritage Walks' and 'Talks' on the cultural and historical significance of monuments.
- Organising seminars, quizzes, skits, exhibitions or street theatre on the importance and protection of the monuments located in their neighbourhood
- Taking up various community sensitization programmes to inculcate a sense of pride among the students, teachers and the community.

I am sure that by taking up such activities schools will make a small but significant contribution in reviving the past glory of our ancient monuments. This would help in developing young children into sensitive, responsible and progressive citizens of the society. All schools need to take this message forward by involving students, teachers and the community in this drive.

Yours faithfully,

**Vineet Joshi**  
**Chairman & Secretary**

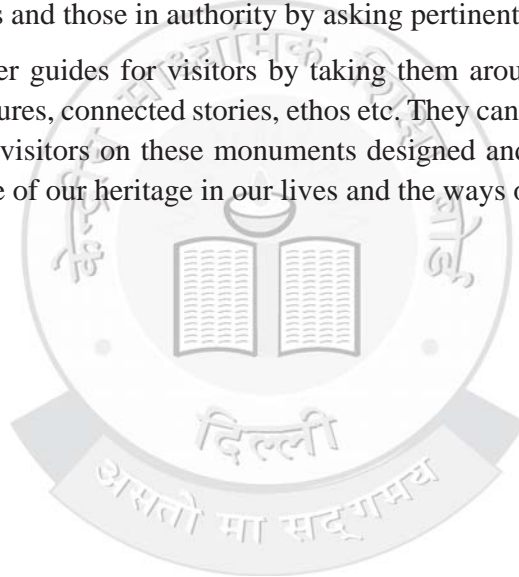


## ANNEXURE

### **Guidelines on Social Science Project for Students Taking Care of Our heritage: Monuments and Architecture of our past**

The project will involve following activities related to the monuments located in the vicinity/City/ State and Region:

- Collection of literature such as archival documents, design, photographs, history, stories, legends associated with the monuments from different sources such as National /State Archives, Archaeological Survey of India, INTACH etc. and hold exhibitions for students of other classes.
- Making a CD on a monument by taking viewers inside and around the monuments by showing its features, fine architectural designs, kinds of trees planted around the monument, kind of people visiting, condition at present, work undertaken to protect, and preserve it. Students can show interviews with visitors, actual caretakers and those in authority by asking pertinent questions.
- They can act as volunteer guides for visitors by taking them around the monument and explain its history, architectural features, connected stories, ethos etc. They can also distribute post cards, greeting cards and posters to the visitors on these monuments designed and developed by them containing a message on the relevance of our heritage in our lives and the ways of preserving and protecting them.





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA SADAN”, 17, ROUSE AVENUE,**  
**INSTITUTIONAL AREA, NEW DELHI-110 002**

CBSE/EO (Com)/A/HIQ/2010

April 15, 2010  
Circular No.17

All the Heads of the  
CBSE Affiliated Schools

**Subject: Heritage India Quiz – 2010-11**

Dear Principal,

The CBSE Heritage India Quiz is one of the enrichment activities initiated by the Board with the objective of inculcating among the students interest and appreciation for the rich heritage and diversity of our country. Started in the year 2001, it has been generating tremendous enthusiasm among the student community. It is needless to say that it has been the unstinted support and cooperation from schools that had enabled this success. The trend needs to be continued and the schools are expected to participate with greater vigour in the Heritage India Quiz to be conducted in the ensuing academic session 2010-11.

As in the previous years, the first edition of the CBSE Heritage India Quiz will start from August 2010. Teams will be identified on the basis of their performance in the first round of written preliminary quiz to be conducted in August, 2010. Each school will be represented by three students forming a team who may be selected from classes IX to XII.

The written preliminary round will consist of multiple choice type questions in which the correct answer has to be marked on the OMR answer sheet. The total of the scores obtained by the three participants will be the marks scored by the team. The meritorious teams will participate in the Zonal Rounds which are proposed to be conducted in September 2010. This will be followed by the National Rounds featuring the Pre Finals amongst the teams qualifying in the Zonal Rounds and the National Finals for the best teams emerging out of the Pre Finals. There are attractive prizes and trophies besides certificates instituted for the winners.

The registration of your school for the competition should be completed by **25th May, 2010**. You may fill up the enclosed proforma for the same and forward to (Ms.) Sugandh Sharma, Education Officer, Central Board of Secondary Education, “Shiksha Sadan”, 17, Rouse Avenue, Institutional Area, New Delhi – 110 002 **along with the registration fee of Rs. 600/- through a DD in favour of Secretary, CBSE, Delhi. Second class rail fare including reservation charges for three students and one school escort will be reimbursed to those who will be participating in the National Round.**

This information may be given wide publicity and disseminated to all the students.

Best Wishes,

Yours sincerely,

**(C. GURUMURTHY)**  
**DIRECTOR (ACADEMIC)**





## CBSE- HERITAGE INDIA QUIZ 2010-11

### Registration Form

We wish to register our School team for the CBSE-Heritage India Quiz 2010-11. Particulars are given below. (Please type or write in bold)

CBSE Regional Officer: _____	
1. Name of the School	
2. CBSE Affiliation No.	
3. Complete Postal address of school (with pin code)	
4. School Phone No. with STD/ISD Code)	
5. Name of Principal	
6. Principal's Residential Address (with pin code)	
7. Principal's Contact No. Residential (With STD Code No) Mobile No.	
8. School E-mail address:	
9. School Fax No. (With STD Code No.)	
10.* *Bank Draft Details (to be drawn in favour of Secretary, CBSE, DELHI) <b>Registration Fee of Rs. 600/-</b> , Payable at Delhi	Bank Name Date Draft No. _____
11. Signature of Principal (with school seal and date)	

**The school will abide by the rules of CBSE Heritage India Quiz as framed by the CBSE.**

Mail to:

(Ms.) Sugandh Sharma

Education Officer

Central Board of Secondary Education, "Shiksha Sadan, 17, Rouse Avenue, Institutional Area,  
New Delhi – 110 002. Phone: 011-23220155

To reach by 25th May, 2010, please send by Speed Post to ensure timely and safe delivery.

### IMPORTANT

The last date for registration of teams for CBSE Heritage India Quiz is 25th May, 2010.





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA SADAN, 17-ROUSE AVENUE, INSTITUTIONAL AREA,**  
**NEW DELHI-110002**

CBSE/CM/2010

Dated: 18th August, 2010

Circular No. 50/10

All Heads of Institutions  
Affiliated to the Board

**Subject: Promoting Indian Cultural Heritage through Classical Music and Dance**

Dear Principal,

The Central Board of Secondary Education has always been advocating all-round development of personality of students through holistic education. Recently introduced scheme of Continuous and Comprehensive Evaluation demands equal attention to co-scholastic activities such as Music, dance, fine-arts and life-skills etc in addition to achievement of students in scholastic domain. Providing opportunity to students to develop and nurture their innate creative talent and skills is an essential responsibility of the school. Active participation in performing arts and fine arts activities certainly help the students develop greater aesthetic sensibilities and self fulfillment. In a fast changing technology centered society which is characterized by mechanical and programmed life-styles, it is crucial to strengthen the cultural roots by creating awareness, promoting, popularizing and preserving national heritage. This is likely to make the lives of individuals more enriching, fulfilling and self-satisfying. The easiest way is to encourage the youngsters to develop an interest and taste in classical music, dance, folk forms, theater, workshops, yoga and meditation etc.

The Society for the Promotion of Indian Classical Music and Culture among youth (SPIC MACAY) has been rendering its services in this field for many years. It organizes musical concerts, dance events and other similar cultural programmes for schools and colleges in different parts of the country, creating awareness and opportunities for the youth to enjoy live performances of renowned artists. Besides providing an exposure for the students to classical music, dance and other art forms, these events also inspire students to appreciate the intrinsic value of our national heritage. Such events also serve the purpose of refining and elevating the interests of students in music, dance and other areas of cultural heritage.

Schools are advised to utilize the opportunity to bring great artists to the portals of their institutions. Individual schools, group of schools or Sahodaya school complexes may organize SPIC MACAY events/workshops to benefit their students. Schools may contact at the following address for complete details.



**Ms. Sumita Dutta/Ms. Meena Joshi**  
**Co-ordinator-schools**  
**41/42, Lucknow Road,**  
**Delhi-110 054.**  
**Tel: 011- 26596203/26596451**  
**Mobile: Ms. Sumita Dutta:09873270070**  
**Ms. Meena Joshi : 09873422533**  
**Email: info@spicmacay.com**

The information may be brought to the notice of concerned teachers, students and parents for organising different events and carrying our related activities.

Yours faithfully,

**(Vineet Joshi)**  
**Chairman**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA SADAN”, 17, ROUSE AVENUE,**  
**INSTITUTIONAL AREA, NEW DELHI – 110 002**

ACAD/EO(COM)/(CBSE/2010/

Circular No. 2  
6th January, 2011.

All the Heads  
of the CBSE affiliated schools

**Subject: Celebration of Heritage Day on 12th January 2011: Reaffirming our commitment to preserve and protect Heritage Monuments in the country, *reg.***

**Ref:** Circular No. 02/7.01.2010 on Educational Campaign to Preserve and protect heritage monuments in the country.

Dear Principal,

Your kind attention is drawn to the above cited CBSE circular through which schools were asked to create awareness amongst the students regarding need to protect and preserve the monuments which are precious cultural heritage of our society as well as evolve a sense of responsibility to transfer this heritage to the next generation through observance of 12th January as heritage day and undertaking other programmes, such as exhibitions, lectures, competitions, etc.

During the year, many activities were undertaken by the schools with the purpose to conserve the heritage, such as

- (i) Educational trips and heritage walks to local monuments.
- (ii) Students interaction with officers of Archaeological Survey of India, tourists etc.
- (iii) Observing oath taking ceremony against scribbling and defacing monuments.
- (iv) Adopting local monuments and preparing report for their conservation.
- (v) Forming heritage clubs in schools in coordination with organizations such as INTACH and organizing seminars, exhibitions, heritage walks, competitions etc.

CBSE on its part has conducted CBSE Heritage India Quiz 2010 with more than 925 schools and three thousand students who took the Preliminary written test held at 69 centers across India and abroad. The top 78 teams competed in the 12 regional rounds conducted in Chennai, Kochi, Patna, New Delhi, NOIDA, Vadodara, Jaipur, Gurgaon, Amritsar and Bhubaneshwar out of which 12 teams qualified for Semi finals and 4 teams for Finals.

As a part of project in Social science under formative assessment, the CBSE has especially emphasized on ‘Adopt a Heritage Scheme’ where the students are supposed to adopt a historical building in their neighbourhood



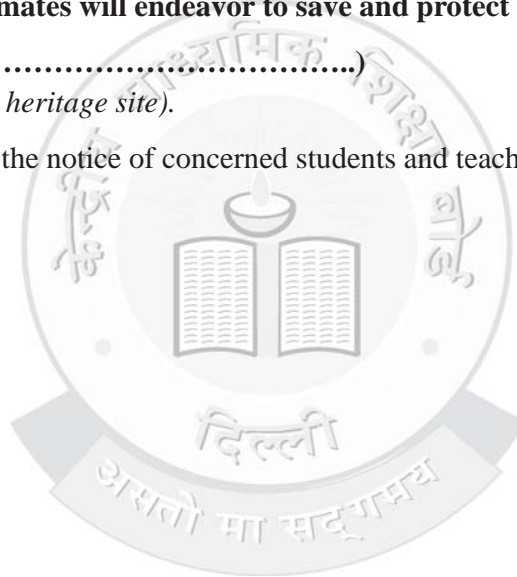
and take every possible measure to protect and create awareness about it among the students as well as community members.

Continuing the similar kinds of efforts this year also, the schools are advised to observe the Heritage Day by administering an oath to all students on **12th January 2011**. The schools will involve the students in the protection of monuments in the country and encourage them to organize seminars, quizzes, skits and exhibitions on heritage conservation. Organizing such activities aims to encourage them to respect all monuments and not to scribble, deface or encroach upon them and ensure all measures to conserve them.

The text of the oath will be:

- **I am proud of the rich culture and heritage of India.**
- **I will respect all monuments which are a part of my country's heritage.**
- **I will not scribble, deface or encroach upon any monument.**
- **I pledge to render all possible help to conserve and preserve our heritage.**
- **I along with my school mates will endeavor to save and protect the heritage**
- **site at (.....)**  
(Name of identified local heritage site).

Kindly bring this Circular to the notice of concerned students and teachers.



Yours faithfully,

**Vineet Joshi**  
**Chairman**



Phone No. 011-23220155

Email: [sugandh.cbse@live.com](mailto:sugandh.cbse@live.com)

## **CENTRAL BOARD OF SECONDARY EDUCATION**

(An Autonomous Organisation under the Ministry of Human Resource Development Govt. of India)

“Shiksha Sadan”, 17, Rouse Avenue, Institutional Area, ITO, New Delhi 110002

CBSE/EO(COM)/HIQ/2011

Circular No 40/11

May 12, 2011

All Heads of Institutions

Affiliated to CBSE.

### **Subject: Online Registration for CBSE Heritage India Quiz – 2011**

Dear Principal,

The CBSE Heritage India Quiz is one of the enrichment activities initiated by the Board with the objective of inculcating among the students interest and appreciation for the rich heritage and diversity of our country. Started in the year 2001, it has been generating tremendous enthusiasm among the student community. It is needless to say that it has been the unstinted support and cooperation from schools that had enabled this success. The trend needs to be continued and the schools are expected to participate with greater vigour in the Heritage India Quiz to be conducted in the ensuing Academic Session 2011-12.

The Board is going to conduct the 1<sup>st</sup> round of CBSE Heritage India Quiz in August 2011 in various cities of India and abroad. Team will be identified on the basis of their performance in the first round of written preliminary quiz 2011. Each school will be represented by three students forming a team who may be selected from classes IX to XII.

The written preliminary round will consist of multiple choice type questions in which the correct answer has to be marked on the OMR answer sheet. The total of the scores obtained by the three participants will be the marks scored by the team. The meritorious teams will participate in the Zonal Rounds which are proposed to be conducted in September 2011. This will be followed by the National Rounds featuring the Pre Finals amongst the teams qualifying in the Zonal Rounds and the National Finals for the best teams emerging out of the pre Finals. There are attractive prizes and trophies besides certificates instituted for the winners.

The schools that are interested to participate in Heritage India Quiz – 2011 may register online by entering their user-id (affiliation number) and password (same which they used for online registration for Classes IX, X, XI and XII). After login, you are required to fill in requisite details in the registration form generated online which will appear on the screen. Please submit the registration form by clicking on the submit button. It may be noted here that the details related to the name of the principal's mobile number and choice of city can be edited by the concerned school but after submission, the details once entered cannot be changed. Take a print out of submitted registration form in A-4 size paper and attach a bank draft of Rs. 600/- towards the registration fees drawn in favour of the “**Secretary, CBSE, Delhi**”. The downloaded registration form duly signed by the



principal of the school along with the DD in original should be sent to “**Smt. Sugandh Sharma, Education Officer (Commerce), CBSE, 17, Rouse Avenue, Kotla Road, New Delhi – 110002**” immediately by speed post so as to reach by **20<sup>th</sup> June 2011**. The online registration will be considered only after receiving the registration fees through demand draft. Second class rail fare including reservation charges for three students and one school escort will be reimbursed to those, who will be participating in the national round. Though, the last date of online registration is **15<sup>th</sup> June 2011**, schools are advised to register at the earliest possible, to avoid last moment delay. You may contact over **011- 23220155** or **[sugandh.cbse@live.com](mailto:sugandh.cbse@live.com)** for any query in this regard.

This information may be given wide publicity and disseminated to all the students.

[Click here for on-line registration](#)

Yours sincerely,

**(VINEET JOSHI)**  
**CHAIRMAN**





तार सनबोसेक दिल्ली-92  
Gram: CENBOSEC, Delhi-92  
Email: cbsedli@nda.vsnl.net.in  
Website: www.cbse.nic.in

## केन्द्रीय माध्यमिक शिक्षा बोर्ड

(मानव संसाधन विकास मंत्रालय, भारत सरकार, के अधीन एक स्वायत्त संगठन)  
शिक्षा सदन, 17, इन्स्टिट्यूशनल क्षेत्र, राउज एवेन्यु, दिल्ली-110002

### CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)  
“Shiksha Sadan”, 17, Institutional Area, Rouse Avenue, Delhi-110002.

CBSE/ACAD/NFCH/2011

March 4, 2011  
Circular No. 15

All the Heads of Independent Schools  
Affiliated to the CBSE

**Subject: Regarding Project Assist of National Foundation for Communal  
Harmony.**

Dear Principal,

National Foundation for Communal Harmony is an autonomous organization under the Ministry of Home Affairs, Government of India. It was set up in 1992 with the main objective of providing assistance to the children rendered orphan or destitute during various communal disturbances.

The organization offers physical and psychological rehabilitation of children who are the victims of communal, caste, ethnic and terrorist violence. Such children are provided with care, education and training. It also undertakes activities for promoting communal harmony and national integration which include grant of scholarships, fellowships and studies.

#### **NFCH Vision**

India free from communal  
And all other forms of violence  
Where all citizens  
Especially children & youth  
Live together in peace & harmony





### **NFCH Mission**

Promoting communal Harmony,  
Strengthening National Integration and  
Fostering Unity in Diversity  
Through collaborative social action,  
awareness programs, reaching out to the  
victims of violence especially children,  
Encouraging interfaith dialogue for India's  
Shared Security, Peace & Prosperity

Project Assist is the Flagship scheme of the Foundation which has provision of providing assistance to the children rendered orphan or destitute in various communal, caste, ethnic or terrorist violence. The financial assistance is provided to such children for their care, education and training.

The details for providing assistance to children (**Eligibility criteria, Identification of eligible children etc.**) are available at [www.cbse.nic.in](http://www.cbse.nic.in) under the link **Project Assist of National Foundation** of Communal Harmony and also in the Annexure-1 enclosed.

I would like to request you to please bring it into the notice of all students, teachers, parents and other members of the community. They may contact local authority mentioned in the link if they ever come across a child deserving assistance. We should all endeavour to work together to reach out to the victims of the violence especially children and to encouraging interfaith dialogue for India's shared security, peace & prosperity.

Yours sincerely,

**(Vineet Joshi)**  
**Chairman**



## PROJECT 'ASSIST'

Project Assist is the Flagship scheme of the Foundation which has provision of providing assistance to the children rendered orphan or destitute in various communal, caste, ethnic or terrorist violence. The financial assistance is provided to such children for their care, education and training.

### Part – A Details of the project

#### i) Eligibility criteria

- A child becomes an orphan or destitute in the sense that either both the parents or the surviving parent or the main bread winner is killed or permanently incapacitated because of communal, caste, ethnic, terrorist violence.
- Family is below poverty line as per the criteria laid down by the Planning Commission. The income for determining the poverty line at the 1999-2000 prices is Rs.22,400/- per family per annum in the rural areas and Rs.31,600/- per family per annum in the urban areas.
- Child is not receiving any assistance on regular basis from any other source (one time financial assistance provided by a state government /union territory administration for such victim is not considered as another source of assistance for this purpose).
- Assistance is admissible up to the age of 18 years. In exceptional cases, where the child is pursuing some vocational or technical course, it can be extended upto the age of 21 years.

#### ii) Identification of eligible children

- District Committee under the District Magistrate/Collector or Deputy Commissioner, having members such as Superintendent of Police, District Social Welfare Officer, District Education Officer, District Child and Women Development Officer, identifies beneficiaries and verifies their eligibility.
- District Committee decides about the mode of assistance i.e. through child's own family, relative, educational institution, legal guardian, foster parents, children's home etc.
- District Committee sends its recommendations to the Foundation in the prescribed form (Annexure-II).

#### iii) Scale of assistance

General education	In class A & B cities Rs. 800/- p.m. per child. At other places Rs. 750/- p.m. per child
Professional/vocational education	Rs. 150/- per month per child in addition to assistance for general education

#### iv) Sanction and remittance

- District Magistrate/Collector/ Deputy Commissioner opens a separate bank account under the name of "District Committee, National Foundation for Communal Harmony, District \_\_\_\_\_."



Account is operated jointly by any two of the officers nominated by the District Magistrate/Collector viz. District Magistrate/Collector/ Deputy Commissioner, District Social Welfare Officer or the District Treasury Officer.

- Assistance is payable in advance annually in the first quarter of the academic year. This is credited to the account of the recipient maintained in a scheduled bank after due verification. **(Since assistance is being credited to the bank account of the child periodically, there is no need for identification at the time of disbursement of assistance by the District Magistrate/Collector to avoid inconvenience etc.).**
- In the month of April every year, concerned District Magistrate/Collector/ Deputy Commissioner shall send a report to the Foundation about position of funds sanctioned by the National Foundation for Communal Harmony under the Project Assist during the last financial year and funds available, if any, from earlier years in the following proforma.

Position of funds for the year ending _____						
Details of amount received from the Foundation for payment of assistance to children			Details of disbursement			Reasons for non-payments of balance amount
Letter No.	Date	Amount (Rs.)	Date of payment	Amount paid (Rs.)	Amount balance(Rs.)	

v) **Recommendations for continuance of assistance**

- District Magistrate/Collector/ Deputy Commissioner furnishes the following certificates to justify continuation of assistance within one month of the commencement of the next academic session every year. **Fresh applications are not required and should not be sent with the proposal for renewal of assistance.**
- a) **Utilization certificate** to the effect that the amount of financial assistance released till date under the Project Assist has been disbursed on \_\_\_\_\_ (date to be mentioned) to the beneficiary;
  - b) the child for whom financial assistance now being recommended, is actually studying in an educational institution or is undergoing training for acquiring skills to better his/ her employment prospects. (Not applicable if the child is below 5 years of age); and
  - c) continuance of further financial assistance to the child beyond \_\_\_\_\_ (period to be mentioned) is considered essential and hence recommended.
- **Current study certificate** from the educational institution (specimen – A at Annexure II), photocopy of annual examination result card and current income certificate of the family issued by the Tehsildar (specimen – B at Annexure II). The income certificate once issued shall be valid for a period of three years. In case, any parent or guardian of the child gets a job during that period that should be declared voluntarily to the district authorities, who in turn would inform this to the Foundation immediately.
  - Release of financial assistance is subject to furnishing of the above certificates/documents.



**vi) Number of children getting assistance**

- As on 31.03.2010, 10431 children were covered under Project Assist in nineteen states and a union territory.
- A sum of Rs. 4.84 crore was released as assistance to these children during 2009-10.
- Rs. 35.06 crore has been paid as assistance up to 31.03.2010.
- 486 fresh cases have been approved and 4302 cases renewed for grant of assistance under Project Assist in the current financial year

**vii) Group personal accident insurance for child victims**

Insurance cover with the following benefits has been provided to all the children who are getting assistance under the scheme of assistance w.e.f. 1.3.2002.

<b>Event</b>	<b>Compensation (in Rs.)</b>
Death	25000
Loss of 2 limbs or one limb and one eye	25000
One hundred percent permanent disablement other than those mentioned above	25000
Loss of one limb or one eye	12500
Reimbursement of medical expenses incurred by a child for treatment in a hospital or nursing home and as an indoor patient for an injury sustained in an accident (based upon medical certificate from the consulting doctor)	500

**Part – B Collaboration with Non-Governmental Organisations**

The Foundation collaborates with the following organisations:

- i. Aashwas, a unit functioning under the Assam Police, Guwahati Aashwas is an Assam Police Project which is helping the Foundation by identifying child victims of militancy in Assam who are being provided financial assistance.
- ii Council for Rehabilitation of Widows, Orphans, Handicapped and Old Persons in Jammu & Kashmir, Srinagar  
Council for Rehabilitation of Widows, Orphans, Handicapped and Old persons, Govt. of Jammu & Kashmir is working for victims of militancy. The council has been helping the Foundation in identifying child victims of terrorism in the state of Jammu & Kashmir.
- iii. Society to Save Victims of Violence and Terrorism, Kokrajhar, Assam The Society is collaborating with the Foundation in implementation of the Project 'Assist' in the following districts of Assam:  
1) Barpeta, 2) Baska, 3) Bongaigaon, 4) Chirang, 5) Darrang, 6) Dhubri, 7) Goalpara, 8) Kokrajhar, 9) Nalbari and 10) Udalguri.



sugandh.cbse@live.com

## CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)

“Shiksha Sadan”, 17, Rouse Avenue, New Delhi-110002

CM/CBSE Heritage 20111024

Circular No.76/2011

October 2011

All the Heads of the  
CBSE affiliated schools

### **Subject: Reinforcing Promotion of Indian Cultural Heritage education in Schools.**

Dear Principal,

Kindly refer to the board's Circular No. 50/10 dated 18th August 2010 on promoting cultural heritage through Classical Music and Dance wherein schools were advised to organize SPIC MACAY events/workshops and avail the opportunity to bring great artists to the portals of their institutes.

