

CBSE UPDATE
COMPENDIUM OF CBSE CIRCULARS

© C.B.S.E., Delhi-110092

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FOREWORD

The Central Board of Secondary Education is working hard to promote quality education. In the fast changing knowledge scenario the schools affiliated with it must enhance their capacity building so as to address the new challenges timely and effectively. It will enable every school to become a centre of excellence. Over the years the Board has created a niche for itself in school education by introducing many innovative practices. The last 4-5 years have been particularly productive with the Board launching many programmes in response to the changing needs of the new millennium. The circulars that the Board has sent to the affiliated schools disseminating information about such initiatives have been put together in this compendium and a copy of this publication will be made available to every newly affiliated school.

The Board, while whole-heartedly acknowledging its responsibility of supporting and nurturing all the schools under its fold, expects the schools, particularly the newly-affiliated, to reciprocate this sentiment by resolving to pursue the Board's philosophy and vision of continuous growth through quality-driven endeavours. CBSE schools can surely make a difference if they implement the Board's programmes that have been designed to make education relevant, need-based and holistic.

The CBSE looks upon each of its affiliated schools as an equal partner in this exciting, albeit challenging enterprise of empowering the student community through education. I am confident that this compendium, besides being a ready reckoner, will also help the heads of institutions, particularly those of newly affiliated schools, understand some critical issues that they will have to deal with. The utility of this publication can be enhanced if the principals add new circulars that they receive from the Board to this collection.

Ashok Ganguly
Chairman, CBSE

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. The Board will work towards evolving a learning process and environment which will empower the future citizens to become global leaders in the emerging knowledge society. 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.

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CENTRAL BOARD OF SECONDARY EDUCATION, DELHI

No. D(A)/PA/201/4817-54916

Dt. 25th February, 2001
Circular No.4

To,

All Heads of Institutions
Of Schools affiliated to CBSE

Dear Principal,

Subject: Introduction of Entrepreneurship as An Elective Subject of Study at the Senior School Level

As you are aware, the last decade has witnessed significant developments in the field of science and technology. Impact of multimedia, communication technologies and Information explosion has resulted in a gradual process of globalisation leading to competition between manufacturers, business houses, industries and other service sector agencies. The type of workforce necessary to meet the emerging challenges has to be prepared by the educational agencies through appropriate and meaningful responses to these social and technological changes.

It has long been felt that the students graduating in various disciplines do not have a sense of enterprise and lack qualities of self-motivation, participation and perseverance. Whatever be the field of higher education they choose and pursue, in the absence of such qualities they fail to achieve optimal success in their endeavours. Moreover, they also have inhibition and lack drive for seeking self-employment opportunities even in crease where they exist.

The Central Board of Secondary Education has responded to this situation and has decided to introduce a course on ENTREPRENEURSHIP for the senior school classes in the affiliated schools of the Board.

The Salient Features of this Course Would be:

1. The course is aimed to provide inputs to the students to develop qualities of an entrepreneur.
2. The basic academic ingredients required to attain these qualities are incorporated in the syllabus.
3. The curriculum has been designed by eminent experts who have worked in this field for long.
4. The syllabus will have the component of theory and projects.
5. The textual material is being published by the CBSE.

6. The course is being offered under the academic stream.
7. The subject can be offered by all candidates immaterial of the fact whether they are offering academic stream or vocational stream.
8. The teachers with Post graduate qualifications in Economics or Commerce will be qualified to teach this subject.
9. The Board will undertake training program for the teachers and preparation of Teacher Resource Materials.
10. The course will be introduced in class XI of the academic year 2001-02 and class XII examinations of March 2003.

The schools affiliated to the Board for the senior school classes can seek affiliation for this course immediately by payment of the necessary affiliation fee of Rs. 1000/ (Rupees One Thousand only) through Demand Draft payable to the Secretary, CBSE, Delhi and the same could be forwarded to the following address:

Deputy Secretary (Affiliation)
Central Board of Secondary Education,
Community centre, Preet Vihar,
Delhi-110092.

In case if you need any further information in this regard, you may kindly write to the undersigned or send your communication on fax 011-2215826 or e-mail to Directoracad@hotmail.com.

Yours faithfully

G. Balasubramanian
Director (Academic)

Application for Introduction of Additional Subject (s)

The Secretary:

Central Board of Secondary Education,
Shiksha Kendra, 2- Community Centre,
Preet Vihar, Delhi-110092

Sub :- Request for introduction of additional subject (s) from
Session in class

Sir,

Approval for teaching of the following additional subject (s) with effect from..... is requested:

Subjects : (i) (ii)
(iii) (iv)

Information in respect of facilities available/proposed to be made available for the teaching of additional subject is attached on following points:

- (a) Additional accommodation for teaching the subject (if the subject needs a separate room).
- (b) Particulars of teacher (s) to teach the subject (s) (Give details of academic qualifications etc on the prescribed proforma).
- (c) Apparatus and equipment provided for teaching the subject (s) and amount spent (Attach separate lists of articles and apparatus etc. with cost for each subject, if applicable)
- (d) Amount proposed to be spent on the equipments and accessories required for introduction of the new subject (s) in the next year
- (e) Particulars of library book added/proposed to be added on the subject's) in the current financial year.
- (f) Dimensions of the laboratory if the subject involves practical work.
- (g) Any other relevant information

Countersigned :

Yours faithfully,

Principal

Education Officer/President/
Manager/Secretary/Chairman
of Trust/Society,

Name

Name

Notes:

1. Every application must be accompanied with the prescribed fee for each additional subject proposed to be introduced. The amount be remitted through a crossed demand Draft payable to the Secretary, Central Board of Secondary Education, New Delhi or in cash. The details of fees are as under.
 - i) Independent Schools with in the country, Rs. 1000/-
 - ii) Govt./aided/KVS/JNV'S Rs. 700/-
 - iii) Overseas independent Schools Rs. 2000/-
2. Application for introduction of additional subject (s) should reach the Board's office not later than 30th June of the year preceding in which the subject is proposed to be introduced.

CENTRAL BOARD OF SECONDARY EDUCATION
17-B, I.P. Estate, New Delhi-11 0002

No.: D (A)/FE/03

Circular No: 3

25th February 2003

To,

All Heads of Institutions
Affiliated to CBSE

Dear Principal,

Sub: Clarification Regarding Functional English (Code No.101) -Class XI

As you are aware the CBSE has decided to introduce Functional English (Code No.1 01) as a separate Elective Subject in class XI from the academic year 2003-2004. The Board has prepared the textual material for the same. There will be two prescribed books for the same as follows.

1. Language Skills book-Volume I
2. Literature Reader-Volume I

The textual materials for class XI would be available by the end of March 2003 from the Bookstore of the Head office, CBSE or from the Regional Offices of the Board. The code number of the course of Functional English is 101.

The schools that are already following English communicative might find the above course providing a basic continuity in course content and methodology. The Schools who would like to introduce the subject may send their request for the additional subject. The application form for the additional subject can be downloaded from our website at www.cbse.nic.in.

The application copies may also be endorsed on email at directoracad@hotmail.com. However, once they have applied for the course they need not wait for a formal communication from the Board. They will get their permission letters in due course.

The Board has, however, decided to continue the English Core (Code no. 301) and English Elective (Code No. 001) as per the existing curriculum and scheme of studies. The schools are free to opt any or all the above courses according to their convenience.

For further clarifications, if any, you may mail at directoracad@hotmail.com

Yours faithfully

G. Balasubramanian
Director (Academic)

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

D (A)/PA/ 38/2003

DATED 14th JULY, 2003

CIRCULAR NO.16

To,

All Heads of Institutions
Affiliated to C.B.S.E.

Dear Principal,

As you aware the Board has introduced Disaster Management as a part of a Frontline Curriculum in Social Science in Class VIII. As per the Frontline Curriculum approach, the new topics will be evaluated to the extent of 10% in the examination and Curriculum load equivalent to that will simultaneously be dropped. You are advised to set your Question Papers for class VIII accordingly.

The Board has also decided *to* delete from the current syllabus the following units:

- 1) Agricultural development and five year plans (Civics)
- 2) Industrial Development and the five years plans (Civics)
- 3) World Problems (Civics)

The Board has also prepared the textual materials in the subject of Disaster Management and the same is available in our Regional Offices the book titled 'Together, Towards. A Safer India...' costs Rs.40/-. It is also - important to intergrate the sensitivities involved in the education of Disaster Management as a part of the affective domain, which can be evaluated through continuous and Comprehensive evaluation in terms of grades.

You may like to get in touch with Regional Office and place your order for the same. This change in curriculum may also be brought to the attention of your Social Science teacher.

Yours faithfully

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC BRANCH, SHIKSHA SADAN
17, ROUSE AVENUE, NEW DELHI-110002

CIRCULAR NO. 10/04

D(A)/PA/DM/04

26th February, 2004

To

All Heads of Institutions
Affiliated to the Board

Dear Principal,

Sub: Disaster Management in Social Science at Secondary Stage

As you are aware, the Board had introduced the subject of Disaster Management as a part of the Frontline curriculum in class VIII in the subject of Social sciences from the last academic year. As a follow up, the Board has now decided that the subject of Disaster Management will be a part of the curriculum in the subject of Social Science in class IX from the current academic year. (2004-05) and subsequently in class X in the academic year 2005 -06. Therefore the first batch of students with the above subject as a part of social science would appear in the class X examinations to be conducted in March 2006.

The Board has revised the syllabi accordingly and the same has been incorporated in the secondary school curriculum Vol.I 2006 for your information. The Board will also bring the supporting textual material in this regard shortly. The book will be available both in the English and Hindi version. You are requested to bring the above information to the attention of all concerned in your school and for the information of the students who would be appearing in the March 2006 examinations.

The Board is also planning the teacher-training program in this subject in various parts of the country. Necessary information in this regard will be communicated to you shortly.

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

NO.D(A)/PA/ 2005

20th January, 2005

Circular No: 03/2005

All the Heads of institutions affiliated to CBSE

Dear Principal,

As you are aware the Board had introduced frontline curriculum on Disaster Management in Social Science at Secondary stage for the examination year 2006. The details of various units under Disaster Management for Class X will be as follows:-

1. **Survival Skills:** Search and rescue skills and first aid skills.
2. **Tsunami:** The Killer Sea Waves
3. **Alternative communication systems during disasters:** HAM, wireless sets, telephone, fax and satellite phone.
4. **Safe Construction Practices:** Essential features of safe housing for flood, earthquake, cyclone and landslide.
5. **Sharing Responsibility:** Role of district and State Administrations, Civil Societies, Civil Defence, Home Guards, NSS, NYKs and students volunteers.

The textbooks on Disaster Management for Class X will be very shortly available to you. Kindly notify the changed syllabus to your teachers and students. The Sample Question Paper for Class X in Social Science will also be made available to schools shortly. The component of Disaster Management will carry 08 marks in the theory Question Paper of Social Science.

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

CIRCULAR No. 21

D(A)PA/38/2003

5th September ,2003

To

All Heads of Institutions
Affiliated to CBSE.

Sub: Life Skills Education for Class VI

Dear Principal,

The Board has introduced Life Skills Education as an integral part of the curriculum of class VI. The schools are advised to adopt an inter-disciplinary approach for transacting the curriculum of Life Skills Education. The transaction should be both through formal modes of learning as well as through co-curricular activities and other informal approaches to learning.

The student may be evaluated through letter grading which could be reflected in the Continuous and Comprehensive Evaluation Certificate being provided to the students by the schools.

The objectives of introducing the Life Skills Education is to empower the affective domain of the learners so that they are able to develop a sense of self-confidence, eco- sensitivity and right approaches to life processes etc. Development of basic life skills is central to the transaction of this curriculum so that the learners developed as competent and contributive citizens. The textual material titled “Life Skills Education -Class VI’ has been developed by the Board which is available in all our Regional Offices, The cost of the book is Rs.36/-. You are advised to ensure that all the students of your institution are benefited by the effective use of this book.

The Board is in the process of developing textual materials for the other classes and the same will be communicated to you shortly.

