

CBSE UPDATE

(From 8.3.2005 to 31.12.2011)

Compendium of CBSE Circulars

Volume-II



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।

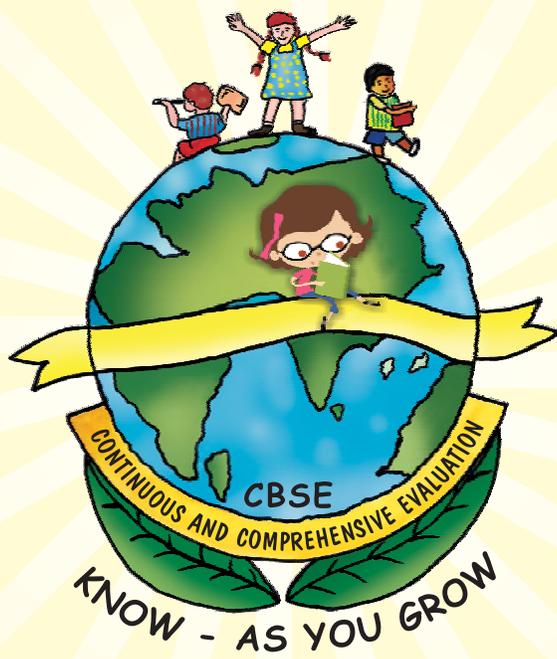
परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

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.....





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(From 8.3.2005 to 31.12.2011)

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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-II
(From 8.3.2005 to 31.12.2011)

Compendium of CBSE Circulars - Volume-II

@ 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). 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

No. SECY/PA/07/

January 18, 2007

Circular No. 05

To

All Heads of Institutions
Affiliated to CBSE

Subject: Sakshat - One Stop Education Portal

Dear Principal,

In continuation of our previous circular No. (CBSE) Aff/Cir/2006 dated 20.11.2006 this is to bring to your notice that the Sakshat Education Helpline - A One Stop Education Portal for addressing all the education and learning related needs of students, scholars, teachers and life long learners has been launched and is operational.

During the pilot phase, learning modules for classes XI and XII in different subjects have been prepared as per CBSE syllabus in English language and put up on the website.

The website can be accessed at the following URLs. The virtual class components and other log in based features can also be accessed by logging in as given against each website:

- <http://www.sakshat.ac.in> user id guest 1 and password guest 1
- <http://sakshat.ignou.ac.in/sakshat/index.aspx> user id guest 1 and password guest 1
- <http://sakshat.gov.in> user id guest and password guest

Sakshat is now entering a new phase and will be interactive with effect from 26th Jan. 2007. Students will be able to interact with teachers directly between 5.00 p.m. to 11.00 p.m. every day of the week. To start with, the students of classes XI & XII can raise queries in the subjects of Physics, Chemistry, Biology, Maths, Accountancy, Business Studies, Economics and English.

To facilitate the above the Board requires the services of dedicated and motivated teachers who can be available online to answer subject related problems between 5.00 p.m. to 11.00 p.m. The roster of a group of teachers in every subject will be ready for various durations. These teachers can then reply to the doubts or queries of students in real time through the web chat on Sakshat - One Stop Education portal.

The teachers may be serving or retired. The following are the essential requirements to qualify for becoming ‘Sakshat Resource Teachers’.

- Requisite qualification
- Broadband connectivity at home



- Motivation to share expertise
- Communicative ability

These teachers or 'Sakshat Resource Teachers' need to fill in the attached Fact Sheet. This may be uploaded directly on the CBSE website (www.cbse.nic.in). They can also mail it to secy-cbse@nic.in or sadhanap.cbse@nic.in, sugandh57@hotmail.com.

These outstanding teachers will be recognized for their merit and contribution by being registered on the CBSE national website as well as the MHRD website. They will also be given an appropriate token honorarium for sharing their time.

For any further queries regarding this you may contact Shri R.P. Sharma, Education Officer (Science) on telephone no. 23211200.

This information may be shared with all teachers (serving/retired) of your organization.

Yours sincerely,

(VINEET JOSHI)
SECRETARY

Encl:

1. Fact Sheet
2. About SAKSHAT





SAKSHAT - A ONE STOP EDUCATION PORTAL FACT SHEET - CBSE

Name of the Teacher : _____ (Serving/Retired)

If retired, date of superannuation : _____

Complete Address : _____

Telephone Nos. (1) Landline : _____

(2) Mobile : _____

E-mail ID : _____

Availability of broadband at home : Yes/No

School/organization connected with : _____

Qualifications : _____

Subject taught at Classes XI & XI : _____

Number of years : _____

Whether available between 5.00 to 1 1.00p.m. everyday : _____

Note: You will be allocated a time schedule of two hours daily.



‘ABOUT SAKSHATI’

SAKSHAT is a One Stop Education Portal of Ministry of Human Resource Development; The portal was launched by the President of India and has content for Classes XI & XII based on CBSE syllabus in various subjects. It also has on its site numerous questions of different difficulty levels under the question bank section.

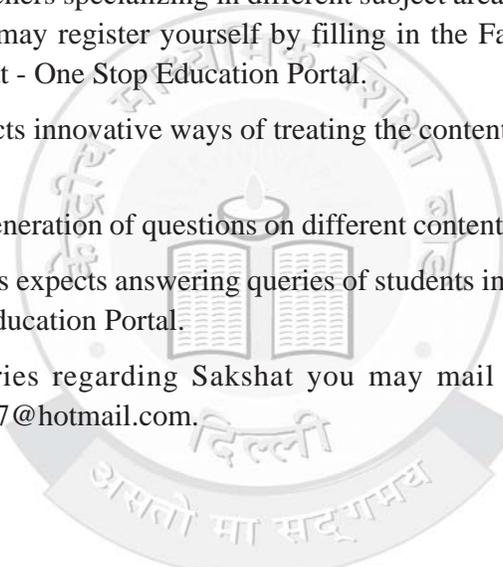
This may be brought to the notice of all teachers and students in your institution so that they can access the portal on the following websites:

- <http://www.sakshat.ac.in> user id guest 1 and password guest 1
- <http://sakshat.ignou.ac.in/sakshat/index.aspx> user id guest 1 and password guest 1
- <http://sakshat.gov.in> user id guest and password guest

In case your organization/teachers specializing in different subject areas wish to contribute to the portal in any of the following ways, you may register yourself by filling in the Fact Sheet available as annexure on Circular No. 05 regarding Sakshat - One Stop Education Portal.

1. Content Generation expects innovative ways of treating the content in different subjects in Classes XI & XII.
2. Question Bank expects generation of questions on different content areas with varying difficulty level.
3. Sakshat Resource teachers expects answering queries of students in real time through the web chat on the Sakshat - One Stop Education Portal.

In case you have any queries regarding Sakshat you may mail them to secy01-cbse@nic.in or sadhanap.cbse@nic.in, sugandh57@hotmail.com.





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

ACAD/EO (COM)/2007

02-08-2007

Circular No.: 38/07

The Heads of all CBSE
Affiliated institutions

Subject: Discontinuation of recommendation of books of private publishers.

Dear Principal,

Your kind attention is drawn to Board's Circular No. 12 dated 22.06.2006 on the above mentioned subject. You are thus aware of the Board's direction that it has stopped the practice of recommending the books of private publishers including the Hindi medium books in different subjects at senior secondary level from the academic year 2005-06.

In spite of this clear direction, it has been brought to our notice that some unscrupulous private publishers/agencies are making claims that their books are recommended by CBSE which is not factually correct. The schools are thus requested to be cautious and alert and not to be moved by such claims by prescribing their books.

Another important aspect is regarding correct use of terminology as approved by the Standing Commission for Scientific & Technical Terminology in the Hindi medium textbooks which has already been incorporated by NCERT in its textbooks vide their letter No. 2-22/2007-08/455 dated 26.04.2007. The teachers concerned may be advised to strictly adhere to the correct terminology as incorporated in the new NCERT textbooks. You are requested to inform the Board immediately if any private agency/publisher is claiming that their books are recommended by CBSE to enable the Board to take action against such agency.

Yours faithfully

(C. GURUMURTHY)
DIRECTOR (ACAD)



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

NO. HOD(EDUSAT)/08

March 10, 2008

Circular No. 08

All Heads of Institutions
Affiliated with the CBSE

Subject: Counselling in Schools

Sir/Madam

CBSE has been sending guidelines to its affiliated schools periodically about providing counselling services to students. Circular No. 8 dated 10th July, 2002 highlighted this need by observing that ‘exercises in building self-concept, self-image, acceptability, ability to withstand pressures, sense of enterprises, sportsmanship etc. have to be part of the learning process and schools were instructed to provide planned and effective counselling to achieve the above. The Board has also advised all the senior secondary schools to appoint a person on full time basis for performing the duties of a counslor. It was also expected that secondary school would also follow the above directions if the resources permit.

A committee, popularly known as Raghavan Committee, constituted by the Supreme Court of India to make suggestions for prevention of ragging in educational institutions has also made a strong case for regular and periodic psychological counselling sessions for every student in the school. Though ragging is not prevalent at school level, it is necessary for schools to sensitize students about human rights, democratic values and respect for privacy and dignity of others. The right attitude is formed only at formative period of schooling. Schools are advised to create a conducive climate that is free from fear, anxiety and stress so that children can learn joyfully and learn to work together harmoniously. The following points are reiterated in this regard with an instruction to schools to implement an effective programme of counselling for students:

- At secondary and senior secondary stages at least twenty sessions of psychological counselling must be provided to every student in an academic session. Parents and teachers may also be involved in such sessions.
- Corporal punishment should be totally banned in schools (please refer to CBSE circular dated 20th July, 2002).
- Awareness about human rights, respect for diversity and equality may be discretely grafted into the lessons and exercises right from the primary classes. Education in Life Skills can be given greater thrust in class VI-VIII to inculcate the desirable value system.

Your cooperation in the matter will go a long way in creating a condcive ambience in schools for the holistic and healthy development of children.

Yours faithfully,

(SHASHI BHUSHAN)

HOD (EDUSAT & VOCATIONAL EDUCATION)



CENTRAL BOARD OF SECONDARY EDUCATION

E.O. (L&T)/NIF/A/08

June 4, 2008

Circular No. 22/08

All Heads of Independent Schools
Affiliated to the CBSE

Subject: IGNITE 2008: A National Campaign to harness the creative and innovative spirit of school children by National Innovation Foundation (NIF) and CBSE, supported by the Honey Bee Network and SRISTI.

Dear Principal,

CBSE had made attempts jointly earlier with National Innovation Foundation to organize competitions for children's ideas and innovations and traditional knowledge learned/acquired from elders, which evoked good response from the students.

We are talking this initiative again this year as part of a campaign called IGNITE 2008 (Annexure 1) through the launch of 'Honey Bee Creativity Clubs' (Annexure 2) in the schools. The campaign will be launched in June this year and the awards will be given on 15th October 2008.

Why the Creativity clubs and the IGNITE contest?

Creativity among children is almost in-bom. Every child is creative, degrees may vary, but not the basic manifestation. Then what happens during the growth and maturation? Why should children stop asking basic questions? Why do they agree to do repetitive science projects instead of being original? Why do they learn to live with unsolved social and professional problems? We should not allow our children to live with such problems rather urge them to come up with solutions to these.

Originality, creativity and innovative spirit have to be promoted among our children so that when they become leaders of our society, they ensure an imaginative, inclusive and an innovative future for the country. The objective of the exercise is to have a network of Creativity and Innovation clubs in schools, which will proactively support and nurture creative initiatives of children. These are likely to make them more sensitive to the problems faced by not just them and their families or neighbours but also other socially disadvantaged sections of the society. The challenge of conserving nature through creative technical and institutional innovations will also be faced through these clubs.

These Honey Bee Creativity Clubs will be student clubs that will be a permanent activity/feature of the schools and have ongoing activities round the year. IGNITE 2008 will be an annual contest that may be back next year as IGNITE 2009.

IGNITE 2008 Campaign 1 (June-October 2008): The country has been divided into twelve zones with a city representing each zone (various zones and representative city have been mentioned in Annexure 3). In



second/third week of June, the campaign will be declared open following which subsequent launches will be held in each zone (June-July). The schools in the zone would be motivated to open Honey Bee Creativity Clubs and also participate in the IGNITE 2008 idea and innovation contest (the participation dates for each zone are mentioned in Arurexure 3).

While the submission of project dates (June-July) is open for each zone, students from the particular zone can submit their ideas/innovations/projects, through any of the following means:

1. Online registration and project submission at www.indiainnovates.com
2. Email the details at ignite08@nifindia.org
3. Mail them at the following address (directly/through the Principal)

IGNITE 2008/CBSE
National Innovation Foundation, India
Bungalow 1, Satellite Complex,
Premchand Nagar Road, Vastrapur
Ahmedabad 380015, Gujarat

After the end of the submission dates for each zone, the entries would be short-listed and zone wise preliminaries would be held (August-October) in the representative city (of the zone), where the selected students would be invited to exhibit and present their project before an invited audience and experts.

The three winners from each zone will participate in the national level finals on 14th/15th October 2008.

IGNITE 2008 Campaign 2 (October 2008-May 2009): During their vacations or otherwise, the students would be encouraged to look for people who come out with innovative machines/devices or solve day to day problems using their creativity. Similarly they would be encouraged to document and learn traditional knowledge practices from their elders in their family and neighbourhood. The purpose is to expose them to the rich traditional heritage we have, facilitating its transfer from generation to generation.

The students submitting the maximum number of properly documented entries (Innovations/Traditional Knowledge) to the clubs/schools (which would forward them to NIF) would be given appreciation certificates from NIF. For each innovation/traditional knowledge practice spotted and documented by the student, he/she will be credited as being the 'Scout' for that particular innovation/traditional knowledge in records.

Specific points to be noted

1. Teachers and parents are specifically requested not to be suggestive to the children and let them come up with some creative idea of their own. In case, the teachers or parents have an interesting idea(s) they can send it to us for separate awards.
2. Simple essays, write-ups on problems like population, corruption, global warming etc. will not be accepted as well as common projects (from text books/other make yourself books) like hydel power project, rain water harvesting, water level indicators, vermi compost/vermiwash, letter box alarm and other alarms, using turbines to generate energy, using solar energy to do various things, electricity generation through waste batteries/dung/transport/waves or earthquake alarm.



Any queries may be addressed to NIF at email: ignite08@nifindia.org or Telephone numbers +91-79-26732456/2095, Fax: +91-79-2673 1903 or Toll Free No.: 1800233 5555.

The Event Outline is as follows:

| Event Outline* | | |
|----------------|---------------------------------------|-----------------------|
| Stages | Activity | Time Period |
| Stage I | Launch | June-July |
| Stage II | Registration & participation | July |
| Stage III | Zonal Short-listing | 31st July-10th August |
| Stage IV | Zonal Preliminaries and Zonal Winners | August-October |
| Stage V | Final Presentations Awards | October 15 |
| | Zone wise details in Annexure 3 | |

Looking forward to having your enthusiastic cooperation in our collective endeavour to unfold the creative genius of the children who are the future leaders of our society.

With best wishes,

Yours sincerely,

(UMA SIVARAMAN)
Education Officer (L&T)





Annexure 1

IGNITE 2008

We are mounting a two segment campaign in all the schools as a part of IGNITE 08.

Campaigns 1: Creative and innovative solutions developed by the children

Every student would be motivated to identify the problems, in efficiencies, drudgery in everyday life with which we should not live any more and try and develop original solutions for them and submit the same to the Principals soon after the schools open. Idea is to make children intolerant of inefficiency or incompetence or inadequate design or functionality of various products and services in their life or around them.

Children can also submit ideas if they have not been able to convert them into physical projects. If short listed, they might be given financial and mentoring support to complete the projects. In the deserving cases, patents will be filed in their name at no cost to them. It is also possible that some of the ideas might attract entrepreneurs and these may get licensed for monetary consideration.

The projects aiming to demonstrate the known concepts of science or technology without any novelty will not be accepted. Here, the emphasis is on sensitivity to the problems, that have remained unsolved. General problems like poverty or environmental degradation need not be mentioned. However, specific aspect of a problem can be mentioned (e.g. women who transplant paddy in standing water develop infections in their feet, how can we find an affordable solution for them. Many times the cooking gas gets exhausted during the process of cooking without any advance warning. Why could not there be an indicator telling in advance how long the gas will last?).

Parents and teachers will be requested to submit their ideas under respective categories for separate award and not influence the children.

* Patent has been filed in the name of Atchara and Preethi, winners of IGNITE 2007 for their project 'Respirometer'.

Campaign 2: Documenting traditional knowledge and Looking for the odd balls

There is a tremendously rich traditional knowledge much/some of which we still use in our families. It could be related to health, child care, women's problems, clothes, cosmetics, hair care, construction, food processing, etc. Some of this knowledge can even help in extending the frontiers of science or technology. One of the major cause of concern is that lot of this knowledge is getting eroded or lost because of lack of connection between grandparents and grandchildren. The knowledge has to be documented with the identification of the source from whom it has been collected and with their consent for sharing it with NIF.

It is not enough to be creative oneself. We have to learn as a society to appreciate the creativity and innovativeness of others. It is the culture of appreciation, which ultimately will change the mindset and help India become not just creative but also collaborative and compassionate. Students have to scout the innovations and outstanding attempts to solve problems in the neighbourhood or among the nearby slums or the workshops or any other social sphere. The innovator may be educated or uneducated. He/she could even be a school dropout.



Annexure 2

Honey Bee Creativity Clubs

The Objective

The purpose is to imbue in young children the Honey Bee network philosophy of crosspollinating the knowledge rich economically poor people. Hope is to link people in one region with one set of solutions with people from another region facing same or similar problems. A knowledge network may thus be created, with due acknowledgement to the knowledge holders. Essentially, following the way of a honey bee, which links flower to flower and sucks nectar without impoverishing the flower and does not keep all the honey for itself.

The Clubs will also inculcate in children the ability to blend seven Es, ethics, efficiency, equity, excellence, empathy, education, and environment, proposed by the Honey Bee Network, SRISTI (Society for Research and Institutions for Sustainable Technologies and Institutions) and National Innovation Foundation.

Idea also is to nurture the children so that they grow and excel as future innovation leaders of India. We want to invest in them at an early age so that when they grow up as sensitive, responsible and mature citizens, they are ready to lead India into an innovation age’

The Plan

Each school will have innovation clubs called Honey Bee Creativity Clubs in schools. There would be two nominated teacher in-charge and any five student representatives from standard 6th to 12th. Thus, the club will be managed by any five student representatives and two teacher representatives. The other members would comprise students who have (a) submitted interesting ideas/innovations of themselves, (b) scouted innovations/ideas of others and (c) done both.

The Launch

During June-July, 2008, invitations would be sent to all the schools in the cities. The campaign representatives would visit personally the schools that will respond to the invitation letters and give a presentation. Finally, in the interested schools the club would be launched. Subsequently, they would be divided in different zones and an induction program would be organised for each zone, where all the teacher and student representatives from all the schools will be present and preferably the principals also would attend.

The students and teachers would be expected to motivate other students to participate. Schools may choose to open Creativity clubs and also participate in IGNITE 2008 or may only participate in the competition without creating clubs. It would be at their discretion.

Other activities have also been planned to engage the students. Walks through rural/urban areas like villages/slums would be organised on monthly/bimonthly basis to sensitize students about the ground realities and problems facing our society today so that they can come up with solutions to those. Also at the same time they must be made to realize that the poor may be financially poor but are rich knowledge wise, resulting in increasing their respect for such people. Special guided ‘Make yourself’ workshops may be organised apart from visits to various institutions like ISRO,ISC etc.



During the summer vacations, the clubs may nominate students to attend an educational excursion (maximum seven days) wherein they would be exposed to/will undertake the following activities.

- 1) orientation about scouting & documentation
- 2) methods of data collection (plant samples, building case studies etc.)
- 3) mentored pilot field visit
- 4) field visit for data collection
- 5) compilation of collected data

A representation from NIF would lead the team.

Any idea/innovation worth scaling up would be taken up by NIF and supported through the **Micro Venture Innovation Fund at NIF**.





Annexure 3

Tentative Time Schedule & Event Flow from launch to Finals for Campaign 1 of IGNITE 2008

| Major Hubs* | Launch | Launch city | Registration upto | Preliminaries | Finals |
|---|-----------|-------------|-------------------|----------------|--|
| Chennai (Chennai Pondicherry) | 20th June | Chennai | 8th July | 12th August | |
| Maharashtra | 22nd June | Mumbai | 10th July | 16th August | |
| Gujarat | 23rd June | Ahmedabad | 11th July | 20th August | |
| Madhya Pradesh (Chattisgarh) | 25th June | Bhopal | 13th July | 27th August | |
| Delhi (Rajasthan, Uttarakhand, Punjab, Haryana and northern states) | 27th June | Delhi | 15th July | 1st September | 15th October Children's Innovation Day |
| Uttar Pradesh (Bihar, Jharkhand) | 30th June | Lucknow | 18th July | 6th September | |
| West Bengal (North Eastern States) | 2nd July | Kolkata | 20th July | 11th September | |
| Orissa | 4th July | Bhubaneswar | 22nd July | 18th September | |
| Andhra Pradesh | 7th July | Hyderabad | 25th July | 24th September | |
| Karnataka | 9th July | Bangalore | 27th July | 30th September | |
| Kerala | 11th July | Cochin | 29th July | 4th October | |
| Tamil Nadu (other than Chennai zone) | 14th July | Madurai | 30th July | 7th October | |

* Schools from other parts of the country (not mentioned in the list) willing to participate may consider the dates of their nearest hubs for participation. The submission of entries can be done in the three ways mentioned earlier.



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

CBSE/EO(Sc)/2008/

11.9.2008

Circular No. 35/08

All Heads of Institutions
Affiliated to the Board

Dear Principal,

The Bureau of Energy Efficiency and Ministry of Power have undertaken a National Awareness Campaign in order to promote Energy Conservation in the country. As part of it, painting competition is being organized every year for the last 03 years for the students at the school, State and at National level. The objective of this painting competition is to make the students aware of the need of conserving energy and would educate and involve their parents as well in the above cause. The identified activity is one of the measures which can help in creating awareness in the unorganized sector particularly in the domestic sector. The competition also aims to motivate the children towards energy conservation and offer them a chance to explore their creativity.

In this endeavour, you are requested to organize a school level Painting Competition for the students of IVth and Vth standard, of two hour duration during any working day up to 30th Sept., 2008. Children can select any one topic from

- **Energy Efficiency at Home/School**
- **Save Oil - Keep future in control**
- **Bijli Bachao - Unnati Laao**

You will have to select two best paintings and send it to the Nodal Officer's address before 18th October, 2008. List of Statewise Nodal Officers is available at www.be-india.nic.in and www.energymanagertraining.com (copy of the abridged scheme and list of Nodal Officials is also attached). All students participating at school level painting competition will be issued certificate of participation.

A committee of experts, from the entries received will select up to 50 best paintings and selected students will be invited at a designated place for State level on-the spot painting competition of 2-hour duration on 14 November 2008. The selected students will be paid Rs. 1000/- each in case by the Nodal Officials on the day of their participation at State level painting competition. Their travel expenses will also be reimbursed as prescribed in the scheme.

For the State Level painting competition 1st prize of Rs. 10,000/-, 2nd prize of Rs. 8,000/-, 3rd prize of Rs. 5,000/- and 10 consolation prizes of Rs. 1,000 each will be given on the same day (14 November 2008) in a function organized by the Nodal Officers.

1st, 2nd and 3rd prize winner of State Level painting competition will be invited to Delhi to participate in



National Competition to be held on 12th December, 2008 and results will be announced on 14th December, 2008. Two adult (parents, teachers, guardians etc.) can accompany each student. Accommodations, to-and-fro travel expenses will be borne by the organizers.

National level winners will be awarded with cash prizes First Prize (1 no.) Rs. 1,00,000/-, Second Prize (4 nos.) Rs. 50,000/-. Third prize (8 nos.) Rs. 25,000/-. Consolation Prize (10 nos.) Rs. 10,000 each of National Energy Conservation Day function to be held in Delhi on 14 December, 2008.

As mentioned above, all the participating students will be issued certificate of participation by Bureau of Energy Efficiency, Ministry of Power, Government of India.

The active participation of your school in this National Activity will be helpful in creating and establishing Energy Conservation movement in the country.

With regards

Yours faithfully,

(C. GURUMURTHY)
DTRECTOR (ACADEMIC)





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

CBSE/AFF/2008

Dated: 09.09.2008
Circular No.: 03/2008

All Heads of Institutions
Affiliated with the CBSE

Subject: Supply of information to the State Governments

Sir/Madam

The Statistical Division of the Ministry of Human Resource Development collects educational data annually on all educational institutions situated in all States/UTs and publish it in various statistical publications. In this regard, the Board has received a reference from the Ministry of HRD, Government of India intimating that many schools affiliated to Central Board of Secondary Education are not providing requisite information to the concerned State/UT Governments to facilitate implementation of Central Government Scheme for universalization of access and improvement of quality at Secondary stage.

The success of the scheme depends on the co-operation of all concerned, hence all the Heads of CBSE affiliated institution are requested to extend full co-operation to the State/UT Governments in supplying the requisite information immediately on receipt of such request from the State/UT Governments. Please extend all co-operation to the Government in achieving success in this National Programme.

Yours faithfully,

(VINEET JOSHI)
SECRETARY/CHAIRMAN



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

CBSE/CM/2008

Dated: 11.11.2008
Circular No.: 51/08

All Heads of Institutions
Affiliated to the Board

Subject: Safety in School Science Laboratories

Dear Principal,

Science laboratories are essential and critical component in Science education. All students study science as a compulsory subject upto grade X and a significant percentage of them continue studying Physics, Chemistry, Biology, Bio-Technolog. Home Science etc. at Senior Secondary level. This requires conduct of regular practical work and use of variety of equipment, instruments, gadgets, materials, chemicals, glassware etc. It is of utmost importance that in order to ensure safety of students working in Science laboratories, every essential precaution is taken well in advance.

It is not uncommon to observe that in many cases, the essential safety measures are either not given much attention or are ignored altogether. Gas fittings in Chemistry laboratory often do not fulfil the mandatory standards and requirements. Chemicals are, in many cases, not stored in safe manner and kept under safe custody. It is also observed that exhaust fans are sometimes not provided in Chemistry laboratory. Mandatory items such as laboratory coats, goggles and gloves are not used while doing experimental work. Electrical fittings are at times done with substandard materials and components. Laboratories are not located with easy and open exits. Fire extinguishers are not installed at desired locations. First aid facilities are inadequate or missing. Medical facilities are also found wanting on many occasions. All such negligent actions may result in dangerous and unfortunate incidents and need to be attended to urgently.

In order to ensure safety of students in Science laboratories, there is an urgent need to look into its different respects and make the following provisions:

- Designing of all science laboratories according to necessary norms and standards.
- Two wide doors for unobstructed exits from the laboratory.
- Adequate number of fire extinguishers near science laboratories.
- Periodical checking of vulnerable points in the laboratories in relation to possibility of any mishappening.
- Ensuring gas fittings in Chemistry laboratory fulfilling desired norms and standards.
- Periodical checking of electrical fittings insulations for replacement and repairs.

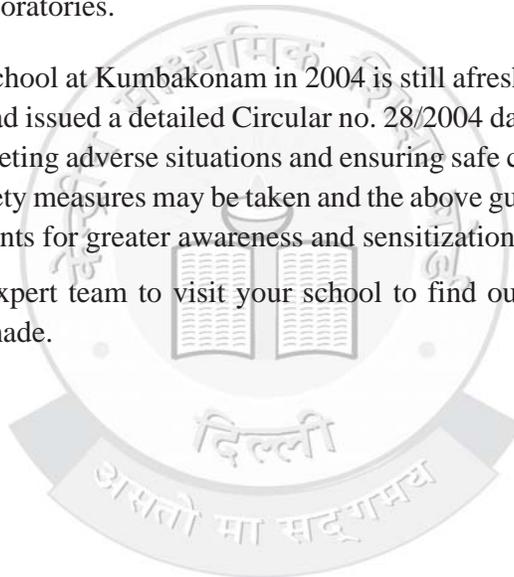


- Timely and repeated instructions to students for careful handling of chemicals and equipments in the laboratory.
- Display of dos and dont's in the laboratory at prominent places.
- Safe and secure storage of all chemicals.
- Proper labelling and upkeep of chemicals.
- Proper safety and protection provisions such as fume hood, goggles and gloves while doing practical work.
- Careful supervision of students while doing practical work.
- Advance precautionary arrangements to meet any emergency situations.
- Conduct of any additional experimental work only under supervision and with due advance permission.
- Availability of First Aid and basic medical facilities in the school.
- Proper location of the laboratories.

The tragic fire incident in a school at Kumbakonam in 2004 is still afresh in which nearly 100 children lost their precious lives. The Board had issued a detailed Circular no. 28/2004 dated 26th July, 2004 asking schools to take all safety measures for meeting adverse situations and ensuring safe custody of children in the school. It is reiterated that all necessary safety measures may be taken and the above guidelines may be discussed in detail with the teachers as well as students for greater awareness and sensitization on safety matters.

The Board may depute an expert team to visit your school to find out whether all safety provisions in Science laboratories have been made.

With best regards,



Yours faithfully

(VINEET JOSHI)
CHAIRMAN



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

CBSE/AFF./CIRCULARS/2009

CIRCULAR NO. 01

DATED : 29.07.2009

All the Heads of Independent Schools
Affiliated to the CBSE

Subject: Adherence to norms of Affiliation of CBSE (under the Affiliation Bye Laws)

Dear Principal,

It has been observed in the recent past that a large number of schools are not adhering to the provision laid down under the **Affiliation Bye-Laws** of the Board which are mandatory in nature.

There have been instances of schools who are not paying salaries and admissible allowances to the staff, charging fees which are not commensurate with the facilities, adopting discriminatory practices while admitting students, failing to ban corporal punishment, not providing facilities for the physically disabled, not addressing cases of sexual harassment at work place and not ensuring enough supply of clean water or provision of sanitation practices.

Careful attention ought to be paid to each one of the concerns mentioned as the students, parents, local community and society take note of any discrepancy and bring it to the notice of the authorities.

It has also been observed that a number of schools are running coaching institutions within the school premises under the pretext of providing coaching for entrance examinations. **This is not approved by the Board and schools need to take note of such malpractices immediately. In case they do not adhere to the conditions as provided in the Affiliation Bye-laws, appropriate action is liable to be taken against them.**

The following conditions laid down in the Affiliation Bye-laws are once again being brought to the notice of the schools for ready reference:

SALARY AND SERVICE CONDITIONS OF STAFF

- (a) Rule 3.3(V) "The school in India must pay salaries and admissible allowances to the staff not less than the corresponding categories of employees in the State Government schools or as per scales etc. prescribed by the Government of India." Further, the service conditions as per Rule 10 and Rules 24 to 49 of Affiliation Bye-Laws also be adhered to.

FEES

- **Rule 11.1** "Fees charges should be commensurate with the facilities provided by the institution. Fees should normally be charged under the heads prescribed by the Department of Education of the State/ U.T. for schools of different categories. No capitation fee or voluntary donations for gaining admission



in the school or for any other purpose should be charged / collected in the name of the school. In case of such malpractices, the Board may take drastic action leading to disaffiliation of the school.”

- **Rule 11.2** “In case a student leaves the school for such compulsion as transfer of parents or for health reason or in case of death of the student before completion of the session, prorata return of quarterly/ term/annual fees should be made.
- **Rule 11.3** “The unaided schools should consult parents through parents representatives before revising the fees. The fee should not be revised during the mid session.”

ADMISSION OF STUDENTS

- (a) Rule 12 “Admission in the school affiliated to the CBSE shall be made without any distinction of religion, race, caste, creed, place of birth or any of them. As regards reservation for SC/ST students is concerned, it shall be governed by the Education Act/Rules applicable to the State/U.T. where the school is situated.”
- (b) It is noted that some schools are giving preference to outside students for admission in Class XI on the basis of higher marks which should be avoided to prevent unhealthy competition. First reference for Class XI admission shall be given to own students on the basis of common admission criteria evolved by the school.

CRUELTY TOWARD STUDENTS

The school Management shall provide the right ambience and climate to the students to develop and enrich talents to facilitate total development of personality. To develop a creative human being in a fearless environment schools should encourage teachers to adopt alternative strategies to corporal punishment. Rule 44.1 empowers the school Managing Committee to take action against an employee if he is charged with cruelty towards any students or any employee of the school.

FACILITIES FOR PHYSICALLY CHALLENGED

- **Rule 8.2** “Every institution will provide proper facilities like ramps toilets for wheel chair users and auditory signals in elevators in lifts in accordance with the provisions laid down in PWD Act, 1995 and in conformity with National Policy of Education.”
- **Rule 13.11** “Every school shall promote inclusion of student with disabilities/special needs in the normal school as per provisions of the ‘Persons with Disabilities Act 1995’ and in conformity with National Policy of Education.”

PREVENTION OF SEXUAL HARRASMENT OF WOMEN AT WORK PLACE

- (a) To prevent sexual harassment of women at work place, Rule 10.9 of Affiliation Bye-Laws prescribes that “check gender specific violence, strictly comply with the guidelines and norms prescribed by the Hon’ble Supreme Court of India in the writ petition (Criminal) No. 666-70 of 1992 Vishaka and others V/s State of Rajasthan and others delivered on 13-8-1997 for protection of women from sexual harassment at the work place.” Detailed circular dated 16.2.2004 issued by the Board is available on website www.cbse.nic.in



HEALTH, SANITATION AND FIRE SAFETY

- (a) **Rule 3.3(VII)** – “Every institution will provide adequate facilities for potable drinking water and clean healthy and hygienic toilets with washing facilities for boys and girls separately in proportion to the number of students.”
- (b) **Rule 8.5** “The school should scrupulously observe prescription from the Municipal Authority regarding drinking water and fire safety precaution in the school. A certification from the Municipal/Fire Authorities regarding sanitary conditions and water/fire safety should be submitted along with the application. A fresh certificate regarding fulfillment of these requirements should be obtained and submitted to the Board every five years.”
- (c) **Rule 23.11** “Make satisfactory arrangements for the supply of good drinking water and provide other facilities for the pupils and ensure that the school building, its fixtures and furniture, office equipment, lavatories, play grounds, school garden and other properties are properly and carefully maintained.”

RUNNING CLASSES OF COACHING INSTITUTIONS

Running of classes of coaching institutions in the school premises in the pretext of providing coaching to the students for various entrance examinations is not approved by the Board. Some schools are organizing such programmes by naming it as an integrated school programme that teaches both CBSE syllabus and prepare students for various entrance examinations to mislead the students and their parents.

The premises of CBSE schools should not be used for any commercial activity. Every school should ensure devotion of minimum periods for teaching various subjects as per the syllabi and course prescribed by the Board. No coaching classes or parallel classes should be run in the school that consumes and affects the regular time table of the school or that deviates the focus of students from regular course of study.

The Heads of Schools are advised to take note of the above and also bring it to the knowledge of school Managing Committee. Any violation of the guidelines of the Board would attract action against the erring schools.

Yours faithfully,

Sd-

(JOSEPH EMMANUEL)
DY. SECRETARY (AFFL.)



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

NO. CBSE/ACAD/C.RIGHTS/2009

6th June, 2009
Circular No. 16

All the Heads of the institutions
Affiliated to CBSE (**Delhi Region**)

Subject : Inclusion of child rights issues into the School Curriculum.

Dear Principal,

This is to bring to the notice of all concerned that the Govt. of NCT, Delhi has constituted the '**Delhi Commission For Protection of Child Rights**' (DCPCR) through an Act (No. 4 of 2006) of Parliament.

As per the functions laid down under the Act, the Commission is to:

- Examine and review the safeguards under any law for the protection of child rights
- Recommend measures for their effective implementation
- Present to the govt. annual and special reports
- Enquire into violation of child rights of children affected by terrorism, violence, disaster, HIV/AIDS, trafficking, mal-treatment and exploitation
- Recommend remedial measures
- Look into matters related to children in need of care and protection, distressed, marginalized and disadvantaged children, juveniles and others in conflict with law, children without family and children of prisoners for appropriate remedial measures
- Review periodically - treaties, international instruments, government policy, programmes and activities on child rights and their effective implementation in the best interest of children
- Promote research, literacy and awareness of child rights
- Safeguard through media, publication, seminars etc.
- Inspect juvenile and residential institutions run by the government and social organizations to ensure proper care, treatment, reformation and protection of children
- Promote respect and give serious consideration to children's views in the activities of the government and organization, besides compilation, promotion and incorporation of child rights in various field of activities.

The Commission is empowered to inquire into complaints and take '**suo motu**' notice of matters relating to

- Deprivation and violation of child rights

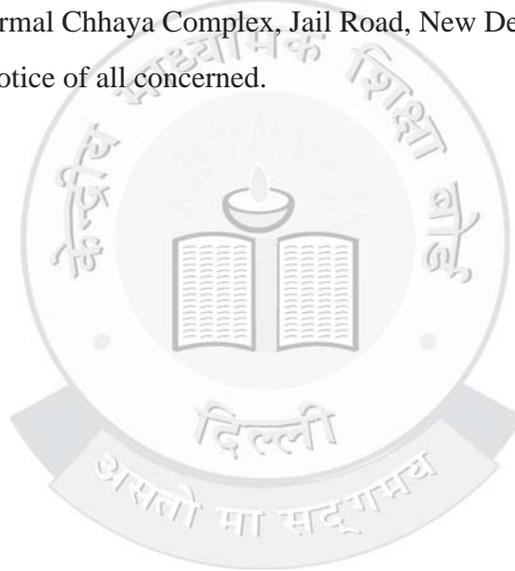


- Non-implementation of laws providing for protection and development of children
- Non-compliance of policy decisions, guidelines or instructions aimed at mitigating hardships, to ensure welfare and provide relief to children; to take up all such issues with appropriate authorities and carry out any other functions for promotion of child rights and matters incidental.

The children, i.e., all persons below 18 years of age constitute nearly 42% of the population, of whom at least 25% are reported to be extremely deprived, marginalized and poor-who suffer multiple forms of abuse and exploitation. A vast number of such children in Delhi, legally defined as ‘**Children in Need of Care & Protection**’ under the Juvenile Justice (Care & Protection of Children) Act, 2000, may be those without homes/ settled abode or without any ostensible means of subsistence; found begging, street or working children; under threat to life, injury, abuse or neglect; mentally and physically challenged or ailing; with parents and guardians incapacitated to look after them; exploited, sexually abused or subjected to illegal acts, drug-abuse, trafficking, unconscionable gains or victims of conflict, commotion or calamity.

The Chairman and the office In-charge of DCPCR at Delhi may be contacted on e-mail at kanthamod@hotmail.com , Mobile Nos. 9810995059 & 9811559945. Temporarily, the office of the Commission has started operating from the Nirmal Chhaya Complex, Jail Road, New Delhi.

This may be brought to the notice of all concerned.



Yours sincerely

(DR.SADHANA PARASHAR)
EDUCATION OFFICER (L)



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

NO. CBSE/ACAD/VIOLENCE IN SCHOOLS/2009

14th July 2009

Circular No: 24

All the Heads of the institutions
Affiliated to CBSE.

SUBJECT: VIOLENCE AND RAGGING IN SCHOOLS AFFILIATED TO CBSE

Dear Principal,

It has been observed that ragging has raised its ugly head in schools and the recent violence reported in a prestigious institution is a matter of shock and grave concern.

Ragging is any disorderly conduct whether by words, spoken or written or by an act with the effect of teasing, treating or handling with rudeness any other student. It also involves indulging in rowdy or indisciplined activities which is likely to cause annoyance or psychological harm or apprehension or fear in any student or doing any act or performing something which a student will not do in the ordinary course and may cause shame or embarrassment or adversely affect the physique or psyche of one student by another.

Ragging is manifested in several aspects such as psychological, social, cultural and academic dimensions. Exploiting the relationship which has an inherent power structure such as between a senior and junior student for any of the factors mentioned above will fall under ragging. An act or abuse by spoken words, emails, public insults should be considered within the psychological aspects of ragging. Any act which affects the physical, mental, emotional - health, self confidence or self esteem of a student can be categorized as an aspect of ragging.

There have often been incidents of physical and sexual abuse in schools which are brushed under the carpet and not reported even to the parents as it may harm the reputation of the institute. This is a dangerous trend and needs to be stopped immediately. Once these students are left unchecked, they will grow to plague society, hence it is imperative that any act of bullying or abuse, however small must not be allowed to go unnoticed. Moreover the traumatic aftermath of such an incident on the psyche of the victim cannot be undermined as it may lead to irreversible damage.

The onus of preventing any undesirable aspect of ragging rests jointly and individually on all stakeholders which includes the head of the institution, teachers, non teaching staff, students, parents and the local community. A concerted effort by everyone concerned is the need of the hour.

The ambience and environment of a school should be warm and amiable where learning can take place meaningfully and students can engage themselves in intellectual, social, physical and cultural pursuits.



What Needs To Be Done?

- A Committee, popularly known as **Raghavan Committee**, constituted by the Supreme Court of India to make suggestions for prevention of ragging in educational institutions has also made a strong case for regular and periodic psychological counseling sessions for every student in the school.
- A school should preferably have a full time Counsellor at each level of schooling such as **Primary, Upper-Primary and Secondary/Senior**.
- At Secondary and Senior Secondary stages at least twenty sessions of psychological counseling must be provided to every student in an academic session. **Parents and teachers may also be involved in such sessions.**
- **‘Health and Wellness Clubs’** already constituted by schools should act as monitoring cells for maintaining a constant vigil to promote preventive measures to curb violence in any form. In case any act of violence is reported, timely and prompt action must be taken.
- Manuals on **Life Skills, Comprehensive School Health and Adolescence Education** which contain activities on **Value Systems, Human Rights, Gender Sensitivity, Self Esteem, Interpersonal Communication, Coping with Stress, Dealing with Anger, Coping with Emotions, Empathy, and Resisting Peer Pressure** need to be religiously taken up in the activity periods. These can take the form of Role Plays, Street-Theatre (Nukkad Natak), Group-Discussions, Debates etc.
- **Peer Educators** and **Peer Mentors** need to be empowered to create awareness and monitor the sensitive zones in schools such as canteens, playgrounds, corridors, bathrooms and dormitories. Any untoward incident must be immediately reported.
- **Counsellors** in all schools and **Wardens** in boarding and residential schools need to be sensitized to the changing dynamics of student interaction. They should be empathetic and approachable so that students can confide in them. The occurrence of such acts has more probability in case of residential schools due to the amount of time spent together by students.
- Role of parents in Parent Teacher Meetings, representation in various other school committees and participation in Health Club initiatives must be reinforced. In case a parent needs to report in confidence about any act of bullying, however minor, the Head of the Organisation must put a mechanism in place which must also be circulated to **parents**.
- **“No Act of Violence which includes physical or sexual abuse, bullying or Ragging will go unnoticed or unpunished”** needs to be clearly stated in the prospectus and other guidelines circulated by the school. Punishment to be meted out in case of a student caught in any act of ragging or bullying should also be clearly spelt out. Parents as well as students need to be aware of the extent of punishment possible.
- Drastic action should be taken against the ragger without risking the identity of the victim. The victim needs counseling which may be taken up by a peer mentor or Counselor.
- Punishment to be meted out must be commensurate with the gravity of the action. It may vary from suspension in attending classes, collective and heavy fine in case of group offenders and even go to the extent of rustication or expulsion.



- **Life Skills** are being reflected in the **Continuous and Comprehensive Evaluation Card**. Any form of deviant or aggressive behaviour must also be recorded in behavioural terms.

Any school which is found to default on any of the above directives will be penalized severely and stringent action to the extent of disaffiliation may be taken against them. In all such cases it is the Head of the Organisation who will be held accountable.

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

Regards,

Yours sincerely,

(Vineet Joshi)

Chairman and Secretary

Phone: 011-22509256-59

Fax: 011-22540655

Gram: CENBOSEC, Delhi-92

Mail: cbse.aff.nic.in

Website: www.cbse.nic.in





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

NO. CBSE/AFF./CIRCULARS/2009

29th July, 2009
Circular No. 02

All the Heads of the Institutions
Affiliated to CBSE.

Subject: Restriction in the use of Mobile Phones in Schools.

Dear Principal,

The ubiquitous Mobile Phone has seeped into the lives of every individual irrespective of whether they are students, teachers, professionals or others. It is imperative for us to reflect on this over dependence on technological interventions which can have both positive and negative impacts.

The use of Mobile Phones definitely needs to be restricted in school environments. The Board is of the opinion that all stakeholders connected with school education such as students, parents, teachers and heads of institutes need to arrive at a consensus on the use of mobile phones in their schools and restricting its entry in the school campus. This is because mobile phones can be a serious cause of distraction, lack of concentration, anxiety, fear and sometimes even misuse. Even if the mobiles are in silent mode they can be a source of disturbance within the classroom as students can make use of Short Messaging Service (SMS) during the class or even during an assignment. The cameras which are a common feature now in most mobile phones can also be misused.

There have been enough lessons that have been learnt in the past regarding the use of mobile phones and the Board strongly recommends that students should be convinced about not carrying mobile phones to the school. The principal, teachers and other staff should also not be seen using the mobile in classrooms, playgrounds, common areas, laboratories and other parts of the school premises.

The school authorities may provide land line telephone/s from where the teachers and students can make calls in need and emergency, if necessary. There could be a centralized system of receiving and recording calls for teachers and students of the school.

This may be brought to the notice of all teachers, other staff, students and parents so that a more meaningful learning atmosphere can be created in the classroom which makes for a better ambience and school environment.

Yours sincerely

Sd-

(JOSEPH EMMANUEL)
DY. SECRETARY (AFFL.)



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

CM/CBSE/ACAD/HEALTH/2009

December 24, 2009

Circular No. 65

All the Heads of Independent Schools
Affiliated to the CBSE

Subject: Children with Special Needs (CWSN) – Integration.

Dear Principals,

Further to our Circular No. 45 dated 29th Oct., 2008 where schools were advised vide Annexure (enclosed) to ensure that no child with special needs is denied admission in main stream schools, it has been observed that there are many schools affiliated to CBSE which are not abiding by this directive.

There seems to be a misconception among schools and school authorities on various issues pertaining to children with special needs. The children with special needs face challenges in learning as they may not be able to focus on the teacher during classroom interaction or their pace of learning may vary. Moreover social skills and emotional skills may need to be further strengthened.

To overcome these problems generally an aid is given to the child. An aid is an adult sitting along with the special child encouraging and motivating the child to move along with the class.

Schools are advised to allow parents when they make a request to provide an aid so that individual attention is possible for the child and enables the student to grow and learn along with the other peers in the class.

Further inclusive education also needs to be done with an Individual Evaluation Program. Specific goals should be set for each child with special need based upon the appraisal. For this purpose the schools need to have a special educator as has already been recommended earlier.

It is being reiterated that any school which fails to provide attention to a child with special needs or makes a pretext of denying admission to any category of a differently abled child will be liable to stringent action even to the extent of disaffiliation.

The Guidelines on Inclusive Education of Children with Disabilities is once again enclosed for dissemination to all stakeholders which includes parents of the school.

Yours sincerely

(VINEET JOSHI)
SECRETARY & CHAIRMAN

Encl: Guidelines on Inclusive Education of Children with Disabilities



Guidelines of Inclusive Education of Children with Disabilities (IECD) each school is advised :

1. To ensure that no child with special needs is denied admission in mainstream education.
2. To monitor the enrollment of disabled children in students.
3. To provide support through assistive devices and the availability of trained teachers.
4. To modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with special needs.
5. To ensure that 3% reservation of persons with disabilities is done in all institutions receiving funds from Government (Under The Persons with Disabilities Act, 1995).
6. To ensure that all schools are made disabled friendly by 2020 and all educational institutions including hostels, libraries, laboratories and buildings will have barrier-free access for the disabled.
7. To ensure availability of study material for the disabled and Talking Text Books, Reading Machines and computers with speech software.
8. To ensure an adequate number of sign language interpreters, transcription services and a loop induction system are introduced for the hearing handicapped students.
9. To revisit classroom organization required for the education of children with special needs.
10. To ensure regular in-service training of teachers in inclusive education at the elementary and secondary level.

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 Sadan”, 17, Institutional Area, Rouse Avenue, Delhi-110002

CM /CBSE/ACAD/2010

Dated: 10.08.2010

Circular No.47

All the Heads of the Institutions
Affiliated to CBSE.

Subject: Donate a Book Initiative.

Dear Principal,

The Central Board of Secondary Education had vide its circular No. 54/2009 introduced Reading Project for students studying in schools affiliated to CBSE. The aim was to inculcate the habit of reading among young students. United Nation Educational Scientific and Cultural Organisation in partnership with the Times Foundation has launched an initiative ‘Donate a Book’ which aims to increase the strength of books in the school libraries by receiving voluntary donations from children, parents and teachers. The initiative also aims to provide an opportunity to children who may not have the privilege of books and reading materials in appropriate numbers. Simultaneously, the initiative will also encourage reading habits and literature appreciation in children to encourage the increased use of books and reading materials.

Goals and Objectives of the Initiative.

- Build and supplement the resource pool of books and reference material for schools across the regional languages.
- Increase the number of available books and reference material in schools and resource centres.
- Encourage reading habit among children.
- Encourage reading and appreciation of Literature in schools
- Facilitate the creation of mobile book libraries.
- Encourage local commitment to stronger community ties.

The initiative will primarily be restricted to CBSE schools in Delhi and NCR region, however a parallel activity –Kitabhana, Mussoorie-Dehradun Children’s Literature Festival will be organized from July 30th to September 29th, 2010 for schools in Dehradun and Mussorie.

The ‘Donate a Book’ initiative activities will be held at Chennai, Mumbai, Kolkata and Bangalore also in the first two weeks of November.



As part of the Donate a Book initiative, activities for promotion of reading will be held in association with Delhi Public Library twice a week.

Brief description of the Initiative for Partner schools.

Schools that wish to partner in this initiative will have to:

- Sign a partnership agreement
- Brief staff, parents and children about the initiative
- Put boxes for donation in school premises
- Collect books (old or new, but in good condition) on a voluntary basis
- Collect reading books meant for children between the age group of 3-17 years.
- Nominate a staff member to be the nodal person to keep a monthly inventory of all books received
- Share the inventory on a monthly basis with UNESCO
- Initiate reading sessions in consultation and with assistance from UNESCO
- Identify a local school/NGO working with children as a donor either in their vicinity or otherwise in consultation with UNESCO or on a recommendation from UNESCO
- Regularly sort out books and classify for keeping in their libraries and/or for donation, keeping an inventory for the same.
- Distribute books to the identified school/NGO.
- Donate the annually weeded off books from their libraries to the initiative.

It is expected that all school in Delhi, NCR, Dehradun, Mussorrie, Bangalore, Chennai, Kolkata, and Mumbai (affiliated to CBSE) will join CBSE, UNESCO and Times Foundation in this initiative to encourage reading habits and literature appreciation in children to promote increased use of books and reading materials.

You are requested to disseminate the information to all concerned.

Yours sincerely

(Vineet Joshi)
CHAIRMAN



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

CBSE/Sc.Exh./Cons./2010

Dated: 21.04.2010

Circular No. 19

All Heads of Institutions
Affiliated to the Board

Subject: Organisation of CBSE Science Exhibition 2010

Dear Principal

Besides creating scientific literacy, key expectations from teaching-learning of science at school stage include developing questioning and enquiring skills, acquiring process skills, developing problem-solving and decision-making skills and promoting scientific temper in the learners and helping them to understand and appreciate close inter-relationship between Science, Technology and society. This demands interactive, participatory, hands-on, innovative and creative learning experiences to be provided to them.

The Board has initiated many steps in the recent past to provide such experiences. One such step refers to organisation of Science Exhibitions at Regional and National levels. The event is aimed at providing a common platform to schools, teachers and students to give shape to their creative and innovative ideas. Based on the past experience of enthusiastic response from schools, it has again been decided to organize the Science exhibitions for the year 2010-2011. These exhibitions are likely to be organized at Regional level in the month of July/August and at National level in the month of September/October, 2010.

The main theme and sub-themes for this year's Science Exhibition are:

Main Theme: Science, Technology and Society

Sub-Themes:

- **Climate change-Causes and Consequences**
- **Green Energy**
- **Biology in Human welfare**
- **Information and Communication Technology**
- **Mathematics and Everyday life**
- **Science and Technology in Games and Sports**

The following **key aspects** of the exhibition may be kept in mind for participation:

- (i) Any participating school can prepare a maximum of **two** exhibits/projects/models.



- (ii) The Participating school/team will have to **bear all expenses** related to participation in the exhibition.
- (iii) The exhibit/model may be either
- a working model or
 - An investigation-based project
- (iv) The school team may be represented by a maximum of **two students per exhibit** and **one escort Science Teacher**.
- (v) The exhibit/project may include
- A working model to explain a concept, principle or a process
 - An indigenous design of a machine/device
 - An innovative/inexpensive design or technique.
 - Application of basic principles of Science/technology
 - Scheme/design of a device or machine to reduce the production cost
 - Investigation-based study
- (vi) The request for participation alongwith the enclosed registration form and fee is to be sent directly to the **respective Regional Officer**.
- (vii) The schools in Delhi region may send it to **Regional Officer, Central Board of Secondary Education, PS 1-2, Institutional Area, I.P. Extension, Patparganj, Delhi-110 092**.
- (viii) Irrespective of the number of exhibits, every participating school will pay a participation fee of **Rs. 400/-**. This payment should be made in the form of a Demand Draft in favour of **Regional Officer, CBSE** payable at respective regional office city.
- (ix) The last date for registration for participation in the event is **June 15, 2010**.
- (x) The first stage of exhibition will be held at two different venues in every region. However, if the number of participating schools from a particular region is very large, the number of venues may be increased to three.
- (xi) The selected **best fifteen** exhibits/ schools at every regional level venue will be eligible to participate in the National level exhibition.
- (xii) The exhibits/projects will be **evaluated** by the experts as per the following criteria:
- | | |
|--|-----|
| • Creativity and imagination | 20% |
| • Originality and innovativeness | 15% |
| • Scientific thought/principle/approach | 15% |
| • Technical skill/workmanship | 15% |
| • Utility/educational value | 15% |
| • Economic aspect, portability, durability | 10% |
| • Presentation-Explanation and demonstration | 10% |



- (xiii) The actual dates for the regional level exhibition will be communicated to every school **individually** as well as through CBSE website **www.cbse.nic.in** by **July 10, 2010**.
- (xiv) A brief **write-up** about the main theme and sub-theme is enclosed for reference. The participating schools may prepare the exhibits/projects on any one of the sub-themes satisfying one or more of the stated parameters.
- (xv) Greater emphasis may be given to **investigation based innovative projects** to kindle curiosity, originality and creativity in the students.
- (xvi) Attractive awards/cash prizes are given to exhibits/students who are among the best twenty models at the national level.

The above information may be brought to the notice of all concerned, particularly the science faculty in the school and the students. The **request for participation** alongwith enclosed registration form, registration fee and other details may be sent to **respective Regional Officers** before due date. For any other information in this regard, you may contact at **science.cbse@gmail.com** or **eoscience@live.com** .

You may also send any specific suggestions or observations in this regard to the undersigned at the above e-mail address.

Thanking you,



Yours faithfully,

(R.P. Sharma)
Consultant, CBSE



CBSE SCIENCE EXHIBITION 2010

Guidelines for preparation of Exhibits and Models

The importance of every sub-theme in the context of main theme and a number of suggestions for designing the exhibits/projects are given below. However, these ideas are only suggestive. Participants are free to develop exhibits based on other related ideas of their choice.

Sub-Theme 1: Climate change-causes and consequences

Climate change is emerging as perhaps the greatest environmental challenge of the 21st century. Scientists are concerned that global warming caused by human activities has overtaken natural fluctuations in climate and that this is having serious consequences for people and the planet earth. It can upset the delicate ecological balance of the earth and its living organisms. Data of tree growth, tropical air temperature and carbon dioxide emission collected over 16 years indicate that a warming climate may cause the tropical forests to give off more carbon dioxide than they take up.

The main objective of this sub-theme is to foster awareness about the causes and consequences of climate change and to help children become environmentally and socially responsible global citizens. The exhibits/models in this sub-theme may pertain to:

- studies of impact of climate change on agriculture
- energy foot-print and methods to reduce greenhouse gases.
- conditions of drought, flood, famine and effective measures required to combat them
- activities that add/reduce carbon dioxide in atmosphere/demonstrate balancing of carbon cycle.
- estimating one's carbon footprint on the globe
- measure to control air/water pollution/various methods of air/water purification/effect of pollution on living beings.
- designs and development of automatic weather-recording devices.
- use of eco-friendly and innovative devices that may help in combating climate change.

Sub-theme 2: Green Energy

The term 'green energy' is used for those energy sources which are considered to be environment friendly. The term is synonymous with widely accepted term 'renewable energy'. These energy sources are perceived to produce fewer pollutants and result in lower environmental pollution and carbon emission. Some of the renewable sources of energy in India are solar energy, wind energy hydroelectric energy, Biomass energy etc.

The main objective of this sub-theme is to make children feel the need to study and analyse various aspects of green energy-its generation, transmission, distribution and effective management. The exhibits/models in this sub-theme may pertain to



- green-roof technologies/roof mounted solar technologies such as solar water heater, solar lighting system, heating system of a building etc.
- green bricks using waste material/different innovative materials for furniture/construction/road laying.
- innovative designs of solar cooker/solar distiller/solar dryer for food processing/solar heated houses.
- solar thermal electricity/community solar project
- wind turbines for domestic use.
- various ways of harnessing geothermal energy.
- use of tidal waves/ocean currents/salinity gradient for generating electricity
- production of electrical energy from mechanical energy/nuclear resources.
- energy from biomass
- improved designs of biogas/biomass plant
- designs/models of fuel efficient automobiles/machines
- innovations in mechanism of extraction storage and processing of fossil fuels.

Sub-theme-3: Biology in Human welfare

The understanding of biological phenomenon and principles have led to the innovations and development of a number of technologies for the benefit of mankind. The fields of agriculture, medical sciences, genetic manipulations, study of microorganisms, all have immensely benefited from these developments leading to the benefit of everyone.

The main objective of this sub-theme is to sensitise children about the overall implications and contributions of the biological phenomenon and living organisms for the benefit and welfare of mankind. The exhibits/models in this sub-theme may pertain to:

- ecological study of plants and animals.
- restoration of degraded areas and habitat of natural biodiversity.
- conventional biotechnological practices e.g. breeding techniques, tissue culture, applications of biotechnology, microbiology, genetic engineering and genomics to agriculture.
- organic farming/organic fertilizers.
- environment friendly measures of pest control.
- innovative/inexpensive/improved/indigenous/methods of irrigation/harvesting/storage/processing/preservation/conservation/transport of agricultural products.
- sustainable land use practices/ecologically sustainable farming methods.
- development of low cost technologies for producing potable water.



Sub-Theme 4: Information and Communication Technology

There has been a global expansion of electronic information in recent times. Computers are being increasingly connected through local areas as well as global networks. Information of every conceivable topic of human interest is being put up on the internet by individuals and institutions. Use of fax, mobile phone, email, have become a common day affair in all walks of life. To live and work in information rich technological society, children should be exposed to experiences that encourage them to value the ever increasing capacity of information and communication technology and to appreciate its role in human affairs.

The main objective of this sub-theme is promoting innovations in knowledge networks involving information and communication technology in all segments of society. Children need to reason and communicate to solve problems and to understand effective use of information and communication technology for a variety of purposes. The exhibits/model in this sub-theme may pertain to:

- demonstrating how the information in any of the areas mentioned above can be accessed.
- demonstrating the principle and functioning of modern devices of communication, such as television and radio, mobile phone, fax, email, internet etc. and accessing and downloading information from them.
- efficient use of multimedia in making the teaching-learning process more interesting and effective/in enhancing creativity of children and teachers.
- designs for making existing operation of communication more efficient
- showing the use of information technology for preservation and conservation of soil/water management and mapping of water resources.
- developing innovative designs/models of multimedia equipments/materials and packages for children with special needs.
- technologies in forecasting and warning of cyclones, floods and storms.
- use of geo-stationary satellites in providing information pertaining to meteorological processes.

Sub-theme 5: Mathematics and Everyday Life

The world of Mathematics provides us with an unlimited scope to perceive problems pertaining to three situations visualized in the form of concrete, abstraction and intuition. It also deals with data, measurements and observations from Science, mathematical models of natural phenomenon including human behaviour and social systems. As a science of abstract objects, mathematics relies on logic rather than on observation as its standard of truth, yet employs observation, simulation and even experimentation as means of discovering truth. The subject offers distinctive model of thoughts which are versatile and powerful, including mathematical modeling, optimization, logical analysis, inference from data and use of symbols. It also gives an exactness in thinking and provides a quantitative approach.

To encourage and stimulate students' interest in Mathematics, some of the mathematical principles being transacted at school stage with their applications in every day life need to form the basis of projects/exhibits under this sub-theme.



The exhibits/models in this sub-themes may pertain to:

- principles of sequence and series in several spheres of human activities viz., calculating the amount of money over certain period of time under given rate of simple interest or compound interest/finding depreciated or increased value of a certain commodity over a period of time
- determining expenditures needed for manufacturing water tank/rectangular box/cylindrical/cone shaped objects of a certain material provided cost of material per square/cube/unit are given
- determining perimeter, area of a region bounded by polygons/the circumference and area of circular region/surface area and volume of cube/cuboid/cylinder/cone/sphere/hemisphere of solid when two basic solids are joined together.
- analytical tools such as conics used in designing parabolic reflectors in automobile head lights/suspension of cable bridges/loud speakers in radio.
- estimating/calculating size of windows/doors/rooms in schools and homes/estimating number of plants lying in a particular flower bed/ calculating height of a building/tree
- applications of linear programming in solving problems pertaining to manufacturing of goods/transport/diet issues
- use of triangles/making geometrical designs on a table cover (for example, in a circular table of certain radius, a design is formed leaving an equilateral triangle in the middle and finding the area of the design);
- establishing a mathematical relation by considering all possible parameters to have maximum profit in producing certain items by a factory.

Sub-theme 6: Science and Technology in Games and Sports

Games and sports too have benefited from the advancements in the field of Science and Technology. The form and format of practically all games and sporting events have undergone a variety of changes due to application of technology. These changes pertain to production/fabrication of play materials, safety of sports personnel, playing grounds, rules and regulations for umpiring, coaching and training, recording data, maintaining records and many other related activities. The knowledge of nutritional values of various food items and also evolution of techniques to estimate nutritional requirement of a sports person have facilitated in taking care of health requirements as well as enhancement of level of competitions. There are specialized branches of study in medicine for sports nutrition, physiotherapy and injuries.

The exhibits/models in this sub-theme may pertain to:

- demonstrating how athletes/players take advantage of streamlining/conservation of momentum(linear as well as angular)/laws of motion in enhancing their performance during sprint/hurdle race/swimming/high jump/long jump/diving etc.
- demonstrating function of time measuring devices that can correctly measure fractions of seconds and how these are synchronized with camera too decide position of competitors at finishing line
- innovative devices/machines for physical exercise /reducing or enhancing weight/facilitating proper distribution of body weight



- testing to detect use/misuse of drugs/study of anabolic steroids (used for stamina building) and their physiological and side effects.
- demonstrating how live telecast of sports and games events is done
- innovative designs of bicycle to overcome air resistance
- mathematical modeling for (i) indoor(say carom, billiards, chess or any other) and outdoor games to work out correct moves and/or predict winning combinations (ii) to show the trajectory of a football/volleyball/basket ball taking contingency of as many factors (such as ground conditions, speed of air, size and mass of ball, impulse of force, height and distance of net/basket/goalpost) as are possible to handle.
- computer simulations/programmes to play field games like tennis, cricket, hockey, football or to show how the ranking in a racing event (athletics/swimming/boat race/cycling/car race/horse race/ is done in the case of a close finish etc.





CBSE REGIONAL LEVEL SCIENCE EXHIBITION, 2010

REGISTRATION FORM

1. Name of the School _____

2. Complete address (including _____
state) with Tel.no./ Fax/ e-mail _____

3. Region _____

4. Title of the Exhibits/ Projects _____

5. Sub-theme of the exhibit (i) _____
(see enclosed information)

(ii) (If applicable) _____

6. Details of registration fee/ draft

Draft Number and dated _____

Amount and Bank _____

7. Brief write up of the Exhibit/Project including

(a) Scientific Principle

(b) Method/ Procedure followed

(c) Unique features of the exhibit

(d) Applications in different domains of life

(e) Further scope of the exhibit/ project

(The complete write-up of the exhibit not to exceed 200 words)

8. Name of the participant students

a. _____

b. _____

9. Name of the escort teacher (with mobile no.) _____

Principal's Signature _____

Full Name _____



Website: www.cbse.nic.in

23237779

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

CBSE/EO(SD)/Maths Oly. 2010/

Dated 15.07.2010

Circular No. 32

All Heads of Institutions
Affiliated to the Board

Subject : Conduct of CBSE Group Mathematics Olympiad, 2010

Dear Principal,

You are aware that Central Board of Secondary Education has been conducting Group Mathematics Olympiad every year. The competition is held at selected venues in different parts of the country and aims at identifying, promoting and nurturing talent in the subject.

This is to inform you that this year’s said competition will be held on **Sunday, 5th December 2010** at identified centers. The enclosed folder includes detailed information about the competition.

It has been noticed that there has been a perceptible decrease in participation over the year. The information contained in the folder may be brought to the notice of all concerned and be given wide publicity and adequate participation in large numbers be ensured. Request for any further information in this regard may be addressed to:

Dr. Srijata Das

Education Officer (SD)

Central Board of Secondary Education

Shiksha Sadan, 17, Rouse Avenue

NEW DELHI-110 002

Ph – 011-23237779 (O)

Thanking you,

Yours faithfully,

(CHITRALEKHA GURUMURTHY)
DIRECTOR (ACADEMIC)



Website: www.cbse.nic.in

23237779

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)/IGNITE/2010/

July 23, 2010
Circular No. 35/10

All Heads of Independent Schools
Affiliated to the CBSE

Subject: IGNITE 2010: A Nation wide Campaign to harness the creative and innovative spirit of school children by National Innovation Foundation (NIF) and Central Board of Secondary Education (CBSE)

Dear Principal,

The CBSE has in the past years successfully launched IGNITE 2007, IGNITE 2008 and IGNITE 2009 in collaboration with National Innovation Foundation (NIF) and Honey Bee Network with an attempt to harness the creative and innovative talent of school children.