As you know that SPIC MACAY (Society for Promotion of Indian Classical Music and Culture Amongst Youth) has been taking Indian Classical Music and Dance to thousands of schools and colleges across the country for more than three decades. In recent years, with addition to music and dancetheatre, yoga, folk arts and an overall lifestyle have also become the part of the SPIC MACAY movement. They conduct VIRASAT/FEST, Conventions and talks which introduce students to several young, upcoming as well as senior renowned artistes, giving them an opportunity to witness their insightful performances and interact with them. Such enriching interactions help them in developing a wholesome understanding of not only the art form but also the artiste as a practitioner of a certain way of life.

In order to join this movement of Promoting Cultural Heritage more effectively, it is suggested that Schools:

1. Setup “Heritage Clubs” with preferably one teacher and five students.
2. Conduct at least three events of SPIC MACAY out of the seven modules.
3. Weekly meetings could be held which could include a presentation by student(s) about some aspects of Indian Heritage.
4. Selected students could be sent to participate in SPIC MACAY's National School Intensive/ Rural School Intensive/ Zonal/ State Conventions which would inspire them to take this movement forward in their zones.

The schools are further advised to avail this great opportunity and contact at the following for more information and assistance:



Mr Karan Nanda  
(9910023724)  
Co ordinators – Schools,

Ms. Sumita Dutta  
(09873270070)  
Coordinators – Schools,  
41/42, Lucknow Road,  
Delhi 110054  
Tel: 01126596203/26596451  
Email : cbse@spicmacay.com

Ms. Meena Joshi  
(09873422533)  
Coordinators – Schools,

With best wishes,

Yours faithfully,

**VINEET JOSHI,  
CHAIRMAN**







Website: www.cbse.nic.in

Phone: 23220155

Email-id: sugandh.cbse@live.com

## **CENTRAL BOARD OF SECONDARY EDUCATION**

*(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)*

**“Shiksha Sadan”, 17, Rouse Avenue, New Delhi-110 002**

**CM/CBSE Heritage/ 2011**

**Circular No. 80/11**

**November 5, 2011**

All the Heads of the  
CBSE affiliated schools

### **Subject: Promoting Heritage Education Programmes in Schools.**

Dear Principal,

As you are aware CBSE has recently launched several programmes to promote heritage education in schools including the celebration of World Heritage Day, Adopt-a-Monument programme and functioning of Heritage School Clubs. The Board firmly believes that heritage education is important for the following reasons:

- To bring history and the social science curriculum alive for the students through active learning and doing.
- To promote awareness of and involvement in heritage to inculcate a respect for diversity, tolerance, mutual understanding, patience and promotes peaceful co-existence in school children.
- To inspire young children and encourage them to build a future through an understanding of the past and the present.
- To equip children to understand and explore their local heritage and gain a confident sense of self.
- To encourage children to learn about national heritage as well as gain exposure to different heritages around the country.

Heritage is a conceptual identity of an area which includes not only built tangible heritage but has intangible aspects like its language, lifestyles, ceremonies, festivities, work cultures inherent /specific of a community.

To create and enact a heritage education programme for your school, you need to draw a Plan of Action comprising activities, programmes and projects planned through out the year depending on the resource availability. Just a small local site visit can bring alive a number of aspects of a history textbook. For this, an activity sheet would need to be designed and an expert found to conduct the walk. If no expert is available, a teacher can lead the walk with a little research. For heritage education programmes we need to encourage schools and teachers to use local resources and fall back on local monuments, museums and experts.

CBSE recently met with the Sahapedia team in New Delhi to discuss ways to popularize heritage education in schools nation-wide. Sahapedia is an online encyclopedia on Indian culture and heritage whose main goal is





to serve an educational resource for school students and researchers. In particular, Sahapedia is in the process of developing modules for heritage education for school teachers that include learning modules/heritage workbooks, heritage walks and heritage clubs. Please look at the concept note on Sahapedia and their heritage education section called “Saha Learn”, attached herewith to understand their project in the fullest.

The Sahapedia team as part of the Heritage Education Group at CBSE, New Delhi, has developed a list of ideas and guidelines herewith for your perusal to help you design a project for your school. We also request you to first fill up the questionnaire that has been developed and uploaded along with this circular to understand the state of heritage education in your school and the kinds of help you may need to start a programme. Kindly submit this questionnaire online by 20th November 2011 to enable us to get back to you with desired help/resources.

We at CBSE feel that heritage education is a very important part of the learning process. Shortly we may also be starting a heritage corner on our website for better interaction with you on all aspects of heritage.. Please also refer to Sahapedia’s current website: <http://sahapedia.wordpress.com> as a resource for your heritage education programme. We look forward to your feedback and to your efforts at creating a heritage education programme with your school.

Best wishes

Yours faithfully,

**VINEET JOSHI,  
CHAIRMAN**

**Encl.**

Annexure 1: A Concept Note on Sahapedia

Annexure 2: Ideas and Guidelines for Heritage Education Activities





## Annexure 1: A Concept Note on Sahapedia

### Sahapedia An Open Online Encyclopedia on Indian Culture and Heritage

#### Vision

Sahapedia is a definitive, multi-lingual encyclopedic web resource on Indian culture and heritage. It is an informational and educational project that seeks to transform the way people access and create knowledge on Indian cultural heritage. Sahapedia aims to foster knowledge, encourage engagement and generate action towards understanding and revitalizing the diversity of Indian culture.

#### Background

India's diverse knowledge traditions spanning several centuries and different disciplines are manifested in a mode of interconnectedness and non-linearity. To provide an integral understanding of each discipline, tradition and form, Sahapedia will provide multiple entry points such as articles, images, maps, audio-video material, learning modules, blogs and social networking communities, thus exploring the full potential of the online medium. Such an experience of Indian knowledge systems and heritage, integrating multiple formats, does not presently exist in the web world.

By following a participatory mode of content generation, Sahapedia opens its doors to contributors from all over South Asia and the world, and encourages contributors to engage in discussion on topics of their interest. Sahapedia will contribute in two areas—culture and education. As a project on culture, Sahapedia will provide information on various cultural forms and practices, and invites enthusiasts to write about little-known aspects of culture. As an educational project, Sahapedia will be a valuable tool for educators as well as students at various levels of their academic career.

#### Objectives

- To become the first-stop for reference on any aspect of India's cultural heritage;
- To generate and share knowledge among users with varying levels of interest and expertise;
- To provide a unique experience of Indian history and culture on the web through multimedia content and tools;
- To provide an inclusive space for dialogue among members of different communities and groups; and
- To become a forum for advocacy in the area of heritage conservation and revitalization.

The **target audience** includes students, teachers and scholars, heritage professionals, travelers, and enthusiasts.

#### Domains Covered

1. Knowledge systems
2. History



3. Cultural practices
4. Built spaces and heritage sites
5. Natural Heritage
6. Literature
7. Festive events
8. Performing arts
9. Material arts
10. Museum and institutions
11. Culinary traditions
12. Film

### **How will Sahapedia be different from other comparable sites?**

- Unprecedented focus on India and the region of South Asia to respond to global interest in the country and the region;
- Sahapedia will be a total web experience with multiple types of content (jpeg-s, doc-s, mp3-s, pdf-s, avi-s etc.);
- Sahapedia has launched an oral history initiative in which audio recordings are made of important thinkers and creators in various fields in many languages. This audio archive will be free and available to all users;
- A unique workspace featuring several tools to allow users to access, create, analyze and order content;
- Quality features and content contributed by editorial team;
- Content in major regional languages of India;
- Cultural mapping on India that does not at present exist on the internet;
- Mobile and web-based applications; and
- Providing a personalized experience through personal gallery spaces and social networking opportunities.

### **About Sahapedia**

Sahapedia is a not-for-profit venture registered under Societies Act 1860. It was started by SAHA: Stirring Action on Heritage and the Arts, CMC Limited (A TATA Enterprise) and the International Institute of Information Technology (Hyderabad).

**President:** Mr. S. Ramadorai (Vice Chairman, TCS and Advisor to Prime Minister, National Skill Development Council)



**Vice President:** Dr. Sudha Gopalakrishnan (Scholar on Comparative Drama and Founder Mission Director, National Mission for Manuscripts)

**Contact us**

Dr. Sudha Gopalakrishnan  
Executive Director, Sahapedia  
CMC, 5th Floor, PTI Building,  
Parliament Street, New Delhi-1  
Phone no.: +91-23736151-58, ext. 650  
Email: [sudha.gopalakrishnan@sahapedia.org.in](mailto:sudha.gopalakrishnan@sahapedia.org.in)

Visit us at <http://sahapedia.wordpress.com>





### **Ideas and Guidelines for Heritage Education Activities**

Heritage education is not merely recreation for students but should be an important part of their learning process. It will help them understand history and society and will inculcate values of respect for diversity and tolerance. While it is important to highlight aspects of national heritage, it is also important to bring local heritages into the purview of heritage education programmes. Very limited resources are required for the most basic heritage education programmes. More involved programmes require some investment. But most heritage activities, like heritage walks and heritage clubs, require little capital investment but can go a long way in helping children experience culture and heritage and bring alive many of the things they read in their history textbooks.

#### **Suggestions:**

1. Heritage walks in historical areas of cities/towns/World Heritage Sites
2. Nature walks/excursions to local parks, areas of bio-diversity, even agrarian sites
3. Site visits to museums, interpretation centres, archaeological sites.
4. Organising SPICMACAY events and workshops. Please refer to Board's Circular No. 50/10/18.08.2010
5. Essay competitions on literature (in English and local languages) and talks by writers. Students should be encouraged to read and write creatively in their local language. An introduction to the heritage of the language would be very useful – this can be done by a writer or a poet in the said language or a teacher who is fluent in it.
6. Small research projects for students that can be put up as mini-exhibitions/bulletin board displays on heritage
7. Involving students in documenting local living heritage like festivals, performing arts or craftsmen and women
8. Establishment of heritage clubs for heritage debates, quizzes, discussions and activities like presentations, field trips and documentation
9. Adopt-a-Monument scheme where students/heritage clubs can adopt a local monument, clean up its environs, investigate its local official and oral history, study the monument and make drawings of its details as well as overall plan, understand the challenges in its conservation and upkeep and campaign for its preservation.
10. Painting and drawing competitions for students at built heritage sites.
11. Workshops with artists and craftsmen and women, both traditional and contemporary to help students understand the basic vocabulary and techniques involved.
12. Workshops with experts which involve hands-on learning. For example, a local classical or folk musician could conduct a workshop over five sessions to introduce students to the basic vocabulary of their



musical form so that whenever students have occasion to hear the music, they can understand its basic outlines.

13. Traditional recipes may be collected by the students from their parents and grandparents and a show-and-tell can take place introducing the importance of the recipes and their relevance to certain occasions like festivals or seasons. Comparisons of names for different fruits, vegetables and spices in different local languages can be done.
14. Encouraging students to trace and write their own family histories and traditions, to understand historical change through this
15. Site visits for students to crafts centres, textile loom units, handicraft workshops and factories to understand craft and industrial heritage.
16. Students may be asked to create a nature trail in their own school premises (if possible), marking trees, plants and other flora.
17. Theatre workshops in which students are encouraged to learn the nine emotional states and how to express them, how to make and use traditional puppets as well as other aspects of Indian performance theory.

#### **Basic steps involved in creating a heritage education programme**

1. Have a thorough understanding of heritage education programmes around the country and the world
2. Make a thorough survey of local resources – including potential sites, experts and sources of information like publications, photographs etc. The ‘local’ is an excellent resource for heritage education – including local languages, writers, film, folk traditions, festivals and more as may be relevant.
3. Identify an activity relevant to the target class group’s textbook. For instance, if the students are learning about the Delhi Sultans, the Tughlaqs, a site visit to a monument from that period may be relevant. If the school is near a Tughlaq monument, then that might be used. But if not, a local monument of the same time period may be selected as it may be helpful for students to understand what was happening in their area at the time of the Tughlaqs.
4. Select a date and time for the activity and prepare a pre-activity worksheet or small warm-up exercise like writing a short essay using their imagination, or making presentations on different aspects of the site they are about to visit.
5. Prepare an activity sheet for the site or activity itself. For instance, if you are taking the students to a site, prepare a worksheet that they have to fill there complete with a drawing exercise. Or if you are holding a workshop on dance, ask them to write about their impressions and what they learnt at the end.
6. Prepare a post-activity exercise like making a presentation on the activity or putting together a little heritage corner in the school with drawings and write-ups and objects that they collected or made.
7. Establish a heritage club with atleast 20-30 students and establish a weekly or bi-weekly time to meet. Prepare a charter with the students of what the club will do with targets for activities.



## Guidelines for conducting heritage walks for the students

Heritage walks/tours equip children to understand and explore their local heritage and gain a confident sense of self. The child also learns about national heritage and is exposed to different heritages around the country.

### Pre Heritage walk activities

1. Interaction of the faculty/parents with the students on the selection of the heritage site/museum to be visited.
2. Audio-visual presentation of the site and its significance-designed in accordance to the CBSE curriculum of the class.
3. Students should make their own presentation based on pre-visit research and on their textbooks on various aspects of the site and its history/heritage.
4. Hand-out of dummy models of the architectural elements (ex. Arches, pillars and sculptures extra) among students for a better understanding of the structure(s).
5. Hand-out CDs and print-outs with diagrammatic representation of the site along with photographs to students.
6. To get questionnaires (specific to the site) completed by each student to understand their aptitude and interest.

### During Heritage walk activities

1. Assistance by faculty/parents (student faculty ratio-8:1).
2. Site tour with special reference to practical understanding of the structure and its significance. It may be conducted by an expert or a trained teacher.
3. Arrangement of on-site activities (quiz/painting competition/clay modeling/debates and extempore/ photography etc in accord to the specific age group and general interest.).
4. To again get questionnaires (specific to the site) completed by each student to trace their progress and emphasise certain aspects of the site like natural heritage, architecture, structural engineering and how people lived there (if applicable).

### Post Heritage Walk activities

1. Students who performed particularly well in the activities may be given certificates recognizing their efforts.
2. A group of students may be assigned to maintain a heritage corner for the school as it is important to recall the visit for students. This could include drawings, essays and objects.





**CENTRAL BOARD OF SECONDARY EDUCATION  
DELHI**

No. D(A)/05

Circular No. 30

Date: 11.7.2005

All Heads of Institutions  
Affiliated to CBSE

**Subject: Drug Awareness Programme**

Dear Principal,

Drug Abuse has been considered as an important curricular concern in school education for quite some time that there is a need for proper networking among different agencies to facilitate effective organization of programme drug abuse. Various media reports also underline the urgent need to address the issue at school level in a system population gets inundated with a lot of information coming from different sources, it becomes the responsibility providing the right information as well as skills to make a wise choice for a healthy living. One of the speed Adolescence Education is “to make the learners aware of the causes and consequences of drug abuse and rational attitude as well as the skills to say ‘no’ to drugs”.

Schools should make concerted efforts to integrate both curricular as well as co-curricular approach components that are already incorporated in different subjects can be highlighted for raising the awareness of student abuse and the ways of preventing drug abuse.

Apart from the curricular intervention, co-curricular activities through an informal mode can also be organized to opportunities for students to acquire the basic life skills to behave assertively and to say ‘No’ to drugs. Some action in this regard are suggested below:

- Sensitization through formal and informal discussions.
- Awareness raising among students by organizing interactive sessions with experts in the field.
- Strengthening the counselling component by sensitizing school counsellors to handle issues connected.
- Educating children by involving local nodal agencies working in the field of Narcotics Control, Social Justice.
- Empowering children by organizing specifically designed co-curricular activities such as role play, value etc.

Schools can add to this list of activities depending on their local needs and availability of resources. Timely empower the children so that they do not fall victims to the obnoxious habit of substance abuse. The Board will realize the importance of addressing this serious concern by putting in action.



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092**

No.: D(A)/ARSH/2005/

December 7, 2005  
Circular No. 38/2005

To

All Heads of Institutions  
Affiliated to the CBSE

**Subject: Programme for CBSE affiliated schools on Adolescence  
Reproductive and Sexual Health Education (ARSH Project)**

Sir,

The Govt. of India have in collaboration with UNFPA has drawn up a National Action Plan for introduction of Adolescence Reproductive and Sexual Health Education (ARSH) with the following objectives:

1. Facilitating adolescents to understand the perspective of physical, biological and emotional changes.
2. To initiate a sense of self awareness among adolescents to understand others.
3. To help adolescents to manage their emotions effectively.
4. To empower them with social skills that will help in building positive relationship with others.
5. To enable them to resist peer group pressure.
6. To acquire information and education on sex and reproductive health.
7. To help them to avoid vulnerability to risky behavior.
8. To enable them to resist sex exploitation and general based violence.
9. To understand the consequence of substance abuse and adopt preventive measures.
10. To help them to understand the seriousness of the epidemic HIV/AIDS.

The strategies for introduction of the above objectives will include:

- Awareness building
- Co-curricular activities
- Integration in the school curriculum
- Development of life skills

The CBSE would be shortly initiating a series of advocacy programmes to principals to understand and effectively implement the objectives of the above project in their respective schools. This programme would



further be followed up by training of Master trainers and building an appropriate school environment for the students to understand and practice the objectives of the project.

The advocacy programme of the principals would be conducted in various cities shortly and the Heads of Institutions are advised to participate in the training programmes as and when they are informed. The advocacy and the training for teachers would be carried out by a team of Resourcee persons who have been specifically identified for this project.

The Heads of Institutions are requested to extend their full cooperation and support for successful implementation of the project.

Yours faithfully,

**(G. BALASUBRAMANIAN)**  
**DIRECTOR (ACADEMIC)**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092**

ACAD/EO/2006

Circular No. 09

Dated: 31.5.2006

All the Heads of the Institutions  
Affiliated to CBSE

**Subject: Comprehensive School Health Programme and Creating Health Club in the school.**

Dear Principal,

Childhood and adolescence form the most joyful period of an individual's life. They are times of immense creative energy, self-discovery and exploration of the world. They can also be fraught with feelings of isolation, loneliness and confusion. They can be due to various factors relating to the physical, social, emotional, mental, and spiritual well being of the younger generation. Schools, families and communities need to play a positive and responsible role in bringing up young children in a healthy environment which would enable each one to maximize their potential.

Schools can be dynamic settings for promoting health, for enabling children to grow and mature into healthy adults. Yet the potential of the school to enhance health is often underutilized. 'School Health' has largely remained confined to medial check-ups of children or some hours of health instruction in the curriculum. There is a growing recognition that the health and psychosocial well-being of children and youth is of fundamental value and the schools can provide a strategic means of improving children's health, self-esteem, life skills and behaviour. Although schools have undertaken many initiatives in promoting school health, the comprehensiveness and sustainability in these initiatives is not clearly laid out. The need of the hour is a comprehensive school health policy integrated within the school system.

The Central Board of Secondary Education suggests that schools plan out a Comprehensive School Health Programme which could be initiated through **HEALTH CLUB** in each school to begin with.

**Need For Creating Health Clubs in Schools**

Healthy living in case of school children is the prime concern of all stakeholders including principals, parents, teachers and the community. To achieve this objective collective responsibility needs to be assumed. An important dimension is that of experience and development of health skills and physique through practical engagements with play, exercises, sports and practices of personal and community hygiene.

Health and Wellness Clubs in Schools would focus on the overall well being comprising emotional, social and mental health of the child. It would act as the enabling and organizational point for conducting activities related to various dimensions of health and wellness. A Health Card needs to be created for students which would form a continuous part of their growth and development. This could form an effective monitoring and feedback system for the overall health of a child during his schooling.



### **Constitution of a Health Club**

- Principal as Convener
- Counselor/Psychologist/P.T. Teacher/Nodal Teacher as Secretary
- Student representative (one boy and one girl from each level)
- Identified teachers from each level
- Parent for each level (preferably a doctor)

### **Responsibilities of the Health Club**

- As an organizer of all health relevant activities (at least 8-10 activities in the year at each level)
- As a Resource Centre for the overall well being of students

### **Objectives of the Health Club**

- To create Health Cards for each student
- To create a health newspaper at least twice a year/poster competition related to health issues
- To conduct surveys on health related concerns
- To organize 'health walks' as part of social campaigns
- To organize health fairs and immunization projects
- To tap the local resources in the community to arrange health talks
- To render service in any area affected by a disaster or a calamity
- To create health help line within the school to distress, cope with emotional and social behaviour and to clarify misconceptions regarding sexual and reproductive health
- To teach the students techniques of yoga and meditation from an early age
- To inculcate in the students healthy and positive ways of living
- To teach health songs on various health topics
- Celebration of important days (World Health Day, April 7)
- Creating awareness regarding 'World No Tobacco Day' (May 31), 'World AIDS Day' (December 1) etc.

The Board is suggesting a plethora of activities in Annexure A for various levels which can be conducted as part of co-curricular inputs during the calendar year. The activities mentioned here are recommended as pointers and many more can be added as per local needs and requirement. The Board is also in the process of preparing a Manual on a Comprehensive School Health Program which will be available shortly.

Any further suggestions on this issue are always welcome.