Yours sincerely

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

**ACADEMIC BRANCH, SHIKSHA SADAN
17, ROUSE AVENUE, NEW DELHI-110002**

Circular No:11/04

D(A)/PA/LS/04

26th February, 2004

To

All Heads of Institutions
Affiliated to the Board

Dear Principal,

Sub: Life Skills Education in class VII

As you are aware, the Board had already introduced the subject of Life skill education as a part of the curriculum in class VI last year. The Board had also brought out the textual material for the students both in English and Hindi. There has been an overwhelming response to this course from various stakeholders keeping in view that the inputs of Life skill education are quite relevant, meaningful and contextual to the learners. It was also felt that it facilitated the learners to fight the consumerist tendencies and to face life with a sense of confidence, conviction and skill. As a follow up of the initiatives already taken, the Board has now brought out necessary textual materials for class VII both in English and Hindi version. You are requested to kindly bring it to the notice of all concerned in the school.

The pedagogy to be adopted for teaching life skill education has to be interactive, experimental and facilitative. The spirit of the above subject should be extended beyond the classrooms walls and scope should be provided for the same in the co-curricular and extra-curricular activities. The subject has to be evaluated in context and as a part of the continuous and comprehensive evaluation. The Board feels the introduction of the above subject with your cooperation would facilitate in imbibing right attitudes for the holistic growth of the learners.

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

NO.D(A)/PN 2005

25th January, 2005

Circular No: 04/2005

All the Heads of Institutions affiliated to CBSE

Subject. Life Skill Education-Reg

Dear Principal,

As you are aware, the Board had introduced the concept of Life Skill Education in class VI from the academic year 2003-04 and in class VII in 2004-05. The Board had also prepared guidelines to schools with regard to the content and pedagogy of the subject.

Life Skill Education is based on the need for providing a holistic approach of the educational content as it is based on the belief that every child is unique and possesses an inner potential -that seeks to unfold in the process of growth. The choice of subjects in the process of learning, vocations pursued, interests developed and the goals set for life are all but an expression of this urge of the inner potential to manifest in diverse forms. The educational system has to facilitate to unravel this potential and help the younger generation as balanced individuals with competence to face the challenges of life.

The Board feels that it is important to provide adequate focus on learning of life skills by devoting at least two periods per week. The following suggestions may help you in effective implementation of the Life skills curriculum in your school environment:

- Life skills could be taught as an independent discipline in the content areas identified by the Board
- It could be integrated as well in the teaching of other disciplines of learning to provide
- Students could be assigned simple studies and projects based on Life skills
- Special lectures could be organized to sensitize the students on Life skills
- Cooperation and participation of parents could be sought in developing right attitudes to life

Evaluation of Life skills

- Life skills are not to be evaluated through a terminal written examination
- They should be assessed as a part of the continuous and comprehensive evaluation
- Students should be graded based on their skills and attitudes, and only positive intents of the learners are to be reflected

➤ Evaluation can also be done as a team instead of individual assessment

The schools should endeavor to provide an appropriate climate for Life skill education as it is a strong and positive input to the holistic development of the learner and development of emotional intelligence.

I am pleased to forward a complimentary copy of the class VII book published by CBSE for your use. The support material for class VIII will be ready shortly for use in the ensuing academic session (2005-06).

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

SHIKSHA KENDRA, 2 COMMUNITY CENTRE,
PREET VIHAR, DELHI-110092

Circular No.09/04

CBSE/DIR(ACAD)/BT/2004

5th January, 2004

To

All the Head of the Institutions
Affiliated to CBSE

Dear Principal,

Sub: Introduction of Biotechnology as elective subject at senior school level

Sir/Madam,

You are aware that the Board had introduced the subject of Biotechnology as an elective subject in Class XI at senior school level from the academic year 2002-2003. About 200 schools were granted permission to introduce this subject in the preceding two sessions. The Board has also brought out the textual materials and the laboratory manual in the subject for classes XI & XII. Subsequently, many schools have been seeking permission from the Board for introduction of this subject. The following guidelines are given to schools, which would like to seek affiliation for this subject.

01. The school should make an application on a plain paper to the Education Officer (Science), CBSE, 17 Rouse Avenue, New Delhi-11 0001 on or before 10th March, 2004 giving the following information:
 - (a) whether you have adequate space for the laboratory for the subject of Biotechnology in your school?
 - (b) Whether you will be willing to spend about 4.0 lakhs for the equipment and instruments in the laboratory?
 - (c) Whether you would be willing to employ a teacher with a requisite qualification (Post Graduate in Biotechnology/Bio-Chemistry/Genetic Engineering/Micro Biology/Life Sciences) for the current session from 2004-2005.

- (d) Whether you would be willing to depute your teacher for one week training programme in Delhi or at some other place identified by the Board at your own cost?
02. Based on the information made available to us, the Board would finalise the list of schools and intimate you by last week of March, 2004
 03. Please note that a mere application sent to the Board is no guarantee of permission accorded.
 04. The selected schools have to seek affiliation on the prescribed format from the affiliation branch of the Board by payment of the necessary fee for the same after grant of formal approval.
 05. The Board will provide training to the teachers of the selected schools in the month of April, 2004.

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

**SHIKSHA KENDRA, 2 COMMUNITY CENTRE,
PREET VIHAR, DELHI-110092**

Circular No:12/04

No: D(A)/PA/FS/04

26th February, 2004

To

All the Head of the Institutions
Affiliated to CBSE

Dear Principal,

Sub: Introduction of Fashion Studies as an elective subject

The Board has decided to introduce Fashion Studies as one of the elective subjects at the academic stream at the senior school level in class XI from the ensuing academic year 2004-05. The course has been designed in collaboration with the National Institute of Fashion Technology. The focus of the subject will be on Garment design, Garment manufacture and other related areas. The course can be offered along with any other elective subject in the academic stream. A copy of the brochure developed in this regard is enclosed for information.

The course will be introduced as a project initially in not exceeding 200 schools spread all over the country. The schools desirous of introducing the above subject will have to comply with the following requirements:

- (a.) Facility for Fashion studies laboratory
- (b.) Adequate infrastructure and apparatus in the laboratory as per the recommendations
- (c.) A qualified teacher for teaching the subject as per the specified qualifications

The approximate expenditure for the apparatus and instruments for the laboratory will be around Rs. 4 to 5 lakhs for a student strength of 30 per class. The Board has already designed the curriculum in this regard along with the laboratory requirements. The Board also intends to give teacher training for the selected schools in collaboration with NIFT.

If you are interested to introduce the course you may kindly send your requests to the following address:

Shri C.D. Sharma
Education officer
CBSE, 'Shiksha Sadan',
17, Rouse Avenue, Institutional Area,
New Delhi 110002

You may also send the request through email at: directoracad@hotmail.com.

The selected schools will be required to fill in the application for additional subject and remit a sum of Rs.1000/- as fee for additional subject.

The request for the subject should reach the office of the Board before 31st March 2004.

Best Wishes,

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

NO.D(A)/PA/Env.Edn/05
1st February, 2005

CIRCULAR NO.08/2005

All the Heads of Institutions affiliated to CBSE

**Subject: Introduction of Environmental Education as a compulsory subject in schools from
Classes I to XII- Reg**

Dear Principal,

The issues of environmental concerns relating to depleting natural sources, eradication of many natural species, increasing pollution, global warming resulting in ecological imbalances and natural calamities, health concerns arising out poor wastage management systems and other diverse issues have attracted the attention of the people worldwide. Educating the people of a nation on the above issues appears to be vital for the sustenance of the globe in all its grandeur.

It is in this context, the Hon'ble Supreme Court of India has directed all educational agencies in the country to make environmental education as a compulsory component of the system from the current academic year. The NCERT has already brought out a curriculum for all classes from I to XII in compliance with the above directions of the Hon'ble court.

The Board has therefore decided to introduce the environmental education as a compulsory subject for all classes from I to Secondary and Senior Secondary level from the current academic year. While the Board will come out with separate specific instructions shortly with regard to the syllabi, curriculum transaction and evaluation procedures, the schools are advised to take the following initiatives with immediate effect while planning their curriculum for the next academic year.

1. Environmental education will be a separate compulsory subject in the curriculum.
2. It will enjoy the same status as any other subject prescribed in the school curriculum.
3. The schools shall allot a minimum of two periods per week for the study of the above subject.
4. The schools will also provide adequate opportunities for integration of the environmental concerns while transacting different disciplines.
5. The environmental sensitivities as reflected in the prescribed curriculum may also be reflected as a part of the various co-scholastic activities carried out by the school both inside and outside the classrooms.

6. The students shall be evaluated by the schools in this subject as in any other subject and their achievements may be reflected in the school achievement record in the form of grades.
7. The schools may avail the benefit and wisdom of the local resources engaged in environmental concerns to enhance the knowledge and skill inputs of their teachers and students.

The Board will shortly send a copy of the syllabus of the above subject to all the affiliated schools. They would also be made available in the CBSE website www.cbse.nic.in. The Board will shortly come with an additional notification regarding introduction of the above subject in classes IX & XI from the ensuing academic year and the students will be appearing in the Board's examination in Class X & XII in the year 2007.

The cooperation and commitment of schools in effective implementation of the environmental education in schools will go a long way in bringing about an attitudinal change among the citizens on the relevant issues. It will further help in saving and cherishing the diverse gifts of nature the country has been bestowed with. The Board seeks the cooperation of schools in meaningful implementation of the above in the curricular structure.

Yours faithfully,

G. Balasubramanian

Changes in Curriculum

**CENTRAL BOARD OF SECONDARY EDUCATION
DELHI**

No. D (A)/RL/03

Circular No.4

25th February 2003

To

All Head of Institutions
Affiliated to CBSE

Dear Principal,

Sub: Languages offered at Core and Elective level at the senior school classes -merging -reg.

As you are aware the Board is presently offering 30 different languages at the senior school level and all these languages are being offered at the Core as well as Elective level. It is seen that in most of the languages the number of candidates offering these languages either at Core or at the Elective level is negligibly small. Keeping the above in view, the Board has decided that in all the languages except English, Hindi, Sanskrit and Urdu, the languages will henceforth be offered at only one level. In other words, there will be no core or elective language and in each case it will be known as Language and literature. This will come into force with immediate effect from the academic year of 2003-2004 for class XI. Consequently, the candidates appearing in the class XII examinations of the Board in March 2005 will be able to offer the above languages at only one level. This may kindly be brought to the notice of all concerned.

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION
17-B, I.P. ESTATE, NEW DELHI.

No. D(A)/ACAD/2003

Circular No. 07

28th February, 2003

To

All Heads of the Institution
Affiliated to the CBSE

Sub: Withdrawal of certain Vocational Courses

Keeping in view the less number of candidates offering in some of the vocational courses, it has been decided that these courses will be withdrawn from the scheme of studies at Senior School Level effective to Academic Session 2003-04. Hence class XII examination will not be conducted from March 2005 in these vocational packages. The vocational packages are: -

S. No.	Vocational Package	Subject(s) Code
1.	Marketing and Salesmanship	614
2.	Purchasing and Storekeeping	616
3.	Structure and Fabrication	630, 631
4.	Dairying	639, 640 & 641
5.	Farm Machinery and Equipment	645, 646 & 647
6.	Inland Fisheries and Aquaculture	648, 649
7.	Marine Fisheries, Brackish water Aquaculture and Technology	651,652
8.	Ophthalmic Technology	657, 658 & 659
9.	X-Ray Technician	666, 667 & 668
10.	Preservation of Fruits and Vegetables	678, 679 & 680
11.	Institutional Housekeeping	681, 682 & 683
12.	Textile design -Weaving	689
13.	Bakery and Confectionery	696, 698
14.	General Insurance	708,709 & 710

The following vocational subjects, however, can be offered as a single subject with any combination of the academic subjects:-

S. No.	Name of the Subject	Subject Code
1.	Marketing	613
2.	Consumer Behaviour & Protection	615
3.	Store Keeping	617
4.	Store Accounting	618
5.	Bakery Science	697

This may kindly be brought to the notice of all concerned.