The main feature of the project has been one of promoting innovative thinking not confined to an isolated few but as a pervasive characteristic of all children. As a value addition the project has served as a stress reducing feature of regular curriculum transaction and an activity to promote original thinking and problem solving ability. This venture had a remarkable response from the students, teachers and the parents. While 961 entries were received during IGNITE 2008 the number rose to 1344 from 21 states in the IGNITE 2009 campaign. The awards for the original contributions and innovations submitted for the IGNITE 2009 competition were given away in an exhibition cum award function by Dr. APJ Abdul Kalam, Former President on 30th November, 2009 at the Indian Institute of Management, Ahmedabad.

Encouraged by such an overwhelming response the collaborative project “IGNITE 2010”, is being taken forward by the Board in the new academic session 2010-11.

The schedule for the IGNITE 2010 is as per details given below:

- Date of Announcement of the competition by **July 23, 2010.**
- The last date for submission of entries directly to NIF at the following address or through email at ignite10@nifindia.org is **September 15th, 2010**

IGNITE 10
National Innovation Foundation, India
Bungalow 1, Satellite Complex,
Premchand Nagar Road, Vastrapur
Ahmedabad 380015, Gujarat



- c. Call for entries from students as per the following categories:
- Technological ideas to solve any problem in day to day life
 - Real life technological projects demonstrating innovative ways of solving problems or reducing drudgery or generating efficiency or conserving resources (projects demonstrating application of known scientific concepts or theories will not be accepted).
 - Traditional knowledge practices documented from elders in and around one's family.
 - Information about some other innovators in the neighbourhood
- d. Each entry should be accompanied with a certificate from parents and teachers saying that the idea/innovation has been developed and documented by the student concerned entirely on his/her own without any guidance or support from them.
- e. The awards will be announced on October 15, 2010, birthday of Hon'ble former President of India, Dr. A.P.J. Abdul Kalam celebrated as **Children's Creativity and Innovation Day**. The awards will be given away by Dr. Kalam at his convenience soon after.
- f. NIF will provide support for patenting and incubating innovative projects into products in all deserving cases. NIF has already filed patents for first award winner in IGNITE'07, and selected winners of the IGNITE 08 and IGNITE 09 competitions. Many award winners have been interviewed at the national and international level also.

We request you to give wide publicity to this competition amongst students, teachers and parents so as to activate the creative instinct in children to find solutions to the day-to-day problems. We also request you to persuade every class teacher to motivate students to pursue innovative ideas and projects during summer vacation. Further schools are also requested to start the Honey Bee Creativity Clubs (Clubs in school that promote creativity and innovation among children, projects done/ideas and innovations conceived by student members of the club may be linked to NIF during the IGNITE campaign or otherwise) as part of their enrichment activities if they have not already initiated action in this regard.

With best wishes,

Yours sincerely,

(C. Gurumurthy)
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

CBSE/Sports/Cir.No.53

26.08.2010

All the Heads of Schools
Affiliated to CBSE

Subject: Ban the “(Retard) R” Word for Challenged persons – reg..

Dear Principal

Special Olympics Bharat is a National Sports Federation, recognized by the Ministry of Youth Affairs and Sports, Government of India for providing sports opportunities to children/persons with Intellectual Disability.

An Awareness Campaign to Ban the “(Retard) R word” has been launched by Special Olympics Bharat to stop the usage of “Retard” word or its equivalent in any Indian language for persons with Intellectual Disability.

This Signature Campaign has been turned into competition by Intel. The prizes are:

1. Every school that brings in 5000 signatures would get a Certificate of Merit signed by Chairman, Special Olympics Bharat and Intel Director, South Asia.
2. The school that brings the maximum signatures from each state will get a Certificate and an Invitation to the Prize Distribution Function on 16th Oct 2010 at Bangalore.
3. The School that brings in the Maximum signatures would get the Eunice Shriver Rolling Trophy from Pan India, and a cash prize of One Hundred Thousand Rupees & Certificate of Merit from Intel.

I invite all the schools affiliated to the Board to participate in the competition by getting maximum signatures. Find below the Sample Signature sheet for your reference. The signature sheets should reach to The National Director, Special Olympics Bharat, E -26, Lower Ground Floor, Lajpat Nagar – III, New Delhi – 110024 latest by 30th September 2010.

Yours Sincerely

Pushkar Vohra
AEO (Sports)



Let us Treat the Intellectually Challenged with Compassion and Respect

The intellectually challenged are commonly referred to as “Retarded”; “Mental” and “Mad”. This is wrong and absolutely unacceptable in a civilized society. In fact the intellectually challenged can achieve much more given an opportunity. They are innocent and loving too.

Intellectually challenged are very sensitive. They feel deeply hurt when referred to as retarded. Unfortunately they can not fight back.

There is urgent need to correct this situation.

Please sign below and support the campaign to treat the intellectually challenged with respect, dignity and compassion. **Let us pledge to eradicate the usage of derogatory words** like retarded, while referring to them.

| S. No | Name | Signature |
|-------|------|-----------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

The above signatures are collected by:

Name & Class:

School & Address:

Date:



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-110002

CBSE/ACADEMIC/CIRCULAR/2010

01.09.2010

Circular No. 57

All Heads of Institutions

Affiliated to the Board

Dear Principal,

21st century is characterized with the emergence of knowledge based society wherein Information and Communication Technology plays a pivotal role. The convergence of computer, communication and content technologies, being known as ICT, have attracted attention of academia, business, government and communities to use it for innovating profitable propositions. ICT has permeated in every walk of life affecting the fields such as launching satellites, managing businesses across the globe and also enabling social networking. Year by year it is becoming simpler to use devices such as desktop palm top, iPod etc.

In its vision, the national Policy on ICT in School Education by MHRD Govt. of India states “The ICT policy in School Education aims at preparing youth to participate creatively in the establishment, sustenance and growth of a knowledge society leading to all around social economic development of the nation and global competitiveness”. The policy envisages three stages of ICT implementation at school level – ICT literacy and Competency Enhancement, ICT enabled teaching – learning and introduction of ICT related elective subjects at Senior Secondary level. The National Curriculum Framework 2005 (NCF 2005) has also highlighted the importance of ICT in school education. With this backdrop, major paradigm shift is imperative in education characterized by technology enabled instructions, collaborative learning, multidisciplinary problem-solving and promoting critical thinking skills.

Government of India has announced 2010-2020 as the decade of innovation. Reasoning and Critical thinking skills are necessary for innovation. Foundation of these skills is laid at school level. It is desirable that affordable ICT tools and techniques should be integrated into classroom instructions right from primary stage so as to enable students develop their requisite skills.

In CBSE circular number 07 dated 22 Feb 2010 it has been stated that the NCERT is contemplating to exploit the potential of WWW for improving the quality of Mathematics teaching in schools. The CBSE would like to extend it to all subjects and all classes.

At Primary and Upper Primary level, focus may be on simple access to information and trying to compile different views and analyze them to conclude in one’s own way. At the Secondary level, gathering and structuring of data and computing to arrive at some reports may be taken up in any subject, not necessarily Science and Mathematics. At the Senior Secondary level, when students are so exposed, they will get highly motivated to



use ICT tools for taking up complex, multidisciplinary problems such as Biochemistry, Bioinformatics, Environmental Science, Forensic Science, Nanotechnology, Business Intelligence etc. This may necessitate computing tools and techniques of generic nature as well as domain specific. This is the time when the students and the teachers together will work in global competitive environment.

The schools affiliated to the CBSE have been at the forefront of adopting the most modern innovations and practices to ensure there is a continuous enhancement in the overall quality of teaching and learning. The CBSE believes that it must bring the immense benefits of ICT and computing technology to every classroom across its fraternity of affiliated schools to improve academic outcomes of learners and to enhance the productivity of teachers in classrooms. This can be done by encouraging the use of technology in classroom teaching – learning and instant assessment which shall also go a long way in supporting its CCE initiative as well.

CCE in the right spirit entails periodic assessments which are integrated effectively in the classroom teaching and learning. In fact all assessments must inform teaching. Using technology helps to create interest among learners as, e.g., a quiz may be done online as part of formative assessment. Technology can greatly assist teachers in classrooms to teach difficult and abstract subject matter concepts effectively if the right digital instruction materials, supporting technology infrastructure and intensive training is provided to the teachers to support instruction.

As a note of caution, sometimes teachers are focused more on the new technology than on what students should be learning. The focus on interactivity as a technical process can lead to some relatively mundane activities being over-valued.

One must realize that, technology is a tool to improve student learning. It can motivate and sustain student interest and reinforce learning, offer self-paced practice and create high-interest learning environment. However, technology cannot replace the teacher on quality teacher-student relationship. It cannot make a bad teacher into a good teacher, but it can help a good teacher become an even better and more productive teacher.

Setting up a classroom equipped with LCD projector and facility for computer mediated instructions of the type will aid the teacher in developing a quality teaching learning environment. Specifically such classroom must have:

- a. A projection or display device which can project a sufficiently large image to be viewed by every student in the classroom with causing eyestrain.
- b. An electronic interactive white board system
- c. Computer with UPS system
- d. Education content library mapped to CBSE curriculum topics covering all major subjects across all grades.
- e. Electronic Response system for each student to enable real time assessment
- f. Resource person to help teachers on a day to day basis to use the digital classroom systems.

As a first step in this direction, all CBSE affiliated schools are advised to setup at least one classroom for each class in their schools equipped with technology to enable usage of digital instruction materials in the



classroom so that students are given adequate exposure to digital materials. Schools are encouraged to progressively move to enabling each classroom with technology for usage of digital materials in the classroom.

Students may be encouraged to form Creative Computing Club to try out innovative applications without any stress and compulsion. For future, schools can plan to setup every year more such classrooms prompt action and reporting by schools in this direction will be highly appreciated by CBSE.

Yours faithfully,

(VINEET JOSHI)
CHIARMAN





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, NEW DELHI-110032**

All Heads of Institutions
Affiliated to the Board

CBSE/AFF./CIRCULAR/2010

October 18, 2010
Circular No. 03/10

Subject: Development of Website by each school

The Governing Body of the CBSE at its meeting held on 29th June, 2010 resolved to make it mandatory for every affiliated school to develop their own website containing comprehensive information about the school and its management. The information to be provided on the website of the school includes affiliation status, details of infrastructure, names and designations of teachers, class-wise, section-wise enrolment of students, address - postal and email, telephone nos., details of members of the School Managing Committee etc. For this purpose every school should prepare its annual report containing above information and upload the same on its website before 15th September of every year.

The Central Information Commission vide its decision no. CIC/SG/A/2010/001205-DS dated 5th August has also given directions in this regard that in the interest of transparency in the administration of schools all the affiliated schools of the Board are to place on the schools' website a report indicating status of implementation of norms of affiliation and date of implementation of each norm by the school. In case the process of implementation of any norm is incomplete the school should clearly indicate the date by which the school will fully implement such norms. A brief write up containing a gist of norms of affiliation as contained in the Affiliation Bye Laws of CBSE is attached at Annexure - 'A' for updating the status report on the website of the school.

All the Managers and Principals of school affiliated to the Board are required to implement the above within a period of six months from the date of issue of this circular.

(Vineet Joshi)
Chairman, CBSE



Norms of Affiliation with CBSE

Essential conditions

1. School must have formal prior recognition and No Objection Certificate of the State/UT Government.
2. The school should run by a Registered Society/Trust/Section 25 Company having non-proprietary character.
3. School should have about 2 acres (or as otherwise permitted measurement) of land and a building constructed on a part of land and proper playground on the remaining land.
4. The school should have qualified staff as per norms as whole time employees. The pupil teacher ratio should not exceed 30:1 and section teacher ratio must be 1:1.5.
5. The school must pay salary and admissible allowances to the staff not less than the corresponding categories of employees in the State Government schools or as per pay scales etc. prescribed by the Government of India.

Facilities

1. The institution should have facilities commensurate with its requirements.
2. It should satisfy the minimum conditions laid down for school building, class rooms etc. The minimum floor space should be at least 1 sq. mtr. per student.
3. The number of students in the class should not be very large. The optimum number in a section of a class is 40.
4. The library should be well equipped and spacious. It should have at least 5 books (other than text books) per student in its stock subject to a minimum of 1500 at the beginning.
5. The school should subscribe sufficient number of newspapers and magazines suitable for students and there should be at least 15 magazines at the beginning.
6. Class rooms - minimum size should be 8 m × 6 m (approx. 500 sq. ft.).
7. Science Labs (Composite for Secondary or/and separate Physics, Chemistry and Biology for Senior Secondary) - Minimum size should be 9 m × 6 m each (approx. 600 sq. ft.) and fully equipped.
8. Library - minimum size should be 14 m × 8 m fully equipped and with regarding room facility.
9. Computer Lab and Math Lab - No minimum size is prescribed, however, the school should have separate provision for each. The computer lab should have 10 computers or computer student ratio of 1:20.
10. Room for extra curricular activities - either separate rooms for music, dance, arts and sports or one multi-purpose hall for all these activities should be available.
11. The school should have adequate facilities for providing recreation activities and physical education.



Admission & Fees

1. Admission in the school affiliated to the CBSE shall be made without any distinction of region, race, caste, creed, place of birth or any of them. As regards reservation of SC/ST students is concerned, it will be governed by the Education Act/Rules applicable to the State/U.T. where the school is situated.
2. Fees charges should be commensurate with the facilities provided by the Institution. Fees should normally be charged under the heads prescribed by the Department of Education of the State/U.T. for schools of different categories. No capitation fee or voluntary donations for gaining admission in the school or for any other purpose should be charged/collected in the name of the school. In case of such malpractices, the Board may take drastic action leading to disaffiliation of the school.
3. The unaided schools should consult parents through parents' representatives before revising the fees. The fee should not be revised during the mid-session. In case a student leaves the school for such compulsion and transfer of parents or for health reason or in case of death of the student before completion of the session, prorata return of quarterly/term/annual fees should be made.

Staff and Service conditions

1. Besides the minimum requirements for salaries as laid down in Section 3(3), the school should have adequate teaching staff possessing the necessary qualification laid down for various posts/subject teachers by the Board. The pupil teachers' ratio should not exceed 30. Also there must be 1½ teacher per section to teach various subjects.
2. Salary should be paid through Account Payee Cheques drawn on a scheduled bank, from the date of first appointment of the teachers on probation.
3. The school should have well defined conditions of service as per norms of State/UT Government and should issue letters of appointment to the employees at the time of joining service and should also sign a contract of service. The contract should be similar to the format given in Appendix III in these Bye laws or in the form of prescribed by the State/UT Government, in case the act of the State/UT provides so. The period of probation should normally be one year extendable for another year. In case the management is not satisfied with the performance, the same should be brought to the notice of the employees concerned in writing. Probation should not be extended beyond two years and the Management should arrive at a decision to confirm the teacher or not before the end of the probationary period.
4. The school should have Contributory Provident Fund and Gratuity or Pension, Gratuity and General Provident Fund as retirement benefits. These schemes should be as per the Government rules of the State/Centre. In addition, it will also consider providing other welfare measures like free children education, leave travel concession, medical benefits, leave encashment etc.
5. Normally a teacher should be engaged as a whole time employee except in special cases where work load does not justify a whole time teacher. No teacher, teaching the Secondary, Senior Secondary classes shall be required to teach more than 3/4 of the total periods in a week.
6. The number of students in the class should not be very large. The optimum number in a section of a class is 40.



7. Every school should take steps to provide reorientation to all its teaching staff, at least once in five years. Such orientation may be organized by the school itself or in collaboration with other schools or by the State or Regional Institutions or by the Board or by a National Agency.
8. The Management of the schools shall not retain the original degree/diplomas certificates of the teachers and other employees of the school with them. The original certificates etc. taken by verification shall be returned at the earliest after verification. Photocopies may be obtained from the employees and kept in their files.
9. Check gender specific violence, strictly comply with the guidelines and norms prescribed by the Hon'ble Supreme Court of India in the writ petition (Criminal) no. 666-70 of 1992 Vishaka and others V/s State of Rajasthan and others delivered on 13.8.1997 for protection of women from sexual harassment at the work place.

Management of Private Unaided Schools

1. In case of schools belonging to category 3(1)(v), there should be a properly constituted Registered Society/Trust. It should be of a non-proprietary character and its constitution be such that it does not vest control in a single individual or members of a family. The aims of the Society/Trust should be as laid down under section 19(1) and (2).
2. Formation of the Society/Trust should also conform to the State Government rules in which the school is located.
3. The schools other than the Government schools affiliated with the Board shall have a School Managing Committee which shall have the powers to supervise activities of the schools for its smooth functioning.

Financial Resources

1. The school must have sufficient financial resources to guarantee its continued existence. It should have permanent source of income to meet the running expenses of the school so as to maintain it at a reasonable standard of efficiency, to pay salaries to teachers and other categories of staff regularly at least at par with the corresponding categories in the State Government Schools and to undertake improvement/development of school facilities. In case of institutions which are in the receipt of grant-in-aid from the State Government/UT the permanent source of income shall include the amount of grant-in-aid also.
2. No part of income from the institution shall be diverted to any individual in the Trust/Society/School Management Committee or to any other person. The savings, if any after meeting the recurring the non-recurring expenditure and contributions to developmental, depreciation and contingency funds may be further utilized for promoting the school. The accounts should be audited and certified by a Chartered Accountant and proper accounts statements should be prepared as per rules. A copy each of the Statement of Accounts should be sent to the Board every year.
3. The channeling of funds by the management to person(s) or enterprise other than for furthering education in the school will contravene the rules governing affiliation and call for appropriation action by the Board.



CENTRAL BOARD OF SECONDARY EDUCATION

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

2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092

CBSE/AFF./CIRCULAR/2010

October 18, 2010
Circular No.: 04/10

CIRCULAR

The CBSE had stipulated certain conditions in the Affiliation Bye-Laws to ensure safety of students in the schools. The fulfillment of these conditions are supervised during the time of inspection of schools, but there is a need for a continuous verification of safety measures in the school as prescribed by the local authorities to ensure safety of the children studying in the schools.

Two important issues the Board would like to bring to the immediate attention of the school authorities are:

1. School Building Safety

The judgement passed by the Hon'ble Supreme Court of India in the Writ Petition (Civil) No. 483 of 2004 directed to ensure the following in all government and private schools functioning in our country:

- (a) The school building is safe and secure from every angle and they are constructed according to the safety norms incorporated in the National Building Code of India.
- (b) All existing government and private schools shall install fire extinguishing equipments within a period of six months.
- (c) The school building be kept free from inflammable and toxic material. If storage is inevitable, they should be stored safely.
- (d) Evaluation of structural aspect of the school building may be carried out periodically by strictly following the National Building Code.
- (e) Necessary training be imparted to the staff and other officials of the school to use the fire extinguishing equipments.

All the Heads of Schools are, therefore to ensure that their institution is satisfying the norms set by the Hon'ble Supreme Court of India.

The exigencies concerning medical care during school hours demands for developing a mechanism for medical crisis management in each school. Creation of safe, fearless and secure environment is the prime requirement for providing holistic education. There is a need to create basic Medical Care facilities and systems in schools and also have tie up with a nearby hospital within a radius of 2-4 kms for any medical emergency.



The above issues are brought to the immediate attention of the school authorities to discuss by the school management to take appropriate steps in this regard. The issues should also be discussed with all the staff numbers to bring greater awareness among the staff and to increase their sensitivity to these issues.

(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 CENTRE,
PREET VIHAR, DELHI-110092

NO. PA(DIR)/ACAD/CBSE/2010

Circular No. 72/10
November 9, 2010

To

All Heads of Institutions
Affiliated to CBSE

**Subject: Discontinue the use of rare/ endangered wild animals in laboratories
of Schools**

Dear Principal,

It has been brought to the notice of the Board by the Director General of Forest, Govt. of India that there are complaints of some schools/colleges illegally using rare and endangered wild life species in their laboratories, which is violation of the Wildlife Protection Act, 1972.

You may be aware that trading, transit and possessing of wild animals live or dead is banned under the Wildlife Protection Act, 1972.

I would request you to kindly ensure the strict adherence to the provisions of the Wildlife Protection Act, 1975 while procuring plants and animals for the use in Laboratories. The detailed list of wild animals protected under the Act can be accessed from <http://www.envfor.nic.in/legis/wildlife/wildlife1.html>.

In case your school has procured and plant or animal protected under the Wildlife Protection Act, the same may be surrendered immediately to the Environment and Forest Department, Govt. of India and no fresh purchase of preserved animal specimens and endangered plant species be made.

This may be brought to the notice of all concerned.

Yours sincerely

(SHASHI BHUSHAN)
DIRECTOR (ACADEMIC)



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 – 110 301

CBSE/AFF/Circular/2010

November 15, 2010

Circular No. 05/2010

All the Principals of Schools
affiliated with the CBSE

**Subject: Submission of School-wise Data for District Information System of
Education (DISE) for the year 2010-11**

Dear Sir/Madam,

In the light of the Right of children to Free and Compulsory Education (RTE) Act, 2009 the Government of India has revised the DISE Data Capture Format (DCF).

The importance of timely submission of complete and accurate information through District Information System of Education (DISE) has been emphasized by the Board in the earlier circular issued to the schools No. CBSE/AFF/Circular No. 3/2009 dated 20th October, 2009.

It is reemphasized that every head of the institution has a responsibility to ensure timely submission of accurate data to the District Information System of Education (DISE) in the uniform structure developed by the Government of India. Therefore, you are requested to cooperate with the local DISE Agency to achieve the targets set by the Government.

The Affiliation Bye-Laws of CBSE Rule 13.3 also prescribe that ***“the school shall supply information and returns called for by the Board/State or Central Government within the prescribed time given for its furnishing to the authority concerned”***. Any non co-operation or default in timely submission of information asked by the State/Central Government Authorities can lead to invoking of provisions against school under rules of Affiliation Bye-Laws.

Therefore all the Heads of Institutions affiliated to CBSE are requested to cooperate with various Government Agencies in the process of collection of data through District Information System of Education (DISE) and Secondary Education Management and Information System (SEMIS) by submitting accurate information in the structured format within the time frame fixed for the same.

A copy of the modified format for submission of data is annexed for strict compliance by each school.

With regards,

Yours sincerely,

(Joseph Emmanuel)

Deputy Secretary



CENTRAL BOARD OF SECONDARY EDUCATION
17, ROUSE AVENUE, NEW DELHI-110 002

AEO(DR)/ACAD/Malayalam/2010

Date: 01-02-2011

Circular No. 06

To all the Heads of Schools
affiliated with CBSE.

**Subject: Updated/revised syllabus in Malayalam for classes IX & X for the
academic year 2011-12 onwards - reg.**

Dear Principal,

As you are aware the CBSE is following State Board syllabus in respect of all Regional languages in its affiliated schools. Recently Kerala State Government (SCERT) Dept. of Education revised/made some changes in the syllabus of Malayalam for classes IX & X (From the academic year - 2010-11). Thus as per the changes made by the Kerala State Govt. (SCERT) Dept. of Education, CBSE has also updated /modified the syllabus for classes IX & X from the academic year 2011-12 for its affiliated schools. (The Malayalam syllabus for class IX & X which was already printed in section D in the CBSE Sec. Curriculum Vol -II 2012 (Languages) may be treated as cancelled).

Details of revised/modified syllabus in Malayalam (Code No-12) for the academic Year 2011-12 onwards are as follows Class IX

**SYLLABUS FOR SUMMATIVE ASSESSEMTNT
FIRST TERM (APRIL 2011 - SEPTEMBER 2011)**

(No change in the existing syllabus of sections A, B and C)

Marks distribution is as follows:

| | |
|-------------------------------|-----------------|
| Section A – Reading | 10 Marks |
| Section B – Writing | 20 Marks |
| Section C – Grammar | 12 Marks |
| Section D - Literature | 48 Marks |
| Total Marks | 90 |

Section D

Marks 48

LITERATURE SECTION- PROSE AND POETRY

PRESCRIBED BOOK: Kerala Patavali and Adisthana Paddvali (Malayam) edition 2010 published by SCERT, Department of Education Govt. of Kerala.



LESSONS/ POEMS TO BE STUDIED FOR SA-I (FIRST TERM)

Prose :

- | | | |
|-----------------------------------|--------------------|----------|
| 1. Ezhu pathu karude yogam | Ashokan Cheruvil | Page- 25 |
| 2. Oru cheru punchiri | M.J Vasudevan Nair | Page-35 |
| 3. Puthiya aakasam pazhaya bhoomi | Sebastin Paul | Page- 66 |

Poetry :

- | | | |
|---------------------|---------------|----------|
| 4. Anghe Veettileke | Edassery | Page- 23 |
| 5. Saha Padikal | Balamani Amma | Page -75 |

NON DETAILED:

Thejaswi Aya Vagmi (Life history of Swami Vivekananda) published by H & C Publishing House, Thrissur-660001, Kerala.

(First Nine lessons)

From Page No 05 to 51

FORMATIVE ASSESSMENT (PROJECT WORK)

1. Project work about Balamani Amma and M.T. Vasu Devan Nair
2. Write about Adhunika Kavithrayam – Kumaranasan, Vallathol, Ullor,
3. Other literary works of M.T.Vasu Devan Nair.

SECOND TERM (OCTOBER 2011 MARCH 2012) (Class-IX)

(No change in the existing syllabus of sections A, B and C)

Marks distribution is as follows:

| | |
|------------------------|----------|
| Section A – Reading | 10 Marks |
| Section B – Writing | 20 Marks |
| Section C – Grammar | 12 Marks |
| Section D - Literature | 48 Marks |
| Total Marks | 90 |

Section D

Marks 48

LESSONS/ POEMS TO BE STUDIED FOR SA-II (SECOND TERM)

Prose :

- | | | |
|--|---------------------------|----------|
| 1. Kattileku pokalle kunje | Shihabudhin Poithunkadavu | Page 100 |
| 2. Madutha kali | U.K Kumaran | Page 92 |
| 3. Samudhayan galku chilathu cheyyanundu | M.N. Vijayan | Page 23 |



Poetry :

1. Yadava Nasam

Cherussery

Page 39

2. Annam

Balachandran Chullikkadu

Page 13

NON DETAILED:

Thejaswi Aya Vagmi (Life history of Swami Vivekananda) published by H & C Publishing House, Thrissur-660001, Kerala.

(Last Ten lessons)

From Page No 52 to 96.

FORMATIVE ASSESSMENT (PROJECT WORK)

1. Project work about Cherussery and U.K Kumaran.

Details of revised/Modified syllabus in Malayalam (Code No: 12) for the academic Year 2011-12 onwards are as follows Class-X.

**SYLLABUS FOR SUMMATIVE ASSESSEMTN
FIRST TERM (APRIL 2011- SEPTEMBER 2011)**

(No change in the existing syllabus, marks of sections – A, B, and C)

Total Marks: 80

Section D

Marks 40

LITERATURE SECTION- PROSE AND POETRY

PRESCRIBED BOOK: Kerala patavali and adisthana paddvali (Malayam) edition 2010 published by SCERT, Department of Education Govt. of Kerala

LESSONS TO BE STUDIED FOR SA-I (FIRST TERM)

Prose :

1. Mullavalliyum Mankidavum A.R. Rajarajavarma
 2. Bhoomiyude Avakashikal Vayikkumbol P.K. Rajashekarar
 3. Anna Vicharam Kuttipuzha Krishnapillai
- (Adisthana Padavali 2010)

Poem:

4. Sooryakanthi G.Shankara Kurupu
5. Dhasharatha Vilapam Ezhuthachan

NON DETAILED:

(Text book) Mritha Sanjeevani by Chandramathy Ayoor published by Early Bird Publication Ernakulam, Kerala.

Lessons to be studied: First Six Lessons



FORMATIVE ASSESSMENT (PROJECT WORK)

1. Write and draw the important scenes in Karnente Aragethm.
2. Cherussery, Ezhuthachan, Kunchannambiar- A comparative study.
3. Other literary works of Kuttikrishnamarar.

SECOND TERM (OCTOBER 2011 MARCH 2012) (Class-X)
(No change in the existing syllabus, marks of sections – A, B, and C)

Total Marks : 80

Section D

Marks 40

LESSON TO BE STUDIED FOR SA-II (SECOND TERM)

Prose :

- | | |
|---------------------------|------------------|
| 1. Velakkarano Yajamanano | Sukumar Azhikode |
| 2. Kallerryunnavar | C.V . Sreeraman |

Poem:

- | | |
|---------------------------------|--------------------------|
| 3. Thumba Poovu | Ullor S. Parameswarayyar |
| 4. Moshti Chedutha Oru Rathri | N.N. Kakkad |
| 5. Mandimandi Karerunnu Mohayum | Vallathol |
- (Adisthana Padavali 2010)

NON DETAILED:

(Text book) Mritha Sanjeevani by Chandramathy Ayoor published by Early Bird Publication Ernakulam, Kerala.

Lessons to be studied: Last Nine Lessons

FORMATIVE ASSESSMENT (PROJECT WORK)

1. Ezhuthachan – Importance of Ezhuthachan as father of Malayalam language.
2. Vykkam Muhamed Basheer – Life history of Basheer
3. Collect the poems of Kakkad.

Kindly disseminate the above mentioned information to the Schools and teachers concerned for necessary action.

Yours faithfully,

(Shashi Bhushan)
Director (Acad.)



Website: www.cbse.nic.in

Phone: 2323355

Emailid: manicbse@yahoo.co.in

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-10001

CBSE/ACAD/EO (H&L)/Rdg Habit/2011

05.02.2011

Circular No. 09/11

All the Heads of Institutions
Affiliated to Board

Subject: Promoting Reading Habit among Students

Dear Principal,

CBSE issued circular no. 54, dated 21st October, 2009 highlighting the need for promoting reading habit among children. With the introduction of Continuous and Comprehensive Evaluation right from the primary classes, the importance of fostering interest for reading books among children of all ages has increased. It is essential that schools impress upon children that reading good books apart from the prescribed text books not only widens their horizon but also uplifts their spirit by instilling in them higher values. Keeping this in mind, the Board has already sent as an annexure to the circular mentioned above a list of recommended books in English for different age groups.

The Board had also requested the Association of Writers and Illustrators for Children to prepare a list of Indian Authors and their books as suggested Reading Material for Classes 5–12. The list received from the Association is annexed to this circular.

The list is a representative selection of the work of different Indian authors and has been made keeping in mind the interests of children as well as educationists. It includes genres such as science fiction, historical fiction, mystery, adventure, real life stories, environment, sports, plays etc. The Board is confident that the recommended books will provide good values to children through entertaining and interesting reading material they can identify with.

The Circular No. 54 mentioned above also contains information about the purpose of reading, the skills to be developed and the techniques and procedures that can be adopted to enrich the reading experience of students. As part of the Formative Assessment reading projects can be undertaken in a systematic manner. You are requested to discuss the contents of this circular and the circular No. 54 under reference with your teachers and librarian and develop an effective action plan for promoting the reading habit among students.



Schools are also encouraged to prepare lists of other good books and also books in regional languages of their choice. The Board will also send a list of recommended books in Hindi in due course. The overall aim is to promote good reading habits in students for holistic development.

Yours sincerely,

(P. Mani)
Education Officer (H&L)





Annexure

List of Suggested Books by Indian Authors

Classes 5 & 6

| Title | Author | Category |
|--------------------------------------|------------------------|------------------------------|
| Adventure Stories (Prize-winners) | Arup K. Dutta | Mystery-adventure |
| 5 Mystery Stories (Prize-winners) | Nilima Sinha | 5 novels in one |
| Bride at Borim | Surekha Panandikar | Long Fiction |
| A Pinch of Salt Shakes an Empire | Sarojini Sinha | Historical |
| Biological Clocks | Manorama Jafa | Non-Fiction (Environment) |
| A for Adventure | Surekha Panandiker | Adventure |
| The Story of Writing | Nita Berry | Information |
| There's Another Way | Different writers | Short Stories |
| Pyarelal Stories | Indira Ananthakrishnan | Humorous Stories |
| Juneli Series | Swapna Dutta | School Stories |
| Once Upon a Time in India | Different Writers | Indian folk tales |
| Gandhi for the Millenium Child | Different Writers | Short Stories |
| The Road to Peace | Different Writers | Short Stories |

Classes 7 & 8

| Title | Author | Category |
|--------------------------------|-----------------|------------------|
| Race to Win (Prize-winners) | Loveleen Kakkar | Fiction |
| Now or Never | Ramendra Kumar | Fiction (Sports) |



| | | |
|---|--------------------------|--------------------|
| Caravan to Tibet (IBBY Honor) | Deepa Aggarwal | Adventure |
| Harshavardhan | Devika Rangachari | Historical fiction |
| Scientists of India | Dilip Salwi | Information |
| The Sword of Dara Shikoh | Subhadra Sen Gupta | Historical Stories |
| The Wonder of Water (Prize-winners) | Nita Berry | Non-fiction |
| Young Uncle Comes to Town | Vandana Singh | Humour |
| Indira Priyadarshini (Children's Choice) | Manorama Singh | Biography |
| A Bridge Inside a Casket and Other Tales | Manoj Das | Folk Tales |
| Mystery of the Falling Mountains | Nilima Sinha | Mystery-adventure |
| Tiger Tiger | Pratibha Nath | Collection |
| Together We Marched | Nilima Sinha, Ira Saxena | Historical Stories |
| Letters from Grandparents | Eminent Personalities | Collection |
| 6 Plays (Prize-winners) | Different Authors | Short Plays |

Classes 9 & 10

| Title | Author | Category |
|---|--------------|-----------------|
| The Virus Trap (Prize-winners) | Ira Saxena | Fiction |
| No Guns at My Son's Funeral (IBBY Honor) | Para Anand | Fiction |
| Somewhere Out There (IBBY Honor) | Karthika Das | Science Fiction |
| Ranthambore Adventure | Deepak Dalal | Adventure |



| | | |
|--|--------------------|--------------------|
| The Swamp (Prize winner) | A.K. Srikumar | Adventure |
| How I taught my Grandmother to Read | Sudha Murthy | Short Stories |
| The Story of Time (Prize winner) | Nita Berry | Non-fiction |
| Jodha Bai | Subhadra Sen Gupta | Historical fiction |
| Not Out | Nimish Dubey | Sports Stories |
| Mystery of the Ancient Platter | Deepavali Debroy | Mystery Adventure |
| Indian Folk Tales and Legends | Pratinha Nath | Folk Tales |
| Curse of Grass | Ira Saxena | Environment |
| Children Who Made it Big | Uma Anand | Play |
| Let's Do a Play | Uma Anand | Play |

Classes 11 & 12

| Title | Author | Category |
|--|---------------|--------------------|
| I am Sona | Manorama Jafa | Fiction |
| Sahyadri Adventure Vol. 1 Anirudh's Dream Vol. 2 Koleshwar | Deepak Dalal | Historical Fictnio |



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

CBSE/AFFL./CIRCULAR/2011

Circular No. 01
Dated February 21, 2011

All the Heads of the Institutions
Affiliated to the CBSE

Subject: Policy on Optimum Utilization of Infrastructure In Schools.

Dear Principal,

This is to bring to the notice of all concerned that the Central Board of Secondary Education has incorporated a new provision in the Affiliation Bye-Laws to enable the schools to utilise the infrastructure optimally.

Rule 14 (B) prescribe that “the school shall not use its building and infrastructure for any commercial activity but multiple use of school building is allowed for the limited purposes of:-

1. Promotion of Education and Skill Development including Vocational Education.
2. Running of classes in two shifts as per the pattern adopted by the Kendriya Vidyalayas subject to the following :
 - i. There should be separate set of teaching and non -teaching staff as per norms of CBSE for each shift including separate Head Master or Vice-Principal for supervision.
 - ii. There should be separate school records such as admission register, attendance register etc. and separate staff rooms for the teachers of both the shifts.
 - iii. Teaching hours shall be followed as per the scheme of studies of classes conducted in each shift and there should be a minimum gap of half an hour between both the shifts.
 - iv. Prior permission of Affiliation Committee of CBSE should be obtained before commencement of classes in shifts.
 - v. In general the school should run junior classes in the morning shift and senior classes in the evening shift.
 - vi. Those seeking permission to run Board Exam classes in two shifts should justify the need in terms of number of students in lower classes.”

GENERAL CONDITIONS FOR SHARING OF INFRASTRUCTURE BY SCHOOLS.

The affiliated school of CBSE is allowed to share infrastructure and other facilities with the NGOs/Govt. organizations/other agencies to conduct educational or sports activities or Programme for upgradation of



employable skills. The facilities of the school should be used after school hours so that normal activities of the school are not hampered. The sharing of facilities is also subject to the following:-

Purpose

- i. The accommodation is utilized only for educational purposes like: conducting examinations or holding symposia, workshop, conferences, summer schools, seminars etc.
- ii. The training programme or skill upgradation programmes for which the school premises is used shall have to be recognized or accredited or certified by Government or Government organization or such other bodies of National or International repute.
- iii. The infrastructure of schools may be used for the conduct of vocational courses such as Stenography, Typewriting, and Computer training, creative art, dramatics, games and sports etc. in collaboration with person(s) or organisation proficient in the area concerned.

Quality & Risk Assessment

- i. The quality of the programme will be assessed by the school preferably by consulting organisations or agencies of repute. Also the programme will be run purely on voluntary basis and schools will not compel its students to join the programme.
- ii. The school will undertake a risk assessment to ensure that the facilities in the schools are fit for the intended purpose, the proposed use is legal and appropriate, and the user organization or person(s) is suitable and that all the risks and security issues are addressed and that the necessary approvals have been obtained from the concerned authorities before commissioning such courses/programmes.

Modalities to be followed

- i. The sharing of facilities between schools and organizations must be formalized in a memorandum of understanding to ensure that the rights, responsibilities and limitations of both parties are understood and documented.
- ii. The premises of the school should be used or shared on non-commercial basis but the school/partner organization may generate adequate resources through fee for ensuring financial viability of programmes. The terms of such resource generation must be mutually agreed by the school Management Committees and Partner Organisations.
- iii. The income generated by the school by way of sharing of infrastructure should be properly accounted for and same should be reflected in the annual audited accounts of the school.
- iv. The school should maintain date-wise record of activities for which its premises is used and the registers maintained should be produced for verification by the CBSE.

Other Conditions

- i. The user organization should be held responsible for any damage caused to the school building, fixtures, furniture etc. In case of any damage, Principal of the school should recover the cost of the same from the concerned organization.



- ii. In case the user organization needs the services of the staff of the school they can utilize their services on holidays only by paying honorarium as per rates prevalent in their organization.
- iii. The Principal of each school should ensure that the staff and invigilators provided for conducting examinations etc. are as per the requirement of the organizations so as to maintain credibility of examination and reputation of each school.
- iv. All the organizations or agencies selected or identified as per the policy will have to use school facilities in such a manner as prescribed by the CBSE and no exemptions and concessions will be allowed.
- v. The school Management should ensure that the educational activities including teaching in the school takes place as per normal schedule and infrastructure should be used only beyond school hours by the user organisation.
- vi. The schools run by Government or Government organizations shall follow rules of the respective Government in sharing their campuses.

All are requested to ensure that sharing of infrastructure of schools is done solely for the purpose of promotion of education and skill development for the collective good of the society.



Yours Sincerely,

(Joseph Emmanuel)
Deputy Secretary (Affiliation)



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

CBSE/AFF./CIRCULAR/2011

CIRCULAR NO. 02

DATED: 21st February, 2011

All the Heads of the Institutions
Affiliated to the CBSE

**Subject: Adherence of Rules of Affiliation Bye-Laws in establishing and
running of Educational Institutions.**

Dear Principal,

It has been observed recently that there is a growing tendency among some of the Institutions to gain profit by imparting education. The Management of the school has a critical and key role to play in providing a good and healthy climate to the school to fulfill its aim and objects, to enable the staff provide quality education and to be a centre for educational excellence. As envisaged in the Affiliation Bye-Laws of CBSE the Management of an affiliated school should ensure fulfillment of all the norms of the Board and to run the school as a community service and not as a business and that commercialization does not take place in the school in any shape whatsoever.

The Society and Head of the Institution should ensure proper functioning of the School Managing Committee and see that the funds accruing from the school are spent for the benefit of the school and for its expansion alone.

The fee charged from the students should be commensurate with the facilities provided by the institution and the following norms prescribed in the Affiliation Bye-Laws of the CBSE strictly be adhered to:

- i. Fees should normally be charged under the heads prescribed by the Department of Education of the State/U.T. for schools of different categories. No capitation fee or voluntary donations for gaining admission in the school or for any other purpose should be charged or collected in the name of the school.
- ii. In case a student leaves the school for such compulsion as transfer of parents or for health reason or in case of death of the student before completion of the session, prorata return of quarterly/term/annual fees should be made.
- iii. The unaided school should consult parents through parents representatives before revising the fees. The fee should not be revised during the mid session.
- iv. The Society or Trust running the school should invariably consult the School Managing Committee for review of fees or other annual charges.
- v. All the receipts and payments made by the school should be properly accounted and the annual audited accounts should be regularly filed with the Board every year.



- vi. The premises of the school should not be used for any commercial activity and no commercial shops for sale of books, uniforms etc. be operated within the school campus.

Though, there is a need for the School Management to generate sufficient financial resources to guarantee the continued existence of the institution to meet the running expenses of the school to maintain it at a reasonable standard of efficiency, to pay salaries to teachers and other categories of staff regularly at least at par with the corresponding categories in the State Government Schools and to undertake improvement/development of school facilities etc. but the School Management should not make profit out of it. In case of institutions which are in the receipt of grantinaid from the State Government/U.T. the permanent source of income shall include the amount of grantinaid and such institutions while preparing annual budget should also take into account the same.

Any violation of above provisions will be viewed seriously and can lead to disaffiliation of the school by the Board. Therefore, all concerned are requested to strictly adhere with the norms of the CBSE in running educational institutions affiliated with the Board.



(Vineet Joshi)
Chairman



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

CBSE/AFF./CIRCULAR/2011

DATED : 08.4.2011

CIRCULAR NO.03

All the Heads of Schools
Affiliated to the CBSE

**Subject: Guidelines for implementation of the provisions under the Right of
Children to Free and Compulsory Education Act (RTE), 2009.**

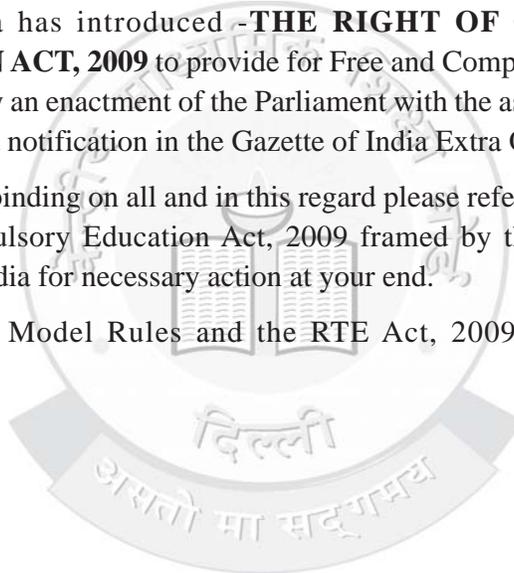
Dear Principal,

The Government of India has introduced -**THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009** to provide for Free and Compulsory Education to all children of the age of six to fourteen years by an enactment of the Parliament with the assent of the President of India. The said Act has come into force by a notification in the Gazette of India Extra Ordinary dated 27th August, 2009.

The provisions of the Act is binding on all and in this regard please refer to **Model Rules** under The Right of Children to Free and Compulsory Education Act, 2009 framed by the Ministry of Human Resource Development, Government of India for necessary action at your end.

The full text of aforesaid Model Rules and the RTE Act, 2009 are also available on website www.education.nic.in.

With regards,



Yours faithfully,

(VINEET JOSHI)
CHAIRMAN



Gram : CENBOSEC, Delhi-92
E-Mail: cbseaff.nic.in
website: www.cbse.nic.in

Phone: 011-22426938, 22520242
Fax : 011-22540655

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 – 110 301

CBSE/AFF./CIRCULAR/2011

April 14, 2011
Circular No.4

All the Heads of Schools
Affiliated to the CBSE

Subject: Norms for Teacher Qualifications for appointment as a teacher in classes I to VIII under the Right of Children to Free and Compulsory Education (RTE) Act 2009 and conduct of Central Teacher Eligibility Test 2011 by the CBSE.

Sir/Madam,

In accordance with the provisions of sub-section (1) of Section 23 of the RTE Act-2009, the National Council for Teacher Education (NCTE) had vide Notification dated 23rd August, 2010 laid down the minimum qualifications for a person to be eligible for appointment as a teacher in classes I to VIII. A copy of the said notification is available on the official website of the NCTE www.ncte-india.org and at www.education.nic.in.

The NCTE Notification dated 23.08.2010 inter-alia provided that one of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in clause (n) of section 2 of the RTE Act is that he/she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE.

Therefore, all the appointments of teachers in classes I to VIII in the schools affiliated or to be affiliated with the CBSE are to be made in accordance with the minimum qualifications notified by the NCTE.

Now, the Ministry of Human Resource Development, Government of India has entrusted the responsibility of conducting the Central Teacher Eligibility Test (CTET) to the Central Board of Secondary Education (CBSE). This CTET shall apply to the schools affiliated or to be affiliated with the CBSE in the following manner:-

- (i) CTET conducted by the CBSE is applicable to the schools of the Central Government (KVS, NVS, and Central Tibetan Schools etc.) and schools under the administrative control of UT of Chandigarh and Andaman & Nicobar Islands.
- (ii) Unaided private schools may exercise the option of considering the CTET conducted by the CBSE or TET conducted by the State Government.



(iii) The schools owned and managed by the State Government/local bodies and aided schools shall either consider the TET conducted by the State Government or the CTET conducted by the CBSE.

The first CTET viz CTET 2011 is scheduled to be conducted by the CBSE on 26th June, 2011 and the details of the CTET 2011 are available on the CBSE Website www.cbse.nic.in. All the schools/school managements are advised to take appropriate action accordingly.

With regards,

Yours faithfully,

(JOSEPH EMMANUEL)
DEPUTY SECRETARY(AFFLN)





Website: www.cbse.nic.in

23231667

CENTRAL BOARD OF SECONDARY EDUCATION

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

'Shiksha Sadan', 17Rouse Avenue, New Delhi-110 002

CBSE/Sc.Exh.JS acad/2011

Dated: 18.04.2011

Circular No.31

All Heads of Institutions

Affiliated to the Board

Subject: Organisation of CBSE Science Exhibition 2011

Dear Principal,

The purpose of Science exhibitions is to develop scientific attitude in the young generation of our country to make them realize the interdependence of science, technology and society and the responsibility of the scientists of tomorrow. These objectives may be achieved by presenting the exhibits as an exciting experience of creativity of children, innovations through improvisations of science kits, and various devices and models for providing solutions to many present and future socioeconomic problems particularly those confronted in the rural areas, using available materials and local resources.

The exhibitions will help children and teachers to learn from each other experiences and motivate them to design and develop something new and novel. It will also provide a medium for popularizing science and increasing awareness among the public towards it. The objectives of organizing science exhibitions may briefly be put as follows:

- stimulating interest in science and technology and inculcating scientific spirit in younger generations;
- exploring and encouraging scientific and technological talent among children;
- inculcating in them a sense of pride in their talent;
- providing exploratory experiences, encouraging creative thinking and promoting creative thinking and promoting psychomotor and manipulative skills among children through self devised exhibits or models or simple apparatus;
- encourage problem solving approach and developing the appropriate technologies, especially for rural areas and integrating scientific ideas with daily life situations;
- popularizing science among masses and creating an awareness regarding the role of science and technology in socio economic and sustainable growth of the country;



The Board has initiated many steps in the recent past to provide such experiences. One such step refers to organisation of Science Exhibitions at Regional and National levels. The event is aimed at providing a common platform to schools, teachers and students to given shape to their creative and innovative ideas. Based on the past experience of enthusiastic response from schools, it has again been decided to organize the Science exhibitions for the year 2011. These exhibitions are likely to be organized at Regional level in the month of July/August and at National level in the month of September/October,2011.

The main theme and subthemes for this year's Science Exhibition are:

Main Theme: Science and Technology for challenges in life.

SubThemes:

- **Biodiversity Conservation and Sustenance**
- **Agriculture and technology**
- **Green Energy**
- **Transport and Communication**
- **Community health and Environment**
- **Mathematical modeling**

The following **key aspects** of the exhibition may be kept in mind for participation:

- (i) Any participating school can prepare a maximum of **two** exhibits/projects/models.
- (ii) The Participating school/team will have to **bear all expenses** related to participation in the exhibition.
- (iii) The exhibit/model may be either
 - (i) A working model or
 - (ii) An investigation based project
- (iv) The school team may be represented by a maximum of **two students per exhibit** and **one escort Science Teacher**.
- (v) The exhibit/project may include
 - A working model to explain a concept, principle or a process
 - An indigenous design of a machine/device
 - An innovative/inexpensive design or technique.
 - Application of basic principles of Science/technology
 - Scheme/design of a device or machine to reduce the production cost
 - Investigation based study



- (vi) The request for participation along with the enclosed registration form and fee is to be sent directly to the **respective regional officer**.
- (vii) The schools in Delhi region may send it to **Regional Officer, Central Board of Secondary Education, PS 12, Institutional Area, I.P. Extension, Patparganj, Delhi-110092**.
- (viii) Irrespective of the number of exhibits, every participating school will pay a participation fee of **Rs. 400/**. This payment should be made in the form of a demand draft in favour of **Regional Officer, CBSE** payable at respective city where the Regional Office is situated.
- (ix) The last date for registration for participation in the event is **June 15, 2011**.
- (x) The first stage of exhibition will be held at two different venues in every region. However, if the number of participating schools from a particular region is very large, the number of venues may be increased to three.
- (xi) The selected **best fifteen** exhibits/ schools at every regional level venue will be eligible to participate in the National level exhibition.
- (xii) The exhibits/projects will be **evaluated** by the experts as per the following **criteria**:
- Involvement of children's own creativity and imagination 20%
 - Originality and innovations in the exhibits 15%
 - Scientific thought/principle/approach 15%
 - Technical skill/workmanship and craftsmanship 15%
 - Utility/educational value for layman, children 15%
 - Economic aspect, portability, durability 10%
 - Presentation Explanation and demonstration 10%
- (xiii) The actual dates for the regional level exhibition will be communicated to every school **individually** as well as through CBSE website **www.cbse.nic.in** by **July 10, 2011**.
- (xiv) A brief **writeup** about the main theme and subtheme is enclosed for reference. The participating schools may prepare the exhibits/projects on any one of the subthemes satisfying one or more of the stated parameters.
- (xv) Greater emphasis may be given to **investigation based innovative projects** to kindle curiosity, originality and creativity in the students.
- (xvi) Attractive awards/cash prizes are given to exhibits/students who are among the best twenty models at the national level.



The above information may be brought to the notice of all concerned, particularly the science faculty in the school and the students. The **request for participation** along with enclosed registration form, registration fee and other details may be sent to **respective Regional Officers** before due date. For any other information in this regard, you may contact at **jsacad@yahoo.co.in**

You may also send any specific suggestions or observations in this regard to the undersigned at the above email address.

Thanking you,

Yours faithfully,

(D.T.S. Rao)
JS (Acad.)





CBSE SCIENCE EXHIBITION 2011

Guidelines for preparation of Exhibits and Models

In order to facilitate the preparation of exhibits and models for display and the organization of State Level Science Exhibitions during 2011, six subthemes have been identified. These are:

1. Biodiversity: Conservation and Sustenance;
2. Agriculture and technology;
3. Green Energy;
4. Transport and Communication;
5. Community Health and Environment; and
6. Mathematical Modeling.

The importance of each subtheme in the context of the main theme and number of ideas for development of exhibits are given below. However, these ideas are only suggestive. Participants are free to develop exhibits based on other related ideas of their choice.

Sub-Theme 1: Biodiversity: Conservation and Sustenance

Biodiversity (or biological diversity) refers to variability of living organisms of terrestrial, marine and other aquatic ecosystems. Entire aspect of biodiversity can be grouped in three categories i.e, Genetic Diversity (variations of genes within the organisms of a species), Species Diversity (variation of species within a region) and Ecosystem Diversity (variation in the form of vegetation and other wild life in a broad ecosystem). Human has always been the greatest beneficiary of the biodiversity as it provides food, medicines and industrial products. It is estimated that the total number of species variety of different living forms are around 10 millions. Out of such an enormous number, only 1.5 millions have been identified so far. Such a variety of living organisms is important from the point of view of sustenance of life forms on earth. All these varieties of various life forms have coevolved over the period of time since the origin of life on earth. The variety of different species, their habitats and ecosystem help maintaining a balance of life forms as well as resources on earth. A drastic change in the habitat or ecosystem leads to depletion in the variety of species and also extinction.

Thus protection and conservation of biodiversity is not only important from the point of view of fulfillment of our need, rather it is equally or even more important for the very survival of human and other living organisms on the earth. Also, we need to understand the concept of a strong, safe and secure nation. For this, we must not forget the aspects of a healthy, productive and safe environment besides food, education, economy and national security.

The exhibits/ models on this subtheme may pertain to:

- Exhibits showing the methods of measurement of biodiversity;



- Models showing the significance and importance of the biodiversity;
- Strategy for ecological restoration of the micro and macro habitat;
- Impact of climate change on biodiversity and their remedial measures;
- Impact Assessment study of various developmental activities on biodiversity;
- Strategy/ methods for the presentation and protection of threatened/rare/endangered plants and / or animals;
- Assessment of the impact of various human activities on the biodiversity of a region;
- Identification of plants of medicinal value in the biodiversity rich area;
- Report of already known medicinal plants from a new area;
- Impact of monoculture in forest during afforestation and reforestation;
- Studies on the impact of introduction of exotic species in a natural ecosystem;
- Causes and impact of deforestation due to various river valley projects;
- Causes and impact on biodiversity rich hilly region due to construction of large dams;
- Causes and impact of deforestation due to various industrial activities;
- Inventorisation of biological resources in different regions/ parts of the country;
- Strategy for sustainable use of genetic resources / germ plasm;
- Reclamation of wasteland and revival of their biological potential through microorganism conservation;
- Understanding of the intricate relationships and linkages between plants and animal species in an ecosystem;
- Role of biological sciences including biotechnology in multiplication of the rare, endangered and endemic species;
- Strategies for in situ conservation of wild life by multiplication and restoration of threatened, rare and endangered species; etc.

Subtheme 2: Agriculture and Technology

The main aim of this subtheme is to make our school children and teachers realize the need of studying and removing the constraints responsible for knowledge gap on rural professions. Just as the green revolution of the 1960 enhanced our selfconfidence about our agriculture and industrial capabilities, a knowledge revolution is now necessary to enhance our agricultural and industrial competitiveness. Technology, training, technoinfrastructure and trade are the four pillars of sustained agricultural and industrial progress and agrarian prosperity.

The exhibits/models in this subtheme may pertain to:

- Studies of climatic change on the agriculture;
- Managing crop yield due to climatic change arising from global warming;



- Ecoforestry of protect and restore ecosystem for sustainable forest practices/preserving and enhancing forest biodiversity;
- Preservation and conservation of soil and judicious use of water;
- Growing fodders in hydropanic environment;
- Indigenous designs of farm machinery, agriculture implements and practices;
- Application of biotechnology and genetic engineering to agriculture for improved and high yielding varieties;
- Application of biotechnology and genetic engineering in improving breeds and production of animal products that are used as food;
- Improved/improvised method of processing, preservation, storage and transport of animal products;
- Application of biotechnology, microbiology, genetic engineering and genomics to agriculture for improved and high yielding varieties;
- Use of biotechnology for economically and ecologically sustainable biofuels;
- Ecologically sustainable farming methods;
- Organic fertilizers versus chemical fertilizers;
- Environment friendly measures of pest control;
- Harnessing of animal products keeping environment concerns;
- Innovative/inexpensive/improved/indigenous technologies/methods of storage/preservation/conservation/transport of agricultural products and good materials;
- Growing plants without seeds;
- Identification of medicinal plants and their applications;
- Effects of radiation. Electric and magnetic fields on the growth of plants and protective measures;
- Sugar levels in plant sap at different time and dates;
- Genetic variations among plants;
- Models of improved versions of various types of machines and manufacturing plants;
- Schemes/designs to help reduce production cost and conservation of raw materials;
- Use of ecofriendly innovations that may help in increasing the industrial production;
- Innovative methods of exploration and processing of minerals, crude oil. Etc;
- Issues related with the service industries like tourism, banking, It etc.;
- Plan for proper management of natural resources and environment;
- Monitoring the changes in wildlife caused by the human encroachment;
- Devices or methods that control pollution;



- Impact of pollution on living and nonliving;
- Devices to control and measurement of the noise, air, soil, water pollutions;
- Study of chemical spills in industry;
- Awareness about various aspects of environment and disposal of harmful effluents;
- Preservation, conservation and management of soil;
- Analysis of soil samples for their components;
- Ecological studies of plants and animals;
- Experiments with biodegradability;
- Efficient methods of harvesting and using plankton;
- Effect of lubricants on gears;
- Study and record of varying water levels over the years in the water body, surrounding environment;
- Design and development of an automatic weather recording device;
- Ozone destruction experiments; etc.

Sub-theme 3: Green Energy

The terms 'green energy' is used for those energy sources which are considered to be environment friendly. This term is synonymous with the widely accepted terms 'renewable energy'. Renewable energy sources can be renewed, regenerated or replenished over a short period of time through natural processes. These energy sources, therefore, are perennial. These are perceived to produce less pollutants and result in lower environmental pollution and carbon emission. It has already been shown in India and in many other countries that it is possible to reduce the energy consumption without compromising with the quality of required energy services. The most logical way to reduce energy consumption is to use available energy in the most efficient manner and to minimize energy wastage.

The main purpose of this subtheme is to make children feel the need to study and analyse various aspects of green energy. These include its generation, transmission, distribution and management besides realizing its cost effectiveness and positive impact on the environment and society.

The exhibits/models in this subtheme may pertain to:

- Green roof technologies/roof mounted solar technologies such as solar water heater, solar lighting system/heating system of building by solar heater;
- Devices to make breeze funneling towards your home / natural cooling of the house;
- Designs of insulated bricks for very cold / hot places/ methods of heat retention in material / heat control in the design of house;
- Green bricks using waster materials / different innovative materials for furniture/construction / road laying;
- Innovative designs of solar cooker / solar distiller / solar dryer for food processing / solar heated houses;



- Solar thermal electricity / community solar project;
- Innovative designs for installation of solar tower/mounting solar panels for electrification in buildings;
- Hybrid solar lighting (solar illumination by routing daylight into the interior part of the building by reflecting a focused beam of sunlight through optical fiber cables;)
- Studies of variation in sunshine intensity at a given place for developing indigenous method of its usage;
- Projects for measuring availability of solar/ wind energy in a given area;
- Wind turbines for domestic use with vertical / horizontal axis;
- Design of low noise wind farm;
- Innovative/indigenous design of domestic hydroelectric generator /wind/ water mill for grinding grains/ drawing water from the well and to generate electricity;
- Use of tidal waves/ oceans currents/ salinity gradient for generating electricity;
- Wave energy from oscillating water column/ ocean thermal energy;
- Tidal barrage generator / conversion / production of energy from tornadoes/ floods/ cyclones;
- Innovative designs of geothermal house / green building/ environment building which harvest energy, water and various materials / self sufficient, sustainable village/ office/home designs;
- Various ways of harnessing geothermal energy such as energy from hot springs/electricity generated from naturally occurring geological heat sources;
- Geothermal desalinization/ geothermal power/ geothermal heating controlling heating and cooling of a building using underground heat by vertical / horizontal loops;
- Production of electrical energy from mechanical energy/ nuclear resources;
- Energy from biomass such as seaweeds, human/ animal wastes, keeping in view environmental concerns;
- Improvised designs of biogas/ biomass plant/ improvised technologies for effective usage of biofuels;
- Fuel farming / bio diesel from plant oils (obtained from canola, palm oil, micro algae oil, waste vegetable oil etc;)
- Low cost liquid fuel (bioethanol, biomethanol from cellulose biomass by improving conversion techniques);
- Impact of bioenergy on food security;
- Role of nanotechnology and superconductivity in harnessing energy;
- Innovations in batteries/ inverters/ photovoltaic cells to reduce cost;
- Usage of technology for production, storage, transport for using hydrogen/ methane/ CNG as fuel;
- Designs/ models of fuelefficient automobiles/ machines;



- Innovative designs of internal combustion engine which can function on various biofuels;
- Innovations in mechanism of extraction, storage and processing of fossil fuels; etc.

Sub-Theme 4: Transport and communication

The objective of this subtheme is promoting innovations in knowledge networks involving transport and communication technology in all segments of the society. Children need to reason and communicate to solve problems and to understand effective use of information and communication technology for a variety of purposes.

The exhibits/models in this subtheme may pertain to:

- Indigenous/ improvised/ improved devices for worldwide communication of verbal/printed/ pictorial information;
- Improvised/ indigenous models for efficient transport and fast communication especially internet for communication in rural areas;
- Working models of fuel efficient/pollutionfree designs of automobiles other vehicles;
- Models showing use of innovative/ inexpensive/ locally available materials designs for construction / maintenance of roads/ railways tracks;
- Innovative ideas for efficient management of road, rail, water and air transport systems, e.g. Better safety measure, especially unmanned railway crossings checking/ control of pollution, providing immediate relief to accident victims, etc;
- Models showing preparedness for disasterboth natural and manmade management;
- Working models of devices for recoding and reproduction of audiovisual material for entertainment and recreation, use of computers in motion pictures including cartoons, animation, graphics and television;
- Working models of printing technologycommunication with graphics and multimedia and lowcost methods.
- Working model/ charts of GPS enabled vehicular movement;
- Demonstrating the principle and functioning of modern devices of communication;
- Designs for making existing operation of communication more efficient;
- Showing the use of information technology for preservation and conservation of soil/water management and mapping of water resources;
- Showing the use of information technology for developing improved designs of machineries for textiles, engineering goods, machines, tools, chemicals, drugs and pharmaceuticals, plastics and ecofriendly materials;
- Demonstrating the use of information technology in developing improved designs/indigenous designs/ devices, which may be used on a small scale for production/manufacturing of utility items of daily use;
- Showing application of communication technology in making innovative designs of weaving, pottery, metal and leather wares, dyeing, printing and other crafts practiced in cottage industry;



- Developing innovative designs/models of multimedia equipments/ materials and packages for the children with special needs, especially with visual and audio impairment;
- Exploring uses/applications of transport and communication technology in generating employment/ eradicating illiteracy;
- Technologies of emerging web designs/ effective use of bookmark sharing;
- Projects against attack aimed on information services/ cyber security;
- Technologies in forecasting and warning of cyclones floods and storms;
- Improvised improved devices for effective transport and communication between various emergency services, namely medical, police, military and other administrative bodies/committees;
- Information management from ships and oceans buoysuse of radars in cyclone detection/information management and early warning system for flash floods;
- Use of geostationary satellites in providing information pertaining to meteorological processes; etc.
- Emergency mechanisms and mobilization centers/improvement in communication and transportation systems; etc.

Sub-theme 5: Community Health and Environment

The present subtheme is proposed with the objectives; to bring awareness among the youth about health and factors affecting our health, to explore new scientific, technological and biomedical interventions in prevention and cure, to analyze the role of self and society in keeping our environment healthy in order to maintain good health and promote innovative ideas for better management.

The exhibits/models in this subtheme may pertain to:

- Demonstration of health and differentiation from the state of ill health;
- Demonstration of factors affecting the health, different ailments in the body;
- Showing and designing activities on infectious and noninfectious diseases, relationship with causative factors and their sources;
- Innovation to develop control measures at different levels, role of various agencies;
- Presenting medical assistance and facilities, rural\urban and gender aspects;
- Sensitizing people to be careful in health matters, explore the possibilities and make use of the facilities available;
- Development of knowledgebase and understand new scientific, technological aids in biomedical area;
- Demonstration of means and ways to adopt methods for self concentration and meditation and their uses;
- Demonstration of known facts and research findings in different medical systems like Indian, Modern, Homeopath etc.,



- Demonstration of lifestyle and relationship with good and bad health based on known facts and researches;
- Demonstration of the role of traditional knowledge of herbal products for community health; etc.

Sub-theme 6: Mathematical Modelling

Mathematical modeling is the process of transformation of a physical situation into mathematical analogies with appropriate conditions. Physical situation need some physical insight into the problem. Then it is solved by using various mathematical tools like percentage, area, surface area, volume, time and work, profit and loss, differential equations, probability, statistics, linear, nonlinear programming, etc. It is a multistep process involving identifying the problem, constructing or selecting appropriate models, figuring out what data need to be collected, deciding number of variables and predictors to be chosen for greater accuracy, testing validity of models, calculating solution and implementing the models. It may be an iterative process where we start from a crude model and gradually refine it until it is suitable for solving the problem and enables us to gain insight and understanding of the original situation. It is an art, as there can be a variety of distinct approaches to the modeling, as well as science, for being tentative in nature.

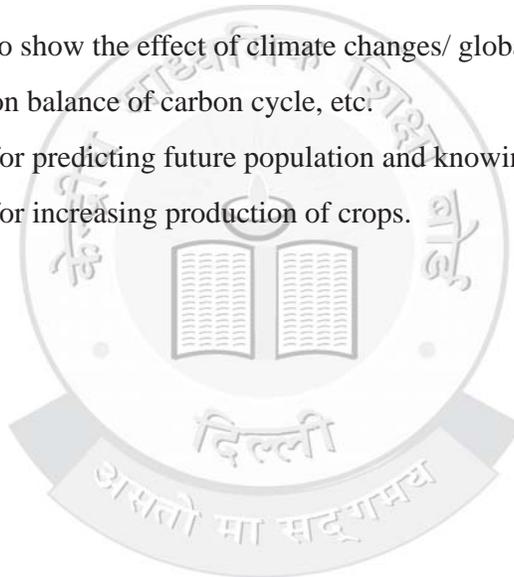
In mathematical modeling, we neither perform any practical activity nor interact with the situation directly, e.g. we do not take any sample of blood from the body to know the physiology, and still our mathematical tools reveal the actual situations. The rapid development of high speed computers with the increasing desire for the answers of everyday life problems have led to enhanced demands of modeling almost every area. The objective of this subtheme is to help children to analyse how mathematical modeling can be used to investigate objects, events systems and processes.