Yours sincerely  
**(VINEET JOSHI)**  
**SECRETARY**



## COMPREHENSIVE SCHOOL HEALTH PROGRAMME

### Suggested Activities for promoting Health in School

	I-IV	V-VIII	IX-XII
Module I Know yourself	<ul style="list-style-type: none"> <li>• Yoga and meditation</li> <li>• Drawing a picture of oneself</li> <li>• Pasting a photograph Palm Printing/Foot Printing</li> <li>• Rhythmic Exercises Poem/Rhymes/ Recitation</li> <li>• Role Play on Body Parts</li> <li>• Matching of Flash Cards</li> <li>• Self awareness/diary</li> <li>• Sensitivity based Theatre</li> <li>• Check up by doctors/dentists</li> <li>• Health Card</li> <li>• Counselling</li> <li>• Ten Sentences on oneself Physical/ Social/Society</li> <li>• Likes and dislikes</li> <li>• My list of favourites</li> <li>• Any other</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga and meditation</li> <li>• Assembly themes</li> <li>• Tapping resources from neighbourhood/ community for health, hygiene &amp; personality</li> <li>• Introspection diary</li> <li>• Survey of eating joints for their nutritive content</li> <li>• Health Card</li> <li>• Any other</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga and meditation</li> <li>• Yoga and meditation Health Mela</li> <li>• Health Newsletter</li> <li>• Class Boards Decoration</li> <li>• House Boards Decoration</li> <li>• Creating recipes</li> <li>• Effective use of Home Science lab.</li> <li>• Health Card</li> <li>• Any other</li> </ul>
Module 2 Food and Nutrition	<ul style="list-style-type: none"> <li>• Collection of pictures of nutritive/junk food</li> </ul>	<ul style="list-style-type: none"> <li>• Nutritive Recipe Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Extempore</li> </ul>



	<b>I-IV</b>	<b>V-VIII</b>	<b>IX-XII</b>
Module 3 Hygiene	<ul style="list-style-type: none"> <li>• Class party and discussion on food items</li> <li>• Dietary charts for the week</li> <li>• Jigsaw puzzle presentation</li> <li>• Four corners</li> <li>• Power point presentation</li> <li>• Mandatory to bring one nutritive item</li> <li>• Research on food items, balances items</li> <li>• Mothers' receipt book</li> <li>• Any other</li> <li>• Tick mark of self check list</li> <li>• Presentation</li> <li>• Value based assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation program for parents and students on good food habits</li> <li>• APMI (plus, minus and interesting) on generally observed health problems</li> <li>• Survey based on balanced diet of different regions/ communities</li> <li>• Any other</li> <li>• Board Display</li> <li>• Research Projects</li> <li>• Skits</li> </ul>	<ul style="list-style-type: none"> <li>• Debate</li> <li>• Slogan writing</li> <li>• Theatre</li> <li>• Collage making</li> <li>• Panel discussion</li> <li>• Any other</li> <li>• Resource persons from NGO's</li> <li>• Panel Discussion</li> <li>• Planting</li> </ul>
Personal and Environmental	<ul style="list-style-type: none"> <li>• Shramdaan (cleaning up of your class at the end of the day)</li> <li>• Picking up wrappers/ foils etc. after the break</li> <li>• Creating shramdaan clubs</li> <li>• Posters</li> </ul>	<ul style="list-style-type: none"> <li>• Eco-clubs</li> <li>• Celebrating Environment Friendly Day</li> <li>• Preparing Recycled Paper</li> <li>• Visiting a Heritage Site</li> </ul>	<ul style="list-style-type: none"> <li>• Eco-clubs</li> <li>• Planting Sapling and Trees</li> <li>• Rain Water Harvesting</li> <li>• No Polybag Zone</li> </ul>





	I-IV	V-VIII	IX-XII
Module 4 Physical fitness	<ul style="list-style-type: none"> <li>Outdoor excursions (Speed, stamina, strength)</li> <li>Warming up exercises before the beginning of each physical education period Pranayam</li> <li>Yoga</li> <li>Physical education periods must for all schools/all classes</li> <li>Drills/aerobics followed by presentations at the end of every month</li> <li>Skill based programmes - camps</li> <li>March/run for health</li> <li>Any other</li> </ul>	<ul style="list-style-type: none"> <li>Any other</li> <li>Competitive Sports</li> <li>Team building adventure treks</li> <li>Leadership camps</li> <li>Health Walks for social issues</li> <li>Swimming</li> <li>Any other</li> </ul>	<ul style="list-style-type: none"> <li>Adopting a National Heritage Spot</li> <li>Inter House Competitions based on Aerobics/Yoga/Gymnastics</li> <li>Team building</li> <li>Leadership Camps</li> <li>Running for a Cause</li> <li>Any other</li> </ul>
Module 5 Safety Measures - Fire, Accidents, Emergencies	<ul style="list-style-type: none"> <li>Extempore dialogue delivery</li> <li>Ground rules preparation in classes</li> <li>Safety activities - sports field/activity period (to be made by students)</li> <li>Travelling independently (phone numbers/residential numbers)</li> <li>Learning to communicate problems Circle time)</li> </ul>	<ul style="list-style-type: none"> <li>Transport drill</li> <li>Sports Day</li> <li>First Aid</li> <li>Showing movies on fire safety drill</li> <li>Bravery Award</li> </ul>	<ul style="list-style-type: none"> <li>Fire Brigade Demonstration</li> <li>Disaster Management</li> <li>Self defence techniques</li> <li>Traffic rules</li> <li>Theatre-visit to Rehabilitation Centre</li> </ul>



	I-IV	V-VIII	IX-XII
Module 6 Behavioural and Life Skills	<ul style="list-style-type: none"><li>• Campaigns</li><li>• Vigilance committee</li><li>• Evacuation skills</li><li>• Consequences games</li><li>• Learning to say “NO”</li><li>• Think pair share</li> <li>• Handling peer pressure</li><li>• Identification of good touch and bad touch</li></ul>	<ul style="list-style-type: none"><li>• Research based projects</li><li>• Sexual health education issues related to gender sensitivity</li><li>• Learning to say ‘no’</li><li>• Mentoring</li><li>• Interactive Bulletin Board</li> <li>• Quiz Contest</li><li>• Poster making/Painting Competition</li><li>• Group Games on Adolescent issues</li></ul>	<ul style="list-style-type: none"><li>• Sensitization Programs on substance Abuse</li><li>• Interpersonal relationships</li><li>• Parental sessions</li><li>• Laboratory Safety drill</li><li>• Handling Peer Pressure</li><li>• Question Box Activity</li><li>• Situation Analysis and Case Studies of sensitive issues</li><li>• Peace March to mark a social event or issue</li><li>• Panel Discussion with Eminent Psychologists</li><li>• Guest Speakers from the experts (Doctor)</li><li>• Visit to a rehabilitation centre</li></ul>



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**INSTITUTIONAL AREA, ROUSE AVENUE, NEW DELHI-110002**

CBSE/ACAD/CIRCULAR/2007

14th March, 2007

Circular No. 17

To,

All Heads of the Institutions  
Affiliated to CBSE

**Subject : Importance of Nutrition for Bone Health.**

Dear Principal

Bone Health is a neglected area and has resulted in various problems both for adults and young children.

The major causes for the poor bone health in India are genetic predisposition, lower bone mineral density due to deficiency of calcium and vitamin D, inadequate exposure of body surface area to direct sunshine even though the country has plenty of sunshine throughout the year, clothing pattern, relatively pigmented skin, poor diet, lack of availability of foods fortified with essential vitamins and minerals and lack of physical activity.

Childhood and adolescence is the time when bones are beginning to be modeled until around the age of 30 when peak bone mass is achieved. Diet in the modeling phase is extremely important. A critical element that helps absorb deposition of dietary calcium into bone mass is vitamin D. Deficiency of vitamin D is one of major contributory factor responsible for lower bone mineral density (BMD).

A related bone problem is flurosis. It is prevalent in 17 States and has affected 66 million people including about 6 million children below the age of 14. It results from consuming ground water with excessive fluoride leading to bone disorders. Inadequate exposure of body surface area to direct sunshine, clothing pattern, relatively pigmented skin, environmental pollution, faulty housing architecture which does not allow enough sunshine, poor diet and lack of required food fortification, are among the major factors responsible for compromised bone health.

It is important to pay attention to bone health right for childhood. It is in this regard, schools may be advised to take steps regarding the following aspects:

1. Schools should promote outdoor physical activity after 9.00 a.m. and before 4.00 p.m. for adequate exposure to sunshine. Sunshine is the most important source of vitamin D.
  - Vitamin D helps absorption of calcium. The main source of vitamin D is the exposure to sunlight. Exposure of legs and arms to sunlight for about 25 minutes between 9 AM and 4 PM is adequate.
  - Physical activity at all ages, particularly weight bearing activity, is important for bone health. It also reduces the risk of falling by strengthening muscles and maintaining balance.



- Calcium is critical for sound bone health. Foods containing calcium like milk, leafy green vegetables, etc. should be a part of the normal daily diet.
2. During the educational programs, schools should emphasis the importance of calcium and viranin D and thus the schools play a crucial role in creating awareness on such vital issues by sharing this message with the entire student community as well as the parents.

With regards,

Yours sincerely

**(C. GURUMURTHY)**  
**DIRECTOR (ACADEMICS)**





## CENTRAL BOARD OF SECONDARY EDUCATION

2 Community Centre, Preet Vihar, Delhi-110092

No. CBSE/ACAD/HEALTH/2007

20th June, 2007

Circular No. 29

All Heads of the Institutions

Affiliated to CBSE

### Subject : Comprehensive School Health Programme

Dear Principal

The Central Board of Secondary Education in continuation of its Circular No. 09 dated 31.5.2006 regarding Comprehensive School Health Programme and creating Health Club in schools would like to reiterate and create awareness about the following issues:

1. School must have by now initiated the creation of Health Clubs to implement the Comprehensive School Health Programme.

- (i) Health and Wellness Clubs in schools need to focus on over all well being comprising mental and social health of the child. These would opt as nodal centres for creating an enabling environment in the school ensure an ambience of wellness and fostering preventive health care.
- (ii) The Constitution, responsibilities and objectives of a Health Club have already been stated in the previous circular.
- (iii) Activities for promoting health and wellness to schools have also been stated in the circular.

### 2. Comprehensive School Health Manual

The Comprehensive School Health Manual addresses a basic gap in schooling that has crept in over the years. This is largely to do with the aspect of school health which has somehow been relegated to sporadic health check ups or in some cases a few hours of health instruction in the curriculum. It is imperative that something is done urgently to take up the issue of holistic health in school going children, which includes physical, mental, emotional and psychosocial health. The School Health Policy and now the Manual proposes to view health holistically, utilize all educational opportunities for health promotion including formal and informal approaches in curriculum and pedagogy. Providing a safe school environment, on activity oriented health education curriculum to avoid health-related risk behavior, ensuring physical fitness activities and sports, providing nutritious snacks in the school canteen ensuring access to primary health care services, providing emergency care for illness or injury, providing counselling services and Integrated family and community activities and a staff health promotion policy are some of the expectations that a school should fulfill as was advised earlier. In the circular issued to all schools regarding setting up of Health Clubs.

Comprehensive School Health Manual will be available to all schools by August 2007.



### 3. Health Websites

The Ministry of Health and Family Welfare (MOHFW), Government of India has commissioned a website on Healthy Living ([www.healthy-India.org](http://www.healthy-India.org)) to address the concerns in India on the lifestyle related preventable diseases.

The objectives of the website are:

- (a) to harmonize the burden of preventable chronic diseases in the country by creating awareness
- (b) to bring in the need for a healthy lifestyle
- (c) to create Agents of Change among school children with regard to health issues
- (d) to encourage the setting up of a health fostering school
- (e) to create awareness regarding canteens as social responsible outlets which inculcate healthy eating behaviours
- (f) to ensure that there is enough emphasis on physical activity in schools and an enjoyment of this physical activity.

The website has been so designed that it is user-friendly and contains a number of dynamic sections for interactive sessions.

As India advances economically and gains greater control over traditional health threats, diseases, 'related to distorted lifestyles and unhealthy living habits are rapidly growing as major public health problems. Imbalanced diet, physical inactivity, tobacco consumption and alcohol abuse are leading to many Indians suffering from diabetes, heart disease, cancer and lung disease. Many of these diseases are preventable. Such preventive efforts are best started in childhood and in schooling years.

Armed with appropriate health information people can project and promote their personal health and families create healthy living conditions for individuals at all ages. Schools and colleges are important stakeholders in disseminating healthy lifestyle information to children and youth.

Healthy India endeavours to advance consciousness of disease prevention opportunities, encourage the detection and treatment of chronic diseases, and foster healthy living through information and resources on healthy lifestyle viz. Healthy Diet; Physical Activity; Dealing with Tobacco and Alcohol related health problems; Yoga and Stress Management; Diabetes; Cancers; Heart Attacks and Strokes.

We would request you to Encourage students, teacher's and staff to adopt healthy life style practices suggested in this useful site ([www.healthy-India.org](http://www.healthy-India.org)) and practice the provided advise therein.

Yours Sincerely

**(VINEET JOSHI)**  
**SECRETARY**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

No. CBSE/ACAD/HEALTH MANUAL/2008

24th June, 2008  
Circular No. 27/08

All the Heads of the Institutions  
Affiliated to CBSE

**Subject : Comprehensive School Health Programme and Release of School  
Health Manuals in Four Volumes.**

Dear Principal

Children are the greatest asset of a country and those in school have a right to happy and healthy life within the school environment as well as at home. Investment in the health of children is an investment in the future of the nation. It is essential to build on the components of knowledge relating to health and nutrition, develop healthy attitudes and enhance life skills to overcome the multiple health concerns affecting school going children both in the urban and remote areas of the country.

This is further to our circulars (No. 09 dated 31.5.2006 and No. 29 dated 20.6.2007) on **Comprehensive School Health Programme** in which the Board has requested schools to set up 'Health Clubs' in order to implement the Comprehensive School Health Programme. It is heartening to note that some of the schools affiliated with the board have responded positively in this regard.

**Comprehensive School health Programme and Health Manuals**

The objectives of the School Health Club as mentioned in the earlier circular are also being reiterated:

- To create Health Cards for each student.
- To create a health newspaper at least twice a year/poster competition related to health issues.
- To conduct surveys on health related concerns.
- To organize, health walks, as part of social campaigns.
- To organize health fairs and immunization projects.
- To tap the local resources in the community to arrange health talks
- To render service in any area affected by a disaster or a calamity.
- To create health help line within the school to distress, cope with emotional and social behaviour and to clarify misconceptions regarding adolescent health.





- To teach the students techniques of yoga and meditation from an early age.
- To inculcate in the students healthy and positive ways of living.
- To teach health songs on various health topics.
- Celebration of important days (World Health Day, April 7).
- Creating awareness regarding ‘World No Tobacco Day’ (May 31), ‘World AIDS Day’ (December 1) etc.

## Health Manuals

The Comprehensive **School Health Manuals** address a basic gap in schooling that has crept in over the years. School Health has somehow been relegated to sporadic health check-ups or in some cases a few hours of health instruction in the curriculum. It was imperative that something is done urgently to take up the issue of holistic health in school going children which includes physical, mental, emotional and psychological health. The school Health Policy and now the Manuals propose to view health holistically, utilize all educational opportunities for health promotion including formal and informal approaches in curriculum/pedagogy. Providing a safe school environment an activity oriented health education curriculum to avoid health-related risk behavior, ensuring physical fitness activities and sports, providing nutritious snacks in the school canteen, ensuring access to primary health care services and integrated family and community activities and a staff health promotion policy are some of the expectations that a school should fulfill.

There are **four Manuals** in this package. The first **Manual-Vol I** is addressed to all stakeholders concerned with school health. The other three Manuals are activity based manuals for teachers. Vol II is Teachers Activity Manual which consist of activities for Primary Level (Classes I-V), Vol III is Teacher’s Manual for Upper Primary Level (Classes VI-VIII) and Vol IV is Teachers’ Manual for Secondary and Senior Secondary Level (Classes IX-XII)). The activities revolve around six different themes - Knowing your Body, Food and Nutrition, Personal and Environmental Hygiene, Physical Fitness, Being Responsible and Safe and Behaviour and Life Skills. The objectives of the modules and activities is to focus on the different aspects of growth and age appropriate development of the child.

The Manuals are holistic in their approach since they deal with not only physical health but also mental, social, emotional and spiritual well being. Their uniqueness lies in their participative and interactive approach. The activities mentioned can be easily incorporated in the classroom transaction, keeping in mind that hands on learning is internalized faster than conventional learning. It is also recommended that teachers may modify or customize the activities according to their social, cultural and demographic needs.

The activities for teachers in each Section are suggestive and it is earnestly hoped that they will carry on the spirit of each section through curriculum plus intervention strategies within the school. The activities are learner centred and will help to empower them to construct knowledge for themselves in a classroom or out of the class setting.

The graded activities provided in the manual follow outcome based approach to learning, teaching and assessment. They are positive in attitude and stress on developing health promoting habits from an early age which emphasizes the concept of learning throughout life.

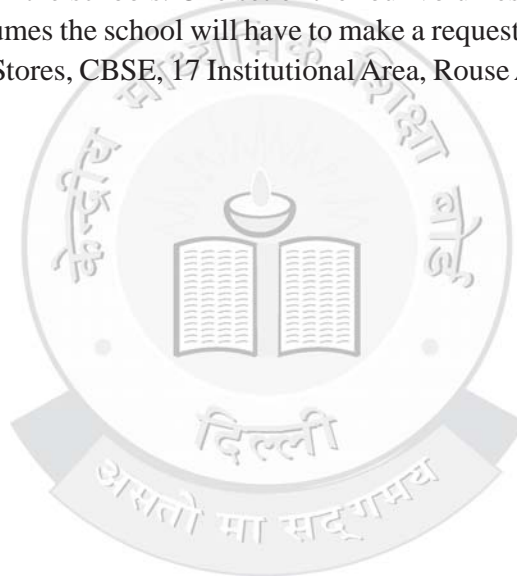


For the success of the school health programme it has to be developed and implemented by a strong indigenous group committed teachers under the guidance of the dynamic head of the organization as well as a committed management. A special feature of this development would be a cooperative, caring and concerned atmosphere which it is hoped will be the key note of the school learning environment while implementing the programme.

The integration of school and community efforts should be related where the school is regarded as a social unit providing a focal point from which the school may reach out to the family to the local community and to the community at large as a whole which in turn may support the efforts of the school.

It is hoped that the Health Manuals will foster the need to provide for a healthy environment for each child studying in a school and in that sense the CBSE Comprehensive School Health Program is dedicated to all children.

The Health Clubs can be used to conduct the activities which are detailed in the School Health Manuals in four Volumes being released to all the schools. One set of the four volumes is being sent to all schools free of cost, however, for additional volumes the school will have to make a request as these will be priced documents. These will be available from the Stores, CBSE, 17 Institutional Area, Rouse Avenue, New Delhi as well as from the Regional Offices.



**(VINEET JOSHI)**  
**SECRETARY**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

NO. CBSE/EO(L:)/ACAD/2008

1st Sept., 2008  
Circular No.: 33/08

All Heads of the Institutions  
Affiliated to CBSE

**Subject: Creating a Healthy School Environment**

Dear Principal,

One of the lofty aims of education is to shape young individuals into caring, thinking sensitive and value enriched citizens of the country. These are achievable when the schools provide a nurturing environment and create a value based climate within the school.

The schools affiliated to CBSE are seen as powerful resources of Human Resource Development. This is possible and can be ensured only if the schools themselves are convinced of the positive benefits of a value enriched environment.

The conflicting role models thrown up by the social context as well as the explosion of media often result in giving out ambiguous signals to young minds. It thus becomes even more mandatory that the schools serve as agents of change and transformation by bringing out the best from within each child. The inspiration, motivation and upliftment of spirit should go hand in glove with transaction of academic knowledge.

The Central Board of Secondary Education has received feedback about certain schools where the school authorities forcibly keep the children back in Classes IX & XI under various pretexts. This has been viewed very seriously. The Board requires all heads of institutions to reflect on the long term objectives of imparting holistic education in schools. It is impossible to create vibrance and a joyful and friendly learning ambience to ensure there is collaborative synergy between learners, teachers, heads of the institutions, parents and the management of the school.

Unless the heads of schools realize their own responsibility towards all these stakeholders there will be a serious backlash from all these quarters. Cases of indiscipline, rowdism, bullying, smoking and other kinds of drug abuse in some institutions have also been reported to which a blind eye is turned by the school authorities. The **Adolescence Education Programme** and the **Life Skills Programme** as well as the **Comprehensive School Health Programme** advocated by the Board focuses on the growing concerns of adolescence which need to be addressed with an urgency and immediacy and unless stringent action is taken at the right point of time in collaboration with the parents of the adolescents it may become a matter of serious concern. Life Skills Education is an excellent tool for bringing about positive behavioural changes in individuals.

It is essential that all stakeholders involved in imparting value based education within the school environment should come together to find an answer to some of these areas that ultimately concern all of us.



This may be brought to the notice of all teachers, students and parents through staff meetings/assembly meetings, circulars and advisory issued and reinforced from time to time.

Yours sincerely,

**(VINEET JOSHI)**  
**SECRETARY**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

CBSE/EO(SCIENCE)/ACAD/

Dated: 25.9.2008  
Circular No. 36/08

All the Heads of the Institutions  
Affiliated to the Board

**Subject: All Heads of Institution Affiliated to Board: Observing Food Safety and Quality Day**

Dear Principal

The NCF 2005 on Health and Physical Education holds that Health is a critical input for the overall development of the child and it influences enrolment retention and school completion rates significantly. One of the major contributors to the health of a child is food quality and safety. Thus in envisaging suitable education as a right for every individual child, the importance of food safety and quality is rightly emphasized especially in the back drop of growing concerns over junk food and product adulteration.

Appropriately, therefore, the Ministry of Food Processing Industries is observing the year 2008-09 as **Food Safety and Quality Year and 16th October, 2008 as “Food Safety and Quality Day”**.

The entire student community along with the teachers and the parents need to be sensitized on the topic by creating awareness through seminars, workshops, essay writing competition, quiz, discussions and lectures.

Hence you are requested to organize the programmes as mentioned above on 16th October, 2008 at school level and detailed report in this regard may be sent to the undersigned.

Yours faithfully,

**(C. GURUMURTHY)**  
**DIRECTOR (ACADEMC)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2 COMMUNITY CENTRE, PREET VIHAR, DELHI-110092**

NO. CBSE/ACAD/CSHP/2008

6th Nov., 2008  
Circular No. 49

All the Heads of the Institutions  
Affiliated to the Board

**Subject: Follow up on Comprehensive School Health Programme.**

Dear Principal

The Central Board of Secondary Education has recommended the setting up Health and Wellness Clubs and launched the **four manuals in the package of Comprehensive School Health Manuals (vide circular no. 27 dated 24th June, 2008).**

We hope that you have received the following four volumes of the Comprehensive School Health Manuals:

1. **Comprehensive School Health Teachers Activity Manual** (Volume I)
2. **Teacher's Manual** for Classes I-V
3. **Teachers' Activity Manual** for Classes VI-VIII
4. **Teachers' Activify Manual** for Classes IX-XII

In continuation of the above the Board would like to bring to you an advisory on some of the components related to health such as Physical Fitness, Substance Abuse and Emotional Concerns.

**1. Physical Fitness:**

- a. There should be at least 30 minutes of Physical Activities or games with maximum health benefits for Classes I-VIII every day.
- b. For Classes IX-XII it should be ensured that all the students participate in Physical Activity/Games/ Mass P.T./Yoga with maximum health benefits for at least 2 periods per week (90-120 min/week).
- c. In case the school has constraints of space, climatic conditions, presence of enough PE Teachers, or coaches it may consider indoor activities which would provide maximum health benefits (Aerobics/ Meditation & breathing exercises/Yoga).
- d. Mass P.T. in the morning keeping in view the climate conditions is another alternative the school can use.
- e. Too much of time being spent by children at home in watching TV or playing computer games needs to be carefully monitored by the parents. An advisory can be sent by schools to parents and reinforced in the beginning of every term.





f. Parental Awareness programmes regarding Adolescent concerns including the above may be held at regular intervals by the schools.

## **2. Eating Habits and Diet:**

School canteens should provide healthy snacks which can be monitored by the Health Clubs of the schools. Doctors/Nutritional Experts/Dieticians/Counsellors/Nurses/Home Science Department may be involved in designing the recipes for the menu (healthy, nutritious, wholesome) and monitoring quality of the food items. Junk/fast food needs to be replaced completely with healthy snacks. Carbonated and aerated beverages may be replaced by juices and dairy products (Lassi, Chach, Flavored milk etc.)

## **3. Substance Abuse:**

Passive smoking is as harmful as indulging in active tobacco use. Awareness regarding the hazardous effects of passive smoking need to be created among the students and this may also be apart of the Parental Awareness programmes. Awareness on recent laws enacted on prohibition of Tobacco products in public places needs to be created among students.

Heads of Institutes should ensure that no Tobacco products should be sold either by minor or by major children in the vicinity of the educational institutes. Regular vigilance against smoking at home and school needs to be emphasized. The matter can be discussed in PTA meetings with parents. Project work on Substance/Tobacco abuse may be assigned to students as part of school assignment across disciplines and 'No Tobacco Week' may be celebrated in school. A substance abuse control committee at school level involving PTA member's local leaders and students may also be initiated.

Value Education and Value Enhanced Life Skills should form a part of the larger curriculum plus activities in the schools. Schools should also be able to integrate unstructured programmes on Value Education through their Literary Clubs, Health Clubs and Eco Clubs.

## **4. Emotional Health:**

There is a need for Value Education aided Conceptual Framework of Life Skills related to values for sensitizing teachers and learners to the Universal Skills such as Thinking Skills (Creative and Critical Thinking, Self Awareness, Problem Solving, Decision Making), Social Skills (Interpersonal Relationships, Effective Communication, Empathy) and Emotional Skills (Managing feeling/Emotions, Coping with Stress).