Yours faithfully,

G. Balasubramanian
Director (Academic)

**CENTRAL BOARD OF SECONDARY EDUCATION
NEW DELHI**

Circular No: 10

No: D(A)/PA/38/03/

16th April, 2003

To,

All Heads of Institutions
Affiliated to the Board

Dear Principal,

**Sub: Changes in the syllabi of Computer Science, Informatics Practices-Reg
and introduction of a new I.T. course**

The Board has revised the syllabi and curriculum in the subjects of Computer Science and Informatics for the class XI of the current academic year 2003-04 and for the Senior school Examinations of March, 2005. The revised syllabi have been incorporated in the Senior School curriculum 2005 and also has been put up in our website www.cbse.nic.in. You are advised to kindly instruct your subject teachers to go through the syllabus so that they can note the changes introduced.

You may also kindly note that in the subject of Informatics Practices the distribution of marks between Theory and Practical has been revised to 70 and 30 respectively as against 60 and 40 in the earlier syllabus. The change may kindly be brought to the notice of all concerned.

The Board has also introduced a new elective subject : Web and Multimedia Technology at the senior school level. The syllabus for this course has already been displayed in our website and is available in the Senior School Curriculum 2005. The institutions who would like to opt for the subject are advised to forward their application (copy can be downloaded from the website) to the Joint Secretary (Affiliation) CBSE, Preet Vihar, Delhi-110092 along with the necessary fee for the additional subject.

The candidates are allowed to choose either of the above or a combination of the above or all the three elective subjects together according to their choice.

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

17-B, I.P. ESTATE, NEW DELHI - 110 002

No. D(A)/Acad/2003

Date: 23.10.2003

Circular No. 26

To

All Heads of Institutions
Affiliated to CBSE

Sub: Status of Computer based courses at +2 level.

Dear Principal,

CBSE has been offering following three courses related to computer under academic stream. These courses are:

1. Computer Science -Code 083
2. Informatics Practices -Code 065
3. Multimedia and Web Technology -Code 067

All the above mentioned courses carry 70% theory and 30% practical components. These courses are independent elective subjects under the academic stream and enjoy the same status as other academic subjects.

These courses should be treated at par with other subjects such as Physics, Chemistry, Maths, Accountancy, Geography etc. for all purposes.

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

NO.D(A)/PA/2005/

March 11, 2005

Circular No: 13/2005

All the Heads of institutions affiliated to CBSE

Subject: Change in the rules of optional subjects involving IT -based courses.

Dear Principal,

This is to inform you that the Board has revised the rules governing the optionals in IT -based courses effective from the academic year 2005-2006. As you are aware, there are three optional subjects under IT -based courses at Senior Secondary level offered by the Board. The yare:-

- | | | |
|-----------------------------------|---|-------------|
| 01. Computer Science | - | Code No.083 |
| 02. Informatics Practices | - | Code No.065 |
| 03. Multimedia and Web Technology | - | Code No.067 |

Till now a candidate could opt for one or two or all the three of the above courses at Senior Secondary level. This rule has been amended as follows:-

- A CANDIDATE CAN OPT FOR EITHER COMPUTER SCIENCE OR INFORMATICS PRACTICES.
- IN ADDITION TO EITHER OF THESE COURSES A CANDIDATE CAN OPT FOR MULTIMEDIA AND WEB TECHNOLOGY.
- THUS A CANDIDATE CAN OPT FOR A MAXIMUM OF ONLY TWO IT- BASED COURSES AT SENIOR SECONDARY LEVEL.

All the Heads of Institutions are requested to bring it to the notice of all concerned. Due care may be taken at the time of filling in the LIST OF CANDIDATES for the Board Examination, March 2007.

Yours faithfully,

G. Balasubramanian
Director (Academic)

**CENTRAL BOARD OF SECONDARY EDUCATION
DELHI**

Circular No: 11

No: D(A)/PA/38/03/

16th April, 2003

To,

All Heads of Institutions
Affiliated to the Board

Dear Principal,

**Sub: Changes in the syllabi and curriculum of Physical Education at
the senior school level - Reg**

The Board has revised the syllabi and curriculum for the Subject of Physical Education at the senior school level from the academic year 2003-04 in class XI and for the XII Board examinations of March 2005. The revised syllabus has been put up on the website of the Board www.cbse.nic.in. The syllabus has also been incorporated in the Senior school curriculum (Volume I) 2005.

You may please note that according to the revised curriculum the distribution of marks in Physical Education will be as follows:

Theory	-	70 Marks
Practical	-	30 Marks

You are requested to kindly bring it to the notice of all concerned in your school. The Board will shortly publish the revised Sample Question Paper for the subject. It may also be noted that about 20 marks of questions in Theory will be based on the Practical work being done by the students during the course of the year. As in other subjects, the candidates will have to pass in Theory and Practical separately in order to qualify in the subject.

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

No. CBSE/ACAD/03

28.08.03

CIRCULAR No. 19

To,

The Heads of
All CBSE affiliated
Senior Secondary Schools

Sub:- Project & practical work in Accountancy for Class XII

Dear Principal,

As you are aware the new modular curriculum in Accountancy for the examination year commencing from 2004 contains Project work in Financial Accountancy Part and /Practical work for Computerized Accountancy part for Class XII in its Unit No.6

The first optional unit of Unit 6 titled 'Analysis of Financial Statements' contains Project work for 20 marks. As an alternative to this the second optional unit titled 'Computerized Accounting System contains Practical work of 20 marks.

The Board has brought out detailed guidelines with respect to each in its document titled 'Practical Work on Computerized System in Accountancy and Project Work in Accountancy'. The guidelines give an overview of the scope of work in both the optional sub-units and how the teachers are expected to deal with these optional units while teaching and evaluating the students.

In the Project work, the students are expected to work on at least three types of problems out of which one will be of comprehensive nature. Specimens of these comprehensive problems are given in the booklet for the guidance of students. Two problems will be short and specific relating to ratio analysis and cash flow statements. The main objective behind all these problems is to enable the students to prepare the financial statement involving real life business situations and analyze and derive meaningful information for taking decisions relating to investment, expansion, financing, etc.

Similarly a set of exercises are given for practical work in computerized accounting. We expect students to document at least eight exercises, which will include designing 2 tables, 2 forms, 2 sets of

queries and 2 reports. The practical examination of both project work and practical work, will be conducted by external examiner appointed by the CBSE along with the internal examiner (the teacher concerned). Division of 20 marks for both will be as follows:

Project Work

File work	4 marks
Written test	12 marks consisting of two application oriented problems of 6 marks each on ratios and cash flows
Viva	4 marks

Practical Work

File Work	4 marks
Practical examination	12 marks
Viva	4 marks

Copies of the publication titled 'Practical Work on Computerized System in Accountancy and project work in Accountancy' are available in your regional office. Kindly place your order on payment @ Rs. 30/- per copy.

You are advised to bring the above information to the notice of all concerned.

Yours faithfully,

G. Balasubramanian
Director (Academic)

**CENTRAL BOARD OF SECONDARY
EDUCATION DELHI**

Circular No.07/04

D(A)/PA/AEO(Sans)/04

13th February, 2004

To,

All Heads of Institutions
Affiliated to the Board

Sub: New books in Sanskrit for Class VI

Dear Principal,

As you are aware the Central Board of Secondary Education has brought out textual material in Sanskrit at secondary level.

In this series the CBSE now is ready with the class VI textbook and workbook. The following two books will be available with the stores, CBSE by the first week of March 2004:

- Kanika - textbook for Class VI
- Kanika - Abhyasa Pustika for Class VI

The teachers and students involved in the teaching and learning of Sanskrit may kindly be informed accordingly.

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

17. ROUSE AVENUE. NEW DELHI -110002

No: D(A)/PA/SANSKRIT/2004

Dated: 19th, January, 2005

Circular No: 01/05

To,

All the Principals of the schools
Offering Sanskrit at Senior Secondary level

Subject: New Book -Ritika in Sanskrit Core in Place of Vangmai For Class XI.

Dear Principal,

The Central Board of Secondary Education is bringing out a new book in Sanskrit for Class XI - Sanskrit Core. This book is called Ritika and will replace Vangmai w.e.f the session 2005-2006 for class XI.

This may be brought to the notice of all the teachers and students involved in studying Sanskrit Core in Class XI. Presently there is no change in the text book for Class XII.

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION DELHI

Circular No.08/04

D(A)/AEO(L)/HINDI/04

23rd February, 2004

To,

The Principals
of all the CBSE affiliated schools,

**Sub: Inclusion of the Novel Rangbhoomi by Prem Chand in
Hindi Elective for Class XII for the session 2004-2005**

Sir/Madam,

This is to bring to your notice that for the Session 2004-2005 the novel prescribed in Hindi Elective is Rangbhoomi by Prem Chand in an abridged version published by NCERT, New Delhi.

It is reiterated that the novel Rangbhoomi in its abridged version published by NCERT should be used for the session 2004-2005.

This may be brought to the notice of all teachers and students who have offered in Hindi Elective at Class XII.

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC BRANCH, SHIKSHA SADAN
17, ROUSE AVENUE, NEW DELHI - 110002

Circular No: 15/04

D(A)/D(A)/38/04

12th March 2004

To,

All Heads of Institutions
Affiliated to the Board

Sub: Clarification regarding Hindi Course B -Class X for The session 2004-05

Dear Principal,

Your attention is invited to Circular No.15 dated 13.6.2003. The following is the clarification in case of Hindi Course B -Class X for the session 2004-2005 (For Board Examination 2005) as already notified.

The books mentioned in the Curriculum Document 2005 on page 25 are Samvad Bhag-2 and Katha Lok Bhag-2. However since these books are not available the following books will continue for the session 2004-2005 in Class X :

1. Maansi Bhag-2 (pathya pustak)
2. Sanchayika Bhag-2 (poorak Pustak)

Kindly bring it to the notice of all teachers and students taking this course

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

D(A)/HINDI/2004

Dated: 14.08.2004

Circular No.: 29/2004

To,

All the Heads of the Schools
Offering Hindi in Secondary Level

Subject: Hindi Course B for Class X 2004-2005.

Sir,

The Two books being followed for Khand- Gha are the following.

1. Maansi Bhag-2
2. Sanchayika Bhag-2
3. Vyakaran Pravesh

The total marks for the section are 50 with the following distribution:-

Pathya Pustak - 35 Marks
Poorak Pustak - 15 Marks

The detailed distribution is as given below:

Gadya Padya Sankalan :

Gha-1 Gadya Khand

20 Marks

- | | | |
|---|---------|---|
| (i) Three questions based on an extract | (2+2+1) | 5 |
| (ii) One essay type question | | 6 |
| (iii) One extrapolative question based on prose lessons | | 5 |
| (iv) Two short answer questions | (2+2) | 4 |

Gha-2 Padya Khand

15 Marks

- | | | |
|--|---------|---|
| (i) Three questions based on extract | (2+2+1) | 5 |
| (ii) One question based on theme | | 4 |
| (iii) One question based on appreciation | | 3 |
| (iv) One extrapolative based on poetry lessons | | 3 |

Gha-3 Poorak Pustak**15 Marks**

- | | | |
|---------------------------------------|---------|---|
| (i) Three short answer type questions | (2+2+2) | 6 |
| (ii) Two essay type questions | (5+4) | 9 |

Kindly bring it to the notice of all teachers and students taking this course.

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

D(A)/ENGLISH/2004

Dated :29.3.2004

Circular No. : 19/04

To,

All the Heads of the
CBSE Affiliated Schools

Subject: Deletions regarding English Core (Code No. 301)
Classes XI and XII from academic session 2004-2005.

Sr;

As you are aware the following text books are being followed in English Core in Classes XI & XII.

Class XI : 1. **English With a Purpose**
 2. **Supplementary Reader Let's Read and Think**

Class XII : 1. **English With a Purpose**
 2. **Supplementary Reader: Impressions**

The Board has been receiving certain feedback from the schools regarding the load in English Curriculum. After collating the feedback received from schools across the country the Board has decided to delete the following lessons from the books for Oasses XI & XII for the purpose of examinations.

Class XI

English With a Purpose

1. Communications In the Modern Age
2. Leh

Supplementary Reader Let's Read and Think

1. How Much Land Does a Man Require?

Class-XII :

English With a Purpose

1. Eco- Tourism
2. The Other Side of the Hedge

Supplementary Reader: Impressions

1. Another World

It may also be mentioned that these changes will be effective from the current academic year i.e. 2004-2005 in both classes XI & XII (FROM March 2005 examination) This may be brought to the notice of all concerned.