The exhibits/models in this subtheme may pertain to:

- Mathematical modeling to solve various problems of our everyday life/ environment related problems;
- Mathematical modeling and computer simulation of climate dynamics/production of weather phenomena based on a number of predictors;
- Mathematical modeling physical geography such as rotation and revolution of earth, precession and equinoxes etc.;
- Mathematical modeling to how disease might spread in human in the event of epidemics/bioterrorism;
- Mathematical modeling to show spread of forest fire depending on the types of trees, weather and nature of the ground surface;
- Mathematical modeling of the working of heart, brain, lungs, kidneys, bones and endocrine system;
- Computer diagnosis of human diseases;
- Mathematical modeling of fluid flow in drain, spillways, rivers, etc.;
- Using mathematical modeling and computer simulation to improve cancer therapy/wound healing/tissues formation/corneal wound healing;
- Mathematical modeling of intracellular biochemical reactions and metabolism;
- Mathematical modeling to describe traffic flow/stock market options;



- Studies of storage and retrieval techniques for computer systems;
- Data manipulation and information management techniques;
- Statistics and random number problems;
- Developing video games;
- Mathematical modeling on social insects such as honeybees, termites etc, to know how they use local information to generate complex and functional patterns of communication;
- Mathematical modeling of maximum speed in fibre optic links;
- Mathematical modeling of highly abstract problems arising from control and communication process in the brain;
- Mathematical modeling of urban city planning;
- Mathematical modeling to prevent an unwanted future/to understand various natural and unnatural phenomena;
- Mathematical modeling to show the effect of climate changes/ global warming;
- Mathematical modeling on balance of carbon cycle, etc.
- Mathematical modeling for predicting future population and knowing the impact of population;
- Mathematical modeling for increasing production of crops.





CBSE REGIONAL LEVEL SCIENCE EXHIBITION, 2011

REGISTRATION FORM

1. Name of the School
2. Complete address (including state)with Tel.no./ Fax/ email
.....
.....
3. Region
4. Title of the Exhibits/ Projects
5. Subtheme of the exhibit (see enclosed information) (i).....
(ii) (If applicable)
6. Details of registration fee/ draft
Draft Number and dated
- Amount and Bank
7. Brief write up of the Exhibit/ Project including
 - (a) Scientific Principle
 - (b) Method/ Procedure followed
 - (c) Unique features of the exhibit
 - (d) Applications in different domains of life
 - (e) Further scope of the exhibit/ project
 (The complete writeup of the exhibit not to exceed 200 words)
8. Name of the participant students
 - a.
 - b.
.....
.....
9. Name of the escort teacher (with mobile no.)

Principal's Signature.....

Full Name.....



Website: www.cbse.nic.in

Phone: 011-23220155

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

CBSE/ACAD/EO(COM)/2011

05.05.2011

Circular No.: 35/2011

All the Heads of Institutions
Affiliated to CBSE

Subject: 150th Birth Anniversary of Gurudev Rabindra Nath Tagore

Dear Principal,

The year 2011 marks the 150th Birth Anniversary of Guru Rabindra Nath Tagore - a great Bengali Poet, Brahma Samaj Philosopher, visual artist, playwright, novelist and composer who became Asia's first Nobel Laureate. To commemorate the event and pay homage for his selfless services for the nation, the schools are requested to draw a plan of action comprising the following programmes and activities for students of all classes during the academic year 2011-12:

- (a) Afforestation programme may be launched during the monsoon preferably on 8th August coinciding with the death anniversary of Gurudev Rabindra Nath Tagore;
- (b) Cultural activities promoting ideals of innovative thinking, freedom of expression and appreciation of environment and cultures that Gurudev championed, such as following
 - i. Recitation of verses from Gitanjali
 - ii. Singing of songs of Rabindra Nath Tagore
 - iii. Enactment of dramas penned by him
 - iv. Exhibition of life and achievements of Gurudev
 - v. Film shows followed by students' evaluation of his relevance in the present time

The students will be assessed as part of formative assessment in Social Science and environmental education. It will be appreciated if the action plan is sent to the Board followed by brief report of activities on their conclusion, supported by pictures for our reference and record.

Yours sincerely,

(Shashi Bhushan)
Director (Academic)



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 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 copy to be sent to :-

This information can also be downloaded from the CBSE website 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. 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). 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 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)

E-mail go@teri.res.in

Website 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 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) 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 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)

ई-मेल : go@teri.res.in

वेबसाइट : www.teriin.org/olympiad



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

CBSE/ACAD/AEO//2011/

Dated: 11.5.2011

Circular No.: 41

All Heads of Institutions
Affiliated to the Board

**Subject : Invitation to Indian students to participate in the Czech Music Camp
at Czech Republic, New Delhi**

Dear Principal,

Music has a universal appeal; it elevates human consciousness. Music glorifies the human in the divine and the divine in the human. The human is the eternal thirst; the divine is the eternal satisfaction. Einstein the musician consoled, energised, harmonised, benefited and universalised Einstein the scientist. Music not only kindled the flame of aspiration in him but also illumined his human thought-world. *"I often think in music. I live my daydreams in terms of music,"* he declared.

– Sri Chinmoy

The Embassy of Czech Republic, New Delhi has invited children between age group of 8 to 19 years to participate in the **Czech Music Camp 'Fine Arts Camps Europe 2011'** that will take place in the Czech Republic from **July 21 to August 6, 2011**. The organization has invited applications for the Czech Music Camp for Indian school children.

The details of the Camps are given below :

I. Session I (10 days) : July 21–30, 2011

Age : 8–19 Years

- Symphonic Band
- Symphonic Orchestra
- Recorder Ensemble
- Piano (ensemble)
- Harp
- English Theatre

Age : 8–19 Years

II. Session II (7 days) : July 31–August 6, 2011

Age : 8–19+ years



- Symphonic Band
- String Orchestra
- Recorder Ensemble
- Piano (ensemble)
- Guitar Ensemble
- English Theatre

Any Indian student of age group of 8-19 years enrolled in an Indian school can apply. The Fine Arts Camps Europe admit students of any race, color, religion, national or ethnic origin and do not discriminate in the administration of their programs. Students will be accepted on first come, first served basis. Instruction languages : Czech / Slovak and English.

The applicant must send the details through the Principal/ Head of the school where the student is enrolled and the personal details on a separate page which should include Name, date of birth, school and residential address, class, telephone no. (residence/ school), e-mail address.

Details about the programme and participation formalities are available on the website (www.cbse.nic.in). Please do not send any application to the CBSE as it may delay the processing.

The deadline for applications is **31st May, 2011**. The application should be sent by registered post/ courier to

**Czech Music Camp for Youth
Kolarskeho 390
533 74 Horni Jeleni
Czech Republic**

The application can also be sent through email at info@chtm.cz More information can also be collected by telephonically at telephone no. +420-723-130 004 or <http://www.chtm.cz>

Regards,

Yours sincerely,

**(AL HILAL AHMED)
ASSTT. EDUCATION OFFICER**



EMBASSY OF THE CZECH REPUBLIC NEW DELHI

Note No. 63/2011

The Embassy of the Czech Republic in New Delhi presents its compliments to the Ministry of Human Resources Development, Department of School Education and Literacy, and has the honour to kindly inform the Ministry about the invitation to Indian students to participate in the Czech Music Camp will take place in the Czech Republic from July 21 to August 6, 2011. Over 200 students (ages 8–9) will participate in this unique event that promotes the idea of international understanding through the universal language of music. The deadline for applications is May 31, 2011.

The Embassy of the Czech Republic enclose information flyer and kindly requests the esteemed Ministry to submit the enclosed invitation to all relevant institutions.

The Embassy of the Czech Republic avails itself of this opportunity to renew to the Ministry of Human Resources Development the assurances of its higher consideration.

New Delhi, March 8, 2011

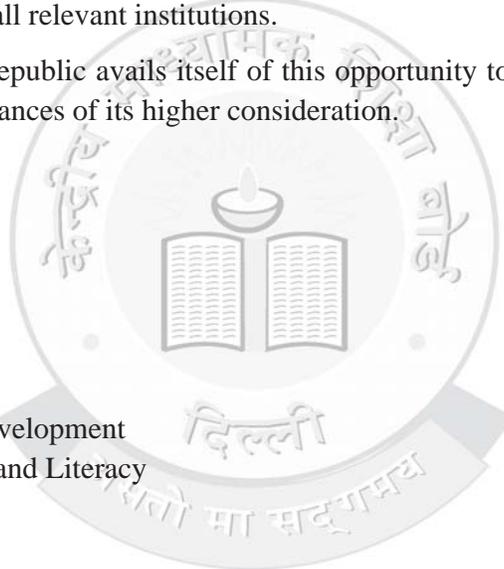
Encl : Information flyer

To :

Ministry of Human Resources Development
Department of School Education and Literacy
Shastri Bhawan
New Delhi

CC :

Ministry of Youth Affairs and Sports
Department of Youth Affairs
New Delhi





Contacts & Applications

Czech Music Camp for Youth
Kolarskeho 390
533 74 Horni Jeleni, Czech Republic

<http://www.chtm.cz>
e-mail: info@chtm.cz
phone : +420 723 130 004

Fine Arts Camps Europe 2011



Session I (10 Days)

July 21–30, 2011
Symphonic Band
Symphony Orchestra
Recorder Ensemble
Piano (ensemble)
Harp
English Theatre

Session II (7 days)

July 31–August 6, 2011

Symphonic Band
String Orchestra
Recorder Ensemble
Piano (ensemble)
Guitar Ensemble
English Theatre



CMCY non-profit organization, Kularsheha 390 533 74 Homi Jeleni, Czech Rep.

Phone +420-723-130 004, e-mail: info@chtm.cz

INTERNATIONAL APPLICATION

Fine Arts Camps Europe 2011

Last name: _____

First name: _____

Birthdate (month/day/year) _____

Address (street, number, city, state, postal-code) _____

Country of residence: _____

Country of citizenship _____

Phone _____

E-mail _____

Father's Name _____

Phone: _____

Mother's Name: _____

Phone _____

Cabin/room mate (only 1 name) _____

I have my own FACE (C.M.C.Y.)/Blue Lake polo shirt Yes (-10 EUR) / NO

Polo shirt size (circle) XS S M L XL

I would like FACE (C.M.C.Y.) sweatshirt YES (+15 EUR) / NO Size S M L XL

How did you learn about our camp?

| | |
|-------------------|--------------------|
| Internet | poster at school |
| recommendation by | different |
| (name) | (please describe): |

MAJOR

| | |
|--|--|
| FACE CZ (CMCY), 10 days July 21–30, 2011, (ages 8–19) | FACE CZ (CMCY/CEYSO), 7 days July 31–August 6, 2011 (ages 8–19) |
| Symphonic Band | Symphonic Band (ages 8–19+) |
| Symphony Orchestra | String Orchestra (ages 8–19+) |
| Recorder Ensemble | Recorder Ensemble |
| Piano – ensemble | Piano – ensemble |
| Harp | Guitar Ensemble |
| English Theatre | English Theatre |

INSTRUMENT & LANGUAGE

| | |
|-------------------------|-----------------------|
| Instrument No. 1: _____ | Years of study: _____ |
| Instrument No. 2: _____ | Years of study: _____ |



| | |
|--|-----------------------|
| Native language: _____ | Other languages _____ |
| Knowledge of English _____ | Years of study _____ |
| beginner, intermediate, upper intermediate, advanced | |

ELECTIVE make your preference, choose two options, you will be signed up to one

| | | |
|------------------|---------------|-------------------------------|
| Sports | Czech Drama | Jazz Band (session I) |
| Drawing | Music Theory | Foreign Language Conversation |
| Harp (Session I) | English Drama | Individual Practice |
| Piano | Nature Hikes | Percussion - elementary |
| Choir | | |

| Fine Arts Camps Europe 2011 - price list | | |
|--|-----|-----|
| length of stay | EUR | USD |
| FACE CZ, 10 days, July 21–July 30, 2011 | 295 | 386 |
| FACE CZ, 7 days, July 31–August 6, 2011 | 207 | 271 |
| FACE CZ, 17 days, July 21–August 6, 2011 | 495 | 648 |
| transfer Prague – FACE CZ, July 20 | 36 | 47 |
| transfer Prague – FACE CZ, July 30 | 36 | 47 |
| transfer FACE CZ – Prague, July 30 | 36 | 47 |
| transfer FACE CZ – Prague, Aug 7 | 30 | 39 |
| Payment in cash upon arrival | 10 | 13 |
| World discount 20% (Czech Republic, Slovakia, Poland, Hungary, Romania, Bulgaria, Croatia, Bosnia and Herzegovina, Macedonia (FYROM), Serbia, Montenegro, Albania, the Ukraine, Latvia, Lithuania, Estonia, Turkey, Egypt, Morocco, Malaysia, Argentina, Brazil, Guatemala, Honduras, Chile, Costa Rica, Mexico, Nicaragua, Panama, Paraguay, El Salvador and Uruguay) | | |
| DISCOUNTS (only one discount applicable) | | |
| First moment 2% discount, application by January 31, 2011, full payment by February 28., 2011 | | |
| Membership bonus 1% for returning students will be applied on applications received by February 28, 2011 | | |
| Family discount 5% given out totand more participants from one family | | |

** USD price approximate, will be calculated accounting to current exchange rate.

The basic tuition includes instruction, room, full board and a new C.M.C.Y. polo shirt. This tuition does not include transportation. All travel arrangements must be made individually deadline to all payments is on May 31, 2011.

PARENTAL CONSENT

As a parent/guardian of a Fine Art Camp Europe (FACE) participant, I agree with his/her participation and give permission to the Czech Music Camp for Youth (CMCY), non-profit organisation to store participant's personal data only for the purpose of his/her stay at the CMCY/FACE. I agree that any audio or video recordings of participant made during his/her stay can be used for the public of the CMCY/FACE. Understand that in case of cancellation a non-redundable fee will be paid to the camp administration according to the C.M.C.Y. refund policy.

CAMPER PLEDGE

As a participant of the Fine Art Camps Europe I agree to follow Camp Regulations and cooperate with conductors, teachers and staff. I agree not to use or possess tobacco, alcoholic beverages or illegal drugs and not to go out of bounds without permission. I understand that violation of these rules may result in my dismissal from the program.

Parent's signature
Date:

Camper signature



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.48

15.07.2011

All the Heads of
CBSE Affiliated Schools

IMPORTANT

Dear Principal,

Subject: Shoobh Arts & Photography Competition reg.

I am pleased to inform you that the shOObh Group Welfare Society is organising **Shoobh Arts & Photography Competition.**

The theme of the competition is “**People ‘n’ Animal**”. The project aims to introduce animal welfare in schools through extra curricular activity. The larger goal of this campaign is to lay down the seeds of compassion & kindness in early years of personality development of a child. Teachers are also welcome to participate.

For Eligibility Criteria; Guidelines for Entries; Adjudication; Photograph Requirement; Technical Specifications; Selection Processes; Prize & Certificate of Merit; Award Ceremony; Exhibition of Winning Entries & Handling of the Entries & Intellectual Property details, please visit the **shOObh** Group Welfare Society web site www.shoobharts.com

The entry should be mailed or submitted to the shOObh by 15 Aug 2011. For enquiry you may contact Group Coordinator on 011-22777580 Telefax.: +91-11-22788184 Mobile: 9873322822

Pushkar Vohra
AEO (P.E. & sports)



**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 at least 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 with a CC to 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

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 Site Identification | Flier | Pledge Form |
| 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.



Website: www.cbse.nic.in

Ph.: 23220155

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation under the Union Minister of Human Resource Development, Govt. of India)
'Shiksha Sadan', 17, Rouse Avenue, New Delhi-110002

ACAD/EO(COM)/NED/2011

27/07/2011

Circular No. 54/11

Subject : Celebration of National Education Day, 2011

Let's Celebrate Together!!!

Dear Principal,

The National Education Day is celebrated every year on 11th November. The Govt. of India, Ministry of Human Resource Development has declared 11th November as National Education Day to commemorate the birth anniversary of Maulana Abul Kalam Azad, an eminent educationist, great freedom fighter, and the first Education Minister of India vide Resolution No. 17-35/2004-PN.1 dated 11th September, 2008.

CBSE has decided to celebrate the day by organizing following activities based on the theme '**Child Centered Education**'.

1. TEACHER'S QUIN ON EDUCATION

A. **Purpose:** The purpose of organizing this Quiz is to generate awareness among the teachers about the major philosophies and thoughts related to Education and the major thrust areas in the Indian School Education system which have an important bearing on our school system.

B. **The Quiz will cover the following topics :**

- Philosophies of Education from the twentieth century onwards in India and the rest of the world.
- Major issues in the Indian School Education:
(With special reference to child centered education)
 - Provisions of the Constitution of India having a bearing on Education.
 - Child Rights
 - The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), 2009.
 - Education of the Girl child
 - Inclusive Education
 - School Health
 - School Safety: Role of school during disasters



- From each school, only one student from each class mentioned in the above categories can participate for this event. Hence there can be maximum of 4 entries for Category, 3 for Category B and 3 for Category C from one school.
- The Entry form will be submitted online by CBSE affiliated schools through the CBSE website: www.cbse.nic.in.

B. Themes for Poster Making:

(i) Classes: I, II, III and IV

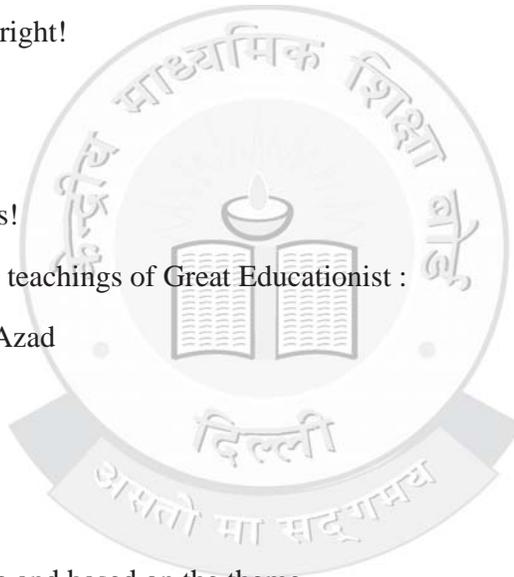
- The School I love.
- My Friend
- My Dream Playground

(ii) Classes V, VI and VII

- Going to school is my right!
- Nature as my Teacher

(iii) Classes VIII, IX and X

- Living with differences!
- Learning from life and teachings of Great Educationist :
- Maulana Abul Kalam Azad
- Dr.Zakir Hussain
- Dr. S. Radha Krishnan



C. Rules:

- Posters should be creative and based on the theme.
- Each poster must carry a relevant and catchy slogan. **Posters without slogans will not be entertained.**
- Medium of a slogan could be Hindi/English.
- Poster should be made on an A-3 size Chart paper of any color.
- Students are free to use any material- crayons, color pencils, sketch pens, pictures to paste etc.
- The form generated online must be duly filled. A printout of the same must be pasted at the back of the poster and the entry should be submitted to the respective Regional Office of the CBSE by 1st September, 2011. **Last date for registration and submission of entries will not be extended further.**
- For the preliminary screening of the posters by the Team of Judges, nodal centers will be fixed under



supervision of the Regional Officer of the CBSE.

- 30 best posters (ten from each category) selected will be sent to the CBSE Head Quarters for making final selection.
- It may be noted that the submitted posters will not be returned and no further query will be entertained by the Board.

3. MESSAGE

- (i) Message for My Teacher (For students of Classes VI, VII and VIII only)
- (ii) Message for CBSE (For students of Classes IX and X only)

(Maximum of 5 entries per school)

A. Rules:

- The number of entries: One from each Class per school. Hence from one school there can be maximum of 5 entries.
- The message should be related to the Theme: Child Centered Education.
- The schools will register online and submit the selected message.
- The message should not exceed 50 words.
- The last date for registration and submission of the messages is 1st September, 2011.

4. STUDENTS' FEEDBACK ON CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

(Non competitive: Only for internal use)

(For students of Classes IX, X and XI only. The Feedback Questionnaire is to be submitted online only).

i. Is the CCE a good way of evaluating you?

a. Yes

b. No

Reason

ii. How well do the marks you get reflect your real capabilities?

a. Very Well

b. Somewhat

c. Not at all



iii. Has CCE raised your confidence?

a. Yes

b. No

Reason

iv. Are you less stressed now after CCE?

a. Yes

b. No

Reason

v. Has CCE motivated you more to learn?

a. Yes

b. No

Reason

The last date for online registration and submission of feedback is 1st September, 2011.

PRIZES

1. TEACHERS' QUIZ ON EDUCATION:

National:

- Cash Award for Winning Teams.

1st Rs. 20,000

2nd Rs. 14,000

3rd Rs. 10,000

4th Rs. 8,000

- Certificates and Mementos for the semi finalists and the finalists at the national level.

2. POSTER MAKING COMPETITION.

Cash Award for winners at the National level (under each category i.e. Classes (I to IV), (V to VII) and (VIII to X))

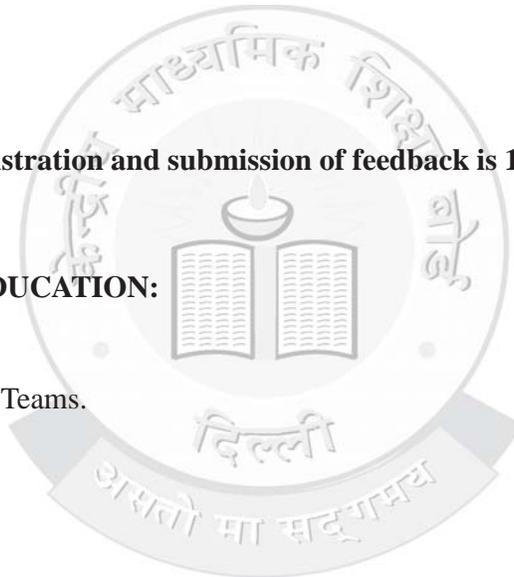
National

1st 10,000

2nd 8,000

3rd 5,000

4th 3,000





3. Consolation Prizes:

Cash Award of 2,000/- to the next five best entries.

Online Certificates to winners of the Regional level.

4. BEST MESSAGES

Cash Award of **Rs. 1,000 to best two entries from each region.**

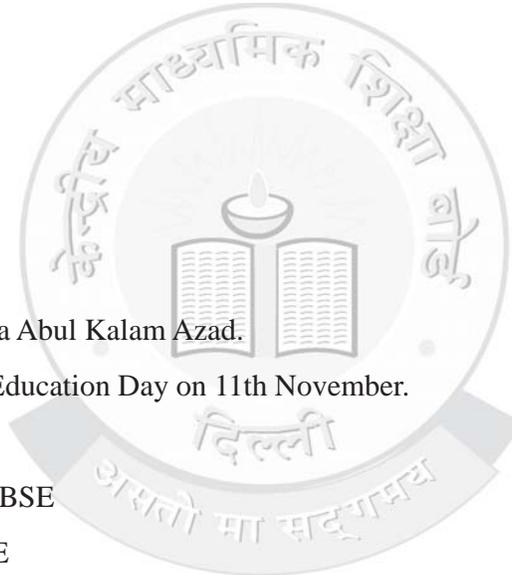
Schools interested in participating in the National Education day celebration may register online by entering their user-id (affiliation number) and password (same which they used for online registration for Classes IX, X, XI and XII). After login, the requisite details must be filled in the registration form generated online. Please submit the same by clicking on the submit button. The details related to the name of the principal and his/her mobile number may be edited by the concerned school before submission. No change in particulars will be allowed thereafter.

Yours faithfully,

Sugandh Sharma
Education Officer (Commerce)

Click here for:

1. Instruction for registration
2. A brief writeup on Maulana Abul Kalam Azad.
3. Genesis of celebration of Education Day on 11th November.
4. Online Registration.
5. Message for teacher and CBSE
6. Student's feedback on CCE





CENTRAL BOARD OF SECONDARY EDUCATION

1. Online Registration for CBSE National Education Day, 2011

| |
|--|
| Login |
| Affiliation No. <input style="width: 150px;" type="text"/> |
| Password <input style="width: 150px;" type="password"/> |
| <input type="button" value="Login"/> |

For this a school has to login by using Affiliation No. and Password.

| | |
|--|---|
| Affiliation No. | School Code |
| School Name | Regional Office |
| Principle Name <input style="width: 200px;" type="text"/> | Mobile No. <input style="width: 200px;" type="text"/> |
| Contact No. <input style="width: 40px;" type="text"/> <input style="width: 150px;" type="text"/> | Email ID <input style="width: 300px;" type="text"/> |
| School Address | |
| Activity 1 <input type="checkbox"/> Teacher's Quiz on Education | |
| Choice of Cities come for written Quiz <input type="button" value="Select City"/> | |
| Activity 2 <input type="checkbox"/> Poster making Competition | |
| <input type="checkbox"/> Category I (For Class I, Class II, Class III, Class IV) | |
| <input type="checkbox"/> Category II (For Class V, Class VI, Class VIII) | |
| <input type="checkbox"/> Category 3 (For Class VIII, Class IX, Class X) | |
| Activity 3 | Message for my Teacher and CBSE |
| Activity 4 | Student's Feedback on CCE |
| <input type="button" value="Submit"/> | |

On the print out page you have to write the name of the student and gender in front of category for the Poster Competition. After submission take printout of page and fill following details on it:

| | NAME OF THE STUDENT | GENDER | THEME |
|----------------------------------|---------------------|--------|-------|
| Category (i) : Classes I to IV | | | |
| Category (ii): Classes V-VII | | | |
| Category (iii): Classes VIII – X | | | |



THE LAST DATE FOR ONLINE REGISTRATION IS 16TH AUGUST, 2011. The last date will not be extended by the CBSE.

The printout of the form generated online should be pasted at the back of the poster and sent to respective regional office of the CBSE by **1st September, 2011.**

2. Message

School Code

Class

School name

Student Name

Gender Male Female

Students of classes VI, VII, VIII will write Message for Teacher and Students of IX and X will write Message for CBSE. Only one entry per class is permissible from one school. After submission take printout for further steps.

LAST DATE FOR REGISTRATION AND SUBMISSION OF MESSAGE IS 1st SEPTEMBER, 2011.

3. Student's Feedback on Continuous and Comprehensive Evaluation (Non Competitive)

(For internal use of CBSE only)

School Code

Class

School name

Student Name

- | | |
|---|--|
| 1. Is the CCE a good way of educating you <input type="radio"/> Yes <input type="radio"/> No Reason <input type="text"/> | 2. Has CCE motivated you more to learn <input type="radio"/> Yes <input type="radio"/> No Reason <input type="text"/> |
| 2. Has CCE raised your confidence? <input type="radio"/> Yes <input type="radio"/> No Reason <input type="text"/> | 4. Are you less stressed now after CCE? <input type="radio"/> Yes <input type="radio"/> No Reason <input type="text"/> |
| 5. How well do the marks you gathered your real abilities? <input type="radio"/> Very well <input type="radio"/> Somewhat <input type="radio"/> Not at all | |

Students of classes IX, X and XI can give their feedback. After submission take printout for further steps. **(THE LAST DATE FOR ONLINE REGISTRATION AND SUBMISSION OF THE STUDENTS' FEEDBACK IS 1st SEPTEMBER, 2011. THERE WILL BE NO FURTHER EXTENSION OF DATES)**



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 Sadan', 17, Institutional Area, Rouse Avenue, New Delhi -110002

CBSE/ACAD/AEO/PAINTING/2011

24.08.2011

Circular No - 060

To

All the Heads of Institutions
Affiliated to CBSE

**Subject: Painting Competition on Energy Conservation 2011 – Organised by
Bureau of Energy Efficiency and Ministry of Power (Government
of India)**

The efficient use of energy and its conservation is Very Much essential for energy security, conserving scarce fossil fuel resources and saving environment. Our rapid and sustainable development rests a great deal on the prudent use of energy and curbing its wasteful use.

In a bid to boost the spirit of energy efficiency and its conservation, the Bureau of Energy Efficiency and Ministry of Power (Government of India) have launched a national awareness campaign, involving children. This aims at sensitizing the children towards issues of energy conservation. One of the main activities of the campaign is a Painting Competition for school students.

The competition is being held in three stages, namely, School, State and National Level. Students of 4th, 5th and 6th standards are eligible to participate in the competition. Cash prizes worth Rs 33,000 per State/UT (Rs.11.55 lakhs for 35 States/UTs) will be distributed to state level winners on 14th Novemebr,2011 .For winners of National Competition, cash prizes worth Rs.7.00 lakhs are proposed to be awarded by the Ministry of Power (in the presence of eminent dignitaries holding very high positions in the Government) on 14th December,2011 which is also celebrated as National Energy Conservation day.

You are requested to organize a Painting Competition of 2 hours duration in your school for students of classes 4th, 5th and 6th on any working day. Children can select any one of the following topics for the Painting Competition:

- Save electricity to avoid power cuts
- Use energy with care
- The less you burn, the more you earn



The students can use Pencil, Pencil Colour, Crayons, Water Colour etc. while painting and any size of paper, preferably A4 size. The following points may also be noted:

- The entry can be poster or a painting.
- Use of Collage/Patchwork is not permitted.

After the completion of painting competition, School Principal may select two best paintings along with information on the total no. of participants, percentage participation of students in 4th,5th and 6th Standards (as applicable) and send them to the Nodal Officer's address of their State/UT before 4th October, 2011. The back page of the paintings should carry the following information:

- a) Name of the student
- b) Father's/Mother's Name
- c) Standard
- d) Roll No.
- e) School name and postal Address
- f) School location (Rural or Urban)
- g) State/ UT h) School Tel. No./Mobile No
- i) Signature of School Principal

All the participating students will be issued a certificate of participation by Bureau of Energy Efficiency, Ministry of Power, Govt. of India. It should be noted once again that the two best entries are to be sent to the Nodal Official of the concerned State/UT only. The list of state wise Nodal officials and scheme is available at www.bee-india.nic.in and www.energymanagertraining.com.

Like last year, this year as well, the paintings received from the CBSE schools, located outside India, will be considered under a separate category and the *Certificate of Appreciation* will be sent under the signature of Director General, Bureau of Energy Efficiency. These schools are requested to send two best paintings directly, along with the details as mentioned above, to the Bureau of Energy Efficiency (BEE), Sewa Bhawan, R.K.Puram, Sector-1, New Delhi-110066 (INDIA).

From the entries received from schools in India, a committee of experts will select up to 50 best paintings per State and the selected students will be invited at a designated place for State level on-the spot Painting Competition of 2 hours duration on 14th November 2011. The selected students will be paid Rs. 1000/- each in cash by the Nodal Officials on the day of their participation of State level Painting Competition. The travel expenses for the participating student and two guardians will also be reimbursed as prescribed in the scheme.

For the State level Painting Competition, 1st prize of Rs. 10,000, 2nd prize of Rs. 8000, 3rd prize of Rs. 5000 and 10 consolation prizes of Rs. 1000 each will be given on the same day (14th November 2011) in a function organized by the Nodal Officers.

1st, 2nd, 3rd prize winners of States level Painting Competition will be invited to Delhi to participate in the National level Competition to be held on 12th December 2011 and results will be announced on 14th December



2011. Two adults (parents, teachers, guardians etc.) can accompany each student. Accommodations, to-and-fro travel expenses will also be borne by the organizers. Besides this an amount of Rs. 1000 will be paid to each participant to meet incidental expenses.

National level winners will be awarded cash prizes one First Prize worth Rs. 1,00,000/-, 4 Second Prizes of Rs. 50,000/- each, 8 Third prizes of Rs. 25,000/- each, 10 Consolation prizes of Rs. 10,000/- each and 10 BEE (Bureau of Energy Efficiency) prizes of Rs. 10,000/- each on National Energy Conservation Day Function to be held in Delhi on 14th December, 2011. 3

It is to be mentioned that the names of those schools who would record 100% participation in the 4th, 5th and 6th standards (as applicable) at the School level Painting Competition, will be included in the Painting Competition booklet prepared by BEE.

The active participation of your school in this national activity will be helpful in sensitizing and educating school children, parents as well as teachers regarding the importance of energy conservation that would go a long way in carrying forward the energy conservation movement in the country.

Yours sincerely



(N. NAGARAJU)
DIRECTOR (ACADEMIC)



CBSE subsequently) the fee for each participant will be '100/- (Rupees hundred only). A consolidated demand draft for all the participants of your school may be drawn in favour of Secretary, CBSE, Delhi and sent to the center coordinator.

Question papers from previous years and other training details are available at the Olympiad website: www.iarcs.org.in.

When the candidates go to the examination centre to write the examination, they should carry with them a bonafide certificate with their photograph attested by the Principal of their school. Since no Roll Number will be allotted to candidates, they have to write their name, class, school's name with address and centre name in the answer sheet and information sheet provided to them. For any further information, you may contact **MR. D.T. Sudharsan Rao, Joint Secretary (Academic) through e-mail at jsacad@yahoo.co.in. or on telephone no. 011-23231667.**

Please note that CBSE will not reimburse expenses incurred by the School on travel, accommodation etc. of the students to participate in the First Stage of the Olympiad.

Yours faithfully,



D.T. Sudharsan Rao
Joint Secretary (Academic)



Zonal Information Olympiad – 2011-12
Proforma for forwarding the list of participants to the specified centre

| S.No | Name of the Candidate | Name of the Father/ Mother | Class | Sex | Date of Birth |
|------|-----------------------|-------------------------------|-------|-----|---------------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4*. | | | | | |

*You may extend this table as per your requirement.

1. Name of the school:

2. Address:

3. Tel No: (STD)

.....

4. Email:

5. Total number of candidates forwarded:

6. Total amount being remitted:

7. Name of the Bank:

8. Draft No:

Fax:

Date:

Signature of the Principal

Note: Candidates should produce Bonafide certificate with their photographs duly attested by the Principal of the school at the examination centre.



Website: www.cbse.nic.in

Phone: 23220155

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

CBSE/CM/2011/

Circular No. 66/11
16th September 2011

All the Heads of the
CBSE affiliated schools

Subject: Observing Vigilance Awareness Week, 2011 in schools

Dear Principal,

The Central Vigilance Commission, which has a special responsibility under para 3(v) of Government of India Resolution no 371/20/99/AVD-III dated 4.4.1999, declares that the week beginning from 31st October every year should be observed as the Vigilance Awareness Week to commemorate the birthday of the Bismarck of India, Sardar Vallabh Bhai Patel. Sardar Vallabh Bhai Patel is known for representing the best values in the Indian tradition so far as governance is concerned. His endeavour to integrate the country yielded appreciation from all corners. He was also a shining example of probity in public life.

Corruption in a society hampers good governance, sustainable development, and democratic process. It prevents the execution of efficient public services and undermines people's faith in public institutions. Keeping in view the spirit of the eminent leaders like Sardar Patel and the urgent need for fighting the social evil of corruption, it is all the more essential to bring about social awareness among the people to be self-accountable to the society and the nation.

The schools can organize following activities throughout the year to bring about awareness among students of their rights and duties in curbing corruption-both social and economic.

Classes VI to VIII:

Students can be encouraged to :

- (i) Develop comics on stories/ instances from the History on people who stood up against corruption/ exploitation such as Indigo Uprising, Mahatma Gandhi and Salt March to Dandi, Aung San Suu Kyi and Freedom from fear etc.
- (ii) Create jingles on generating awareness among students on importance of vigilance.

Classes IX-X:

Organising :

- Visits to RTI office/Gram Sabha/Village Panchayat.
- Talks by District Magistrate, Police Officers, Social Activist, Newspaper Editor or an RTI officer in assemblies/ seminars.



- One-Act plays on problems leading to corruption and how to overcome them.
- Short films/documentaries by students on citizens of vigilance.
- Radio show by students on “Can citizens in democracy prevent corruption?”

Classes XI-XII:

National Debate Competition for school children of senior school classes, for which another Circular is being issued to schools.

Integrating Vigilance activities in School clubs

Eco clubs

Students can take awareness programmes on:

- water sources and their upkeep
- chemical use in the household and school activities
- health hazards from use of cell phones by children
- soil conservation through organic methods
- quality of food, hygienic issues in cooking and packing, cleanliness in School Canteens.

Heritage Clubs

Activities relating to vigilance on upkeep of Heritage monuments, tourists behavior.

Disaster Management Clubs

Hazard hunt games

Consumer Awareness Clubs

Unfair trade practices and how to overcome them.

The schools should draw their yearlong calendar of activities and contribute towards creating a corruption free society in our country. The year long programme can culminate by organizing a Vigilance awareness festival incorporating activities, such as

1. Exhibition of students’ posters/ messages/ jingles
2. Power point presentations by students in classrooms/during assemblies
3. Street Theatre, etc.

You may give your reports, suggestions and feedback to the Board on this issue.

With best wishes,

Yours sincerely,

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

ACAD/EO(COM)/CBSE/2011/

Circular No.67 /11
21st September, 2011

All the Heads of the
CBSE affiliated schools

**Subject: Observing Vigilance Awareness Week 2011: NATIONAL DEBATE
COMPETITION FOR CLASSES XI-XII.**

Dear Principal,

The Central Vigilance Commission, which has a special responsibility under para 3(v) of Government of India Resolution no 371/20/99/AVD-III dated 4.4.1999, declares that the week beginning from 31st October every year should be observed as the Vigilance Awareness Week to commemorate the birthday of the Bismarck of India, Sardar Vallabh Bhai Patel. Sardar Vallabh Bhai Patel is known for representing the best values in the Indian tradition so far as governance is concerned. His endeavour to integrate the country yielded appreciation from all corners. He also was a shining example of probity in public life.

In continuation with the Board's Circular No. 66 dated 15/09/11 the CBSE proposes to organize **National Debate Competition** for students of classes XI and XII as part of observing National Vigilance Awareness Week involving school children.

National Debate Competition 2011

1. Eligibility

- (i) Students of classes XI and XII are eligible to participate in this competition.
- (ii) Each participating CBSE affiliated school is entitled to send only one team of two participants. One will speak in favour of the motion and the other against it.

2. Topics for Debate Competition

- (i) In spite of all the provisions of checks and balances in the constitution, there is a strong need for the Lokpal Bill.
- (ii) The Right to Information Act, 2005 helps to develop a more vibrant democracy.



- (iii) The citizens can prevent corruption in a democracy.
- (iv) Who should be more vigilant – a state or a citizen in a democracy?

3. Rules of Debate

- In the first round, debate competition will be organized in 8 regions of CBSE at Ajmer, Allahabad, Bhubaneshwar, Chennai, Delhi, Guwahati, Panchkula and Patna. Top two teams from each region will compete for the final rounds. Grand finals will be held at New Delhi during the week 14th-18th November, 2011.
- The language of the debate is either Hindi or English. Team should choose either English medium or Hindi medium.
- Use of charts, handouts, props, written briefs are not allowed in the competition. Students must rely on oral argument only.
- Judges will choose the winners on the basis of content, language, presentation of speech and speaker's ability to defend his/her point of view.
- Each speaker will be given 3 (three) minutes to deliver his/her speech. There will be a warning bell after 2(two) minutes. Marks will be deducted for extra time taken by speaker.
- Rebutting will be limited to two questions per team. Each team member may ask not more than one question.
- Each speaker will face two questions from the rebutting members. Member of the same team is not allowed to ask question.
- Rebuttals will be judged on the basis of content and relevance to the speech. Questions should be speech specific.
- The decision of the judges will be final.
- The female participants must be accompanied by a female teacher in-charge.
- The schools are required to make their own stay arrangements at the zonal and final rounds.
- No TA/DA will be payable by the Board to the participants of the Regional rounds.
- For final rounds, CBSE will pay TA/DA to the team and one teacher escort as per its norms.

4. Procedure:

- **The Schools interested in participation are required to register online only for this event through the CBSE website www.cbse.nic.in. No hard copies will be accepted by the Board.**
- **Last date for online registration is 5th October, 2011. There would not be an extension of last date.** After submission, the schools are required to take a print out of the form generated online. The requisite details must be filled in and should be sent to the concerned **Regional Office** by Speed post by 15th October, 2011 positively.



- A copy of the online generated form duly filled in and sent to the Regional Office must be retained for future reference and record.

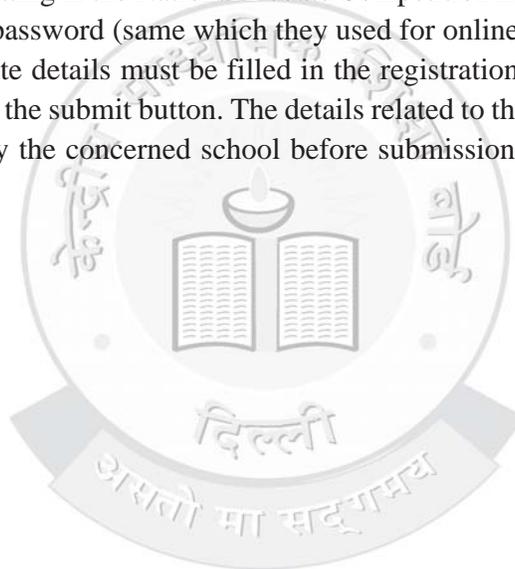
5. Prizes:

- 1st prize to the winning team '10,000 +Trophy
- 2nd Prize to the winning team '8,000 +Trophy
- Best individual speaker ' 5,000 +Trophy
- Second Best individual speaker '3,000
- Best rebutting member 1st '2,000+ Trophy
- Second best rebutting member '1,500.
- Participation Certificates will be given to all students. .

Schools interested in participating in the National Debate Competition 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, the requisite details must be filled in the registration form generated online. The form must be submitted by clicking on the submit button. The details related to the name of the principal and his/her mobile number may be edited by the concerned school before submission. No change in particulars will be allowed thereafter.

Regards,

Yours faithfully,



Sugandh Sharma
Education Officer (Commerce)



CENTRAL BOARD OF SECONDARY EDUCATION
(An Autonomous Organization under the Union Ministry of Human Resource Development,
Govt. of India)
SHIKSHA Sadan, 17 Rouse Avenue, DELHI - 110092

CM/EO/2010/

30/07/2010
Circular No. 42

All Heads of Institutions
Affiliated to the Board

Subject : Science subjects at the Senior School Certificate Examinations for Visually Impaired Candidates

Dear Principal,

The Central Board of Secondary Education has been receiving, time and again, request for providing alternate questions in Science subjects at the Senior School Certificate Examination for blind candidates. In order to facilitate visually impaired candidates to take Science subjects at the Senior Secondary level, the Board decided to get the question papers in the subjects of Physics, Chemistry, Mathematics and Biology set separately without having any visual input w.e.f. 2011 examination.

Since, the subjects of Physics, Chemistry and Biology also contain practical component which the visually impaired students will not be able to attempt, CBSE has decided to provide separate question papers in lieu of Practicals to visually impaired students, containing Multiple Choice Questions, based on the Practical content.

This new scheme will be implemented for students of Class XI from 2012, March examination and for students of Class XII from 2013 Board examination.

You are requested to disseminate this information to all concerned.

Yours faithfully,

(Dr. Srijata Das)
Education Officer



Website: www.cbse.nic.in

Phone (Off.): 011-22515828

Fax: 011-22057089

केन्द्रीय माध्यमिक शिक्षा बोर्ड

(मानव संसाधन विकास मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)
"शिक्षा केन्द्र", 2, समुदाय केन्द्र, प्रीत विहार, दिल्ली-110092

CENTRAL BOARD OF SECONDARY EDUCATION

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

SHIKSHA Sadan, 17 Rouse Avenue, DELHI - 110092

CBSE/CU/2011

Dated: 11th October, 2011

All the Heads of the Institutions affiliated to CBSE Circular 74/2011
Academic institutions granting admission for higher education,
Prospective employers,

Subject: National Academic Depository (NAD)

Dear Principal,

Ministry of Human Resource Development (MHRD) has initiated the process for establishment of a "National Academy Depository (NAD)" i.e. national database of academic qualifications in an electronic format. This database would facilitate online verification of academic awards issued by boards and universities thereby eliminating attempts to use fake/ forged academic certificates.

The NAD will provide interface to various agencies (academic institutions granting admission for higher education, prospective employers, background checkers etc.) who intend to verify online whether such an academic qualification has been issued by the institution.

The MHRD asked CBSE to carry out pilot project so as to eliminate initial hurdles if any. The pilot has been undertaken with two agencies namely Central Depository Services (India) Ltd. (CDSL) and National Securities Depositories Limited (NSDL) as these two were the only depositories registered with Security Exchange Board of India.

The pilot project was awarded to CDSL and NSDL in the month of Jan.2011. The agencies worked on the pilot in close collaboration with the CBSE and completed the pilot which has been built, owned and operated by these organizations. The depositories under NAD would perform the specified functions as mentioned below:

- Registration of various entities (academic institutions granting admission for higher education, prospective employers, background checkers etc.) in NAD,



| | |
|---|--|
| NAD Portals | Email id for clarifications if required |
| https://nad.ndml.in/NAD/ (OR) www.ndml.in | info_ndml@nsdl.co.in |
| http://www.nad.co.in | nad@cdslindia.com |

and avail online verification free of cost. Steps to be followed are also available on the website itself.

As a part of pilot implementation, CBSE has made available the academic awards of following examinations on the NAD portals:

- *Central Teacher Eligibility Test (CTET) 2011*
- *CBSE Board XII Standard Exam 2011*

You are kindly requested to make use of this facility and send us the feedback of the NAD system at the above address. Your feedback shall help us to further improve the system.

Yours sincerely,



(B M GUPTA)
HEAD (COMPUTER CENTRE)



National Academic Depository (NAD) FEED BACK PERFORMA

Name of the website or URL: _____ Date of browsing: _____

Purpose of browsing : _____

1. Type of User:

- a) Board - as a provider/ verifier of academic records
- b) University – as a provider/ verifier of academic records
- c) School – as a verifier of academic records
- d) Individual Certificate holder
- e) Employer – as a verifier of data
- f) Others : (Specify)

2. What information were you exactly looking for in the website?

- a) Verification of Academic award
- b) Dematerialization of Academic Award
- c) Others : (Specify)

3. Website visited (CSDL and NDSL)

CSDL

NSDL

PI visit both the websites

- a) Are the tabs/ instructions self explanatory? Yes/No
- b) Is the website interactive? Yes/No
- c) Is the website user-friendly? Yes/No
- d) Would you like to visit the website again for your need? Yes/No
- e) Did you face difficulty in getting the desired results? Yes/No
- f) Do you feel that there is adequate information? Yes/No



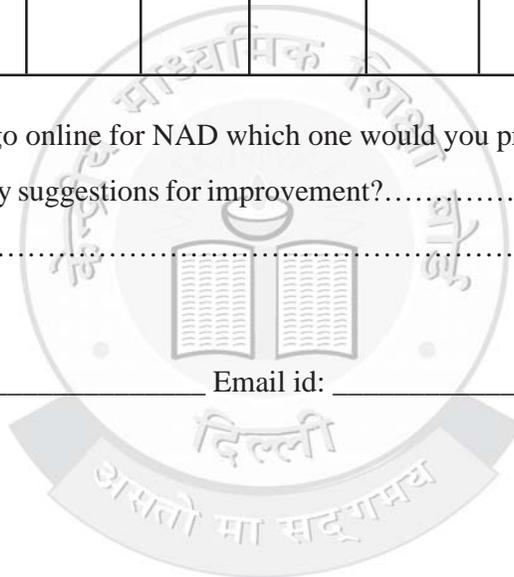
4. Rate on the following aspects:

| | Excellent | | Good | | Average | | Bad | |
|--------------------------------------|-----------|------|------|------|---------|------|------|------|
| | CDSL | NSDL | CDSL | NSDL | CDSL | NSDL | CDSL | NSDL |
| Time of loading | | | | | | | | |
| Design of the website | | | | | | | | |
| User friendly | | | | | | | | |
| Easy Surfing | | | | | | | | |
| Desired Information available | | | | | | | | |
| Help on Processes involved | | | | | | | | |
| Easy to get Academic Record verified | | | | | | | | |

5. In case Board wishes to go online for NAD which one would you prefer CDSL NSDL

6. Would you like to give any suggestions for improvement?.....
.....

User details: Name: _____ Email id: _____ Contact number: _____





Website: www.cbse.nic.in

Phone: 23220155

Emailid: sugandh.cbse@live.com

CENTRAL BOARD OF SECONDARY EDUCATION
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ACAD/CBSE/EO(C)/2011

Circular No. 78/11
4th November, 2011

All the Heads of the
CBSE affiliated schools

SUBJECT: EDUCATION INNOVATION FUND FOR INDIA (EIFI).

Dear Principal,

Your kind attention is drawn to the Education Innovation Fund for India (EIFI) which is a collaborative project between the Hewlett-Packard Office of Global Social Innovation and the India Council for Integral Education (ICIE), an initiative of the Sri Aurobindo Society.

The purpose of EIFI is to identify and collaborate with significant innovative ideas and projects in education that can be developed and scaled to the next level of operation, with the sponsorship of an EIFI Grant. This is to be done through a nationwide search to nurture and support the most promising innovations in education within India.

At school level, the Young Learners and Young Innovator programme of EIFI has been specially designed to support young innovators' projects and ideas. It encourages students from schools and junior colleges between ages 11 and 17 to apply for grants between Rs. 11, 000/- and 1 lakh rupees through their School Principal. The last date for submission of application is **15th December, 2011**. Grants will be selected by a Jury of prominent leaders in India's education, Government service and business management fields. Grant recipients will be announced at a national ceremony in February 2012.

You are requested to circulate the information on EIFI to all students who are interested in taking up innovative projects on education. For detailed information about the fund and submission of applications, kindly visit the website www.eifi.aurosociety.org.



You may also contact :
Ms.Aishwarya Ramanujam
Sri Aurobindo Society
Puducherry-605002
Email id: aishwarya@eifi.aurosociety.org for further details.

With best wishes,

Yours faithfully,

(SUGANDH SHARMA)
EDUCATION OFFICER (COM)





Website: www.cbse.nic.in

Phone: 23220155

Emailid: sugandh.cbse@live.com

CENTRAL BOARD OF SECONDARY EDUCATION
(An Autonomous Organization under the Union Ministry of Human Resource Development,
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“Shiksha Sadan”, 17, Rouse Avenue, New Delhi 110002)

ACAD/CBSE/EO(C)/2011

Circular No. 79/11
4th November, 2011

All the Heads of the
CBSE affiliated schools

Subject: Introduction of Integrity Clubs in Schools

Dear Principal,

The Central Board of Secondary Education has taken many significant curricular and co-curricular activities and programmes to sensitize the students on the importance of sustainable development practices, life skills and upholding high values so that these are manifested in their behavior in all spheres of their lives.

During the meeting of the Vigilance Advisory Council set up by the Central Vigilance Commission, the members were of the view that due to excessive influence of electronic media, internet and mobile phones, increasing practice of nuclear family system and rapidly growing urbanization, children are more exposed to negative values. With the purpose to inculcate moral values into the minds of young children so that they grow up to become socially and morally responsible citizens of the country, all the affiliated schools of CBSE are advised to set up Integrity Clubs in schools on the model followed by Airports Authority of India (AAI) and adopted by Kendriya Vidyalaya Sangathan in its schools.

The integrity clubs are designed as ‘Community groups’ for cultivating ‘human values’ among students by means of organizing games, activities and workshops in schools. For complete details about setting up of integrity clubs in your schools, kindly visit the website http://www.aai.aero/vigilance/Integrity_Club_Booklet.pdf.

With best wishes,

Yours faithfully,

(SUGANDH SHARMA)
EDUCATION OFFICER (COM)



C.B.S.E.
Quami Ekta Week
(National Integration Week)



19th to 25th November

**केन्द्रीय माध्यमिक शिक्षा बोर्ड
कौमी एकता सप्ताह
(राष्ट्रीय अखण्डता सप्ताह)**



19 से 25 नवम्बर



No. CBSE/Vig./F.13510/2011/

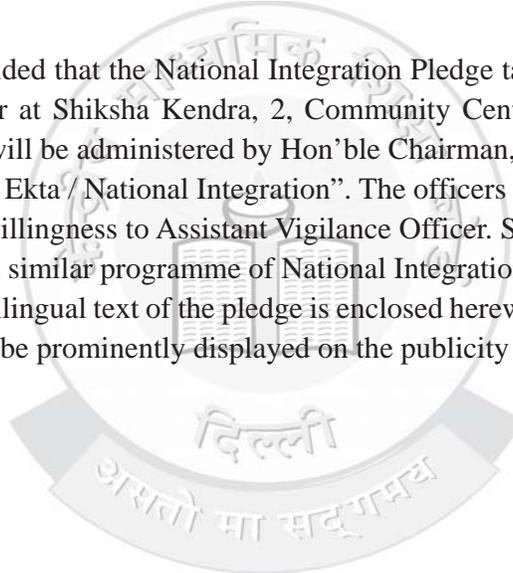
Date: 21st November, 2011

Circular 81/2011

CIRCULAR

The Ministry of Human Resources Development, Govt. of India has forwarded a D.O. letter No. I-19034/4/2011-NI.II dated 24.10.2011 of Hon'ble Minister of Home Affairs, Govt. of India, wherein it has been directed to all Ministries to observe "Qaumi Ekta Week (National Integration Week) from 19th to 25th November, 2011" for promoting communal harmony and to reaffirm our age old traditions and faith in the values of tolerance, co-existence and brotherhood in a multi-cultural and multi-religious society. The observation of the "Qaumi Ekta Week" will also help to highlight the inherent strength and resilience of our nation to withstand actual and potential threats to the eclectic and secular fabric of our country, and nurture a spirit of communal harmony in its widest sense.

Accordingly, it has been decided that the National Integration Pledge taking Ceremony will take place in the Conference Room 2nd Floor at Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092 on 22.11.2011 at 2:00 P.M. Pledge will be administered by Hon'ble Chairman, CBSE. An extempore speech will also be held on the topic "Qaumi Ekta / National Integration". The officers / officials desirous of participating in the speech may submit their willingness to Assistant Vigilance Officer. Similarly, all the Regional / Branch Offices of the CBSE will arrange similar programme of National Integration Pledge in their respective offices and report the compliance. The bilingual text of the pledge is enclosed herewith. The enclosed copy of the logo of National Integration may also be prominently displayed on the publicity material during the week.



-Sd-

(S.P. Rana)
Deputy Secretary (Vigilance)



11.23.15 From

Tel.: 22515866

D.O. No. 1.-19034/4/2011-NI II

28 Oct 2011
New Delhi

October 24, 2011

Dear Shri Sibal ji,

With a view to foster and reinforce the spirit of Communal Harmony, National Integration and pride in our vibrant composite culture and mentioned, the "Quami Ekta Week" (National Integration Week) will be observed all over the country, this year also, from the 19th to 25th of November, 2011.

2. The occasion provides us an opportunity to reaffirm our age old traditions and faith in the values of tolerance, co-existence and brotherhood in a multi-cultured and multi-religious society. The observation of the "Quami Ekta Week" will also help to highlight the inherent strength and resilience of our nation to withstand actual and potential threats to the eclectic and secular fabric of our country, and nurture a spirit of communal harmony in its widest sense.

3. I, therefore, request you to give appropriate directions and guidance to all concerned so that the "Quami Ekta Week" could be organised and celebrated by the Ministry in a befitting manner. The programmes may be given due publicity and organised in a manner that would include and involve participation of people from all walks of society, so that the message of Communal Harmony and National Integration could permeate every part of the State and the society. I feel that this should be an occasion to articulate loudly and clearly, the sentiment that our nation will not countenance any forces that seek to divide our society or threaten our rich composite cultural ethos. An indicative list of suggested programmes is enclosed.

4. The National Integration Pledge may be taken on the 19th November, 2011. The bilingual text of the pledge is enclosed. The enclosed copy of the logo of National Integration may also be prominently displayed on the publicity material during the week.

5. The National Foundation for Communal Harmony (NHCH), an autonomous organization with the Ministry of Home Affairs, also organizes a Communal Harmony Campaign, coinciding with the Quami Ekta Week and observes the Fing Day on 25th November, which needs wide publicity and your support. The Foundation promotes Communal Harmony and Strengthens National Integration. It also provides financial assistance for relief and rehabilitation of children rendered orphan or deatitute in communal, caste, ethnic or terrorist violence.

With regards,

Yours sincerely,

(P. Chidambaram)

Shri Kapil Sibal

Minister of Human Resource Developm,ent

Shastri Bhawan

New Delhi



राष्ट्रीय अखण्डता शपथ

"मैं सत्यनिष्ठा से प्रतिज्ञा करता/करती हूँ कि देश की आजादी तथा अखंडता बनाए रखने और उसे मजबूत करने के लिए समर्पित होकर कार्य करूंगा/करूंगी"।

"मैं यह भी प्रतिज्ञा करता/करती हूँ कि कभी हिंसा का सहारा नहीं लूंगा/लूंगी तथा धर्म, भाषा, क्षेत्र से संबंधित भेदभाव और झगड़ों और अन्य राजनैतिक या आर्थिक शिकायतों का निपटारा शांतिपूर्ण तथा संवैधानिक तरीकों से करने के लिए प्रयास करता/करती रहूंगा/रहूंगी"।

NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation.:

"I further affirm that I shall never resort to violence and that I will continue to endeavour towards settlement of all differences and disputes relating to religion, language, region or other political or economic grievances by peaceful and constitutional means."



19 नवम्बर से 25 नवम्बर, 2011 तक कौमी एकता सप्ताह (राष्ट्रीय अखण्डता सप्ताह) के दौरान आयोजित किए जाने वाले कार्यक्रम

19 नवम्बर : राष्ट्रीय अखण्डता दिवस

धर्म निरपेक्षता, साम्प्रदायिकता-विरोधी और अहिंसा संबंधी विषयों को महत्व देने के लिए बैठकें, विचार-गोष्ठियां और सेमिनार आयोजित किए जाएं।

20 नवम्बर : अल्पसंख्यक कल्याण दिवस

प्रधान मंत्री के 15 सूत्रीय अल्पसंख्यकों के कार्यक्रम की बातों पर जोर दिया जाए। दंगा संभावित शहरों में भाई-चारा बढ़ाने के लिए विशेष जुलूस निकाले जाएं।

21 नवम्बर : भाषाई सद्भावना

विशेष साहित्यिक समारोहों और कवि सम्मेलनों का आयोजन किया जाए ताकि भारत में प्रत्येक क्षेत्र के लोग एक-दूसरे की भाषाई धरोहर को समझ सकें।

22 नवम्बर : कमजोर वर्ग दिवस

विभिन्न सरकारी कार्यक्रमों के तहत अनुसूचित जाति और अनुसूचित जनजाति तथा कमजोर वर्ग के लोगों की सहायता करने वाली मदों का प्रचार-प्रसार करने के लिए बैठकें और रैलियां आयोजित की जाएं और अतिरिक्त जमीन भूमिहीन मजदूरों को आबंटित करने के लिए जोर दिया जाए।

23 नवम्बर : सांस्कृतिक एकता दिवस

“विविधता में एकता” की भारतीय परम्परा को प्रस्तुत करने और सांस्कृतिक संरक्षण तथा अखंडता को बढ़ावा देने के लिए सांस्कृतिक समारोहों का आयोजन किया जाए।

24 नवम्बर : महिला दिवस

भारतीय समाज में महिलाओं के महत्व और राष्ट्र निर्माण में उनकी भूमिका को उजागर किया जाए।

25 नवम्बर : संरक्षण दिवस

पर्यावरण को सुरक्षित रखने के प्रति जागरूकता बढ़ाने की आवश्यकता पर बल देने के लिए बैठकों और समारोहों का आयोजन किया जाए।



ANNEXURE-A

PROGRAMMES TO BE OBSERVED DURING QUAMI EKTA WEEK (NATIONAL INTEGRATION WEEK FROM 19TH TO 25TH NOVEMBER, 2011)

19TH NOVEMBER : NATIONAL INTEGRATION DAY

Meetings, symposia and seminars may be held to emphasise the themes of secularism, anti-communalism and non-violence.

20TH NOVEMBER : WELFARE OF MINORITIES DAY

Items of the PM's 15 Point Programme for Minorities may be emphasised. In riot prone towns, special fraternal processions may be taken out.

21ST NOVEMBER : LINGUISTIC HARMONY DAY

Special literary functions and Kavi Sammelans may be organised to enable people of each region to appreciate the linguistic heritage of other parts of India.

22TH NOVEMBER : WEAKER SECTIONS DAY

Meeting and rallies may be organised to highlight items under various Government programmes which help SC & ST persons and weaker sections with particular emphasis on the distribution of surplus land to landless labourers.

23RD NOVEMBER : CULTURAL UNITY DAY

Cultural functions may be organised to present the Indian tradition of unity in diversity and the promoting cultural conservation and integration.

24TH NOVEMBER : WOMEN'S DAY

The importance of Women in Indian Society and their role in development of nation-building may be highlighted.

25TH NOVEMBER : CONSERVATION DAY

Meetings and functions may be organised to emphasise the growing need for awareness and action to conserve the environment.



CENTRAL BOARD OF SECONDARY EDUCATION
17, ROUSE AVENUE, NEW DELHI-110 002

No.AEO(P)/ACAD/ESSAY COMP/2011

Date: 28.11.2011

Circular No. 83

To all the Heads of Schools
affiliated with CBSE.

**Subject: Organisation of All India Essay Competition on the subject
“Parliamentary Democracy: Gateway to Good Governance”- reg.**

Sir/Madam,

The Centennial Year of the Commonwealth Parliamentary Association (CPA), the India Branch of the CPA and the Indian Parliamentary Group (IPG) have decided to conduct an All India Essay Completion for students studying in Classes IX to XII on the subject “Parliamentary Democracy: Gateway to Good Governance” in collaboration with CBSE in all the Schools of States and Union Territories in the country affiliated to CBSE..

The CPA is a association of Commonwealth Parliaments who, irrespective of gender, race, religion or culture, are united by community of interest, respect for the rule of law and individual rights and freedom, and pursuit of the positive ideals of Parliamentary Democracy. The IPG is an autonomous body set up in 1949 with the Speaker of Lok Sabha as its ex-officio President. Membership of the Group is open to members of Parliament while former members can become Associate members.

- The said Essay Competition may be conducted in schools in **I/II week of Dec 2011**.
- The entries may be evaluated at school and those entries which secure the first three positions (I, II, III) **may be forwarded to the concerned (your)CBSE Regional Office** for on word submission on or before **15.12.2011**.
- Entry may be open to all school students studying in classes IX to XII.
- The Essay, may be written in Hindi or English or in the Regional language and must be of approximately 1500 words.
- The Essay must be neatly handwritten in double space, on one side of white line 805” x 11”Paper (A-4 size). It should be an original work of the student, and so certified by the Principal of the School.
- The criteria for selection of the prize winning Essays shall be research, accuracy, creativity, conciseness, organisation, spelling, grammar, logical development of topic and original critical/creative thinking.



- All prize winning entries shall become the property of Lok Sabha Secretariat.
- One entry may be accepted per student; there may be no limit on entries per school.
- Children whose parents are employed in the Lok Sabha / Rajya Sabha Secretariats will not be eligible for the Essay Competition.

Kindly disseminate the above information to all the teachers and students concerned immediately.

Yours sincerely,

(N. NAGARAJU)
Director (Academic)





PARLIAMENT OF INDIA
LOK SABHA SECRETARIAT

APPLICATION FOR PARTICIPATION IN ESSAY COMPETITION FOR SCHOOL CHILDREN
(Class IX to XII)

Through CBSE Regional Office _____

- i) Name of the school :
- ii) Name of the student :
- (a) Gender : _____ M/F (b) Roll No. _____
- iii) Class :
- iv) Name of Parents :
- v) Address, Tel. No. e-mail of Parents :
- vi) Name of the Principal :
- vii) Address, Tel. No., e-mail of the School :
- viii) Address, Tel. No., e-mail of the Student :
- ix) Are any of the parents employed by Lok Sabha or Rajya Sabha Secretariats? Yes/No

Photograph of Student,
duly attested by the
Principal

Signature of the Student

CERTIFIED BY THE SCHOOL/INSTITUTION

Mr/Mrs _____ is a bona fide student of Class _____
of the _____ School and the information furnished by the applicant is correct.

Place:

Name of the Principal
Signature and Stamp

Dated



DETAILS OF THE 4TH UPU LETTER WRITING COMPETITION, 2010

1. Subject "Write a letter to an athlete or sports figure you admire to explain what the Olympic Games mean to you".
2. Participants eligibility Children up to 15 years of age as on 31.3.2012
3. Comment and form Composition must be presented in the form of letter about 500 to 800 words length on the given subject
4. Date & Time Sunday, 8th January, 2012
10.00 a.m. to 11.00 a.m.
5. Language English or any language listed in the 8th schedule of the Constitution of India
6. Last date for submission of forms 20.12.2011
 - (a) One First Prize Rs. 2000/- and a certificate
 - (b) One Second Prize Rs. 1500/- and a certificate
 - (c) One third prize Rs. 1000/- and a certificate
 - (d) Consolation Prizes Rs. 250/- to the best entry from each Postal Circle and certificate

The best entry at the national level shall qualify as the Official Indian Entry for the International Level Competition

The Universal Postal Union shall select the award winning entries. The top three entries will be awarded Gold, Silver and Bronze Medal respectively along with Certificate and album of UPU official postage stamps from UPU.

8. **It may be ensured that each and every entry must have the following details on its first page in respect of the candidates.**
 1. Candidate's name
 2. Date of Birth
 3. Male/Female
 4. Father's/Guardian's name
 5. Name of the School/Institution
 6. Full Postal Address

For further details, please contact the Chief Postmasters General/Postmasters General/Director Postal Services of your Circle/Region. Information will also be available on the Department's Website: <http://www.indiapost.gov.in>.