Younsincerely

**(DR. SADHANA PARASHAR)**  
**EDUCATION OFFICER(L)**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2, Community Center, Preet Vihar, Delhi-110092**

CBSE/ACAD/HEALTH/2009

June 19, 2009  
Circular No. 18

All the Heads of Independent Schools  
Affiliated to the CBSE

**Subject : Observation of International Day against Drug Abuse and Illicit  
Trafficking on 26<sup>th</sup> June, 2009**

Dear Principals,

The Central Board of Secondary Education, as part of its **Comprehensive School Health Programme** and **Adolescence Education Programme** has reinforced the concept of **Health Promoting Schools**.

A **Health Promoting School** fosters health and learning with all the measures at its disposal and creates conditions that are conducive to health through policy, services and creating a healthy school environment. It is hoped that schools affiliated to CBSE are creating awareness regarding the major causes of death, disease and disability such as tobacco use, HIV/AIDS/STDs, sedentary life style, drugs and alcohol, violence and injury and unhealthy nutrition. Schools are expected to influence positive health related behaviour by capacity building in the domain of behavior, beliefs, skills, attitudes and values.

**Health and Wellness Clubs** in schools must be engaged with the six themes: **Knowing Your Body, Food and Nutrition, Personal and Environmental Hygiene, Physical Fitness, Being Safe and Responsible and Behavior and Life Skills**.

Each year, 26<sup>th</sup> June is observed as the **International Day against Drug Abuse and Illicit Trafficking**. On this occasion Board expects schools to renew their **resolve to fight this menace collectively** by **organizing awareness campaigns**, conducting **seminars and workshops** and holding **cultural Programmes and exhibitions** etc.

Given below are compulsory guidelines for ensuring **Tobacco Free Schools**:

1. Display of “**Tobacco Free School**” or “**Tobacco Free Institution**” board at a prominent place on the boundary wall outside the main entrance.
2. No sale of tobacco products inside the premises and within the radius of 100 yards from school/ educational institutions and mandatory signage in this regard shall be displayed prominently near the main gate and on boundary wall of school/ institution.
3. No smoking or chewing of tobacco inside the premises of institution by students/ teachers/ other staff members/ visitors.



4. Display of sign boards “**No Smoking Area- Smoking here is an offence**”, of 60x30cm size inside the institution (as mandated by law).
5. Posters with information about the harmful effects of tobacco should be displayed at prominent places in the school/ institutions. Students should be encouraged to make their own posters on tobacco control themes.
6. A copy of the **Cigarette and other tobacco products Act (COTPA) 2003** needs to be available with the Principal/Head of School/Institution. (May be downloaded from the website of the Ministry of Health & Family Welfare – [www.mohfw.nic.in](http://www.mohfw.nic.in))
7. A “**Tobacco Control Committee**” needs to be in place. It may be chaired by School Head/Principal, with members comprising of a science teacher, or any other teachers, school counselor (if available), at least two **NSS/NCC/Scout students**, at least two parents representatives, area **MLA, area SHO, Municipal Councilor, member of PRIs**, any other member. The committee shall monitor the tobacco control initiatives of the school/ institute. The committee shall meet quarterly and report to the district administration.
8. Integrate **tobacco control** activities with the ongoing **School Health Programme** and **Health and Wellness Clubs**.
9. Promote writing of Anti-tobacco slogans on the School/ Institute stationery.
10. The Principal/Head of School/Institute shall recognize tobacco control initiatives by students/ teachers/ other staff and certificates of appreciation or awards may be given.

The guidelines may be followed meticulously and awareness regarding them may be brought to the notice of all concerned including students, teachers, parents as well as all other stakeholders.

Yours sincerely,

**(Dr. Sadhana Parashar)**  
**Education Officer (L)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2, Community Center, Preet Vihar, Delhi-110092**

CBSE/ACAD/HEALTH/2009

November 20, 2009

Circular No. 58

All the Heads of Independent Schools  
Affiliated to the CBSE

**Subject : Guidelines on Protection from Exposure to Tobacco Smoke.**

Dear Principals,

Tobacco is the foremost cause of preventable death and disease in the world today. India is the second largest consumer of tobacco products in the world. National Family Health Survey – 3, 2006 indicates an increasing prevalence of tobacco consumption in India, with 57% male and 10.9% females reportedly consuming tobacco in some form. Global Youth Tobacco Survey (GYTS), 2006 also indicates that approx. 14% children in the age group of 13-15 years are consuming tobacco in some form and that the age of initiation into tobacco has come down. Moreover, tobacco is responsible for almost 40% of overall health problem and 50% of all cancer related deaths in the country. Every year more than 8 lakh people die due to tobacco related diseases.

The Central Board of Secondary Education as part of the Adolescent Education Programme and Comprehensive School Health Programme has been constantly endeavouring to raise awareness regarding prevention of students from becoming addicted to tobacco as well as the dangers of exposure to tobacco smoke.

The WHO Framework Convention on Tobacco Control (FCTC) under Article-8 has brought out Guidelines on protection from exposure to tobacco smoke which are enclosed for perusal and dissemination.

The guidelines may be followed meticulously and awareness regarding them may be brought to the notice of all concerned including students, teachers, parents as well as all other stakeholders.

Yours sincerely

**(Dr. Sadhana Parashar)**  
**Education Officer (L)**

Encl : Guidelines on Protection From Exposure to Tobacco Smoke



## **GUIDELINES ON PROTECTION FROM EXPOSURE TO TOBACCO SMOKE**

### **Objectives of the guidelines**

All the organization need to meet their obligations under Article 8 of the WHO Framework Convention, in a manner consistent with the scientific evidence regarding exposure to second-hand tobacco smoke and the best practice worldwide in the implementation of smoke free measures, in order to establish a high standard of accountability for in promoting the highest attainable standard of health. The objective is also to identify the key elements of legislation necessary to effectively protect people from exposure to tobacco smoke, as required by Article 8.

### **Underlying considerations**

The development of these guidelines has been influenced by the following fundamental considerations.

- (a) The duty to protect from tobacco smoke, embodied in the text of Article 8, is grounded in fundamental human rights and freedoms. Given the dangers of breathing second-hand tobacco smoke, the duty to protect from tobacco smoke is implicit in, inter alia, the right to life and the right to the highest attainable standard of health, as recognized in many international legal instruments (including the Constitution of the World Health Organization, the Convention on the Rights of the Child, the Convention on the Elimination of all Forms of Discrimination against Women and the Covenant on Economic, Social and Cultural Rights), as formally incorporated into the preamble of the WHO Framework Convention and as recognized in the constitutions of many nations.
- (b) The duty to protect individuals from tobacco smoke corresponds to an obligation by governments to enact legislation to protect individuals against threats to their fundamental rights and freedoms. This obligation extends to all persons, and not merely to certain populations.
- (c) Several authoritative scientific bodies have determined that second-hand tobacco smoke is a carcinogen. Some Parties to the WHO Framework Convention (for example, Finland and Germany) have classified second-hand tobacco smoke as a carcinogen and included the prevention of exposure to it at work in their health and safety legislation. In addition to the requirements of Article 8, therefore, Parties may be obligated to address the hazard of exposure to tobacco smoke in accordance with their existing workplace laws or other laws governing exposure to harmful substances, including carcinogens.

### **STATEMENT OF PRINCIPLES AND RELEVANT DEFINITIONS UNDERLYING PROTECTION FROM EXPOSURE TO TOBACCO SMOKE**

#### **Principle 1**

Effective measures to provide protection from exposure to tobacco smoke, as envisioned by Article 8 of the WHO Framework Convention, require the total elimination of smoking and tobacco smoke in a particular space or environment in order to create a 100% smoke free environment. There is no safe level of exposure to tobacco



smoke, and notions such as a threshold value for toxicity from second-hand smoke should be rejected, as they are contradicted by scientific evidence. Approaches other than 100% smoke free environments, including ventilation, air filtration and the use of designated smoking areas (whether with separate ventilation systems or not), have repeatedly been shown to be ineffective and there is conclusive evidence, scientific and otherwise, that engineering approaches do not protect against exposure to tobacco smoke.

## **Principle 2**

All people should be protected from exposure to tobacco smoke. All indoor workplaces and indoor public places should be smoke free.

## **Principle**

Legislation is necessary to protect people from exposure to tobacco smoke. Voluntary smoke free policies have repeatedly been shown to be ineffective and do not provide adequate protection. In order to be effective, legislation should be simple, clear and enforceable.

## **Principle 4**

Good planning and adequate resources are essential for successful implementation and enforcement of smoke free legislation.

## **Principle 5**

Civil society has a central role in building support for and ensuring compliance with smoke free measures, and should be included as an active partner in the process of developing, implementing and enforcing legislation.

## **Principle 6**

The implementation of smoke free legislation, its enforcement and its impact should all be monitored and evaluated. This should include monitoring and responding to tobacco industry activities that undermine the implementation and enforcement of the legislation, as specified in Article 20.4 of the WHO Framework Convention.

## **Principle 7**

The protection of people from exposure to tobacco smoke should be strengthened and expanded, if necessary; such action may include new or amended legislation, improved enforcement and other measures to reflect new scientific evidence and case-study experiences.

## **Definitions**

In developing legislation, it is important to use care in defining key terms. Several recommendations as to appropriate definitions, based on experiences in many countries, are set out here. The definitions in this section supplement those already included in the WHO Framework Convention.

### **“Second-hand tobacco smoke” or “environmental tobacco smoke”**

Several alternative terms are commonly used to describe the type of smoke addressed by Article 8 of the





WHO Framework Convention. These include “second-hand smoke”, “environmental tobacco smoke”, and “other people’s smoke”. Terms such as “passive smoking” and “involuntary exposure to tobacco smoke” should be avoided, as experience in France and elsewhere suggests that the tobacco industry may use these terms to support a position that “voluntary” exposure is acceptable. “Second-hand tobacco smoke”, sometimes abbreviated as “SHS”, and “environmental tobacco smoke”, sometimes abbreviated “ETS”, are the preferable terms; these guidelines use “second-hand tobacco smoke”.

Second-hand tobacco smoke can be defined as “the smoke emitted from the burning end of a cigarette or from other tobacco products usually in combination with the smoke exhaled by the smoker”.

“Smoke free air” is air that is 100% smoke free. This definition includes, but is not limited to, air in which tobacco smoke cannot be seen, smelled, sensed or measured.

### **“Smoking”**

This term should be defined to include being in possession or control of a lit tobacco product regardless of whether the smoke is being actively inhaled or exhaled.

### **“Public places”**

While the precise definition of “public places” will vary between jurisdictions, it is important that legislation define this term as broadly as possible. The definition used should cover all places accessible to the general public or places for collective use, regardless of ownership or right to access.

### **“Indoor” or “enclosed”**

Article 8 requires protection from tobacco smoke in “indoor” workplaces and public places. Because there are potential pitfalls in defining “indoor” areas, the experiences of various countries in defining this term should be specifically examined. The definition should be as inclusive and as clear as possible, and care should be taken in the definition to avoid creating lists that may be interpreted as excluding potentially relevant “indoor” areas. It is recommended that “indoor” (or “enclosed”) areas be defined to include any space covered by a roof or enclosed by one or more walls or sides, regardless of the type of material used for the roof, wall or sides, and regardless of whether the structure is permanent or temporary.

### **“Workplace”**

A “workplace” should be defined broadly as “any place used by people during their employment or work”. This should include not only work done for compensation, but also voluntary work, if it is of the type for which compensation is normally paid. In addition, “workplaces” include not only those places at which work is performed, but also all attached or associated places commonly used by the workers in the course of their employment, including, for example, corridors, lifts, stairwells, lobbies, joint facilities, cafeterias, toilets, lounges, lunchrooms and also outbuildings such as sheds and huts. Vehicles used in the course of work are workplaces and should be specifically identified as such.

Careful consideration should be given to workplaces that are also individuals’ homes or dwelling places, for example, prisons, mental health institutions or nursing homes. These places also constitute workplaces for others, who should be protected from exposure to tobacco smoke.



## **“Public transport”**

Public transport should be defined to include any vehicle used for the carriage of members of the public, usually for reward or commercial gain. This would include taxis.

## **INFORM, CONSULT AND INVOLVE THE PUBLIC TO ENSURE SUPPORT AND SMOOTH IMPLEMENTATION**

Raising awareness among the public and opinion leaders about the risks of second-hand tobacco smoke exposure through ongoing information campaigns is an important role for government agencies, in partnership with civil society, to ensure that the public understands and supports legislative action. Key stakeholders include businesses, restaurant and hospitality associations, employer groups, trade unions, the media, health professionals, organizations representing children and young people, institutions of learning or faith, the research community and the general public. Awareness-raising efforts should include consultation with affected businesses and other organizations and institutions in the course of developing the legislation.

Key messages should focus on the harm caused by second-hand tobacco smoke exposure, the fact that elimination of smoke indoors is the only science-based solution to ensure complete protection from exposure, the right of all workers to be equally protected by law and the fact that there is no trade-off between health and economics, because experience in an increasing number of jurisdictions shows that smoke free environments benefit both. Public education campaigns should also target settings for which legislation may not be feasible or appropriate, such as private homes.

Broad consultation with stakeholders is also essential to educate and mobilize the community and to facilitate support for legislation after its enactment. Once legislation is adopted, there should be an education campaign leading up to implementation of the law, the provision of information for business owners and building managers outlining the law and their responsibilities and the production of resources, such as signage. These measures will increase the likelihood of smooth implementation and high levels of voluntary compliance. Messages to empower non-smokers and to thank smokers for complying with the law will promote public involvement in enforcement and smooth implementation.

## **ENFORCEMENT**

### **Duty of compliance**

Effective legislation should impose legal responsibilities for compliance on both affected business establishments and individual smokers, and should provide penalties for violations, which should apply to businesses and, possibly, smokers. Enforcement should ordinarily focus on business establishments. The legislation should place the responsibility for compliance on the owner, manager or other person in charge of the premises, and should clearly identify the actions he or she is required to take. These duties should include:

- (a) a duty to post clear signs at entrances and other appropriate locations indicating that smoking is not permitted. The format and content of these signs should be determined by health authorities or other agencies of the government and may identify a telephone number or other mechanisms for the public to report violations and the name of the person within the premises to whom complaints should be directed;
- (b) a duty to remove any ashtrays from the premises;





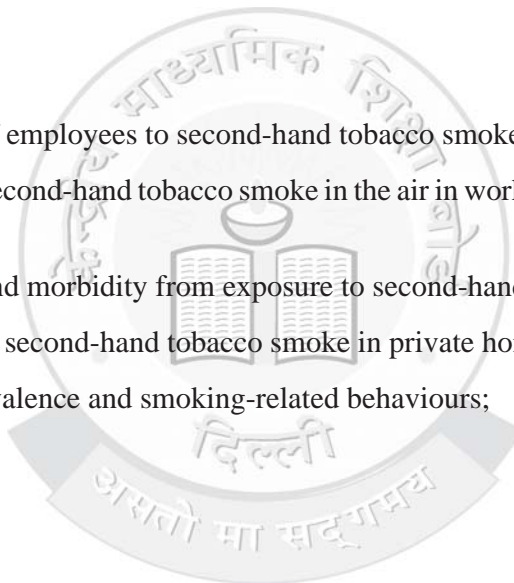
- (c) a duty to supervise the observance of rules;
- (d) a duty to take reasonable specified steps to discourage individuals from smoking on the premises. These steps could include asking the person not to smoke, discontinuing service, asking the person to leave the premises and contacting a law enforcement agency or other authority.

### **Mobilize and involve the community**

The effectiveness of a monitoring-and-enforcement programme is enhanced by involving the community in the programme. Engaging the support of the community and encouraging members of the community to monitor compliance and report violations greatly extends the reach of enforcement agencies and reduces the resources needed to achieve compliance. In fact, in many jurisdictions, community complaints are the primary means of ensuring compliance. For this reason, smoke free legislation should specify that members of the public may initiate complaints and should authorize any person or nongovernmental organization to initiate action to compel compliance with measures regulating exposure to second-hand smoke. The enforcement programme should include a toll-free telephone complaint hotline or a similar system to encourage the public to report violations.

### **Outcomes**

- (a) Reduction in exposure of employees to second-hand tobacco smoke in workplaces and public places;
- (b) Reduction in content of second-hand tobacco smoke in the air in workplaces (particularly in restaurants) and public places;
- (c) Reduction in mortality and morbidity from exposure to second-hand tobacco smoke;
- (d) Reduction in exposure to second-hand tobacco smoke in private homes;
- (e) Changes in smoking prevalence and smoking-related behaviours;
- (f) Economic impacts.





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2, Community Center, Preet Vihar, Delhi-110092**

CBSE/ACAD/2009/

06/11/2009  
Circular No. 48

All the Heads of CBSE  
Affiliated Independent Schools

**Subject : Discrimination against Children Living with HIV.**

Dear Principal,

The Central Board of Secondary Education as part of its Adolescence Education Programme for the last few years has been addressing the adolescent needs and concerns. The Adolescence Education Programme helps to create adolescents as agents of change in society as young people are a resource to be nurtured, trained and developed into productive citizens and leaders of tomorrow. The CBSE firmly believes that children have the right to a safe and supportive environment, to accurate and age appropriate information, to guidance in skills building and empowerment, to positive role models and friendly health services and counseling.

**The objectives of the Adolescence Education Programme (AEP) are :**

- To develop value enhanced Life-Skills for coping and managing concerns of Adolescence through Co-Curricular Activities (CCA).
- To provide accurate knowledge to students about process of growing up, HIV/AIDS and Substance-Abuse.
- To develop healthy attitudes and responsible behaviour towards process of growing up, HIV/AIDS and Substance – Abuse.
- To enable them to deal with gender stereotypes and prejudices.

The CBSE so far has conducted Adolescence Education Programmes in 5500 independent unaided schools affiliated to the Board.

There have been recent incidents reported in Maharashtra, Andhra Pradesh, Karnataka, Kerala and elsewhere in India which have put the spotlight on educational setting and prejudices people harbour against HIV positive persons, especially children. In these incidents, when school authorities or NGOs made an effort to assimilate HIV infected or affected children into regular schools, parents objected and even withdrew their children from the schools on the grounds that HIV positive children would infect their children. Such instances violate the Constitutional Rights of Children. Children infected with HIV should be treated as other children are and have an equal right to be admitted in all schools affiliated to the CBSE.

Schools are advised to conduct parental advocacy workshops regarding issues of adolescence, to sensitize



parents and create awareness regarding the need for empathy and sensitive handling of people living with HIV to ensure that HIV +ve people especially children are not stigmatized or victimized due to their infection.

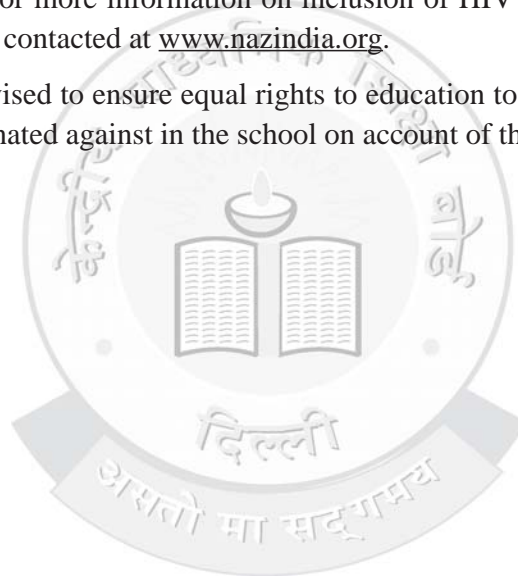
While counseling parents and other stakeholders, a talk may be included about stigma and discrimination experienced by people living with HIV; and the need to avoid such behavior. Parents and other stakeholders should be counseled by trained professionals, doctors or psychologists to address the many myths and misconceptions about HIV +ve people. Care should be taken to protect the identity and confidentiality of students studying in their schools in case they or their parents suffer from HIV AIDS.

Number of NGOs working on Child Rights have jointly compiled Citizens Report which is based on first person interaction with the concerned stakeholders at the state, district and village level. The Report analyses the perception of different stakeholders and response to the issue and comes up with certain recommendations.

Children living with HIV/AIDS have as much a right to study in schools as other children and they should be treated with the same love and kindness as other students are.

This may be ensured by all schools affiliated to CBSE in the larger context of Human Rights and Child Protection. In case of the need for more information on inclusion of HIV +ve children in schools, the NAZ Foundation (India) Trust may be contacted at [www.nazindia.org](http://www.nazindia.org).

All Heads of schools are advised to ensure equal rights to education to children living with HIV and also ensure that they are not discriminated against in the school on account of their condition.



Yours sincerely

**(VINEET JOSHI)**  
**CHAIRMAN & SECRETARY**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2, Community Center, Preet Vihar, Delhi-110092**

CBSE/ACAD/HEALTH/2009

November 20, 2009

Circular No. 58

All the Heads of Independent Schools  
Affiliated to the CBSE

**Subject : Guidelines on Protection from Exposure to Tobacco Smoke.**

Dear Principals,

Tobacco is the foremost cause of preventable death and disease in the world today. India is the second largest consumer of tobacco products in the world. National Family Health Survey – 3, 2006 indicates an increasing prevalence of tobacco consumption in India, with 57% male and 10.9% females reportedly consuming tobacco in some form. Global Youth Tobacco Survey (GYTS), 2006 also indicates that approx. 14% children in the age group of 13-15 years are consuming tobacco in some form and that the age of initiation into tobacco has come down. Moreover, tobacco is responsible for almost 40% of overall health problem and 50% of all cancer related deaths in the country. Every year more than 8 lakh people die due to tobacco related diseases.

The Central Board of Secondary Education as part of the Adolescent Education Programme and Comprehensive School Health Programme has been constantly endeavouring to raise awareness regarding prevention of students from becoming addicted to tobacco as well as the dangers of exposure to tobacco smoke.

The WHO Framework Convention on Tobacco Control (FCTC) under Article-8 has brought out Guidelines on protection from exposure to tobacco smoke which are enclosed for perusal and dissemination.

The guidelines may be followed meticulously and awareness regarding them may be brought to the notice of all concerned including students, teachers, parents as well as all other stakeholders.

Yours sincerely

**(Dr. Sadhana Parashar)**  
**Education Officer (L)**

Encl : Guidelines on Protection From Exposure to Tobacco Smoke



## **GUIDELINES ON PROTECTION FROM EXPOSURE TO TOBACCO SMOKE**

### **Objectives of the Guidelines**

All the organization need to meet their obligations under Article 8 of the WHO Framework Convention, in a manner consistent with the scientific evidence regarding exposure to second-hand tobacco smoke and the best practice worldwide in the implementation of smoke free measures, in order to establish a high standard of accountability for in promoting the highest attainable standard of health. The objective is also to identify the key elements of legislation necessary to effectively protect people from exposure to tobacco smoke, as required by Article 8.

### **Underlying considerations**

The development of these guidelines has been influenced by the following fundamental considerations.

- (a) The duty to protect from tobacco smoke, embodied in the text of Article 8, is grounded in fundamental human rights and freedoms. Given the dangers of breathing second-hand tobacco smoke, the duty to protect from tobacco smoke is implicit in, inter alia, the right to life and the right to the highest attainable standard of health, as recognized in many international legal instruments (including the Constitution of the World Health Organization, the Convention on the Rights of the Child, the Convention on the Elimination of all Forms of Discrimination against Women and the Covenant on Economic, Social and Cultural Rights), as formally incorporated into the preamble of the WHO Framework Convention and as recognized in the constitutions of many nations.
- (b) The duty to protect individuals from tobacco smoke corresponds to an obligation by governments to enact legislation to protect individuals against threats to their fundamental rights and freedoms. This obligation extends to all persons, and not merely to certain populations.
- (c) Several authoritative scientific bodies have determined that second-hand tobacco smoke is a carcinogen. Some Parties to the WHO Framework Convention (for example, Finland and Germany) have classified second-hand tobacco smoke as a carcinogen and included the prevention of exposure to it at work in their health and safety legislation. In addition to the requirements of Article 8, therefore, Parties may be obligated to address the hazard of exposure to tobacco smoke in accordance with their existing workplace laws or other laws governing exposure to harmful substances, including carcinogens.