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION
17, ROUSE AVENUE, NEW DELHI-110002.

No. CBSE/ACAD/2004

Circular No. : 20/04

27.4.2004

To,

All the Heads of the Institutions
Affiliated to the CBSE

Subject: Changes in syllabus in the subject of Chemistry w.e.f. March 2005 examination.

Dear Principal,

You are aware that Central Board of Secondary Education had introduced its new syllabi at senior secondary level from the academic session 2002-2003 in Class XI. Consequently, Class XII March 2004 examination was based on the revised syllabus.

During this period of two years, the Board has receiving observations and suggestions from the system about the syllabus as-well-as latest textbooks in the subject published by NCERT. Besides, the Board organised series of orientation programmes for the teachers during the past few months and collected additional feedback about the same. The feedback, observations and suggestions were put forward for consideration of members of Committee of Courses in the subject and other subject experts. It was decided that in order to reduce the curriculum load on the learners, the following content areas given in NCERT Chemistry textbooks for Classes XI and XII be made nonevaluative.

Class XI

Page No. (NCERT Textbook)	Content Area/Title/Sub-Title
130	Mathematical Calculation of electronegativity based on Mulliken Equation.
211	Content matter in the box entitled "Cosmic Abundance of Elements".
214	Data given in Fig 10.3 (Elements in sea)
247-256	Extraction, properties and uses of Compounds: Sodium Carbonate, Calcium Oxide, Calcium Hydroxide, Plaster of Paris, Cement
313	Content matter on refining of petroleum with Fig 15.7 and table 15.2
318	Flow chart on 'Constituents of Coal'
319	Table 15.3

Class XII

Page No. (NCERT Textbook)	Section/Content Area/Title
4-8	1.3, Fig. 1.2, 1.5 (content matter before 1.5.1)
30	Fig. 2.8
115-117	Mathematical treatment of Collision Theory and transition state and Fig. 6.7 (a) and 6.7 (b)
129	Fig 7.6
150-151	Content matter given in blue boxes
170	Content matter given in blue box (Demise of $d\pi - p\pi$ bonding model)
184-185	Content matter in blue boxes and Fig. 9.5
212	Fig. 10.12 (a)
214	Content matter in Green Box and Fig. 10.16
215	Figures of structures given in Green Box except Fig. on Cis-platin
225	Fig. 11.5
227	Fig. 11.7
244-245	Content matter and figures given in dirty-yellow coloured boxes
264	Content matter (Crown Ethers) given in blue box
310	Structure
321-322	16.3
327	Fig 17.1
333	Figures in green coloured box (structure of Amytopectin)
334-335	Structure of cel..... and Table 17.2
338	Fig. 17.4
339	Fig. 17.6
340	Fig. 17.8
349	Fig. 17.20
355-358	All complicated structures

360	Section 18.3 Cosmetica
362	Structures
363	18.5 (Pheromones, Sex attractants)
367	Content matter in blue colour box

Consequently, the above content areas in the said textbooks may be treated as deleted for examination and be studied only for enrichment and higher learning. It may also be noted that though these content-areas have been made non-evaluative for examination purpose; students may like to read/consult these aspects for continuity of the subject matter and for having additional useful information.

Apart from the above, it may also be noted that the students are required to identify only one Cation and one Anion in a given salt in qualitative analysis experiment in Class XII Practical syllabus. The same is applicable to Practical Examination for class XII.

The proposed changes will be effective from March, 2005 examination for Classes XI and XII and may be brought to the notice of all concerned.

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

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

"Shiksha Sadan" 17, Rouse Avenue, New Delhi - 110002.

AEO(P)/Acad./Psychology/o4

Date : 18.01.05

Circular No. 02105

To,

All the Principals of affiliated Schools
Offering Psychology.

**Sub.: Correction in the printed syllabus of Psychology for Class XII for the
Board examinations March 2006.**

Dear Principal,

The following corrections in Psychology syllabus for Class XII in the Senior School Curriculum 2006 may please be noted:-

Unit	Printed as follows	To be read as follows
6	Psychological Disorders (7 marks) (20 Pds.) Introduction; Developing as a psychologist- Interviewing Skills, Counselling, Skills (CASE STUDY), Testing Skills, Communication Skills; (Organizing rehabilitation services for physically, mentally and socially challenged); [EMPATHY, SELFDISCIPLINE (BOX)]	Psychological Disorders (7 marks) (20 Pds.) Introduction; What is abnormal behaviour?; Classification of Disorders; (DSM SYSTEM) [PERSPECTIVES ON UNDERSTANDING ABNORMAL BEHAVIOUR (BOX)]; Casual factors underlying abnormal behaviour; Major Disorders - Anxiety Disorders; [EPIDEMIOLOGY OF MENTAL ILLNESS (BOX)]; [POST-TRAUMATIC STRESS DISORDER (BOX)]; Mood Disorders; Schizophrenic Disorders; Personality Disorders; Substances related Disorders; Behavioural Disorders; [HIV-AIDS (BOX)]

- | | | | | |
|----|---|-----------|--|-----------|
| 7. | Therapeutic Approaches
(5 marks) | (16 Pds.) | Therapeutic approaches
(5 marks) | (16 Pds.) |
| | Introduction; What is abnormal behaviour?; Classification of Disorders; (DSM SYSTEM) [PERSPECTIVES ON UNDERSTANDING ABNORMAL BEHAVIOUR (BOX)]; Casual factors underlying abnormal behaviour; Major Disorders-Anxiety Disorder: [EPIDEMIOLOGY OF MENTAL ILLNESS (BOX)]; [POST-TRAUMATIC STRESS DISORDER (BOX)]; Mood Disorder; Schizophrenic Disorders; Personality Disorders; Substances related Disorders; Behavioural Disorders; [HIV-AIDS (BOX)] | | Introduction; Nature and Process of Therapy; Types of Therapies - Bio-Medical, Cognitive, Psycho-dynamic, Behavioural; Indigenous Therapies- Yoga, [REIKI (Box)]; Meditation; [LIMITATIONS OF THERAPY (BOX)]; Rehabilitation of mentally ill. (Regulations pertaining to Mental Health). | |
| 8. | Environment and Behaviour
(4 marks) | (10 Pds.) | Environment and Behaviour
(4 marks) | (10 Pds.) |
| | Introduction; Nature and Process of Therapy; Types of Therapies - Bio-Medical, Cognitive, Psycho-dynamic, Behavioural; Indigenous Therapies - Yoga, [REIKI (BOX)]; Medication; [LIMITATIONS OF THERAPY (BOX)]; Rehabilitation of mentally ill, (Regulations pertaining to mental health). | | Introduction; Man-environment relationship; [PERSONAL SPACE AND TERRITORIALITY (BOX)]; environmental stresses and their effects- Noise, Pollution, Crowding; Natural disasters; Promoting pro-environmental behaviours; [RECYCLING AND ENERGY CONSERVATION (BOX)]; [GREEN HOUSE AND NUCLEAR THREAT (BOX)]; [TRAGEDY OF COMMONS (BOX)]. | |
| 9. | Psychology in Organizational Setting
(4 marks) | (12 Pds.) | Psychology in Organizational Setting
(4 marks) | (12 Pds.) |
| | Introduction; Man-environment relationship; [PERSONAL SPACE AND TERRITORIALITY (BOX)]; environmental stresses and their effects - Noise, Pollution, Crowding; Natural disasters; Promoting Pro-environmental behaviours; [RECYCLING AND ENERGY CONSERVATION (BOX)]; [GREEN HOUSE AND NUCLEAR THREAT (BOX)]; [TRAGEDY OF COMMONS (BOX)]. | | Introduction; Structure and functions of organizations; Personnel selection; Training; Performance Appraisal; Work Motivation; Advertising and Marketing; [HUMAN RESOURCE DEVELOPMENT (HRD) (BOX)]. | |

- | | | |
|-----|---|---|
| 10. | Psychology and Social Problems
(4 marks) (10 Pds.) | Psychology and Social Problems
(4 marks) (10 Pds.) |
| | Introduction; Structure and functions of organizations; Personnel selection; Training; Performance Appraisal; Work Motivation; Advertising and Marketing; [HUMAN RESOURCE DEVELOPMENT (HRD) (BOX)]. | Introduction; Social Problems- Poverty, Social Disadvantage; Challenges for National Integration; Gender discrimination; Population explosion, Impact of media and communication revolution and Urbanisation. |

This information may be brought to the notice of all concerned teachers.

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

NO.D(A)/PA/2005/

March 28, 2005

Circular No.

All the Heads of institutions affiliated to CBSE

18/2005

Dear Principal

Based on the feedback received from teachers and students, the Board has decided to make following changes in the Accountancy syllabus for Class XII for the examination year 2006:-

Unit -2

(a) Multiplier as a method of valuation of goodwill is deleted.

Unit -4

(b) Private placement of shares will include only meaning of Employee Stock Option Plan.

ANALYSIS OF FINANCIAL STATEMENTS

Unit -6.2

The unit has been renamed as Cash Flow Statement

(b) Statement of changes in Financial Position on Working Capital concept is deleted.

COMPUTERISED ACCOUNTING

Unit -6.1

(b) Enhancements (of entity relationship model) is deleted.

(d) Concept of normalization -need and practical rules -deleted. (e) Structured Query Language will include only basic queries.

You are requested to bring these changes to the notice of your teachers and students. Kindly refer to the latest Senior School Curriculum for 2007 Examination of the Board.

Yours faithfully,

G.BALASUBRAMANIAN
DIRECTOR (ACADEMIC)

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

D(A)/ENGLISH CORE/2005

Dated: 28.03.2005

Circular No. : 20/2005

To,

All the Heads of the
CBSE affiliated schools

Subject: Revised books in English Core (Code No. 301) for Class XII for the session 2005-2006.

Sir,

The NCERT has revised the book **-English with A Purpose** for Class XII in English Core for the session 2005-2006.

The following are the changes in the revised book:

I. English With A Purpose -A Textbook for Class XII

Two lessons' **Box and Cox**' and' **Impeachment of Warren Hastings**' have been replaced by '**Importance of Being Earnest**' and' **A Man Who Had No Eyes**' respectively.

The revised book is available with the NCERT and can also be downloaded free of cost from the NCERT website (www.ncert.nic.in).

This may be brought to the information of all teachers and students opting for English Core for the March, 2006 examinations.

Yours faithfully,

G.BALASUBRAMANIAN
DIRECTOR(ACAD)

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

NO.D(A)/PA/2005/

March 15,2005

Circular No. 16/2005

All the Heads of institutions affiliated to CBSE

Dear Principal,

The Board is pleased to convey the following changes and modifications suggested by NCERT in the History portion of the Social Science syllabus for classes VI-X. It may be noted that these changes will be effective from the academic session 2005-2006.

UPPER PRIMARY STAGE (Class VI to VIII)

1. At the upper primary stage, the existing social science syllabus contains one unit each in classes VI-VIII that relates mainly to history. The content of these units i.e. unit II in classes VI-VII and Unit I in class VIII was drawn from Indian and, World History -from ancient to modern period. Now in Social Science syllabus Unit No.1 in each of the classes VI to VIII will be devoted to History.
2. As per the revised syllabus, number of unit will remain same i.e. (one) but its content will be restricted to Indian history. Besides, Unit I in each class will be devoted to history. Revised syllabus is enclosed for details of topics included in each class.
3. There is no change in the remaining Social Science syllabus except for change in the placement of units i.e. Unit 1 in class VI and VII will be numbered Unit II in both the classes.
4. There will be two textbooks of Social Science to be published by NCERT for each class. SOCIAL SCIENCE PART 1 will include History content and SOCIAL SCIENCE PART 2 will include the remaining two units of Geography, Civics and some components of Economics.