Venues

Address List of Chief Postmaster General (CPMG)/Postmaster General (PMG)/DPS

| S. No. | Circle | Address and Phone No. of CPMG | Address and Phone No. of PMG and DPS |
|--------|----------------|--|--|
| 1. | Assam | CPMG, Assam Circle, Guwahati-781001 Phone: 0361-2603626 | PMG, Dibrugarh-786001 |
| 2. | Andhra Pradesh | CPMG, Andhra Pradesh Circle, Hyderabad-50001 Phone: 040-24744555 | 1. PMG, Visakhapatnam Region, CBM Compound, Visakhapatnam-530013 Phone: 0891-2544934 2. PMG, Vijayawada Region, Vijayawada-520010 Phone: 0866-2496324 3. PMG, Kurnool Region, Ashok Nagar, Kurnool-518005 Phone: 08518-250210 |
| 3. | Bihar | CPMG, Bihar, Circle Patna-800001 Phone: 0612-2225051 | PMG(N), Muzaffarpur Region, Muzaffarpur-812001 Phone: 0621-2282593 |
| 4. | Chattisgarh | CPMG, Chattisgarh Circle, Raipur-492001 Phone: 0771-2233400 | — |
| 5. | Delhi | CPMG, Delhi Circle, New Delhi-110001 Phone: 011-23620144 | — |
| 6. | Gujarat | CPMG, Gujarat Circle, Ahmedabad-380001 Phone: 079-25505424 | 1. PMG, Rajkot-360001 Phone: 0281-2233200 2. PMG, Vadodara-390002 Phone: 0265-2791890 |
| 7. | Haryana | CPMG, Haryana Circle, Ambala-133001 Phone: 0171-2603100 | |



| | | | |
|-----|------------------|--|---|
| 8. | Himachal Pradesh | CPMG, Himachal Pradesh Circle, Shimla-171009 Phone: 0177-2629000 | — |
| 9. | J & K | CPMG, J & K Circle, Srinagar-190001 Phone: 0194-2452528 Jammu Tawi-180001 Phone: 0191-2561738 | — |
| 10. | Jharkhand | CPMG, Jharkhand Circle, Ranchi-824002 Phone: 0651-2482345 | — |
| 11. | Kerala | CPMG, Kerala Circle, Tiruvananthapuram-695033 Phone: 0471-2308300 | PMG, Kochi-682016 Phone: 0484-2391800 PMG, Kozhikode-673011 Phone: 0495-2767900 |
| 12. | Karnataka | CPMG, Karnataka Circle, Bangalore-560001 Phone: 080-22258832 | PMG, SK Region, Bangalore-560001 Phone: 560001 PMG, NK Region, Dharwad-580001 Phone: 0836-2742001 |
| 13. | M.P. | CPMG, Maharashtra Circle, Mumbai-400001 Phone: 022-22620049 | PMG, Aurangabad-431002 Phone: 0240-2370822 PMG, Goa Region, Panaji-403001 Phone: 0832-2225225 PMG, Nagpur Region, Nagpur-440010 Phone: 0712-2560517 PMG, Pune-411001 Phone: 020-26126157 |
| 15. | North East | CPMG, N.E. Circle, Shillong-793001 Phone: 0364-2220579 | DPS, Tripura Dn., Agartala-791001 Phone: 0381-2323800 DPS, Mijoram Dn., Aizawal-795001 Phone: 0389-2328024 DPS, Nagaland Dn., Kohima-797001 Phone: 0370-2290597 |



| | | | |
|------|---------------|---|---|
| | | | DPS, Manipur Dn., Imphal-795001 Phone: 0385-2220264 DPS, Arunachal Pradesh Dn., Itanagar-791111 Phone: 0360-2214937 |
| 16. | Punjab | CPMG, Punjab Circle, Chandigarh-160017 Phone: 0172-27066700 | — |
| 17.. | Orissa | CPMG, Orissa Circle, Bhubaneswar-751001 Phone: 0674-2392000 | DPS, Sambhalpur, Orissa Phone: 0663-2401009 PMG, Berhampur (GM), Berhampur-76000` Phone: 0680-2221555 |
| 18. | Rajasthan | CPMG, Rajasthan Circle, Jaipur-302007 Phone: 0141-2372020 | PMG, Southern Region, Ajmer-305006 Phone:0145-2433602 PMG, Western Region, Jodhpur-342001 Phone: 0291-2432800 |
| 19. | Tamil Nadu | CPMG, Tamil Nadu Circle, Chennai-600002 Phone: 044-28520367 | PMG, Southern Region, Madurai-625002 Phone: 0452-1532244, 2532244 PMG, Western Region, Coimbatore-641002 Phone: 0422-2554100 PMG, Central Region, Tiruchirapalli-620001 Phone: 0431-2463600 |
| 20. | Uttar Pradesh | CPMG, UP Circle, Lucknow-226001 Phone: 0522-2622000 | PMG, Agra Region, Agar-282001 Phone: 0562-2263310 |



| | | | |
|-----|-------------|---|---|
| | | | <p>PMG, Kanpur Region, Kanpur-208001 Phone: 0512-2306614, 0512-2306022</p> <p>PMG, Gorakhpur Region, Gorakhpur-273008 Phone: 0551-2200844</p> <p>PMG, Bareilly Region, Bareilly-243001 Phone: 0581-2427005</p> <p>PMG, Allahabad Region, Allahabad-211001 Phone: 0532-2624887</p> |
| 21. | Uttaranchal | CPMG, Uttaranchal Circle, Dehradun-248001 Phone: 0135-2658396 | — |
| 22. | West Bengal | CPMG, West Bengal Circle, Kolkata-700012 Phone: 033-22120070 | <p>PMG South Bengal Region, Kolkata-711112 Phone: 033-22121080</p> <p>PMG, North Bengal & Sikkim Region, Siliguri-734411 Phone: 0353-2436550</p> <p>DPS, A & N Island Dn., Port Blair Phone: 03592-230485</p> <p>DPS, Sikkim State, Gangtok Phone: 03592-222610</p> |

For further details, please contact the Chief Postmasters General/Postmasters General/Director Postal Services of your Circle/Region.

**Department of Postys
Government of India**



Annexure-I

41st UPU Letter Writing Competition for Young People, 2012

Rules for Participants

- (a) The 41st Universal Postal Union (UPU) Letter Writing Competition shall be open to school going children up to 15 years of age as on 31.3.2012.
- (b) The age of participants is to be certified by the school authorities where the participant is studying.
- (c) Date by which participants should declare their Intention to participation in the competition (last date) to CPMG/PMG/School Principal 20.12.2011
- (d) Date and time of the 'on the spot competition'. 08.01.2012
10.00 to 11.00 hrs.
- (e) The participants will make their own arrangements to reach the venue of the competition. The Department/School will provide the answer books for the competition to the children but they will bring their own pen/pencil etc.
- (f) All the candidates shall be required to apply in person to the Chief Postmaster General/Postmaster General/School Principal in duplicate. Both copies must have a passport size photograph of the candidate affixed on them.
- (g) The participants will apply for participation in the competition along with three passport size photographs in the following format on plain paper.

I. Name of the competition 41st USU Letter Writing
Competition for young people 2012

II. Full Name of the participant

III. Father's/Guardian's Name

IV. Full Address for correspondence

V. Name of the School/Institution where
studying with full details

Age with exact date of birth to be
Certified by the Head of the Education



VI. Institution

VII. Sex (Male/Female)

VIII. Centre

- (h) Entry in the Examination Hall will be by Hall permits to be issued by the Chief Postmasters General/Postmaster General/School Principal concerned. Each participant will be allotted a Roll No. by the concerned Chief Postmaster General/Postmaster General/School Principal.

IMPORTANT: *All the particulars as mentioned above including the full name and address of the participant should appear on the first page of the Answer Book also. Entries, which do not furnish all relevant details, would not be considered valid.*





Phone No.: 011-23231248

Email: synapsecbse@gmail.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

CBSE/Acad./EO(RS)/2011

December 1st, 2011

Circular No. 84

To

All Heads of Institutions
Affiliated to CBSE

**Subject : Bilingual medium for writing Board Examination in Hospitality &
Tourism Course March 2012**

Dear Principal,

As you are aware that, the Central Board of Secondary Education, in collaboration with National Council of Hotel Management and Catering Technology (NCHMT), under Ministry of Tourism, Govt. of India, has introduced two vocational courses : (1) Food Production, and (2) Food Beverage Service at Senior Secondary level from the academic session 2010-2011.

It is hereby informed to all the concerned that as per the direction issued by the Competent Authority, the students are allowed to write March 2012 examination in both Hindi and/or English (Bilingual) medium. So far, the Board has not published any text books in Hindi for these newly introduced vocational courses, therefore, all the technical terms should be written in English. This is specifically in reference to students writing examinations in Hindi medium. This may be communicated to all concerned students, teachers and schools.

Yours faithfully

(Dr. Rashmi Sethi)
Education Officer



Gram: CENBOSEC, Delhi-92
Email: cbsedli@nda.vsnl.net.in
Website: www.cbse.nic.in

Phone: 011-22426938
22509252-59, Ext. 225/302
Fax: 22515826

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, VIKAS MARG, DELHI-110092

CBSE/AFF./Circular/2011

Reminder

Date: 05.12.2011

Circular 88/2011

To,

All the Principals of the schools affiliated to the CBSE.
All the Managers of the private unaided schools affiliated to the CBSE.

Subject: Development of Website by each school.

Sir,

I am to refer to the CBSE circular No.3/10 dated 18.10.2010 requesting the schools to develop their own website containing comprehensive information about the school and its management. The information to be provided on the website of the school includes affiliation status, details of infrastructure, names and designation of teachers, class-wise section-wise enrolment of students, address-postal and email, telephone Nos., details of members of the School Managing Committee etc. For this purpose, every school should prepare its Annual Report containing above information and upload the same on its website before 15th September of every year.

All the Managers and Principals of schools affiliated to the Board were expected to implement the above within a period of six months from the date of issue of the circular cited.

However, it is observed that some of the schools have not yet developed their own website and have not uploaded the required information on their website.

All the Managers and Principals of schools affiliated to the Board are again requested to comply with the above orders within a period of one month positively without fail and the defaulting schools shall have to hold the responsibility.

(M.V.V. PRASADA RAO)
JOINT SECRETARY(AFF)



Website: www.cbse.nic.in

Phone: 011- 23220153 23220155

Fax: 23217128

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-110 092

Academic/ EO(Com)/2011

5th December, 2011

Circular 92/2011

Subject: Japan-East Asia Network of Exchange for students and Youth Programme-Phase V- 2012

Dear Principal,

As part of the fifth phase of the Japan-East Asia Network of Exchange for Students and Youth Programme (JENESYS), a group of around 150 students of CBSE affiliated schools from all over India are likely to visit Japan as per following programme schedule accompanied by teachers (one teacher for every 15 students):

| | |
|---------------------------|------------------------------|
| 1st batch of visit | 14th-22nd May 2012 |
| 2nd batch of visit | 21st – 29th May 2012 |
| 3rd batch of visit | 04th - 12th June 2012 |

CBSE proposes to nominate 150 students (75 boys & 75 girls) for the above cited programme. The Principals of affiliated schools are requested to send entries of **2 students (one boy and one girl)** from their schools giving the required details for processing at this end.

Selection Criteria

- The students must be in the age group of 14-18 years (Present class IX to XI)
- They must be physically fit to undertake field trips and tours in Japan.
- They must be mentally agile and be creative enough to interact with other students and participate in debates etc.
- Being the representatives of the youth of our country they are expected to be highly disciplined upholding values of punctuality and adherence to rules and regulations. It is further emphasized that they should abstain from smoking and drinking.
- The students so selected should have either applied for or should be holding a passport.
- **Preference may be given to those schools from which students had not participated in the earlier JENESYS programme including students from SC/ST/OBC category.**
- **Preference may not be given to those students who have already visited abroad either in sponsored or private visit.**
- School may also nominate the names of secondary/Senior Secondary Teachers (50% being female teachers) to accompany for the programme.



ANNEXURE-I

INFORMATION LIST

1. Name of the Student
2. Gender Male/Female
3. Religion:
4. Whether students belong to SC/ST/OBC/- Please specify
5. Details of foreign visit made during last five years with indication as to whether any of these were sponsored or private visit.
6. Name of the School & class in which presently studying
7. Name of the Board to which above school is affiliated
8. Academic Details

| Class | Percentage of Marks obtained | Rank in school | Rank in Board |
|-------|------------------------------|----------------|---------------|
| VIII | | | |
| IX | | | |
| X | | | |
| XI | | | |

9. Extra Curricular Activities

| Sports/cultural activities in which participated (year wise) | Position if any at School level | Position if any at District level | Position if any at State level | Remarks if any |
|--|---------------------------------|-----------------------------------|--------------------------------|----------------|
| | | | | |
| | | | | |

10. I do hereby declare that information given by me is true.

Signature of the student

11. I do hereby declare that my son/daughter whose details as given above and other child had not participated in the earlier JENESYS Programme. I also declare that information given at S.No. 1-4 is true.

Signature of the parent

12. Certified that information given by the student at S.No.5-8 are true to the best of my knowledge and belief.

Signature of the Principal of the School



Annexure II

CONSOLIDATED INFORMATION RESPECT OF STUDENTS NOMINATED FOR 'JAPAN – EAST ASIA NETWORK OF EXCHANGE OF STUDENTS AND YOUTH PROGRAMME' 2011

Name of the state/UT/Organization:

| S. No. | Name of student | Sex | Religion | Name of the School and Board | Class | Academic record | | | Co-curricular activities | | | Details of foreign visit during last 5 years (please indicate 'N' also if never visited any foreign country any time) | |
|--------|-----------------|-----|----------|------------------------------|-------|--------------------------|--------------------------|-----------------------------|--------------------------|---|---|---|--|
| | | | | | | Position in the District | Position in the District | Position in the State Board | Details of Scholarship | Sports with level of participation, i.e. School/district/state/national | Cultural with level of participation, i.e. School/district/state/national | | Debates/quiz etc. with level of participation, i.e. school/district/state/national |
| 1. | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | |



Annexure-III

**CONSOLIDATED INFORMATION IN RESPECT OF TEACHERS NOMINATED FOR
'JAPAN – EAST ASIA NETWORK OF EXCHANGE OF STUDENTS AND YOUTH PROGRAMME'**

1. Name of the State/UT/Organization:

Total No. of Teachers Recommended:

| S.No. | Name of the Teacher & School | Post/Qualification | Sex | Period of service as teacher, experience, exemplary works/ achievements | Remarks |
|-------|------------------------------|--------------------|-----|---|---------|
| | | | | | |





CENTRAL BOARD OF SECONDARY EDUCATION

SHIKSHA KENDRA, 2, COMMUNITY CENTRE,
PREET VIHAR, DELHI

No. COORD/P/DO/F-8/2006

22.8.2006

The Heads of all the
Affiliated Schools of the Board

Reg.: Concession give to the Physically Challenged candidates by the Board.

Sir/Madam,

The Board has been receiving queries from various CBSE affiliated schools regarding the concessions given to Physically challenged candidates appearing for the Senior School Certificates (Class XII) and Secondary School (Class X) Examinations of the Board. In this connection, it is clarified that the following concessions are admissible to the Physically Challenged Candidate:

1. Exemption from studying third language up to middle school level (i.e. Class VIII).
2. Permission to use an amanuensis.
3. The amanuensis should be a student of class lower than the one for which the candidate will be taking the examination.
4. The Centre Superintendent of the Examination Centre shall choose a suitable amanuensis and forward higher particulars to the Regional Officer concerned for consideration and approval.
5. The candidate shall pay the fee as prescribed for use of the amanuensis. However, the Blind, Physically Handicapped or Spastic Candidate should be provided services of an amanuensis free of cost.
6. The amanuensis shall be paid remuneration as prescribed from time to time by the Board.
7. The candidate may be permitted to use the services an amanuensis in all or any of the papers.
8. The candidate may be permitted to draw the diagrams etc. themselves, if desired by them.
9. Additional time of 60 minutes (1 hour) in each paper.
10. The Centre Superintendent shall make the sitting arrangements for the dyslexic, blind, physically handicapped and spastic candidates on the ground floor, as far as possible.
11. Alternative type questions are provided in lieu of questions having visual inputs for the blind candidates in English Communicative and Social Science for Class X and History Geography and Economics for Class XII.



12. Separate question papers in enlarged print for Mathematics and Science & Technology in Class X are provided for candidates having visual impairment.
13. The Centre Superintendent(s) are directed to send the answer books of special category students in separate covers to the Regional Office concerned.
14. To facilitate easy access, a few selected schools are made examination centres for special students.
15. Blind candidates from Delhi have the facility to use computer or a typewriter for writing answers.
16. Teachers from blind schools are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centres. However, precaution be taken to appoint different subject teachers on different days.
17. A separate column has been provided on the title page of the answer book for indicating the category of physically challenged candidates so that these answer books could be segregated for sending them separately to the Regional Office of the Board.
18. The candidate may be permitted to draw the diagrams etc. themselves;
19. It is not mandatory for the candidates to do the calculations themselves. However, at Secondary School level a candidate as an option to opt for one language and any four of the following electives.

Mathematics, Science and Technology, Social Science, Another language, Music, Painting, Home Science and Introductory Information Technology.

You are aware that CBSE has been constantly focusing on a system wherein the strengths of a child are recognized and enhanced rather than his weaknesses. It is also a matter of joy that many of the schools are doing wonderful things in the field of inclusive education and encouraging children by extending all possible support in terms of special physical infrastructure in the schools and also classroom instructions. The Board, therefore, would like to reiterate that the concessions offered by the Board to the physically challenged students be also extended by the schools during their internal assessment at the school level to further strengthen inclusion of physically challenged students into the main stream.

All the Heads of Schools may kindly take note of the above and make it known to all concerned.

Yours faithfully

(PAVNESH KUMAR)
CONTROLLER OF EXAMINATIONS



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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

No. COORD/DS/SO-K/F-8/2006

Dated: 25.10.2006

NOTIFICATION

Subject: Amendments in Examination Bye-Laws

In pursuance of the recommendations of the Examination Committee held on 26-3-2006 and 7-6-2006 and the same having been duly ratified by the Governing Body of the Board in its meeting held on 30-6-2006, the following amendments/additions have been made in the Examination-Byelaws.

1. Amendment in Rule 13.1 (i) & (ii) of Chapter 4 under Regular Course of Study

Rule 13.1(i): The expression “a regular course of study” referred to in these Bye-Laws means at least 75% of attendance in the Classes held counted from the day of commencing teaching of Classes IX/X/XI/XII as the case may be upto the 1st of the month preceding the month in which the examination of the School/Board commences. Candidates taking up a subject(s) involving practicals shall also be required to have put in at least 75% of the total attendance for practical work in the subject in the laboratory. Heads of Institutions shall not allow a candidate who has offered subject(s) involving practicals to take the practical examination(s) unless the candidate fulfills the attendance requirements as given in this Rule.

Rule 13.1(ii): The candidate who had failed in the same examination in the preceding year and who rejoins Classes IX/X/XI/XII shall be required to put in 75% of attendance calculated on the possible attendance from the 1st of the month following the publication of the results of that examination by the School/Board upto the 1st of the month preceding the month in which the examination of the School/Board commences.

2. Amendment in Rule 13.2(i) of Chapter 4 under Requirement of Attendances in Subjects of Internal Assessment

Rule 13.2(i): No student from a School affiliated to the Board shall be eligible to take the examination unless he has completed 75% of attendances counted from the opening of class IX/X/XI/XII upto the first of the month preceding the month in which the examination commences in the subjects of internal assessment.

3. Amendment in Rule 43(ii) of Chapter 7 under Additional Subject(s)

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 at the Compartment Examination to be held in July/ August the same year.



4. Amendment in Rule 53(i) of Chapter 8 under Head Examiners

Rule 43(i): The Chairman shall appoint a senior person in the rank of Principal, Vice-Principal, Post-Graduate Teacher of an affiliated school or a Lecturer/Reader in a College as Head Examiner for a subject/paper.

Rules Added

5. Addition in Rule 40.1(vi) of Chapter-7 under Pass Criteria (Senior School Certificate Examination)

Rule 40.1(vi): In order to be declared as having passed the Class XI Examination a candidate shall obtain 33% marks in all the subjects. The pass marks in each subject of examination shall be 33%. In case of subject involving practical work a candidate must obtain 33% marks in the theory and 33% in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.

6. Addition Rule 41.1(vi) of Chapter 7 under Pass Criteria (Secondary School Examination)

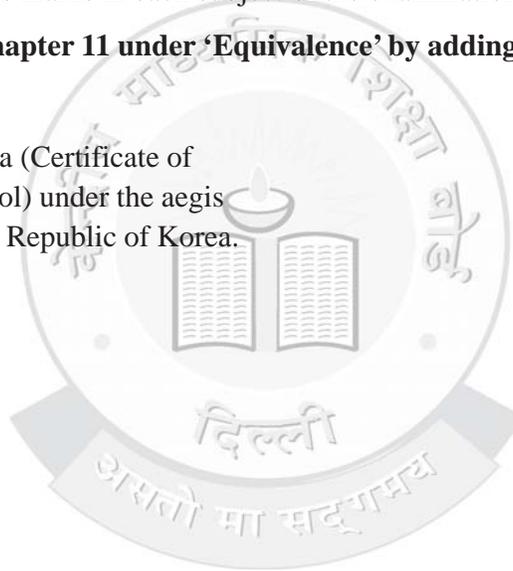
Rule 41.1(vi): In order to be declared as having passed Class IX Examination a candidate shall obtain 33% marks in all the subjects. The pass marks in each subject of the examination shall be 33%.

7. Amendment in Rule 71 of Chapter 11 under 'Equivalence' by adding S.No. 66

66. Republic of Korea:

12 Year High School Diploma (Certificate of Graduation) (accredited school) under the aegis of the Ministry of Education, Republic of Korea.

+2 stage examination



(M.C. Sharma)
Controller of Examinations



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CENTRAL BOARD OF SECONDARY EDUCATION

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M.C. Sharma
Controller of Examination
SO (Coord.) 2008

24th January, 2008

**Subject: Amendment/Additions in Guidelines for Centre Supdt./Spot
Evaluation and Observation Schedule for Senior School Certificate
(Class XII) and Secondary (Class X) Examination, 2008**

Dear Principal,

Let me take this opportunity to extend my very warm greetings to you for the New year and express my very sincere thanks to you for extending your unqualified support to CBSE in the conduct of 2005 exams.

1. You are aware that class XII & X examinations are to begin from 1st March, 2008. Through this letter, I want to invite your attention to some of the critical issues that have a bearing on people's trust in our examination system. It is our bounden duty to sustain this trust.
2. Firstly, it is essential that the conduct of examination does not appear to be fair only but should enjoy the complete confidence and trust of the public at large. This is an onerous task. It would demand whole hearted dedication of functionaries at various levels involved in the examination. I hope, we will discharge our responsibilities in a team spirit no matter wherever we happen to be placed.
3. Linked with the conduct of examinations are the perceptions & reactions, about the question papers administered in different subjects. These reactions are received from the diversified groups spread all over the country and also from abroad: Interest groups, more so the schools and the students have every right to air their views on the quality of question papers administered. But this right puts an added responsibility on them to see that the observations and comments are not made to gain cheap popularity. Rather these should be made to strengthen the System. We should also keep in mind that during examinations, examinees are under heavy stress and anxiety and our adverse views on the question papers through different media often upset them in their preparations of future examinations. It would therefore, be advisable that the schools should send their reactions and perception- direct to the Board instead of expressing them to the media.
4. To give a fair deal to the comments on the question papers and redress the genuine grievances of



students, CBSE has developed an Observation Schedule, a copy of which is enclosed. In case you have your observations about a question paper, these may please be recorded and forwarded as per directions contained therein within twenty four hours of the conduct of examination of the subject concerned so that these observations could be considered by the expert group while preparing the marking scheme.

5. Careful marking of scripts and timely declaration of result is our paramount concern. To ensure this we need quality examiners in adequate numbers. It has been observed in the past that some schools under one pretext or the other do not relieve the teachers for evaluation work and the Board has to remind them in the midst of the evaluation work. This is an undesirable practice. I would, therefore, appeal to you to relieve your teachers for evaluation work instead of complaining about the quality of marking subsequently. Teachers selected for evaluation work must report on the appointed date and time. This is essential because on the first day. Marking Schemes are studied, discussed and clarified to the examiners. Non-release of teachers may compel the Board to delay the declaration of result of the defaulting Institutions and also initiate disaffiliation proceedings.
6. I request you to participate willingly and not reluctantly. Rather advise your teachers to be regular and very serious in marking as it amounts to professional judgement on 10 to 12 years of hard work put in by the Examinees. If you happen to be the Head Examiner/Additional Head Examiner please ensure that the sample checking of answer books of each evaluator is just not a routine. It should conform to the Marking Scheme so that it provides academic guidance to the evaluators for objective and uniform evaluation.
7. For 2008 Examinations, some new instructions have been provided in the Guidelines to the Centre Superintendents/Guidelines for Spot Evaluation. You are requested to kindly read these instructions carefully, I am enclosing a compiled list of these instructions as Annexure 'A' for your ready reference. In the end, I once again request you to please extend your willing co-operation to the Board in the smooth and fair conduct of examinations. I am sure, with your active support we shall be able to preserve the sanctity of the system and avoid criticism. Needless to mention that we all are custodian of examinees' faith and we have to preserve it at all cost.

With warm regards.

Yours sincerely,

(M.C. Sharma)
Controller of Examinations

Encl.: As above.



On Left hand side of Title Sheet:

- Subject
- Day and Date of Examination
- Medium of answering the paper
- Code No. as written on the Top of the Question Paper
- No. of Supplementary answer book(s) used
- Tick the category if physically challenged
- Whether writer provided

On Right hand side of Title Sheet:

- Whether writer provided
- Candidate Name: In Capital letters. Each letter be filled in one box and one box be left blank between each part of the name. (24 boxes have been provided for Candidate's Name. In case, Candidate's Name exceed 24 characters, candidate be asked to write first 24 characters.)
- Write and darken the appropriate circle as applicable for Roll No.
 - Subject Code
 - Centre No.
- Roll No. in Words
- Father's Name
- Signature of Candidate

Asstt. Supdt. should put signature after checking and verifying all the particulars filled in by the candidate.

Guidelines For Spot Evaluation

Chapter 3 - Instructions for Head Examiners

3.2l Amended He/she will fix working hours for the staff at the centre in consultation with the CNS, if any. The duration of the evaluation centre should preferably be for ten consecutive days including holidays.

Chapter 5 - Duties and Responsibilities of the Examiners

5.10.1 Amended He/she will report on duty at the evaluation centre at the specified time and stay up to sufficiently reasonable time. Normally 5-6 hours of time is expected to be devoted every day for evaluating/20-25 answer books.



Central Board of Secondary Education Observation Schedule - 2008

School No.....

Note:

1. Use only one proform (may be photocopied) for each subject in case you have comments about the question papers adminisrered by the CBSE.
2. Mail/deliver/fax it simultaneously to :
 - (i) The Subject Expert of your Region selected to participate in the Marking Scheme Development Programme.
 - (ii) Joint Secretary (Co-ordination) CBSE, 2, Community Centre, Preet Vihar, Delhi-110031.
 - (a) Fax Number (1) 22057059 (2) 22517250 (3) 22515826
 - (b) E-mail: mcsharma2007@rediffmail.com
3. Write your comments clearly but briefly:

Particulars of the School

(With Complete Postal Address)

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

Tel. No. Office..... Residence.....

Date of Examination.....

Subject and Subject Code.....

Question Paper Code.....

S. No. Nature of Complaint Question No.(s) Separate (Attach Sheet, if so Required)

Suggestions

1. Question deemed out of Syllabus
2. Beyond the Comprehension level of the candidate
3. Faulty translation
4. Defective formation of questions
5. Any other (Please specify with relevant details)

Name of the School Head (In Capital Letters).....

Note: Please use seprate proforma for seprate question paper code.



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

NO. CE/COORD./2008/

Dated: February 13, 2008

To

Heads of all the
Affiliated Schools of the Board

Sir,

As you are aware vide Rule 24(iii), visually and hearing impaired candidates have the option of studying one compulsory language as against two. This language has to be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language, they have the option of offering any four of the following subjects:

Mathematics, Science, Social Science, another language, Music, Painting, Home Science, Introductory Information Technology, Commerce (Elements of Business) & Commerce (Elements of Book Keeping and Accountancy).

It has been observed that blind candidates want to study subjects like Music, Home Science etc., but these candidates are deprived of offering these subjects because most of the schools don't have affiliation for these subjects. In order to facilitate the blind candidates the Board has decided that subjects which are not available in the school can be offered by the blind candidates and they can study these subjects privately as subjects of extended learning.

This facility is in addition to the concessions given to physically handicapped candidates circulated vide this office Circular No. COORD/P/DO/F-08/2006 dated 25.10.2006.

Yours faithfully,

(M.C. SHARMA)



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

No. F-2-1/VOC (PCE)/FMM/CBSE/2008

Circular No. 13/08

7th April, 2008

To

All Heads of Institutions which have
Introduced FMM course 2007-08

**Subject: Practical Examination for FMM Course Introduction to Financial
Markets-I for 11th class.**

Sir

As you are aware in the Financial Markets Management (FMM) course, one of the 3 compulsory papers for skill building I professional competency development is titled Introduction to Financial Markets-I.

One of the very strong salient features of FMM is development of employable skills. The success of FMM will depend upon whether students on completion of this course are able to acquire necessary competence and skills for financial markets.

In Stock and Commodity Markets, both speed and accuracy are extremely important. Due to globalisation, entry of FIIs (Foreign Institutional Investors), instant spread of information (impacting the share prices) through electronic and print media such as T.V. channels, Internet, introduction of futures and options, the share and commodity markets have become highly volatile. This calls for executing the buy, I sell orders at high speed to take advantage of best rates (lowest while buying and highest while selling).

However, while it is important to execute orders with speed, the accuracy while entering an order cannot be ignored. The loss from a wrong entry of a buy or sell order can cause very serious financial loss to the client(s) ranging from few hundreds to lakhs or crores depending upon the quantity and price of a scrip. Therefore, stock and commodity markets require 100% accuracy while entering orders.

As required by CBSE, BLB Institute of Financial Markets (BIFM) has developed a mock trading software called TradeSense™. The TradeSense™ has been designed to develop practical skills of speed and accuracy in stock market through step by step process. This will be achieved by a modular approach through 6 modules, 3 each for 11th & 1st class respectively.

Modules for 11th Class

1. Numeric Speed Booster (NSB): To help students gain command in finger setup on Numeric Pad.
2. Trade Function Builder (TFB): To help students develop speed and accuracy without trading.
3. Precision Builder (PB): To build order punching accuracy in simulated trading.



A unique feature of TradeSense™ is a large number of user friendly reports for the students as well as school principals. It is also possible for the CBSE and NSE to monitor the progress of all the schools and students through TradeSense software.

At CBSE Headquarters, we also monitor the progress of development of practical skills through TradeSense software. It is found that the progress of some of the schools/students is not satisfactory and they are not giving adequate attention for practical. This being a skill oriented course without devoting required time of 60 hours of practical, FMM will fail, defeating the very purpose of launching this course.

In view of the above, it is advised that school should conduct the practical examination only after each of the student has practiced at east for 60 hours. Schools can conduct the practical examination through TradeSense™ software as per detailed procedure given in the software itself, The practical examination will consist of 3 parts as given below:

| S. No. | Module | Time (Minutes) | Max. Marks | Pass Marks |
|--------|---------------------------|----------------|------------|------------|
| 1. | Multiple Choice Questions | 10 | 10 | 3 |
| 2. | Trade Function Builder | 10 | 15 | 5 |
| 3. | Precision Builder | 10 | 15 | 5 |
| | Total | 30 | 40 | 30 |

1. **Multiple Choice Questions (MCQs):** Written multiple choice questions (MCQs) of 10 Marks. This can be conducted by schools themselves.

1(a) Salient Features of the NEAT - 5 Marks

- Key Functions
- Buy, Sell, Order Modification (OM) & Order Cancellation (OC)

1(b) Introduction to Trading Systems - 5 Marks

- BSE Trading System: Bombay Online Trading System (BOLT)
- NSE Trading System: National Exchange For Automated Trading (NEAT)
- Open Dealer Integrated Network Trading system (ODIN)

As per the existing procedure schools who have introduced FMM can promote students from 11th to 12th class, pending holding of online examination by NSE called NCFM Financial Markets - Beginner's Module between 15th May to 30th June. During teacher's training at BLB Institute of Financial Markets, teachers have informed that the students could not devote required 60 hours for practical due to various reasons such as new subject internet non availability, lack of trained manpower etc.

In view of the above for proper skill development, the practical examination can be conducted before 30th June 2008, as in the case of NCFM examination. Students of FMM can appear/re-appear for practical examination after devoting a minimum of 60 hours of practical on Trade Sense.

Yours faithfully,

(SHASHI BHUSHAN)
HOD (EDUSAT)



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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

No. CE/F.22/2008/

22.9.2008

To

Heads of all the
affiliated Schools of the Board

Subject: Requirement of 75% of attendance in Class X/XII

Sir/Madam,

As you are aware that as per Examination Bye-laws of the Board, it is essential for every student to complete 75% of attendances counted from the opening of Class X/XII upto the first of the month preceding the month in which the examination commences. The students who have not completed a regular course of study i.e, have not completed 75% of attendance in Class X/XII are not eligible to appear for the Board's Examination of Class X/XII.

Given below is the relevant extract of Rule 13.2 of the Examination Bye-laws.

No student from a School affiliated to the Board shall be eligible to take the examination unless he has completed 75% of attendances counted from the appearing of class IX/X/XI/XII upto the first of the month preceding the month in which the examination commences in the subjects of internal assessment.

It is pertinent to mention here that every year in the month of February, even in the first week of March i.e. at the time of commencement of Board's Exam, the Board starts receiving requests from large number of candidates/schools requesting the Chairman to condone the shortage of attendance. It is further stated that shortage up to 15% of attendance only may be condoned by the Chairman on the recommendation of the Principal of the School. The candidates/parents while representing the matter to the Board invariably state that their school has never informed them about the shortage of attendance.

In view of above, I am writing to request you to bring the above essential condition of completion of 75% attendance to the notice of all the candidates and their parents whose names have been sponsored by your



school for Board's Examination-2009. In those cases where students are not regularly attending the schools for various different reasons whatsoever may be, the rule position of the Board must be brought to their notice in writing.

An immediate action in the matter would be appreciated and the parents and students be informed that in the case of shortage of attendance without valid reasons, they would not be permitted to appear for Board's examination. We are sure that once the students are aware of the necessity of completing 75% of attendance, majority of students would certainly attend the classes regularly. This would reduce large number of requests for condonation at the last minute.

Kindly acknowledge receipt.

Yours faithfully,

(M.C.Sharma)
Controller of Examinations





NOTIFICATION

Subject: Amendments Additions in Examination Bye Laws

In pursuance of the recommendations of the Examination Committee held on 24.11.2008 and the same having been duly ratified by the Governing Body of the Board in its meeting held on 8.12.2008, the following amendments/additions have been made in the examination Bye-laws:

RULES AMENDED**RULE 23 OF CHAPTER 4 RELATING TO EXEMPTION FROM EXAMINATION IN THE THIRD LANGUAGE**

| EXISTING RULE | AMENDED RULE |
|--|--|
| (d) Dyslexic, Blind students and those suffering from speech or hearing defects. | (d) Blind students, those suffering from speech or hearing defect. Dyslexic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995. |

RULE 24 OF CHAPTER 4 RELATING TO EXEMPTION TO SPASTIC, BLIND, PHYSICALLY HANDICAPPED AND DYSLEXIC CHILDREN

| EXISTING RULE | AMENDED RULE |
|--|--|
| Rule 24: Exemption to Spastic, Blind, Physically Handicapped and Dyslexic Children (i) Blind, Autistic, Physically Handicapped and Dyslexic students appearing for the Secondary School Examination or Senior School Certificate Examination is permitted to use an amanuensis and shall be allowed an additional time as given below: For paper of 3 hours duration 60 minutes For paper of 2½ hours duration 50 minutes For paper of 2 hours duration 40 minutes For paper of 1½ hours duration 30 minutes (iii) Dyslexic, Autistic, Spastic candidates and candidates with visual and hearing impairment | Rule 24: Exemption to Blind, Physically Handicapped, Autistic, Dyslexic, Spastic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995. (i) Blind, Physically Handicapped, Dyslexic, Autistic, and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 appearing for the Secondary School Examination or Senior School Certificate Examination is permitted to use an amanuensis and shall be allowed an additional time as for paper of 3 hours duration. For paper of 2½ hours duration 60 minutes, 50 minutes given below: For paper of 3 hours duration - 60 minutes For paper of 2½ hours duration 50 minutes |



have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of the following subjects be offered: **Mathematics, Science, Social Science, another language, Music, Painting, Home Science, Introductory Information Technology, Commerce (Elements of Business) and Commerce (Elements of Book Keeping and Accountancy)**

For paper of 2 hours duration - 40 minutes

For paper of 1½ hours duration - 30 minutes

(iii) Candidates with visual and hearing impairment, Spastic, Dyslexic, Autistic **and candidates with disabilities as defined in the Persons with Disabilities Act, 1995** have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the four of the following subjects be offered: Three Language Formula prescribed by the Board. Besides one language any **another, language, Music, Painting, Home Mathematics, Science, Social Science, Science, Introductory Information Technology, Commerce (Elements of Business) & Commerce (Elements of Book Keeping and Accountancy)**

RULE 25 OF CHAPTER 4 RELATING TO USE OF AMANUENSIS AND APPOINTMENT OF AMANUENSIS

| EXISTING RULE | AMENDED RULE |
|--|--|
| <p>(i) (a) To a Blind or physically handicapped or spastic candidate</p> <p>(v) Such a candidate shall pay fee as may be prescribed for use of amanuensis. However, a blind or physically handicapped or spastic candidate will be provided service of an amanuensis free of cost.</p> | <p>(i) (a) To a Blind, Physically Handicapped, Spastic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995.</p> <p>(v) The services of amanuensis shall be provided free of cost.</p> |



RULE 46 OF CHAPTER 7 RELATING TO EXEMPTION TO SPASTIC, BLIND, PHYSICALLY HANDICAPPED AND DYSLEXIC CANDIDATES

| EXISTING RULE | AMENDED RULE |
|---|--|
| <p>Rule 46: Exemption to Spastic, Blind, Physically Handicapped and Dyslexic Candidates.</p> <p>Dyslexic, Spastic Candidates and Candidates with visual and hearing impairment have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of the following subjects be offered: Mathematics, Science & Technology, Social Science, another language, Music, Painting, Home Science and Introductory Information Technology.</p> | <p>Rule 46: Exemption to Blind, Physically Handicapped, Autistic, Dyslexic, Spastic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995.</p> <p>Candidates with visual and hearing impairment, Spastic, Dyslexic, Autistic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of the following subjects be offered: Mathematics, Science, Social Science, another language, Music, Painting, Home Science, Introductory Information Technology, Commerce (Elements of Business) and Commerce (Elements of Book Keeping and Accountancy)</p> |

RULES ADDED

RULE 13.1 OF CHAPTER 4 RELATING TO 'A REGULAR COURSE OF STUDY'

| EXISTING RULE | AMENDED RULE |
|---|--------------------------|
| <p>Rule 13.1(i): The expression “a regular course of study” referred to in these Bye Laws means atleast 75% of attendance in the Classes held counted from the day of commencing teaching Classes IX/X/XI/XII as the case may be upto the 1st of the month preceding the month in which the examination of the School/Board commences. Candidates taking up a subject(s) involving practicals shall also be required to have put in at least 75% of the total attendance for practical work in the subject in the laboratory. Heads of Institutions shall not allow a candidate who has offered subject(s) involving</p> | <p>Same as Existing.</p> |



| | |
|--|---|
| <p>practicals to take the practical examination(s) unless the candidate fulfils the attendance requirements as given in this Rule.</p> | |
| | <p>13.1 (i) (a) The expression “a regular course of study” referred to in these Bye Laws means atleast 60% of attendance in respect of students participating in Sports at National level organized by recognized Federations/CBSE/SGFI, the Classes held counted from the day of commencing teaching Classes IX/X/XI/XII as the case may be upto the 1st of the month preceding the month in which the examination of the School/Board commences. Candidates taking subject(s) involving up a practicals shall be required to have put in at least 60% of the total attendance for practical work in the subject in the laboratory. Heads of Institutions shall not allow a candidate who has offered subject(s) involving practical to take the practical examination(s) unless the candidate fulfils the attendance requirements as given in this Rule.</p> |
| <p>New Rule added</p> <p>Rule 13.1 (ii): The candidate who had failed in the same examination in the preceding year and who rejoins Classes IX/X/XI/XII shall be required to put in 75% of attendance calculated on the possible attendance from the 1st of the month following the publication of the results of that examination by the School/Board upto the 1st of the month preceding the month in which the examination of the School/Board commences.</p> | <p>Same as existing.</p> |
| <p>New Rule added</p> | <p>Rule 13.1 (ii)(a): The candidate who had failed in the same examination in the preceding year and who rejoins Classes IX/X/XI/XII shall be required to put in 60% of attendance in respect of students participating in Sports and National level, organized by recognized Federations/CBSE/SGFI calculated on the possible</p> |



| | |
|---|---|
| | attendance from the 1st of the month following the publication of the results of that examination by the School/Board upto the 1st of the month preceding the month in which the examination of the School/Board Commenced |
| Rule 13.1(iii): In the case of migration from other institutions, attendance at the institution/school recognised by the Education Department of the State/Union Territory from which the candidate migrates will be taken into account in calculating the required percentage of attendance | Same as existing. |

RULE 13.2 OF CHAPTER 4 RELATING TO 'REQUIREMENT OF ATTENDANCE' IN SUBJECTS OF INTERNAL ASSESSMENT

| | |
|--|--|
| Rule 13.2(i): No student from a School affiliated to the Board shall be eligible to take the examination unless he/she has completed 75% of attendance counted from the opening of class IX/X/XI/XII upto the first of the month preceding the month in which the examination commences in the subjects of internal assessment. | Same as Existing. |
| New Rule Added | Rule 13.2(i)(a): No student from a School affiliated to the Board shall be eligible to take the examination unless he has completed 60% of attendance in respect of students participating in Sports at National level organized by recognized Federations/CBSE/SGFI counted from the opening of class IX/X/XI/XII upto the first of the month preceding the month in which the examination commences in the subjects of internal assessment. |
| Rule 13.2(ii): Exemption from W.E./Art Education/P&HE may be granted to a candidate on medical grounds provided the application is supported by a certificate given by a Registered Medical Officer of the rank not below that of Asstt. Surgeon and forwarded by the Head of the School with his recommendations. | Same as existing. |



Rule 13.1(iii): The Chairman shall have powers to condone shortage of attendances in subjects of internal assessment.

Same as Existing.

RULE 14 OF CHAPTER 4 RELATING TO RULES FOR CONDONATION OF SHORTAGE OF ATTENDANCE

New Rule Added

Rule 14(iv)(e) Authorised participation in sports at National level organized by recognized Federations/CBSE/SGFI.

(M.C. SHARMA)

CONTROLLER OF EXAMINATIONS





केन्द्रीय माध्यमिक शिक्षा बोर्ड

(मानव संसाधन विकास मंत्रालय, भारत सरकार के आधीन एक स्वायत्त संगठन)
“शिक्षा केन्द्र”, समुदाय केन्द्र, प्रीत विहार, दिल्ली-110092

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

Coord/SO-K/F-8/2007

16.06.2007

NOTIFICATION

Subject: Amendments in Examination Bye Laws

In pursuance of the recommendations of the Examination Committee held on 30.10.2006 and the same having been duly ratified by the Governing Body of the Board in its meeting held on 22.12.2006, the following amendments/additions have been made in the examination bye-laws.

RULES AMENDED

1. Rule 24(iii) of Chapter 4 under Exemption to Spastic, Blind Physically Handicapped and Dyslexic Children has been amended as follows:-

Dyslexic, Spastic candidates and candidates with visual and hearing impairment have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of the following subjects be offered:

Mathematics, Science & Technology, Social Science, another language, Music Painting, Home Science, Introductory Information Technology, Commerce(Elements of Business) & Commerce(Elements of Book Keeping and Accountancy).

2. RULE 42(i) AND 42(ii) OF CHAPTER 7 UNDER COMPARTMENT EXAMINATION FOR SECONDARY/SENIOR SCHOOL CERTIFICATE EXAMINATION HAVE BEEN AMENDED AS FOLLOWS:

42(i) A candidate placed in Compartment may reappear at Compartment Examination to be held in July/August the same year and may avail himself/herself of Second Chance in March/April and Third Chance in July/August of next year. Further he/she may avail himself/herself of Fourth Chance in March/April and Fifth Chance in July/August of the subsequent next year. The candidate will be declared 'PASS' provided he/she qualifies the compartmental subjects in which he/she had failed.

42(ii) A candidate who does not appear or fails at one or all the chances of compartment shall be treated to have failed in the examination and shall be required to reappear in all the subjects at the subsequent annual



examination of the Board as per syllabi and courses laid down for the examination concerned in order to pass the examination. The candidate's practical marks/internal assessment marks obtained in the Main examination will be carried over till the fifth chance compartmental examination. The candidate shall have the option to appear at the practical examination in the subjects involving practical of retain their previous marks in one more annual examination after the Fifth Chance Compartment.

3. RULE 42A OF CHAPTER 7 UNDER RETENTION OF PRACTICAL MARKS IN RESPECT OF FAILURE CANDIDATES FOR SECONDARY/SENIOR SCHOOL CERTIFICATE EXAMINATION HAS BEEN AMENDED AS FOLLOWS:

A candidate who has failed in the examination in the first attempt shall be required to reappear in all the subjects at the subsequent annual examination of the Board. He/She shall appear only in theory part and his/her previous practical marks will be carried forward and accounted for if he/she has passed in practical. In case a candidate has failed in practical he/she shall have to appear in theory and practical both. If he/she fails to pass the examination in three consecutive years, after the first attempt he/she shall have to reappear in all the subjects including practical.

4. RULE 68 OF CHAPTER 9 UNDER PROVISION OF MOTHER'S NAME HAS BEEN AMENDED AS FOLLOWS:

- (a) The candidates will have the option either to mention the mother's names or the father's name or both into the records of the Board (Certificate, Marks Statement etc.)
- (b) The candidates (who are orphans) will have the option to mention the guardian's name into the records of the Board (certificate, Marks Statement etc.). In no case will the name of guardian be mentioned if the names of either or both of the parents are known.

5. NOTE BELOW THE FORMAT IN ANNEXURE 1 OF EXAMINATION BYELAWS UNDER FORMAT OF TRANSFER CERTIFICATE HAS BEEN AMENDED AS FOLLOWS:

Transfer Certificate should be issued only under the signatures of the regular Principal/Vice Principal and it should be counter-signed by an officer not below the rank of District Inspector of Schools/Deputy Director of Education/Education Officer of the Education Department of the State/Union Territory concerned. In case of a student migrating from one CBSE affiliated school to another CBSE affiliated school the transfer certificate of a previous school of such a student may be countersigned by the Regional Officer of the Board or the Assistant Commissioner of the Kendriya Vidyalaya Samiti or the Deputy Director, Navodaya Vidyalaya Samiti in India or an officer of the Board at the Head Quarters and by the First Secretary/Attache/Cultural Attache or an equivalent officer of the Embassy/High Commission of India in the concerned country in respect of students studying in an affiliated school of the CBSE situated outside the country and the student shall not be admitted to a school without such a counter signature. **Assistant Commissioners, Kendriya Vidyalaya Sangathan have also been authorized to countersign the Transfer Certificates issued by the Schools run by Directorate General, Border Security Force.**

(M.C. SHARMA)
CONTROLLER OF EXAMINATIONS



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केन्द्रीय माध्यमिक शिक्षा बोर्ड

(मानव संसाधन विकास मंत्रालय, भारत सरकार के आधीन एक स्वायत्त संगठन)
“शिक्षा केन्द्र” 2, समुदाय केन्द्र, प्रीत विहार, दिल्ली-110092

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

No. COORD/SO-K/F-8/2008

Date : 1.8.2008

NOTIFICATION

Subject: Amendments/Additions in Examination Bye Laws

In pursuance of the recommendations of the Examination Committee held on 30.10.2006 and the same having been duly ratified by the Governing Body of the Board in its meeting held on 30.6.2008, the following amendments/additions have been made in the Examination Bye-Laws:

RULES AMENDED

AMENDMENT IN RULE 24 OF CHAPTER 4 OF THE EXAMINATION BYE-LAWS RELATING TO CONCESSIONS FOR BLIND, PHYSICALLY CHALLENGED AND DYSLEXIC STUDENTS

| EXISTING RULE | AMENDED RULE |
|---|--|
| 24(i) Blind, Physically Handicapped, Dyslexic students appearing for Secondary School Examination or Senior School Certificate Examination is permitted to use an amanuensis and shall be allowed an additional one hour (60 minutes) time for each paper | 24(i) Blind, Autistic, Physically Handicapped, Dyslexic student appearing for Secondary School Examination or Senior School Certificate Examination is permitted to use an amanuensis and shall be allowed an additional time as given below : for paper of 3 hours 60 minutes for paper of 2½ hours 50 minutes for paper of 2 hours 40 minutes for paper of 1½ hours 30 minutes |

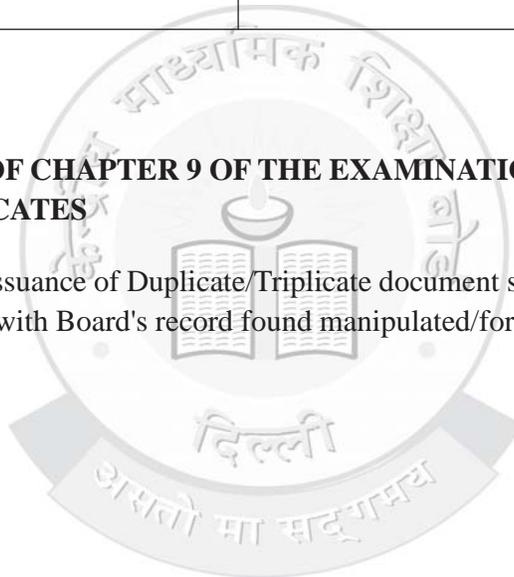


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| <p>24(iii) Dyslexic, Spastic candidates and candidates with visual and hearing impairment have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of the following subjects be offered:</p> <p>Mathematics, Science & Technology, Social Science, another language, Music, Painting, Home Science, Introductory Information Technology, Commerce (Elements of Business) & Commerce (Elements of Book Keeping and Accountancy).</p> | <p>24(iii) Dyslexic, Autistic, Spastic candidates and candidates with visual and hearing impairment have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of the following subjects be offered:</p> <p>Mathematics, Science, Social Science, another language, Music, Painting, Home Science, Introductory Information Technology, Commerce (Elements of Business) & Commerce (Elements of Book Keeping and Accountancy)</p> |
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AIDED RULE

ADDITION IN RULE 67 (II) OF CHAPTER 9 OF THE EXAMINATION BYE-LAWS ISSUANCE OF DUPLICATE PASS CERTIFICATES

67 (ii) Request of candidate for issuance of Duplicate/Triplicate document shall not be acceded to in the event of verification of the documents with Board's record found manipulated/forged/tampered with.





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

EO(COM.)/ACAD./2009/

22/07/2009

Circular No. 27

All the Heads of CBSE
Affiliated Schools

Subject: Conduct of Mock Exercises in Schools

Dear Principal,

National Disaster Management Authority (NDMA), Govt. of India is the apex body on Disaster Management in India responsible for evolving disaster management policy, issuing guidelines on various types of disasters and taking remedial measures to mitigate natural and manmade disasters.

With the purpose to inculcate the culture of preparedness in schools and to help them in building their capacity in institutionalizing disaster management framework, NDMA has taken the initiative to conduct mock exercises in schools on natural and human induced disasters, free of charge.

The mock exercises in schools are conducted in two steps. In step one, the process of constituting school disaster management framework and conduct of mock exercise are delineated. In step two, the mock exercise is actually conducted where the students, teachers along with the non-teaching staff take part. At the end of step two, gaps are identified during a detailed debriefing session and follow-up action is taken.

The schools which are interested in taking up this initiative may contact Brig (Dr.) B.K. Khanna, Senior Specialist (Training and Capacity Development), NDMA at bkkhanna2@gmail.com or his mobile no.09911297972.

Yours faithfully,

**(C. GURUMURTHY)
DIRECTOR (ACAD.)**

**NOTIFICATION****Subject: Amendments/Additions in Examination Bye Laws**

I. In pursuance of the recommendations of the Examination Committee held on 23.11.2009 and the same having been duly ratified by the Governing Body of the Board in its meeting held on 23.12.2009, the following amendments/additions have been made in the Examination Byelaws:

AMENDMENT IN RULE 62 OF THE EXAMINATION BYE LAWS RELATING TO THE PERIODICITY FOR MAINTENANCE OF ANSWER BOOKS

| Existing Rule | Amended Rule |
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| The answer book shall be maintained for a period of three months and shall thereafter be disposed of in the manner as decided by the Chairman from time to time | The answer book shall be maintained for a period of two months and shall thereafter be disposed of in the manner as decided by the Chairman from time to time |

AMENDMENT IN RULE 12(ii) OF THE EXAMINATION BYE LAWS RELATING TO CRITERIA FOR ADMISSION TO EXAMINATIONS FOR REGULAR CANDIDATES

| Existing Rule | Amended Rule |
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| 12(ii) that he has not passed equivalent or higher examination of any other Board or University; | 12(ii) that he has not passed equivalent examination from this Board or equivalent or higher examination of any other Board or University; |

II. In pursuance of the recommendations of the Examination Committee held on 22.06.2010 and the same having been duly ratified by the Governing Body of the Board in its meeting held on 29.06.2010, the following amendments/additions have been made in the Examination Byelaws:

| CHAPTER NO. | NAME OF THE CHAPTER | RULE NO. | RULE HEADING |
|-------------|---------------------|----------|--------------------|
| I | SHORT TITLE | 2 | DEFINITIONS |

| Existing Rule | Amended Rule |
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| 2(iv))(a) New Definition | 2(iv)(a) “Continuous and Comprehensive Evaluation (CCE)” means assessing the students upto Class X at school level both in scholastic and co-scholastic areas of evaluation spread over the total span of instructional time. |



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| 2(v) “Examinations” means Examinations conducted by the Central Board of Secondary Education | 2(v) Examinations” means Examinations conducted by the Central Board of Secondary Education/Secondary School(Class X) Examination conducted by a Senior Secondary School affiliated to the Central Board of Secondary Education. |
| 2(vii a) New Definition | 2(vii a) ‘Grades’ means grades awarded by the Board/Senior Secondary School affiliated to the Board at the Secondary School Examination in the subjects under Scholastic Area A(in lieu of numerical scores), Scholastic Area B and Co-scholastic area. |

| 1 | SHORT TITLE | 3 | INTERPRETATION |
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| 3(iii) New Interpretation | | 3(iii) Rules stipulated for Secondary School Examination conducted by the Board shall also be applicable for the Senior Secondary Schools affiliated to the Board conducting the Secondary School(Class X) Examination under the Continuous and Comprehensive Evaluation Scheme. | |

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| 2 | EXAMINATIONS CONDUCTED BY THE BOARD | 5.1(iv) | |
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| (iv) All India/Delhi Secondary School Examination(Comptt.)(Class X) Last week of July/1st Week of August | (iv) All India/Delhi Secondary School Examination(Improvement)(Class X) Third week of July |
| (v) All India Pre-Medical/Pre-Dental Entrance Examination Last Sunday of April | (v) All India Pre-Medical/Pre-Dental Entrance Examination Prelim - First Sunday of April |
| (vi) All India Engineering/Pharmacy/Architecture Entrance Examination 2nd Sunday of May | (vi) All India Engineering/Pharmacy/Architecture Entrance Examination Final - 2nd Sunday of May |
| 3. ADMISSION OF STUDENTS TO A SCHOOL, TRANSFER/MIGRATION OF STUDENTS | 6.5 |



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| <p>6.5 No student shall be admitted in Class IX and above in a school affiliated with the Board after 31st day of August of the year except with prior permission of the Chairman, CBSE/Competent Authority as may have been defined in the State/ Union Territory Education Acts. The application for permission to grant admission after 31st of August shall be routed through the Principal of the school specifying the reasons which are unavoidable. The candidate shall complete the required percentage of attendance (75%) for Class IX, X, XI & XII as per Examination Bye laws of the Board to make him/her eligible for the examinations. In such cases where the admission by the candidate could not be taken in a higher class by the stipulated date because of the late declaration of result by the Board such permission would not be required, provided the candidate applied for admission within a fortnight of the declaration of the result.</p> | <p>6.5 No student shall be admitted in Class IX and above in a school affiliated with the Board after 31st day of August of the year except with prior permission of the Chairman, CBSE/Competent Authority as may have been defined in the State/ Union Territory Education Acts. The application for permission to grant admission after 31st of August shall be routed through the Principal of the school specifying the reasons which are unavoidable. The candidate shall complete the required percentage of attendance (75%) for Class IX, X, XI & XII as per Examination Bye laws of the Board to make him/her eligible for the examinations conducted by the Board/School. In such cases where the admission by the candidate could not be taken in a higher class by the stipulated date because of the late declaration of result by the Board in respect of the examinations conducted by the Board such permission would not be required, provided the candidate applied for admission within a fortnight of the declaration of the result.</p> |
| <p>3. ADMISSION OF STUDENTS TO A SCHOOL, TRANSFER/MIGRATION OF STUDENTS</p> | <p>7.3 ADMISSION TO CLASS X</p> |
| <p>As the syllabus prescribed at Secondary level is of two years integrated course, no admission shall be taken in Class X directly. Provided further that admission to class X in a school shall be open only to such a student who :</p> <p>a) has completed a regular course of study for Class IX from an institution affiliated to this Board;</p> <p>(b) has completed a regular course of study for Class IX and has passed class IX examination from an institution affiliated to this Board and migrating from/within one city/State to another only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the student the mark sheet and the Transfer Certificate duly countersigned by the Board; and</p> | <p>As the syllabus prescribed at Secondary level is of two years integrated course, no admission shall be taken in Class X directly. Provided further that admission to class X in a school shall be open only to such a student who :</p> <p>a) has completed a regular course of study for Class IX from an institution affiliated to this Board;</p> <p>b) has completed a regular course of study for Class IX and has obtained minimum Grade D in the five subjects(excluding the 6th additional subject) under Scholastic Area A as well as Grades in subjects under Scholastic Area B under the Continuous and Comprehensive Evaluation Scheme in class IX examination conducted by an institution affiliated to this Board</p> |



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| <p>c) a student who has completed a regular course of study for class IX and has passed class IX examination from an institution recognized by/affiliated to any recognized Board in India can be admitted to a school affiliated to this Board only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the student the mark sheet and the Transfer Certificate duly countersigned by the Educational Authorities of the Board concerned.</p> <p>Notwithstanding anything contained in the rules above, Chairman shall have the powers to allow change of school for better academic performance, medical reasons etc. to avoid undue hardship to the candidate(s).</p> <p>In case of all such admissions the schools would obtain post facto approval of the Board within one month of admission of the student.</p> | <p>and migrating from/within one city/State to another only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the student the Report Book and the Transfer Certificate duly countersigned by the Board;, and</p> <p>c) a student who has completed a regular course of study for class IX and has passed class IX examination from an institution recognized by/affiliated to any recognized Board in India can be admitted to a school Board in India can be admitted to a school affiliated to this Board only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the student the mark sheet and the Transfer Certificate duly countersigned by the Educational Authorities of the Board concerned</p> <p>Notwithstanding anything contained in the rules above, Chairman shall have the powers to allow change of school for better academic performance, medical reasons etc. to avoid undue hardship to the candidate(s).</p> <p>In case of all such admissions the schools would obtain post facto approval of the Board within one month of admission of the student.</p> |
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| 3 | <i>ADMISSION OF STUDENTS TO A SCHOOL TRANSFER/MIGRATION OF STUDENTS</i> | 7.4 | <i>ADMISSION TO CLASS XI</i> |
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| <p>7.4 Admission to class XI in a school shall be open only to such a student who has passed :</p> <p>(a) Secondary School Examination(Class X Examination) conducted by this Board; or</p> | <p>7.4 Admission to class XI in a school shall be open only to such a student who has:</p> <p>(a) obtained minimum Grade D in at least five subjects(excluding the 6th additional subject) under Scholastic Area A as per the Scheme of Studies and a Qualifying Certificate at the Secondary School(Class X) Examination conducted by this Board/Senior Secondary School affiliated to this Board;</p> |
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| <p>(b) An equivalent examination conducted by any other recognised Board of Secondary Education/ Indian University and recognised by this Board as equivalent to its secondary school examination.</p> | <p>(b) has passed an equivalent examination conducted by any other recognised Board of Secondary Education/Indian University and recognised by this Board as equivalent to its secondary school examination; and</p> <p>Notwithstanding anything contained in the rules above, Chairman shall have the powers to permit admission in Class XI in respect of such students who have opted for not appearing for the Secondary School examination conducted by the Board but changing school after passing the Secondary School examination conducted by a Senior Secondary school affiliated to the Board on grounds of shifting of family from one place to another, transfer of parent(s), for better academic performance or on medical grounds etc. to avoid undue hardship to the candidate(s).</p> |
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| 3 | ADMISSION PROCEDURE | 8 | ADMISSION PROCEDURE |
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| <p>(v) A student shall not be allowed to migrate from one "School" to another during the session after his name has been sent up for the examination of the Board. This condition may be waived only in special circumstances by the Chairman.</p> | <p>(v) A student shall not be allowed to migrate from one "School" to another during the session after his name has been sent up for the Secondary School(Class X) and Senior School Certificate(Class XII) Examinations conducted by the Board. This condition may be waived only in special circumstances by the Chairman.</p> |
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| 4 | ADMISSION TO EXAMINATION | 9 | GENERAL |
| <p>Notwithstanding anything contained in these Byelaws, no candidate who has or is under the punishment of rustication or is debarred for appearing in or taking an examination for any reason whatsoever, shall be admitted to any examination of the Board</p> <p>All India/Delhi Senior School Certificate/Secondary School Examinations.</p> | | <p>Notwithstanding anything contained in these Byelaws, no candidate who has been expelled been expelled or is under the punishment of rustication or is debarred for appearing in or taking an examination for any reason whatsoever, shall be admitted to the All India/Delhi Senior School Certificate/Secondary School Examinations conducted by the Board</p> | |



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| 4 | ADMISSION TO EXAMINATION | 10 | ACADEMIC QUALIFICATION FOR UNDERTAKING ALL INDIA/DELHI SENIOR SCHOOL CERTIFICATE EXAMINATION AS REGULAR CANDIDATES |
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| <p>10.1 A candidate for All India/Delhi Senior School Certificate Examination should have :</p> <p>(a) Passed the Secondary School Examination (Class X) of this Board or an equivalent examination from any other recognised Board/ University at least two years earlier than the year in which he/she would take Senior School Certificate Examination (Class XII) of the Board; and</p> <p>(iv) New Rule</p> | <p>10.1 A candidate for All India/Delhi Senior School Certificate Examination should have obtained/qualified the following at least two years earlier than the year in which he/she would take Senior School Certificate Examination (Class XII) of the Board :</p> <p>(a) (i) obtained minimum Grade D in at least five subjects (excluding the 6th additional subject) of study under Scholastic Area A and a Qualifying Certificate at the Secondary School Examination(Class X) conducted by the Board atleast two years earlier than the year in which she/he would take Senior School Certificate Examination(Class XII) of the Board, or</p> <p>(ii) obtained minimum Grade D in the five subjects(excluding the 6th additional subject) under Scholastic Area A as well as Grades in subjects under Scholastic Area B and in Co-Scholastic area under the Continuous and Comprehensive Evaluation scheme in the Secondary School examination conducted by the school examination conducted by the school affiliated to the Board upto Senior Secondary level and Certificate of School-Based Assessment duly signed by the Board or</p> <p>(iii) has passed an equivalent examination conducted by any other recognised Board/ University.</p> <p>(iv) has passed Class XI examination from an institution affiliated to this Board or an</p> |
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| <p>(b) secured a grade higher than grade E in each of the subjects of Internal assessment at Secondary School Examination(Class X) referred to at (a) above.</p> | <p>institution recognized by/affiliated to any recognized Board in India atleast one year earlier than the year in which he would take Senior School Certificate Examination of the Board.</p> <p>(b) Has secured grades in subjects under Scholastic Area B and Co-scholastic areas at the Secondary School(Class X) Examination referred to at (a) above</p> |
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| 4 | ADMISSION TO EXAMINATION | 10.2 | ACADEMIC QUALIFICATION |
| | | 10.3 | UNDERTAINING ALL INDIA/DELHI SECONDARY SCHOOLEXAMINATION |

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| <p>10.2 A candidate for All India/Delhi Secondary School Examination should have :</p> <p>(a) Passed the Middle School Examination(class VIII) of a Board or of an affiliated/recognised school at least two years earlier than the year in which he would take Secondary (Class X) examination;</p> <p>(b) secured a grade higher than grade E in each of the subjects of internal assessment at the examination referred to at (a) above; and</p> <p>(c) passed the third language as per requirement laid down in the scheme of studies.</p> <p>(d) New Rule</p> | <p>10.2 A candidate for All India/Delhi Secondary School Examination should have :</p> <p>(a) Passed the Middle School Examination(class VIII) of a Board or of an affiliated/recognised school at least two years earlier than the year in which he would take Secondary(Class X) examination conducted by the Board/Senior Secondary School affiliated to the Board;</p> <p>(b) No change</p> <p>(c) No change</p> <p>(d) Qualified Class IX examination by obtaining minimum Grade D in all the five subjects (excluding 6th additional subject) of study under Scholastic Area A and grades in subjects under Scholastic Area B and Coscholastic Areas atleast one year earlier than the year in which she/he would take the Secondary(Class X) examination conducted by the Board/Senior Secondary School affiliated to the Board</p> |
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| <p>(e) New Rule</p> | <p>(e) Passed Class IX examination from a school recognized by/affiliated to any other recognized Board in India atleast one year earlier than the year in which she/he would take the Secondary(Class X) examination conducted by the Board/Senior Secondary school affiliated to the Board.</p> |
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| <p>10.3 New Rule</p> | <p>10.3 Scheme of the Continuous and Comprehensive Evaluation shall be as under:</p> <p>i) there shall be no Board Examination at Secondary(Class X) level w.e.f. 2011 for students studying in the schools affiliated to the Board upto Senior Secondary level and do not wish to move out of the CBSE system after Class X from those schools;</p> <p>ii) 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.) shall be required to take the Board's External Examination at</p> <p>Secondary(Class X) level,</p> <p>iii) students studying in schools affiliated to the Board upto Secondary level shall be</p> <p>required to appear in External Examination conducted by the Board as they shall have to leave the school after Class X.</p> <p>The above provisions shall be subject to periodical checks by the Board in respect of such schools/candidates appearing for Examination as defined at (i) above.</p> |
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| <p>4</p> | <p>ADMISSION TO EXAMINATION</p> | <p>11</p> | <p>REGULAR CANDIDATES - DEFINITION</p> |
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11 Regular candidates

Definition

For the purposes of the Byelaws contained in this chapter and chapter 5 unless there is something repugnant in the subject or context, a “Regular Candidate” means a student enrolled in a school, who has prosecuted a regular course of study in a school and seeks admission as such to the All India/ Delhi Senior School Certificate/Secondary School Examination of the Board.