## **STATEMENT OF PRINCIPLES AND RELEVANT DEFINITIONS UNDERLYING PROTECTION FROM EXPOSURE TO TOBACCO SMOKE**

### **Principle 1**

Effective measures to provide protection from exposure to tobacco smoke, as envisioned by Article 8 of the WHO Framework Convention, require the total elimination of smoking and tobacco smoke in a particular space



or environment in order to create a 100% smoke free environment. There is no safe level of exposure to tobacco smoke, and notions such as a threshold value for toxicity from second-hand smoke should be rejected, as they are contradicted by scientific evidence. Approaches other than 100% smoke free environments, including ventilation, air filtration and the use of designated smoking areas (whether with separate ventilation systems or not), have repeatedly been shown to be ineffective and there is conclusive evidence, scientific and otherwise, that engineering approaches do not protect against exposure to tobacco smoke.

## **Principle 2**

All people should be protected from exposure to tobacco smoke. All indoor workplaces and indoor public places should be smoke free.

## **Principle**

Legislation is necessary to protect people from exposure to tobacco smoke. Voluntary smoke free policies have repeatedly been shown to be ineffective and do not provide adequate protection. In order to be effective, legislation should be simple, clear and enforceable.

## **Principle 4**

Good planning and adequate resources are essential for successful implementation and enforcement of smoke free legislation.

## **Principle 5**

Civil society has a central role in building support for and ensuring compliance with smoke free measures, and should be included as an active partner in the process of developing, implementing and enforcing legislation.

## **Principle 6**

The implementation of smoke free legislation, its enforcement and its impact should all be monitored and evaluated. This should include monitoring and responding to tobacco industry activities that undermine the implementation and enforcement of the legislation, as specified in Article 20.4 of the WHO Framework Convention.

## **Principle 7**

The protection of people from exposure to tobacco smoke should be strengthened and expanded, if necessary; such action may include new or amended legislation, improved enforcement and other measures to reflect new scientific evidence and case-study experiences.

## **Definitions**

In developing legislation, it is important to use care in defining key terms. Several recommendations as to appropriate definitions, based on experiences in many countries, are set out here. The definitions in this section supplement those already included in the WHO Framework Convention.





## **“Second-hand tobacco smoke” or “environmental tobacco smoke”**

Several alternative terms are commonly used to describe the type of smoke addressed by Article 8 of the WHO Framework Convention. These include “second-hand smoke”, “environmental tobacco smoke”, and “other people’s smoke”. Terms such as “passive smoking” and “involuntary exposure to tobacco smoke” should be avoided, as experience in France and elsewhere suggests that the tobacco industry may use these terms to support a position that “voluntary” exposure is acceptable. “Second-hand tobacco smoke”, sometimes abbreviated as “SHS”, and “environmental tobacco smoke”, sometimes abbreviated “ETS”, are the preferable terms; these guidelines use “second-hand tobacco smoke”.

Second-hand tobacco smoke can be defined as “the smoke emitted from the burning end of a cigarette or from other tobacco products usually in combination with the smoke exhaled by the smoker”.

“Smoke free air” is air that is 100% smoke free. This definition includes, but is not limited to, air in which tobacco smoke cannot be seen, smelled, sensed or measured.

## **“Smoking”**

This term should be defined to include being in possession or control of a lit tobacco product regardless of whether the smoke is being actively inhaled or exhaled.

## **“Public places”**

While the precise definition of “public places” will vary between jurisdictions, it is important that legislation define this term as broadly as possible. The definition used should cover all places accessible to the general public or places for collective use, regardless of ownership or right to access.

## **“Indoor” or “enclosed”**

Article 8 requires protection from tobacco smoke in “indoor” workplaces and public places. Because there are potential pitfalls in defining “indoor” areas, the experiences of various countries in defining this term should be specifically examined. The definition should be as inclusive and as clear as possible, and care should be taken in the definition to avoid creating lists that may be interpreted as excluding potentially relevant “indoor” areas. It is recommended that “indoor” (or “enclosed”) areas be defined to include any space covered by a roof or enclosed by one or more walls or sides, regardless of the type of material used for the roof, wall or sides, and regardless of whether the structure is permanent or temporary.

## **“Workplace”**

A “workplace” should be defined broadly as “any place used by people during their employment or work”. This should include not only work done for compensation, but also voluntary work, if it is of the type for which compensation is normally paid. In addition, “workplaces” include not only those places at which work is performed, but also all attached or associated places commonly used by the workers in the course of their employment, including, for example, corridors, lifts, stairwells, lobbies, joint facilities, cafeterias, toilets, lounges, lunchrooms and also outbuildings such as sheds and huts. Vehicles used in the course of work are workplaces and should be specifically identified as such.





Careful consideration should be given to workplaces that are also individuals' homes or dwelling places, for example, prisons, mental health institutions or nursing homes. These places also constitute workplaces for others, who should be protected from exposure to tobacco smoke.

### **“Public transport”**

Public transport should be defined to include any vehicle used for the carriage of members of the public, usually for reward or commercial gain. This would include taxis.

## **INFORM, CONSULT AND INVOLVE THE PUBLIC TO ENSURE SUPPORT AND SMOOTH IMPLEMENTATION**

Raising awareness among the public and opinion leaders about the risks of second-hand tobacco smoke exposure through ongoing information campaigns is an important role for government agencies, in partnership with civil society, to ensure that the public understands and supports legislative action. Key stakeholders include businesses, restaurant and hospitality associations, employer groups, trade unions, the media, health professionals, organizations representing children and young people, institutions of learning or faith, the research community and the general public. Awareness-raising efforts should include consultation with affected businesses and other organizations and institutions in the course of developing the legislation.

Key messages should focus on the harm caused by second-hand tobacco smoke exposure, the fact that elimination of smoke indoors is the only science-based solution to ensure complete protection from exposure, the right of all workers to be equally protected by law and the fact that there is no trade-off between health and economics, because experience in an increasing number of jurisdictions shows that smoke free environments benefit both. Public education campaigns should also target settings for which legislation may not be feasible or appropriate, such as private homes.

Broad consultation with stakeholders is also essential to educate and mobilize the community and to facilitate support for legislation after its enactment. Once legislation is adopted, there should be an education campaign leading up to implementation of the law, the provision of information for business owners and building managers outlining the law and their responsibilities and the production of resources, such as signage. These measures will increase the likelihood of smooth implementation and high levels of voluntary compliance. Messages to empower non-smokers and to thank smokers for complying with the law will promote public involvement in enforcement and smooth implementation.

## **ENFORCEMENT**

### **Duty of compliance**

Effective legislation should impose legal responsibilities for compliance on both affected business establishments and individual smokers, and should provide penalties for violations, which should apply to businesses and, possibly, smokers. Enforcement should ordinarily focus on business establishments. The legislation should place the responsibility for compliance on the owner, manager or other person in charge of the premises, and should clearly identify the actions he or she is required to take. These duties should include:

- (a) a duty to post clear signs at entrances and other appropriate locations indicating that smoking is not



permitted. The format and content of these signs should be determined by health authorities or other agencies of the government and may identify a telephone number or other mechanisms for the public to report violations and the name of the person within the premises to whom complaints should be directed;

- (b) a duty to remove any ashtrays from the premises;
- (c) a duty to supervise the observance of rules;
- (d) a duty to take reasonable specified steps to discourage individuals from smoking on the premises. These steps could include asking the person not to smoke, discontinuing service, asking the person to leave the premises and contacting a law enforcement agency or other authority.

### **Mobilize and involve the community**

The effectiveness of a monitoring-and-enforcement programme is enhanced by involving the community in the programme. Engaging the support of the community and encouraging members of the community to monitor compliance and report violations greatly extends the reach of enforcement agencies and reduces the resources needed to achieve compliance. In fact, in many jurisdictions, community complaints are the primary means of ensuring compliance. For this reason, smoke free legislation should specify that members of the public may initiate complaints and should authorize any person or nongovernmental organization to initiate action to compel compliance with measures regulating exposure to second-hand smoke. The enforcement programme should include a toll-free telephone complaint hotline or a similar system to encourage the public to report violations.

### **Outcomes**

- a) reduction in exposure of employees to second-hand tobacco smoke in workplaces and public places;
- b) reduction in content of second-hand tobacco smoke in the air in workplaces (particularly in restaurants) and public places;
- c) reduction in mortality and morbidity from exposure to second-hand tobacco smoke;
- d) reduction in exposure to second-hand tobacco smoke in private homes;
- e) changes in smoking prevalence and smoking-related behaviours;
- f) economic impacts.



## CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation under the Union Ministry of Human  
Resource Development Govt. of India)

“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110301

CBSE/AFF./CIRCULAR/2010

Dated: 08.09.2010

Circular No. 01

All the Heads of Schools  
Affiliated to the CBSE in Delhi.

### Subject: Campaign for controlling Dengue

Dear Principal,

1. Current reports indicate that the dreaded viral disease “dengue” may strike our country with unprecedented fury. In the city of Delhi alone, about 50 persons are affected daily. The figures are likely to go higher and are expected to peak in September/October. This is the time, when Commonwealth Games are to be conducted in Delhi. Control of dengue, especially in Delhi is therefore a national challenge. CBSE schools can play very significant and effective roles in meeting this national challenge.
2. Dengue is a viral disease having no effective vaccine. It is spread through mosquitoes. Prevention and control of mosquito population is the easiest and most effective way to contain dengue. This year, intermittent rains and a warm humid weather have provided mosquitoes with ideal conditions to multiply.
3. Wide and enthusiastic public participation is the key to success for any antivector campaign. To make this happen in Delhi, each student has to act as an “informed champion” of the anti-vector campaign. This will help us to instill the values of civic sense and societal commitment among school children apart from securing to them practical knowledge on issues of environment, sanitation, public health etc. All schools should therefore consider this challenge as an opportunity.
4. The most important measures each school should take is to appoint a “nodal teacher” to organize various activities in the anti-vector campaign. There should be at least one period every week earmarked for dengue awareness for every class. Schools can organize talks by entomologists, public health specialists on various aspects of the topic. Students can be encouraged to undertake projects on dengue or mosquito control as part of the study. There is lot of material available in newspapers, magazine and internet on the topic, which could be used for organizing debates, quiz competitions etc. Each student should be tasked to identify 4 to 5 breeding sites like coolers, plastic cups, uncovered water tanks, flower pots in schools, their respective homes, public places etc. Organizations working in schools like eco clubs, scouts, NCC etc could be increasingly involved in the campaign. The extent of participation of each student may be a benchmark for assessing the student’s performance in extra curricular activities. Each school should forward a report of the campaign at the close of every fortnight.



5. You are requested to take initiatives to spread awareness of the dreaded viral disease “Dengue” among teachers, students and parents of your school and encourage maximum public participation by joining the mass movement to control “Dengue” in the city of Delhi.

A small write up on dengue and mosquito control is attached herewith.

With regards,

Yours faithfully,

**(Joseph Emmanuel)**  
**Deputy Secretary(Affiliation)**

Encl : as above





## WRITE UP ON DENGUE AND MOSQUITO CONTROL

Dengue fever is a disease caused by a family of viruses. It is an acute illness of sudden onset that usually follows a benign course with symptoms such as headache, fever, exhaustion, severe muscle and joint pain, swollen glands (lymphadenopathy), and rash. The presence (the “dengue triad”) of fever, rash, and headache (and other pains) is particularly characteristic of dengue. Other signs of dengue fever include bleeding gums, severe pain behind the eyes, and red palms and soles. Dengue strikes people with low levels of immunity. Because it is caused by one of four serotypes of virus, it is possible to get dengue fever multiple times.

Dengue is a vector borne disease. The virus is contracted from the bite of a striped *Aedes aegypti* mosquito that has previously bitten an infected person. After being bitten by a mosquito carrying the virus, the incubation period ranges from three to 15 (usually five to eight) days before the signs and symptoms of dengue appear. Dengue starts with chills, headache, pain upon moving the eyes, and low backache. Painful aching in the legs and joints occurs during the first hours of illness. The temperature rises quickly as high as 104 F (40 C), with relative low heart rate (bradycardia) and low blood pressure (hypotension). The eyes become reddened. A flushing or pale pink rash comes over the face and then disappears. The glands (lymph nodes) in the neck and groin are often swollen.

The *Aedes aegypti* mosquito flourishes during rainy seasons but can breed in water-filled flower pots, plastic bags, and cans year-round. One mosquito bite can inflict the disease. The virus is not contagious and cannot be spread directly from person to person. There must be a person-to-mosquito-to-another-person pathway.

Currently, there is no vaccine available for dengue, although research and trials are on. The easiest and most effective strategy against dengue is the control of the vector population. Vector control typically has three components. First is prevention of breeding. Anything around us, that can collect rain water and act as a small or big water receptacle, in myriad forms, like abandoned used tyres or used plastic cups, empty coconut shells, desert coolers left with water, flower vases, flower pots, uncovered water tanks, unlifted garbage can act as breeding sites for mosquitoes. Such potential sites are to be minimized in all places around us – our homes, schools, theatres, auditoriums, offices, hostels etc. through continuous and conscious efforts. But breeding can't be stopped completely even with best of efforts. Mosquitoes still breed in places escaping our notice. Application of larvicides on breeding sites, which have escaped our notice is the second step. In places, where adult mosquitoes are numerous, which are sure to breed and proliferate, use of insecticide by fogging can be effective.

Any of the vector control methods can be effective only with public participation. Mosquitoes need to be fought against cohesively and valiantly. Individual alertness, on the part of every person is the need of the hour. A mass movement has to be created for this purpose.



Website: www.cbse.nic.in

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## **CENTRAL BOARD OF SECONDARY EDUCATION**

*(An autonomous Organisation under the Union Ministry of Human Resource Development, Govt. of India).*

**'Shiksha Sadan', 17, Institutional Area, Rouse Avenue, New Delhi -110002**

CBSE/ACAD/HEALTH/2010

July 28, 2010

Circular No. 38

All the Heads of Independent Schools  
Affiliated to the CBSE

**Subject: Observation of International Day against Drug Abuse and Illicit  
Trafficking on 26th June, 2010.**

Dear Principals,

As you are aware that each year 26th June is observed as the International Day against Drug Abuse and Illicit Trafficking. Kindly refer to our earlier circular no.18 dated June 19, 2009 whereby all schools affiliated to CBSE had been asked to observe the day in a befitting manner by organizing activities like awareness campaigns, conducting seminars and workshops and holding exhibitions etc.

You are hereby requested to send a report on the specific activities conducted in your school on this occasion such as debates, elocution, essay writing, poster making competition and other suitable extra curricular activities.

Yours Sincerely

**(C.Gurumurthy)**  
**Director (Academic)**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2 COMMUNITY CENTRE, PREET VIHAR, DELHI-110092**

D(A)PA/38/2003

Circular No. 21  
5th September, 2003

All Heads of the Institutions  
Affiliated to CBSE

**Subject: Life Skills Education for Class VI.**

Dear Principal

The Board has introduced Life Skills Education as an integral part of the curriculum of class VI. The schools are advised to adopt an inter-disciplinary approach for transacting the curriculum of Life Skills Education. The transaction should be both through formal modes of learning as well as through co-curricular activities and other informal approaches to learning.

The student may be evaluated through letter grading which could be reflected in the Continuous and Comprehensive Evaluation Certificate being provided to the students by the schools.

The objectives of introducing the Life Skills Education is to empower the affective domain of the learners so that they are able to develop a sense of self-confidence, eco-sensitivity and right approaches to life processes etc. Development of basic life skills is central to the transaction of this curriculum so that the learners developed as competent and contributive citizens. The textual material titled "Life Skills Education-Class VI" has been developed by the Board which is available in all our Regional Offices. The cost of the book is Rs.36/-. You are advised to ensure that all the students of your institution are benefited by the effective use of this book.

The Board is in the process of developing textual materials for the other classes and the same will be communicated to you shortly.

Yours sincerely

**G Balasubramanian**  
**Director (Academic)**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**ACADEMIC BRANCH, SHIKSHA SADAN**  
**17, ROUSE AVENUE, NEW DELHI-110002**

D(A)PA/LS/04

Circular No. 11/04  
26th February, 2004

To

All Heads of the Institutions  
Affiliated to the Board

**Subject: Life Skills Education for Class VII**

Dear Principal,

As you are aware, the Board had already introduced the subject of Life skill education as a part of the curriculum in class VI last year. The Board had also brought out the textual material for the students both in English and Hindi. There has been an overwhelming response to this course from various stakeholders keeping in view that the inputs of life skill education are quite relevant, meaningful and contextual to the learners. It was also felt that it facilitated the learners to fight the consumerist tendencies and to face life with a sense of confidence, conviction and skill. As a follow up of the initiatives already taken, the Board has now brought out necessary textual materials for class VII both in English and Hindi version. You are requested to kindly bring it to the notice of all concerned in the school.

The pedagogy to be adopted for teaching life skill education has to be interactive, experimental and facilitative. The spirit of the above subject should be extended beyond the classrooms walls and scope should be provided for the same in the co-curricular and extra-curricular activities. The subject has to be evaluated in context and as a part of the continuous and comprehensive evaluation. The Board feels the introduction of the above subject with your cooperation would facilitate in imbibing right attitudes for the holistic growth of the learners.

Yours sincerely

**G. Balasubramanian**  
**Director (Academic)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092**

No. D(A)/PN 2005

25th January, 2005  
Circular No. 04/2005

To

All Heads of the Institutions  
Affiliated to CBSE

**Subject: Life Skills Education - Reg.**

Dear Principal,

As you are aware, the Board had introduced the concept of Life Skill Education in class VI from the academic year 2003-04 and in class VII in 2004-05. The Board had also prepared guidelines to schools with regard to the content and pedagogy of the subject.

Life Skill Education is based on the need for providing a holistic approach of the educational content as it is based on the belief that every child is unique and possesses an inner potential that seeks to unfold in the process of growth. The choice of subjects in the process of learning, vocations pursued, interests developed and the goals set for life are and but an expression of this urge of the inner potential to manifest in diverse forms. The educational system has to facilitate to unravel this potential and help the younger generation as balanced individuals with competence to face the challenges of life.

The Board feels that it is important to provide adequate focus on learning of life skills by devoting at least two periods per week. The following suggestions may help you in effective implementation of the Life skills curriculum in your school environment:

- Life skills could be taught as an independent discipline in the content areas identified by the Board.
- It could be integrated as well in the teaching of other disciplines of learning to provide.
- Students could be assigned simple studies and projects based on Life skills.
- Special lectures could be organized to sensitize the students on Life skills.
- Cooperation and participation of parents could be sought in developing right attitudes to life.

**Evaluation Life skills**

- Life skills are not to be evaluated through a terminal written examination.
- They should be assessed as a part of the continuous and comprehensive evaluation.
- Students should be graded based on their skills and attitudes, and only positive interests of the learners are to be reflected



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2, Community Centre, Preet Vihar, Delhi**

No. EO(H&L)/SSC/07/

March 15, 2007

Circular No. 13

To

All Heads of the Institutions  
Affiliated to CBSE

**Subject: Strengthening of Sahodaya Movement**

Dear Principal,

Sahodaya, a concept literally meaning ‘Rising Together’ came into being in the year 1986, to facilitate synergy of ideas among the schools of CBSE family aimed at excellence in education. A Sahodaya School complex is a group of neighbourhood schools voluntarily coming together to share their innovative practices in all aspects of school education including curriculum design, evaluation and pedagogy and also providing support services for teachers and students. It is indeed an interactive platform for schools to deliberate upon the different policies and guidelines of the Board and provide effective feedback on their implementation to establish new benchmarks of quality. There is no doubt that much more knowledge is generated when a team or group committed to a common goal undertakes the task of re-modelling and re-fashioning in a spirit of caring and sharing. Thus Sahodaya introduces the relevance of cooperative learning and collaborative networking. This is further facilitated by the annual Sahodaya Conference held every year to critically examine the relevant issues and evolve a viable and effective framework of action.

At present there are around 130 Sahodaya School Complexes active across the country with a network involving over 2500 schools. This unique movement has provided an opportunity to institutions to become proactive and enterprising in varied fields of school education.

The diverse array of activities carried out by SSC’s include the following:

- (a) Orientation programmes, seminars and workshops for teachers/students/principals on various themes.
- (b) Joint programmes for home examinations, sports and cultural activities, interschool competitions, exhibitions etc.
- (c) Discussion on implementation of circulars and guidelines issued by the Board from time to time.
- (d) Taking up community development projects on adolescence education programme, road safety, consumer awareness, peace education etc.

It is necessary to strengthen the Sahodaya Movement by taking it to remote and unrepresented areas. To facilitate the creation of new Sahodaya School Complexes the procedure to be followed is outlined below in easy steps:



- STEP 1:** 5-10 schools which are located geographically close to each other can come together. The Principal of any one school may convene a meeting of the Principals of all member schools to elect a President, Secretary, Treasurer and other office bearers on a rotation basis. They may give a name to their Sahodaya Cluster. In one district, there could be more than one Sahodaya Cluster depending on the number of schools and geographical locations.
- STEP 2:** The members may draw up a set of bye-laws for the Sahodaya School Complex delineating the aims of the voluntary body, the functions, duration of office etc. of office bearers, list of main activities, periodicity of meetings, subscription etc.
- STEP 3:** An account in a local bank may be opened in the name of the Sahodaya School Complex to be operated jointly by any two office bearers. The account should be audited annually and details circulated to all the members.
- STEP 4:** An action plan for the whole year may be prepared in consultation with all the members. Duties for carrying out different programmes may be allocated among members. The members should meet at least once a month to review the activities and to take up for discussion any issue of academic nature.
- STEP 5:** Once a Sahodaya Complex has been formed, the Secretary may send the details with names, addresses, phone numbers and E-mail IDs of the President and Secretary to EO (H&L), CBSE, Preet Vihar at the following email IDs:

manicbse@yahoo.co.in

and

sluliniy@gmail.com

The details may also be sent by post to:

Shri P. Mani  
Education Officer (H&L)  
Central Board of Secondary Education  
“Shiksha Kendra”, 2, Community Centre  
Preet Vihar, Delhi-110092.

Reports and write ups on the activities conducted by SSC's with photographs may also be sent to the above address for the information of the Board and for publication in CENBOSEC. All the SSCs that are already well established and functioning actively may also send details of their address, phone nos. etc. to the above address/e-mail IDs so as to help the Board prepare a National Directory of Sahodaya School Complexes.

It is hoped that more and more schools would join this movement and make significant contribution to the collective growth and development of the CBSE family in particular and school education in general.

Yours sincerely,

**(C. GURUMURTHY)**  
**Director (Academic)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2, Community Centre, Preet Vihar, Delhi**

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[manicbse@yahoo.co.in](mailto:manicbse@yahoo.co.in)

and

[shaliniy@gmail.com](mailto:shaliniy@gmail.com)

The details may also be sent by post to:

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Education Officer (H&L)  
Central Board of Secondary Education  
“Shiksha Kendra”, 2, Community Centre  
Preet Vihar, Delhi – 110 092.

Reports and write ups on the activities conducted by SSC’s with photographs may also be sent to the above address for the information of the Board and for publication in CENBOSEC. **All the SSCs that are already well established and functioning actively may also send details of their address, phone nos. etc. to the above address/e-mail ids so as to help the Board prepare a National Directory of Sahodaya School Complexes.**

It is hoped that more and more schools would join this movement and make significant contribution to the collective growth and development of the CBSE family in particular and school education in general.

Yours sincerely,

(C. GURUMURTHY)  
Director (Academic)





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, COMMUNITY CENTRE, PREET VIHAR, DELHI**

CBSE/ACAD/H(I&R)/SAHODAYA/2010

18.11.2010  
Circular No. 75

All the Chairpersons of  
Sahodaya School Complexes.

**Subject : 17th National Annual Conference of Sahodaya School Complexes**  
**2010 to be held from 19th – 21st December, 2010 at Bangalore.**

Dear All,

The Central Board of Secondary School launched a networking concept among its schools called “SAHODAYA” in the year 1986. The concept of Sahodaya is imbued with the spirit of ‘caring & sharing’ and is meant to facilitate closer networking and collaboration among the schools of the CBSE family aimed at excellence in education.