SECONDARY STAGE (Class IX- X)- effective for the Board's examinations 2006

1. There will be three units in the subject of Social Science for Classes IX and X.
2. Unit I in both the classes will deal with History and there is a change in the syllabus.
3. The unit I of the syllabus for Class IX and for Class X are being replaced by:-
 - Contemporary World in Class IX
 - Modern India in Class X

Note:-

1. Contemporary World for Class IX will consist of the chapters 9 to 13 of the book 'The Story of Civilization' -Volume II by Prof. Arjun Dev and published by NCERT.
2. Modern India for Class X will consist of the chapters 14 to 16 of the book 'The Story of Civilization' -Volume II by Prof. Arjun Dev and published by NCERT.
3. The units II and III of the book Contemporary India for Class IX and for Class X are being retained and there is no change in the syllabus.
4. Thus, there will be three text books for Social Sciences for Class IX and Class X respectively:-
 - a) Social Science Part I (History portion -comprising of the syllabus referred to above published by NCERT).
 - b) Social Science Part II (Geography, Civics & Economics textual material by NCERT).
 - c) Together Towards a Safer India (Part -2 for Class IX and Part 3 for Class X) (A book on Disaster Management published by CBSE).

The changed syllabus in history component (Social Sciences) for Class VI to VIII is enclosed. It is further reiterated that the examination for Social Science subject for the class X in 2006 will be held as per the above revised curriculum .You are requested to bring the revised syllabi to the notice of concerned teachers and students.

Yours faithfully,

SUGANDH SHARMA
EDUCATION OFFICER (COMMERCE)

REVISED 'HISTORY SYLLABUS' FOR CLASS VI-VIII, ACADEMIC SESSION 2005-06

UPPER PRIMARY STAGE

CLASS VI

UNIT I : ANCIENT INDIA

- Studying the past: sources and evidence
- Early phases of human life: hunting and gathering to food production
- Beginning of Civilization: the Bronze Age -Harappan Civilization, Vedic Culture .Iron Age: Megalithic culture of the Deccan and South India.
- Rise of Kingdoms and Empire in India I: Janapadas, Mahajanapadas and The age of Mauryas -Political, economic, social, cultural and religious developments.
- Rise of Kingdoms and Empires in India II: The rise of Sakas and Kushanas in the North and Satavahanas in the South -Political, economic, social, cultural and religious developments.
- Age of the Guptas, Vakatakas, Pallavas, Chalukyas and Vardhanas -important political, social and economic developments including trade, science and technology, religion, art and culture.
- India and the world: Social, cultural and economic contacts with the outside world.

CLASS VII

UNIT I :MEDIEVAL INDIA

- India and the World; West Asia -Arab civilization, advent of Islam; Europe -feudalism, trade and commerce; east and south-east Asia.
- Rise of small kingdoms in the North and South and their impact on society, economy and culture- Pallavas, Cholas, Rashtrakutas and Rajputs.
- Delhi Sultanate and regional powers: Vijayanagara and Bahmani Kingdoms, Mewar, Marwar and Kashmir.
- Social, economic, administrative, religious and cultural developments and the life of the people (early thirteenth to early sixteenth century) : Bhakti Movement, Sufism, art and architecture - Religious reform in Deccan and South.
- Mughal Empire: Coming of the Mughals and the Europeans; Political, social, economic and religious changes. Developments in science, technology, literature and art.
- Decline of Mughal Empire -the rise of independent states, foreign invasions..

CLASS VIII

UNIT 1 : MODERN INDIA

- World scenario -the industrial revolution -spread and consequences, search for markets and raw materials -European conquest of Asia and Africa -impact on world economy with special reference to India -East India Company and Indian states, . disintegration of the Mughal Empire and the rise and decline of Maratha power.
- British conquest of India -India in the eighteenth century -rise and expansion of British power.
- Impact of British rule in India -social, political, administrative, economic and cultural.
- Religious and social reform movements.
- Revolts against British rule -uprising of 1857 -continuation of armed resistance to the British -Kukas, Santhals, and other local movements.
- Birth of the Indian National Congress -Moderates and Radicals -partition of Bengal - Khilafat and Non-cooperation movement -Lucknow session of Congress -rise of Gandhi -role of Gandhi, non-violence, mass movements -developments leading to partition and independence of India.

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

NO.D(A)/PA/2005/

March 12, 2005

Circular No:17/2005

All the Heads of institutions affiliated to CBSE

Subject: Changes in the syllabi of History at the Senior School level

Dear Principal,

The revised syllabus of History incorporating the changes and modifications suggested by the NCERT at the Senior School level is enclosed for information of the schools. This syllabus will be applicable from the academic year 2005-2006 both for Classes XI & XII. It means that the students who would be appearing for Class XII examination in March 2006 will be appearing in the revised syllabus. You are requested to also note the list of History books prescribed in this regard.

You may kindly bring this to the notice of all practicing teachers and students.

Yours faithfully,

G. Balasubramanian
Director (Academic)

21. History (Code No. 027)

Rationale

After ten years of general education the two years of senior secondary stage aims at initiating the pupil into the study of courses in a few subjects of his/her choice. This stage is very significant both as a terminal stage of school education enabling the pupil to enter life and as a preparatory stage equipping him/her to pursue higher academic studies in a few selected subjects.

For the first ten years of schooling, history forms an integral part of the social science curriculum in general education. It aims at introducing the pupil to some of the main trends and developments in the history of India and of the world.

History as an independent discipline is being introduced at the senior secondary stage. The pupil may be initiated into a systematic study of the subject for the first time and introduced to the rigours of the discipline. .

While developing these courses, care has been taken to devise them in conformity with the approaches and findings of modern historical scholarship. Details of dynastic and administrative history and biographical details have been reduced to the minimum and necessary emphasis has been given to the study of social and economic forces, political institutions and cultural and scientific developments. While devising courses in Indian history, an attempt has been made to enable the pupil to develop an understanding of developments in all parts of the country and not only of those areas which were important as centres of large kingdoms and empires. The course on history of the contemporary world aims at promoting an understanding of the contemporary world in a historical perspective.

Objectives

The objectives of the history courses at this stage may be as follows:

- to initiate the pupil into methods of historical enquiry;
- to provide authentic historical knowledge and understanding of those regions and periods which the pupil has chosen to study; .to develop an attitude of studying the past in its context;
- to help develop a spirit of enquiry and critical appreciation of the past so that pupil's personality is free from prejudices and bigotry, parochialism and communalism;
- to help develop an understanding of the importance of historical perspective in the study of contemporary issues and problems.

CLASS XI

Paper One

Time: 3 hours

100 Marks

Unit	Periods	Marks
PART A -ANCIENT INDIA		
1. Introduction	8	7
2. Paleolithic Cultures and Beginning of settled Life	4	
3. The Harappan Civilization	8	
4. The Early Vedic Period	8	7
5. Later Vedic Phase and Iron Age	5	
6. South and North-East India	2	
7. Religious traditions	10	5
8. Mahajanapada	4	2
9. Mauryas	10	9
10. Society, Economy and Culture during Mauryan period	5	
11. Post-Mauryan India	6	
12. The age of India from Guptas and after	8	8
13. The Society and Culture in the age of Guptas and Harsha	8	
14. Social, Economic and Cultural life in Ancient India	10	7
15. Map Work	8	5
PART B -MEDIEVAL INDIA		
16. Rise of Islam In Arabia	4	2
17. North India between 800 AD -1000 AD	8	4
18. South India between 900 AD - 1200 AD	6	

19. Advent of turks	2	}	
20. Founding of Delhi Sultanate and Expansion	18		7
21. Rise of Vijayanagar and Bahmani Kingdoms	4	}	
22. Distintegration of Delhi Sultanate and emergence of independent States	5		4
23. Socio-economic and religious development during the Sultanate	6		4
24. Founding of the Mughal Empire	8	}	
25. Expansion and consolidation of Mughal Empire	8		8
26. Struggle for succession	9	}	
27. Rise of Maratha Power	9		7
28. Social-Cultural and religious developments under the Mughals	6		4
29. Map Work	5		5
30. Project Work			5

Class XI : Ancient India

- 1. Introduction :-** Traditions of History Writing - Beginning of Modern Historiography - Sources of Ancient India: Literary - Archaeological - Foreign Accounts - Geographical Background of Indian History.
- 2. Paleolithic Cultures and Beginning of Settled Life:-** Paleolithic period - Mesolithic - Neolithic Age - Beginning of the settled life - Agriculture and Domestication of animals, Chalcolithic cultures.
- 3. The Harappan Civilization:-** Phase, Extent and Antiquity-Town Planning - Buildings, Drainage Great Bath, Granaries, Fortification, etc.- Economic Activities: Weights and measures, Tools and Implements, trade, commerce and industries. Religious Life-Funerary Customs - Art and Aesthetics - Dress - Ornaments. Harappan Script - Contacts with other Contemporary Civilizations.
- 4. The Early Vedic Period:-** Rig Vedic India - Geographical Extent - Religious Traditions, Political Organization - Sabha, Samiti, Rashtra, etc. Society and Economy.
- 5. Later Vedic Civilization and Iron Age :-** Geographical Extent - Society and Economy - Settlements in Ganga Plains - Iron Phase.
- 6. South and North East India :-** South India from Megalithic Culture to Sangam Age - The Archaeological Cultures of Eastern India.
- 7. Religious Traditions :-** The Rise and Growth of Jainism - Doctrines and the philosophy - Spread of Jainism - Contribution of Jainism - Gautam Buddha - Early Life - Dhamma - The doctrines of Buddhism - Sangha - Spread of Buddhism - Vaishnavism and Shaivism - Six Schools of Philosophy.
- 8. Mahajanapadas:-** The Sixteen Mahajanapadas -The Republics - Rise and Expansion of Magadhan Empire - Iranian and Macedonian Invasion and their Impact.
- 9. Mauryas :-** Rise of Chandragupta Maurya - Ashoka and his conquests - Extent of Mauryan Empire - Arthashastra - Mauryan Administration.
- 10. Society, Economy and Culture During and After Mauryan period :-** Society - Economy -Religion - Art and Architecture - Language - Science and Technology - Artisans and their Organisation - Trade and Commerce - Ashokan Inscriptions - Ashoka and spread of Buddhism - The Decline Of Mauryas.
- 11. Post - Mauryan Period :-** The political situation in Post - Mauryan Period: the Shungas and Satavahanas - Chedis - Cholas - Pandyas - Cheras - Pallavas - Kanvas - The Indo Greeks - Sakas and the Parthians - The Kushanas. The Rise of Powers in North and East - Satraps of Western India.
- 12. The Age of Guptas and After :-** The emergence of the Guptas - Chandragupta I, Samudragupta and Chandragupta II. - Expansion and Consolidation of Gupta Empire - Gupta Polity - Administration - The Later Guptas and the Decline of the Dynasty - Hunas - India after the Decline of Guptas - Rise of Vallabhis - Gauda -Pallavas, Gangas, Chalukyas, Kadambas, Rashtrakutas - North India after the Guptas - Harsha's kingdom. Other Dynasties of Deccan and the South.
- 13. Society and Culture in the age of Guptas and Harsha:** - Literature - Sanskrit - Tamil - Foreign accounts - Buddhism - Jainism - Vaishnavism - Shaivism - Minor Religious Sects - Art and Architecture - Science and

Technology-Social Conditions -Education-
Economic conditions -Trade and Commerce-
India and the Outside World -Cultural
Interaction with Outside World with Special
Reference to South - East Asia.

14. Social, Cultural, Economic life of Ancient India :- Language and Literature-Religion and Philosophy-Social and Economic life-Art and Architecture-Science and Technology-Trade and Commerce Crafts-Spread of Indian Culture Abroad with Special Reference to East Asia

15. Map Work

Class XI : Medieval India

16. Rise of Islam in Arabia :- Arab expansion in East and South East Asia - Arab invasions.

17. North India between 800 AD -1000 AD :- Emergence of Gurjara - Pratiharas - Conflicts between Pratiharas, Palas and Rashtrakutas. The struggle for domination. Other Dynasties of Northern India - Chandelas, Parmaras, Chauhans and Kalchuris, Gahadvalas.

18. South India between 900 AD -1200 AD :- The Chola empire-Rise of Chola Empire - Their conquests, administration, cultural activities

19. Advent of the Turks:- The Gazhnnavids - Mahmud Gazhnnavi -Impact of his Invasions - The Rajput States -Conquests of Lahore, Thaneshwar, Mathura, Kannauj and Somnath-Muhammad Ghauri. Political Condition of India in Twelfth Century A..D.