Explanation

A candidate whose name is struck off the rolls of the School after submission of his name/application for admission to the examination to the Board, shall cease to be a regular candidate and as such will not be eligible for admission to or appearing at the examination.

11 Regular candidates

Definition

For the purposes of the Byelaws contained in this chapter and chapter 5 unless there is something repugnant in the subject or context, a “Regular Candidate” means a student enrolled in a school, who has **pursued** a regular course of study in a school and seeks admission as such to the All India/ Delhi Senior School Certificate/Secondary School Examination of the Board.

Explanation

A candidate whose name is struck off the rolls of the School after submission of his name/application for admission to the examinations **to be conducted by the Board/Senior Secondary School affiliated to the Board shall cease to be a regular candidate and as such will not be eligible for admission to the examination conducted by the Board/School.**

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| 4 | ADMISSION TO EXAMINATION | 13.2 | REQUIREMENT OF ATTENDANCES IN SUBJECTS OF INTERNAL ASSESSMENT |
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13.2(i): No student from a School affiliated to the Board shall be eligible to take the examination unless he has completed 75% of attendance counted from the opening of class **IX/X/XI/XII** upto the first of the month preceding the month in which the examination commences in the subjects of internal assessment.

(i)(b) New Rule

13.2(i)(a) No student from a School affiliated to the Board shall be eligible to take the **Senior School Certificate Examination conducted by the Board** unless he has completed 75% of attendance counted from the opening of class **XII** upto the first of the month preceding the month in which the examination commences in the **internal assessment**.

13.2(i)(b) No student from a School affiliated to the Board shall be eligible to take the **Senior School Certificate Examinations** conducted by the Board unless he has completed 60% of attendance in respect of students participating in Sports at National level organized by recognized



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| <p>(i)(b) New Rule</p> <p>ii) Exemption from W.E/Art Education/P & H E may be granted to a candidate on medical grounds provided the application is supported by a certificate given by a registered medical officer of the rank not below that of Assistant Surgeon and forwarded by the Head of the School with his recommendations.</p> <p>(iii) The Chairman shall have the powers to condone shortage of attendances in subjects</p> | <p>Federations/CBSE/SGFI counted from the opening of class XII upto the first of the month preceding the month in which the examination commences in internal assessment.</p> <p>(ii) Exemption from study of subjects under Scholastic Area B/W.E/Art Education/P & H E may be granted to a candidate on medical grounds in respect of Secondary and Senior School candidates appearing for the Secondary and Senior School Certificate Examinations conducted by the Board provided the application is supported by a certificate given by a registered medical officer of the rank not below that of Assistant Surgeon and forwarded by the Head of the School with his recommendations.</p> <p>(iii) The Chairman shall have the powers to condone shortage of attendances in</p> |
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| 4 | ADMISSION TO EXAMINATION | 14 | RULES FOR CONDONATION OF SHORTAGE OF ATTENDANCE |
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| <p>14(i) If a candidate's attendance falls short of the prescribed percentage, the Head of the School may submit his name to the Board provisionally. If the candidate is still short of the required percentage of attendance within three weeks of the commencement of examination, the Head of the Institution shall report the case to the Regional Officer concerned immediately. If in the opinion of the Head of the Institution, the candidate deserves special consideration, he may submit his recommendation to the Regional Officer concerned not later than three weeks before the commencement of the examination for condonation of shortage in attendances by the Chairman, CBSE who may issue orders as he may deem proper. The Head of the school in his letter requesting for</p> | <p>14(i) If a candidate's attendance falls short of the prescribed percentage, in case of students appearing for the Secondary and Senior School Certificate Examinations conducted by the Board, the Head of the School may submit his name to the Board provisionally. If the candidate is still short of the required percentage of attendance within three weeks of the commencement of examination, the Head of the Institution shall report the case to the Regional Officer concerned immediately. If in the opinion of the Head of the Institution, the candidate deserves special consideration, he may submit his recommendation to the Regional Officer concerned not later than three weeks before the commencement of the examination for condonation of shortage in</p> |
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condonation of shortage in attendance, should give the maximum possible attendance by a student counted from the day of commencing teaching of Classes X/XII(beginning of the session) upto the 1st of the month preceding the month in which the examination of the Board commences, attendance by the candidate in question during the aforesaid period and the percentage of attendance by such a candidate during the aforesaid period.

(ii) *Shortage up to 15% only may be condoned by the Chairman. Cases of candidates with attendance below 60% in class X or class XII, as the case may be, shall be considered for condonation of shortage of attendance by the Chairman only in exceptional circumstances created on medical grounds, such as candidate suffering from serious diseases like cancer, AIDS, TB or similar serious diseases requiring long period of hospitalization.*

(iii) The Principal shall refer a case of shortage within the above prescribed limit of condonation to the Board, either with the recommendations or with valid reasons for not recommending the case.

(iv) The following may be considered valid reasons for recommending the cases of the candidates with attendance less than the prescribed percentage:

- (a) prolonged illness
- (b) loss of father/mother or some other such incidence leading to his absence from the school and meriting special consideration and
- (c) any other reasons of similar serious nature

attendances by the Chairman, CBSE who may issue orders as he may deem proper. The Head of the school in his letter requesting for condonation of shortage in attendance, should give the maximum possible attendance by a student counted from the day of commencing teaching of Classes X/ XII(beginning of the session) upto the 1st of the month preceding the month in which the examination of the Board commences, attendance by the candidate in question during the aforesaid period and the percentage of attendance by such a candidate during the aforesaid period.

14(ii) Shortage up to 15% only may be condoned by the Chairman in respect of those students appearing for the Secondary and Senior School Certificate Examinations conducted by the Board. Cases of candidates with attendance below 60% in class X or class XII, **appearing for the Board's examinations**, as the case may be, shall be considered for condonation of shortage of attendance by the Chairman only in exceptional circumstances created on medical grounds, such as candidate suffering from serious diseases like cancer, AIDS, TB or similar serious diseases requiring long period of hospitalization.

iii) No change

iv) No change



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| <p>(d) authorised participation in sponsored tournaments and sports meets of not less than inter school level and at NCC/NSS camps including the days of journeys for such participation shall be counted as full attendance;</p> <p>(e) authorised participation in sports at National level organized by recognised federations/CBSE/SGFI.</p> | iv) No change |
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| 4 | ADMISSION TO EXAMINATION | 17 | PERSONS ELIGIBLE TO APPEAR AS PRIVATE CANDIDATE AT DELHI SENIOR SCHOOL CERTIFICATE (CLASS XII) EXAMINATION |
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| <p>17(i) A candidate who had failed at the Delhi Senior School Certificate Examination of the Board will be eligible to reappear at a subsequent examination as a private candidate in the syllabus and text books as prescribed for the examination of the year in which he/she will reappear.</p> <p>ii) The following categories of candidates shall also be eligible to appear as private candidates at the Delhi Senior School Certificate Examination of the Board on the conditions laid down in these byelaws:-</p> <p>(a) teachers serving in educational institutions affiliated to the Board, who have already passed Secondary or an equivalent examination at least two years before taking the Senior School Certificate Examination. Teacher candidates shall submit his application form alongwith a certificate by the Head of School in which they are serving duly countersigned by the Director of Education of the State/Union Territory concerned to the Regional Officer of the Board of the region in which the teacher is serving;</p> | <p>17(i) No change</p> <p>ii) The following categories of candidates shall also be eligible to appear as private candidates at the Delhi Senior School Certificate Examination of the Board on the conditions laid down in these byelaws:-</p> <p>(a) eachers serving in educational institutions affiliated to the Board, who have already qualified/passed Secondary or an equivalent examination at least two years before taking the Senior School Certificate Examination. Teacher candidates shall submit his application form alongwith a certificate by the Head of School in which they are serving duly countersigned by the Director of Education, Government of National Capital Territory of Delhi to the Regional Officer, Delhi;</p> |
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| <p>(b) women candidates who are bonafide residents of the National Capital Territory of Delhi and have passed the Delhi Secondary or an equivalent examination at least two years before appearing at the Senior School Certificate Examination subject to conditions mentioned in byelaw 17(iii); and</p> <p>(c) physically handicapped students having passed the Secondary School Examination or its equivalent at least two years before appearing at the Senior School Certificate Examination on producing reasonable evidence of having deficiency to attend normal institutions for the purpose of studies.</p> | <p>(b) omen candidates who are bonafide residents of the National Capital Territory of Delhi and have obtained minimum Grade D in at least five subjects(excluding the 6th additional subject) under Scholastic Area A as per the Scheme of Studies, Grades in subjects under Scholastic Area B and in Co-Scholastic Areas under the Continuous and Comprehensive Evaluation scheme in the Secondary School examination conducted by the school affiliated to the Board upto Senior Secondary level or an equivalent examination conducted by any recognised Board in India at least two years before appearing at the Senior School Certificate Examination subject to conditions mentioned in Rule 17(iii); and</p> <p>(c) Physically handicapped students who have obtained minimum Grade D in at least five subjects(excluding the 6th additional subject) under Scholastic Area A as per the Scheme of Studies, Grades in subjects under Scholastic Area B and in Co-Scholastic Areas under the Continuous and Comprehensive Evaluation scheme in the Secondary School examination conducted by the school affiliated to the Board upto Senior Secondary level or an equivalent examination conducted by any recognised Board in India at least two years before appearing at the Senior School Certificate Examination on producing reasonable evidence of having deficiency to attend normal institutions for the purpose of studies.</p> |
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| 4 | ADMISSION TO EXAMINATION | 18 | PERSONS ELIGIBLE TO APPEAR AS PRIVATE CANDIDATE AT ALL INDIA SENIOR SCHOOL CERTIFICATE (CLASS XII) EXAMINATION |
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| <p>(i) A candidate who had failed at the All India Senior School Certificate All India Senior School Certificate Examination of the Board will be eligible to reappear at a subsequent examination as a private candidate in the syllabus and text books as prescribed for the examination of the year in which he will reappear.</p> <p>(ii) Teachers serving in educational institutions affiliated to the Board who have already passed Secondary or an equivalent examination at least two years before taking the Senior School Certificate Examination. Teacher candidates shall submit his application form alongwith a certificate by the Head of School in which they are serving duly countersigned by the Director of Education of the State/Union Territory concerned to the Regional Officer of the Board of the region in which the teacher is serving.</p> | <p>(i) No change</p> <p>(ii) teachers serving in educational institutions affiliated to the Board, who have already qualified/passed Secondary or an equivalent examination at least two years before taking the Senior School Certificate Examination. Teacher candidates shall submit his application form alongwith a certificate by the Head of School in which they are serving duly countersigned by the Director of Education of the State/Union Territory concerned in which the teacher is serving to the Regional Office of the Board concerned in which the school is situated.</p> | | |
| 4 | ADMISSION TO EXAMINATION | 20 | PERSONS ELIGIBLE TO APPEAR AS PRIVATE CANDIDATE FOR DELHI SECONDARY SCHOOL EXAMINATION |
| 20(i) Candidates who had failed at the Delhi Secondary School Examination of the Board | | (i) Candidates who had failed to qualify at the Delhi Secondary School Examination of the Board; | |
| 4 | ADMISSION TO EXAMINATION | 21 | PERSONS ELIGIBLE TO APPEAR AS PRIVATE CANDIDATE FOR ALL INDIA SECONDARY SCHOOL EXAMINATION |
| 20(i) Candidates who had failed at the Delhi Secondary School Examination of the Board | | (ii) Candidates who had failed to qualify at the All India Secondary School Examination of the Board; | |
| 4 | ADMISSION TO EXAMINATION | 22 | PROCEDURE FOR SUBMISSION OF APPLICATIONS OF PRIVATE CANDIDATES AT ALL INDIA/DELHI SECONDARY SCHOOL EXAMINATION |



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| <p>(vii) Women Private candidate under byelaw 20 shall not be allowed to offer Science and Technology with practical work, unless she has put in a regular course of study in an institution affiliated to the Board and produces a certificate to that effect to the satisfaction of the Board. However, notwithstanding this condition they can offer Home Science with Practical without such a certificate.</p> <p>(vii)(b) New Rule</p> | <p>22(vii)(a) Women Private candidate under Rule 20 shall not be allowed to offer Science with practical work, unless she has put in a regular course of study in an institution affiliated to the Board and produces a certificate to that effect to the satisfaction of the Board. However, notwithstanding this condition they can offer Home Science with Practical without such a certificate.</p> <p>(vii)(b) Women Private candidate under Rule 20 can offer Mathematics and Social Science without producing a certificate of putting in a regular course of study for internal assessment from an institution affiliated to the Board.</p> |
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| 5 | <i>MODE OF SUBMISSION OF APPLICATIONS, SCALE OF FEES AND REFUNDS</i> | 28 | <i>MODE OF SUBMISSION OF APPLICATIONS FOR REGULAR CANDIDATES</i> |
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| <p>(i) A Student shall have his application form prescribed by the Board forwarded through the Head of the School to which he belongs.</p> <p>(ii) The application form (Combined list of candidates) complete in all respects and with certificates by the Head of the school provided elsewhere shall be sent to the concerned Regional Officer.</p> <p>(iii) The application form should reach the Regional Officer concerned within the date prescribed.</p> <p>(iv) The application form shall be accompanied with the prescribed fee (Vide Annexure II).</p> <p>(v) The form may also be accepted with additional Late Fee as per the prescribed norms.</p> | <p>(i) A Student shall have his application form prescribed by the Board forwarded through the Head of the School to which he belongs for the examinations to be conducted by the Board.</p> <p>(ii) The application form (Combined list of candidates) complete in all respects and with certificates by the Head of the school provided elsewhere shall be sent to the Regional Office concerned.</p> <p>iii) The application form should reach the Regional Office concerned within the date prescribed.</p> <p>iv) No change</p> <p>v) No change</p> |
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| 6 | <i>FIXATION OF EXAMINATION CENTRES, APPOINTMENT OF CENTRE SUPERINTENDENTS ETC. AND RULES FOR UNFAIR MEANS CASES</i> | 36.3 | <i>RULES FOR UNFAIRMEANS CASES - IMPOSITION OF PENALTIES</i> |
| 36.3(vi) The names of candidates, who are punished under any of the above rules, shall be communicated to the Universities, Boards and other Organisations which conduct Secondary School, Senior School Certificate Examination, Intermediate or equivalent examinations and to the various State Governments as well as to the different Public Service Commissions in the country. | | 36.3(vi) The names of candidates, who are punished under any of the above rules, shall be communicated to all the Schools affiliated to the Board , Universities, Boards and other Organisations which conduct Secondary School Examination, Senior School Certificate Examination, Intermediate or equivalent examinations and to the various State Governments as well as to the different Public Service Commissions in the country. | |
| 7 | <i>SCHEME OF EXAMINATION AND PASS CRITERIA</i> | 37 | <i>SCHEME OF EXAMINATIONS – GENERAL CONDITIONS</i> |
| 37(i) The Scheme of Examinations and Pass Criteria for All India/Delhi Senior School Certificate and All India/Delhi Secondary Examinations conducted by the Board shall be as laid down from time to time. (ii) Class XI/IX examinations shall be conducted internally by the schools themselves. (iii) The Board will conduct the external examinations at the end of Class XII/Class X. | | 37(i) No change (ii) Class XI examination shall be conducted by the schools themselves. Class IX examination shall also be conducted by the Schools as per the criteria laid down by the Board from time to time. iii) The Board will conduct the external examinations at the end of Class XII. The Board will also conduct external examination at the end of Class X in respect of those students studying in schools affiliated to the Board upto Secondary level and students studying in Class X in the schools which are affiliated to the Board upto Senior level but wish to move out of the CBSE system for various reasons. | |



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| <p>(iv) Class XII and Class X examinations will be based on the syllabi as prescribed by the Board for Class XII/X respectively from time to time;</p> <p>(v) Number of papers, duration of examination and marks for each subject/ paper will be as specified in the curriculum for the year;</p> <p>(vi) The examination would be conducted in theory as well as in practicals, depending that f th bj t () d that upon the nature of the subject(s) and the marks/ grades allotted shall be as prescribed in the curriculum.</p> <p>(vii) Marks/grades shall be awarded for individual subjects and the aggregate marks shall not be given.</p> | <p>iv) No change</p> <p>v) No change</p> <p>vi) No change</p> <p>vii) No change</p> |
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| 7 | <i>SCHEME OF EXAMINATION AND PASS CRITERIA</i> | 38 | <i>SCHEME OF EXAMINATIONS - GRADING - SENIOR SCHOOL CERTIFICATE EXAMINATION</i> |
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| <p>38(I) Assessment of theory/practical papers in external subjects shall be in numerical scores. In addition to numerical scores, the Board shall indicate grades in the marks sheets issued to the candidates in case of subjects of external examinations. In case of internal assessment subjects, only grades shall be shown</p> <p>(ii) Letter grades on a nine-point scale shall be used for subjects of external examinations. However, for subjects of internal examination in Class X the assessment shall be made on a five point scale i.e. A,B,C,D & E</p> <p>(iii) The grades shall be derived from scores in case of subjects of external examination. In case of subjects of internal assessment, they shall be awarded by the schools.</p> | <p>38(i) Assessment of theory/practical papers in external subjects shall be in numerical scores. In addition to numerical scores, the Board shall indicate grades in the marks sheets issued to the candidates in case of subjects of external examinations. In case of internal assessment subjects, only grades shall be shown.</p> <p>(ii) Letter grades on a nine-point scale shall be used for subjects of external examinations. iii)No change</p> <p>(iii) No change</p> |
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(iv) The qualifying marks in each subject of external examination shall be 33% at Secondary/Senior School Certificate Examinations. However at Senior School Certificate Examination, in a subject involving practical work, a candidate must obtain 33% marks in the theory and 33% marks in the practical separately in addition to 33% marks in aggregate, in order to qualify in that subject

(v) For awarding the grades, the Board shall put all the passed students in a rank order and will award grades as follows:

A-1 Top 1/8th of the passed candidates

A-2 Next 1/8th of the passed candidates

B-1 Next 1/8th of the passed candidates

B-2 Next 1/8th of the passed candidates

C-1 Next 1/8th of the passed candidates

C-2 Next 1/8th of the passed candidates

D-1 Next 1/8th of the passed candidates

D-2 Next 1/8th of the passed candidates

E Failed candidates

Notes:

a) Minor variations in proportion of candidates to adjust ties will be made.

b) In case of a tie, all the students getting the same score will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.

c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.

d) In respect of subjects where total number of candidates passing in a subject is less than 500, the grading would be adopted on the pattern

(iv) The qualifying marks in each subject of external examination shall be 33% at Senior School Certificate Examination. However in a subject involving practical work, a candidate must obtain 33% marks in the theory and 33% marks in the practical separately in addition to 33% marks in aggregate, in order to qualify in that subject.

(v)(a) For awarding the grades the Board shall put all the passed students in a rank order and will award grades as follows:

A-1 Top 1/8th of the passed candidates

A-2 Next 1/8th of the passed candidates

B-1 Next 1/8th of the passed candidates

B-2 Next 1/8th of the passed candidates

C-1 Next 1/8th of the passed candidates

C-2 Next 1/8th of the passed candidates

D-1 Next 1/8th of the passed candidates

D-2 Next 1/8th of the passed candidates

E Failed candidates

Notes:

(a) Minor variations in proportion of candidates to adjust ties will be made.

(b) In case of a tie, all the students getting the same score will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.

(c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.

(d) In respect of subjects where total number of candidates passing in a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.



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| 7 | SCHEME OF EXAMINATION AND PASS CRITERIA | 39 | MERIT CERTIFICATES |
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| <p>(i) The Board will award Merit Certificates in each subject to the top 0.1% of candidates passing that subject, provided that they have passed the examination as per the pass criteria of the Board.</p> <p>(i)(b) New Rule</p> <p>(ii) The number of merit certificates in a subject will be determined by rounding off the number of candidates passing the subject to the nearest multiple of thousand. If the number of candidates passing a subject is less than 500, no merit certificate will be issued.</p> <p>(iii) In the matter of a tie, if one student gets a merit certificate, all candidates getting that score will get the merit certificate.</p> | <p>(i) (a)The Board will award Merit Certificates in each subject to the top 0.1% of candidates passing that subject, provided that they have passed the examination as per the pass criteria of the Board at the Senior School Certificate Examination.</p> <p>(i)(b)The Board will award Merit Certificates to such candidates who have obtained Grade A1 in all the five subjects(excluding the 6th additional subject) under Scholastic Area A as per the qualifying criteria.</p> <p>(ii) For the Senior School Certificate Examination the number of merit certificates in a subject will be determined by rounding off the number of candidates passing the subject to the nearest multiple of thousand. If the number of candidates passing a subject is less than 500, no merit certificate will be issued.</p> <p>(iii) At the Senior School Certificate Examination In the matter of a tie, if one student gets a merit certificate, all candidates getting that score will get the merit certificate.</p> |
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| 7 | SCHEME OF EXAMINATION AND PASS CRITERIA | 41 | SCHEME OF EXAMINATIONS (SECONDARY SCHOOL EXAMINATION) |
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| <p>(i) Assessment in the following subjects will be undertaken by the schools themselves in terms of grades on a five point scale (i.e. A,B,C,D & E)-</p> <p>Work Experience</p> <p>Art Education</p> <p>Physical and Health Education</p> | <p>Scholastic Area B and Co-Scholastic Areas shall be undertaken by the schools in terms of Grades as per the Scheme of Studies.</p> |
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| <p>(ii) The evaluation for subjects of internal assessment shall be based on cumulative record of the candidate during his/her continuous assessment in the school.</p> <p>(iii) Schools are expected to maintain regular records of student's achievement and progress. These records are subject to scrutiny by the Board when it deems fit.</p> <p>(iv) Rest of the subjects of study not mentioned under subclause (i) shall be externally examined by the Board. Details of question papers, marks and duration will be as per the Scheme of Examinations.</p> <p>(v) Heads of all affiliated institutions shall be required to issue "Certificate of School-Based Evaluation" covering co-cognitive and other related areas of learning based on continuous and comprehensive evaluation of students who will be completing a course of study of ten years.</p> | <p>(ii) The evaluation for subjects under Scholastic Area B and Co-Scholastic Areas shall be based on cumulative record of the candidate during his/her continuous assessment in the school.</p> <p>(iii) No change</p> <p>(iv) Subjects of study under Scholastic Area A shall be assessed jointly by the School and Board. Details of question papers, marks and duration will be as per the Scheme of Studies.</p> <p>(v) Delete as schools will not be required to give this separate certificate to the students</p> |
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| 7 | <i>SCHEME OF EXAMINATION AND PASS CRITERIA</i> | <i>41.1</i> | <i>QUALIFYING CRITERIA (SECONDARY SCHOOL EXAMINATION)</i> |
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| <p>(i) A candidate will be eligible to get the Pass Certificate of the Board, if he/she gets a grade higher than E in all subjects of internal assessment unless he/she is exempted. Failing this, the result of the external examination will be withheld but not for a period of more than one year.</p> <p>(ii) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E(i.e. at least 33% marks) in all the five</p> | <p>(i) A candidate will be eligible to get the Qualifying Certificate, if he/she gets a minimum Grade D in all the five subjects(excluding the 6th additional subject) under Scholastic Area A in the main or at the subsequent five/one attempt(s) of Improvement of Performance, as the case may be, and grades in the subjects under Scholastic Area B and Co-scholastic Areas as stipulated in the Scheme of Studies</p> <p>(ii) Deleted in view of (i) above</p> |
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subjects of external examination in the main or at the compartmental examinations. The pass marks in each subject of external examination shall be 33%.

(iii) No overall division/distinction/aggregate shall be awarded.

(iv) In respect of a candidate offering an additional subject, the following norms shall be applied:

(a) A language offered as an additional subject may replace a language in the event of a candidate failing in the same provided after replacement the candidate has English/Hindi as one of the languages; and

(b) The replacement shall satisfy the conditions as laid down in the Scheme of Studies.

(iv) In respect of a candidate offering an additional subject, the following norms shall be applied:

(a) A language offered as an additional subject may replace a language in the event of a candidate failing in the same provided after replacement the candidate has English/Hindi as one of the languages; and

(b) The replacement shall satisfy the conditions as laid down in the Scheme of Studies.

(v) Candidates exempted from one or more subjects of internal examination shall be eligible for appearing in external examination and result shall be declared subject to fulfilment of other conditions laid down in the Pass Criteria.

(ii) No overall grade shall be awarded. However, Cumulative Grade Point Average (CGPA) shall be indicated in the Statement of Subject wise Performance. Subject wise and overall indicative percentage of marks could be derived based on Grade Point/Cumulative Grade Point Average

(iii) No change

(iv) Candidates exempted from one or more subjects under Scholastic Area B and Co Scholastic Area shall be eligible for

(iv) Candidates exempted from one or more subjects under Scholastic Area B and Co Scholastic Area shall be eligible for Co-Scholastic Area shall be eligible for appearing in the Formative and Summative Assessments and result shall be declared subject to fulfilment of other conditions laid down in the Qualifying Criteria

(v) In order to be eligible to qualify Class IX examination a candidate shall have to obtain minimum Grade D in all the five subjects (excluding the 6th additional subject) under Scholastic Area A as well as grades in subjects under Scholastic Area B, as stipulated in the Scheme of Studies, at the main or the subsequent improvement of Performance attempt.



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| (vi) In order to be declared as having passed Class IX Examination a candidate shall obtain 33% marks in all the subjects. The pass marks in each subject of examination shall be 33%. | |
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| 7 | <i>SCHEME OF EXAMINATION AND PASS CRITERIA</i> | 41.2 | <i>ELIGIBILITY FOR IMPROVEMENT OF PERFORMANCE IN SECONDARY EXAMINATION</i> |
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| 41.2 A candidate failing in two of the five subjects of external examination shall be placed in compartment in those subjects provided he/she qualifies in all the subjects of internal assessment | 41.2 A candidate obtaining Grades E1 or E2 in any or all the five subjects (excluding the 6th additional subject) under Scholastic Area A, as per the scheme of studies, jointly examined by the School and Board shall be eligible for Improvement of Performance in any or all the five subjects. |
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| 7 | <i>SCHEME OF EXAMINATION AND PASS CRITERIA</i> | 42 | <i>IMPROVEMENT OF PERFORMANCE/COMPARTMENT EXAMINATION FOR SECONDARY/SENIOR SCHOOL CERTIFICATE EXAMINATION</i> |
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| 42(i) A candidate placed in compartment may reappear at compartmental examination to be held in July/August the same year, may avail himself/herself of Second Chance in March/April and Third Chance in July/August of next year. Further he/she may avail himself/herself of Fourth Chance in March/April and Fifth Chance in July/August of the subsequent next year. The candidate will be declared 'PASS' provided he/she qualifies the compartmental subjects in which he/she had failed. | 42(i)(a) A candidate placed in compartment at the Senior School Certificate Examination may reappear at the compartmental examination to be held in July the same year, may avail himself/herself of Second Chance in March/April and Third Chance in July of next year. Further he/she may avail himself/herself of Fourth Chance in March/April and Fifth Chance in July of the subsequent next year. The candidate will be declared 'PASS' provided he/she qualifies the compartmental subjects in which he/she had failed. Syllabi and courses shall be the same as applicable for the candidates of full subjects appearing at the examination in the year concerned. |
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42(i)(b) **New Rule**

42(i)(b) A candidate who has appeared for the Secondary School Examination conducted by the Board and obtained Grades E1 or E2 in any or all the five subjects(excluding the 6th additional subject) under Scholastic Area A, as the Scheme of Studies, shall be eligible for improving his/her performance in any or all the five subjects and may reappear at the subsequent attempts, at the examination conducted by the Board. The candidate will be issued Statement of Subject wise Performance/ Certificate of School-Based Assessment provided she/he obtains minimum Grade D in at least five subjects(excluding the 6th additional subject) as per the Scheme of Studies and grades in the subjects under Scholastic Area B and Co-scholastic Areas.

42(i)(c) **New Rule**

(i)(c) A candidate who has appeared for the Secondary School Examination conducted by the Senior Secondary School affiliated to the Board and obtained Grades E1 or E2 in any or all the five subjects(excluding the 6th additional subject) under Scholastic Area A, as per the Scheme of Studies, shall be eligible for improving his performance in any or all the five subjects and may reappear at the only attempt, at the examination conducted by the Senior Secondary School affiliated to the Board. The candidate will be issued Certificate of School-Based Assessment provided he obtains minimum Grade D in at least five subjects(excluding the 6th additional subject) as per the Scheme of Studies and grades in the subjects under Scholastic Area B and Co-scholastic Areas.

(ii) A candidate who does not appear or fails at one or all the chances of compartment shall be treated to have failed in the examination and shall be required to reappear in all the subjects at the subsequent annual examination of the Board as per

(ii)(a) A candidate who fails to appear or fails at one or all the chances of compartment **at the Senior School Certificate Examination** shall be treated to have failed in the examination and shall be required to reappear in all the subjects at the



syllabi and courses laid down for the examination concerned in order to pass the examination. The candidates' practical marks/internal assessment marks obtained in the Main examination will be carried over till the fifth chance compartmental examination. The candidate shall have the option to appear at the practical examination in the subjects involving practical or retain their previous marks in one more annual examination after the Fifth Chance Compartment.

(ii)(b) New Rule

(iii) Syllabi and courses for the Compartmental candidates in March Examination shall be the same as applicable to the candidates of full subjects appearing at the examination.

(ii)(a) A candidate who fails to appear or fails at one or all the chances of compartment **at the Senior School Certificate Examination** shall be treated to have failed in the examination and shall be required to reappear in all the subjects at the subsequent annual examination of the Board as per syllabi and courses laid down for the examination concerned in order to pass the examination. The candidates' practical marks/internal assessment marks obtained in the Main examination will be carried over till the fifth chance compartmental examination. The candidate shall have the option to appear at the practical examination in the subjects involving practical or retain their previous marks in one more annual examination after the Fifth Chance Compartment.

ii)(b) A candidate who fails to obtain minimum **Grade D in the five subjects(excluding the 6th additional subject) under Scholastic Area A at one or all the chances of Improvement of Performance at the Secondary School Examination** shall be treated to have not qualified the examination and shall be required to reappear in all the subjects at the subsequent examination to be held in March of the subsequent year as per syllabi and courses laid down for Summative Assessment II for the year of examination concerned, in order to qualify the examination. The candidates' grades obtained in all the Formative Assessments and Summative Assessment I at the Main examination shall be carried over till all the chances of Improvement of Performance.

(iii) Deleted in view of (ii) above



(iv) A candidate placed in compartment shall be allowed to appear only in those subjects in which he/she has been placed in compartment at the Second Chance Compartmental Examination to be held in March/April next year.

(v) For subjects involving practical work, in case the candidate has passed in practical at the main examination he/she shall appear only in theory part and previous practical marks will be carried forward and accounted for. In case a candidate has failed in practical he/she shall have to appear in theory and practical both irrespective of the fact that he/she has already cleared the theory examination.

(iii)(a) A candidate placed in compartment **at the Senior School Certificate Examination** shall be allowed to appear only in those subjects in which he/she has been placed in compartment at the subsequent five chances of Compartment.

(iv) For subjects involving practical work **at the Senior School Certificate Examination**, if a candidate has passed in practical at the main examination he/she shall appear only in theory part and previous practical marks will be carried forward and accounted for. In case a candidate has failed in practical he/she shall have to appear in theory and practical both irrespective of the fact that s/he has already cleared the theory examination.

(v)(a) A candidate **who fails to obtain minimum Grade D in the five subjects(excluding the 6th additional subject) under Scholastic Area A at the Secondary School Examination conducted by the Board shall be provisionally admitted to class XI till he takes in the subsequent first chance Improvement of Performance to be held that year. His/her admission shall be treated as cancelled if he fails to obtain minimum Grade D in the five subjects(excluding the 6th additional subject) under Scholastic Area A at the first chance Improvement of Performance.**

(v)(b) A candidate **who fails to obtain minimum Grade D in the five subjects(excluding the 6th additional subject) under Scholastic Area A at the Secondary School Examination conducted by the Senior Secondary School affiliated to the Board shall be provisionally admitted to class XI till he takes in the Improvement of Performance examination to be held that year. His/her admission shall be treated as cancelled if he fails to obtain minimum Grade D in the five subjects(excluding the 6th additional subject) under Scholastic Area A.**



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| <p>(vi)The candidate who is placed in Compartment in the Secondary School Examination(Class X) shall be admitted provisionally to class XI till he takes in first chance Compartmental Examination to be held in July/August of that year. His/her admission shall be treated as cancelled if he/she fails to pass at the first chance Compartmental Examination.</p> <p>(vi)(b) New Rule</p> | |
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| 7 | <i>SCHEME OF EXAMINATION AND PASS CRITERIA</i> | 42A | <i>RETENTION OF PRACTICAL MARKS OF FAILURE CANDIDATES FOR SENIOR SCHOOL CERTIFICATE EXAMINATION</i> |
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| <p>42A A candidate who has failed in the examination in the first attempt shall be required to re-appear in all the subjects at the subsequent annual examination of the Board. He/she shall appear only in theory part and his/her previous practical marks will be carried forward and accounted for if he/she has passed in practical. In case a candidate has failed in practical he/she shall have to appear in theory and practical both. If he/she fails to pass the examination in three consecutive years, after the first attempt he/she shall have to reappear in all the subjects including practical.</p> | <p>42A A candidate who has failed at the Senior School Certificate Examination in the first attempt shall be required to re-appear in all the subjects at the subsequent annual examination of the Board. He/she shall appear only in theory part and his/her previous practical marks will be carried forward and accounted for if he/she has passed in practical. In case a candidate has failed in practical he/she shall have to appear in theory and practical both. If he/she fails to pass the examination in three consecutive years, after the first attempt, he/she shall have to reappear in all the subjects including practical.</p> |
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| 7 | <i>SCHEME OF EXAMINATION AND PASS CRITERIA</i> | 43 | <i>ADDITIONAL SUBJECT</i> |
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| <p>43(i) A candidate who has passed the Secondary/ Senior School Certificate Examination of the Board may offer an additional subject as a private candidate provided the additional subject is provided in the Scheme of Studies and is offered within six years of passing the examination of the</p> | <p>43(i) A candidate who has obtained minimum Grade D in at least five subjects(excluding the 6th additional subject) under Scholastic Area A as per the Scheme of Studies and a Qualifying Certificate at the Secondary School Examination conducted by the Board/passed the</p> |
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| <p>Board. No exemption from time limit will be given after six years. Facility to appear in additional subject will be available at the annual examination only.</p> <p>(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 at the Compartment Examination to be held in July/August the same year.</p> | <p>Senior School Certificate Examination of the Board may offer an additional subject as a private candidate provided the additional subject is provided in the Scheme of Studies and is offered within six years of passing the examination of the Board. No exemption from time limit will be given after six years. Facility to appear in additional subject will be available at the main examination only.</p> <p>(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 at the Compartment Examination to be held in July the same year</p> |
| <p>7</p> <p><i>SCHEME OF EXAMINATION AND PASS CRITERIA</i></p> | <p>43</p> <p><i>UPGRADING OF PERFORMANCE - SECONDARY EXAMINATION</i></p> |
| <p>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 candidates 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.</p> <p>(ii) A candidate appearing for improvement in subject(s) involving practical shall appear only in theory and previous practical marks shall be carried forward and accounted for.</p> | <p>44.2(I) A candidate who has obtained minimum Grade D in the five subjects under Scholastic Area A and a Qualifying Certificate at the Secondary School Examination conducted by the Board may reappear at the examination for upgrading 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 candidates appearing for upgrading of performance in the examination can appear in the subject(s) only in which they have obtained minimum Grade D.</p> <p>(ii) A candidate appearing for upgrading of performance shall appear in the syllabus prescribed for Summative Assessment II only for the year of examination.</p> |



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| <p>(iii) Candidates who appear for improvement of performance will be issued only Statement of Marks reflecting the marks of the improvement examination.</p> <p>(iv) A candidate appearing for improvement of performance in one or more subjects cannot appear for additional subject simultaneously.</p> | <p>(iii) Candidates who appear for upgrading of performance shall be issued only Statement of Subject wise Performance reflecting the grades obtained in the said examination.</p> <p>(iv) A candidate appearing for upgrading of performance in one or more subjects cannot appear for additional subject simultaneously.</p> |
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| 8 | CONFIDENTIAL WORKS | 61 | Verification of marks/grades obtained by a Candidate in a subject |
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| <p>(i) A Candidate who has appeared at an examination conducted by the Board may apply to the concerned Regional Officer of the Board for verification of marks in any particular subject. The verification will be restricted to checking whether all the answers have been evaluated and that there has been no mistake in the totaling of marks for each question in that subject and that the marks have been transferred correctly on the title page of the answer book and to the award list and whether the supplementary answer book(s) attached with the answer book mentioned by the candidate are intact. No revaluation of the answer book or supplementary answer book(s) shall be done.</p> <p>(ix) The communication regarding the revision of the marks, if any, shall be sent to the candidate within a reasonable period of time.</p> <p>(xi) The Board shall revise the marks statement in respect of such candidates after the previous marks statement is returned by the candidate.</p> | <p>(i) A Candidate who has appeared at an examination conducted by the Board may apply to the concerned Regional Office of the Board for verification of marks in respect of Senior School Certificate Examination/grades in respect of Secondary School Examination conducted by the Board in any particular subject. The verification will be restricted to checking whether all the answers have been evaluated and that there has been no mistake in the totaling of marks for each question in that subject and that the marks have been transferred correctly on the title page of the answer book and to the award list and whether the supplementary answer book(s) attached with the answer book mentioned by the candidate are intact. No revaluation of the answer book or supplementary answer book(s) shall be done.</p> <p>revision of the marks/change in grade(s) if any, shall be sent to the candidate within a reasonable period of time.</p> <p>(xi) The Board shall revise the marks statement in respect of Senior School Certificate Examination/Statement of Subject wise Performance in respect of Secondary School Examination in respect of such candidates after the previous one is returned by the candidate.</p> |
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| 8 | CERTIFICATION | 63 | PASSING/QUALIFYING CERTIFICATE, MARKS/STATEMENT/ OF SUBJECTWISE PERFORMANCE |
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| <p>63(i) A candidate who has appeared in an examination of the Board shall be issued a statement of marks/grades</p> <p>(ii) A candidate who has appeared in the examination of the Board and has passed the examination shall be issued a pass certificate. However, candidate who has appeared for an improvement of performance or for an additional subject in a subsequent examination shall not be issued a separate certificate or a combined marks statement. Such candidates shall be given only a statement of marks in that subject(s)</p> <p>(ii)(b) New Rule</p> <p>(iii) New Rule</p> | <p>63(i) A candidate who has appeared in an examination of the Board shall be issued statement of marks for the Senior School Certificate Examination and Statement of Subject wise Performance for the Secondary School Examination conducted by the Board.</p> <p>(ii)(a) A candidate who has appeared at the Senior School Certificate Examination of the Board and has passed the examination shall be issued a pass certificate for the Examination.</p> <p>(ii)(b) A candidate who has appeared at the Secondary School Examination conducted by the Board and has obtained minimum Grade D in at least five subjects under Scholastic Area A as per the Scheme of Studies shall be issued a Qualifying Certificate by the Board/Certificate of School-Based Assessment through the School. A candidate who has appeared at the Secondary School Examination conducted by the Senior Secondary School affiliated to the Board and has obtained minimum Grade D in the five subjects under Scholastic Area A as well as Grades in subjects under Scholastic Area B and Co-Scholastic Areas under the Continuous and Comprehensive Evaluation shall be issued Certificate of School Based Assessment.</p> <p>(iii) However, candidate who has appeared for improvement of performance at the Senior School Certificate Examination/Upgrading of</p> |
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| | <p>Performance at the Secondary School Examination conducted by the Board or for an additional subject in a subsequent examination shall not be issued a separate certificate or a combined marks statement/Statement of Subject wise Performance/Certificate of School Based Assessment. Such candidates shall be given only a statement of marks/Statement of Subject wise Performance in that subject(s)</p> |
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| 8 | <i>CERTIFICATION</i> | 64 | <i>PROVISIONAL CERTIFICATE</i> |
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| <p>64(i) A candidate who has passed the examination may be issued a provisional certificate by the Board</p> <p>(ii) A candidate who has been placed in Compartment may be issued a provisional certificate indicating the fact as such issued a provisional certificate by the Board on payment of fee prescribed from time to time.</p> | <p>64(i) A candidate who has passed the examinations conducted by the Board may be on payment of fee prescribed from time to time.</p> <p>(ii) A candidate who has been placed in Compartment at the Senior School Certificate Examination/Improvement of Performance as per Scheme of Studies at the Secondary School Examination conducted by the Board may be issued a provisional certificate indicating the fact as such.</p> |
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| 9 | <i>CERTIFICATION</i> | 65 | <i>DATE OF BIRTH</i> |
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| <p>65(i) The Date of Birth of the Candidate as admitted in the records of the Board shall be indicated in the pass certificate issued to the candidate at Secondary School level only.</p> <p>(ii) A candidate can obtain from the Board a Date of Birth Certificate indicating his date of birth as admitted in the records of the Board on payment of the prescribed fee.</p> | <p>65(i) The Date of Birth of the Candidate as admitted in the records of the Board shall be indicated in the Qualifying/Pass certificate issued to the candidate both at Secondary and Senior School levels.</p> <p>(ii) No change</p> |
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| 8 | CERTIFICATION | 66 | MIGRATION CERTIFICATE |
| <p>65(i) The Date of Birth of the Candidate as admitted in the records of the Board shall be indicated in the pass certificate issued to the candidate at Secondary School level only.</p> <p>66(i) A candidate who has appeared in an examination of the Board and has passed the examination may obtain a Migration Certificate on payment of the prescribed fee.</p> <p>(ii) A candidate placed in Compartment may also be issued a Migration Certificate indicating his/her status as such.</p> | | <p>65(i) The Date of Birth of the Candidate as admitted in the records of the Board shall be indicated in the Qualifying/Pass certificate issued to the candidate both at Secondary and Senior School levels.</p> <p>66(i) A candidate who has appeared in an examination conducted by the Board and has passed the Senior School Certificate Examination/qualified the Secondary School Examination conducted by the Board as per the Scheme of Studies may obtain a Migration Certificate on payment of the prescribed fee.</p> <p>(ii) A candidate placed in Compartment/Improvement of Performance category may also be issued a Migration Certificate indicating his/her status as such.</p> | |
| 8 | CERTIFICATION | 69.2 | CHANGES IN BOARD'S CERTIFICATE – CHANGE/CORRECTION IN DATE OF BIRTH |
| <p>69.2(i) No change in the date of birth once recorded in the Board's records shall be made. However, corrections to correct typographical and other errors to make the certificate consistent with the school records can be made provided that corrections in the school records should not have been made after the submission of application form for admission to Examination to the Board.</p> <p>(ii) Such correction in Date of Birth of a candidate in case of genuine clerical errors will be made under orders of the Chairman where it is established to the satisfaction of the Chairman that the wrong</p> | | <p>69.2(i) No change in the date of birth once recorded in the Board's records in respect of those candidates who have appeared for the Secondary/Senior school examinations conducted by the Board shall be made. However, corrections to correct typographical and other errors to make the certificate consistent with the school records can be made provided that corrections in the school records should not have been made after the submission of application form for admission to Examination to the Board.</p> <p>(ii) No change</p> | |



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| <p>entry was made erroneously in the list of candidates/application form of the candidate for the examination.</p> <p>(iii) Request for correction in Date of Birth shall be forwarded by the Head of the school alongwith attested Photostat copies of :</p> <p>(a) Application for admission of the candidate to the School;</p> <p>(b) Portion of the page of admission and withdrawal register where entry in date of birth has been made alongwith attested copy of the Certificate issued by the Municipal Authority, if available, as proof of Date of Birth submitted at the time of seeking admission; and</p> <p>(c) The School Leaving Certificate of the previous school submitted at the time of admission.</p> <p>(iv) The application for correction in date of birth duly forwarded by the Head of school alongwith 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.</p> | <p>(ii) No change</p> <p>(iii) No change</p> <p>(iv) The application for correction in date of birth duly forwarded by the Head of school alongwith documents mentioned in Byelaws 69.2(iii) shall be entertained by the Board in respect of those candidates who have taken the examinations conducted by the Board only within two years of the date of declaration of result of Class X/XII examination, as the case may be. In case of those candidates who have appeared for the examinations conducted by the Board both at Secondary and Senior Secondary levels, the period of two years shall be counted from the date of declaration of result of Secondary School examination. No correction whatsoever, shall be made on application submitted after the said period of two years</p> |
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| 10 | JOINT ENDOWMENT SCHOLARSHIP | 70(i). (iii) 70.1, 70.2, 70.3 | GENERAL CONDITIONS - SELECTION PROCEDURE, ELIGIBILITY TENURE |
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70(i) Subject to the provision of these byelaws, the Board shall award from time to time scholarships, funded out of various endowments, on the basis of the results of the Secondary Examination conducted by it.

(ii) The award of scholarships commenced from 1989 examinations.

(iii) The number of scholarships to be awarded each year shall be five for Secondary School Examination

(iv) Value of each scholarship shall be as Rs.60/- per month tenable for 24 months.

(v) If a scholarship holder ceases to be eligible for the scholarship, it shall lapse to the Board.

(vi) The decision of the Chairman shall be final in all matters pertaining to the award of scholarship. next higher class with 50% or more marks in aggregate.

70.1(i) Students will be ranked according to the number of Merit Certificates in different subjects i.e. first those getting merit certificates in 5 subjects, then in 4 subjects and so on.

(ii) In case of students getting the same number of Merit Certificates, they will be ranked on the basis of their grades in all the subjects of the external examination.

(iii) In case of ties in grades the decision will be taken on the basis of the aggregate of numerical scores.

70(i) Subject to the provision of these byelaws, the Board shall award from time to time scholarships, on the basis of the results of the Secondary Examination conducted by it.

(ii) The award of Merit Scholarship for Single Girl Child commenced from 2006 examination and shall be awarded to Indian Nationals only.

(iii) The number of scholarships shall be variable and shall be awarded to all such Single Girl students who have secured minimum Grade Point 7 in all the five subjects(excluding the 6th additional subject) at the Secondary School Examination

(iv) Value of each scholarship shall be as decided by the Board from time to time tenable for twenty four months.

(v) The scholarship shall be renewable on year to year basis and shall depend on promotion of the student to the this with 50% next higher class with 50% or more marks in aggregate.

(vi) No change

70.1 Delete in view of 70 above



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| <p>(iv) In case of ties in the aggregate, the candidates getting higher marks separately in Mathematics and in Science & Technology in that order, will be entitled for the scholarship.</p> | |
| <p>70.2 An awardee shall be eligible for the scholarship on his:</p> <p>(a) joining a recognised school, college or other teaching institution in India for prosecuting higher studies;</p> <p>(b) maintaining good conduct and satisfactory progress in studies certified by the Head of Institution;</p> <p>(C) continuing to be on the rolls of the institution; and</p> <p>(d) not receiving any other scholarship</p> | <p>70.1 An awardee shall be eligible for the scholarship on his:</p> <p>(a) No change</p> <p>(b) No change</p> <p>(C) No change</p> <p>(d) Delete as there is no such provision in the scheme</p> |
| <p>70.3 Mode of Payment</p> <p>(i) The payment of scholarship shall not be made direct to the awardee. It will be paid through the Head of the Institution concerned on submission of a bill on the prescribed proforma duly signed by the awardee and countersigned by the Head of the Institution.</p> <p>(ii) The payment of scholarship shall not be made for less than one quarter at a time</p> | <p>70.2 The payment of scholarship shall be made through transfer to the account of the candidate in any nationalized bank.</p> |
| <p>70.4 The Scholarship will be tenable for a period not exceeding two years after the Secondary School Examination, which was the basis for award of scholarship to the awardee.</p> | <p>70.3 The Scholarship will be tenable for a period not exceeding two years after the Secondary School Examination, conducted by the Board/Senior Secondary School affiliated to the Board which was the basis for award of scholarship to the awardee.</p> |



AMENDMENT IN SERIAL NO. 13 OF ANNEXURE II RELATING TO SCALE OF FEE

| Description | Existing upto 2010 examinations | Description | To be implemented w.e.f. 2011 examinations |
|----------------------------------|---------------------------------|---|--|
| | | Last date without late fee | 15th September |
| First 10 days from the last date | Rs.100 per candidate | Last date with late fee of Rs.100/- per candidate | Upto 30th September |
| Next15 days | Rs.200/- per candidate | Last date with late fee of Rs.200/- per candidate | Upto 15th October |
| Next 25 days | Rs.300/- per candidate | Last date with late fee of Rs.300/- per candidate | Upto 30th October |

AMENDMENT & ADDITION IN ANNEXURE II RELATING TO SCALE OF FEE AT SERIAL NO.12(OTHER FEES)

12(b) Receipt of registration forms each year:

- (i) Without late fees
- (ii) With late fee of Rs.10/- per student
- (iii) With late fee of Rs.20/- per student
- (iv) With late fee of Rs.30/- per student

Upto 31st August

Up to 15th September

Up to 30th September

Up to 15th October

12(c) Fee for duplicate registration card Rs.100/-

(M.C. SHARMA)
CONTROLLER OF EXAMINATIONS



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,
NEW DELHI-110092**

CBSE/CU/143-online/2010

Dated: 30th August, 2010

All the Heads of the Institutions affiliated to CBSE

Subject: List of Candidates (LOC) for Class X for Academic Session – 2010-11 Online

Dear Principal,

This is in continuation of Circular No 44/2010 dated 02.08.2010 regarding ‘**Clarifications about ongoing Examination Reforms for the Session 2010-11**’. The scheme of Continuous and Comprehensive Evaluation (CCE) for classes IX and X is to be followed in all schools affiliated with the Board (Secondary and Senior Secondary). Under the CCE, a candidate has to undergo assessments in Scholastic as well as Co-Scholastic Areas.

Salient features of the scheme are:

- Each academic year has been divided into two terms :
Term I: April to September (Jan to June for winter closing schools)
Term II: October to March (July to December for winter closing schools)
- All the students shall be required to undergo various School based assessments in Co-Scholastic Areas in Classes IX and X.
- All the students shall also be required to undergo following assessments in Scholastic Areas :

| Class | Term | Assessments | Remarks |
|-------|------|-------------|--|
| IX | I | FA1, FA2 | School based internal assessment |
| | | SA1 | Question Papers (on syllabus of Term I) and Marking Scheme supplied by the Board and evaluation carried out by the school |
| IX | II | FA3, FA4 | School based internal assessment |
| | | SA2 | Question Papers (on syllabus of Term II) and Marking Scheme supplied by the Board and evaluation carried out by the school |

(Contd.)



| Class | Term | Assessments | Remarks |
|-------|------|-------------|---|
| X | I | FA1, FA2 | School based internal assessment |
| | | SA1 | Question Papers (on syllabus of Term I) and Marking Scheme supplied by the Board and evaluation carried out by the school |
| X | II | FA3, FA4 | School based internal assessment |
| | | SA2 | For Schools affiliated upto Senior Secondary : 1. School Conducted SA2 - The Examination shall be conducted in the school. Question Papers (on syllabus of Term II) and Marking Scheme supplied by the Board and evaluation carried out by the school. 2. Board Conducted SA2 – For those who wish to move out of the CBSE System after Class X: The Examination shall be conducted as per past practice by the Board. Question Papers (on syllabus of Term II) and Marking Scheme prepared by the Board and evaluation carried out by the Board through External Examiners. |
| | | SA2 | For Schools affiliated upto Secondary: Board Conducted SA2 - The Examination shall be conducted as per past practice by the Board. Question Papers (on syllabus of Term II) and Marking Scheme prepared by the Board and evaluation carried out by the Board through External Examiners. |

- **The syllabus for School conducted as well as Board conducted SA2 in Class X will be based on Term-II syllabus only. Both will have same type of Question Papers in terms of design, blue print and difficulty level as per Board’s Sample Papers to be made available later.**
- **At the end of Class X, all candidates (irrespective of whether appearing for School Conducted SA2 or Board Conducted SA2) shall be issued same ‘Continuous and Comprehensive Evaluation Certificate of School Based Assessment’ prepared, printed and signed by the Board.**
- The Board will collect Marks/ Grades from all the schools for classes IX and X for assessments of all Scholastic as well as Co-Scholastic Areas for which arrangements are being done.
- Moreover, those students who wish to assess themselves vis-a-vis their peers or for self assessment will be allowed to appear in Board conducted optional On Demand Proficiency test.

In order to achieve accuracy and timely receipt of data pertaining to List of Candidates (LOC) for Class X of your school for the academic session 2010-11, CBSE has introduced the facility of online submission of details of List of Candidates (LOC) for all Regional offices of the Board. The facility shall be made available from **3rd September, 2010.**

For online submission, the link ‘**Online List of Candidates (LOC) for Class X for Academic Session 2010-11**’ may be clicked in the website www.cbse.nic.in. For login, you have to use your **affiliation number** as



user-ID and password as given by you at the time of **“Registration of Class IX/ XI candidates for 2010-11 online”**

1. Before Login, please take print-out of the instructions and procedure given on the web-site www.cbse.nic.in and read these carefully before submission of details of candidate for List of Candidates (LOC).
2. **List of Candidates (LOC) (light green form) shall not be sent by the Regional Office to the school w.e.f. current 2010-11 session.**
3. It is mandatory for all schools affiliated with the Board to **submit the details of all candidates** who are on roll in Class X for the academic session 2010-11 in the school irrespective of whether candidates are appearing for **School Conducted SA2 or Board Conducted SA2.**

Candidates appearing for **Board Conducted SA2 in Class X** shall pay required fee as per **Table 7(a)** and **School Conducted SA2 in Class X** shall pay fee as per **Table 7(b).**

4. Board shall allot Roll Numbers to all Candidates.
5. The Board shall collect Marks/ Grades from all the schools for classes IX and X for assessments of all Scholastic as well as Co-Scholastic Areas.

For **School Conducted SA2 in Class X**, the Marks/ Grades from the schools shall also be collected.

For **Board Conducted SA2 in Class X**, Marks/ Grades would be available with the Board and would be included in the **‘Continuous and Comprehensive Evaluation Certificate of School Based Assessment’**.

6. Board shall prepare, print, sign and issue **‘Continuous and Comprehensive Evaluation Certificate of School Based Assessment’** to all candidates.

7. **Fee details & Schedule for List of Candidates (LOC) for Class X for Academic Session 2010-11 :**

(a) Candidates appearing for Board Conducted SA2 examination in Class X :

| Fees for candidate | | Schedule for On-line Submission of details of Candidate | Date for Receipt of Final List of Candidates(LOC) along with Fee in the Regional Office(*) |
|---|--|---|--|
| Schools in India Rs.350/- without late fee (For first five Subjects) Rs.150/- For Additional 6 th Subject | Schools in Foreign Rs.2000/- without late fee (For first five Subjects) Rs.750/-for Additional 6 th Subject | 15 th October | 22 nd October |
| With Late Fee of Rs.100/- | | 31 st October | 7 th November |
| With Late Fee of Rs.200/- | | 15 th November | 22 nd November |
| With Late Fee of Rs.300/- | | 30 th November | 7 th December |



(b) Candidates appearing for School conducted SA2 examination in Class X:

| Fees for candidate | | Schedule for On-line Submission of details of Candidate | Date for Receipt of Final List of Candidates(LOC) along with Fee in the Regional Office(*) |
|--|--|---|--|
| Schools in India Rs.175/- without late fee (For first five Subjects) Rs.75/- For Additional 6 th Subject | Schools in Foreign Rs.1000/- without late fee (For first five Subjects) Rs.375/-for Additional 6 th Subject | 15 th October | 22 nd October |
| With Late Fee of Rs.50/- | | 31 st October | 7 th November |
| With Late Fee of Rs.100/- | | 15 th November | 22 nd November |
| With Late Fee of Rs.150/- | | 30 th November | 7 th December |

(c) Rs 50/- per candidate for Migration Certificate, if required by the candidate.

(d) Rs 3000/- for Sports fee be added by Independent Schools, if not paid earlier for the session 2010-11.

(*) 15 days grace time in place of 7 days for receipt of Final List of candidates (LOC) will be allowed to the schools belonging to remote areas viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura, Lahaul and Spiti District and Pangi sub division of Chamba District of Himachal Pradesh, Andaman & Nicobar Island, Lakshadweep and schools in foreign countries.

8. The following Steps 1 to 8 may be followed in sequence for online submission of Details:

| Steps | Activities for List of Candidates (LOC) | Nature of Activity |
|-------|--|--------------------|
| 1 | Login | Online |
| 2 | Submission of details of candidates for List of Candidates (LOC) | Online |
| 3 | Checklist Printing of List of Candidates (LOC) | Online |
| 4 | Correction of Candidates Details, if any | Online |
| 5 | Finalisation of Data | Online |
| 6 | Submission of Fee Details | Online |
| 7 | Printing of Final List of Candidates (LOC) | Online |
| 8 | Submission of List of Candidates (LOC) along with Fee to Regional Office by Post | Manual |



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

CBSE/CU/143-online/2010

Dated: 30th August, 2010

CBSE/CM/2010

Dated: 19.11.2010

Circular No.76/2010

All Heads of Institutions Affiliated to the Board

Subject: Submission of List of Candidates (LOC) for Class-X Proficiency Test and payment of Fee

Dear Principal,

This has reference to Board's earlier circular no.56/10 dated 01.09.2010 available on Board's website www.cbse.nic.in related to conduct of optional Proficiency Test for Class-X. Besides including detailed information about the test in this circular, the Board had desired the schools to submit on-line information about subject wise number of students who would be appearing in the proposed test to be conducted in the year 2011. The last date for submission of online information was kept as 31st October, 2010. An overwhelming response has been received from the schools for Class-X Optional Proficiency Test.

Keeping in view the interest expressed by schools, **the last date for registration and submission of List of Candidates (LOC) for Class-X Proficiency Test has now been extended till 31st January, 2011.**

The following shall be the mode of submission of List of Candidates (LOC) for Class-X Proficiency Test, schedule and fee to be paid:

Mode of submission of List of Candidates : On-line through Board's website www.cbse.nic.in

Availability of URL for submission of List of Candidates to CBSE : 21st December, 2010 to 31st January, 2011

Fee to be paid by student for appearing in the Test : One subject Rs. 300/- (Three hundred)
Two subject Rs. 400/- (Four hundred)
Three subjects Rs. 500/- (Five hundred)
Four or Five subjects Rs. 600/- (Six hundred)

It is clarified that all schools, **including those schools who had registered earlier**, are required to submit the List of Candidates (LOC) for those candidates who are willing to appear in the Proficiency Test.

Requisite Fee for Proficiency Test shall be paid in the form of Demand draft made in favour of the Secretary, Central Board of Secondary Education, CBSE drawn on any Nationalised Bank payable at Delhi.

Final List with candidate's signature along with Demand draft and duly filled and signed Certificate of Principal should reach the **Director (Academic), Shiksha Sadan, 17-Rouse Avenue, Institutional Area, New Delhi-110002** by 7th Feb., 2011.



Procedure for online submission of details of List of Candidates (LOC) for Proficiency Test:

The following Steps 1 to 9 may be followed in sequence for online submission of details.

| Steps | Activities for List of Candidates (LOC) | Nature of Activity |
|-------|---|--------------------|
| 1 | Login | Online |
| 2 | Printing of List of Candidates registered from the school for Class X for session 2010-11 | Online |
| 3 | Submission of Candidates Details For Proficiency Test | Online |
| 4 | Check list Printing of List of Candidates (LOC) For Proficiency Test | Online |
| 5 | Correction of Candidates Details, if any | Online |
| 6 | Finalization of Data (PI make all corrections before finalization) | Online |
| 7 | Submission of Fee Details For Proficiency Test | Online |
| 8 | Printing of Final List of Candidates (LOC) For Proficiency Test | Online |
| 9 | Submission of List of Candidates (LOC) along with Fee | Manual |

1. Login:

- Only CBSE affiliated schools are permitted to login.
- For login, you have to use your **affiliation number** as **user-ID** and **password** as given by you at the time of **“Submission of details for Class IX/X/XI/XII candidates for 2010-11 online”**

2. Printing of List of Candidates registered from the school for Class X for session 2010-11 :

- List of Candidates registered from the school for Class X for session 2010-11 shall be available in the Database.
- Schools shall print list of candidates by choosing the option **“Printing of List of Candidates registered from the school for Class X for session 2010-11”** using a printer attached with the school’s computer.
- The printer settings must be set for A4 size paper with all side margins set to 0.50”.
- The heading of this List will be **‘CHECK LIST OF CANDIDATES FOR PROFICIENCY TEST 2011’**
- The following details in the list may be marked for those who wish to appear for Proficiency Test:
 - Interested to appear for Proficiency Test : Yes or No
 - If Yes, than the subject(s) in which interested
 - English : Yes or No
 - Hindi : Yes or No
 - Mathematics : Yes or No
 - Science : Yes or No
 - Social Science : Yes or No
- When all details have been marked, details can submitted by choosing option **“Submission of Candidates Details”**.



3. Submission of Candidates Details For Proficiency Test:

- Details of candidates shall be displayed as per sequence of ‘**CHECK LIST OF CANDIDATES FOR PROFICIENCY TEST 2011**’
- The schools shall submit the details marked as per ‘2e’ in the ‘**CHECK LIST OF CANDIDATES FOR PROFICIENCY TEST 2011**’ only for those who wish to appear in Proficiency Test carefully and meticulously.
- After submission of details of each candidate, two buttons shall be displayed as per details below:
 - To continue entering details of Candidate, click on button at Sl.No.1
 - To close now and continue at a later time, click on button at Sl.No.2

| Sl. No. | Buttons | Remark |
|---------|---|---|
| 1 | Save and Enter next candidate Details | Press this to enter details of next candidate |
| 2 | To close now and continue at a later Time | Press this to finish entering details of candidate for now and continue later |

4. Check list Printing of List of Candidates (LOC) For Proficiency Test :

- Schools shall print list of candidates by choosing the option “**Check list Printing of List of Candidates (LOC) For Proficiency Test**” using a printer attached with the school’s computer.
- The printer settings may be set for A4 size paper with all side margins set to 0.50”.
- The heading of this List will be ‘**CHECK LIST OF CANDIDATES FOR PROFICIENCY TEST 2011**’
- The list may be checked for any correction/omissions

5. Correction of Candidates Details, if any:

- This activity has option to **MODIFY** the detail already submitted as follows:
- Correction in the already submitted details of the candidate can be modified/corrected. The Roll No. printed against the candidate’s details is typed and the candidate’s details shall be displayed on the screen. Required modification/ correction can be typed against the particular Roll No.
- The Check List can be generated by choosing option “**Check list Printing of List of Candidates (LOC) For Proficiency Test**”, compared/checked manually and corrected by choosing option “**Correction of Candidates Details, if any**”, any number of times till it is error-free. i.e. Options “**Check list Printing of List of Candidates (LOC) For Proficiency Test**” ” and “**Correction of Candidates Details, if any**” may be repeated to make the list error-free.

6. Finalization of Data (Pl make all corrections before finalization):

- The schools have the option to submit the details of candidates in one lot only.
- When all corrections have been carried out and the list is error free, Finalization of data is done.



- c. Finalization of data means no more correction /modification of data which have been submitted is possible i.e. Data submitted shall be deemed as final. After finalization of data, addition/ deletion/ change are not permissible.
- d. After finalization of data, Demand draft details for requisite fee are to be entered.
The fee to be paid by student for appearing in Proficiency Test is as follows:
One subject Rs. 300/- (Three hundred)
Two subject Rs. 400/- (Four hundred)
Three subjects Rs. 500/- (Five hundred)
Four or Five subjects Rs. 600/- (Six hundred)

7. Submission of Fee Details For Proficiency Test:

- a. Demand draft for the requisite fee for Proficiency Test shall be made in favour of the Secretary, Central Board of Secondary Education, CBSE drawn on any Nationalised Bank payable at Delhi.
- b. Details of Demand draft such as Date, Amount and Bank shall have to be submitted on-line.

8. Printing of Final List of Candidates (LOC) For Proficiency Test:

- a. Schools shall take Final list of Candidates submitted. Final list can not be generated without submission of fee details.
- b. The heading of this List will be '**FINAL LIST OF CANDIDATES FOR PROFICIENCY TEST**'
- c. Once Final list is generated, no more addition, deletions or corrections can be made on this data.
- d. The printer settings may be set for A4 size paper with all side margins set to 0.50".
- e. A photocopy of the Final printout with Candidate's signature should be retained by the School as office copy.

9. Submission of List of Candidates (LOC) along with Fee by Post:

- a. School No., School Name and Address, Principal name and phone no, 'Fee for Proficiency Test' should be written on the back of the Demand Draft.
- b. Final List with candidate's signature along with Demand draft and duly filled and signed Certificate of Principal should reach the **Director (Academic), Shiksha Sadan, 17-Rouse Avenue**, Institutional Area, New Delhi – 110002 by 7th Feb., 2011.
- c. It must be ensured that the heading of the List to be submitted will be '**FINAL LIST OF CANDIDATES FOR PROFICIENCY TEST**' and not '**CHECK LIST OF CANDIDATES FOR PROFICIENCY TEST**'

For any further information in this regard, the schools may contact Director (Academic) at **director.cbse@nic.in** 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 KENDRA, 2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110301

M.C. SHARMA
CONTROLLER OF EXAMINATION

SO(COORD)/2011

9th February 2011

**Subject: Amendment/Additions in Guidelines for Centre Superintendents/
Spot Evaluation and Observation Schedule for Senior School Cer-
tificate (Class XII) and Secondary School (Class X) Examination,
2011**

Dear Principal,

Let me take this opportunity to extend my very warm greetings to you for the New Year and express my very sincere thanks to you for extending your unqualified support to CBSE in the conduct of 2010 examination.