The Sahodaya School Complex is a group of neighborhood schools who voluntarily come together to share best practices and innovative strategies in various aspects of school education including curriculum design, evaluation and pedagogy and also in providing support to teachers by regular capacity building exercises. Some Sahodaya clusters also engage with parents and leaders in the community to build partnerships and network for a larger cause.

At present there are around 250 active Sahodaya School Clusters across the country with the networking of 4500 schools. In order to bring Sahodaya members on a common platform the Board conducts a **National Annual Conference of Sahodaya School Complexes** every year on an identified theme of current educational relevance. Besides facilitating broad interactions among practitioners, it also serves as an effective channel of interaction between schools and the CBSE and thereby helps the Board in formulating its policies in a progressive and pragmatic manner. The deliberations on the issues arising out of the conference theme trigger meaningful thought processes which are then encapsulated in the form of Recommendations and disseminated to the other members of the Sahodaya.

The Board proposes to conduct the 17th National Annual Sahodaya Conference at Bangalore on **20th and 21st December 2010**, with a pre-conference dinner on 19th December, 2010. The detailed schedule will be communicated shortly and will also be available on the Bangalore Sahodaya Schools Complex website at [www.bangaloresahodaya.org](http://www.bangaloresahodaya.org). The theme of the conference is “**Managing Change for Better Learning**”. The sub-themes for the conference will be the following:

1. School Based Assessments
2. Addressing Resistance to Change
3. Teacher empowerment





4. Supporting teachers in implementing CCE
5. Embedding Technology in CCE Environment
6. Strengthening Formative Learning
7. Responding to diversity through CCE
8. Aptitude and Proficiency – Going beyond Achievement
9. Dimensions of Co-scholastic Skills
10. Life Skills Education

You are requested to kindly depute two or three principals from your Sahodaya School Complex to attend the proposed conference. In the event of more Principals from your Sahodaya School Complexes intending to attend, you may send the list to the undersigned marking a copy to the host Sahodaya before 30th November, 2010. The delegates would be required to report at the venue by 5.00 pm in the evening of 19th December, 2010 for registration so that they can attend the formal inauguration at 6.00 pm to be followed by pre conference dinner and leave only after the conclusion of the conference on 21st December, 2010.

The proposed venue for the conference is **NIMHANS Convention Centre, PB No. 2900, Hosur Road, Bangalore-560029**. It is located 45 kms from Airport. The contact person for the conference is: **Mr. Praseed Kumar (PRO) and tel.no. 080-26995010-11, 26562121, 26995000 or Fax No. : 080-6564830. Please note that the travel expenditure and the board and lodging expenses have to be borne by the individual participant Sahodaya Complex and the Board will not reimburse any expenditure.**

The SSC Bangalore will be sending you complete details of the conference in due course. A separate website is also being created so that you can make online registration [www.bangaloresahodaya.org](http://www.bangaloresahodaya.org). Details of the same will be communicated to you by SSC Bangalore. The details will also be available on CBSE website [www.cbse.nic.in](http://www.cbse.nic.in) shortly.

The Board looks forward to your active participation in the conference.

With regards,

Yours sincerely,

**(VINEET JOSHI)**  
**CHAIRMAN**



तार सनबोसेक दिल्ली-92  
Gram: CENBOSEC, Delhi-92  
Email: cbsedli@nda.vsnl.net.in  
Website: www.cbse.nic.in

## केन्द्रीय माध्यमिक शिक्षा बोर्ड

(मानव संसाधन विकास मंत्रालय, भारत सरकार, के अधीन एक स्वायत्त संगठन)  
शिक्षा सदन, 17, इन्स्टिट्यूटुअल क्षेत्र, राउज एवेन्यु, दिल्ली-110002

### CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)  
“Shiksha Sadan”, 17, Institutional Area, Rouse Avenue, Delhi-110002.

CBSE/ACAD/AEO/SAHODAYA/2011

30.09.2011

Circular No.71

All the Chairpersons of  
Sahodaya School Complexes.

**Subject: 18th National Annual Conference of Sahodaya School Complexes  
2011 to be held from 27th – 28th December, 2011 at Chennai  
(26th –Pre Conference Dinner)**

Dear All,

The Central Board of Secondary School launched a networking concept among its schools called “SAHODAYA” in the year 1986. The concept of Sahodaya is imbued with the spirit of ‘caring & sharing’ and is meant to facilitate closer networking and collaboration among the schools of the CBSE family aimed at excellence in education. The Sahodaya School Complex is a group of neighborhood schools who voluntarily come together to share best practices and innovative strategies in various aspects of school education including curriculum design, evaluation and pedagogy and also in providing support to teachers by regular capacity building exercises. Some Sahodaya clusters also engage with parents and leaders in the community to build partnerships and network for a larger cause.

At present there are around 250 active Sahodaya School Clusters across the country with the networking of 4500 schools. In order to bring Sahodaya members on a common platform the Board conducts a National Annual Conference of Sahodaya School Complexes every year on an identified theme of current educational relevance. Besides facilitating broad interactions among practitioners, it also serves as an effective channel of interaction between schools and the CBSE and thereby helps the Board in formulating its policies in a progressive and pragmatic manner. The deliberations on the issues arising out of the conference theme trigger meaningful thought processes which are then encapsulated in the form of Recommendations and disseminated to the other members of the Sahodaya.



## 1. Eighteenth National Annual Conference of Sahodaya Schools Complexes

The Board proposes to conduct the 18th National Annual Sahodaya Conference at Chennai on 27th and 28th December 2011 with a pre-conference dinner on December 26th 2011. The detailed schedule will be communicated shortly and will also be available on the Chennai Sahodaya Schools Complex website at [www.chennaisahodaya.org](http://www.chennaisahodaya.org). The theme of the conference is “**Quality Improvements in Schools**”. The sub-themes for the conference will be the following:

- i. Secondary Education in Context of Reforms
- ii. From Constructivism to Connectivism
- iii. Networking through Sahodaya Complexes
- iv. Child Centered Education and Pedagogy
- v. Assessment for Learning
- vi. Implementing the Right to Education Act-2009
- vii. Improving the Quality of Teachers
- viii. Harnessing Mass Media for Education.
- ix. Capacity Building through PPP

You are requested to kindly depute two or three principals from your Sahodaya School Complex to attend the proposed conference. In the event of more Principals from your Sahodaya School Complexes intending to attend, you may register on the enclosed registration form and mail it to the undersigned marking a copy to the host Sahodaya before **30th November, 2011**.

2. Networking of Sahodayas through Central Sahodaya Database This year the CBSE has also begun a Project on Networking Sahodayas in collaboration with the Gurgaon Chapter of Sahodaya School Complexes. Those Sahodayas who have active website may also like to register their complex at [www.sahodayaschools.org](http://www.sahodayaschools.org). The stepwise procedure to get registered is detailed out in the Annexure ‘A’ enclosed.
3. Process of Creating a Sahodaya School Complex

If you do not have Sahodaya Complex in your city, you may collaborate with your neighboring schools to create a new Sahodaya School Complex. The procedure to be followed is outlined below in easy steps:

- i. 5-10 schools which are located geographically close to each other can come together. The Principal of any one school may convene a meeting of the Principals of all member schools to elect a President, Secretary, Treasurer and other office bearers on a rotation basis. They may give a name to their Sahodaya Cluster. In one district, there could be more than one Sahodaya Cluster depending on the number of schools and geographical locations.
- ii. The members may draw up a set of bye-laws for the Sahodaya School Complex delineating the aims of the voluntary body, the functions, duration of office etc. of office bearers, list of main activities, periodicity of meetings, subscription etc



- iii. An account in a local bank may be opened in the name of the Sahodaya School Complex to be operated jointly by any two office bearers. The account should be audited annually and details circulated to all the members.
- iv. An action plan for the whole year may be prepared in consultation with all the members. Duties for carrying out different programmes may be allocated among members. The members should meet at least once a month to review the activities and to take up for discussion any issue of academic nature.
- v. Once a Sahodaya Complex has been formed, the Secretary may send the details with names, addresses, phone numbers and E-mail ids of the President and Secretary to Director Central Board of Secondary Education September 30, 2011 Page 3 of 5 (Training), CBSE, at the following e-mail id: cbsecp@gmail.com . The details may also be sent by post to: **Al Hilal Ahmed, Assistant Education Officer, Central Board of Secondary Education** “Shiksha Sadan”, 17, Institutional Area, Rouse Avenue, Delhi–110002.

Please note that the travel expenditure and the boarding and lodging expenses have to be borne by the individual participant Sahodaya Complex and the Board will not reimburse any expenditure. The SSC Chennai will be sending you complete details of the conference in due course. A separate website is also being created so that you can make online registration. Details of the same will be communicated to you by SSC Chennai. The details will also be available on CBSE website [www.cbse.nic.in](http://www.cbse.nic.in) shortly. The Board looks forward to your active participation in the conference.

With regards,



Yours sincerely,

**(Dr Sadhana Parashar)**  
**Director (Training)**



## Annexure 'A'

### Procedure for networking the Sahodaya website to the Central Sahodaya Database.

- Step 1. Log on to [www.sahodayaschools.org](http://www.sahodayaschools.org)
- Step 2. On the home page click on 'Register Now' tab
- Step 3. 'Register Now' form will open, fill the relevant information in the form and click Submit button given at the bottom of the page
- Step 4. After submission of the form you will receive a welcome mail on your email id which will confirm your email id, password and your membership on the website
- Step 5. Click member login button to open your account

**Note:** Please note that this site will only connect Sahodaya school cluster websites and not individual schools. Your individual schools will find a place under the SSC website.





**Registration Form**  
**Eighteenth Annual National Conference of Sahodaya Schools Complexes**  
**26 to 28 December 2011, Chennai**

NAME:				
	TITLE	SURNAME	FIRST NAME	MIDDLE NAME
Sahodaya Represented:				City:
School				
Contact Details:	Complete Mailing Address:			
	Work Phone:		Home Phone:	
	Fax:		Mobile:	
	E-mail:			
	Homepage:	http://		
Accompanying Principal(s) Name(s):				
Accommodation Booking (please tick):				
	A Through Conference Manager at Hotel		<input type="checkbox"/>	
	*Reservation Number Assigned: Payment due: _____			
	B Not Required		<input type="checkbox"/>	
	*Only for confirmed bookings			
Date:	Conference Participants Signature			

**Please register online for participation at <http://www.chennaisahodaya.org>**  
**Secretary, Sahodaya Schools Complex, Chennai Chapter,**  
**BHAVAN'S RAJAJI VIDYASHRAM**  
"Bhavani Campus", No. 6 Kilpauk Gardern Road ,Kilpauk, Chennai 600 010  
Phone: 91-44-2644 2823/2618 Fax: 91-44-26604466

**Mail a soft copy also to :**  
Al Hilal Ahmed, Assistant Education Officer,  
Central Board of Secondary Education, "Shiksha Sadan", 17, Institutional Area,  
Rouse Avenue, Delhi – 110 002, [cbsecp@gmail.com](mailto:cbsecp@gmail.com), Phone 011-23237780

**Please Write Registration Form for participation in 18th National Conference at Chennai as the subject of the Mail**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2, Community Centre, Preet Vihar, Delhi**

CBSE/Sports Scholarship/

Date: 14.11.05

Circular No. 36

To

All Heads of the Schools  
Affiliated with the CBSE

**Subject: Introduction of Chacha Nehru Sports Scholarships for Sports Talents**

Sir/Madam,

I wish to apprise you that the Central Board of Secondary Education (CBSE) has started Chacha Nehru Sports Scholarships for Sports Talents. The salient details of the scholarships are as under:

**Objective:**

The aim is to identify, recognize, nurture and develop the extraordinary talent among the students studying in class VIII onwards in sports and games. This will help in the development of sports activities at the school level and buttress the importance of mental and physical health among the children. The financial support in the form of scholarship will motivate the students to excel in their sports activities.

**Numbers and Value of each scholarship:**

There are 50 scholarships each year at the rate of Rs.500/- per month to all identified sports talents in class IX-XII based on the performance at national level in various disciplines of CBSE Inter School Sports and Games. Currently, there are 14 disciplines and number of scholarships available in each discipline is enclosed (Annexure I).

**Duration:**

The scholarship shall be awarded from the commencement of Class IX (or higher class) and up to class XII (max. four years) subject to fulfillment of following conditions.

- Visible level of improvement in performance in the skills of the concerned discipline.
- Passing of each level of class examination.
- A candidate selected for the award in Class VIII but has not qualified for admission to Class IX shall not be eligible for the award.
- A candidate who has been discontinued from the rolls of an institution or has been rusticated shall forfeit the award.
- The awards are generally not transferable.





- Inability of the student to pursue the discipline due to health or medical reasons shall lead to discontinuation of the award.
- A candidate who has failed in Class IX (or any other class) shall not be eligible for the award for a second running year in the same. The candidate can seek renewal of scholarship subsequent to passing such Class and producing documentary evidence.

However, if under age category 16 some students are selected, the scholarship in such case shall be till the completion of Class XII studies.

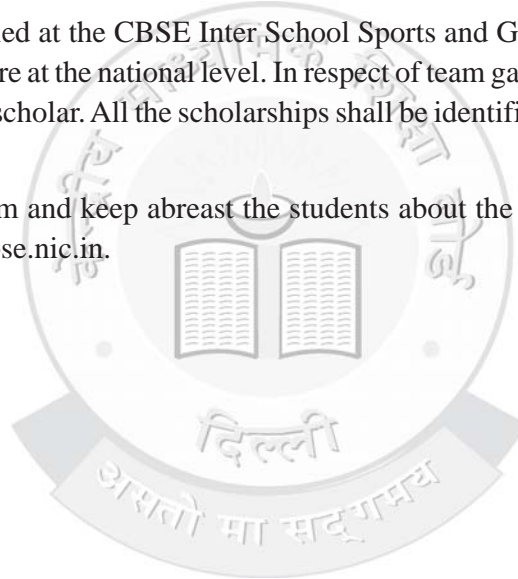
### **Eligibility**

The students must be Indian National studying in schools located in India and should not be in receipt of any other scholarship for the same or similar purpose from any other agency (Govt. or Non-Govt.). The student must be participant of the CBSE Inter School Sports and Games Competition, 2005 onwards at the national level.

### **Selection of the Scholar**

The students shall be identified at the CBSE Inter School Sports and Games Competitions on the basis of their overall performance and score at the national level. In respect of team games, a core committee of minimum three members shall identify the scholar. All the scholarships shall be identified by February 28 of the preceding academic year of the award.

I would request you to inform and keep abreast the students about the above scholarship. The details are available on the website [www.cbse.nic.in](http://www.cbse.nic.in).



Yours faithfully

**(Vineet Joshi)**

**Secretary**

**Annexure: Number of Scholarship available in each sports discipline.**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**SHIKSHA KENDRA, 2 COMMUNITY CENTRE, PREET VIHAR,**  
**DELHI-110092**

CM/CBSE/ACAD/EO/2009/

Dated : 20/11/2009

Circular No.: 57

All the Heads of CBSE  
Affiliated Schools

**Subject : Physical Education Programme in Primary Schools**

Dear Principal,

The Central Board of Secondary Education in collaboration with British Council and under the directives of MHRD, Government of India has recently launched the Physical Education Programme. The programme aims at strengthening the delivery of the Physical Education in the primary School based on specially designed cards and sports equipment for the different age groups from classes 1 to 5.

**The objectives of the Physical Education Programme are :**

1. to offer support by introducing new teaching approaches and activities for primary age group physical education lessons.
2. to provide a new range of educational resources for Physical Education.
3. to offer training to all of the primary staff who deliver primary physical education lessons.
4. to assist schools to deliver elements of the Physical Education curricula.
5. to act as a research based project that will demonstrate the wider benefits that Physical Education can have on the whole child education outcomes.

The CBSE has produced a **Physical Education Teacher Training Manual** and a set of **Physical Education Cards** for schools affiliated to CBSE. **These Physical Education Cards** are meant for teachers teaching at the primary level and are an effective tool for strengthening the transaction of Physical Education in schools.

They can be used for providing inclusive and interesting experiences to the children at the primary school stage and facilitating the process of engaging with them intensively in games and activities focused particularly on agility, balance, coordination, speed and strength. Each Physical Education Card is devoted to a particular set up activities which aims at agility, balance and coordination for classes I-III and agility, balance, coordination speed and strength for classes IV and V. These features make this teaching-aid material special and have convinced the stakeholders that if these Cards are used effectively, the transaction of this curricular area will result in achieving desired outcomes leading to behavioural modification.



Each Card is aimed at providing the essential information needed for engaging all students of the concerned class in the selected game/activity. The title of the Card specifies the abilities to be focused by the particular activities, the activities to be organized, the process of organizing the activities, equipment that will be needed, safety measures to be taken and the skills to be developed. Besides the link of the activities with the existing curriculum the links with other school subjects or crosscurricular links and the process of self assessment are also detailed.

The CBSE has also brought out a *Teachers' Manual* for implementation of the Physical Education Cards which will help teachers in organizing physical activities and lessons built around it. There is also a section on organizing activities for differently abled children as well as assessment in Physical Education in the Teachers' Manual.

**The Physical Education Teachers' Manual is priced at Rs. 150/- and PEC of Physical Education Cards is priced at Rs. 250/-. These are available at the Publication Store, CBSE, Shiksha Sadan, 17, Rouse Avenue, New Delhi-110002 as well as the Regional Offices.**

The Physical Education Cards (PEC) need to be implemented at primary level by not only the Physical Education teachers but also teachers of other subjects. Hence it is recommended that each teacher teaching a class should have a set of Physical Education Cards. Teacher training for implementing these cards will be done by the CBSE through the Asstt. Education Officer (Sports). Those interested in teacher training may get in touch with Mr. Pushkar Vohra, AEO(Sports), CBSE, 2 Community Centre, Preet Vihar, Delhi-110 092 at telephone no. 011-22050061 and e-mail at [sportskpfite@sify.com](mailto:sportskpfite@sify.com) or [sportskpfite@hotmail.com](mailto:sportskpfite@hotmail.com).

This may be brought to the notice of all teachers and students concerned.

Yours sincerely

(VINEET JOSHI)  
SECRETARY & CHAIRMAN



## CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organisation under the Union Ministry of Human Resource Development,  
Govt. of India)

“Shiksha Kendra” 2, Community Centre, Preet Vihar, Delhi-110092

Tel. 011-22050061

CBSE/Sports/2010-2011/Cir.No. 71

27.10.2010

All the Heads of the Institutions  
Affiliated to CBSE

### **Subject: Physical Education & Sports in Schools – reg..**

Dear Principal,

Schools are dynamic settings for promoting health and wellness through various correlated areas such as Physical Education and Sports as well as through Health and Wellness Clubs. There is a growing awareness that the health and psycho-social well-being of young children is of paramount importance and schools can provide a strategic means of improving children’s health, self-esteem, life skills and behaviour.

Healthy living in case of school children is the prime concern of all stakeholders including principals, parents, teachers and the community. To achieve this objective collective responsibility needs to be assumed. An important dimension is that of experience and development of health skills and physique through practical engagements with play, exercises, sports and practices of personal and community hygiene.

The CBSE through its various advisories (*Circular No. 09 dated 31.5.2006, Circular No. 29 dated 20th June, 2007, Circular No. 27/08 dated 24th June, 2008, Circular No. 49 dated 6th Nov., 2008 and Circular No. 57 dated 20.11.2009*) has directed schools to set up Health and Wellness Clubs which can be used to conduct the activities which are detailed in the School Health Manuals in four volumes already released to all the schools.

It is well established that participation in Physical Education & Sports activities is highly beneficial to one’s health and it leads to improved performance by students in schools, in addition to helping them in developing many life skills.

Children lead happier lives as a result of being actively involved in sporting activities and it has long been established that fitness and improved academics performance go hand in hand. Physical Education and Sports activities during the school hours reduce boredom and help keep students attentive in the classrooms.

Keeping in view the above, the Central Board of Secondary Education has time and again recommended for providing compulsory time schedule for Physical Education & Sports activities for the students of all classes.

The Board is of the firm opinion that the Physical Education & Sports programs teach important conflict resolution skills including team work, fair play and communication leading to reduced violent behaviour among children. Further, children who participate in Physical Education & Sports develop a positive attitude towards their every day life activities.



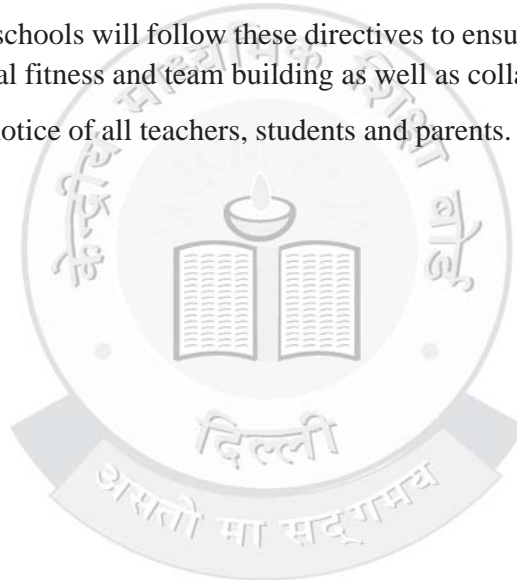
In the above background, it is advised that the following in respect of the Physical Education & Sports may be strictly adhered to:

- a. There should be at least 40-45 minutes of Physical Activities or Games period for Classes I-X everyday.
- b. For Classes XI – XII it should be ensured that all the students participate in Physical Activity/Games/ Mass P.T / Yoga with maximum health benefits for at least two periods per week (90-120 min / week).
- c. In case the school has constraints of space, climatic conditions, presence of enough PE Teachers, or coaches it may consider indoor activities which would provide maximum health benefits (Aerobics / Meditation / Yoga & Asanas).
- d. Mass P.T. in the morning keeping in view the climate conditions is another alternative the school can have.

As part of Continuous and Comprehensive Evaluation the students will be assessed on participation and performance in by choosing any two activities from the 13 activities given for Classes VI-VIII and 08 activities given for Classes IX-X.

It is earnestly hoped that all schools will follow these directives to ensure that all students draw maximum health benefit in terms of physical fitness and team building as well as collaborative skills.

This may be brought to the notice of all teachers, students and parents.



Yours sincerely,

**VINEET JOSHI**  
**CHAIRMAN**



## CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of

Human Resource Development Govt. of India)

“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110301

Tel : 011-2205003

CBSE/Sports/2010-2011

30.03.2010

All the Principals of  
Independent Category of Schools  
Affiliated to CBSE

Madam/Sir,

### Subject: Physical Education Teachers Orientation Program-June 2010.

I am pleased to inform you that every year the Board in association with LNUPE Gwalior organises the Physical Education Teachers Orientation Program that updates the teachers with the changing trends in the field of Physical Education & Sports. This year too the Orientation Program is being organised in the month of June 2010. The details of the proposed program are as follow:

Dates : 01 to 15 June 2010

Venue : LNUPE Gwalior

Course Fee: Rs 7500.00 (Rupees Seven Thousand Five Hundred only) Included Course Fee: Lodging:  
Boarding and study material

For the above program, maximum 100 teachers will be enrolled on first-cum-first basis.

The schools that are interested in sending their teachers for the above program shall send their request in writing along with following details and the course fee draft so as to reach undersigned latest by 10 May 2010.

1. Name of the School
2. Name of the Teacher
3. Address, Telephone & Mobile Numbers, E-mail
4. Demand draft of Rs 7500.00 favouring “Registrar, LNUPE Gwalior” and payable at Gwalior

The teachers that will attend the program will be provided stay in the University’s International Hostel. They must report at LNUPE Gwalior on 31.05.2010 and will be permitted to leave after 05.00 pm on 15 June 2010.