20. Founding of Delhi Sultanate and Expansion : - Mameluks - Alauddin Khalji -Tughlaks - Expansion of Empire - Administration and - Economic reforms.

21. Rise of Vijayanagar and Bahmani Kingdoms :- The Vijayanagar Empire - Conflict with Bahmani kingdom. Religious and Cultural life of Vijayanagar

22. Disintegration of Delhi Sultanate and Emergence of Regional States :- Sindh, Gujarat, Malwa, Bahmani and its Five Successor States. Sayyids, Lodhis and Afghans.

23. Economic, Social, Religious and administrative changes during the Sultanate :- Bhakti and Sufi Movements - Language and Literature.

24. Founding of Mughal Empire :- Babur's invasion-First battle of Panipat 1526-Battle of Khanwa-Afghans at Delhi-Humayun-Sher Shah struggle.

25. Expansion and consolidation of Mughal Empire:- Akbar, Jehangir and Shahjahan - Expansion and consolidation of Mughal Empire. Religious reforms and Rajput policy - Reorganization of Administration and Army.

26. Struggle for Succession:- Aurangzeb-Religious and Administrative Policies-Sikhs Founding of Khalsa, Bundelas, Jats, Satnamis and Rajputs. Disintegration of Mughal Empire.

27. Rise of Maratha Power :- Shivaji and Aurangzeb-Bijapur, Golconda, Ahmadnagar and Bidar-Mughal-Maratha struggle -Shivaji's Administration and Achievements.

28. Economic, Social, Cultural, Religious developments under the Mughals.

29. Map Work

30. Project Work

CLASS XII

Paper One

Time: 3 hours

100 Marks

Unit	Periods	Marks
PART A - MODERN INDIA		
1. India in the Late Eighteenth Century	10	10
2. Coming of the Europeans and the Rise of the British	10	
3. India Under East India Company (1757-1857)	06	
4. Uprising of 1857	04	10
5. Changes after 1857	10	
6. Social & Cultural and Religious Awakening in the 19th Century	10	10
7. Indian National Congress (1885-1905)	08	
8. Growth of Nationalism (1905-1918)	16	
9. Rise of Gandhi in Indian Political scene (1915-20)	10	
10. Struggle for Swaraj and making of Indian Constitution	16	12
11. Map Work	06	05
PART B - CONTEMPORARY WORLD		
12. Introduction	04	05
13. The world from the end of the 19th Century to the end of the First World War	14	
14. The World from 1919 to 1939	16	07
15. The Second World War	10	10
16. The World after Second World War	12	
17. Development in Asia and Africa	10	07
18. Khurshev Era in U.S.S.R	10	
19. Development in Science and Technology	06	
20. Development in Art, Literature, Media and Culture	06	06
21. Map Work	06	05

Class -XII : Modern India

- 1. India in the Late Eighteenth Century :-** Disintegration of Mughal Empire and Rise of Marathas -Emergence of Regional Subahs- Awadh, Bengal, Hyderabad, Mysore, Kerala - Rajputs .Social, economic and cultural life.
- 2. Coming of the Europeans and the rise of the British :-** European Settlements in India - Anglo -French Rivalry in South India - British Successes in Bengal (Plassey 1757) - Buxar (1764) -Dual Administration in Bengal.
- 3. India under East India Company (1757-1857) :-** Administrative, Judicial, Revenue Organization -Education and Language - Religious and Social Policy -Economic Policy Agriculture and crafts.
- 4. Uprising of 1857: -**Cause of the Revolt -its spread -nature and repression.
- 5. Administrative changes after 1857 :-** Economic Impact of the British Rule-condition of the artisans, peasantry, landlords -problems of agriculture and industries.
- 6. Social, Cultural and Religious Awakening in the 19th Century :-** Rammohun Roy, Ishwar Chandra Vidyasagar -Brahmo Samaj - Ramkrishna -Vivekanand -Swami Dayanand and Arya Samaj -Jotiba Phule - Veerasilingam -The Aligarh School.
- 7. Indian National Congress 1885-1905) :-** Its Character, Demands and Methods of struggle.
- 8. Growth of Nationalism 1905-18) :-** Partition of Bengal and Swadeshi Movement -Militant Nationalism -ideas and practices. Congress Split at Surat (1907) -Repression of Nationalists and revolutionaries -Formation of Muslim League -Government of India Act. 1909 -Annulment of Bengal Partition (1911)- Outbreak of the First World War -Annie Besant's Home Rule Movement -Lucknow Pact between Congress and Muslim league (1916) -Ghadr Party -Harding Bomb Case.
- 9. Rise of Gandhi in Indian Political Scene 0915-1920) :-**Return from South Africa with New Ideology-Ahimsa and Satyagraha-Hind Swaraj (1909)-Constructive Programme-Swadeshi and Swaraj-Opposition to Council Entry .
- 10. Struggle For Swaraj and Making of Indian Constitution: -**Montagu -Chelmsford Reforms -Rowlatt Act -Jallianwala Bagh Massacre -Simon Commission -Nehru report Gandhiji's Satyagrahas-Local Experiments- Champaran, Kheda and Ahmedabad Jallianwala Bagh Massacre-Non-cooperation (1920)- Khilafat and Swaraj-Civil Disobedience (1930)- Government of India Act 1935, Individual Satyagraha (1940) -Quit India Movement (1942) -INA -Constitutional development after the Second World War - Communalism and partition of India -the achievement of Independence -Immediate problems of the Independent nation.
- 11. Map Work**

Class XII: The Contemporary World

- 12. Introduction :-** Contemporary period in world 1 history -Distinction between contemporary history and modern history-Characteristic features of contemporary history -A survey of the historical background of the contemporary world.
- 13. The World from the end of the nineteenth Century to the end of the First World War: -**Developments leading to the First World War -Consequences of the War and its impact on India -The Russian Revolution.

- 14. The World from 1919 to 1939 :-** League of Nations-Fascism in Italy-Economic depression- Its economic, social and political consequences-Nazism in Germany-The New Deal-Growing importance of the U.S.A.-developments in Britain and France-Emergence of the U.S.S.R.-Developments in Africa and Latin America-Nationalist movements in Asia-Militarism in Japan and its emergence as a world power. Aggression and Appeasements-Japanese invasion of China-Italian invasion of Ethiopia-Germany's role in world affairs-Civil War in Spain.
- 15. The Second World War:** -Causes of the Second World War-German, invasion of Poland and outbreak of war-Fall of France-Invasion of the USSR-US in the War. The Atom Bomb-End of the War-Destruction caused by the War-Plans of the post-War reconstruction-United Nations-UN Declaration of Human Rights.
- 16. The World After The Second World War:-** General Features-Political composition of the world after the Second World War-Disintegration of the colonial system-Neocolonialism-Emergence of the. U.S.A. and U.S.S.R. as world powers-Formation of Israel-Formation of N.A.T.O. and Warsaw pact-Cold War-Socio-economic impact of cold war in Europe- Formation of N.A.M.
- 17. Development in Asia And Africa :-** Revolution in China-Tibet and Indo-China relations-Success of the movements of national independence -Vietnam -National Liberation movements in Africa -Struggle against apartheid -Narayan Meghaji
- 18. Khurschev Era in U.S.S.R :-** Soviet Foreign Policy -Turmoil in Eastern Europe -Poland, Czechoslovakia and Romania -Mikhail Gorbachev -Disintegration of Soviet Union - Decline of Communism and its impact
- 19. Development in Science and technology:-** New sources of energy-Industrial production-Transport and communications-Developments in biological sciences- Information technology.
- 20. Development in Art, Literature. Media and Culture:-** Literature and art in the contemporary world. Impact of the revolution in communications-The mass media-Newspapers, Radio, Cinema, Television and Computers
- 21. Map Work**

List of Books Recommended

Class XI

S.No.	Name of The Book	Name of the Publisher
1.	Ancient India (History) By Prof R.S.Sharma	NCERT Publication
2.	Medieval India (History) By Prof. Satish Chandra	NCERT Publication

Class XII

S.No.	Name of The Book	Name of the Publisher
3.	Modern India (History) By Prof Bipin Chandra	NCERT Publication
4.	Contemporary World (History) Part I & II By Arjun Dev and Others	NCERT Publication

Evaluation

CENTRAL BOARD OF SECONDARY EDUCATION

17-B, I.P. ESTATE, NEW DELHI-110002

ACAD/D(A)/PA/38/99/61038-67037

Dated : 8-7-99

Circular No: 14

All the Heads of institutions
affiliated to CBSE

Sir/Madam,

As you are aware the Central Board of Secondary Education has introduced the scheme of "School-based Evaluation" based on continuous and comprehensive evaluation of students. This certificate is to be issued to all candidates who will be completing a course of study of ten years and would be appearing in the All India Secondary Examination of the Board in March 2000. This projects a broad profile of the learner in terms of his attributes, attitudes, interests etc. This certificate will be in addition to the mark-sheet and the passing certificate issued by the Board after the examination conducted by the board. This certificate will be issued by the school concerned under the directions of the Board.

The Board has prepared broad guidelines to schools on the methods and strategies for implementation of the scheme. A model of the certificate is also enclosed. The schools are required to strictly follow the prescriptions given by the Board in terms of the size, the colour, the quality and the pattern so that a basic uniformity exists in the certificate being issued by all the affiliated institutions of the Board.

The Board will also be shortly organising appreciation programmes for Principals to support the effective implementation of the scheme.

You are requested to ensure the successful implementation of the scheme in your school.

Yours faithfully,

G. Balasubramanian
Director (Academic)

मान्यता क्रमांक

Affiliation No. : _____

विद्यालय का नाम और पता
SCHOOL'S NAME & ADDRESS



विद्यालय-आधारित मूल्यांकन प्रमाण पत्र

(केन्द्रीय माध्यमिक शिक्षा बोर्ड, दिल्ली के निर्देशानुसार निर्गमित)

CERTIFICATE OF SCHOOL-BASED EVALUATION

(Issued as per the directive of Central Board of Secondary Education, Delhi)

सत्र SESSION _____

01. विद्यार्थी का नाम : _____
Name of Pupil
02. जन्म तिथि : _____
Date of Birth
03. पहचान चिह्न : _____
Identifications Marks
04. माता का नाम : _____
Mother's Name
05. पिता का नाम : _____
Father's Name
06. प्रवेश संख्या : _____
Admission No.
07. रजिस्ट्रेशन संख्या : _____
Registration No.
08. बोर्ड परीक्षा अनुक्रमांक : _____
Board's Roll No.

विद्यार्थी का फोटो एवं हस्ताक्षर
प्रधानाचार्य द्वारा सत्यापित
(विद्यालय सील के साथ)

STUDENT'S PHOTO WITH SIGNATURE
(Attested by the
School Principal along
with School Seal)

भाग-1 : शैक्षिक अंकन
PART-I : ACADEMIC PERFORMANCE

क. A.

क्रम सं. S.No.	कक्षा IX Class IX						कक्षा X Class X				
	प्रथम सत्र First Term		द्वितीय सत्र Second Term		अंतिम सत्र Final Term		प्रथम सत्र First Term		द्वितीय सत्र Second Term		
01.	भाषा - 1 Language-I	%	Grade	%	Grade	%	Grade	%	Grade	%	Grade
02.	भाषा - 2 Language-II										
03.	गणित Mathematics										
04.	विज्ञान Science										
05.	सामाजिक विज्ञान Social Science										
06.	अतिरिक्त विषय Add. Optional Sub.										

ख. B.

क्रम सं. S.No.	क्रियाकलाप Activity	कक्षा IX Class IX			कक्षा X Class X		
		प्रथम सत्र First Term	द्वितीय सत्र Second Term	अंतिम सत्र Final Term	प्रथम सत्र First Term	द्वितीय सत्र Second Term	अंतिम सत्र Final Term
01.	कार्य अनुभव Work Experience						
02.	कला शिक्षा Art Education						
03.	शारीरिक एवं स्वास्थ्य-शिक्षा Physical And Health Education						

- नोट : 1. अर्धवार्षिक परीक्षा लेने वाले विद्यालय दो कॉलम में भरें।
2. प्रथम भाग में प्रतिशत अंक के साथ संपूर्ण ग्रेड ही भरें। अन्य में 5 बिन्दु ग्रेड मापनी का प्रयोग करें।

- Note : 1. Schools following half yearly assessment need to fill in only two columns.
2. In Part A, absolute grades be given along with marks in percentage. In others 5 pt. scale of grades to be followed.