1. You are aware that class X & XII examinations are to begin from 1st March, 2011. Through this letter, I want to invite your attention to some of the critical issues that have a bearing on people's trust in our examination system. It is our bounden duty to sustain this trust.
2. Firstly, it is essential that the conduct of examination does not appear to be fair only but should enjoy the complete confidence and trust of the public at large. This is an onerous task. It would demand whole hearted dedication of functionaries at various levels involved in the examination. I hope, we will discharge our responsibilities in a team spirit no matter wherever we happen to be placed.
3. Linked with the conduct of examinations are the perceptions & reactions about the question papers administered in different subjects. These reactions are received from the diversified groups spread all over the country and also from abroad. Interest groups, more so the schools and the students have every right to air their views on the quality of question papers administered. But this right puts an added responsibility on them to see that the observations and comments are not made to gain cheap popularity. Rather these should be made to strengthen the system. We should also keep in mind that during examinations, examinees are under heavy stress and anxiety and our adverse views on the question papers through different media, often upset them in their preparations of future examinations. It would, therefore, be advisable that schools should send their reactions and perceptions direct to the Board instead of expression them to the media.
4. To give a fair deal to the comments on the question papers and redress the genuine grievances of students, CBSE has developed an Observation Schedule, a copy of which is enclosed in case you have



your observations about a question paper, these may please be recorded and forwarded as per directions contained therein **within twenty four hours** of the conduct of examination of the subject concerned so that these observations could be considered by the expert group while preparing the marking scheme. **You are aware that with the introduction of Continuous and Comprehensive Evaluation w.e.f. 2009-2011 session, the first batch of class X student will be appearing for the 2011 examination. The Board will be having two sets of students appearing for the Summative Assessment II - one set appearing for Board conducted and the second set appearing for school conducted Summative Assessment II. The observations on the question paper administered for Board conducted Summative Assessment II should only be sent to the board within twenty four hours of the conduct of the examination of the subject concerned.**

5. Careful marking of script and timely declaration of results in our paramount concern. To ensure this we need quality examiners in adequate numbers. It has been observed in the past that some Schools under our pretext or the other do not relieve the teachers for evaluation work and the Board has to remind them in the midst of the evaluation work. This is an undesirable practice. I would, therefore, appeal to you to relieve your teachers for evaluation work instead of complaining about the quality of marking subsequently. **Teachers selected for evaluation work must report on the appointed date and time. This is essential because of the first day, Marking Schemes are studied, discussed and clarified to the examiners. Non-release of teachers may compel the Board to delay the declaration of result of the defaulting institutions and also initiate disaffiliation proceedings.**
6. I request you to participate willingly and not reluctantly. Rather advise your teachers to be regular and very serious in making as it amounts to professional judgement on 10 to 12 years of hard work put in by the examinees. If you happen to be the Head Examiner/Additional Head Examiner please ensure that the sample checking of answer books of each evaluator is just not a routine. It should conform to the Marking Scheme so that it provides academic guidance to the evaluators for objective and uniform evaluation.
7. In order to preserve the sanctity of the system and avoid criticism, I request the principals appointed as Chief Nodal Supervisors to provide logistic and administrative support to the Head Examiners and also to ensure that the answer books are evaluated as per the instructions/markings scheme(s) provided by the Board.
8. For 2011 examinations, some new instructions have been provided in the Guidelines for the Centre Superintendents/Guidelines for Spot Evaluation. You are requested to kindly read these instructions carefully, I am enclosing a compiled list of these instructions as annexure 'A' for your ready reference.

In the end, I once again request you to please extend your willing co-operation to the Board in the smooth and fair conduct of examinations. I am sure, with your active support we shall be able to preserve the sanctity of the system and avoid criticism. Needles to mention that we all the custodian of examinees faith and we have to preserve it at all cost.

With warm regards,

Yours sincerely,

M.C. SHARMA



ANNEXURE A

A. AMENDMENTS/ADDITION IN THE GUIDELINES FOR CENTRE SUPERINTENDENTS AND ASSISTANT SUPERINTENDENTS, 2011 (OUTSIDE DELHI REGIONS)

- 1.24 That separate question papers in Science and Mathematics of Secondary (Class X) level will be provided for blind students. Separate question papers in Physics, Chemistry, Biology and Maths of Senior level (Class XII) will also be provided for blind students.
- 1.40 That the Board has decided not to conduct separate paper in Practical Skills in the Science subject and also that the practical aspect in the subject of Foundation of Information Technology w.e.f. 2011 Examination onwards. These aspects will be assessed along with the theory paper in the external examination in the concerned subject.
- 1.41 In case any page(s) of the Answer Book or supplementary Answer books is/are found missing/torn at the Examination Centre or is/are reported so by the candidate, the same be recorded on the answer book by the Asstt. Supdt. and a written report to be given to this effect with details along with the report of the Asstt. Supdt. to the concerned Regional Office.
- 3.4 The main answer books (without Graph) both for Classes XII & X will contain 32 pages. Answer books (with Graph) both for Class XII & X will contain 48 pages as per previous years.
- 4.12 In case any page(s) of the Answer Book or supplementary Answer Books is/are found missing/torn at the Examination Centre or is/are reported so by the candidate, the same be recorded on the answer book by the Asstt. Supdt. and a written report be given to this effect details along with the report of the Asstt. Supdt. to the concerned Regional Office.

APPENDIX B. SL. NO. 27

That in case any page(s) of the answer book or supplementary Answer Book is/are found missing/torn at the Examination Centre or is/are reported so by the candidate the same may be recorded on the answer book by the Asstt. Supdt. And a written report be given to this effect with details to the Centre Supdts. For onward transmission to the concerned Regional Office.

8. AMENDMENTS/ADDITION IN THE GUIDELINES FOR CENTRE SUPERINTENDENT AND ASSISTANT SUPERINTENDENTS, 2011 (DELHI REGION)

- 1.24 That separate question papers in Science and Mathematics of Secondary (Class X) level will be provided for blind students. Separate question papers in Physics, Chemistry, Biology and Maths of Senior level (Class XII) will also be provided for blind students.
- 1.41 That the Board has decided not to conduct separate paper in Practical Skills in the Science subject and also that the practical aspect in the subject of Foundation of Information Technology w.e.f. 2011 onwards.



These aspects will be assessed along with the theory paper in the external examination in the concerned subject.

- 1.42 In case any page(s) of the Answer Book or supplementary Answer Books is/are found missing/torn at the Examination Centre or is/are reported so by the candidate, the same be recorded on the answer book by the Asstt. Supdt. and a written report be given to this effect with details along with the report of the Asstt. Supdt. to the concerned Regional Office.
- 1.43 From the examination-2011 the Answer Book in the subject English Core Class XII will be supplied in vertical type of A-4 size. It will contain 24 pages with OMR title sheet. Thus, the candidates of Class XII are required to write the answers against the question nos. printed in the Answer Book.
- 3.3 The Board will supply two types of main answer books - one without Graph for all the subjects (except Mathematics) and the second with Graph (for Mathematics) both for Classes X & XII. However, the Answer Book in the subject English Core Class XII will be supplied in vertical type of A4 size. It will contain 24 pages with OMR title sheet. Thus the candidates of Class-XII are required to write the answers against the question nos. printed in the answer book.
- 3.4 **The main answer books (without Graph) both for Classes XII & X will contain 32 pages.** Answer books (with Graph) both for Classes XII & X will contain 48 pages as per previous years.
- 4.12 In case any page(s) of the Answer Book or supplementary/Answer Books is/are found missing/torn at the Examination Centre or is/are reported so by the candidate, the same be recorded on the answer book by the Asstt. Supdt. and a written report be given to this effect with details along with the report of the Asstt. Supdt. to the concerned Regional Office.

APPENDIX A SL. NO. 27

That in case any page(s) of the answer book or Supplementary Answer Book is/are found missing/torn at the Examination Centre or is/are reported so by the candidate the same may be recorded on the answer book by the Asstt. Supdt. and a written report be given to this effect with details to the Centre Supdts. for onward transmission to the concerned Regional Office.

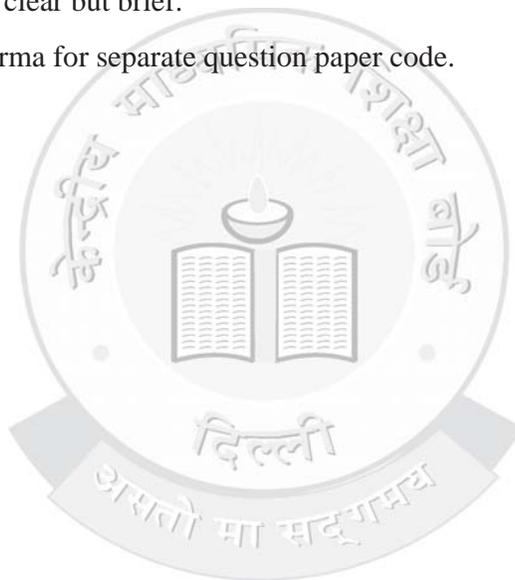
C. ADDITION IN THE GUIDELINES FOR SPOT EVALUATION, 3011

- 3.55 In case any page(s) of the Answer Book(s) or supplementary Answer Book is found missing/torn and is reported so by the Examiner, the same be recorded on the answer book and a written report be given to this effect with details by the H.E./Additional Head Examiner/Examiner to the concerned Regional Office.
- 4.16 In case any page(s) of the Answer Book or supplementary Answer Book is found missing/torn, the same be recorded on the answer book and brought to the notice of the Head Examiner along with his/her report about it.
- 5.10.5 (Note 2) In case any page(s) of the Answer Book or supplementary Answer Book is found missing/torn, the same be recorded on the answer book and brought to the notice of the Head Examiner/AHE along with his/her report about it.



NOTE :

1. Use only one proforma (may be photocopied) for each subject in case you have comments about the question papers administered by CBSE for Class XII and Class X (Board conducted examination only).
2. The Observations may be E-mailed/delivered/faxed within twenty four hours of the conduct of examination of the subject concerned.
3. E-Mail/delivery/fax is simultaneously to :
 - (i) The subject Expert of your Region selected to participate in the Marking Scheme Development Programme.
 - (ii) Deputy Secretary (Coordination), CBSE, 2, Community Centre, Preet Vihar, Delhi-110301 :
 - (a) Fax Numbers : 011-22057089/22517250/22515828
 - (b) E-mail : mcsharma2007@rediffmail.com
4. The comments should be clear but brief.
5. Please use separate proforma for separate question paper code.





CENTRAL BOARD OF SECONDARY EDUCATION
OBSERVATION SCHEDULE 52011

SCHOOL NO. _____

Name and complete Postal Address of the School

Tel. No. _____ Office _____ Res _____

Date of Examination _____

Subject & Subject Code _____ Class XII/X

Question Paper Code _____

| S.No. | Nature of Complaint | Question No(s) Suggestions (attach separate sheet, if so required) |
|-------|---------------------|--|
|-------|---------------------|--|

- | | | |
|----|--|-------|
| 1. | Question deemed out of syllabus | _____ |
| 2. | Beyond the comprehension level of the candidate | _____ |
| 3. | Faulty translation | _____ |
| 4. | Defective formation of questions | _____ |
| 5. | Any other (please specify with Relevant details) | _____ |

Signature of the School Head _____

Name of the School Head (in Capital letters) _____



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 Organisation under the Union Ministry of Human Resource Development,
Govt. of India)
“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE, PREET VIHAR, DELHI – 110301

No.CE/CCE/SA-II/2010-11

January 19, 2011
Circular 05/2011

All the Heads of Institutions
Affiliated to the Board

Sub.: Conduct of School Based Summative Assessment-II Classes IX and X-2011

Dear Principal,

This is in continuation of our Circular No.43/2010 dated 02.08.2010 regarding conduct of Classes IX and X Examination under Summative Assessment-I held in September, 2010.

As you are aware, the Central Board of Secondary Education has introduced Examination Reforms and Continuous & Comprehensive Evaluation(CCE) in its schools since last 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 in Class IX since last year. 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 Classes IX and X has been conducted in the second half of September, 2010.

3. Under the School Based Summative Assessment-II, the students will be tested internally based on the following criteria:

- a) Syllabus and Examination Question Paper Design in different subjects for Classes IX and X Summative Assessment will be the same as circulated by the Board earlier. The same is also available on CBSE website www.cbse.nic.in under CCE corner.
- b) As was done earlier, the Summative Assessment-II 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 Banks 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 papers based on Sample Question Paper pattern available on the Board's website.
5. The Board will be sending separate CDs containing Question Paper Banks for Classes IX & X and the school may:
- pick up one question paper for each subject, OR**
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**
prepare their own question papers as per sample paper, design and blue print available on CBSE's website (www.cbse.nic.in). However, in case the school prepares its own question papers, the question papers and marking scheme so prepared should be emailed to the Board (**email id: cbseceqp@gmail.com**) for verification within a week of conduct of the respective papers.
 - For Class IX, the Board plans to dispatch the CDs containing question papers to all schools so as to reach by **20th February, 2011.**
 - For Class X, the Board plans to dispatch the CDs containing question papers to all schools so as to reach by **07th March, 2011.**
 - Every School, Sahodaya Clusters 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 carefully.
7. **The schools will conduct the SA-II for Class IX during the first half of March, 2011; the SA-II for Class-X will be conducted during the second half of March, 2011.**
- Moreover, it may be ensured that in case of Summative Assessment-II for Class X, the dates for the subjects of English (Communicative/Language & Literature) and Science are kept after 23rd March, 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 books should be evaluated by teachers as per the marking scheme provided by the Board.
10. **KINDLY NOTE THAT ANSWER BOOKS OF SCHOOL BASED SA-II 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.

IMPORTANT: KINDLY NOTE THAT SCHOOLS WOULD NOT COMMUNICATE THE MARKS OF SUMMATIVE ASSESSMENT – II TO THE CANDIDATES OF CLASS X UNDER ANY CIRCUMSTANCES.

AS PER THE SCHEME LAID DOWN AND COMMUNICATED EARLIER, THE BOARD WOULD BE DECLARING THE RESULTS OF THE CANDIDATES OF CLASS X IN THE MONTH OF MAY ALONG WITH THE RESULTS OF BOARD BASED SUMMATIVE ASSESSMENT-II, AND WILL BE ISSUING THE UNIFORM CERTIFICATE TO EVERY STUDENT.

This may be brought to the notice of all teachers, students and parents of Classes IX and X.

For any further clarification please contact **Dr. Srijata Das**, Education Officer, CBSE, Rouse Avenue, New Delhi – 1 1 0 0 2 (Contact no.011-23237779 and email id (eoscience@live.com)).

Yours faithfully,

(M.C. Sharma)
Controller of Examinations





CENTRAL BOARD OF SECONDARY EDUCATION
“SHIKSHA SADAN”, 17, ROUSE AVENUE,
INSTITUTIONAL AREA, NEW DELHI – 110002

ACAD/EO(COM)/(CBSE/2011

Circular No. 7
2nd February, 2011

All the Heads of
the CBSE affiliated schools

Subject: Summative Examination II, 2011 at Secondary Level

Dear Principal,

With the summative examinations of classes IX and X for the second term round the corner, a number of queries are being received by CBSE from teachers and students relating mainly to syllabus for assessment, type of questions in the Question paper etc. While most of the queries have been replied to in the Circular No. 5 dated 19th January 2011, the following is reiterated for information:

- The syllabus for Summative assessment II whether conducted by CBSE or by schools will remain the same as prescribed vide Circulars No. 12, 20 and 23 issued by CBSE in the months of March to May 2010. The students will only be examined on the syllabus in different subjects prescribed for Second Term.
- The Question paper will be based on the designs of the question papers which have been posted on the Board's website www.cbse.nic.in under Examinations section. Sample Question Papers for Class IX and X for Term II (Second Term March 2011). Kindly advise your students to refer to the website for question paper design, sample question papers and their marking schemes for various subjects at secondary level. The printed copies of Sample Question Papers will also be very shortly available in the CBSE Publication stores.

As heads of institutions it may be desirable to ensure a vibrant joyful learning environment in your schools. Advise your students to concentrate well on their studies as there is still plenty of time available for preparations. Rather than pressurizing students to study only for tests, the teaching learning process in your school should have plenty of space for various activities suggested in the formative assessment manuals brought out by the Board in different subjects at secondary level. Please ensure that your students are also participating in a balanced manner in co curricular activities for inculcation of right attitudes, values and life skills so essential for facing life challenges in future. This will help in reducing stress amongst the students.

Also watch out for important announcements, circulars and other relevant information continuously posted on the Board's website. Refer to the Board's website frequently to keep yourself updated.



Kindly interact frequently with your students, teachers and parents to dispel doubts and apprehensions on Examination and other issues of teaching learning process.

Yours faithfully,

SHASHI BHUSHAN
DIRECTOR (ACADEMIC)





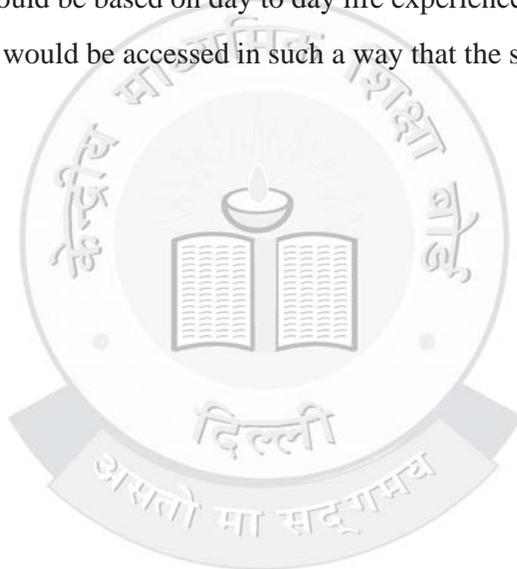
CHEMISTRY PRACTICALS

Class XI

Guidelines for preparing question paper

In lieu of the practical examination for regular students, visually impaired students will give written exam consisting of 25 MCQs each of one mark and five marks will be provided for viva voce.

- The time duration for the written exam will be 1 hr. 30 minutes.
- Candidates are not required to submit any practical record file at the time of practical examination.
- Questions will be based upon the knowledge acquired in the laboratory and understanding of the concepts.
- Only the basic details of chemicals, apparatus and theory involved would be included in the MCQs.
- Some of the questions should be based on day to day life experiences.
- Quantitative calculations would be accessed in such a way that the student is able to do orally.





Blue Print

| S.No. | Topic | No. of questions |
|-------|--|------------------|
| 1. | Basic Laboratory Techniques | No question |
| 2. | Characterization and Purification of Chemical Substances | 04 |
| 3. | Experiments based on pH | 03 |
| 4. | Chemical Equilibrium | 03 |
| 5. | Quantitative Estimation | 07 |
| 6. | Qualitative Analysis | 08 |
| | Total | 25 |

List of Practicals

- Characterization and Purification of Chemical Substances :** Crystallization of an impure sample of any one of the following : alum, copper sulphate, benzoic acid.
- Experiments based on pH :** Any one of the following experiments :
 - Determination of pH of some solutions obtained from fruit juices, varied concentrations of acids, bases and salts using pH paper or universal indicator.
 - Comparing the pH of solutions of strong and weak acids of some concentration.
- Chemical Equilibrium :** One of the following experiments :
 - Study the shift in equilibrium between ferric ions and thiocyanate ions by increasing/decreasing the concentration of either ions.
 - Study the shift in equilibrium between $[\text{Co}(\text{H}_2\text{O})_6]^{2+}$ and chloride ions by changing the concentration of either of the ions.
- Qualitative estimation :**
 - Using a chemical balance.
 - Preparation of standard solution of oxalic acid.
 - Determination of strength of a given solution of sodium hydroxide by titrating it against standard solution of oxalic acid.



- Preparation of standard solution of sodium carbonate.
- Determination of strength of a given solution of hydrochloride acid by titrating it against standard sodium carbonate solution.

5. Qualitative Analysis

Determination of one anion and one cation in a given salt.

Cation : Pb_2^+ , Cu_2^+ , As_3^+ , Al_3^+ , Fe_3^+ , Mn_3^+ , Ni_2^+ , Zn_2^+ , Co_2^+ , Sr_2^+ , Ba_2^+ , Mg_2^+ , NH_4^+ .

Anions : CO_3^{2-} , S^{2-} , SO_3^{2-} , SO_4^{2-} , NO_2^- , NO_3^- , Cl^- , Br^- , I^- , PO_4^{3-} , $\text{C}_2\text{O}_4^{2-}$, $\text{C}_2\text{O}_4^{2-}$, CH_3COO^- .





Sample Question Paper - Chemistry

PRACTICALS

CLASS XI

- Q. 1. The given impure sample is purified by dissolving it in water, then filtering and heating the solution in a China dish till saturation followed by cooling to get the pure substance. This technique is called as:
- Separation
 - Crystallisation
 - Fractional Crystallisation
 - Evaporation
- Q. 2. We use concentrated sulphuric acid to determine the melting point of the organic compound because:
- sulphuric acid is easily available in the laboratory
 - sulphuric acid is easy to handle
 - sulphuric acid has low boiling point
 - it has high boiling point and is stable when heated
- Q. 3. Some of the liquid substances have very high boiling points because they have :
- high molecular mass and strong intermolecular forces
 - low molecular mass and weak intermolecular forces
 - high molecular mass and weak intermolecular forces
 - low molecular mass and weak intermolecular forces
- Q. 4. "Purity" of a substance is best determined by :
- melting point
 - boiling point
 - crystallization point
 - freezing point
- Q. 5. On adding ammonium chloride to ammonium hydroxide solution, pH of ammonium hydroxide solution will :
- increase
 - decrease
 - remain same
 - none of these



- Q. 6. There are four different solutions in four test tubes A, B, C and D. The pH value of these solutions are 12, 5, 7 and 13 respectively. Acid is present in :
- test tube A and B both
 - test tube B only
 - test tube C and D only both
 - test tube A and D both
- Q. 7. An unknown solution A is taken in the test tube whose pH value has been found to be 12.0. Another solution B is added to the solution A drop by drop. If the pH of the solution A changes to 5 after sometime, then the solution B is :
- water
 - base
 - acid
 - salt solution
- Q. 8. A complex is formed when HCl is added to a solution containing CoCl_2 . The complex is :
- $[\text{Co}(\text{H}_2\text{O})_6]^{2+}$
 - $[\text{CoCl}_4]^{2-}$
 - $[\text{CoCl}_4]^{2+}$
 - $[\text{Co}(\text{H}_2\text{O}_6\text{Cl}_2)]$
- Q. 9. An equilibrium is attained when we mix 10 ml of 0.1 M cobalt nitrate solution and 10 ml of 0.1 hydrochloric acid. The colour of the solution at equilibrium is pink. What shall be added to the solution to shift the equilibrium to the right direction with the change in colour from pink to blue?
- Water
 - Brine solution
 - Hydrochloric acid
 - Nitric acid
- Q. 10. The solution of the complex formed by mixing FeCl_3 with KCNs is taken into four test tubes, 1, 2, 3 & 4. Then water, ferric chloride, sodium chloride and sodium sulphate solutions are added to the test tubes respectively. The colour of the solution becomes dark in the test tube :
- 1 and 4
 - 2
 - 1 and 3
 - 4
- Q. 11. The solution which cannot be considered as a primary standard solution is :
- Mohr's salt solution
 - oxalic acid solution



- (c) sodium hydroxide solution
- (d) sodium carbonate solution

Q. 12. The strength of oxalic acid in g/L if 20 ml of M/10 sodium hydroxide is used to neutralize 10 ml of oxalic acid solution will be :

- (a) 0.126 g/L
- (b) 1.26 g/L
- (c) 0.63 g/L
- (d) 6.3 g/L

Q. 13. Following are the given steps of Acid-Base titration :

- (i) filling of burette or conical flask of Acid-Base titration
- (ii) rinsing of burette or pipette
- (iii) titration
- (iv) addition of indicator to the solution

The correct sequence of steps should be :

- (a) (i), (ii), (iii), (iv)
- (b) (ii), (i), (iv), (iii)
- (c) (iv), (iii), (i), (ii)
- (d) (ii), (iii), (iv), (i)

Q. 14. During the titration of oxalic acid and sodium carbonate the indicator which is most suitable to use is:

- (a) methyl orange
- (b) phenolphthalein
- (c) methyl orange and phenolphthalein
- (d) methyl red

Q. 15. In the titration of oxalic acid with sodium hydroxide, the colour of the solution changes from pink to colourless at the end. The ion which have more concentration in the conical flask is :

- (a) H_3O^+
- (b) OH^-
- (c) $-\text{C}_2\text{O}_4^-$
- (d) Na^+

Q. 16. The quantity of oxalic acid needed to prepare 100 ml of M/10 oxalic acid solution is :
[Molecular wt. of oxalic acid is 126 u]

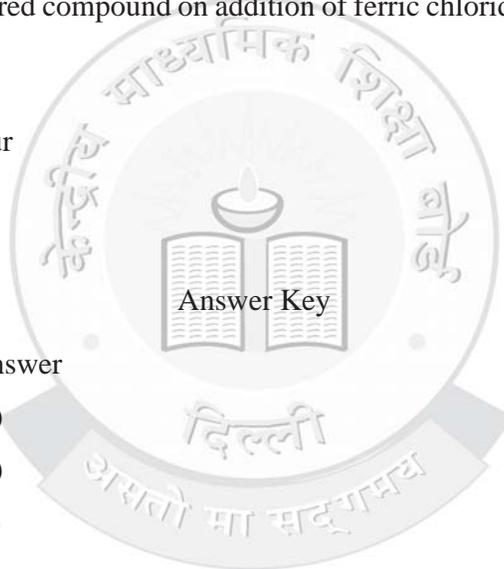
- (a) 1.26 gm
- (b) 63 gm
- (c) 12.6 gm
- (d) 6.3 gm



- Q. 17. 20 ml of water is added to 20 ml of M/20 sodium carbonate solution in the conical flask. The molarity of the solution obtained will be :
- M/10
 - M/20
 - M/30
 - M
- Q. 18. On addition of ammonium chloride to ammonium hydroxide solution, pH of ammonium hydroxide will :
- increase due to decrease in OH^- ion
 - decrease due to increase in NH_4^+ ion
 - remain same as if forms buffer solution
 - decrease due to decrease in OH^- ion
- Q. 19. Lead is included in Ist as well as IInd group of cation analysis because :
- lead ion is insoluble in dil. HCl
 - lead does not give Ist group test easily
 - lead chloride is sparingly soluble in dil. HCl
 - none of the above
- Q. 20. Original solution is not prepared in conc. HNO_3 or H_2SO_4 because :
- they are strong acids
 - they do not dissolve any salt
 - they oxidize H_2S and form insoluble salts
 - none of the above
- Q. 21. Sodium carbonate cannot be used in place of ammonium carbonate for the identification of group V radicals. This is because :
- sodium ions interfere in the detection of group V radicals
 - concentration of carbonate ions is very low
 - sodium will react with the acid radicals
 - magnesium will be precipitated
- Q. 22. Only group IInd and IV cations get precipitated as sulphides on passing H_2S gas through the solution. But on passing H_2S gas in acidic medium cations of only group II get precipitated due to :
- high solubility product of group IV sulphides
 - high solubility product of group II sulphides
 - low solubility product of group IV sulphides
 - low solubility product of sulphides of group II



- Q. 23. When an unknown salt is treated with dilute H_2SO_4 solution, the gas liberated has the smell of rotten eggs which when passed through lead acetate solution turns black. The ion in the unknown salt is :
- (a) acetate ion
 - (b) nitrite ion
 - (c) carbonate ion
 - (d) sulphuric ion
- Q. 24. The product formed by mixing the solution of potassium ferrocyanide with ferric chloride solution is :
- (a) ferro-ferricyanide
 - (b) ferric-ferrocyanide
 - (c) ferri-ferricyanide
 - (d) none
- Q. 25. During Lassaigne's test for identification of nitrogen, sulphur and halogens in the organic compound, the formation of red coloured compound on addition of ferric chloride to Lassaigne's solution indicates the presence of :
- (a) nitrogen only
 - (b) nitrogen and sulphur
 - (c) sulphur only
 - (d) chlorine only



| Q.No. | Answer | Q.No. | Answer |
|-------|--------|-------|--------|
| 1. | (b) | 14. | (a) |
| 2. | (d) | 15. | (a) |
| 3. | (a) | 16. | (a) |
| 4. | (a) | 17. | (d) |
| 5. | (b) | 18. | (c) |
| 6. | (b) | 19. | (c) |
| 7. | (c) | 20. | (c) |
| 8. | (b) | 21. | (d) |
| 9. | (c) | 22. | (a) |
| 10. | (b) | 23. | (d) |
| 11. | (c) | 24. | (a) |
| 12. | (a) | 25. | (b) |
| 13. | (b) | | |



PHYSICS
PRACTICALS – CLASS XI
FOR VISUALLY IMPAIRED STUDENTS

Guidelines for Practical Question Paper

1. There will be a MCQ based examination in lieu of the conventional Practical examination, for the visually impaired students.
2. The MCQ's will be based on the basic practical aspects and the simple theory of only the **ten** practicals listed in the '**Syllabus**' for these students.
3. The special examination will be of 30 marks distributed as follows :

25 MCQ's of 1 mark each :

25 marks

'**Viva**', on the ten practicals listed in the syllabus :

05 marks

Total : 30 marks

4. The examination will be of 90 minutes duration which time will include the time for reading the question paper.
5. Candidates are not required to submit any record, or note book, at the time of this examination.
6. The MCQ's would be designed in broad accordance with the following considerations :
 - (i) The MCQ's will check the student's familiarity, and basic understanding, of the construction, working and simple theory of the instruments/devices relevant to the experiments listed in the syllabus.
 - (ii) The MCQs' would require the students to do only such quantitative calculations that can be done (almost) orally.
 - (iii) The MCQ's based on, or related to, graphs would have the relevant data/details in such a form that makes it easy/straight forward to interpret the nature of the graph or to do the relevant calculations.
 - (iv) The MCQ's can also be based on some familiar daily life situations/devices. These would be related with the basic construction/theory of the instruments/devices used in the listed experiments.
 - (v) All the MCQ's would have four choices only ONE of which would be the correct/best choice.
7. Teachers will explain the basic details of the listed experiments to the students and help them develop the feeling of observation and interpretation through the 'other basic senses'.
8. All the MCQ's, and the 'Viva' by the teachers, would be student friendly and in accordance with the special needs of these students.



Design & Blue Print

TIME : 90 minutes

M.M. 25

A. The 'Weightage', to the ten experiments, listed in the syllabus, would be as follows :

| | | |
|---|------------------|-----------|
| Experiment No. 1 and 2 | 3 or 4 questions | 3/4 marks |
| Experiment No. 3 and 4 | 4 or 3 questions | 4/3 marks |
| (The total number of questions, from the first 4 experiments would be 7, carrying a total of 7 marks) | | |
| Experiment No. 5 | 3 questions | 3 marks |
| Experiment No. 6 | 3 questions | 3 marks |
| Experiment No. 7 | 3 questions | 3 marks |
| Experiment No. 8 | 3 questions | 3 marks |
| Experiment No. 9 | 3 questions | 3 marks |
| Experiment No. 10 | 3 questions | 3 marks |

Total : 25 questions 25 marks

B. The 'broad distribution' of the nature of MCQ's would be approximately as follows :

(This distribution is only suggestive in nature)

| | | |
|--|-------------|---------|
| (i) Construction/Apparatus Related : | 4 questions | 4 marks |
| (ii) Working/Procedure Related : | 5 questions | 5 marks |
| (iii) (Simple) theory related : | 5 questions | 5 marks |
| (iv) (Simple) quantitative/calculation related : | 5 questions | 5 marks |
| (v) Graph related/graph based : | 3 questions | 3 marks |
| (vi) Daily-life related/concept based : | 3 questions | 3 marks |

Total : 25 questions 25 marks

C. All the MCQ's would have four choices only ONE of which would be the correct/best choice. The students would be required to identify this correct/best choice.

D. All MCQ's would be of 1 mark each.



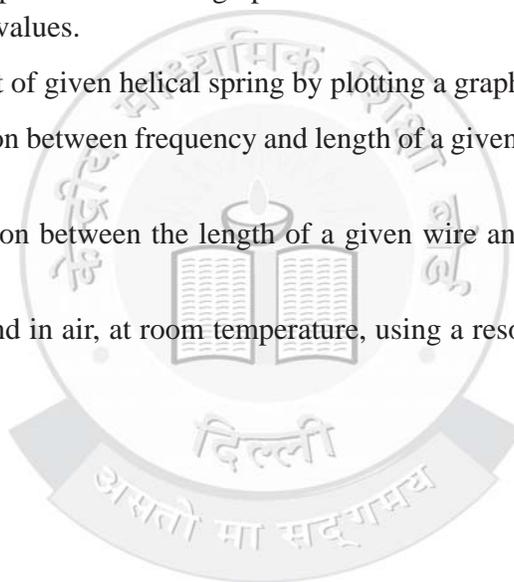
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| S. No. | Experiment No. | Nature of Question | | | | | | Total |
|--------|----------------|---------------------------------------|----------------------------------|--|---|----------------------------|-----------------------------------|-------|
| | | Construction/ Apparatus related | Working/ Procedure related | (Simple) Theory related related | Simple quantitative/ calculation based | Graph related/ based | Daily life related/ Concept | |
| 1 | 1, 2 | 1 | 1 | | 1 | | 1 | 4 |
| 2 | 3, 4 | 1 | 1 | | | | 1 | 3 |
| 3 | 5 | 1 | | 1 | 1 | | | 3 |
| 4 | 6 | 1 | 1 | | 1 | | | 3 |
| 5 | 7 | | | | | 1 + 1 | 1 | 3 |
| 6 | 8 | | 1 | 1 | 1 | | | 3 |
| 7 | 9 | | 1 | 1 + 1 | | | | 3 |
| 8 | 10 | | | | 1 | 1 | | 3 |
| | Total | 4 | 5 | 5 | 5 | 3 | 3 | 25 |



LIST OF PRACTICALS

1. To measure diameter of a small spherical/cylindrical body using vernier calipers.
2. To measure the internal diameter and depth of a given beaker/calorimeter using vernier calipers and hence find its volume.
3. To measure diameter of given wire using screw gauge.
4. To measure thickness of a given sheet using screw gauge.
5. To determine the mass of a given object using a beam balance.
6. To find the weight of given body using the parallelogram law of vectors.
7. Using a simple pendulum plot $L-T$ and $L-T^2$ graphs. Hence find the effective length of second's pendulum using appropriate length values.
8. To find the force constant of given helical spring by plotting a graph between load and extension.
9.
 - (i) To study the relation between frequency and length of a given wire under constant tension using a sonometer.
 - (ii) To study the relation between the length of a given wire and tension, for constant frequency, using a sonometer.
10. To find the speed of sound in air, at room temperature, using a resonance tube, by observing the two resonance positions.





SAMPLE MCQ QUESTION

CLASS XI

Time : 1½ hours

M.M.: 25 marks

- Q.1. The least count, of a conventional laboratory vernier caliper, is 0.01 cm. If, in a given measurement, the main scale reading is 2.4 cm and the 5th division of the vernier scale coincides with a main scale division, the reading of the vernier caliper is :
- (a) 2.35 cm (c) 2.45 cm
(b) 2.40 cm (d) 2.50 cm
- Q.2. A student uses a tuning fork of frequency n and observes the first resonance position, for a length l of the air column. The velocity of sound, in air, is then equal to :
- (a) $n!$ (c) $3n!$
(b) $2n!$ (d) $4n!$
- Q.3. The diameter of a very thin wire is to be measured by finding the thickness of a collection of, say 10, of these wires. The instrument, that should be preferred for this purpose, is a :
- (a) measuring tape (c) screw gauge
(b) vernier callipers (d) meter scale
- Q.4. The ratio of the spring constant of two springs, of the same material and diameter, is 2:3. If 100 grams mass is suspended both the springs, the ratio of the extension in the two springs, would be :
- (a) 2:3 (c) 4:9
(b) 3:2 (d) 9:4
- Q.5. In the experiment, on finding the weight of a given body by the parallelogram law of vectors, the student needs to use :
- (a) Two pulleys and three weights in all
(b) Three pulleys and two weights in all
(c) Two pulleys and two weights in all
(b) Three pulleys and two weights in all
- Q.6. The sliding 'jaws' of vernier calipers can be used for :
- (a) Measuring the depth of a beaker
(b) Measuring the length of a wire
(c) Measuring the internal diameter of a hollow cylinder
(d) Measuring the diameter of a sphere



- Q.7. In the experiment of a beam balance, a metallic bob is placed in one of the pan and it gets balanced by putting the weights 50 g, 1 g, 200 mg and 1 mg. The mass of the bob is :
- (a) 51.201 g (c) 49.199 g
(b) 51.210 g (d) 49.190 g
- Q.8. In the sonometer experiment, the tension is made four time without changing the length. The frequency of the length of the vibrating wire, would :
- (a) remain same
(b) become two times in its earlier value
(c) reduce the half its (earlier) value
(d) become four times its (earlier) value
- Q.9. The first 'resonance position' in a resonance tube apparatus, is observed to be for a length of 720 cm of its air column. The length of the air column for the second 'resonance position' in this sit up, would be nearly :
- (a) 30 cm (c) 50 cm
(b) 40 cm (d) 60 cm
- Q.10. The vernier scale of a microscope has 50 divisions. These coincide with 49 divisions on its main scale, which is graduated up to $\frac{1}{2}$ of a mm. The least count of the vernier scale would be :
- (a) $\frac{1}{50}$ mm (c) $\frac{49}{50}$ mm
(b) $\frac{1}{100}$ mm (d) $\frac{49}{100}$
- Q.11. In the experiment on finding the unknown weight, using the parallelogram law of vectors, the student should :
- (a) lubricate the pulleys and use a cotton thread
(b) lubricate the pulleys and use a woollen thread
(c) not lubricate the pulleys and use a cotton thread
(d) not lubricate the pulleys and use a woollen thread
- Q.12. The wire of a sonometer is made to vibrate by :
- (a) plucking it (c) sliding a bow on it
(b) striking it with a hammer (d) touching it with a vibrating tuning fork
- Q.13. A student measures the time period values (T) of a simple pendulum for, different values of its length (L). The graph between the 'L' and 'T' values, would be
- (a) a straight line parallel to the 'length' axis
(b) a straight line parallel to the 'time' axis
(c) a straight line inclined to both the axis
(b) not a straight line but a curved line



- Q.14. A student observes that a tuning fork of frequency 256 Hz, shows resonance with a sonometer wire when the weight attached to the sonometer wire is W kg and the length of the wire between the wedges is L cm. For observing resonance, with the same set up, with a tuning fork of frequency 512 Hz, the length between the wedges would need to be adjusted to :
- (a) $L/4$ (c) $2L$
(b) $L/2$ (d) $4L$
- Q.15. Give vernier calipers has a zero error of $+0.44$ cm. The diameter of a rod, as read by this vernier, is 1.24 cm. The corrected diameter of the rod is :
- (a) 1.20 cm (c) 1.28 mm
(b) 1.20 mm (d) 1.28 cm
- Q.16. A carpenter, while driving a screw through a wooden block, of thickness 1 cm, observe that he has to rotate the screw 10 times for the purpose. The pitch of the screw is :
- (a) $1/100$ cm (c) 1 cm
(b) $1/10$ cm (d) 10 cm
- Q.17. The two arms of a defective physical balance have lengths a and b ($a < b$). A metallic bob of mass m_1 is placed in the pan on the shorter arm and it gets balanced by putting a mass m_2 in the longer arm. We would then have :
- (a) $m_1 a = m_2 b$ (c) $m_1 + m_2 = a + b$
(b) $m_1 b = m_1 a$ (d) $m_2 - m_1 = b - a$
- Q.18. In the resonance tube apparatus set up, the first two resonance positions are observed for length l_1 and l_2 of the air column. A graph between l_1 and l_2 values, for different tuning forks, would be :
- (a) a straight line that, when produced, would (almost) pass through the origin
(b) a straight line that, when produced, would not pass through the origin
(c) almost a parabolic curve
(d) an arbitrary curved line
- Q.19. The length of a given helical spring is observed to increase by 1 cm when a mass of 100 g is attached to its lower end. If $g = 10 \text{ m/s}^2$, the force constant of the spring equals :
- (a) 1000 N/m (c) 10 Nm^{-1}
(b) 100 Nm^{-1} (d) 1 N/m
- Q.20. A student measures the time period (T) of a simple pendulum for different values of its length (L). The student would get a straight line by plotting a graph between :
- (a) ' L ' and ' T ' values (c) L and \sqrt{T} values
(b) ' \sqrt{L} ' and ' T ' values (d) \sqrt{L} and \sqrt{T} values



- Q.21. Backlash error is usually associated with a :
- (a) meter scale (c) Screw gauge
(b) Vernier caliper (d) Helical spring
- Q.22. The minimum weights, available in the main 'weight box' and the 'fractional weight box', commonly used in the laboratory are, respectively :
- (a) 1 g and 1 mg (c) 10 g and 1 mg
(b) 1 mm and 1 g (d) 10 mg and 1 g
- Q.23. In the experiment on finding the weight of a given body by the parallelogram law of vector, a student observes that he can find the unknown weight by using two equal weights of 100 g each. The unknown weight is likely to have a value of (nearly) :
- (a) 500 g wt (c) $100\sqrt{2}$ g wt
(b) 200 g wt (d) 100 g wt
- Q.24. The pendulum, in a wall clock, is a 'seconds pendulum', i.e., has a time period of 2s. The 'effective length' of a simple pendulum, that has the same time period, is nearly :
- (a) 50 cm (c) 150 cm
(b) 100 cm (d) 200 cm
- Q.25. The force constant, of a helical spring, is to be increased. For this, spring should be made :
- (a) strong and thick (c) soft and thick
(b) strong and thin (d) soft and thin

Answer Key

| Q.No. | Answer | Q.No. | Answer |
|-------|--------|-------|--------|
| 1. | (c) | 14. | (b) |
| 2. | (d) | 15. | (a) |
| 3. | (c) | 16. | (b) |
| 4. | (b) | 17. | (a) |
| 5. | (a) | 18. | (a) |
| 6. | (d) | 19. | (b) |
| 7. | (a) | 20. | (b) |
| 8. | (b) | 21. | (c) |
| 9. | (d) | 22. | (a) |
| 10. | (b) | 23. | (c) |
| 11. | (a) | 24. | (b) |
| 12. | (a) | 25. | (a) |
| 13. | (d) | | |



GUIDELINES FOR BIOLOGICAL PRACTICAL EXAMINATION FOR THE VISUALLY CHALLENGED STUDENTS

1. The question paper will be based on MCQs.
2. There will be 25 questions in all.
3. The paper will carry 25 marks.
4. The duration of the paper will be 90 marks.
5. The paper will assess :
 - The ability through touch, smell, learning, residual vision.
 - Familiarity with the apparatus required for various experimental set up.
6. Syllabus for the question will be the same as the list unit of practicals given in the course. **There will be at least one question for each practical.**
7. Assessment of the of the practical skill will carry 30 marks and distributed as :

| | |
|---------------------|----------|
| (i) 25 MCQs | 25 marks |
| (ii) Practical file | 03 marks |
| (iii) Viva | 02 marks |

List of practicals for Class XI will remain the same as given in the syllabus. However, keeping different abilities of the visually challenged candidates, the list may be divided under the following categories.

Few practicals suggested in the list need to be excluded.

Kindly refer the note attached to the practicals to help in framing the questions.

The list of practicals of Class XI identified in the syllabus can be divided under the following heads.

Specimen & Models

- A-1 Study and describe three locally available common flowering plants from each of the following families (Solanaceae, Fabaceae and Liliaceae) types of root (tap or adventitious), stem (herbaceous/woody) leaf arrangement/venation/simple or compound).
- B-1 Study parts of a compound microscope.
- B-2 Study of the specimens and identification with reasons - Bacterial, Oscillatoria, Spirogyra, Rhizopus, Mushroom, Yeast, Liverwort, Moss, Fern, Pines, one monocotyledon and one dicotyledon and one lichen.
- B-3 Study of specimens and identification with reasons - Amoeba, Hydra, Liverfluke, Ascaris, leech, Earthworm, Prawn, Silkworm, Honeybee, Cockroach, Snail, Starfish, Shark, Rohu, Frog, Lizard, Pigeon and Rabbit.



- B-5 Study of mitosis in onion root tip cells from permanent slides.
- B-6 Study of different modifications in root, stem and leaves.
- B-7 Study and identify different types of inflorescences.
- B-10 To study human skeleton and different types of joints.

Note: The above can be done with the help of actual specimens/models/embossed diagrams.

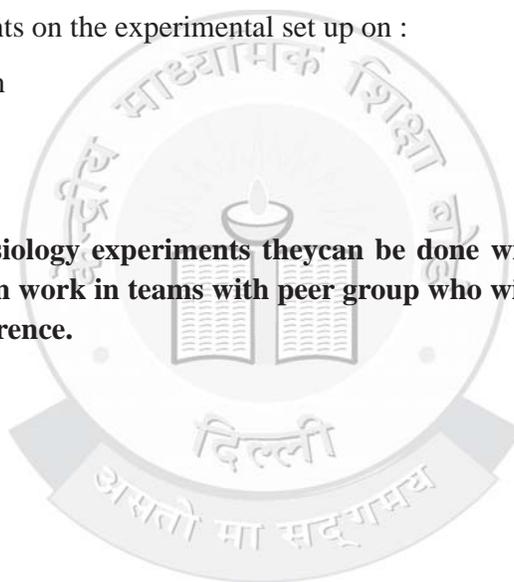
Physiology experiments

- A-3 Study of osmosis by potato osmometer.
- A-7 Test for the presence of sugar, starch, proteins and fats in suitable plant and animal materials (e.g. wheat, potato, groundnut, milk or other such suitable materials).
- A-9 To study the rate of respiration in flower buds and germinating seeds.
- B-8 Study of imbibitions in seeds/raisins.
- B-9 Observation and comments on the experimental set up on :
 - (a) Anaerobic respiration
 - (b) Phototropism
 - (c) Apical bud removal

Note: When dealing with physiology experiments they can be done with the help of a peer with low/normal vision. The students can work in teams with peer group who will follow the procedure and give them the observations and inference.

List of Excluded items :

- A-2, 4, 5, 8, 10, 11
- B-4, 9(d)





SAMPLE MCQ QUESTION
CLASS XI

Time : 1½ hours

M.M.: 25 marks

General Instructions

- (i) The question paper comprises of 25 questions, each question carries 1 mark.
- (ii) All the multiple choice questions with only one correct answer.
- (iii) Read the questions carefully and tick mark the correct/most appropriate answer.
- (iv) All questions are compulsory.

1. Monocotyledonous plants show which of the following feature :

- a. leaves show reticulate venation
- b. tap root system
- c. always perennial growth
- d. flowers are trimerous

2. Pinus belongs to the group of plants which :

- a. grow in tropical regions
- b. reproduce with the help of cones
- c. do not have any mycorrhizae
- d. annually growing plants

3. Name of the characteristic which is true for *Spirogyra* :

- a. found in marine conditions
- b. parasitic in nature
- c. Colourless
- d. filamentous and spiral shaped chloroplast

4. Compound microscope :

- a. has two lenses
- b. requires ultraviolet source of light
- c. used to view only dead organisms
- d. requires large room space



5. Which characteristic is applicable for yeast :
- multicellular
 - has chlorophyll
 - grows in sewage waters
 - used in bakery industry
6. Osmosis is the phenomenon where :
- water moves from its region of higher concentration to lower concentration
 - water moves through a semi-permeable membrane
 - occurs only in salt solution
 - both 'a' and 'b' conditions apply
7. Which characteristic is applicable for yeast :
- Peeled raw potato
 - Unpeeled raw potato
 - Boiled peeled potato
 - Boiled unpeeled potato
8. Which one of the following options is essential to demonstrate aerobic respiration?
- Dry seeds, KOH in airtight flask
 - Germinating seeds, KOH in airtight flask
 - Dry seeds, KOH in open flask
 - Germinating seeds, KOH in open flask
9. Which one of the following represent the characteristics of a shark :
- Ventral mouth, symmetrical tail
 - Asymmetrical tail, operculum
 - Operculum present and symmetrical tail
 - Dorsal mouth, operculum absent
10. The stage of mitosis in which spindle formation takes place and chromosomes lie on equatorial plate is :
- Telephase
 - Anaphase
 - Metaphase
 - Interphase



11. The stage of mitosis in which daughter chromosomes become V, J, L or I shaped, depending upon the position of centromere is :
- Prophase
 - Telophase
 - Anaphase
 - Interphase
12. The adventitious roots that arise from few nodes near the base of the aerial stem are known as :
- Prop roots
 - Stilt roots
 - Fasciculated roots
 - Tuberous roots
13. Rhizome is a modified stem because :
- it grows vertically upwards in the soil and it has fleshy leaves
 - it has nodes and it has eyes which bears germinating buds
 - it's stem is highly condensed and disc like
 - it has nodes, internodes and has brown scaly leaves
14. Which one of the following options is characteristic of racemose inflorescence?
- Main axis elongated and basipetal succession of flowers
 - Main axis terminates in a flower which are in acropetal succession
 - Main axis does not terminate into a flower and flowers show basipetal succession
 - Main axis is elongated, does not terminate into a flower and flowers are arranged in acropetal succession
15. Which one of the following food items would you be confirming when you obtain a reddish orange colour by adding 2 ml of millon's reagent to 2 ml of food solution?
- Starch
 - Sucrose
 - Fat
 - Protein
16. Ramesh took 2 ml of juice 'A' in a test tube and added 2 ml of Benedict's solution to it. He obtained orange red precipitate on heating. The test confirmed presence of which of the following in juice A?
- Glucose
 - Starch



- c. Protein
 - d. Fat
17. The identifying features of carrot roots are :
- a. Conical with small roots
 - b. Conical without small roots
 - c. Round with small roots
 - d. Irregular with no roots
18. To demonstrate imbibitions in gram the changes observed are :
- a. The weight of gram seeds increase and surface become smooth
 - b. The weight of gram seeds increase and their surface remain unchanged
 - c. The weight of the seed and its surface remain unchanged
 - d. The weight of the gram seeds remain unchanged and surface become wrinkled
19. Given below is a list of identifying features :
- (i) Body surface show distinctly marked segments or rings.
 - (ii) Body is divided into head, thorax and abdomen.
 - (iii) Show closed circulatory system.
 - (iv) Body show bilateral symmetry
- The characteristic that are shown by an earthworm are :
- a. (i), (ii), (iii), (iv)
 - b. (i), (ii), (iv)
 - c. Only (i), (ii)
 - d. (i), (iii), (iv)
20. Select the feature that is not present in a Asterias (Star fish) :
- a. water vascular system
 - b. endoskeleton of calcareous ossicles
 - c. mouth on the ventral side
 - d. a well developed excretory system



21. Which of the following features is present in frog?
- Two pairs of limbs with 5 toes in each
 - Two pairs of limbs with 4 toes in each
 - Two pairs of limbs with 4 toes in hind limb and 5 toes in fore limb
 - Two pairs of limbs with 4 toes in fore limbs and 5 toes in hind limbs
22. You are provided a model showing valvate aestivation. Which of the following steps would be required to change it into an imbricate aestivation?
- Rearrange the edges of one petal completely in and all others remain unchanged
 - Rearrange the edge of one petal completely in and one petal completely out and others remain unchanged
 - Rearrange the edges of one petal completely in, edges of the third petal completely out and of the 4th petal in twisted arrangement
 - Rearrange one petal in twisted form and other remain unchanged
23. The type of joint present between the humerus and pectoral girdle is :
- Hinge joint
 - Pivot joint
 - Fibrous joint
 - Ball and socket joint
24. Which type of joint is present between two adjacent vertebrae?
- Synovial joint
 - Cartilaginous joint
 - Fibrous joint
 - Pivot joint
25. Each Mitotic division ends with formation of :
- Two daughter cells
 - Four daughter cells
 - Eight daughter cells
 - Sixteen daughter cells



Skills tested

| Q.No. | Answer | Q.No. | Answer |
|-------|---------|-------|--------|
| 1. | (d) K | 14. | (d) U |
| 2. | (b) U | 15. | (d) K |
| 3. | (d) K | 16. | (a) A |
| 4. | (a) K/U | 17. | (a) K |
| 5. | (d) K | 18. | (a) A |
| 6. | (d) U | 19. | (d) U |
| 7. | (a) U | 20. | (d) U |
| 8. | (a) U | 21. | (d) U |
| 9. | (b) K | 22. | (c) A |
| 10. | (c) K | 23. | (d) U |
| 11. | (c) K | 24. | (b) U |
| 12. | (b) K | 25. | (a) K |
| 13. | (d) U | | |





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

D(A)/PA/CBSE/ML/04

Circular No. 03/04

28th January, 2004

To

All Heads of Institutions
Affiliated to the Board

Dear Principal,

Subject: Use of Mathematics Laboratory in the School - Reg

As you are aware, the CBSE had introduced the concept of Mathematics Laboratory in the affiliated schools last year. In order to facilitate the schools to understand the philosophy behind the concept of Mathematics Laboratory the Board had also issued "Guidelines to Schools for Mathematics Laboratory".

The objectives behind the introduction of Mathematics Laboratory were:

1. The fear for study of Mathematics should be diffused.
2. The learning of Mathematics should be made more pragmatic and life-oriented at the school level.
3. There is a need to improve the pedagogy in Mathematics to enhance analytical and critical thinking.
4. The learning of Mathematics could be linked with other subjects to develop interdisciplinary thinking.
5. The tools and instruments for practical verification of mathematical concepts could be locally designed by innovative methods.
6. The students could be evaluated on their mathematical skills by continuous and comprehensive evaluation.

This book brought various methods of by which the learning of Mathematics could be more pragmatic and interesting. The efforts made by the Board are only suggestive and not prescriptive. This facilitates the schools and teachers to make their own models and designs so that the interest and aptitude in the study and performance in Mathematics could be improved.

The Board recommends that all the affiliated schools should immediately make necessary initiatives to start the Mathematics Laboratory for classes III to VIII and integrate the evaluation of practical competencies in Mathematics in the evaluation of the subject. The Board expects all the affiliated schools to have their Mathematics Laboratories ready by 31st March, 2005 in order that the future strategies in this regard could be put in place. The Board intends to extend the evaluation of these competencies as apart of its internal continuous and comprehensive evaluation at the secondary stage shortly.

The immediate initiatives taken by the schools to set up Mathematics laboratories would give enough and



adequate time for them to plant their future strategies. It will give further scope for extending these facilities to the secondary classes also so that the internal evaluation in Mathematics at the secondary stage becomes possible.

Given the fact that enormous academic resources are available in the country the schools should tap the local resources in developing a meaning and tool for the concept development pedagogy and evaluation in this subject. The Board looks forward to fresh and newer initiatives to make the learning of Mathematics more purposeful, integrated and pragmatic.

The Board would be happy to receive short profiles of the initiatives taken by the schools in this regard over a period of time so that the experiences can be shared with the larger school community.

Yoursfaithfully

(G. BALASUBRAMANIAN)
DIRECTOR (ACADEMIC)





CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Vikas Marg, Delhi-110092

No. D(A)/PA/ML/05

2nd March, 2005

Circular No. 10/2005

All Heads of Institutions
Affiliated to CBSE

**Subject: Introduction of Mathematics laboratory and internal assessment in
Mathematics at the secondary level**

Dear Principal,

As you are aware, the Board has already issued notification introducing the concept of Mathematics Laboratory in all its affiliated schools vide circular no: 03/04 dated 28th January, 2004. The 'schools were advised to get the Mathematics Laboratory ready by 31st March, 2005. The schools are now requested to inform whether they have the facilities of Mathematics Laboratory or not.

In continuation of the above circular, I am pleased to forward to you the decision of the Board to introduce the concept of practical activities in Mathematics Laboratory and this will be a part of internal assessment in Mathematics in secondary classes. The suggestions detailed in the enclosed circular would be applicable for the students of class XI from the academic year 2005-06 and for the students of class X appearing in the examinations of March 2007.

You are requested to bring it to the notice of all concerned for necessary action.

Yours faithfully,

G Balasubramanian
Director (Academics)



How could the above be achieved?

The Board feels that the establishment of a Mathematics Laboratory does not involve a high cost. Most of the above skills could easily be developed by using indigenous materials like paper, sticks, pins, thread, plywood, cardboards and several other simple locally available materials. It is not necessary that the schools should always adopt established result-oriented practical work. The objective of the laboratory is to promote critical thinking and ability to approach a problem in different ways. It calls for firing the imagination of the learners so that they are creative and contributive. In all such exercises; the processes are more important than the products. It is therefore essential that our students are exposed to think differently and approach problems without any fear. It calls for taking the concepts of Mathematics beyond the limitations of the text books. The Board believes that such open ended approach, if carried out with a sense of sincerity of purpose among the affiliated schools could bring about an entirely positive learning atmosphere in the schools.

The space required for doing such exercise is quite limited. Though the schools should endeavor to establish a separate unit for the Mathematics laboratory so that it remains in focus, the absence of adequate space in schools currently should not hinder the cause. A vibrant classroom can also be a temporary Mathematics Laboratory. In case of inadequacy of classrooms, even space/corners in the floors can be dedicated to the Mathematics Laboratory. It is the type of work that is being done-that matters more than where exactly it is conducted, though a rightful place for Mathematics laboratory would add a flavour to the cause and the concept.

Internal Assessment in Mathematics

As an extension of the above intent of the Board to make the learning of Mathematics a more purposeful exercise, the Board has decided to provide scope for internal assessment in Mathematics. The need for internal assessment arises from the fact that the motivation, commitment and the imaginative faculties of the learner in any discipline cannot be evaluated through a one-shot examination at the end of an academic year. It has to be seen through over a period of time and assessed by the teacher who is a witness to the process of growth and development.

It is also felt that the objective is not to merely evaluate a learner in a public examination and award marks, but a paradigm shift to self-actualized learning in the classroom and in the extended hours of schooling. Keeping this in view the Board has decided to award 20 marks for the internal assessment of the learners in the secondary classes.

The distribution of Marks will be as under:

- | | |
|--|----------|
| • Evaluation of skills | 10 Marks |
| • Assessment of Record work | 5 Marks |
| • Assessment through Summative and formative tests | 5 Marks |



How would the evaluation be done?

Step I : Evaluation of skills

10 Marks

1. The assessment would be on any two skills.
2. The assessment would be done during the course of a test spread over a period of an hour and a half for a group of students not exceeding twenty in number.
3. The assessment will be done at the end of the class IX as well as class X independently by the school.
4. The Board would be listing different types of skills in its publication to be brought out specifically for this purpose. The type of skills would be separately listed for classes IX as well as X. However, the schools are free to identify and test similar skills or applications based on the above to test the thinking faculties of the learners.

Distribution of Marks will be as follows:

- Drawing a road-map or flow chart for solving the problem - 2 marks
- Interpretation of the concepts involved in the problem - 2 marks
- Assessment of the hands-on skills (how the students have used materials/sketches/other appliances) - 2 marks
- Recording and reporting procedures - 2 marks

The schools would keep a record of the skills tested and the modus operandi of the procedures adopted for the above evaluation for verification by the Board whenever necessary for a period of six months. The evaluation will be internal and done by a team of two teachers of the school teaching mathematics at the secondary, or senior school level.

Step 2: Assessment of the Record - work done:

5 Marks

The students would be required to do at least 10 skill based activities in the course of the academic year based on the skills listed in page 1 of the circular or related skills. Suggestive activities will also be found in the book to be brought out by the Board. However, the school would be free to suggest related activities outside those suggested by the board or facilitate the students to design related activities which would enhance their creative skills and critical thinking competencies. A record of the work done shall be maintained by the student. The same will be assessed at the end of the academic year in Class IX and in the month of December in Class X.

The skill based activities will carry five marks. The record work shall be maintained by the school concerned and would be subject to the inspection of the Board, if found necessary.



Step 3: Assessment through summative and formative tests

5 Marks

Continuous Assessment will be an input of the reflection of the performance of the students in their first and second terminal examinations. Five marks are allotted for the same.

How could the marks be allotted?

Different strategies are recommended for class IX and class X.

For class IX

- Reduce the marks of the first term examination (Aug-Sept) to ten and work out the achievement of the student.
- Reduce the marks of the second term examination (Nov-Dec) to ten and work out the achievement of the student.
- Add the values of both and thus the achievement of the learner works out to their performance out of twenty. Reduce the same to the achievement out of 5.
- If the achievement of the candidate works out to a decimal, round it off to the next higher value if it is 0.5 and above. If it is less than 0.5 then round it off to the lower number.

For class X

Reduce the marks of the final assessment of class IX to ten and work out the achievement of the student.

Reduce the marks of the first term examinations of class X to ten and work out the achievement of the student.

Add the value of both and thus the achievement of the learner works out to their performance out of twenty.

Reduce the same to the achievement out of 5.

If the achievement of the candidate works out to a decimal, round it off to the next higher value if it is 0.5 and above. If it is less than 0.5 then round it off to the lower number.

The above exercise is intended to motivate and sustain the interest level of the student and facilitate him to link his academic performance with other related activities.

The Board believes that the rich experience and ancient wisdom of this country in the field of Mathematics, as evidenced in various fields like astronomy and other indigenous technologies, was but a testimony of the keen interest India had in the subject. It is necessary to revive this love for the subject by several pedagogical reforms. It is felt that the above initiatives of the Board would go a long way in building an appropriate climate for effective transaction of the subject of Mathematics in classrooms and its extended learning beyond the campus of the school.

The Board intends to implement the above scheme for the class X from the ensuing academic year 2005-06 and for class X for the academic year 2006-07.



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

CBSE/EO(Sc.)/Maths/2006/

29.6.2006
Circular No. 14

All Heads of Institutions
affiliated to the Board

Subject : Internal Assessment in Mathematics at Secondary stage

Dear Principal,

You are aware that the Board had issued notification vide circular no. 03/04 dated 28th January, 2004 regarding introduction of concept of Mathematics Laboratory in all its affiliated schools. The schools were advised to get Mathematics Laboratory ready by 31st March 2005. Another Circular No. 10 dated 2nd March, 2005 in this regard had also been issued in relation to introduction of Mathematics Laboratory and Internal assessment in Mathematics at the Secondary level from Academic session 2005-06 in class IX and the subsequent session in class X. This circular clarified that the internal assessment of 20% is to be awarded on the basis of performance of a student in the activity work, project work and continuous assessment as per the following scheme:

- Assessment of two skins on the basis of year-end formal examination in activity work : 10 Marks
- Assessment of Project work : 05 Marks
- Assessment through formative and Summative tests : 05 Marks

The Board had also published a document 'Guidelines for Mathematics Laboratory in Schools for class IX' during the session 2005-2006 which included details of all the activities to be done by a student alongwith the information related to project work and assessment in the same. It is hoped that all necessary steps have been taken by your institution for effective implementation of the scheme ensuring optimum objectivity in assessment.

This scheme of internal assessment of 20% in Mathematics will now be applicable for March, 2007 class X Examination. The Board has already published a document 'Guidelines for Mathematics Laboratory in schools for class X' which includes details of all the activities to be done by a student during the year as well as suggested project work. Besides, the document also includes all relevant information about scheme of assessment. The contents of this document are available on CBSE website www.cbse.nic.in. It is hoped that the said document has been procured by your institution and the guidelines are being followed in letter and spirit. The following aspects of the scheme deserve your special attention.

(a) The scheme of assessment for class X March, 2007 Examination will comprise of two components:

Theory Examination : 80 Marks

Internal Assessment (Based on Activity Work and project work) : 20 Marks



- (b) All the activities included in the document for class X have to be done by every student during the academic year. The Board's document 'Guidelines for Mathematics laboratory in schools - class X' includes the detailed procedure for conduct of all these activities. The students are required to maintain proper record of the activity work done during the year. The Board may ask any school to produce this record work, if required.
- (c) Every school must provide the required physical facilities and provision for time for practical work in school time-table.
- (d) Every student is also expected to undertake one project in the subject during the year. The project may be in the form of extended learning in the subject and related to real life situations.

However, the total out-of-school time required to complete this project should not exceed 8-10 hours. The subject teacher may guide the students for its proper selection and procedure, if need be. Some of the projects suggested in class X Board's document include:

- (i) To investigate the efficiency in packing objects of different shapes in a cuboid box.
- (ii) To study Geometry in real life.
- (iii) To study the distance between different points of a geometrical figure when it is displaced.
- (iv) To analyse language test using graphical and pie chart techniques.
- (v) To appreciate that finding probability through experiment is different from finding probability by calculation.

Proper report of the project work, preferably handwritten, is also to be maintained separately. This report may include objective, description, calculation, result, conclusion and remark.

- (e) The activity work and project work done by students during the academic session has to be assessed during the course of a formal examination at the end of the year at school level. The said examination may be spread over a period of an hour and a half for a group of about 20 students. Any two skills out of a list of skills (observation, thinking, analytical, comparing, interpretation, problem-solving, spatial skills, game skill etc.) given in the Board's document may be tested through two or three activities (depending on the time needed for such activities) to be actually performed by every student in the examination. The assessment of students in skills and project work may be done preferably by a team of teachers in accordance with the detailed specifications given in the Board's document. The break-up of 10 marks for assessment of a single activity could be as follows :

- Statement of the objective of activity : 01 mark
- Design of approach to activity : 02 marks
- Actual conduct of activity : 03 marks
- Procedure explanation : 03 marks
- Result and conclusion : 01 marks

The break-up of 5 marks for assessment of project work could be as follows :

- Identification and statement of the project : 01 mark



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

CBSE/D(A)/2007/9272-9292

12.6.2006
Circular No. 28

All Heads of Institutions
affiliated to the Board

**Subject : Revised design of the Sample Question papers in the subject of
Mathematics for classes X and XII March 2008 Examination**

Dear Principal,

As the first phase of translating the recommendations of National Curriculum Framework (NCF) 2005 into action, the revised syllabus and the new textbooks are already in the hands of practising teachers. The NCF recommendations have yet another dimension in the form of changes to be made in the examination system emphasizing a shift from testing rote-learning to testing higher-order thinking skills. Consequently, a change in the design of sample question papers as well as the typology of questions have been decided upon.

The exercise of development of sample question papers in various subjects is in progress. The actual question papers in different subjects are likely to be made available to schools by the end of July, 2007.