For any query in this regard you may contact undersigned on telephone number 011-22050061

Best wishes

**Pushkar Vohra AEO (Sports)**

Copy to :

1. Vice Chancellor, LNUPE Gwalior
2. Registrar, LNUPE Gwalior





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092**

NO.D(A)/PA/SCHOOL SAFETY/04

26th July, 2004  
Circular No: 28/2004

To

All the Heads of Institutions affiliated to the Board

**Subject : Safety in schools –Reg.**

Dear Principal,

As you are aware, the school in any city is a place of vital importance. It is a place of vibrant activity. Thousands of small children assemble for many hours of the day for active interaction. It is important that the schools should own the moral responsibility for safe housing of the students during the period of their stay in the school. It is said that accidents do not happen, but they are caused. Advanced planning, effective implementation strategies, development of right attitude for safety, coordination and cooperation with agencies working in this area are important for ensuring the safety in schools.

The Board, on its part, has stipulated certain conditions in the Byelaws of Affiliation with regard to the nature and housing of the building and safety measures to be taken in the schools. Though these are periodically supervised during the time of inspection, the schools should take up the responsibility of continuous verification of these rules as well as other rules prescribed by the local authorities to ensure the safety of the children being housed in these buildings.

In a school environment, there are several areas where safety concerns exist. It is not possible to identify and list them as most of them may be school specific and need the attention of the school managers and local authorities. However, there are certain broad preventive measures which are common and necessary for all schools. They have been given in the form of a questionnaire and the schools will do well to do some introspection in these areas and take necessary steps. These have to be addressed not necessarily because they exist in the rules book, but all of us have a genuine and humane concern for the younger generation of the country. It is a moral obligation the schools owe to their primary stakeholders.

Some of the issues the Board would like to bring to the immediate attention of the school authorities are:

**Fire Safety Management**

1. How safe is your school from fire hazards? Does your school have a fire safety certificate? Is it current and validated periodically?
2. Do you have adequate fire fighting systems in place to meet any emergency?
3. Are you in touch with local fire fighting agencies for mock drill training to a crisis management group?
4. What emergency steps are in place in the school for fire safety management?





5. Is there a trained management team available in the school for initial fire hazard management? Are you in touch with the local fire safety authorities for training and retraining the people?

### **Structural Safety**

1. Does your school have any temporary structure or any class-room/other room which has thatched roofing and which is inflammable? Are you aware such inflammable structures are not permissible under the rules?
2. Is your school situated in old or dilapidated buildings? Has it been brought to the notice of the local authorities or management so that adequate steps are taken for relocating the school?
3. Has your building been certified as safe for housing the students by the local authorities?
4. Are there any cracks in the school structures and are steps being taken to repair them?
5. Is your school located near any rail track? Has the impact of such locations being examined by the local authorities for the safety of the students?

### **Earthquake Management**

1. Is your school situated in the earthquake risk zone?
2. Have necessary steps been taken during construction of the building for earthquake safety for the building?
3. How safe is your construction to face a natural disaster of this kind? Do you need to make modifications in consultation with local authorities?
4. What emergency steps are in place in the school for disaster preparedness?
5. Is there a trained disaster management group available in school for initial response? Are you in touch with the local disaster management authorities for training and retraining them?

### **Flood/Cyclone Management**

1. Is your school situated near seashore or a river?
2. Have you any contingency plans to meet floods, cyclones, cloud bursts and heavy rains?
3. Is there a transport mechanism in place for emergency transport of students or do you have any contacts for their arrangements?

### **Landslide Management**

1. Is your school situated on hilltops or where there is a possibility of landslide?
2. What is the frequency of such slides and is your building safe according to the local authorities?

### **Management from Industrial Products**

1. Is your school located near an industry or a chemical factory producing fatal chemical products? Are you aware of the nature of products? Is your school safe from any eventualities from the leakage of chemicals in this area?
2. Do you have first aid and other medical systems in place to safeguard your students? Are you aware of the procedures to be adopted in case of any emergency?



### **Electrical Safety**

1. How safe are the electrical systems in your school? Are they being checked periodically?
2. Have you ensured limited access to the area of electrical installation only to those who are required?

### **Stampede Management**

1. What is the possibility of any stampede outside your school during any emergency? How would you ensure that students and others do not become victims of a stampede?
2. How safe are the staircases in your school? What alternate mechanisms would you adopt to manage a stampede in the staircase?

### **Safety from Constructional Hazards**

1. Does your school have any ongoing construction?
2. Have you obtained necessary permission from the local authorities for the same?
3. Have the constructions been planned during the lean time of students' presence in the school?
4. Have you put barricades and signboards in the construction area prohibiting the movement of students?
5. Are there water storage sources for such constructions and have they been covered to prevent small children from any possible mishap?

### **Safety in the Playground**

1. Is your playground safe for the students to play games? Are they being maintained well?
2. Who ensures that there are no hazardous materials like rusted nails etc., on the ground that will physically hurt them?
3. Do you have a swimming pool? Have you taken adequate precautions for the safety of the students? Are lifeguards available to help the students?
4. What management systems you have in place to meet any emergency?

### **Water Safety**

1. Is the drinking water safe in the school plant? Is the water source well protected?
2. Is the water provided to the students tested by the local authorities periodically?
3. Do you ensure safe potable water always?
4. Do you have a water management system in the event of a fire? Is there access to such sources?

### **Laboratory Safety**

1. Are the laboratories in your school positioned as per rules?
2. Is there space for free mobility for students in case of an emergency?
3. Are the chemicals and instruments kept safely beyond the access of others?
4. Is there a first aid box available in your lab?



5. Do you have an exhaust facility for the gases?
6. Have you displayed the first aid procedures for the students in the laboratory?
7. Is your school team trained to meet any emergency in the laboratory?

### **Transport Management and Safety**

1. Is your school owning/ running buses on lease for students?
2. Have you complied with the rules and regulations stipulated by the local transport authorities?
3. Are your teachers' delegated responsibilities for transport management?
4. Are your drivers trained and have a regular license?
5. Do they ensure whether the students are cautioned to keep a safe distance before starting the bus?
6. Are there speed governors in your school buses?
7. What controls do you exercise on contractors/ lessees for the safety of the mode of transport?
8. Have your students been trained in orderliness in buses? Have they been exposed to traffic rules?

### **Trauma Management**

1. Do you have a trauma management team to meet any accident or disaster?
2. Do you have the contacts available for trauma management?
3. Are you or any senior persons in the school aware of the telephone number of the hospitals, ambulance and the fire stations near your school?
4. Do you have a small school nursing room?

### **Safety of the Challenged**

1. How many physically challenged students are studying in your school?
2. Are you aware of their limitations and procedures to help them in the event of any emergency?
3. Are there any designated official in the school who is entrusted with the exclusive responsibility of their needs in any emergency?

The above questionnaire needs to be answered by each and every school. The Heads of institutions would discuss the issues in the school managements and take appropriate steps in this regard. They should also discuss these issues in their staff meetings to bring greater awareness among the staff and to increase their sensitivity to these issues.

Kindly acknowledge this letter.

Yours faithfully,

**(G.BALASUBRAMANIAN)**  
**DIRECTOR (ACADEMIC)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

NO. D(A)/05/1E/

May 27, 2005  
Circular No. 27/2005

To

All Heads of Institutions  
Affiliated to CBSE

**Subject: Inclusive Education of Children with Disabilities**

Dear Principal,

Worldwide there is a conscious shift away from special schooling to mainstream schooling of education for children with disabilities. The Ministry of Human Resource Development, Government of India is taking various initiatives with the objective of making all the schools in the country disabled-friendly. In this context the Central Board of Secondary Education would like to provide the following guidelines to all its affiliated schools for achieving this worthy objective:

1. Disabled students should have barrier-free access to all the educational facilities and services in the school including hostels, libraries, laboratories and buildings.
2. Special attention may be given for the availability of appropriate study material for the disabled. Talking Text Books, Reading Machines and Computer with speech software may be progressively introduced and made available for the use of the disabled.
3. Steps may be taken to provide adequate number of Braille books in the school library.
4. Other support services like sign language interpreters, transcription services and loop induction system may also be progressively provided for the hearing handicapped students.
5. Special attention may be paid to provide adequate and appropriate transportation facilities to the disabled students.
6. Teachers may also be sensitized to the requirements of children with special needs by organizing service training programmes in inclusive education at the elementary and secondary level.

The Board would appreciate the cooperation of schools in implementation of the above.

Yours sincerely,

**(G Balasubramanian)**  
**Director (Academic)**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

NO. CBSE/AFF/2005

15.10.2005

1. Commissioner, Kendriya Vidyalaya Sangathan, New Delhi
2. Commissioner, Navodaya Vidyalaya Samit, New Delhi.
3. All Directors of Education of States where Government schools are affiliated the CBSE.
4. All the Heads of the Institutions of private independent schools affiliated the CBSE.

**Subject: Promotion of education for girl child in the school-registration**

Sir/Madam,

You may be aware that in many countries available indicators show that the girl child is discriminated against from the earliest stages of life, through her childhood and into adulthood. It may not be out of place to mention here that India is one of those countries in the world in which men outnumber women. The reasons for this can be attributed to, among other things, indifferent attitudes and practices against girl child including their health and well being.

It has generally been observed that girl child is discriminated against in the matter of education also. The ratio of drop-outs for girls at different levels of education is more than that for the boys. To remedy the situation, the Central Board of Secondary Education has already made a provision in its Examination Bye-Laws that girl candidates, who are bonafide residents of the National Capital Territory of Delhi can appear in Class X, and Class XI Examinations of the Board as Private Candidates. In order to further promote education for girl child, an amendment in the Affiliation Bye-Laws of the Board has now been made that all the affiliated schools will grant full waiver of all fees (including tuition fee and all other fees under any head except the meals and transportation fee) charged by them from class VI onwards to each girl student who is also the single child of a parent. Similarly, it will be appreciated if the schools also consider extending 50% concession in the fees for every girl student who is one of two daughters who are also the only two children in a family. In addition to above, the school on its own can also waive such fees like transportation and meal fee (as applicable).

It has been decided by the Board that the above provisions will be made applicable to all schools affiliated with the Board. However, already affiliated schools will have a choice to implement these either with immediate effect or from the next academic session commencing from 1.04.2006. In case of schools seeking affiliation with CBSE, the implementation will be with immediate effect.

For implementation of these provisions, it is advised that the schools may accept the status of the girl children on the basis of a simple affidavit sworn by the parents. Such parents may also be informed very categorically that they shall intimate the school immediately about any change in the single status of girl child/ children in the family, if and when it occurs, and it shall be their sole responsibility. The schools may also



intimate to the parents that in case it is detected at any time that the affidavit sworn in by them was false, appropriate action will be taken by the school against them and the CBSE will also consider withholding certificates.

In the light of the above, the Managements & Heads of the Institutions of all the affiliated schools are requested to take, appropriate action, and to submit their 'Quarterly Report on Fee Concession', as per enclosed format. The schools that have applied for affiliation with the Board are also requested to be ready for implementing the above provision for promotion of education for the girl child from the month they receive affiliation with the Board and start sending quarterly reports in the format. To start with the report for the quarter ending September 2005 may be sent to the Joint Secretary (Affiliation), Central Board of Secondary Education, Delhi before 30th November, 2005. It is hoped that all the affiliated schools will take pride in the implementation of the above provisions in the interest of education of girl children and non-implementation of these provisions will attract necessary action under Affiliation Bye-Laws of the Board.

Yours faithfully,

**(VINEET JOSHI)**  
**SECRETARY**

**Encl: As above.**

Copy to: Joint Secretary (SE), Govt. of India, Ministry of Human Resource Development, Department of Secondary & Higher Education, Shastri Bhawan, New Delhi.







**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

CE/PA/2006/10984-17984

30th March, 2006

To

All the Heads of Institutions  
Affiliated to CBSE

**Subject: Admission to Class XI - Coercion to change subjects**

Dear Principal,

As you may be aware, many schools follow the practice of starting class XI along with other classes in the month of April in the new academic session to utilize the period before summer vacation for instructional purposes. Academically, this seems to be correct practice so that the children may remain busy with meaningful activities. So the schools admit students of class XI provisionally before the announcement of the results of class X Board examination and accordingly allow them the subjects choice/stream as per their performance in pre-boards and unit tests.

It has come to the notice of the Board that some schools resort to the unpsychological practice of forcing students to change their subjects/streams in class XI after the class X results are announced. Students are often forced to change from Science subjects to Commerce or Humanities subjects.

Once the students get admission to class X with a particular combination of subjects, they buy the text books and start attending the classes for nearly a month. A forced change of subjects later demoralizes the students, causing mental and emotional stress. Further, parents are compelled to take on the additional burden of buying a second set of books for the newly allotted subjects.

It is an unhealthy and unfair practice and it has to be discouraged. Hence schools are instructed not to force the students to change their subjects in class XI once they have been admitted with a particular combination of subjects. If there is any change in subject(s), the request has to come from the student and it has to be dealt as per the Clause 26 of Chapter 4 of the Examination Bye Laws.

Yours faithfully,

**(PAVNESH KUMAR)**  
**CONTROLLER OF EXAMINATIONS**





**QUARTERLY REPORT ON FEE CONCESSION FOR THE QUARTER  
ENDING \_\_\_\_\_**

1. Name of the school with complete postal address	
2. Status of the school - Middle/Secondary/Senior Secondary	
3. Total No. of students in the school	
4. Total No. of girl students in the school	
5. No. of girl students in the school from class VI to XII	
6. No. of Girl students in the school from class IX to XII	
7. Out of No. of girls students indicated at 6. above, the No. of girls students who are the only child in the family	
8. Break up and amount of fee concessions offered quarterly to all girl students mentioned at 7 above. (If the school is given such a concession)	Heads of Amount (Rs.) Fees 1. Tuition fee 2. etc. 3.etc.
9. Cumulative total of fee concession granted (Rs.) till the quarter ending _____	
10. Any other remarks	

Signature

**Name of the Principal**  
**Seal of the school**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092**

ACAD/EO/CIRCULAR/2006

Circular No. 10

Dated: 31.5.2006

All Heads of the Institutions  
Affiliated to CBSE

**Subject: Inviting participants for the International Choir Music Contest held  
by Art Child International Organisation - Reg.**

Dear Principal,

The Art Child International, Paris has invited children between age group of 8 and 14 years to participate in the International Choir Music Contest to be held sometime in 2007. The theme of this contest is Peace and each work should reflect the national culture of participating groups. India will be represented in the International Contest by a Music Choir Group selected at national level.

The rules and conditions for participating in this national level contest areas follows:

- Contestants must
  - be a children's group
  - compose a work of Peace that is original (lyrics and music) and representative of their national culture
- For the purpose of this contest, "choir music" represents a song with lyrics, with or without accompanying music, polyphonic or not, and performed by a group of children.
- The children's group must be involved in creating the world the lyrics of the song must be composed by the children, however, the music score can be jointly composed with adult supervision and any accompanying music can be composed by an adult.
- Performance of the work shall be by the children who composed the work; however, adults may accompany the group musically during the performance and record them.
- "Children's group" refers to a group of at least 15 children singing together, not counting soloists.
- The work must represent the national culture of the participating groups, this factor is important to keep in mind while selecting the melody and instruments used to compose the work.
- Maximum song length should be 5 to 6 minutes.



The schools interested to participate in the contest may give their details in the Proforma enclosed in a CD. The CDs may be submitted on or before June 25, 2006 to Dr. Sadhana Parashar, Education Officer, CBSE, Shiksha Sadan, 17 Rouse Avenue, Institutional Area, New Delhi-110002. These will be then scrutinized and the selected schools will be informed accordingly to prepare the choir compositions in VCD/DVD and send it by October 30, 2006. Three of the selected groups will be asked to perform before the National Selection panel set up by the Ministry.

Yours sincerely

**(DR. SADHANA PARASHAR)**  
**EDUCATION OFFICER**

ENCL : PROFORMA FOR SCHOOL





## PROFORMA FOR SCHOOL

Name of the School:	
Name of the Choir:	
Full postal address of the School:	
Pin Code:	
Telephone No. (with STD Code)	
Fax No.	
E-mail:	
Name of the Principal	
Name of the Music/Choir-Teacher:	
Whether the school has a Choir	
Whether the School-Choir performance is being sent in CD:	
If yes, when was it formed?	
Whether the school choir has participated in any event/functions?	
If yes, please give the details of participation:	

**Principal's Signature**

Date:

City:



## CENTRAL BOARD OF SECONDARY EDUCATION

E.O. (H&L)/A/061

Circular No. 11/2006

June 7, 2006

All Heads of Institutions  
Affiliated to CBSE

**Subject: National campaign to harness the creative and innovative spirit of school children - a collective endeavour of CBSE and National Innovation Foundation (NIF)**

Dear Principal,

You may please recall that CBSE had made a maiden attempt last year jointly with NIF to organize a competition for children's ideas, innovations and/or traditional knowledge practices learned from elders to be sent to NIF in the fifth national competition. We got some very interesting responses. More than hundred entries were received which may not be very large in terms of the numbers but in terms of quality offered a wide range from about twenty states of India.

What is even more remarkable is that NIF considers some of the ideas worth patenting in the names of the children. This adds a new dimension to the very process of education. Once our children think about making inventions and innovations at an early age, they will certainly grow into very creative citizens of the country and make major contribution towards the goal of making India innovative.

We want to launch this competition once again in this year. Some of you may have seen a special issue of Honey Bee newsletter brought out last year on the creativity of children. We will try to bring out a special issue this year also. In addition, we have requested NIF to prepare a multimedia CD on children's creativity, which you may like to procure for use by children in your schools. This will inspire not only children but also the teachers since the credit goes to them for encouraging children to develop out of the box thinking.

I request you to encourage children to start thinking in terms of new ideas, innovations and/or traditional knowledge based products/practices which solve problems of every day life around us, save energy, or generate new ways of sustainable living.

The entries can be sent to:-

National Coordinator (Scouting & Documentation)

New Innovation Foundation

Satellite Complex, Bungalow No. 1

Premchand Nagar Road, Jodhpur Tekra

Ahmedabad-380015

Tel. 079/26732095, 26732456, 26753338, 25753501

[campaign@nifindia.org](mailto:campaign@nifindia.org); [www.nifindia.org](http://www.nifindia.org)

Fax 079/26731903



I hope that you will talk about this contest to your children in general assembly and encourage them to stretch their imagination for making India innovative.

The CD containing innovative practices and entries received from CBSE school students will be available to schools shortly. Priced at Rs. 200/- per CD. It can be had from the address given above.

Looking forward to having your enthusiastic cooperation in your collective endeavour to unfold the creative genius of our children, who are the future leaders of our society,

With Best Wishes,

Yours sincerely,

**(P. Mani)**  
Education Officer (H&L)





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2 Community Centre, Preet Vihar, Delhi-110092**

**CBSE/DS (CONF.)/ROD 2006**

19.7.2006

To

All the Regional Officers,  
CBSE, Regional Office

**Subject: Status of the school with regard to minority institutions affiliated to CBSE**

Sir,

Reference office Order No. Admn. II/Minority Cell/006/7181-7280 dated 3.7.2006 is being issued to all the affiliated schools to know the status of the school with regard to minority institutions affiliated to CBSE. Five copies of the letter along with the necessary proforma are sent herewith.

You are requested to send the letters to all the affiliated schools of your region after getting the photocopies of this letter and proforma.

The information is required by 17th August, 2006. It is therefore requested that the letter may be sent to the schools as early as possible.

Yours faithfully,

**(SHAUKATALI)**  
**HEAD (MINORITY CELL)**

**Encl: as above**





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA KENDRA”, 2 COMMUNITY CENTRE,**  
**PREET VIHAR, DELHI-110092**

**Proforma for submission of information regarding Minority Status of the School**

1. (A) Affiliation No: (B) School No.....

2. Name and Address of the School:

.....  
.....  
.....  
.....

State: ..... Pin Code: .....

3. Telephone with STD Code:

Office: STD Code ..... Telephone: .....

Fax: .....

E-mail: .....

4. Status of the School: Middle/Secondary/Sr. Secondary

5. Affiliation Details:

Type of Affiliation : Provisional/Permanent

Date of Affiliation with CBSE : dd/mm/yy .....

Date of Affiliation till : dd/mm/yy .....

6. Whether the school has got Minority Status from the State Govt.? Yes/No

If Yes, a copy of the letter may be enclosed.

7. Whether the School is being run by a group of persons of Minority Community? Yes/No

(a) If Yes, Name and Address of the Trust/Society running the School.

.....  
.....

(b) Enclose List of Members of Trust/Society and School Managing Committee with religion of each mentioned against.



8. No. of Students in the the School:

- (a) Total No. of Students : .....
- (b) Total No. of Students from Minority Community : .....  
(Community wise)

9. No. of Teachers in the School:

- (a) Total No. of Teachers : .....
- (b) Total No. of Teachers from Minority Community : .....  
(Community wise)

10. (a) Pass percentage of overall results of Class X & Class XII Examination for the last five years.

Class X	Registered	Appeared	Passed	Pass%
2002				
2003				
2004				
2005				
2006				

Class XII	Registered	Appeared	Passed	Pass%
2002				
2003				
2004				
2005				
2006				

(b) Pass percentage of overall results of students from Minority Community of Class X & Class XII Examination for the last five years. (If possible Community wise)

Class X	Registered	Appeared	Passed	Pass%
2002				
2003				
2004				
2005				
2006				



Class XII	Registered	Appeared	Passed	Pass
2002				
2003				
2004				
2005				
2006				

Certified that the above information is correct to the best of my knowledge.

**Signature of Principal with Seal and  
Telephone No.**





## QUARTERLY REPORT ON FEE CONCESSION FOR THE QUARTER BNDING

1. Name of the school with complete postal address including Pin code	
2. Status of the school-Middle/Secondary/Senior Secondary	
3. Total No. of students in the school	
4. Total No. of girl students in the school	
5. No. of girl students in the school from class VI to XII	
6. Out of No. of girls students indicated at 5 above, the No. of girls students who are the only child in the family	
7. Break up and amount of fee concessions offered quarterly to all girl students mentioned at 6 above.	Heads of Amount (Rs.) Fees 1. Tuition fee 2. etc. 3. etc.
8. Cumulative total of fee concession granted (Rs.) till the quarter ending	
9. Out of No. of girl students indicated at 5 above, the No. of girl students who also have only one female sibling (irrespective of whether they are studying in the same school or elsewhere)	
10. Whether school is extending 50/0 fee waiver to both the girl students mentioned at 9 above	Yes/No
11. Break up and amount of fee concessions offered quarterly to all such girl students mentioned at 10 above. (if the answer to 10 above is yes)	Heads of Amount (Rs.) Fees 1. Tuition fee 2. etc. 3. etc.
12. Cumulative total amount of fee concession granted (Rs.) till the quarter ending (if the answer to 10 above is yes)	
13. Grand total of fee concession granted (Rs.) till the quarter ending..... (Row8+Row12)	
14. Any other remarks	

Signature

Name of the Principal

Seal of the school



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**Shiksha Kendra, 2 Community Center, Preet Vihar, Delhi 110092**

ACAD/EO(COM)/ 2008

15-04-2008  
Circular No.14/08

The Heads of all CBSE  
affiliated schools

**Subject: Guidelines in Sociology (Code no.039) subject for Project Work and  
Marks distribution for class XI for the academic session 2008-09.**

Dear Principal,

Consequent upon revision of syllabus as per National Curriculum Framework 2005 the new textbooks in Sociology have been introduced in class XI in the year 2006-07 and in class XII in the year 2007-08.

Sociology as a discipline also is more a mode of enquiry rather than a fixed body of knowledge and hence the importance of Project Work. Projects in Sociology are not only a tool facilitating construction of knowledge by the students and fostering creativity in them, but also a major contributor in infusing the right attitude for social issues and concerns in an individual and capacity building for problem solving.

It has, therefore, been decided to introduce Practical Project Work in the subject of Sociology for 20 marks in class XI for the academic year 2008-09 and the theory paper will consist of 80 marks. The same pattern will be introduced in class XII in the subsequent year. Thus, the Sociology paper (code 039) in class XII examination 2010 will consist of 80 marks in theory and 20 marks in practical project both of which will be externally evaluated.

The apportionment of the 20 marks prescribed for the Practical Project Work which will be evaluated by the external examiner is as follows :

**Practical examination**

Max. Marks 20

Time allotted : 3 hrs.