भाग-2 क : व्यक्तिगत एवं सामाजिक गुण
PART-2 A : PERSONAL & SOCIAL QUALITIES

क्रम सं. S.No.	लक्षण Quality	कक्षा IX Class IX		कक्षा X Class X
01.	नियमितता Regularity			
02.	समयनिष्ठा Punctuality			
03.	अग्रगम्यता Initiative			
04.	स्वच्छता Cleanliness			

भाग-2 ख : मनोवृत्तियाँ एवं मान्यताएँ
PART-2 B : ATTITUDES & VALUES

क्रम सं. S.No.	वृत्ति Attitude	कक्षा IX Class IX		कक्षा X Class X
01.	अध्यापकों के प्रति Towards Teachers			
02.	सहपाठियों के प्रति Towards Schoolmates			
03.	विद्यालय निहित कार्यक्रमों के प्रति Towards School Programmes			

भाग-3 : पाठ्यसहगामी क्रियाएँ
PART-3 : CO-CURRICULAR ACTIVITIES

क्रम सं. S.No.	क्रिया कलाप Activities	कक्षा IX Class IX		कक्षा X Class X
		प्रथम सत्र First Term	द्वितीय सत्र Second Term	
01.				
02.				
03.				

नोट : विद्यार्थी द्वारा विद्यालय में या विद्यालय के बाहर किसी साहित्यिक, नाट्य, संगीत, नृत्य अथवा खेल-कूद आदि प्रतियोगिता में प्राप्त किया कोई भी सम्मान, पारितोषिक अथवा प्रतिभागिता यहाँ दर्शाई जा सकती है।

Note : Any awards or achievements or participation made by the students either in the school or outside can be reflected here, which may include drama, Music, Dance, Arts, Games, Sports etc.

कक्षा अध्यापक के हस्ताक्षर/Class Teacher's Signature

प्रधानाचार्य के हस्ताक्षर/Principal's Signature

सतत् एवं व्यापक मूल्यांकन

CONTINUOUS AND COMPREHENSIVE EVALUATION

उद्देश्य THE PURPOSE

1. सतत् एवं व्यापक मूल्यांकन के माध्यम से विद्यालय की सम्पूर्ण शिक्षण अवधि में शैक्षिक एवं शिक्षोत्तर पक्षों के मूल्यांकन द्वारा शिक्षार्थी का सम्पूर्ण पार्श्वदृश्य प्रस्तुत किया जाता है।
Continuous and Comprehensive Evaluation is intended to provide a holistic profile of the learner through assessment of both scholastic and non-scholastic aspects of education spread over the total span of instructional time in school.
2. इसके माध्यम से शिक्षार्थी के ऐ सकारात्मक गुणों की पहचान की जाती है जो सामान्यतः बोर्ड की परीक्षाओं के द्वारा चिह्नित नहीं किये जा सकते।
It helps to identify those positive attributes of the learner which are not usually assessed during the examinations conducted by the Board.
3. कक्षा IX और X के दो वर्ष की मूल्यांकन अवधि के दौरान विद्यालय को शिक्षार्थी में अन्तर्निहित विभिन्न क्षमताओं को पहचानने का अवसर उपलब्ध होता है।
As it is spread over a period of two years in class IX and X it provides several opportunities for the school to identify the latent talents of the learners in different contexts.
4. यह अभिलेख बोर्ड द्वारा संचालित परीक्षाओं के फलस्वरूप प्रदत्त अंकविवरणिका के सहायक अभिलेख के रूप में प्रदान किया गया है।
This document is supportive to the statement of marks issued by the Board after the examination conducted by it.
5. विद्यालय द्वारा यह अभिलेख बोर्ड के निर्देशों के अधीन प्रदान किया गया है।
This document is issued by the school under the directions of the Board.

ग्रेडिंग THE GRADING

शिक्षार्थी को विभिन्न अधिवृत्तियों/विशेषताओं/दक्षताओं/निपुणताओं की पहचान विद्यालय द्वारा पांच सोपनीय पैमाने पर की गयी है। पैमाने का प्रत्येक सोपान सम्प्राप्तियों के स्तर को निम्नवत प्रदर्शित करता है।
The several attitudes/traits/competencies/skills of learners are identified by the school on a five point scale. Each grade of the scale refers to the following level of performance.

Grade	ग्रेड	सम्प्राप्तिसतर	Level of Performance
A	ए	उत्कृष्ट	Excellent
B	बी	उत्तम	Very Good
C	सी	अच्छा	Good
D	डी	सामान्य	Fair
E	ई	असंतोषजनक	Unsatisfactory

CENTRAL BOARD OF SECONDARY EDUCATION

**ACADEMIC BRANCH, SHIKSHA SADAN
17, ROUSE AVENUE, NEW DELHI-110002**

Circular No.05/O4

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

13th February, 2004

Dear Principal,

Sub.Continuous and Comprehensive Evaluation - Reg

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

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

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

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

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

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

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

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

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

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC BRANCH, SHIKSHA SADAN
17, ROUSE AVENUE, NEW DELHI-110002

CIRCULAR No. 18/04

D(A)/CCE/04

29th March 2004

To,

All Heads of Institutions
Affiliated to the Board

Dear Principal,

Sub: Continuous and Comprehensive Evaluation in Primary classes

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

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

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

Yours faithfully,

G. Balasubramanian
Director (Academic)

**CENTRAL BOARD OF SECONDARY EDUCATION
2 COMMUNITY CENTRE, PREET VIHAR, DELHI-110090**

NO.D(A)/PA/ 2005

25th January, 2005

Circular No: 05/2005

All the Heads of Institutions affiliated to CBSE

Subject: Alternatives to Home work -Reg.

Dear Principal,

The Board had introduced the concept of Alternate to Home work from class III of the current academic year (2004-05). The objective of the course was to provide opportunities to the students to use the time available at home for enhancing their emotional rapport with family; and to address to certain core issues like admiration for nature, appreciation of aesthetics, ; eco-sensitivity, communication skills etc., The Board had also prepared guidelines to schools on Alternatives to Home work so that the schools get a formal design of the content, pedagogy and strategy envisaged by the Board. I am pleased to forward to you a complementary copy of the Book. You may obtain more copies for your school from the Book stores either at the Head quarters of the Board or from the Book stores of the Regional offices of the Board.

The concept of alternative to home work calls for adequate planning on the part of the teachers and school to design child-friendly activities that would enhance their love for the environment, family and help them to develop as competent citizens of the country. The skills identified either through activities, role-plays or projects could be made a part of co-scholastic activities also. These skills are not to be evaluated formally but the behavioural changes brought out by the empowerment of these skills could be reflected as positive inputs in the School Achievement Record of the individual learners. The training of teachers will be conducted from April 2005. You may like to avail of the facility and all such training schedules will be put up in the Board's website. Alternatively if, the Sahodayas do come forward for training, adequate support will be provided by the Board. It may also be necessary to take the parents into confidence in implementing the activities enlisted so that they understand the spirit of this concept and provide necessary assistance and support to their wards in their learning situations outside the school premises.

Your co-operation in effective implementation of the above scheme is solicited.

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC BRANCH, SHIKSHA SADAN

17, ROUSE AVENUE, NEW DELHI-110002

CIRCULAR NO. 02/04

D(A)/PA/CBSE/IE/04

28TH January, 2004

To,

All Heads of Institutions
Affiliated to the Board

Dear Principal,

Sub: Introduction of Internal evaluation at the secondary stage in Social Science -Reg

As you are aware, the CBSE has been taking several initiatives to bring greater academic vibrancy in the affiliated institutions through paradigm shifts in the content development, pedagogy and through tools of evaluation. The Board believes that learning is a purposeful and meaningful activity aimed at developing the holistic profile of the learner through multifaceted endeavours. This calls for enriched activities to promote Multiple Intelligence, critical thinking and creative pursuits.

It is often claimed that the focus exclusively on the external examination normally promoted rote learning and stress for achievement in the terminal examination. In order to bring a paradigm shift in examination focused learning, the Board had decided earlier to introduce continuous and comprehensive evaluation of various faculties in the affective and psycho-motor domains in classroom situations. As a part of its on going exercise, the Board has presently decided to introduce internal evaluation in the subject of social sciences from class IX onwards from the ensuing academic year 2004-05.

The salient features of the internal evaluation will be:

1. It will be a school based evaluation.
2. It will cover both classes IX and X.
3. It will commence in class IX from the ensuing academic year 2004-05 and the first batch of students in this proposed methodology will appear in the secondary school examinations to be held in March 2006.
4. It will be continuous and comprehensive

5. The extent of internal evaluation will be to the extent of 20 percent of weightage of the total marks allotted for the subject.
6. The internal evaluation will be both formative and summative.
7. The focus of the internal evaluation will be to assess the various skills of the learners during the process of learning.
8. The evaluation will be done as per the guidelines and format given by the Board. .
9. The performance of the learners in the internal evaluation will be reflected in the form of grades.
10. The performance of the students in the internal evaluation will be reflected in the Certificate of Marks/grades being issued by the Board after the secondary school examinations.

A copy of the scheme of the proposed internal evaluation will be sent to all the affiliated schools shortly. The method of internal evaluation will be extended to other subjects also in due course.

Yours faithfully,

G. Balasubramanian
Director (Academic)

**CENTRAL BOARD OF SECONDARY EDUCATION
DELHI**

D(A)/PA/SBE/04

CircularNo.: 06/04

11th February, 2004

All Heads of Institutions
Affiliated to the CBSE

Sub: Guidelines for School Based Evaluation in Social Science

Dear Principal,

As you are aware the attention of the schools have been drawn vide circular No. 02/04 dated 28th January, 2004 to the scheme of school based evaluation introduced by the Board in the subject of Social Science in class IX from the ensuing academic year and subsequently in class X in the academic year 2005-06. A total of twenty marks have been allotted for the internal evaluation.

In order to facilitate the schools with the objectives of the scheme of school based evaluation and to implement the same in an effective manner, the Board has drawn certain guidelines to schools. You are requested to kindly go through the scheme carefully and issue necessary instructions to the concerned teachers in this regard. It is also important that the teachers teaching the subject are fully aware of the meaning and spirit of the scheme so that the pedagogy can be improved and better quality of transaction is brought about in the classrooms.

Yours faithfully,

G. Balasubramanian
Director (Academic)

Acknowledgements:

We gratefully acknowledge the support and guidance given by:

1. Dr. Pitam Singh, Former Professor,
Head, Dept. of Evaluation & Measurement
NCERT, New Delhi
2. Mrs. Mahrukh Singh, Principal
Mother's International School, New Delhi
3. Mrs. Shyam Chona, Principal
Delhi Public School, R.K. Puram, New Delhi
4. Mr.G.S.Negi,Principal
Bharathiya Vidya Bhavan's Mehta Vidhyashram, K.G. Marg, New Delhi

CBSE:

1. Sht:i Ashok Ganguly
Chairman, CBSE
2. Shri G. Balasubramanian
Director (Academic), CBSE
3. Shri Pavnesh Kumar
Controller of Exams, CBSE
4. Smt. Sugandh Sharma
Education Officer, (Commerce) CBSE

**SCHEME OF SCHOOL BASED
EVALUATION (SBE) IN SOCIAL SCIENCE
AT THE SECONDARY LEVEL**

(Effective from Academic Session 2004-05)

1. INTRODUCTION

Successful learning depends largely on effective teaching and the quality of evaluation system. Evaluation, therefore, needs to be integrated with the process of teaching and learning. With this in mind, CBSE as a pace setting Board has been continuously making efforts to mould its evaluation system in such a way that it reflects child's personality holistically in a reliable and valid manner. At the same time .it should provide constant feed back regarding the appropriateness of course content, effectiveness of class room processes and quality of the evaluation tools and techniques.