The revised design in the subject of Mathematics for class X as well as class XII question paper includes for the first time very short answer supply type questions carrying one mark each. The other parameters of the proposed design of Mathematics question paper for March 2008 examination for classes X and XII (also given in the CBSE website) are as under:

Class XII

Weightage of marks over different dimensions of the question paper shall be as follows:

A. Weightage to different topics/ content units

| S.No. | Topics | Marks |
|-------|--------------------------------------|------------|
| 1. | Relations and functions | 10 |
| 2. | Algebra | 13 |
| 3. | Calculus | 44 |
| 4. | Vectors & Three-dimensional Geometry | 17 |
| 5. | Linear Programming | 06 |
| 6. | Probability | 10 |
| | Total | 100 |



A. Weightage to forms of questions

| S. No. | Forms of Questions | Marks for each question | No. of question | Total marks |
|--------|----------------------------------|-------------------------|-----------------|-------------|
| 1. | Very Short Answer question (VSA) | 01 | 10 | 10 |
| 2. | Short answer questions-I (SAI) | 02 | 05 | 10 |
| 3. | Short answer questions-II (SAII) | 03 | 10 | 30 |
| 4. | Long answer questions (LA) | 06 | 05 | 30 |
| | Total | | 30 | 80 |

C. Scheme of Options

All questions are compulsory. There is no overall choice in the question paper. However, internal choice has been provided in any one question out of 05 questions of 02 marks each, any three questions out of 10 questions of 03 marks each and any two questions out of 05 questions of 06 marks each.

D. Weightage to difficulty level of Questions

| S.No. | Estimated difficulty level of Questions | Percentage of marks |
|-------|---|---------------------|
| 1. | Easy | 15 |
| 2. | Average | 70 |
| 3. | Difficult | 15 |

The above information may be brought to the notice of all concerned. The actual sample papers will be made available on CBSE website as well as in printed form shortly.

Thanking you

Yours faithfully

(C. GURUMURTHY)
DIRECTOR (ACAD.)



Design of Question Paper in Mathematics for March, 2008 Examination - Class XII

Time: Three hours

Max. Marks: 100

Weightage of marks over different dimensions of the question paper shall be as follows:

A. Weightage to different topics/content units

| S.No. | Topics | Marks |
|-------|--------------------------------------|------------|
| 1. | Relations and functions | 10 |
| 2. | Algebra | 13 |
| 3. | Calculus | 44 |
| 4. | Vectors & Three-dimensional Geometry | 17 |
| 5. | Linear Programming | 06 |
| 6. | Probability | 10 |
| | Total | 100 |

B. Weightage to different forms of Questions

| S. No. | Forms of Questions | Marks for each question | No. of question | Total marks |
|--------|----------------------------------|-------------------------|-----------------|-------------|
| 1. | Very Short Answer question (VSA) | 01 | 10 | 10 |
| 2. | Short answer questions | 04 | 12 | 48 |
| 3. | Long answer questions | 06 | 07 | 42 |
| | Total | | 29 | 100 |

* Multiple Choice Questions will not be included in the question paper.

C. Scheme of Options

There will be no overall choice. However, an internal choice in any four questions of four marks each and any two questions for six marks each has been provided.



D. Difficulty level of Questions

| S.No. | Estimated difficulty level | Percentage of marks |
|-------|----------------------------|---------------------|
| 1. | Easy | 15 |
| 2. | Average | 70 |
| 3. | Difficult | 15 |

The actual sample question papers will be made available on the CBSE website shortly.





Design of Question Paper in Mathematics for March, 2008 Examination - Class X

Time: Three hours

Max. Marks: 80

Weightage and distribution of marks over different dimensions of the question paper shall be as follows:

A. Weightage to content units

| S.No. | Topics | Marks |
|-------|--------------------------|-----------|
| 1. | Number systems | 04 |
| 2. | Algebra | 20 |
| 3. | Trigonometry | 12 |
| 4. | Coordinate Geometry | 08 |
| 5. | Geometry | 16 |
| 6. | Mensuration | 10 |
| 7. | Statistics & Probability | 10 |
| | Total | 80 |

B. Weightage to different forms of Questions

| S. No. | Forms of Questions | Marks for each question | No. of question | Total marks |
|--------|----------------------------------|-------------------------|-----------------|-------------|
| 1. | Very Short Answer question (VSA) | 01 | 10 | 10 |
| 2. | Short answer questions-I | 02 | 05 | 10 |
| 3. | Short answer question-II | 03 | 10 | 30 |
| 4. | Long answer questions | 06 | 05 | 30 |
| | Total | | 30 | 80 |

* Multiple Choice Questions will not be included in the question paper.



C. Scheme of Options

All questions are compulsory. There is no overall choice in the question paper. However, internal choice has been provided in one question of two marks each, three questions of three marks each and two questions of six marks each.

D. Difficulty level of Questions

| S.No. | Estimated difficulty level | Percentage of marks |
|-------|----------------------------|---------------------|
| 1. | Easy | 15 |
| 2. | Average | 70 |
| 3. | Difficult | 15 |

The actual sample question papers will be made available on the CBSE website shortly.





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

CBSE/EO(Sc.)/Mathematics/2007/46-48

10.1.2007

Circular No. 03/07

All Heads of Institutions
affiliated to the Board

**Subject : Enhancing objectivity in Internal assessment in Mathematics at
Secondary level**

Dear Principal,

This has reference to the Board's circular number 14, dated 29th June, 06 with regard to internal assessment in Mathematics at Secondary stage. As stated in the earlier communication, the new scheme of assessment in Mathematics for class X March 2007 examination will comprise of two components:

Theory Examination : 80 marks

Internal Assessment : 20 marks

The said circular also clarified that an internal assessment of 20% (20 marks) is to be awarded on the basis of performance of a student in activity work, project work and continuous assessment as per the following scheme.

- Assessment of skills on the basis of year - ending formal examination in activity work : 10 marks
- Assessment of Project work : 05 marks
- Continuous assessment through formative and summative tests : 05 marks

It is hoped that all necessary steps have been taken by your institution for effective implementation of the scheme ensuring optimum objectivity in assessment.

The following aspects of the scheme, as mentioned in the earlier circular are reiterated and deserve your special attention:

- (a) A formal year-ending examination is to be conducted at school level to assess the activity work and project work done by every student during the year.
- (b) This examination may be spread over a minimum period of an hour and a half for a group of 15-20 students. The allotted time may be increased to even two or two and a half hours duration depending upon the size of the group.



- (c) Every student may be asked to perform at least two out of the following given activities during the allotted time for assessment of any two skills. Numerical ability, observation and ability to see patterns, thinking analytically, understanding logic, skills of comparison, interpretation and drawing inference, problem solving, decision making, spatial analysis and interpretation, skills of games.
- (d) A team of two teachers may assess the performance of activity work in the examination. The teacher should go around the group during the time the activity is being performed and sign the answer sheets after observing the activity being performed by the student.
- (e) Every student has to maintain a proper record of activity work done during the year. Separate report of the project work, preferably hand written, is also to be prepared by every student.
- (f) Every school must maintain a complete record of student's activity work, project work and the procedure adopted for assessment of the same, including the answer sheets.
- (g) As mentioned in the earlier circular, the break-up of 10 marks for assessment of single activity could be as under:
- Statement of objective - 01 mark
 - Design of approach to activity - 02 marks
 - Actual conduct of activity - 03 marks
 - Explanation of procedure and observations - 03 marks
 - Result and conclusion - 01 mark
- (h) The break-up of 05 marks for assessment of project work could be as
- Identification & statement of project - 01 mark
 - Design of project - 01 mark
 - Expression of procedure adopted - 01 mark
 - Write-up of project - 01 mark
 - Interpretation of result - 01 mark
- (i) Continuous assessment in the form of formative and summative tests may be carried out as under:
- (i) Reduce the marks obtained by the student in class IX Annual Examination to marks out of 10.
 - (ii) Reduce the marks obtained by the student in first term examination in class X to marks out of 10.
 - (iii) Add the marks (i) and (ii) above and work out for the marks out of 20.
 - (iv) Reduce it to marks out of 05. These marks may then be added to the marks for project work and assessment of activity work for calculation of total marks out of 20. The list of marks obtained by every student (out of 20) is to be sent to the Board's office as per the directions issued by examination unit.
- (j) The major objective of introducing the concept of Mathematics laboratory and internal assessment at secondary level is to make teaching-learning of the subject an interactive, activity-based, life-related



and fun-filling experience. The scheme primarily aims at helping the student learn the basic and essential concepts and skills by doing simple activities and projects. **Every effort should be made to make the assessment process as objective as possible.**

Every school is required to maintain proper record of the activity work, project work and the assessment related documents for a period of six months. Any school may be asked to submit the same to the Board, if need be.

With best wishes for a prosperous New Year 2007.

Yours faithfully,

(C.GURUMURTHY)
DIRECTOR (ACAD.)





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

CBSE/008/

Dated: 30.09.2008

Circular No. 38/08

All the Heads of Institutions
Affiliated to the Board

Subject: Strengthening of Mathematics Laboratory activity work in classes III to VIII

Dear Principal,

You are aware that the concept of Mathematics Laboratory was introduced by Central Board of Secondary Education in its affiliated schools few years back. Every school was advised, through a detailed circular to establish Mathematics Laboratory in order to promote teaching learning of the subject through activity work and hands on experiences. It was also suggested that the concept may be introduced from class III to class X.

With the objective of implementation of the concept in the right earnest, activity and project work was made an integral part of the prescribed syllabus at secondary stage and the scheme of internal assessment in Mathematics was introduced in class X examination from the academic year 2006-07. A detailed circular dated 18th July, 2005 including related information was sent to all the affiliated schools. March, 2007 class X examination was conducted according to the new scheme. A series of initiatives including publication of guidelines to schools on Mathematics Laboratory for classes IX and X giving detailed activities and suggestive project work, were taken by the Board during this period. Additional guidelines have also been provided in the form of circulars issued from time to time and through orientation programs for Mathematics teachers. Schools have also been asked to ensure greater objectivity in internal assessment in the subject vide circular no.02/07 dated 10th January, 2007. It is expected that every care is being taken by the schools to implement Board's policies in the true spirit and make learning of Mathematics more joyful and fun-filling.

In order to strengthen the concept of Mathematics Laboratory further, specific syllabus related activities in the subject have now been identified for classes III to VIII with the help of practising teachers. Latest NCERT textbooks have been kept as the base for generation of activities based on different concepts included in the syllabus for every class. Care has been taken to ensure that the teachers and students are able to perform these activities with relative ease, no expensive materials are required to perform these activities and these do not increase the curricular load in the subject. The list of all these activities for classes III to VIII is enclosed with this circular for ready reference.



The same is also available on CBSE website www.cbse.nic.in. The Board expects that the listed activities will be performed by the students of respective classes from the current academic session 2008-09. Additional supplementary material related to these activities is also being developed and will be made available, to schools shortly' Your cooperation in meaningful transfer of Board's efforts to classroom situations in solicited.

Yours faithfully

(C. GURUMURTHY)
DIRECTOR (ACAD.)





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-110002

CBSE/EO(SD)/CIRCULAR/2009

22.02.2010

Circular No.7

All Heads of Institutions

Affiliated to the Board

**Subject : Study of effectiveness of use of computers and internet on learning
Mathematics at Higher Secondary stage – a pilot study by NCERT**

Dear Principal,

You may be aware that National Council of Educational Research and Training (NCERT) has been working at the National level for the all-round improvement in the quality of school education. The National Curriculum Framework 2005(NCF 2005) has been developed by NCERT for providing policy guidelines for the teaching and learning of all curricular areas including Mathematics.

NCF 2005 has recommended that the teachers of Mathematics have to conscientiously set about replacing the behaviorist paradigm with methods based on constructivist or other progressive models of learning. It reiterates that the use of technology can greatly aid the process of mathematical exploration and wiser use of such aids can help engage students. It further states that it must be understood that there is a spectrum of technology use in Mathematics education and research in this direction will be greatly beneficial to school education. In keeping with the broad guidelines enumerated in NCF 2005 for teaching and learning of Mathematics, the Department of Education in Science and Mathematics (DESM), NCERT has developed the syllabi and textbooks for all stages of school education.

NCERT is now contemplating to exploit the potential of World Wide Web(WWW) for improving the quality of Mathematics teaching in schools. In this endeavour, they would like to associate active and enthusiastic PGTs in Mathematics from schools across India to participate in this research study.

As per the plan of action, initially they will provide a questionnaire to each participant teacher for their opinion and feedbacks. Subsequently, they will choose one sample content area, discuss with teachers and identify appropriate technological tools for the development of sample material.

The identified teachers from different school systems will participate in discussions on administration of sample materials and study tools will be prepared through virtual learning environment (VLE) with NCERT website. Once the teacher is convinced and trained properly to handle all the tools, the developed material will be provided to member teachers to conduct this study in their respective schools.



These communications with the teachers will be conducted through emails and NCERT website so that their day to day work is not affected.

You are, therefore, requested to please identify interested PGT in Mathematics from your school who would like to be associated with this research study.

Dr. P.K. Chaurasia (email praveenc1@gmail.com and mobile number 09868939552) is the Principal Investigator of this study. The list of teachers with their email addresses, correspondence addresses and contact numbers may be forwarded to Dr. P.K. Chaurasia through emails/hard copies. Also the participant teachers may be provided the email address of Dr. Chaurasia to make the communication easy and effective.

This may be brought to the notice of all concerned.

Yours faithfully,

(C. GURUMURTHY)
DIRECTOR(ACADEMIC)





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

Acad./Dir (Acad.)/2005

25th May, 2005

Circular No. 26/05

The Heads of all CBSE
affiliated institutions

Subject : School based evaluation in Social Science at secondary stage

Dear Principal,

Kindly refer to circulars no. 02/04, dated 28th January, 2004 and 06/04 dated 11th February, 2004 vide which the Board had introduced the scheme of school based evaluation in Social Science at secondary stage and also issued relevant guidelines for its implementation from the academic year 2004-05 for class IX and 2005-06 for class X.

The schools must have now been in the process of planning its implementation for class X in 2006 examination. For the guidance of the schools, the salient features of the scheme are being reiterated here

1. A total of twenty (20) marks have been allotted for internal evaluation as per the following details:
 - Tests (formative and summative) 10 marks
 - Assignments - school and home assignment 05 marks
 - Project work 05 marks
2. Regarding evaluation of formative tests, the teachers are expected to give a variety of oral and written questions for recapitulation, review and diagnostic purposes. The purpose is not to assess learning but to identify learning gaps, deficiency in teaching and to bring improvement in teaching-learning process. However, for evaluation of unit tests (written), it is suggested that a record of at least three unit tests, term tests and half yearly tests should be maintained. In class IX, students can be given marks out of 10 and average can be calculated out of 10 marks. Alternatively, students can be assessed in the unit tests on a five-point rating scale and Grade Point Average (GPA) can be worked out. Then, the final scores on written tests can be worked out of 10 marks. These grades will have the following numerical values:
 - Excellent - A-5, • Very Good -B-4, • Good - C-3, • Fair - D-2, • Unsatisfactory - E-1. In class X, 10 marks will be awarded on the basis of final performance of students in class IX and also on the basis of at least two unit tests held in class X. Then the average can be calculated for marks to be given out of 10. For example, if any student has got 60 per cent marks in aggregate in Class IX home examination and has got 7 & 8 marks out of 10 respectively in two unit tests in Class X, the above can be added up in proportion to 10 which comes out 21 which will then be divided by 3 to get the average marks out of 10.



In the instant case, it comes to 7. The teachers may note that too many tests increase the stress level of students. The tests should be conducted in stress free, non-threatening environment to help the student in revising learnt concepts.

3. Regarding assignments, it is suggested that for recording purpose. every month, well-planned assignments may be given to the students. Since Social Science has components of History, Geography, Civics etc. assignments may consist of 1 or 2 questions which test the understanding of different concepts in these components. There can be 4 to 5 assignments in class IX and 3 to 4 such assignments in class X. Assessment can be made on a 5-point rating scale. Record of such 5 assignments may be kept. Based on their suggested numerical values, Grade Point Average (GPA) can be calculated to arrive at final award in marks out of 5.
4. Regarding evaluation of project work, 5 marks have been assigned for the project work done by the students in the academic session. The Board had also sent detailed guidelines regarding evaluation of project work, vide circular no. 7/2005 dated 4th Feb.2005. For class IX, a student is required to do any two projects out of which one will be compulsorily on Disaster Management. In class X, the students will do any one project and marks will be awarded out of 5. It may be pointed out that the project work in no case should be voluminous and must be restricted within 9 to 15 pages of standard A-4 size but it should be original, creative and innovative. Break up of marks over different aspects will be as follows:

| Aspects | Marks |
|--|-------|
| Initiative, cooperativeness and participation | 1 |
| Content accuracy and research work | 1 |
| Creativity, originality | 1 |
| Analysis of different situations and different perspectives | 1 |
| Viva or written test for content assimilation | 1 |
| Marks for one project | 5 |
| Total marks for two projects (Class IX) | 10 |
| Total marks for internal evaluation in project work (Class IX/X) | |

5. Schools are requested to keep the records of internal assessment along with the project files which have been prepared by the students and make these available for inspection. Board will be sending its observers to the schools for the purpose.
6. It may be noted that all the schools are required to send roll number wise marks statement with respect



to internal evaluation to the Board between 15th January, 2006 to 15th February, 2006. The Marks statement should clearly reflect breakup into different components of internal evaluation.

I would like to emphasise here that the entire purpose of introducing internal evaluation has been to destress learning and make it more relevant useful and enjoyable for the students. The objective of entire exercise is not to increase the learning load among the students but to ensure that the students are enthusiastically involved in the learning process.

With best wishes,

Yours faithfully,

(G. BALASUBRAMANIAN)
DIRECTOR (ACADEMIC)





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

Acad./Dir (Acad.)/2005

25th May, 2005
Circular No. 26/05

The Heads of all CBSE
affiliated institutions

Subject: School for Project Work Evaluation in Social Sciences

Dear Principal,

Your attention is drawn to the office circular no. 07/2005 issued on 4th February, 2005 wherein guidelines for project work Evaluation in Social Sciences were issued to the schools. It is reiterated that schools should seriously follow the laid down guidelines in evaluating different aspects of internal evaluation i.e. term/unit tests, assignments and project work and maintain proper assessment records.

Project Work is an important aspect of internal evaluation wherein children are helped to do and learn on their own by going through the documents, collecting relevant materials and analysing them to arrive at their own findings and conclusions. The schools should continue to assign the projects to students based on the guidelines and topics specified. They must also ensure that the total length of the Project report should not be more than 12-15 (size A4) foolscap size handwritten pages. Evaluation should be strictly in terms of the criteria laid down in the guidelines. Boosting of internal assessment marks should be avoided. Any such thing may lead to downscaling of internal marks or its cancellation and the result will be declared on the basis of external marks alone.

The Board will be very shortly sending you the revised topics/themes for project for classes IX and X to be followed during the current academic session 2006-07.

Yours faithfully,

(Sugandh Sharma)
Education Officer (Com.)



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

Acad/EO(COM)/2006

21/7/2006

Circular No. 18

The Heads of all CBSE
affiliated institutions

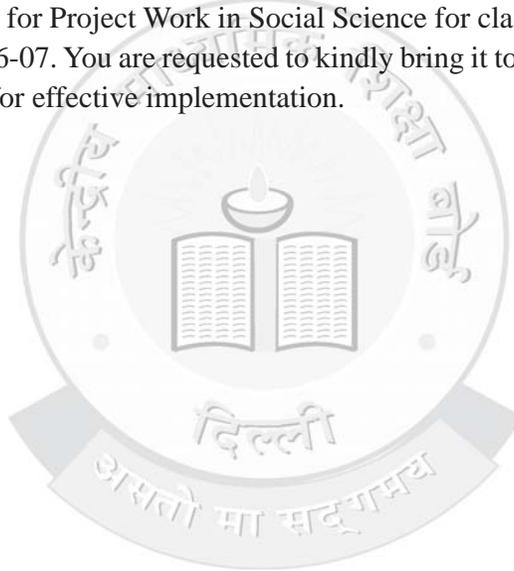
Subject : Guidelines on Internal Evaluation in Social Science Part III : Project Work Class IX & X

Dear Principal,

In continuation of the office circular no. 13 dated 23rd June, 2006, I am pleased to forward a copy of the revised guidelines, topics/themes for Project Work in Social Science for classes IX & X to be followed during the current academic session 2006-07. You are requested to kindly bring it to the notice of the concerned Social Science teachers of your school for effective implementation.

Yours faithfully,

(Sugandh Sharma)
Education Officer (Com.)





INTRODUCTION

Education is a developmental process, which transforms learners. It brings about a change in the mental and physical behaviours of students. To bring about this change, teachers need to introduce their students to concepts, generalizations, issues and skills. which seem relevant to their lives.

Social Science is one of the subjects which brings students closer to their environment, society and the intricacies of the geographical, social, economic and political processes. It enables them to understand the process of social change and the role that they can play towards this change.

With the onset of the new millennium, many challenges have been thrown in the school education system. Information explosion and widespread use of information technology has emphasised further demands on the education system. It is imperative to be sensitive to changing societal needs and expectations. In Social Science education particularly there has been a felt need to make its learning interesting, motivating and participatory in nature.

Sensing this need of its schools, the CBSE introduced Internal Evaluation in Social Science at secondary stage since the 2004 academic session of class IX.

The Internal Evaluation of 20 marks for each of classes IX and X will have the following break up:

| | | |
|--------|-------------------------------|----------|
| Part 1 | Class tests, term tests, etc. | 10 marks |
| Part 2 | Assignments | 5 marks |
| Part 3 | Project work | 5 marks |

As each of these different types of assessment evaluate different aspects of learning the evaluation should reflect the actual effort and performance of the learner. No changes should be made to the marks given by the evaluator to enhance overall performance of the students.

Brief guidelines with respect to Internal Evaluation in Social Science at the Secondary Stage have already been sent to schools. The present guidelines Part 3 pertain to evaluation of Project work.

Part 3 : PROJECT WORK

Need for introducing Project work in Social Science was being felt for quite sometime. Many schools had also expressed their desire to have projects in Social Science for enhancing students' understanding of different concepts, principles and generalizations inherent in the subject. This also introduces an alternative mode of learning in class rooms with a purpose to increase students participation in the process of learning and enabling them to become independent thinkers. It is expected that by introducing Project work learning will become more contextual, relevant, contemporary and centred on Learning to Be.

A. PROJECT WORK REQUIREMENTS

The project work in Social science entails the following requirements:

1. The projects will be evaluated internally and continuously.
2. All the concerned Social Science teachers in consultation with each other should share evaluation of the projects.



3. Questions based on the conclusions of the project will be given as a test (oral or written) of 10 minutes duration after the submission of the project.

D. ALLOCATIONS OF MARKS

Total Marks will be allocated over the different aspects of the Project Work in the following manner:

| S. NO. | ASPECTS | (Marks) |
|--------|---|---------|
| 1. | Content accuracy and originality | 2 |
| 2. | Presentation and creativity | 1 |
| 3. | Process of Project Completion: Initiative, cooperativeness, participation and punctuality | 1 |
| 4. | Viva or written test for content assimilation | 1 |
| | Marks for one project | 5 |
| | Total marks for 2 projects in Class IX and one Project in class X | 10/5 |
| | Total marks for internal evaluation (class XDC) | 5 |

E. Criteria for project work

Following will be the criteria for evaluating Project Work:

| | |
|----------------------------------|--|
| Content accuracy and originality | <ul style="list-style-type: none">• Reads original sources and chooses content from books and internet |
| Presentation | <ul style="list-style-type: none">• Presents report with original thoughts and opinions supported by facts |
| Process of Project Completion | <ul style="list-style-type: none">• Chooses topics on ones own, shares information willingly, interacts with teachers and peers willingly, takes responsibility |
| Viva Voce | Answers of all questions in written or oral form should <ul style="list-style-type: none">• Be relevant and appropriate• Reflect original thinking• Reveal confidence in the work done |

Teachers' report in the given proforma will be attached at the end of the report.

Project 7 - Population Distribution

Project 8 - Gender Status (Sex Ratio pattern and its implications)



Project 9 - Adolescent Myths and issues

Project 10 - Population characteristics of my school

Project 11 - Changing area under Forest and its impact on Environment

Project 12 - Conservation of Natural Resources

Project 13 - Water Resources

Project 14 - Working of Institutions

Project 15 - Rights.

Group 2 (Students to choose anyone project)

Project 16 - Managing Disasters- The Role of Students

Project 17 - Preparedness for a disaster

CLASS IX

Project 1: Imperialism and its impact

1. Agriculture and Forestry: Impact of Deforestation impact as reflected in environment in the 18th-20th century.
2. Colonialism and its impact on Environment both positive and negative.

Project 2: Pastoral Economy communities in Asia or Africa

1. Choose at least 2 communities from Asia or Africa.
2. Prepare a photo essay on the life of the community using pictures and drawings.
3. Describe the impact of colonialization through policies of the colonizers - steps taken for the development of these communities and impact of colonization on their development in the 18th and 19th Centuries.

Project 3: Clothing: A Social History of Development

1. Interview different classes of people on the clothes they wore when they were young.
2. Trace the trend in clothes worn at work, leisure, sports in the early 19th C and today in the World and India.
3. Trace the impact of colonization on the handloom workers and industry and compare it with changes in Handloom and Khadi industry since Independence.

Project 4: Women's Role in History

Choose 2 women from different fields and document their lives, writings and their contribution to society. The women are to be chosen from women philosophers, political workers, revolutionaries, lawyers, doctors, soldiers and social workers of the 19th and 20th century.



Project 5: Project on changing trends in cinema in the 20th century

1. View at least 15 feature films of different time periods in the 20th century in Hindi or regional languages.
2. Evaluate the changing values that the film reflects about society.
3. Describe the change in the depiction of heroes and heroines over the years in the films.
4. Write a review of at least 2 of the films for newspaper.

Based on this write a report analysing the Population Composition of your school with suitable diagrams and tables.

- (i) Parental education level
- (ii) Occupation of Parents
- (iii) Family size and their sex and age

Project 11: Changing area under forest and its impact on environment

- (i) Collect data of area under forest in different states of India since 1980 and interpret the trends.
- (ii) Collect case studies on shifting agriculture and its impact in India/world.
- (iii) Collect information on Forest Rights and Environmental Policy of the Government in the Eighth, Ninth and Tenth Five Year Plans. Give your views on how these policies would help/hinder conservation of forests/environment.

Project 12: Conservation of Natural Resources

Collect information on Bioserves, National Parks and Wildlife Sanctuaries focusing on the policy of conservation of endangered species.

Collect pictures, travel writings, photographs and brochures to describe the special characteristics of these natural reserves.

Project 13: Water Resources

Choose any one river/water body in India and prepare a project. Some guidelines are given:

1. For Rivers make maps on the source, course, catchment area, the tributaries, states benefited.
2. Collect data on the length of the river, the frequency of flooding and dams and reservoirs on them.
3. Geographic features formed by the river along its upper, middle and lower course pictures, drawings etc.
4. For the water body, identify the special characteristics of the water body, its location and extent, the geographical and geological history of the formation of the water body, pictures and data on depth and area.
5. Legends associated with the river, songs related to water and river.
6. How the river/water body benefits the people-system of water distribution in an urban or rural area.
7. Problems associated with the river/water body.



II. Language and Literature in Ancient and Medieval times in India

- Scripts and their evolution to today's alphabets in the different languages.
- The important literary works in different languages.
- Drawings of the manuscripts - decorations etc.
- Authors and their life sketches
- The role of this information for understanding history

III. Music and Art in the Ancient and Medieval times

- Themes and samples of the music and continuation of styles in each period
- Instruments and their uses in classical and folk music
- Themes and samples of the art and continuation of styles in each period
- Materials, styles and colours used in the art work
- Information that can be inferred from the pictures about jewellery, clothes, activities, beliefs, and life styles.

PROJECT 5: ADMINISTERING DISASTER MANAGEMENT

1. Interview any of the Govt./Non-Government functionaries in your locality on their role in Disaster Management:
 - Senior District Magistrate
 - Additional District Magistrate
 - Sarpanch
 - Head of any NGO - dealing in Disaster Management
 - Police inspector, Superintendent of Police
 - Civil Defence Warden
 - Home guard personnel
 - NCC Commandant in the school
 - Municipal authorities
2. Enquire from at least 20 persons from different walks of life in your locality or school on the areas in disaster management and preparedness plans developed by them.
3. Prepare a report on the areas where awareness is needed and find out the local resources available to create awareness.



PROJECT 6: MANUAL FOR DISASTER MANAGEMENT

1. Choose to be any authority on Disaster Management such as Village Sarpanch, Disaster Magistrate, Police Inspector or Fire Services officer.
2. Formulate laws or rules to be followed in a disaster for the most vulnerable groups.
3. Prepare a manual for your department's officials to follow in an emergency. It should include rules to follow for health, safety, relief availability and distribution, law and order etc.





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

ACAD/EO(COM)/2008

14.5.2008
Circular No. 20/08
Very Important

The Heads of all CBSE
affiliated institutions

**Subject: Approach to the Internal Evaluation of Disaster Management, Unit
5 of Social Science class X March 2008 examination of Board.**

Dear Principal,

Reference is made to circular no. 15/08 dated 11.04.2008 intimating the Board's decision to evaluate Disaster Management in Social Sciences of class X through projects from the academic session 2008-09 and the Board Examination 2009 in Social Science of class X.

The Board has further decided that in addition to Project Work, Disaster Management will be evaluated through assignments also. Following is the revised marks distribution over the three components:

- | | |
|---|----------|
| 1. <i>Tests - Formative and summative</i> | 10 marks |
| 2. <i>Assignments - class and Home</i> | 4 marks |
| 3. <i>Project Work</i> | 6 marks |

Detailed guidelines in this regard are as follows :

1. Tests - Formative and Summative:

The Unit/Term tests in Class X will not include testing of theory in Disaster Management. Other things remain the same and the marks will be allotted taking the average of student's performance in Class IX and also unit tests in Class X. Kindly refer to Board's Circular No. 26/05 dated 25.05.2005 in this respect.

2. Assignments - Class and Home

Hereafter, students are expected to do 4 different assignments in Social Science in Class X during an academic session. Out of these, one assignment must be from Disaster Management. All assignments would carry 1 mark each. The remaining three assignments can be given on the other components of Social Science as per discretion of the teacher after ensuring that questions cover all the units of Social Science syllabus and also no component of Social Science should carry more than one assignment.

The purpose of the assignment in Disaster Management is to evaluate the students' understanding of the



different methods of managing disasters. These assignments could be based on the suggested activities in the textbook or through using diagrams, pictures, comprehension of texts and descriptions given in all the seven chapters of the CBSE textbook, “Together Towards a Safer India Part III”. This assignment should be from any chapter other than that selected by the student for project work. Records of assignment done by the students should be kept for a period of six months after board’s examination is over for verification.

3. Project Work

Every student has to compulsorily undertake one project on Disaster Management. A list of topics for project work is enclosed for ready reference in Annexure 1. These projects have been carefully designed so as to:

- (a) Create awareness in learners.
- (b) Enable them to understand and co-relate all aspects of Disaster Management.
- (c) Relate theory with practice.
- (d) Provide hands on experience.

In order to realize the expected objectives completely, it would be required of the Principals to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/Deputy Commissioners, Fire Service, Police, Civil Defence etc. in the area where the schools are located. The textbook entitled “Together Towards a Safer India, Part III”, by CBSE so far in use for theory examination is the recommended primary source for successfully carrying out the project work. The teachers must ensure judicious selection by students of projects covering a maximum number of listed projects.

The revised distribution of marks over different aspects relating to Project Work is as follows:

| S.No. | Aspects | Marks |
|-------|---|----------|
| 1. | Content accuracy and originality | 2 |
| 2. | Presentation and creativity | 1 |
| 3. | Process of Project Completion: Initiative, cooperativeness, participation and punctuality | 1 |
| 4. | Viva or written test for content assimilation | 2 |
| | Total marks for project in Class X | 6 |

The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools. A Summary Report should be prepared highlighting:

- objectives realized through individual or group interactions



- calendar of activities
- innovative ideas generated in this process
- list of questions asked in viva voce and subsequently sent to the undersigned. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure. The Project Report should be handwritten by the students themselves and comprise of not more than 15 foolscap pages. The record of the project work should also be kept for a period of six months for verification, if any.

There being no change right now in Class IX syllabus and Evaluation Scheme, the component of Internal assessment pertaining to this aspect will remain the same.

This may be brought to the notice of all concerned.

Yours faithfully,



(C. GURUMURTHY)
DTRECTOR (ACAD.)



Topics/Themes for Project Work on Disaster Management CLASS X

Do anyone of the following:

Project 1: Role of Govt./Non-Government functionaries in your locality in Disaster Management.

Interview any two of the Govt./Non-Government functionaries in your locality on their role in Disaster Management.

- Senior District Magistrate
- Additional District Magistrate
- Sarpanch/MP/MLA
- Head of any NGO working in your locality - dealing in Disaster Management
- Police inspector, superintendent of Police
- Civil Defence Warden/elected representatives
- Homeguard Personnel
- NCC Commandant in the school
- Deputy Commissioner of Municipality
- School Principal

Carry out a survey by enquiring from at least 20 persons from different walks of life (such as shopkeepers, housewives, senior citizens, college students, etc.) in your locality on the hazards prevalent, and preventive measures they have taken or would like to take to reduce the impact.

Prepare a Survey report highlighting the areas where awareness is needed and the local resources available in the locality to create awareness.

(Note for Teachers: *The teachers can select any two of the functionaries based on their availability in that city/town. This topic can be taken up individually by students or by a group consisting of two students. In case of group work where two students are involved, work should be divided equally so that distribution of marks is easier.*)

Project 2: Generating Awareness on Disaster Management

Design a 10 minute skit on Disaster Management. Design posters on dos and don'ts of various hazards prevalent in that area. Visit a slum community and enact the skit by using the posters. The Skit and the posters can also be used to make the junior students aware.

(Note for the Teachers: *Better awareness and preparedness amongst the community members have saved a lot of life and property. As responsible future citizens of the country, students can play a major role in making the community aware to be better prepared for natural hazards (flood, cyclone, landslide, tsunami etc.) and human included hazards (fire, rail, road and air accidents). Local language should be used so that the community*



is able to have a better understanding. The Principal alongwith the teachers can help the students in organizing a meeting with the local slum community).

Project 3: Preparation of Models of Disaster Resilient Structures

Make layouts of models based on structural improvement in buildings in a rural/urban community in coastal areas prone to floods/cyclones or in areas prone to earthquakes, landslides. Show the special features of the buildings and indicate the early warning system that could be best used in that community.

(Note for Teachers: *To carry out the project, there is a need to have a good understanding about the subject. The class X textbook on Disaster Management will help the teachers and the students to have a fair understanding about the topic. However, the school also needs to seek support from qualified engineers, and architects who have knowledge on safe construction practices from either the Government or private sector and also from academic institutions. Qualified engineers and architects can be invited by the principal of the school for lectures and also to suggest methods of carrying out the models. For assessing the project carried out by the school, these qualified persons may also be invited.*)

Project 4: Pocket Guide on First Aid

Prepare a pocket guide on First Aid for your school. The First Aid pocket guide should contain aid that needs to be given for fractures, poisoning, cuts and burns, heat and cold wave and other threats that are prevalent in that area. The content shared in the guide should be supported with adequate pictures so as to give a clear and elaborate understanding about the topic. Choose awareness campaign strategy for either senior citizens or illiterate people and prepare a brief write-up.

(Note for the Teachers: *The project can be carried out by a group of students in a class and work can be equally divided amongst the students so that the teachers are able to evaluate them easily. Doctors, local health practitioners, trained volunteers of Red Cross and professionals from other agencies/bodies/institutes, proficient in this field can be consulted to prepare the first-aid pocket guide. This guide can be printed by the school administration and shared with all the students, teachers and other staff members of the school. It can be used as a ready reckoner for any First Aid related information.*

Project 5: Institutional Case Study on Disaster Response

Visit a local NGO/agency such as the United Nations, Red Cross/Voluntary Youth Organisations like Nehru Yuva Kendra Sangathan (NYKS), National Cadet Corp (NCC), Bharat Scouts and Guides etc; and prepare a case study on how the agencies played a major role in Disaster Response.

(Note for the Teachers: *The teachers may select the organisation/agency that they would like the students to be associated with. It can be mentioned here that each district in India has a Red Cross wing headed by the District Magistrate/Collector/Dy. Commissioner. The students before analysing the role played by various agencies can give a brief background of the organisation/agency on its mandate, objectives and goals and role during disasters).*

Project 6: Communication facilities for Disaster Management

Choose any one method of communication from various means of communication like radio/satellite/television/Ham radio which are used by Government departments such as the Indian Meteorological Department



to disseminate information. Find out how information is disseminated by them at various levels during disasters. Prepare a report.

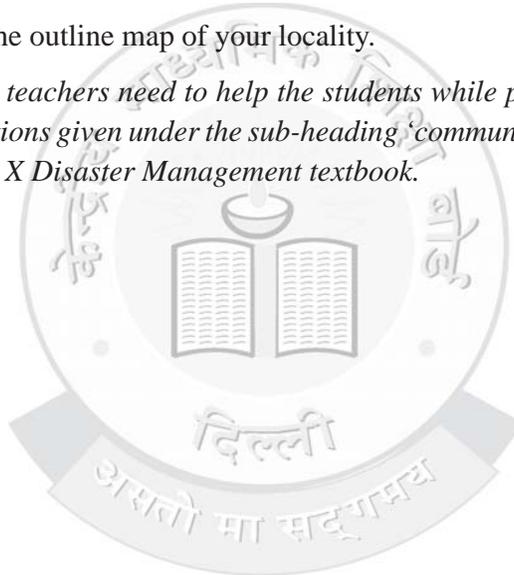
(Note for the Teachers: *The students can visit the government departments such as the All India Radio, Doordarshan etc. Principals are expected to issue a letter to the concerned Government Department so as to inform the department that the information collected will be solely for project purpose. Case studies can also be collected to make the project more interesting).*

Project 7: Preparation of Disaster Contingency plan

Prepare a Contingency Plan either for your school or home/community. The Plan should be based on an actual survey of your area/locality or school. The Plan prepared should consist of the following maps, inventory of resources available and a seasonality calendar highlighting the seasons prone to various hazards prevalent in that locality/school.

- A social map
- A Resource map
- A Vulnerability map on the outline map of your locality.

(Note for the Teachers: *The teachers need to help the students while preparing the plan for the locality/school. It should answer the questions given under the sub-heading 'community contingency plan' in the lesson, called 'Planning Ahead' of Class X Disaster Management textbook.*





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

ACAD/EO(COM)/2008/

01.08.2008
Circular No. 31/08

The Heads of all CBSE
affiliated institutions

**Subject: Revised distribution of marks over the four units of Social Science
syllabus Class X and design of Sample Question Papers of
Geography, Business Studies and Accountancy**

Dear Principal,

Kindly refer to this office Circular No. 15 dated 13th March, 2008 and Circular No. 20 dated 14.05.2008 conveying Board's decision to evaluate Disaster Management in Social Science of Class X through Projects and Assignments only from the current academic session 2008-09 and the Board Examination 2009. Since the theory paper in Social Science will not contain any questions from Unit 5 on Disaster Management, the revised distribution of 80 marks over the four units of Social Science syllabus for Class X will be as follows :

| Unit | Subject | Marks |
|------|-------------------|--|
| 1. | History | 22 marks (20 + 2 marks for map question) |
| 2. | Geography | 22 marks (18 + 4 marks for map question) |
| 3. | Political Science | 18 marks |
| 4. | Economics | 18 marks |

It may also be kindly noted that the Board's question paper in Social Science, Class X, will now have 29 questions instead of 30 questions earlier. There will be only one map question consisting 6 items {2 items for History (2 marks) and 4 items for Geography (4 marks)}. The map question will have a choice in which either all the six items will be for identification or for location and labelling. The revised sample question paper based on the changed pattern will be put up on the Board's website www.cbse.nic.in shortly.

Kindly bring this to the notice of all concerned.

Yours faithfully,

Sd/-

(C. GURUMURTHY)

Director (Acad.)



B. Weightage to forms of Questions

| S. No. | Forms of Questions | Marks for each question | No. of question | Total marks |
|--------|------------------------------|-------------------------|-----------------|-------------|
| 1. | Very Short Answer type (VSA) | 1 | 10 | 10 |
| 2. | Short answer type (SA-I) | 3 | 10 | 30 |
| 3. | Long answer type (LA-I) | 5 | 5 | 25 |
| 4. | Map question | 5 | 1 | 5 |
| | Total | | 26 | 70 |

C. No. of Sections

The question paper will have two sections A & B.

D. Scheme of Options

No internal choice except for blind students.

E. Weightage to difficulty level of Questions

| S.No. | Estimated difficulty level of questions | Percentage |
|-------|---|------------|
| 1. | Easy | 20% |
| 2. | Average | 65% |
| 3. | Difficult | 15% |

F. Typology of Questions

In order to assess different abilities related to the subject, the question paper is likely to include questions related to statistical tables, diagrams and photographs.



DESIGN OF QUESTION PAPER FOR MARCH, 2008 EXAMINATION

BUSINESS STUDIES CLASS XII

Time: 3 hours

Max. Marks: 100

The Weightage of marks over different dimensions of the question paper shall be as follows:

| S.No. | Topics | Marks |
|---|---------------------------------------|-------|
| Part A: Principles and Functions of Management | | |
| 1. | Nature and Significance of Management | 7 |
| 2. | Principles of Management | 7 |
| 3. | Business Environment | – |
| 4. | Planning | 7 |
| 5. | Organizing | 10 |
| 6. | Staffing | 10 |
| 7. | Directing | 12 |
| 8. | Controlling | 7 |
| | Total | 60 |
| Part B: Business Finance and Marketing | | |
| 9. | Financial Management | 12 |
| 10. | Financial Markets | 8 |
| 11. | Marketing | 14 |
| 12. | Consumer Protection | 6 |
| | Total | 40 |
| | Grand Total | 100 |



B. Weightage to forms of Questions

| S. No. | Forms of Questions | Marks for each question | No. of question | Total marks |
|--------|------------------------------|-------------------------|-----------------|-------------|
| 1. | Very Short Answer type (VSA) | 1 | 10 | 10 |
| 2. | Short answer type (SA-I) | 3 | 5 | 15 |
| 3. | Short answer type (SA-II) | 4 | 5 | 20 |
| 4. | Long answer type (LA-I) | 5 | 5 | 25 |
| 5. | Long answer type (LA-II) | 6 | 5 | 30 |
| 6. | Total | | 30 | 100 |

C. Scheme of Options

There will be no overall choice. However, there is an internal choice in every question of 6 marks.

D. Weightage to difficulty level of Questions

| S.No. | Estimated difficulty level of questions | Percentage |
|-------|---|------------|
| 1. | Easy | 30% |
| 2. | Average | 50% |
| 3. | Difficult | 20% |

E. Typology of Questions

In order to assess different abilities related to the subject, the question paper is likely to include open-ended questions.



DESIGN OF QUESTION PAPER FOR MARCH, 2008 EXAMINATION

ACCOUNTANCY CLASS XII

Time: 3 hours

Max. Marks: 80

The Weightage of marks over different dimensions of the question paper shall be as follows:

A. Weightage to content/Subject units

| S.No. | Content Unit | Marks |
|--|--|-----------|
| Part A: Accounting for not for Profit Organization, Partnership Firms and Companies | | |
| 1. | Accounting for not for profit organizations | 10 |
| 2. | Accounting for Partnership Firms | 5 |
| 3. | Reconstitution of Partnership | 20 |
| 4. | Accounting for Share Capital and Debentures | 25 |
| | Total | 60 |
| Part B: Business Finance and Marketing | | |
| 5. | Analysis of Financial Statements | 12 |
| 6. | Cash Flow Statement | 8 |
| | Total | 20 |
| | OR | |
| Part C: Computerized Accounting | | |
| 5. | Overview of Computerized System | 5 |
| 6. | Accounting using Database Management System (DBMS) | 8 |
| 7. | Accounting Applications of Electronic Spread Sheet | 7 |
| | Total | 20 |
| | Grand Total | 80 |



B. Weightage to forms of Questions

| S. No. | Forms of Questions | Marks for each question | No. of question | Total marks |
|--------|------------------------------|-------------------------|-----------------|-------------|
| 1. | Very Short Answer type (VSA) | 1 | 8 | 8 |
| 2. | Short answer type (SA-I) | 3 | 4 | 12 |
| 3. | Short answer type (SA-II) | 4 | 5 | 20 |
| 4. | Long answer type (LA-I) | 6 | 4 | 24 |
| 5. | Long answer type (LA-II) | 8 | 2 | 16 |
| 6. | Total | | 23 | 80 |

C. No. of Sections

The question paper will have three sections A, B and C. Section A will be compulsory for all students. However, there will be a choice between section B and C.

D. Scheme of Options

There will be no overall choice. However, there is an internal choice in question of 8 marks.

E. Weightage to difficulty level of Questions

| S.No. | Estimated difficulty level of questions | Percentage |
|-------|---|------------|
| 1. | Easy | 30% |
| 2. | Average | 50% |
| 3. | Difficult | 20% |



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/Directot (Acad)/CIRCULAR/2010

05.04.2010
Circular No. 15

All Head of Institutions
Affiliated to the Board

**Subject : Standard Operating Procedure (SOP) for dealing with any terrorist
attack on Schools – reg.**

Dear Principal,

The Ministry of Home Affairs, Govt. of India has advised that experience gained in handling terrorism in recent years has shown that spectacular terrorist actions may be undertaken with a view to gain widespread media and public attention. Places with large number of footfalls such as malls, multiplexes, hostels and schools are soft and most vulnerable targets for terrorist attacks. This necessitates having a standard operating procedure (SOP), defining the role of the officials of the concerned agencies involved in counter measures.

An SOP for preventing/ dealing with any terrorist attacks on schools has been prepared by the Ministry of Home Affairs, Govt. of India and the same is attached for the information of all the CBSE schools.

The Principals are requested to:

- a. Read the SOP carefully and bring it to the notice of all the staff and the teachers of the schools.
- b. Develop a comprehensive action plan to implement the guidelines.
- c. Allocate specific roles to different personnel and teachers as per the SOP.
- d. Brief the staff about the action to be taken by them in any exigency.
- e. Take preventive measures as given in the guidelines in consultation with the local police.
- f. Keep the security personnel of the school on the alert
- g. Communicate clear guidelines to parents about what they should and should not do in case of any news of such incidents.
- h. Conduct advance reconnaissance of the school with the help of the local police.
- i. Hold mock drills for students, teachers and staff.



The objective of this circular is purely educative in nature so as to alert the school administration and prepare it for any eventuality. Hence Principals are requested to ensure that this information is disseminated discreetly, without creating any sense of panic.

These guidelines are being circulated to all major schools to equip them in preventing and dealing with such exigencies and they should not be deemed as intimation of any prior information or any specific threat to any particular institution.

I request you to kindly implement these guidelines and intimate the Board.

Yours faithfully

(C. GURUMURTHY)
DIRECTOR (Academic)

Encl: SOP Guidelines for dealing with any terrorist attack on schools.





intercom between main gate/ other perimeter gates to the nodal security officer and the Principal of the School may be provided for efficient communication.

- 4.8 There should be centralized Public Announcement System between Nodal Officer and all classes/library etc. by which instructions can be given to the students/ staff in each room, collectively or individually or in selected combination, may be installed.
- 4.9 A visual anti-sabotage check of the entire school should be carried out by the security staff of the school before the children start arriving in the morning. They should also check the footpath in front of the school, all along the boundary wall including the parking area to detect any suspicious objects lying unattended there.
- 4.10 **Alarm System:** In order to alert the entire security staff, Principal. Teachers and the students in case of any contingency, a suitable electric bell needs to be installed connecting all the gates to a nodal point in the school. The alarm system should also have a display panel to indicate the location from which the alarm has been raised. The alarm can be manually pressed by the guards or get activated automatically if any vehicle crashes into the gate. The nodal officer should immediately verify the reason for raising the alarm, inform the Principal, take action to initiate the contingency drill in the school and inform the police.

5. Action/ Active stage:

- 5.1 Response of the School Authorities in case of any Contingency: The drill for the School authorities may be divided into two parts namely contingency at the time of arrival/ departure of the children and secondary while the school is already functional.

Drill at the time of arrival/ departure of the children:

i. Kidnapping of children at the time of their arrival/departure.

- The guard on duty at main gate or nodal officer should immediately inform the Police about the incident. Guards should give proper description of the vehicle, colors etc, so that police can impose Red Alert and search the suspected vehicle.
- The guards posted at main gate should immediately rush the children already on the road or footpath inside the school and close the school gates.
- Those who are still in the cars and buses and have not alighted should be told to move forward and leave the area.
- The guards at the main gate should immediately press the alarm bell to close the intermediate gates to segregate and secure the children inside the school blocks. He should also inform the nodal security officer/ Principal of the school.

ii. Random Firing on the road near the School

- There should be two guards at the main gate at the time of arrival/ departure of children. Guard at the main gate should quickly take in all the children and close the gate.



the school who will quickly spread out and carry out a check of that area before collecting the children there.

- c. In case the bomb has already exploded, then cars and buses coming to the school with children should be told to go back home.
- d. The injured/ casualties be rushed to the hospitals.
- e. The nodal officer or the Principal or even the security guards available in the school should inform the Police at the earliest opportunity. The call will activate the police drill and they will respond accordingly.

Drill when the school is already functional:

- a. All the gates on the perimeter wall should be closed and locked after the arrival of children. The guard should open the door only for bonafide reasons. Once the gates are locked, the probability of forcible intrusion considerably reduces, as even the intruder understands that in case he tries to enter forcibly, the school authorities can call the police and they may be intercepted even before they can achieve their objectives. However, in case somebody tries to forcibly enter the school premises by forcing open the gate under threat of life to the guard or crash open the gate by driving the vehicle into the gate or jump over the wall, the following action should be taken.
- b. Guard at the main gate should inform police and the nodal security officer immediately.
- c. In case the guards on other gates notice the intrusion or any being threatened by intruders to open the gate, they should also immediately press the alarm bell. A code can be defined for ringing the bell in such a situation to convey the type of threat.
- d. The Nodal Security Officer should immediately raise general alert in the school and through centralized PA system inform the concerned to follow the security drill i.e. all children/ staff to go inside the rooms and to close them from inside.
- e. Nodal Security Officer to inform the Principal of the school.
- f. However, if the criminals/ terrorists still manage to enter the school and indulge in any criminal act, then the following drill should be followed for various acts:

(i) Kidnapping of children / Random firing with intention of mass killing of children inside the school:

It is presumed that the terrorists/ criminals having done their act have managed to escape. In such a case

- Inform the police again giving description of criminals/ terrorists, their number, along with details of escape vehicle, if noted.
- Nodal Security Officer to announce on PA system for teachers/ students and staff to stay inside their rooms.
- Injured/casualties, if any, be rushed to the hospitals.



- Those who have seen the kidnappers and noted their description be identified and requested to collect at one place to assist the police in investigation.
- Drill be activated to inform the parents and return of children.

(ii) For other situations the drill will be same as mentioned in para.

4.1 (A)

6. Communication with the Parents:

It is very likely that the news of such an incident will breakout very fast and parents in panic would rush to the school. In order to ensure that parents do not rush to school and create obstructions in the subsequent operations by the police forces, they need to be informed to come to a pre-identified central place as close to the school as possible for the briefing as well as for handing over of rescued children. This can be achieved if the school can have a system of having the mobile nos. of all the parents of the children in a centralized database. A SMS can be drafted explaining the situation giving the necessary facts, place of their assembly for briefing etc. and the message sent to all. For this purpose, the local police should identify the place of assembly, in advance and provide a list, locality wise to all schools and also to the District Hqrs. And State Hqrs.

7. General Suggestions:

- 1) School gates be kept closed immediately after the arrival of children till the dispersal of children begins, to prevent any easy intrusion.
- 2) The telephone numbers of nearest hospital(s), police stations and assistance desks should be displayed prominently in the school.
- 3) Guards should be identified for each gate and there should be a list put up to specify who has keys to which gate. All gates should be covered by guards.
- 4) A centralized alarm system and also a PA system, through which classes can be addressed collectively as well as individually and selected combination should be installed.
- 5) All teachers/ staff should be briefed properly and apprised of any possible threats.
- 6) There should be a list with duties specified by names like which teacher/ staff would be responsible for controlling children, which one would inform police/ hospital authorities, which one would be responsible for informing the parents and so on.
- 7) All the bus drivers to be briefed to respond quickly and drive away their buses with children if they see any commotion/ attack at the gate and directed by security guards to do so.
- 8) The guard at the gate should be alert to notice any suspicious person moving around or standing near the school.
- 9) A security check can be carried out in school by the staff to check if any object is lying unclaimed at various points such as in the classroom, at any gate, in the field and so on.
- 10) The antecedents of all the new staff members being employed in the school should be verified properly.



- 11) All labourers working in the school should be issued a temporary photo I- Card and they can be generally checked by security guards to prevent anyone of them from bringing anything (like bomb/IED) to be implanted in the school.
- 12) School authorities should provide a copy of lay out plan of the school to the local police station in advance.

8. Advance Recce:

Local police along with the school may carry out an advance reconnaissance of the schools to prepare the operation to deal with any such contingency in future.

9. Mock Drill:

School authorities may conduct the briefing of the teachers/ students/ staff as well as the drill as per this SOP to ensure that everybody knows his/ her role in such an eventuality. They can also include local Police in their Mock Drill.





CENTRAL BOARD OF SECONDARY EDUCATION
‘Shiksha Kendra’, 2, Community Centre, New Delhi -110002

March 29, 2006
Circular No. 4

To

All Head of Institutions
Affiliated to the Board

Subject : New NCERT Text Books for Classes IX & XI

Dear Principal,

Kindly refer to Board’s Circular No. 01/2006 dated 16th 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 classes 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. 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 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 text books in these classes. If there is any difficulty in the availability of the new text books, you are requested to down load 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

ACAD/EO (COM.)/2006/

22/06/2006

Circular No. 12

The Heads of all
CBSE Affiliated institutions

**Subject: Discontinuation of recommendation of books of private publishers
from the academic session 2005-06 at Senior Secondary Level**

Dear Principal,

This is in continuation of Board's circular dated 1st March, 2005. You are aware that the Board recommends only NCERT books in various subjects except Communicative English, Sanskrit and French, at secondary level. This is now further to inform that the Board has stopped the practice of recommending the books of private publishers including the Hindi medium books in different subjects at Senior Secondary level from the academic session beginning 1st April 2005. It has also been brought to the knowledge of the Board that Hindi edition of these books do not contain the Hindi terminology as approved by the Standing Commission for Scientific and Technical Terminology. Hence the senior school curriculum for the examination years 2007 and 2008 do not contain any recommendation for books by private publishers.

But in spite of this, many publishers are still selling their textbooks under the false claim of being recommended by CBSE, which is misleading and not based on facts. Kindly bring this circular to the notice of your teachers and ensure that while prescribing the books in different subjects, they should not be swayed away by these false claims.

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 the 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 – Gabriel Garcia Marquez
2. To Sir with Love – E.R. Braithwaite
3. Rebecca – Daphne Du Maurier
4. Gone With The Wind – Margaret Mitchell
5. Maneater 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

- Resentation 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 CENTER
PREET VIHAR, DELHI 110 092

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 : Pincode:

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/yyyy

Date of Affiliation till : dd/mm/yyyy

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.



| 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.**





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

12th September, 2006

Circular No. 23

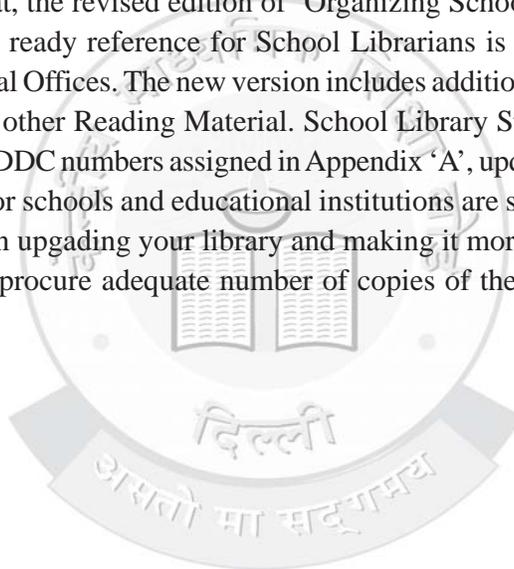
To

All Heads of Institutions
Affiliated to CBSE

Subject: Revised book titled “Organizing School Libraries-Guidelines”

Dear Principal,

I am happy to inform you that, the revised edition of ‘Organizing School Libraries - Guidelines’ has been released by CBSE. This updated ready reference for School Librarians is available from Head Office Book Store as well as at Board’s Regional Offices. The new version includes additional chapters on Promoting Reading Habit, Introducing the Book and other Reading Material. School Library Standards, Collection Development and Library Automation Updated DDC numbers assigned in Appendix ‘A’, updated Reference Books in Appendix “C” and List of websites useful for schools and educational institutions are some of the other key features. You will find this publication useful in upgading your library and making it more functional. The book is priced at Rs. 55/-. Please ensure that you procure adequate number of copies of the book for the use of the librarian, teachers and students.



Yours sincerely,

(VTNEET JOSHI)
SECRETARY



CENTRAL BOARD OF SECONDARY EDUCATION
‘Shiksha Sadan’, 17, Rouse Avenue, Institutional Area, New Delhi-110002

DIR(ACAD)/SAHODAYAs/2006

4th Dec., 2006

Circular No. 27

All Heads of Institutions
affiliated to CBSE in Kerala

Subject: Regarding Text Books - NCERT

Dear Principal,

The NCERT has brought out new textbooks in classes I, III, VI, IX & XI for the session 2006-07. This was communicated to schools vide Circular No. 1/06 dated Feb. 16, 2006 and Circular No. 04/06 dated March 29, 2006. There has been a shortage of textbooks which has been reported from the Sahodaya Cluster in Kerala. The CBSE has made an effort to address this issue for the present as well as the future sessions.

The old textbooks of these classes by NCERT have been de-prescribed and cannot be made available. The same status will apply to textbooks for classes II, IV, VII, X & XII in the next session 2007-08. Hence schools may exercise utmost caution while prescribing textbooks. Any decision by the schools to continue the old textbooks will be at their own risk.

In order to facilitate timely and adequate availability of textbooks, a list of wholesalers who supply NCERT books for all states is enclosed. This list is also available on the CBSE website (www.cbse.nic.in).

The schools can select the wholesalers as per their convenience and place orders with them by 31st December, 2006. The selection of a particular wholesaler may also be communicated to the Board and NCERT so that responsibility can be fixed on them for non supply of textbooks in time.

This may be treated as urgent so that the concern generated by non availability of books in this session may be avoided in the future.

Yours sincerely,

(C. GURUMURTHY)
DIRECTOR (ACADEMIC)

Encl: **List of Wholesalers.**



LIST OF TRAINING ORIENTATION & RESEARCH CENTRES

| | |
|---|---|
| 01 Smt. Rekha Dutt, Coordinator (Trg), Training Orientation & Research, Centre, Department of Social Work, Delhi University, University Road, Delhi-110007 | 02 Dr. J. Visuvathas Jeyasingh, Coordinator (Trg), Training Orientation & Research Centre, Madras School of Social Work, 32, Casa Major Road, Egmore, Chennai-600008 |
| 03 Mr. Khalil Ahmed, Coordinator (Trg.) Training Orientation & Research Centre, Tata Instt. of Social Sciences, Mumbai-400088 | 04 Sh T.K. Panda, Coordinator (Trg.) Training of Orientation & Research Centre, R.K. Mission Ashram, Narendrapur, South 24 Parganas, West Bengal-744508 |

Training & Orientation Centre

| | |
|--|---|
| 01 Dr. S.S. Malik, Coordinator (Trg.) Training Orientation & Research, Instt., For Development & Communication, SCO NO. 1126-27, Sector-22/B, Chandigarh-160022 | 02 Dr. S. Rajalakshmi, Coordinator (Trg.), Training Orientation & Research, A Vinashilingam Instt. For Home Science & Higher Education for Women (Deemed Univ.), Coimbatore-641043 |
| 03 Prof. P.K. Mohammed, Coordinator (Trg.), Training Orientation & Research, Rajagiri College of Social Sciences, Kalamassery-683104 | 04 Sh. Mohapatra, Coordinator (Trg.), Training Orientation & Research, Orissa University of Agriculture & Technology, 1st Floor Administration, Bhubaneswar-751003 |
| 05 Sh. K.V.S. Rao, Coordinator (Trg.), Training Orientation & Research, Andhra University International Centre, Building, Visakhapatnam-530003 | 06 Dr. Dharam Singh, Coordinator (Trg.), Training Orientation & Research, Literacy House, Manas Nagar, Kanpur Road, Lucknow |
| 07 Prof. P.R. Gaikwad, Coordinator (Trg.), Training Orientation & Research, Ahmednagar College, Ahmednagar, Gujarat | 08 Coordinator (Trg.), Training Orientation & Research, M.S. University of Baroda, Behind Faculty of Social Work, Fatehganj, Vadodara-392002 |
| 09 Shri R.M. Shukla, Coordinator (Trg.) Training Orientation & Research, Centre for Management Studies, HCM Rajasthan, J.N. Marg, Jaipur-302017 | 10 Dr. Balwant Singh, Coordinator (Trg.), Training Orientation & Research, Punjab University, Patiala-147002 |



| | |
|--|--|
| 11 Dr. A.K. Saha, Coordinator (Trg), Training Orientation & Research, Indian Institute of Technology, Kharagpur-721302, W. Midnapur (WB) | 12 Prof. Gurupadaswamy, Coordinator (Trg), Training Orientation & Research, University of Mysore Mysore-570095 |
| 13 Dr. V. Naik, Coordinator (Trg.) Training Orientation & Research Osmania University, Hyderabad-500007 R.C. Hyderabad | 14 Shri R.M. Shuklo Coordinator (Trg.) Training of Orientation & Research Vikram University, Ujjain-456001 |





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

NO. CBSE/ACAD/TEXTBOOK, 2007

3rd May, 2007

Circular No. 23

All Heads of the Institutions
affiliated to CBSE

Subject: Regarding names of Text Books in Languages for 2007-2008 for Class XII

Dear Principal,

With the publications of new text books for Classes X & XII English by NCERT it has been observed that specific names have been assigned to the prescribed text books. The same have not been incorporated in Curriculum 2008. Hence you are requested to notify all concerned to read the titles as mentioned in Column 3 instead of those in Column 2 of the following chart for the various courses mentioned in Column 1.

The following chart may be consolidated for the new names:

| Column 1 | Column 2 | Column 3 |
|--|---|--|
| Course | 2008 - Curriculum book mentioned | 2008 - Name as per the NCERT Now |
| English Language and Literature Class X English Language and Literature Class X | English Reader published by NCERT Supplementary Reader | 'First Flight' Textbook for Class X published by NCERT 'Foot Prints without Feet' Supplementary Reader for Class X published by NCERT |
| Hindi Core Class XII | Supplementary Reader | Vitan Bhag-2 publishing by NCERT |
| English Core Class XII | English Reader published by NCERT | Flamingo - Text Book for Class XII (Core Course) by NCERT |
| English Core Class XII | Supplementary Reader | Panorama - Supplementary Reader published by NCERT |
| English Elective Class XII | Text book - published by NCERT | Kaleidoscope - Textbook in English (Elective) for Class XII by NCERT |
| Sanskrit Elective Class XII | Sanjeevani Bhag-2, NCERT | 'Shaswati Bhag 2' published by NCERT |

Yours sincerely

(G. GURUMURTHY)
DIRECTOR (ACADEMIC)



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

NO. F.2-2/VOCPET)-FMM/CBSE/2007

Circular No. 27/07

04.6.2007

To

The Principal of
Selected Schools for FMM

Subject: Availability of Text Books in Financial Market Management (FMM)
and details of Mentor Centres

Dear Principal,

As you are aware, your school has been short listed for introducing the course in Financial Market Management (FMM) at class XI in your school from the current academic session. The teacher(s) from your school must also have undergone training conducted by the Board in collaboration with BIFM, New Delhi in the subjects of Introduction to Financial Market-I and Accounting for Business-I. Some important information regarding the course is given below for further necessary action:

1. Availability of Text Books

The course materials in two subjects of FMM course have been brought out by the Board. They are now available in the CBSE book store as per details given below:

- Introduction to Financial Market-I Class XI - Rs. 250/- per copy.
- Computer Application in Financial Market - Rs. 170/- per copy.

The course material in the subject of Accounting for Business-I for Class XI are under print and as soon as they are available for sale, you will be informed. In the meanwhile you may procure sufficient copies of the two books that are now available from the bookstore of CBSE, Delhi.

2. Procedure for placing the supply order for copies of the Text Books

- Decide the number of copies of each textbook required by your school taking into account the number of students enrolled for this course and the requirement of your teacher and the library.
- Calculate the total cost of the books keeping the following points in view:
 - If the order is for ten or more copies of books 15% discount on the total cost is allowed. Please calculate the total cost separately for each of the two books.
 - Calculate the total cost of copies of both the textbooks required.
 - Add 3% of the total cost towards packing charges. This will give the total amount to be sent to CBSE.



- Make a bank Demand Draft for the above amount in favour of Secretary, CBSE, payable at Delhi.
- Write a letter giving details of the books ordered, amount, discount, packing charges etc. mentioning clearly the address to which the consignment has to be sent.
- Send the letter enclosing the crosses Demand Draft of the following address:

The Head Assistant (Publication Store)
Regional Office
Central Board of Secondary Education
P-S, 1-2, Institutional Area
I.P. Extn., Patparganj
Delhi-110092.
T.No. 011-22248883(0),
EPBX No. 011-22239177-180
Fax No.: 011-22248990

3. Mode of dispatch of consignment

The CBSE bookstore will pack the books ordered and dispatch it to the address mentioned in your letter through Transport Corporation of India (TCI) under 'To Pay' mode. The consignee note and the bill with receipt for the cost of books will be sent to you by post TCI will deliver the consignment on production of the consignee note and payment of freight charges.

- It would be advisable that you place the order immediately so that the books are available for students when the school reopens after summer vacation.