A	Project (undertaken during the academic year at school level)	<b>07 marks</b>
i.	Statement of the purpose	2 marks
ii	Methodology/Technique	2 marks
iii	Conclusion	3 marks
B	Viva-based on the project work	<b>05 marks</b>



C	Research design	<b>08 marks</b>
iv.	Overall format	1 mark
v.	Research Question/Hypothesis	1 mark
vi.	Choice of technique	2 marks
vii.	Detailed procedure for implementing of technique	2 marks
viii.	Limitations of the above technique	2 marks
B&C to be administered on the day of the external examination		

Scheme of examination for class XI in 2008-09 and for class XII 2010 and onwards (academic session 2009-10) along with detailed guidelines on various components, conduct of the activity and evaluation of the projects for both Class XI & class XII are enclosed as Annexure I & II respectively.

This circular may be brought in the notice of the concerned teachers.

Yours faithfully,

**(C. GURUMURTHY)**  
**DIRECTOR (ACAD.)**





## Annexure I

### Class XI (For session ending examination 2009 and onwards)

1. One paper theory

80 marks

Time : 3 hours

#### Unitwise Weightage

Units		Marks
<b>A. Introducing Sociology</b>		<b>34</b>
I	Society, Sociology and relationship with other social sciences	6
II	Basic Concepts	8
III	Social Institutions	10
IV	Culture and Society	10
V	Practical Sociology : Methods & Techniques	Evaluated through practicals
<b>B. Understanding Society</b>		<b>46</b>
VI	Structure, process and stratification	10
VII	Social change	10
VIII	Environment and Society	10
IX	Western Social Thinkers	8
X	Indian Sociologists	8

The appointment of 20 marks prescribed for the Practical Project Work is as follows :

#### Practical Examination

**Max. Marks 20**

**Time allotted : 3 Hrs.**

A. Project (undertaken during the academic year at school level )

**07 marks**

i. Statement of the purpose

: 2 marks

ii. Methodology/Technique

: 2 marks

iii. Conclusion

: 3 marks





- B. Viva-based on the project work **05 marks**
- C. Research design **08 marks**
- i. Overall format : 1 mark
  - ii. Research Question/Hypothesis : 1 mark
  - iii. Choice of technique : 2 marks
  - iv. Detailed procedure for implementation of technique : 2 marks
  - v. Limitations of the above technique : 2 marks

**Class XII (For session ending examination 2010 and onwards)**

1. One paper theory 80 marks Time : 3 hours

**Unitwise Weightage**

Units		Marks
<b>Indian Society</b>		<b>32</b>
I	Introducing Indian Society	Non-evaluative
II	Demographic Structure & Indian Society	6
III	Social Institutions-Continuity and change	6
IV	Market as a Social Institution	6
V	Pattern of social Inequity and Exclusion	6
VI	Challenges of Cultural Diversity	8
VII	Suggestions for Project Work	Non-evaluative
<b>Changes and Development in Indian Society</b>		<b>48</b>
VIII	Structural Change	6
IX	Cultural change	6
X	The Story of Democracy	6
XI	Change and Development in Rural Society	6
XII	Change and Development in Industrial Society	6
XIII	Globalization and Social Change	6
XIV	Mass Media and Communications	6
XV	Social Movements	6



The apportionment of 20 marks prescribed for the Practical Project Work which will be evaluated by the external examiner is as follows :

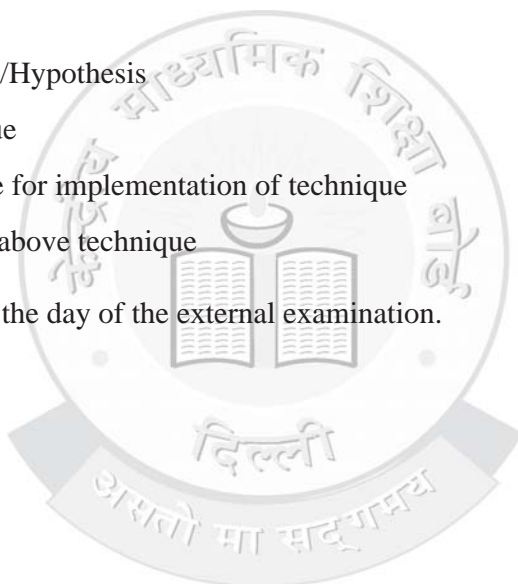
### Practical Examination

**Max. Marks 20**

**Time allotted : 3 hrs.**

A. Project (undertaken during the academic year at school level)	<b>07 marks</b>
i. Statement of the purpose	: 2 marks
ii Methodology/Technique	: 2 marks
iii Conclusion	: 3 marks
D. Viva-based on the project work	<b>05 marks</b>
E. Research design	<b>08 marks</b>
i. Overall format	: 1 mark
ii. Research Question/Hypothesis	: 1 mark
iii. Choice of technique	: 2 marks
iv. Detailed procedure for implementation of technique	: 2 marks
v. Limitations of the above technique	: 2 marks

B & C to be administered on the day of the external examination.





**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“Shiksha Kendra”, 2 Community Centre, Preet Vihar, Delhi-110092**

No. CBSE/AFF/CIR/2006-16906-26945

28.11.2006

All the Heads of schools  
affiliated with the CBSE.

**Subject: Availing of broad-band connectivity by schools**

Dear Principal,

As you are aware, Internet has emerged as the fastest medium of communication of the day. Therefore, to take the benefits of advancement of technologies to its member institutions, CBSE has been sending all its circulars through e-mail, and also updates its website regularly with the current information about the activities of the Board. Further the Ministry of HRD, Govt. of India has recently launched an Education Portal on the internet to facilitate the students and teachers community in the country. The website could be accessed at the url: (1) <http://www.sakshat.ac.in> (2) <http://sakshat.ignou.ac.in/sakshat/index.aspx> (3) <http://sakshat.gov.in>. This portal will prove immensely useful to the students, particularly those who are at senior secondary level. The education portal of MHRD can be easily accessed through broad-band connectivity.

In view of the immense potential of internet as the fastest medium of communication and also as a huge treasure of information, it is highly desirable that all the CBSE affiliated schools acquire broad-band connectivity either from MTNL/BSNL or from Private Service Providers. The broad-band connectivity has the feature of 'Internet always on'. Also it is cost effective as well as it has the facility to use phonenumber and internet simultaneously, which is not available on normal dial-up connectivity.

In order to make use of the potential of advanced communication facilities and also to access the treasure of information, it is requested that all the schools affiliated with CBSE may acquire broad-band connectivity on priority. A list of locations where broad-band connectivity has already been made available by BSNL has been put up on the CBSE website. The schools which have acquired broad-band connectivity or are acquiring broad-band connectivity in near future may send this information to the Board alongwith their e-mail addresses and website addresses through e-mail [cbse.aff@nic.in](mailto:cbse.aff@nic.in) to update the CBSE schools directory for facilitating internet users to access schools website through CBSE site also.

Your positive response will go a long way in sharing education resources efficiently.

With regards,

Yours faithfully,

**(VINEET JOSHI)**  
**SECRETARY**



## **POLICY PAPER FOR HELP-LINE F'OR WOMEN AND GIRL STUDENTS FOR PREVENTION OF SEXUAL HARASSMENT RELATED INCIDENTS IN SCHOOLS**

### **A. General Points**

Broadly speaking this exercise would involve three areas:

1. Redressal
2. Preventive Measures
3. Administrative Action

For the purpose of redressal of complaints, the Board has already (vide its circular dated 29th October 2001) from the Joint Secretary (Affl.), advised schools to set up a Cell and send the action taken report on a quarterly basis to the Joint Secretary (Aff1.) who has been appointed the Nodal Officer.

More important than this is the sensitization process of the women employees and girl students on how to prevent sexual harassment. For the same purpose it is felt that there is a need to conduct training programmes:

- to have printed information in the form of book lets/brochures for free distribution to the target group.
- to have nodal officers in the schools.
- It is further suggested in this regard that the CBSE has an ongoing programme on adolescents and aid education which vitally deals with the physical, social and emotional aspects of the adolescents. It would be most appropriate to broad base and establish inter-linkages with this ongoing programme for the benefit of girl students specially in the backward states. Merely coining definitions of sexual harassment will be futile unless the girls are able to understand the real meaning behind this and it seems that this objective can be achieved once they are given education by various means not only about the physical and biological growth and related aspects, but are also able to discern for themselves the 'right and wrong behaviour' of the opposite sex. Therefore, it is felt that a proper blending of these two areas is necessary whereby a girl becomes completely aware of all aspects of growth and abuse.

Regarding the literature and other information to be distributed it is proposed that the literature should not restrict itself to only defining sexual harassment and its categorization but also highlight the fact that the harassed can also go a closer in terms of low morale, poor public image, high costs of hiring and training new employees and high legal costs and fines. As already mentioned above, it is very important to make clear that sexual harassment can be prevented. Besides other conditions it is also important to notify that conditions in respect of work, leisure, health and hygiene also need to be ensured, so that women do not feel any hostility shown towards themselves.

It is very important to decide the following:

1. Time frame for the redressal of complaints ideally should be fixed for three months after which administration should be answerable to the Committee explaining reasons for delay.



2. Nature of punishment: this should be decided depending upon the gravity of the offence and taking the complainant's view point into consideration.
3. Compensation: This action needs to be decided in view of the nature of offence and the opinion of the complainant.
4. Identification and publicity of the harasser: The identification and publicity of the harasser will have a salutary impact. The name of the harasser and action taken against him can be put up on prominent places in the offices for the information of others. These steps may deter many others also.

## **B. Adolescent Sexualig**

Growing up is a natural, normal process. Every living being undergoes certain changes, intrinsic and extinsic at various stages of development. The period between the age 12 to 18 years is called adolescence, which is marked by certain physical, sexual, social and emotional changes.

At the onset of adolescence, girls and boys attain puberty i.e. they begin to develop several characteristics of adults, some of the physical changes occurring in boys during this phase are: growth of hair on face and body, cracking of voice, increase in hight and weight and rapid growth of sex organs. Girls also experience similar changes such as development of breast, broadening of hips, growth of pubic hair and softening of voice. Under Sexual development, girls experience menstruation and boys experience nocturnal emission. All these changes occur as a result of release of sex hormones in the body.

Sexual behaviour is an aspect of the total personality which is shaped not only by one's biological self but the psychological, subcultural and ethical forces operative in the environment. These, therefore are needs to be viewed in totality. Most of the common problems of adolescent sexuality derive from the fact that there is widespread ignorance of body chages and natural processes that occur during puberty.

### **Myths and misconceptions**

Adolescence is marked with several questions that can be fear and anxieties. Most parents and teachers avoid answering these questions. There are several myths and misconceptions related to sex and sexuality which effect choices of the individuals.

### **Problems of Adolescent Sexuality**

#### **Development problems**

1. Variations in attaining pubertal landmarks

In girls and boys the period of attaining pubertal changes will differ. One may mature faster than the other yet both are considered to be normal.

2. Menstruation (Girls)

For those who have been given no guidance, it causes deep-seated worry and anxiety arising from ignorance, superstitious talk and the fear of an incurable disease.



### 3. Breast Development/Dress (Girls)

Generally a girl tends to worry about the size of her breasts. The need to be attractive and to dress like others of her age-group is dominant at his age.

### 4. Nocturnal Emission (Boys)

Spontaneous erection and the first involuntary discharge of semen in boys (popularly known as 'wet dreams') generally occurs at night when the conscious mind is rest. The youngster may experience fear and disbelief in such situation.

### 5. Masturbation

- Boys begin to masturbate generally after they have heard what is self-stimulation.
- No physical harm is caused by masturbation which may be described as a 'universal phenomenon' among boys-chiefly between 15 to 20 years of age.
- Thousands of guilt-ridden, misinformed teenagers fear loss of virility.
- For emotionally disturbed youngsters masturbation often provides an escape from real-life problems.

### 6. Acne

Boys and girls worry about pimples that are caused by hormonal imbalances characteristic of their period.

Psyclin-scoled Problems/Pre-marital sex.

A majority of those who indulge in premarital sex duo so because they have been persuaded to and are unaware of or unconcerned about the consequences of such a relationship.

## Teenage Preganancy

It possesses a serious health hazard-physically and emotionally, such as pregnancy and Sexually Transmitted Diseases (STD)

- Young people need to have scientific knowledge of sexually transmitted diseases.
- Awareness of their own responsibility in infecting others.
- An understanding of the emotional factors that lead to promiscuous behaviours and its consequences.

## Smoking, Drugs, Alcohol

- Most adolescents experiment with cigarettes, drugs and alcohol at this stage.
- Teenagers whose core-personality development is marred by insecurity, distrust, fear and anger, tend to get habituated more easily.

## Teacher care

- With appropriate education and understanding, the teacher should explain how biological factors related to sexual growth and development are inter-linked with powerful emotional drive.
- Myths and misconceptions need to be cleared with accurate and specific information.





### C. Child Sexual Abuse

Child sexual abuse is the physical or mental violation of a child with sexual intent usually by an older person who is in position of trust and power vis-a-vis the child.

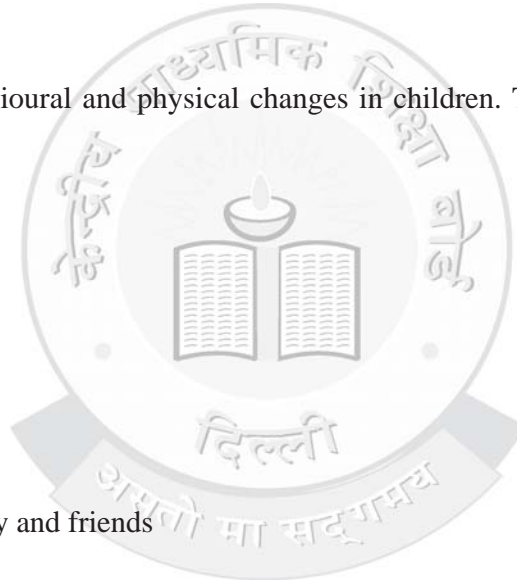
#### Child Sexual Abuse includes

- An adult exposing his/her genitals to a child or persuading the child to do the same.
- An adult touching a child's genitals or making the child touch the adult's genitalia.
- An adult involving a child in pornography (which includes exposing a child to pornographic material).
- An adult having oral, vaginal or anal intercourse with a child.
- A verbal or other sexual suggestion made to a child by an adult.
- An adult persuading children to engage in sexual activity.

#### Alarms signals

There may be sudden behavioural and physical changes in children. These should be taken as warning signs. Look for :

- Anxiety
- Low self-esteem
- Depression
- Excessive crying
- Sleep disturbances
- Withdrawing from family and friends
- Irritability
- Hostility
- Change in appetite
- School problems
- Running away
- Self-destructive behaviours
- Bed-wetting
- Anger







- Isolation
- Fear
- Sadness
- Guilt
- Shame

### Teacher care

- Believe the child
- Try to remain calm
- Praise the child for telling
- Reassure the child
- Make it clear that whatever happened is not his or her fault
- Listen to the child
- Respect the child's privacy. Be careful not to discuss the incident in front of people who do not need to know what happened.
- Be responsible. Report the incident and arrange a medical checkup.

### Don't

- Don't panic or over react when the child talks to you about the experience.
- Don't scold the child. The child needs help and support to make it through this difficult time.
- Don't blame the child.
- Teach the child how to say 'no' to an older person if he/she touches him/her in a way that makes him/her feel uncomfortable, or if an adult wants to have his private parts touched, fondled etc.
- Be familiar with child's friends and their activities.
- Encourage the child to talk about all issues.
- Believe what the child tells and be alert to small changes in his/her behaviour.
- Observe the teenager or adult who is paying an unusual amount of attention to the child.
- Ask the child not to go near strangers or be friendly to them if they offer chocolates, toffees etc.
- Teach children the difference between good touches and bad touches.

The effects of child sexual abuse are long lasting and may leave deep scars on the child's personality. Healing is an important process which must begin as early as possible.



- Depression and feeling of isolation are very common signs of child sexual abuse. Help the child to get over depression and seek professional help. Raising his/her sense of self esteem is an important way of dealing with depression and isolation.
- During abuse a child has an overwhelming sense of powerlessness and loss of control. Help the child regain his/her confidence and sense of control in every situation.
- Expressing anger over the abuse is an important step in self-healing. Help the child vent anger at the abuser but also teach him/her to exercise control.
- It is important to rid the child of guilt and shame by convincing him/her that the abuser was wholly responsible for the abuse.
- Remember the child who was violated needs to be forgiven, accepted and loved. But not the abuser and others.

Myths and facts about sexual abuse:

### Myths

Children are rarely abused.

Child sexual abuse occurs mostly in poor, illiterate families.

Children should not be allowed to play outside since molestation, sexual abuse generally occurs on playgrounds or other public places.

Children are of the fantasizing about being sexually assaulted

Usually the mother is aware of the fact that her child is being sexually abused.

Reporting of child sexual abuse causes more harm than good.

Child sexual abuse victims generally capitalize on the sympathy and throw tantrums'

### Facts

Children are the most vulnerable section of our society because of their dependence on elders.

Child sexual abuse occurs in all strata of society because children irrespective of their family background are equally vulnerable

Most children are sexually abused inside their homes, and the abuser is an acquaintance, relative, a family friend, a servant or the driver.

Children are ignorant about sex and so cannot fantasize about being raped or sodomised.

Most mothers are not aware of the fact that their children are being abused, the reason being that children are afraid of disclosing their abuse to anyone.

If child sexual abuse is not reported then the same abuser may harm other children.

A child who has been sexually abused suffers a great deal of emotional trauma and may have occasional outbursts. This is not an effort to capitalize on the sympathy but an effort to cope with the trauma



A child should be encouraged to forget the abuse, as there are no really harmful effects of child sexual abuse

Children who disclose the fact that they had been sexually abused and then retract it, are only looking for attention

Child sexual abuse always has extremely negative effects. If a child is not encouraged to disclose then it may lead to severe behavioural disorders

Children are scared of their abusers as the abusers being adult are in a position of power. So if a child retracts his/her statement then it is because of fear and bewilderment





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### Myths and Misconceptions

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## PROBLEMS OF ADOLESCENT SEXUALITY

### Development Problems

1. **Variations in attaining pubertal landmarks:** In girls and boys the period of attaining pubertal changes will differ. One may mature faster than the other yet both are considered to be normal.
2. **Menstruation (girls):** For those who have been given no guidance, it causes deep-seated worry and anxiety arising from ignorance, superstitious talk and the fear of an incurable disease.
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to be attractive and to dress like others of her age-group is dominant at his age.

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**Psycho-social problems/pre-marital sex:** A majority of those who indulge in premarital sex do so because they have been persuaded and are unaware of or unconcerned about the consequences of such a relationship.

**Teenage pregnancy:** It poses a serious health hazard – physically and emotionally.

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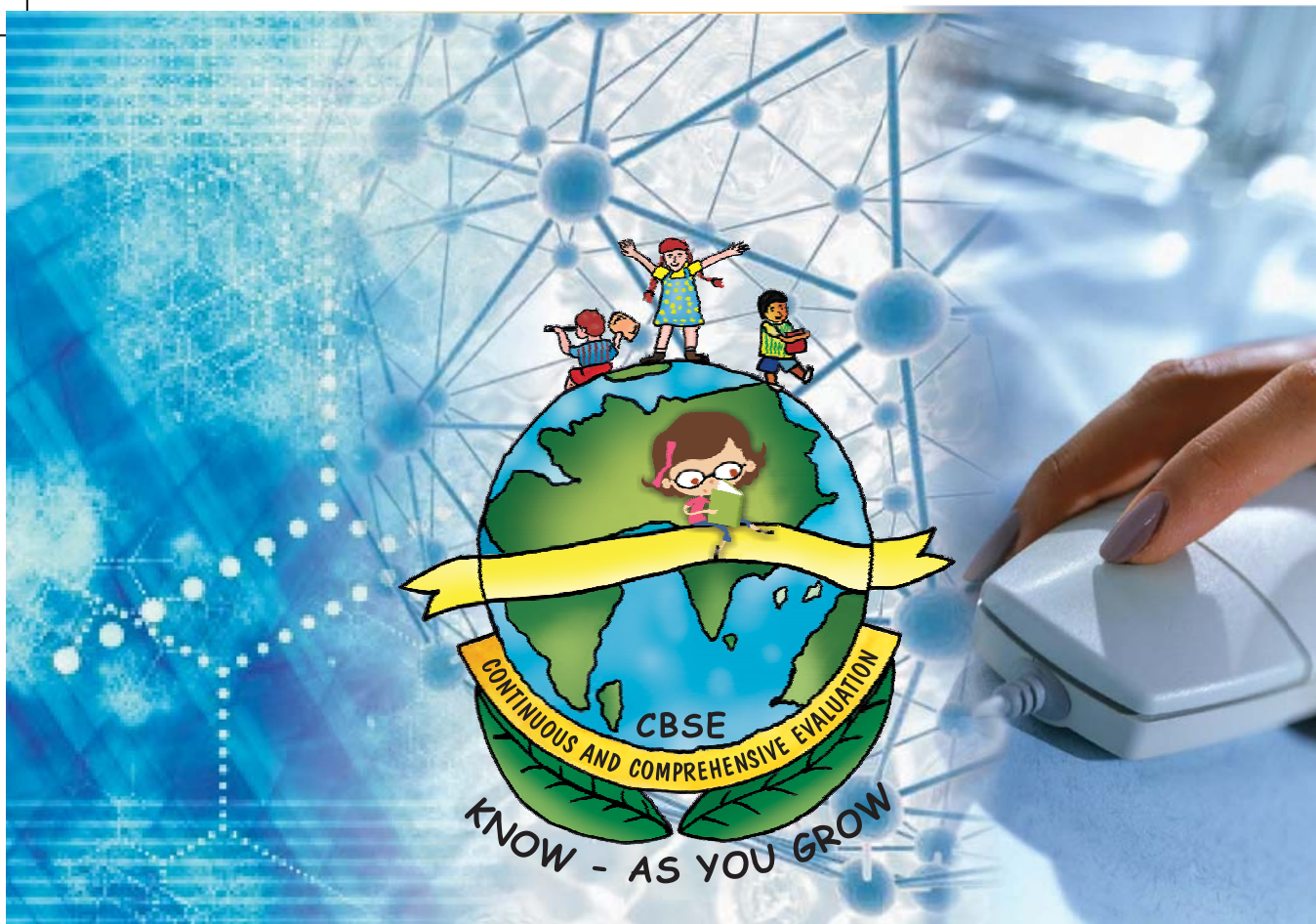
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### Myths and Facts about sexual abuse:

Myths	Facts
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Child sexual abuse occurs mostly in poor, illiterate families	Child sexual abuse occurs in all strata of society because children irrespective of their family background are equally vulnerable
Children should not be allowed to play outside is molestation, sexual abuse generally occurs on playgrounds or other public places	Most children are sexually abused inside their homes, and the abuser is an acquaintance, relative, a family friend, a servant or the driver
Children are often fantasizing about being sexually assaulted	Children are ignorant about sex and so cannot fantasize about being raped or sodomised
Usually the mother is aware of the fact that her child is being sexually abused	Most mothers are not aware of the fact that their children are being abused, the reason being that children are afraid of disclosing their abuse to anyone
Reporting of child sexual abuse causes more harm than good	In child sexual abuse is not reported then the same abuser may harm other children
Child sexual abuse victims generally capitalize on the sympathy and throw tantrums	A child who has been sexually abused suffers a great deal of emotional trauma and may have occasional outbursts. This is not an effort to capitalize on the sympathy but an effort to cope with the trauma
A child should be encouraged to forget the abuse, as these are no really harmful effects of the child sexual abuse	Child sexual abuse always has extremely negative effects. If a child is not encouraged to disclose then it may lead to severe behavioural disorders
Children who disclose the fact that they had been sexually abused and then retract it, are only looking for attention	Children are scared of their abusers as the abusers being adults are in a position of power. So if a child retracts his/her statement then it is because of fear and bewilderment



## **CENTRAL BOARD OF SECONDARY EDUCATION**

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