4. NSE Mentor Centres

As you are aware the National Stock Exchange is closely involved with CBSE in implementing this course. NSE has six nodal centres across the country. For the purpose of providing guidance to schools NSE has suggested that each school may be attached to a centre. The details are given in the table below:

| | |
|--|--|
| 1. Ms. Arup Mukherjee Asst. Vice President National Stock Exchange of India Ltd. “Exchange Plaza”, Bandra Kurla Complex, Bandra (East), Mumbai-400051. 022-26598252, 26598100-114 022-2698393 (Fax) | Schools located in Maharashtra and Goa |
| 2. Mr. T. Venkat Rao Asstt. Vice President National Stock Exchange of India Ltd. 4th Floor, Jeevan Vihar Building Parliament Streets, New Delhi-110001 Tel.: 011-23344313 Fax: 011-23366658 | Schools located in NCT of Delhi, Foreign Schools, Haryana, Chandigarh, Punjab, U.P., and Uttarakhand |



| | |
|---|--|
| <p>3. Mr. Sandeep Dandapat Asstt. Manager National Stock Exchange of India Ltd. 1st Floor, Park View Apartments 99, Rash Behari Avenue Kolkata-700029 Tel.: (033)-24631802-1805, 24631809-1812 (Board Nos.) Fax. (033)-24631791, 24631806</p> | <p>Schools located in West Bengal, Assam, Bihar Nagaland, Manipur, Jharkhand, Meghalaya, Tripura, Sikkim, Arunachal Pradesh and Mizoram.</p> |
| <p>4. Ms. Sunitha Anand Manager National Stock Exchange of India Ltd. 7th Floor, Arihant Nitco Park 90, Dr. Radhakrishnan Salai Mylapore, Chennai-600004 Tel.: 044-28475100, 28473633 (Fax)</p> | <p>Schools located in Tamil Nadu, Kerala, Pondicherry, Andaman & Nicobar</p> |
| <p>5. Mr. Ravi Sankar V. Sr. Executive Officer National Stock Exchange of India Ltd. H. No. 3-6-322 Mahavir House, IInd Floor Chamber No. 203 & 204 Basheerbagh Hyderabad: 500029 Tel.: 040-23227084/5 Fax: 040-23227086</p> | <p>Schools located in Andhra Pradesh Karnataka and Orissa</p> |
| <p>6. National Stock Exchange of India Ltd. 406, Sakar-II Near Ellis Bridge Ahmedabad-380006</p> | <p>Schools located in Rajasthan, Gujarat, Madhya Pradesh, Dadra & Nagar Haveli and Chattisgarh</p> |

You may write to the mentor centre for getting further information and clarification, if any, regarding the materials, examinations in theory and practical etc.

While conveying my best wishes to your school, I also request you to let us know the number of students who have joined FMM in class XI with the details of the teacher(s) you have engaged to teach this course.

With best wishes,

Yours sincerely,

(Shashi Bhushan)
HOD (EDUSAT)



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

CBSE/EO(Sc)/2008/

30.4.2008

Circular No. 16/08

All Heads of Institutions
Affiliated to the Board

Subject: Publication of the document ‘Science is Doing’ - an activity book for class VII

Dear Principal,

You may be aware that the Board had earlier published a document. ‘Learning by doing’ - a compendium of science activities, for class VI. This was done with the objective of promoting teaching and learning of the subject through activity-based and learner-centred approach and help the students enjoy learning and have fun and excitement during the learning process. The document included wide variety of syllabus related concept-based activities including games, riddles and crossword puzzles. It is hoped that desired emphasis is being given to the pedagogical requirements of the subject of Science right from lower grades and schools are providing all necessary physical facilities and sufficient time to carry out these activities for better understanding of the related concepts. A related circular to this effect was sent to all the affiliated schools immediately for publication of the above document.

The publication of present document ‘Science is doing’ an activity book for class VII, is in continuation to the earlier effort and is aimed at further strengthening of the approach of providing more hands-on experiences to the learners. The Board firmly believes that being more conceptual in nature. learning of subject of Science demands active and concrete learning experiences to be given to the students, particularly during formative years. It is with this broader objective in mind that the present publication has been brought out and the endeavour is now being further extended to class VIII. This publication is slightly different from routine documents and has the flavour of a story book presented in a simple form. This document includes variety of activities directly related to different content units and concepts included in latest class VII NCERT Science Textbook. The activities include stories, poems, games, riddles, crossword puzzles and concept-based motor-coordination exercises. An effort has been made to avoid repetition or overlapping of activities which have already been included in NCERT publication. It is expected that actual participation of learners in the process will make their learning experience much more satisfying and pleasurable. Their memory is also likely to be further strengthened by a higher retention quotient. That such rich dividends are realized through activities requiring only low cost materials is an added attraction.

The schools may procure desired number of copies from Board’s office at Headquarters, Delhi or any of the Regional Offices on making payment in cash or in the form of a Demand Draft in favour of Secretary or



Regional Officer payable at the respective place. An outstation request should also include postage charges. The document is priced at Rs. 40/-. Any further information in this regard can be had from Shri RP Sharma, Education Officer (Science) at eoscience@hotmail.com or 011-23211200.

It is reiterated that teaching/learning of Science has to be taken on a different footing and every effort should be made to make teaching more interesting and innovative and learning more enjoyable.

Yours faithfully,

(C. GURUMURTHY)
DIRECTOR (ACADEMIC)





Gram: CENBOSEC
Website: www.cbse.nic.in

Phones: 22509252-59
Fax: 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)/PPL-TRG/2011

3rd March 2011
Circular No. 16/2011

All the Heads of Independent Schools
affiliated with the CBSE

**Subject: Third Management Development Programmes on 'Leading Schools'
at IIM-Kozhikode during April 21-23, 2011**

Dear Principal,

As you may be aware, CBSE has been conducting training programmes for principals in '**Strategic Management & Leadership**' in collaboration with the Indian Institutes of Management and NUEPA, New Delhi. The overwhelming response from the Principals of affiliated schools has made the Board explore other avenues for providing training to Heads of Institutions since the intake for these courses is hugely oversubscribed.

The CBSE is pleased to state that the Indian Institute of Management, Kozhikode has confirmed the **third programme on its campus** as per the following details:-

Name of the Program: Third Management Development Programme for Leading Schools

Dates: April 21-23, 2011 (three days)

Program theme/Objectives:

1. Schools of the future: the challenge of reshaping schools for the 21st century.
2. Decoding the attributes of a school that leads.
3. How to bring about teaching and learning and learning excellence.
4. How to create a learning community based on shared meaning and shared values.
5. How to create a blueprint for personal effectiveness.

FEE FOR THE TRAINING PROGRAMS:

The fee for each of the training programmes will be '**19,500/- (for Residential course) and Rs. 16,500/- (for Non- Residential course)**).



Preference will be given to those principals who have never attended any IIM programme earlier; are active partners of various initiatives of the Board (hosting workshops, seminars etc.); are members of a Sahodaya cluster; and contribute regularly to the CENBOSEC, the quarterly journal of CBSE.

All those Principals who had applied earlier for the Teacher Excellence Training Program need to register again for this Training Program.

Principals who are interested in participating in this training programme are requested to complete the enclosed Registration Form and send it to the following address:-

**Dr. Sadhana Parashar
Head (Innovation & Research)
Central Board of Secondary Education
'Shiksha Sadan', 17, Rouse Avenue,
Institutional Area, Delhi- 110 002**

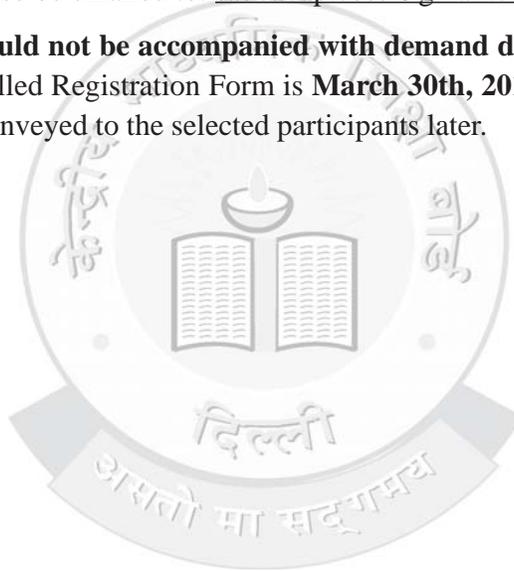
The Registration Form can also be emailed to: sadhanap.cbse@gmail.com.

The Registration Form should not be accompanied with demand draft for the fee at this stage. The last date for receiving the duly filled Registration Form is **March 30th, 2011**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.

Yours sincerely,

**(VINEET JOSHI)
CHAIRMAN**

Encl: Registration Form





REGISTRATION FORM - IIM (KOZHIKODE)

THIRD MANAGEMENT DEVELOPMENT PROGRAMME ON LEADING SCHOOLS FOR HEADS OF INSTITUTES OF PRIVATE INDEPENDENT SCHOOLS AFFILIATED WITH THE BOARD AT IIM, KOZHIKODE

DATE OF THE PROGRAMME: APRIL 21-23, 2011

| | |
|---|--|
| 1. Type of the Program applied for: | RESIDENTIAL/NON-RESIDENTIAL |
| 2. Name of the Principal: | |
| 3. Name and address of the school with Pin Code: | |
| 4. Status of the School: Secondary/Senior Secondary | |
| 5. Phone No.(s) with STD Code: | Office: _____ Residence: _____ Mobile: _____ |
| 6. Number of years spent working as Principal: | |
| 7. No. of the years for which the school has been affiliated with the CBSE: | |
| 8. E-mail Address: | |
| 9. Whether the Principal has already attended training programme conducted by CBSE at any of the IIM's or NUEPA, New Delhi: (If so when and where) | Yes/No |
| 10. Whether the school has organized any programme sponsored by the CBSE: (If yes please give details) | Yes/No |
| 11. Whether the school is a member of any Sahodaya Complex or not: (If yes, please give details.) | Yes/No |
| 12. Any contribution to the field of Education you would like to mention: | |
| 13. Articles contributed to <i>CENBOSEC</i> / National/ International Journals: | |
| 14. Books published, if any: (Separate list may be enclosed) | |

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____



Please note:

- The last date for receiving the duly filled **Registration Form is March 30th, 2011**
- Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.
- **This Registration Form should not be accompanied with the demand draft for the fee at this stage.** The Participants will be required to remit the course fee directly to IIM, Kozhikode **once the confirmation of the participation is conveyed to them.**

The hard copy of the duly filled in Registration Form (as per the format given above) may be posted to:

DR. SADHANA PARASHAR,
Head (Innovation & Research),
Central Board of Secondary Education,
'Shiksha Sadan', 17-Rouse Avenue, Institutional Area, Delhi- 110 002





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

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



Gram: CENBOSEC
Website: www.cbse.nic.in

Phones: 22509252-59
Fax: 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)/PPL-TRG/2011

4th April 2011
Circular No. 28/2011

All the Heads of Independent Schools
affiliated with the CBSE

Subject: First Management Development Programme on 'Effective School Management' at Bharatiya Vidya Bhawan, New Delhi during May 16-20, 2011

Dear Principal,

As you may be aware, CBSE has been conducting training programmes for Principals in 'Strategic Management & Leadership' in collaboration with the various Management Institutes like Indian Institutes of Management, NUEPA, New Delhi and other Management Institute of repute.

The overwhelming response from the Principals of affiliated schools has made the Board explore other avenues for providing training to Heads of Institutions since the intake for these courses is hugely oversubscribed.

Based on the feedback received from the various stakeholders, the Board has decided to include a component of Continuous and Comprehensive Evaluation and various Examination Reforms that have been initiated by the Board recently. The Course Content of all these Training Programmes has thus been dove-tailed to suit the need of the hour and to make them more suited to the school scenario. Also these Training Programmes have now been opened to the Vice Principals, HOD's and Senior Teachers of a school (duly forwarded by the Principal).

The CBSE is pleased to state that **Bharatiya Vidya Bhawan, New Delhi** has agreed to conduct the first such Management Development Programme on '**Effective School Management**':-

| | |
|---------------------------------------|---|
| Name of the Program: | First Management Development Programme on 'Effective School Management' |
| Dates: | 16-20 May 2011 (Five Days) |
| Fee for the training programs: | The fee for the training programmes will be: <ul style="list-style-type: none">• For Residential course – on actual basis (in consultation BVB office)• For Non- Residential course Rs. 10,000/- |



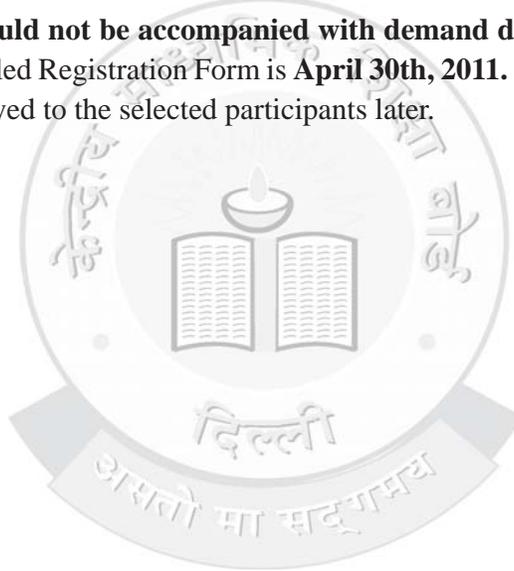
Preference will be given to those Principals/Vice Principals/HOD's/Senior Teachers who have never attended any Training Programme conducted by IIM or NUEPA or any other Management Institute (organized in collaboration with CBSE) earlier; are active partners of various initiatives of the Board (hosting workshops, seminars etc.); are members of a Sahodaya cluster; and contribute regularly to the CENBOSEC, the quarterly journal of CBSE.

Principals/Vice Principals/HOD's/Senior Teachers who are interested in participating in this Training Programme are requested to complete the enclosed Registration Form and send it to the following address:-

DR. SADHANA PARASHAR
Head (Innovation & Research)
Central Board of Secondary Education
'Shiksha Sadan', 17, Rouse Avenue,
Institutional Area, Delhi- 110 002

The Registration Form can also be emailed to: sadhanap.cbse@gmail.com.

The Registration Form should not be accompanied with demand draft for the fee at this stage. The last date for receiving the duly filled Registration Form is **April 30th, 2011**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.



Yours sincerely,

(VINEET JOSHI)
CHAIRMAN

Encl: Registration Form



REGISTRATION FORM - BVB (DELHI)

THIRD MANAGEMENT DEVELOPMENT PROGRAMME ON 'EFFECTIVE SCHOOL MANAGEMENT AT BHARATIYA VIDYA BHAWAN, NEW DELHI

DATE OF THE PROGRAMME: May 16-20, 2011

| | |
|--|--|
| 1. Type of the Program applied for: | RESIDENTIAL/NON-RESIDENTIAL |
| 2. Name of the Participant: | |
| 3. Designation: | |
| 4. Number of years spent working on this Designation: | |
| 5. Name and address of the school with Pin Code: | |
| 6. Status of the School: | Secondary/Senior Secondary |
| 7. Phone No.(s) with STD Code: | Office: _____ Residence: _____ Mobile: _____ |
| 8. No. of the years for which the school has been affiliated with the CBSE: | |
| 9. E-mail id: | |
| 10. Whether the Principal has already attended training programme conducted by CBSE at any of the IIM's or NUEPA, New Delhi or other Management Institute (<i>If so when and where</i>): | Yes/No |
| 11. Whether the school has organized any programme sponsored by the CBSE: (<i>If yes please give details</i>) | Yes/No |
| 12. Whether the school is a member of any Sahodaya Complex or not: (<i>If yes, please give details.</i>) | Yes/No |
| 13. Any contribution to the field of Education you would like to mention: | |
| 14. Articles contributed to <i>CENBOSEC</i> / National/ International Journals: | |
| 15. Books published, if any: (Separate list may be enclosed) | |

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____



Please note:

- The last date for receiving the duly filled **Registration Form is APRIL 30th, 2011**
- Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.
- **This Registration Form should not be accompanied with the demand draft for the fee at this stage.** The Participants will be required to remit the course fee directly to Bharatiya Vidya Bhawan, New Delhi **once the confirmation of the participation is conveyed to them.**

The hard copy of the duly filled in Registration Form (as per the format given above) may be posted to:

DR. SADHANA PARASHAR,
Head (Innovation & Research),
Central Board of Secondary Education,
'Shiksha Sadan', 17-Rouse Avenue, Institutional Area, Delhi- 110 002





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)/German/In Ser Trg/2010

May 09, 2011

To

The Head of the Institutions offering German Languages in Classes VI-X

Subject: In service Training Programme for teachers of German Language teaching classes 6-10 in collaboration with the Max Mueller Bhawan and the Indo German Teachers Association “InDaF”

Dear Principal,

In order to orient and update the teachers teaching the German language to classes 6-10 with the new syllabi, the textual materials and the classroom evaluation procedures to be followed on the lines of Continuous and Comprehensive Evaluation (CCE), CBSE will hold In-service Teacher Training Course 2011 for school teachers. The programme will focus on **Lesson Planning, Class room language and E- Learning methods** will also be discussed during the programme. Teachers are also requested to bring projects they have undertaken to facilitate the discussion. The details of the programme are as follows:

1. Date: **18th and 19th of May, 2011.**
2. Timings: **8 am till 2 pm.**
3. Venue: **Max Mueller Bhavan, Kasturba Gandhi Marg, New Delhi-110001.**

You are requested to depute teachers teaching Japanese Language in your school to attend the orientation programme. Kindly note that CBSE will not bear the travel cost; however, there is no program fee as such.

You may confirm the names of the teachers through mail to indafteachers@gmail.com with a copy to aeoasedof@gmail.com

Yours sincerely,

(Shashi Bhushan)
Director(Academic)



Gram: CENBOSEC
Website: www.cbse.nic.in

Phones: 22509252-59
Fax: 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)/IIFT/2011

16th May 2011
Circular No. 42/2011

All the Heads of Independent Schools
affiliated with the CBSE

**Subject: Second Training Programme on 'Effective School Management' at
Indian Institute of Foreign Trade, New Delhi**

Dear Principal,

As you may be aware, CBSE has been conducting training programmes for Principals in 'Strategic Management & Leadership' in collaboration with the various Management Institutes like Indian Institutes of Management, NUEPA, New Delhi and other Management Institute of repute.

The overwhelming response from the Principals of affiliated schools has made the Board explore other avenues for providing training to Heads of Institutions since the intake for these courses is hugely oversubscribed.

Based on the feedback received from the various stakeholders, the Board has decided to include a component of Continuous and Comprehensive Evaluation and various Examination Reforms that have been initiated by the Board recently. The Course Content of all these Training Programmes has thus been dove-tailed to suit the need of the hour and to make them more suited to the school scenario.

The CBSE is pleased to state that **Indian Institute of Foreign Trade, New Delhi** has agreed to conduct the second Management Development Programme on '**Effective School Management**':-

Name of the Program: Second Management Development Programme on
'Effective School Management'

Dates: 16-20 May 2011 (Five Days)

Programme Objectives

1. To acquaint the participants with the emerging issues in school education such as Continuous and Comprehensive Evaluation (CCE) and School Based Assessment in the wake of examination reforms mooted by CBSE.
2. To highlight different traits of leaders and build their capacities in Leadership and in different aspects of



managerial excellence, like conflict resolution, interpersonal relations and management of values and ethics.

3. To expose the participants to Strategic Management Process and help developing strategic plan for their respective units taking into account activities like teacher development, pupil and staff management and financial management.
4. To sensitize the Principals about the school effectiveness by imparting modern management techniques.
5. To develop the capacities of Principals for linkages and inter-face with the community.
6. To assess their managerial qualities and point out weak areas through the Assessment Officer.

Fee for the Training Programme

The fee for the **five day training programme will be Rs. 30,000/- (for residential course) and Rs. 16,000/- (for non-residential course).**

Preference will be given to those Principals who have never attended any Training Programme conducted by IIM or NUEPA or any other Management Institute (organized in collaboration with CBSE) earlier; are active partners of various initiatives of the Board (hosting workshops, seminars etc.); are members of a Sahodaya cluster; and contribute regularly to the *CENBOSEC*, the quarterly journal of CBSE.

All those Principals who had applied earlier for the Teacher Excellence Training Programme need to register again for this Training Programme.

Principals who are interested in participating in this Training Programme are requested to complete the enclosed Registration Form and send it to the following address:-

DR. SADHANA PARASHAR
Head (Innovation & Research)
Central Board of Secondary Education
'Shiksha Sadan', 17, Rouse Avenue,
Institutional Area, Delhi- 110 002

The Registration Form can also be emailed to: sadhanap.cbse@gmail.com.

The Registration Form should not be accompanied with demand draft for the fee at this stage. The last date for receiving the duly filled Registration Form is **June 10th, 2011**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.

Yours sincerely,

(VINEET JOSHI)
CHAIRMAN

Encl: Registration Form for IIFT



Please note:

- The last date for receiving the duly filled **Registration Form is June 10, 2011**
- Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.
- **This Registration Form should not be accompanied with the demand draft for the fee at this stage.** The Participants will be required to remit the course fee directly to Bharatiya Vidya Bhawan, New Delhi **once the confirmation of the participation is conveyed to them.**

The hard copy of the duly filled in Registration Form (as per the format given above) may be posted to:

DR. SADHANA PARASHAR,
Head (Innovation & Research),
Central Board of Secondary Education,
'Shiksha Sadan', 17-Rouse Avenue, Institutional Area, Delhi- 110 002





Gram: CENBOSEC
Website: www.cbse.nic.in

Phones: 22509252-59
Fax: 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)/ETMA/2011

16th June 2011
Circular No.45/2011

All the Heads of Independent Schools
affiliated to the CBSE

Subject: Second and Third Capacity Building Programmes on “Strategic Leadership for 21st Century Schools” proposed by ETMA, Gurgaon.

Dear Principal,

As you may be aware, CBSE has been conducting training programmes for Principals in ‘Strategic Management & Leadership’ in collaboration with the various Management Institutes like Indian Institutes of Management, NUEPA, New Delhi and other Management Institutes of repute.

The overwhelming response from the Principals of affiliated schools has made the Board explore other avenues for providing training to Heads of Institutions since the intake for these courses is hugely oversubscribed.

Based on the feedback received from the various stakeholders, the Board has decided to include a component of Continuous and Comprehensive Evaluation and various Examination Reforms that have been initiated by the Board recently. The course content of all these Training Programmes has thus been dove-tailed to suit the need of the hour and to make them more suited to the school scenario. Also these Training Programmes have now been opened to the Principals, Vice-Principals, Supervisors and HODs from schools affiliated to CBSE.

The CBSE is pleased to state that the **Educational Technology and Management Academy, Gurgaon** has confirmed two programmes with the **major objective of developing capacity of managing change in the Schools for Quality and Holistic Education.**

At the end of the programme, the participants will be able to:

- Explain and appreciate implications of policies like RTE, Inclusive Education etc.
- Move towards achieving personal excellence.
- Mentor teachers on developing and implementing ICT Integrated Blended Learning Designs.
- Explain, appreciate and implement reforms in student assessment and examination.
- Conduct Quality Self-Assessment (Institutional Evaluation).
- Develop Leadership Skills and Qualities.



The schedule of these training Programme is as follows:

1. Program-1(P-1) : August 22-26, 2011 at New Delhi
2. Program-2 (P-2) : November 21-25, 2011 at New Delhi

Venue:

Laxman Public School
Hauz Khas Enclave,
New Delhi-110016

Fee for the Training Programme:

The fee for the **five day training programme will be Rs. 15,000/-per participant** which does not include either travel or local boarding and lodging of the participants.

Preference will be given to those Principals, Vice-Principals, Supervisors and HODs who have never attended any Training Programme conducted by IIM or NUEPA or any other Management Institute (organized in collaboration with CBSE) earlier; are active partners of various initiatives of the Board (hosting workshops, seminars etc.); are members of a Sahodaya cluster; and contribute regularly to the CENBOSEC, the quarterly journal of CBSE.

Principals, Vice-Principals, Supervisors and HODs who are interested in participating in this training programme are requested to complete the enclosed Registration Form and send it to the following address:-

Dr. Sadhana Parashar,
Head (Innovation & Research),
Central Board of Secondary Education,
'Shiksha Sadan', 17, Rouse Avenue,
Institutional Area, Delhi- 110 002

The Registration Form can also be e-mailed to: sadhanap.cbse@gmail.com

The Registration Form should not be accompanied with demand draft for the fee at this stage. The last date for receiving the duly filled Registration Form is **August 12th , 2011**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.

Yours sincerely,

(VINEET JOSHI)
CHAIRMAN

Encl: Registration Form for ETMA, Gurgaon 3



REGISTRATION FORM – ETMA, GURGAON

A CAPACITY BUILDING PROGRAMME ON ‘STRATEGIC LEADERSHIP FOR 21st CENTURY SCHOOLS MANAGEMENT’ AT LAXMAN PUBLIC SCHOOL HAUZ KHAS, NEW DELHI

| P-1; August 22-26, 2011 at New Delhi | PROGRAM APPLIED FOR | P- |
|---|--|----|
| P-2: November 21-25, 2011 at New Delhi | | |
| 1. Name of the Participant: | | |
| 2. Designation: | | |
| 3. Number of years spent working on this Designation: | | |
| 4. Name and address of the school with Pin Code: | | |
| 5. Status of the School: | Senior/Senior Secondary | |
| 6. Phone No.(s) with STD Code: | Office: _____ Residence: _____ Mobile: _____ | |
| 7. Number of years for which the school has been affiliated with the CBSE: | | |
| 8. E-mail Address | | |
| 9. Whether the Participant has already attended training programme conducted by CBSE at any of the IIM's or NUEPA, New Delhi or other Management Institute: (If so when and where): | Yes/No | |
| 10. Whether the school has organized any programme sponsored by the CBSE: (If yes please give details) | Yes/No | |
| 11. Whether the school is a member of any Sahodaya Complex or not: (If yes, please give details.) | Yes/No | |
| 12. Any contribution to the field of Education you would like to mention: | | |
| 13. Articles contributed to CENBOSEC/National/International Journals: | | |
| 14. Books published, if any: (Separate list may be enclosed) | | |

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____



Please note:

- The last date for receiving the duly filled **Registration Form is August 12th, 2011.**
- Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.
- **This Registration Form SHOULD NOT BE accompanied with the demand draft for the fee at this stage.** The Participants will be required to remit the course fee directly by post to ETMA, Gurgaon once the confirmation of the participation is conveyed to them.

The hard copy of the duly filled in Registration Form (as per the format given above) may be posted to:

DR. SADHANA PARASHAR,

**Central Board of Secondary Education,
'Shiksha Sadan', 17-Rouse Avenue, Institutional Area, Delhi- 110 002**





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/H(I&R)/NUEPA/2011

July 14, 2011
Circular No- 50/2011

All the Heads of Independent Schools
Affiliated to the CBSE

**Subject: Twelfth Management Development Programme for Principals, at
NUEPA, New Delhi from 12 to 16 September, 2011.**

Dear Principal,

The Central Board of Secondary Education in its constant endeavor to empower the heads of institutions has been organizing training programmes for Principals in “**Leadership in Educational Administration**” in collaboration with the **National University of Educational Planning and Administration (NUEPA) New Delhi**. These programmes have been customized for better delivery on the basis of feedback received from the previous participants. The 12th such programme for Principals of independent schools is scheduled to take place at NUEPA Campus, Sri Aurobindo Marg, New Delhi from 12 to 16 September, 2011.

The five day programme will have the following objectives:-

- **Introducing and managing change within the school system in the context of school reforms initiated by CBSE such as replacing marks with grades, Continuous & Comprehensive Evaluation (CCE), different mode of assessment - formative & summative assessment, incorporating multiple intelligence conceptual framework for assessment and innovative ways of transaction.**
- Developing systemic strategies and processes for managing key functional areas in schools, such as financial management and resource mobilization, management of human resources and interpersonal relations and resolution of conflicts.
- Identifying and implementing suitable systems of appraisal and evaluation of feedback for teachers and staff.



- Contextualising the initiatives and flagship programmes of CBSE such as Comprehensive Schools Health Programmes, Life Skills Programmes, Adolescent Education Programmes and Introduction of CCE as well as other alternative modes of assessment in the programme
- Place of value systems and culture in the present educational system: identifying options and evolving choices
- Achieving personal growth (intellectual, emotional and social) and organisational development
- Role of technology in management of schools
- Inclusive education and managing differently abled classrooms

The fee for the training programme will be **Rs. 12,000/- per participant** which will include the training fee, boarding and lodging of the participants at the venue, stationery, reading materials, etc.

Preference will be given to those who have never attended any IIM/NUEPA programme earlier; are active partners of various initiatives of the Board (hosting workshops, seminars etc.); are members of a Sahodaya cluster; and contribute regularly to the CENBOSEC, the quarterly journal of CBSE.

Principals who are interested in participating in this training programme are requested to complete the enclosed Registration Form and send it to the following address:-

**DR. SADHANA PARASHAR,
Director (Training),
Central Board of Secondary Education,
'Shiksha Sadan', 17-Rouse Avenue,
Institutional Area, Delhi-110002**

The Registration Form should be accompanied with a Demand Draft of Rs. 12,000/- in the name of Finance Officer, NUEPA payable at New Delhi. It may kindly be noted here that this does not confirm their selection as participant for the programme. The application for the participation in the programme will be entertained on first come first serve basis. In case of non selection for the programme, the bank draft received will be returned back to the respective individuals.

The Registration Form and Demand Draft (scanned copy) can also be emailed to:

sadhanap.cbse@gmail.com

The last date for receiving the duly filled Registration Form along with the Demand Draft is **August 20, 2011**. Other details of the programme including reporting time etc. will be conveyed to the selected participants later.

Yours sincerely,

**(VINEET JOSHI)
CHAIRMAN**

Encl: Registration Form



Please note:

- The last date for receiving the duly filled **Registration Form is August 20, 2011**
- Other details of the programme including reporting time etc. will be conveyed to the selected participants later.
- **This Registration Form should be accompanied with the demand draft for the fee at this stage.**
The Demand Draft should be in the name of Finance Officer, NUEPA payable at New Delhi.

The hard copy of the duly filled in Registration Form (as per the format given above) along with the Demand Draft of Rs.12,000/- may be posted to:

DR. SADHANA PARASHAR,
Director (Training),
Central Board of Secondary Education,
“Shiksha Sadan”, 17-Rouse Avenue,
Institutional Area, Delhi– 110 002





Gram: CENBOSEC
Website: www.cbse.nic.in

Phones: 22509252-59
Fax: 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)/IIFT/2011

27th July 2011
Circular No. 57/2011

All the Heads of Independent Schools
affiliated with the CBSE

Subject: Third Training Programme on 'Effective School Management' at Indian Institute of Foreign Trade, Kolkata

Dear Principal,

As you may be aware, CBSE has been conducting training programmes for Principals in 'Strategic Management & Leadership' in collaboration with the various Management Institutes like Indian Institutes of Management, NUEPA, New Delhi and other Management Institute of repute.

The overwhelming response from the Principals of affiliated schools has made the Board explore other avenues for providing training to Heads of Institutions since the intake for these courses is hugely oversubscribed.

Based on the feedback received from the various stakeholders, the Board has decided to include a component of Continuous and Comprehensive Evaluation and various Examination Reforms that have been initiated by the Board recently. The Course Content of all these Training Programmes has thus been dove-tailed to suit the need of the hour and to make them more suited to the school scenario.

The CBSE is pleased to state that **Indian Institute of Foreign Trade, Kolkata** has agreed to conduct the Third Management Development Programme on '**Effective School Management**':-

Name of the Program: Third Management Development Programme on 'Effective School Management'

Dates: **19th-23rd September, 2011 (Five Days)**

Programme Objectives

1. To acquaint the participants with the emerging issues in school education such as Continuous and Comprehensive Evaluation (CCE) and School Based Assessment in the wake of examination reforms mooted by CBSE.
2. To highlight different traits of leaders and build their capacities in Leadership and in different aspects of managerial excellence, like conflict resolution, interpersonal relations and management of values and ethics.



3. To expose the participants to Strategic Management Process and help developing strategic plan for their respective units taking into account activities like teacher development, pupil and staff management and financial management.
4. To sensitize the Principals about the school effectiveness by imparting modern management techniques.
5. To develop the capacities of Principals for linkages and inter-face with the community.
6. To assess their managerial qualities and point out weak areas through the Assessment Officer.

Fee for the Training Programme

The fee for the **five day training programme** will be **Rs. 30,000/- (for residential course) and Rs. 16,000/- (for non-residential course)**.

Preference will be given to those Principals who have never attended any Training Programme conducted by IIM or NUEPA or any other Management Institute (organized in collaboration with CBSE) earlier; are active partners of various initiatives of the Board (hosting workshops, seminars etc.); are members of a Sahodaya cluster; and contribute regularly to the *CENBOSEC*, the quarterly journal of CBSE.

Principals/Vice Principals/HOD's/Senior Teachers who are interested in participating in this Training Programme are requested to complete the enclosed Registration Form and send it to the following address:-

DR. SADHANA PARASHAR
Director (Training),
Central Board of Secondary Education
'Shiksha Sadan', 17, Rouse Avenue,
Institutional Area, Delhi- 110 002

The Registration Form should not be accompanied with demand draft of Rs. 30,000/- (for the residential course) and Rs. 16,000/- (for non-residential course) drawn in favour of Indian Institute of Foreign Trade payable at Kolkata. It may kindly be noted here that this does not confirm their selection as participant for the programme. The application for the participation in the programme will be entertained on first come first serve basis. In case of non-selection for the programme, the bank draft received will be returned back to the respective individuals.

The Registration Form and Demand Draft (scanned copy) can also be emailed to: sadhanap.cbse@gmail.com.

The last date for receiving the duly filled Registration Form along with the Demand Draft is **August 30, 2011**. Other details of the programme including reporting time etc. will be conveyed to the selected participants later.

Yours sincerely,

(VINEET JOSHI)
CHAIRMAN

Encl: Registration Form



Please note:

- The last date for receiving the duly filled **Registration Form is June 10, 2011**
- Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.
- **This Registration Form should not be accompanied with the demand draft for the fee at this stage.** The Participants will be required to remit the course fee directly to Bharatiya Vidya Bhawan, New Delhi **once the confirmation of the participation is conveyed to them.**

The hard copy of the duly filled in Registration Form (as per the format given above) may be posted to:

DR. SADHANA PARASHAR,
Director (Training),
Central Board of Secondary Education,
'Shiksha Sadan', 17-Rouse Avenue, Institutional Area, Delhi- 110 002





Gram: CENBOSEC
Website: www.cbse.nic.in

Phones: 22509252-59
Fax: 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/DIR)(TRG)/PPL-TRG/2011

30th August, 2011
Circular No. 63/2011

All the Heads of Independent Schools
affiliated with the CBSE

Subject: Fourth Management Development Programmes on ‘The Leadership Clinic’ by IIMKozhikode at Bangaluru during October 17th-20th, 2011

Dear Principal,

As you may be aware, CBSE has been conducting training programmes for principals in ‘**Strategic Management & Leadership**’ in collaboration with the Indian Institutes of Management and NUEPA, New Delhi. The overwhelming response from the Principals of affiliated schools has made the Board explore other avenues for providing training to Heads of Institutions since the intake for these courses is hugely oversubscribed.

The CBSE as a facilitating agency and in an effort to provide an exposure to the varied dimensions of growth enabling adults as professionals to reach their fullest potential recommends the following programme:

Name of the Program: Fourth Management Development Programme on ‘The Leadership Clinic’

Venue : The Leela Palace, Old Airport Road, Kodihalli, Bangaluru, Karnataka-560008

Dates: October 17th–20th, 2011

‘The Leadership Clinic’ will benefit the Principals in many ways. It can lead to :

1. a marked diminution to stress in their lives.
2. a significant improvement in their relationship with management, fellow teachers and non-teaching staff and also with student community and their parents.
3. an increased level of confidence that they will be able to deal headlong with challenges and difficulties.
4. better coherence and greater serenity in their life.
5. a quantum increase in their effectiveness and efficiency.
6. a life changing experience in the personal, social, emotional and spiritual domain.



Fee for the Training Programme:

The fee for the four day Training Programme will be Rs. 35,000/- per participant which does not include either travel or local boarding and lodging of the participants.

Principals who are interested in participating in this training programme are requested to complete the enclosed Registration Form and send it to the following address:-

**Dr. Sadhana Parashar
Director (Training),
Central Board of Secondary Education
'Shiksha Sadan', 17, Rouse Avenue,
Institutional Area, Delhi- 110 002**

The Registration Form can also be emailed to: sadhanap.cbse@gmail.com.

The Registration Form should not be accompanied with demand draft for the fee at this stage. The last date for receiving the duly filled Registration Form is **20th September, 2011**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.

Yours sincerely,

**(VINEET JOSHI)
CHAIRMAN**

Encl: Registration Form





REGISTRATION FORM - IIM (KOZHIKODE)

THIRD MANAGEMENT DEVELOPMENT PROGRAMME ON LEADING SCHOOLS FOR
HEADS OF INSTITUTES OF PRIVATE INDEPENDENT SCHOOLS AFFILIATED WITH THE
BOARD AT IIM, KOZHIKODE

DATE OF THE PROGRAMME: APRIL 21-23, 2011

| | |
|---|--|
| 1. Type of the Program applied for: | RESIDENTIAL/NON-RESIDENTIAL |
| 2. Number of years spent working as Principal: | |
| 3. Name and address of the school with Pin Code: | |
| 4. Status of the School: Secondary/Senior Secondary | |
| 5. Phone No.(s) with STD Code: | Office: _____ Residence: _____ Mobile: _____ |
| 6. No. of the years for which the school has been affiliated with the CBSE: | |
| 7. E-mail Address: | |
| 8. Whether the Principal has already attended training programme conducted by CBSE at any of the IIM's or NUEPA, New Delhi: (If so when and where) | Yes/No |
| 9. Whether the school has organized any programme sponsored by the CBSE: (If yes please give details) | Yes/No |
| 10. Whether the school is a member of any Sahodaya Complex or not: (If yes, please give details.) | Yes/No |
| 11. Any contribution to the field of Education you would like to mention: | |
| 12. Articles contributed to CENBOSEC/National/International Journals: | |
| 13. Books published, if any: (Separate list may be enclosed) | |

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____

Please note:



- The last date for receiving the duly filled **Registration Form is March 30th, 2011**
- Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.
- **This Registration Form should not be accompanied with the demand draft for the fee at this stage.** The Participants will be required to remit the course fee directly to IIM, Kozhikode **once the confirmation of the participation is conveyed to them.**

The hard copy of the duly filled in Registration Form (as per the format given above) may be posted to:

DR. SADHANA PARASHAR,
Director (Training),
Central Board of Secondary Education,
'Shiksha Sadan', 17-Rouse Avenue, Institutional Area, Delhi- 110 002





Gram: CENBOSEC
Website: www.cbse.nic.in

Phones: 22509252-59
Fax: 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/DIR)(TRG)/IOE/2011

26th September, 2011
Circular No. 72/2011

All the Heads of Independent Schools
affiliated with the CBSE

Subject: First and Second “Strategic Management and Leadership Programme” [face to face course] for Principals proposed by the Institute of Education, University of London

Dear Principal,

As you may be aware, CBSE has been conducting training programmes for principals in ‘**Strategic Management & Leadership**’ in collaboration with the Management Institutes like Indian Institutes of Management, NUEPA, and other Management Institutes of repute.

The overwhelming response from the Principals of affiliated schools has made the Board explore other avenues for providing training to Heads of Institutions since the intake for these courses is hugely oversubscribed.

The CBSE is pleased to state that the **Institute of Education, University of London** has confirmed two programmes on ‘Strategic Management & Leadership’ for the Principals.

Programme Objectives

- To highlight different aspects and styles of leadership and build participants’ capacities in excellent management including management of values and ethics, interpersonal relations and conflict resolution.
- To strengthen participants’ capabilities in strategic management processes including the development of a strategic plan for their area of responsibility, covering aspects such as teaching and learning, staff development, operational and financial management.
- To raise participants’ awareness of how modern school management improves school effectiveness.
- To develop participants’ capacities in the strategic management of external relations including partnership with parents and the community.
- To acquaint participants with emerging issues in school education including Continuous and Comprehensive Evaluation (CCE) and School Based Assessment in the wake of examination reforms mooted by CBSE.



The schedule of the face to face element of these training Programme is as follows :

1. Programme-1 (P-1) : 12-16 December, 2011
2. Programme-2 (P-2) : 23-27 January, 2012

Venue for the Program-1

Venue: Laxman Public School, Hauz Khas Enclave, New Delhi
Contact Person: Dr. Usha Ram
Contact No.: 011-26967041 (between 08:00 am to 03:30 pm)

We are inviting the applications for Program-2 but the details of the Venue school and Venue city will be finalized later.

Fee for the Training Programme:

The fee for the five day training programme will be Rs. 31,000/- per participant.

Preference will be given to those Principals who have never attended any Training Programme conducted by IIM or NUEPA or any other Management Institute (organized in collaboration with CBSE) earlier; are active partners of various initiatives of the Board (hosting workshops, seminars etc.); are members of a Sahodaya cluster; and contribute regularly to the CENBOSEC, the quarterly journal of CBSE

Principals/Managers/Educators who are interested in participating in these training programmes are requested to complete the enclosed Registration Form and send it to the following address :

Dr. Sadhana Parashar
Director (Training),
Central Board of Secondary Education
'Shiksha Sadan', 17, Rouse Avenue,
Institutional Area, Delhi- 110 002

The Registration Form can also be emailed to: sadhanap.cbse@gmail.com.

The Registration Form should not be accompanied with Demand Draft for Rs. 31,000/- (Rupees Thirty One Thousand Only) in favour of Secretary, CBSE payable at Delhi. The applicants should mention his/her details at the back of the Demand Draft. The last date for receiving the duly filled Registration Form for Program-1 is 15th October, 2011 and for Program-2 is 15th November, 2011.

Yours sincerely,

(Dr. Sadhna Parashar)
Director (Training)

Encl: 1. Registration Form
2. Course Structure of the programme



REGISTRATION FORM

‘STRATEGIC MANAGEMENT & LEADERSHIP PROGRAMME’ FOR PRINCIPALS PROPOSED BY THE INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON

| P-1: 12-16 December, 2011 | PROGRAM APPLIED FOR | P- |
|---|--|----|
| P-2: 23-27 January, 2012 | | |
| 1. Name of the Principal/Educator/Manager | | |
| 2. Number of years spent working on this Designation: | | |
| 3. Name and address of the school with Pin Code: | | |
| 4. Status of the School: | Senior/Senior Secondary | |
| 5. Phone No.(s) with STD Code: | Office: _____ Residence: _____ Mobile: _____ | |
| 6. Number of years for which the school has been affiliated with the CBSE: | | |
| 7. E-mail Address | | |
| 8. Whether the Participant has already attended training programme conducted by CBSE at any of the IIM's or NUEPA, New Delhi or other Management Institute: (If so when and where): | Yes/No | |
| 9. Whether the school has organized any programme sponsored by the CBSE: (If yes please give details) | Yes/No | |
| 10. Whether the school is a member of any Sahodaya Complex or not: (If yes, please give details.) | Yes/No | |
| 11. Any contribution to the field of Education you would like to mention: | | |
| 12. Articles contributed to CENBOSEC/National/International Journals: | | |
| 13. Books published, if any: (Separate list may be enclosed) | | |
| 14. Demand Draft Number | | |

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____



Please note:

- The last date for receiving the duly filled **Registration Form for Program-1 is 15th October 2011 and for Program-2 is 15th November, 2011.**
- Other details will be conveyed to the selected participants later.
- **This Registration Form SHOULD BE accompanied with the demand draft for the fee at this stage.** The Demand Draft should be in favour of Secretary, CBSE payable at Delhi, The applicant may kindly write all his/her details at the back of the Bank Draft.

The hard copy of the duly filled in Registration Form (as per the format given above) along with the Demand Draft may be posted to:

DR. SADHANA PARASHAR,
Director (Training),
Central Board of Secondary Education,
'Shiksha Sadan', 17-Rouse Avenue, Institutional Area, Delhi- 110 002





CENTRAL BOARD OF SECONDARY EDUCATION
STRATEGIC MANAGEMENT AND LEADERSHIP PROGRAMME FOR PRINCIPALS

SHORT COURSE OUTLINE

Dr. Raphael Wilkins
Pro Director (International Consultancy), Institute of Education, and
Director of International Affairs
London Centre for Leadership in Learning
The Institute of Education, University of London
20 Bedford Way
London
WC1H 0AL
UK





Introduction

This course has been designed for the Central Board of Secondary Education (CBSE), Republic of India, by the London Centre for Leadership in Learning (LCLL), which is a department of the Institute of Education, University of London.

The course design adopts a collaborative approach in which CBSE is both client and delivery partner, in the later capacity making inputs to the delivery of two of the course sessions and well as leading on in-country operational management.

This programme aims to support school principals in attaining international levels of effectiveness in school strategic management and leadership, especially through the following objectives:

- To highlight different aspects and styles of leadership and build participants' capacities in excellent management including management of values and ethics, interpersonal relations and conflict resolution.
- To strengthen participants' capabilities in strategic management processes including the development of a strategic plan for their area of responsibility, covering aspects such as teaching and learning, staff development, operational and financial management.
- To raise participants' awareness of how modern school management of external relations including partnership with parents and the community.
- To acquaint participants with emerging issues in school education including Continuous and Comprehensive Evaluation (CCE) and School Based Assessment in the wake of examination reforms mooted by CBSE.

To achieve these aims the programme has the following components :

- Pre-course reading
- Pre-course assessment of development needs and interests
- Pre-course task 1
- Pre-course task 2
- Intensive face-to-face course (5 days)
- Practical applicant task
- Award of certificate upon evidence that final practical application task has been completed.

The course components are described below.

As indicated above, successful completion of all course components will result in the award of a Certificate of Completion.

Course Features

- The course draws on expert knowledge and research on school strategic management and leadership around the world.



- High quality facilitation will be provided by expert trainers. It is designed to achieve rich collaborative learning through :
 - (a) drawing on participants' own experiences and insights in relation to key leadership themes
 - (b) providing appropriate measures of challenge and support.
- Study materials will be provided to guide, support and challenge participants' thinking and practice. These will take the form of summaries of research, examples of good practice and stimulating think pieces on aspects of leadership.
- In addition to presentations and interactive workshop sessions, the course includes a problem-based learning exercise and the development of practical leadership skills including listening, persuading, giving feedback, coaching, and making presentations.
- Participants will use a reflection and personal action planning workbook to record their training as they progress through the course.
- The course will be conducted in English.

Pre-course reading

The items of pre-reading will be provided. Participants will be expected to come to the short course ready to discuss these.

Pre-course assessment of development needs and interests

Participants will be asked to complete a questionnaire before attending the short course. This will be used to gain information about participants' interests and perceived development needs.

Pre-course Task 1

Participants will be asked to produce a brief description of an aspect of the work of their school which they regard as particularly successful.

Pre-course Task 2

Participants will be asked to describe something in their school which represents a problem for management.



Intensive Short Course (5 days)

Day 1

- Introductions
- Ground rules and learning methods
- Interactive workshop
- Who is an effective principal?
- What expectations are placed upon principals in India and in the UK?
- What part is played by leadership in meeting those expectations?
- Why is effective leadership important?
- Introduction to the Problem Based Learning Task
- Plenary address: Leading Where? Vision and Values

Day 2

- Problem Based Learning Task
- Interactive workshop
- Strategic management of resources
- Skills development session: sharing successes and challenges
- Managing people: including dealing with difficult situations
- Plenary update on emerging issues in school education: this session co-presented with CBSE

Day 3

- Interactive workshops
- Leading teaching and learning
- Leading professional development
- Problem Based Learning task
- Plenary session on introducing/strengthening a coaching culture in schools

Day 4

- Paired coaching activity
- Interactive workshops
- External relations and partnership with parents and communities



INTRODUCING OUR TEAM

Dr. Raphael Wilkins (Course Leader)

Raphael Wilkins is Pro Director (International Consultancy and Knowledge Transfer) and Director of International Affairs in the London Centre for Leadership in Learning, Institute of Education, University of London, and is also President of the College of Teachers. Before joining LCLL in 2006 his career included teaching; education officer roles in four local authorities including over 12 years in Chief Officer level posts; national roles with Parliament and the local authority associations; six years of senior level consultancy, research and writing; and attachments to a number of universities. His work in local government included establishing a new local education authority, and also designing a learning campus cited as 'Brain's most innovative school'. Raphael has significant experience working with Ministers and other senior decision makers, and of designing and leading development activities for senior education leaders.

At LCLL he is responsible for the development and management of international consultancy and related third-stream activity. Raphael's main specialism is education leadership and change and he has published extensively in this field. His international consultancies include projects in China, India, Saudi Arabia, Pakistan, Yemen, Southern Sudan and Mexico.

Carol Taylor

Carol Taylor is the Programme Leader: Strategic Professional Development at LCLL. Carol was a professional development (PD) leader and Deputy Head until 2006 presenting her school's approach to PD at a South-East regional conference in 2005. She has extensive experience of working to support beginning teachers, newly qualified and graduate teachers and overseas trained teachers working as a programme facilitator and assessor for the Institute of Education and University of Hertfordshire.

Carol currently works with schools and local authorities - both locally, nationally and internationally - in supporting the professional development of the school workforce. She is the co-designed with Vivienne Porritt of the highly successful Innovative Leadership of CPD, an M level module: MA Leadership (IOE). Carol is the lead facilitator on this programme which was commissioned by London local authorities as part of the Teacher Development Agency (TDA) Leadership of Continuing Professional Development (CPD) project. Carol is also the co-leader and a facilitator of 'Aspiring to Leadership' - a tailored professional development programme that plays a key role in the succession planning strategies for several London local authorities. She is also the project leader for the LCLL's innovative approach to improving performance management and a current focus of her work is on supporting schools and clusters to develop collaborative professional development opportunities. She was a regional consultant for LCLL within within the TDAs Effective Practices national programme and she has published in various articles, most recently in Earley, P. and Porritt, V. Effective Practices in Continuing Professional Development, Lessons from Schools (2010).

Karen Spence-Thomas

Karen Spence-Thomas is Programme Leader for CPD and Aspiring Leaders at the LCLL. She is also



responsible for developing innovative approaches to the Graduate Teacher Programme (GTP) at the Institute of Education, designing tailored support for GTs across clusters of schools in London. Prior to this, Karen taught and held senior leadership roles in London schools for 20 years until 2004 and was part of team that established a highly successful new sixth form centre during that time. Her experience in working with the 14 to 19 age range then led to her work as a consultant for a number of local authorities before joining the LCLL in 2008.

Karen has a particular interest and experience in designing and facilitating tailored leadership and professional development programmes; improving teaching and learning through observation and coaching; curriculum innovation and strategic planning in the 14 to 19 phase. She teaches on the MA Leadership at the LCLL (Aspiring Leaders and Innovative CPD Leaders modules) and, along with Carol, leads session on evaluating impact and an innovative approach to improving performance management. She is currently developing a professional development programme for schools and clusters to support teachers working collaboratively by engaging in action and enquiry research.





Gram: CENBOSEC
Website: www.cbse.nic.in

Phones: 22509252-59
Fax: 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/DIR (TRG)/PPL-TRG/2011

07th October, 2011
Circular No. 75/2011

All the Heads of Independent Schools
affiliated to the CBSE

Subject: Fifth Management Development Programme on 'Timeless Leadership' proposed by IIM-Kozhikode during November 30th to December 03rd, 2011

Dear Principal,

As you may be aware, CBSE has been conducting training programmes for principals in '**Strategic Management & Leadership**' in collaboration with the Indian Institutes of Management, NUEPA and other Management Institutes of repute. The overwhelming response from the Principals of affiliated schools has made the Board explore other avenues for providing opportunities to Heads of Institutions since the intake for these courses is hugely oversubscribed.

The CBSE as a facilitating agency and in an effort to provide an exposure to the varied dimensions of growth enabling adults as professionals to reach their fullest potential recommends the following programme:

Name of the Program: Fifth Management Development Programme on 'Timeless Leadership'

Venue: Indian Institute of Management, Kozhikode

Dates: November 30th to December 03rd, 2011

Programme themes:

1. How Do You Solve Your Most Persistent Problem?

Winning the war with yourself

2. What Is That One Thing That You Would Transform?

Who would you be without your business card?

3. Exploring the mind's eye

Enhancing your brain functioning



4. Stories Leaders Tell: Crafting The Leadership Mindset
How mental models make or break leaders?
5. The Art of Effortless Effort: Is Execution That Simple?
A day in my life: Action energy audit
6. Space Meditation
Explore the zone of effortless performance.
7. Silence! Your Currency of Communication
How do you use reflection to organize your most valuable asset: Your own experience
8. The Invincible connection
Harnessing the power of emotional resonance
9. Leading with purpose : Goal setting and action planning

The fee for the four day Training Programme is as follow-

Residential: Rs 37,500/- per participant

Non-residential: Rs 30,000/- per participant

International Participants: USD 850

Principals who are interested in participating in 'Timeless Leadership' are requested to complete the enclosed Registration Form and send it to the following address:-

DR. SADHANA PARASHAR
Director (Training)
Central Board of Secondary Education
'Shiksha Sadan', 17, Rouse Avenue,
Institutional Area, Delhi- 110002

The Registration Form can also be emailed to: sadhanap.cbse@gmail.com

The Registration Form should not be accompanied with demand draft for the fee at this stage. The last date for receiving the duly filled Registration Form is **30th October, 2011**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.

Yours sincerely,

(DR. SADHANA PARASHAR)
DIRECTOR (TRAINING)

Encl: Registration Form



REGISTRATION FORM – IIM-KOZHIKODE

**FIFTH MANAGEMENT DEVELOPMENT PROGRAMME ON ‘TIMELESS LEADERSHIP’
PROPOSED BY INDIAN INSTITUTE OF MANAGEMENT, KOZHIKODE DATE OF THE
PROGRAMME: NOVEMBER 30TH TO DECEMBER 3RD, 2011 COURSE APPLIED FOR:
RESIDENTIAL/NON-RESIDENTIAL**

| | |
|--|--|
| 1. Name of the Principal: | |
| 2. Number of years spent working on this Designation: | |
| 3. Name and Address of the school with Pin code: | |
| 4. Status of the School: Secondary/Senior Secondary | |
| 5. Phone No.(s) with STD Code: | Office: _____ Residence: _____ Mobile: _____ |
| 6. No. of the years for which the school has been affiliated with the CBSE: | |
| 7. E-mail Address: | |
| 8. Whether the Principal has already attended training programme conducted by CBSE at any of the IIM's or NUEPA, New Delhi or other Management Institute: (If so when and where): | YES/NO |
| 9. Whether the school has organized any programme sponsored by the CBSE: (If yes please give details) | YES/NO |
| 10. Whether the school is a member of any Sahodaya Complex or not: (If yes, please give details.) | YES/NO |
| 11. Any contribution to the field of Education you would like to mention: | |
| 12. Articles contributed to CENBOSEC/National/ International Journals: | |
| 13. Books published, if any: (Separate list may be enclosed) | |

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____



Please note:

- The last date for receiving the duly filled **Registration Form is 30th October, 2011.**
- Other details of the programme including reporting time etc. will be conveyed to the selected Principals later.
- **This Registration Form SHOULD NOT BE accompanied with the demand draft for the fee at this stage. The participants will be required to remit the course fee directly to IIM-Kozhikode once the confirmation of participation is conveyed to them.** The hard copy of the duly filled in Registration Form (as per the format given above) may be posted to:

DR. SADHANA PARASHAR,
Director (Training),
Central Board of Secondary Education,
'Shiksha Sadan', 17-Rouse Avenue,
Institutional Area, Delhi- 110 002





Gram: CENBOSEC
Website: www.cbse.nic.in

Ph: 011-23234324 (Tele-fax)

CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)
Shiksha Sadan, 17- Rouse Avenue, Institutional Area, New Delhi -110002

CBSE/ACAD/DIR (TRG)/2011

13th December. 2011

NOTIFICATION REGARDING INTERNATIONAL WORKSHOP ON TECHNOLOGY ENHANCED LEARNING FOR SCHOOLS

This is for the information of all Principals and key decision makers from schools that an International Workshop on Technology Enhanced Learning for Schools is scheduled on January 4th, 2012 at Amrita Vishwa Vidyapeetham, Amritapuri Campus, Kerala. This is jointly organized by CBSE, Amrita University and Confederation of Kerala Sahodayas. The workshop sessions and panel discussions will be in areas like:-

- Personalized learning
- Adaptive Learning and Assessments
- Mobile Learning
- Online Science Labs
- Free and open source software for schools

The Registration fee is Rs. 1,000/- per participant (before December 25th, 2011) and Rs. 1,500/- per participant (after December 25th, 2011). To participate in this workshop kindly register online at <http://www.ictee.org/registration>.

All the participants will receive the certificate of participation.

For further query please contact *Mrs. Archana Thakur*, Assistant Education Officer at 011-23230328 or email at cbsecp@gmail.com.

Dr. Sadhana Parashar
Director (Training)



Notification

In view of the concerns regarding quality of education raised in 11th Plan, CBSE is going to introduce a holistic **School Quality Assessment and Accreditation Scheme**. It will cover all aspects of a school functioning, namely its Scholastic and Co-scholastic Domains, Infrastructural Areas, Human Resource, Management and Administration, Leadership and Beneficiary Satisfaction. The major objectives of the scheme are as follows :

- (a) Assessment and accreditation will provide an incentive for self-study and self-improvement by its institutions and help them in capacity building.
- (b) It will reassure external stakeholders such as employers, professional bodies and the general public, about the legitimate quality of the assessed and accredited CBSE school as well as the relative quality status in comparison to other similar institutions.
- (c) Assessment and accreditation will enhance the responsiveness of communities of learners and shift the quality benchmark from examination result to comprehensive and value parameters of holistic quality.
- (d) Accreditation will ensure that institutions prepare the students for citizenship responsibilities, successful careers, acquisition of life skills and life-long learning.

The CBSE now intends to accredit the schools initially on pilot basis. In this reference CBSE has prepared detailed criterion including a manual and instruments for school regarding **School Quality Assessment and Accreditation**. The schools desirous of getting accredited may apply to CBSE within the next four weeks. The **CBSE School Quality Assessment and Accreditation Manual** and instruments will be uploaded on the CBSE website soon.

Address for Communication :

Al Hilal Ahmed
Assistant Education Officer,
17, Institutional Area, Rouse Avenue,
Delhi-110002
E-mail: cbsecp@gmail.com



तार सनबोसेक, दिल्ली-92
Gram: CENBOSEC, Delhi-92

Email: cbseedi@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, इन्सटिट्यूशनल क्षेत्र, राउज एवेन्यु, दिल्ली-110092

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/DIR(TRG)/NUEPA/2011

November 17, 2011
Circular No- 85/2011

All the Heads of Independent Schools
Affiliated to the CBSE

**Subject: Thirteenth Management Development Programme for Principals,
at NUEPA, New Delhi from January 30 to February 03, 2012**

Dear Principal,

The Central Board of Secondary Education in its constant endeavor to empower the heads of institutions has been organizing training programmes for Principals in “**Leadership in Educational Administration**” in collaboration with the **National University of Educational Planning and Administration (NUEPA) New Delhi**. These programmes have been customized for better delivery on the basis of feedback received from the previous participants. The **13th such programme for Principals of independent schools is scheduled to take place at NUEPA Campus, Sri Aurobindo Marg, New Delhi from January 30 to February 03, 2012.**

The main objectives of the five day programme are :

- **To sensitize the participant about new changes and challenges in leadership for school education**
- **To develop and understanding of the concepts and techniques in school management in the context of new challenges**

The fee for the training programme will be **Rs. 12,000/- per participant** which will include the training fee, boarding and lodging of the participants at the venue, stationery, reading materials, etc.

Preference will be given to those who have never attended any IIM/NUEPA programme earlier; are active partners of various initiatives of the Board (hosting workshops, seminars etc.); are members of a Sahodaya cluster; and contribute regularly to the CENBOSEC, the quarterly journal of CBSE.



Principals who are interested in participating in this training programme are requested to complete the enclosed Registration Form and send it to the following address:-

DR. SADHANA PARASHAR,
Director (Training),
Central Board of Secondary Education,
„Shiksha Sadan, 17-Rouse Avenue,
Institutional Area, Delhi– 110 002

The Registration Form can also be emailed to: cbsecp@gmail.com

The Registration Form SHOULD NOT BE accompanied with demand draft for the fee at this stage. The last date for receiving the duly filled Registration Form is DECEMBER 30, 2011. The details of mode of payment of fee, reporting time etc. will be conveyed to the selected participant later.

Yours sincerely,

(DR. SADHANA PARASHAR)
DIRECTOR (TRAINING)

Encl: Registration Form





REGISTRATION FORM - NUEPA

Thirteenth Management Development Programmes in Leadership in Educational Administration for Heads of Institutes of Private Independent Schools Affiliated with the Board at NUEPA, New Delhi

| | |
|---|--|
| 1. Name of the Principal | |
| 2. Name and address of the school with Pin Code: | |
| 3. Status of the School: | Secondary/Senior Secondary |
| 4. Phone No(s) with STD Code: | Office: _____ Residence: _____ Mobile: _____ |
| 5. Number of years spent working as Principal: | |
| 6. No. of the years for which the school has been affiliated with the CBSE: | |
| 7. Email Address: | |
| 8. Whether the Principal has already attended training programme conducted by CBSE at any of the IIM's or NUEPA, New Delhi: (if so when and where) | YES/NO |
| 9. Whether the school has organized any programme sponsored by the CBSE: (if yes please give details) | YES/NO |
| 10. Whether the school is a member of any Sahodaya Complex or not: (If yes, please give details.) | YES/NO |
| 11. Any contribution to the field of Education you would like to mention: | |
| 12. Articles contributed to Cenbosec/National/International Journals: | |
| 13. Books published, if any: (Separate list may be enclosed) | |

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____



Please note:

The last date for receiving the duly filled **Registration Form is DECEMBER 30, 2011**

- Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.
- **This Registration Form SHOULD NOT BE accompanied with the demand draft for the fee at this stage.** The participants will be required to remit the course fee directly to NUEPA once the confirmation of the participation is conveyed to them.

The hard copy of the duly filled in Registration Form (as per the format given above) may be posted to:

DR. SADHANA PARASHAR,
Director (Training),
Central Board of Secondary Education,
'Shiksha Sadan', 17-Rouse Avenue,
Institutional Area, Delhi– 110 002





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

ACAD/CBSE/EO(C)/2011

Circular No. 87 /11

7th December, 2011

All the Heads of the
CBSE affiliated schools

**Subject: The Course on “Science & Mathematics in Basic Education” under the
Training Programme for Young Leaders in FY 2011 to be organized
by the Government of Japan from 23 Jan, 2012 to 9th Feb, 2012.**

Dear Principal,

JICA (The Japan International Cooperation Agency) is organizing a training course on Science and Mathematics under the training programmes for young leaders as part of the technical cooperation scheme of the Government of Japan with the purpose of promoting Human Resource Development in developing countries.

Under the programme Science and Mathematics teachers are invited to Japan for 18 days to be provided with opportunities to:

- 1) Develop their specialities through experiencing and learning technologies and skills in Japan, and
- 2) Increase their willingness to resolve issues on their own.

The total number of 17 teachers have been invited for participation in the programme. The applicants must be teaching Science and Mathematics for classes 6 to 10 (trained graduate teachers or TGTs in Science/Maths). They should be from 20 to 35 years of age and expected to become leaders in their specialized fields in future. They should have reasonable command of spoken and written English and they should be in good health both physically and mentally for participation in the program.

The application form along with Job report duly completed in all respects should be sent to Mrs. Sugandh Sharma, Education Officer (Commerce) at the address stated at the top by **16th**

December, 2011. It may be noted that **there may not be further extension of the last date for submission** in view of the time constraint.

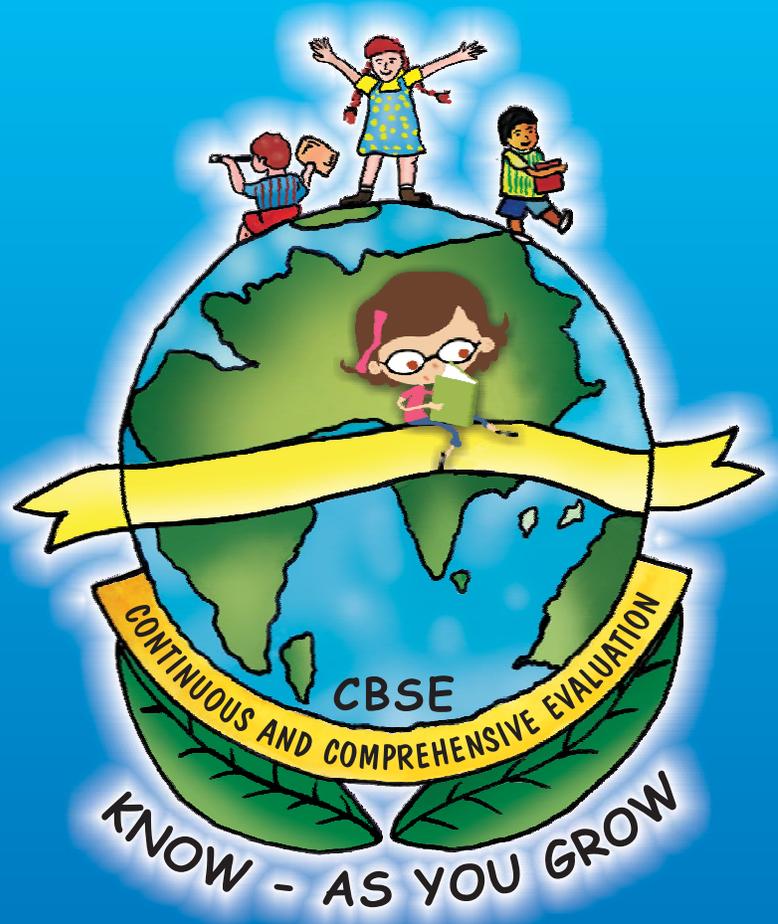
Kindly refer to the website: www.finance.nic.in under “Training Programme” regarding Application Form, Job report and further details of the programme.

With best wishes,

Yours faithfully,

(N.NAGARAJU)

DIRECTOR (ACADEMIC)



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi - 110092, India

Tel.: 91-11-22509252-59 Fax : 91-11-22515826

E-mail : cbseli@nda.vsnl.net.in website : www.cbse.nic.in