The general criticism against the present evaluation system is that it :

- focuses on cognitive learning outcomes only;
- ignores the non-cognitive aspects, which are the vital component of human personality;
- lays too much emphasis on memorization even in cognitive areas;
- gives less emphasis on abilities and skills that require higher mental operations like problem solving, creative thinking, analyzing, synthesizing, inferring, arguing etc.;
- does not provide for the application of multiple techniques of evaluation like oral testing, observations, projects, assignments, practical examinations, interviews, rating scales, check lists etc.;
- resorts only to use of written test for evaluating students.

Over the years, examinations have grown to be the all powerful determinant of the strategies of teaching and learning. All educational activities are geared to the requirement of examinations. To overcome these and many other deficiencies of the examinations, CBSE has undertaken various measures of examination reforms such as- preparing the design and blue print of question papers, publishing sample question papers, detailed marking schemes and performance analysis. Evaluation at the nodal centres under the effective supervision of one Head Examiner and Additional-Head Examiner and introduction of comprehensive and continuous evaluation at the school level in Class IX and class X and assessment of scholastic as well as co-scholastic aspects of learner's development are other reform measures introduced by CBSE.

CBSE has prescribed internal evaluation in the subjects having practicals at the Class X level in certain subjects and the performance of the learner in practical examinations evaluated at the school level is reflected in the board's Statement of Marks.

Yet the need for making the evaluation system, more holistic and comprehensive still exists because of the following reasons :- .

- To reduce dominance of written examination by inclusion of multiple techniques of evaluation such as -Practicals, Projects, Oral Testing, Observations, Interviews, Questionnaires, Check List etc.
- To complement the assessment of cognitive learning outcomes with that of non-cognitive outcomes that are the vital components of human personality, through school based/internal evaluation on a continuous basis.

- To destress the examination system, as the fear of public examination has come to exert serious adverse effects on the child's physique and psyche.

To achieve the above objectives, CBSE has decided to introduce School Based Evaluation in Social Science subjects at Class X level using multiple techniques of evaluation as mentioned above. This would enable us to use evaluation as a tool of bringing quality in education and also expand the scope and techniques of evaluation. The provision of internal evaluation is already existing in certain subjects at Class IX & X level, such as-Communicative Sanskrit, Music, Painting, Home Science, Science and Type Writing (Commerce). But it does not get reflected in the board's certificate in an elaborate manner except the marks scored by the child in practical examinations conducted internally by the school. With the introduction of internal School Based Evaluation (SBE) in Social Science, the achievement of the students would also be reflected in the Board's Statement of Marks.

1. SUGGESTED WEIGHT AGE: 20% of total marks in Social Science would be set aside for this purpose as per the details given below:

Unit No.	Title of Unit	Present allocation of Marks	Proposed allocation of Marks.
CLASS IX			
I	India in the Twentieth World	35	28
II	Making of a Modern Nation	25	20
III	Land and the People	40	32
	Total	100	80
CLASS X			
I	Heritage of India	20	16
II	Resources and their Utilization	40	32
III	Economic and Social Development	40	32
	Total	100	80

Marks Allocation for School Based Evaluation

ASPECTS	MARKS
1. Tests (Formative and Summative)	10
2. Assignments -School & Home Assignments	05
3. Project Work	05
TOTAL	20

2. INSTRUCTIONAL TIME FOR SCHOOL BASED EVALUATION :

Instructional time, which would be required, for school based evaluation would be earmarked. Presently, a total of 210 periods have been assigned in a year for transacting the prescribed syllabus of Social Science in Class IX & X separately. Since many of the activities falling within the compass of different aspects mentioned above would have to be undertaken in the class-room itself, at least 40 periods, therefore, in a year be earmarked for carrying out school based evaluation in Class IX & X separately.

3. BASIS OF SCHOOL BASED EVALUATION:

The following components are to be included:

- Written test for diagnostic & remedial purposes.
- Assignments - school and home - for enforcement and enrichment of learning.
- Project work - (group as well as individual) - including viva for judging aptitude for research, creativity and application of knowledge to life situations including disaster management education.

3.1 Written Tests (Formative and Summative) :

First of all distinction must be made between formative and summative assessment. Focus of summative assessment or evaluation is on judgementing, grading, ranking, promoting and certification of achievements as we have in the case of annual school examinations and public examinations. Even a term, test and half yearly test when used only for grading the students, are summative tests. Here the focus is only on measurement of achievement. On the other hand, purpose of formative testing or evaluation is on getting feedback on students' learning which is used to diagnose their inadequacies in learning which becomes the basis for remedial action. Here assessment of learning is not sufficient (unlike summative testing) for educational purpose but assessment for learning is necessary. In other words, focus is not on measurement of achievement but on improvement of achievement of learners. Therefore, formative testing is an integral part of teaching learning process. In case of internal assessment therefore, any type or mode of assessment which is used for improving students learning or achievement is formative assessment.

3.1.2 Types of formative assessment:-

- a) It may take the form of assessment of pre-requisite learning of students through oral questioning to see if students are ready for today's instructional unit (readiness test)
- b) Teacher's questions put to students as a part of sectional recapitulation of a sub-unit or a module to get feed back on students learning.
- c) Oral review questions used by the teacher after completion of the unit to get feed back on students learning and re-teach or clarify concepts if need be.
- d) A unit test, oral or written given at the end of topic or unit of teaching to get feed back on students' learning achievement as well as on effectiveness of teaching learning strategies (unit test)

- e) A diagnostic test developed on the basis of hard spots of learning or persistent inadequacies in learning to identify the causes of poor performance (diagnostic tests)
- f) Class quizzes sometimes used by the teacher to motivate students to learn through class wise or section wise or gender-wise, or row-wise competitions based on pre-announced topic or theme of assessment.
- g) Students' self-assessment or peer assessment in an informal manner. Focus of formative assessment is therefore on promoting learning, taking into account the progress of each individual, provide diagnostic information, active involvement of students in their own learning. Here validity and usefulness is more important than the reliability.

3.1.3 Mode of formative assessment:-

- a) It is expected that all the forms of formative assessment (a-g) will be used by the teacher. How often, when and which mode will be used depends on the teacher who has that autonomy.
- b) However progress record of students will have to be maintained so that whenever needed, remedial or corrective measures could be applied to improve their achievement.
- c) As for unit testing, depending on nature of scope of unit and time constraints, oral unit tests or written unit tests may be used.
- d) Record of atleast 3 unit tests (written), terms test and half yearly test should be maintained.
- e) In addition whenever required, written diagnostic tests can also be used and .record kept to undertake remedial teaching.

Note: Since diagnostic tests are difficult for teacher to construct, it is suggested that:

- a) schools should undertake training of teachers and develop exemplary material on diagnostic tests in collaboration with NCERT, SCERT, CBSE or other educational agencies.
- b) initiate question banks at institutional level, after an orientation course, may be on cooperative basis (Intra school or inter school).

3.1.4 Grading Students on Unit Tests:

On the basis of unit tests (announced) in class IX, students can be given marks out of 10 and then average can be calculated for this purpose out of 10 marks. Alternatively, students can be assessed in the unit tests on a five point rating (A, B, C, D, E) and finally grade point average can be worked out and final score on written assessment can thus be worked out of 10 marks.

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 unit tests held in class X and then the average will be calculated for marks to be given out of 10.

3.2 Assignments (5 Marks)

Assignments refer to such written questions, tasks or activities that are based on the lesson or a unit of teaching, given to students as school assignment or home assignments as a part of post instructional phase of teaching with a view to strengthen the teaching learning strategies. Therefore, an assignment.

- a) may, be a school assignment or home assignment;
- b) include questions based on unit of teaching for students to answer
- c) include activities or other tasks related to unit of teaching
- d) is given at the post instructional phase of teaching i.e. after completion of the unit;
- e) serves the function of improving teaching learning practices. ,

3.2.1 Intended Learning outcomes of assignment:

It is expected that if good assignments are provided, checked and assessed, the students would be able to

- a) reinforce what is learnt in the unit;
- b) enrich their learning;
- c) get feed back about their adequacies and inadequacies in learning;
- d) develop additional skills and competencies;
- e) cultivate interest in self reading and acquisition of knowledge;
- f) promote good study habits and extra reading;
- g) plan, develop and execute individual projects.

3.2.2 Criteria of a good assignment

- a) Each assignment should be worded properly.
- b) It should involve students maximally (not simply reproduction of facts)
- c) It should cater to the needs of all types of students-bright, average and poor, by providing both the acquisition as well as transfer assignments.
- d) It should provide variety of tasks, activities, questions etc. to cater to interests of all students.
- e) It should adequately sample the content elements of the unit.
- f) It should ensure wider coverage of unit objectives.

3.2.3 Mode of assessment

a) Teachers will have full autonomy in developing and giving assignment depending upon the needs of their students in terms of formative assessments being undertaken.

b) For recording purpose, every month, well planned assignments may be given and assessment made on 5 point rating scale (Excellent -A, very good -B, good -C, fair -D, unsatisfactory -E). These grades will have the following numerical values:

A - 5, B - 4, C - 3, D - 2, E - 1

c) Record of at least 5 assignments (announced), one each month may be kept valid grade point average calculated to arrive at final award in numerical marks out of 5 marks allotted to performance on assignments as a part of internal assessment.

3.3 Project (5 marks)

Project is a design, scheme or planned activity to be carried 'out 'individually or in a group to solve a problem or find out answers to specific questions related to an individual, institution, programme or teaching- learning process, by gathering and appraising evidences with a view to improving the existing position.

3.3.1 Steps involved in a project

- a) Planning and Execution of the project.
 - b) Clear formulation and statement of the project/problem.
 - c) Specification of intended learning outcomes of the project.
 - d) Review of related information about the subject area.
 - e) Formulating hypotheses or research questions to which answers are required.
 - f) Developing design, procedures, methodology of data collection.
 - g) Undertaking various tasks, activities, discussions, experiments to collect needed evidences.
 - h) Analyzing, synthesizing and processing of information; materials etc.
- Preparation of Project Report.
 - Viva to be conducted" on the Project.

3.3.2 Intended Learning Outcomes of Projects

a) **Individual projects:** It is expected that after successful completion of a project, a student should be able to:

- i) acquire knowledge of various sources of information related to the' problem/subject;

- ii) develop understanding of various concepts related to' subject area/problems;
- iii) apply the concepts and principles in new situation related to the problems;
- iv) develop various process and product skills/competencies involved in carrying the project through;
- v) develop interest in the concerned subject area leading to independent learning;
- vi) develop attitude of open mindedness, inquiry, perseverance, intellectual honesty etc. ;
- vii) analyse and interpret results and findings in a scientifically precision and logical sequence.
- viii) Summarize and report findings accurately within about 5 to 10 pages

b) Group Projects:

In addition: the project members are expected to :

- i) communicate their views effectively across the other members;
- ii) show openness to other's ideas and view points;
- iii) share their ideas and problems related to task allotted;
- iv) cooperate with other members in planning and execution of various tasks;
- v) do not get excited or impatient during discussions;
- vi) develop intellectual honesty, unbiased outlook, spirit of inquiry, open mindedness and willingness to share ideas, cooperate and accept responsibility etc.
- vii) List of projects worked out by experienced teachers is given in Annexure - A

c) Viva: Related to the Project

- a) To test functional understanding related to skills/processes/ product.
- b) To verify the products of performance/results/findings reports.
- c) To identify the new problems/issues/unsolved issues that needs further investigations.

3.3.3 Role of Teachers

- 1) it is expected that teachers concerned would understand each project thoroughly;
- 2) study thoroughly and understand each project in terms of its scope and intended outcomes;
- 3) involve students and co-teachers in formatting and time tabling of project tasks/activities;
- 4) provide technical guidance to students as and when needed;

- 5) monitor various tasks related to execution of the project and keep record of students' progress in a well maintained record sheet or a register;
- 6) keep track of tasks which cannot be assessed later & go on giving rating on such process of performance;
- 7) ensure that every student submits the project report as per design, format, length and style prescribed;
- 8) assess the students' report on a 5-point rating scale in terms of letter grading - A, B, C, D, E,
- 9) to conduct viva on the basis of the project report and the intended outcomes of the project.

3.3.4 Grading of students on the project:

1. Criteria:

a. Rating will be done on 5-point scale (A, B, C, D, E) for various aspects listed in 3.3.1. These grades may be assigned following numerical values

A - 5, B - 4, C - 3, D - 2, E - 1

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

NO.D(A)/PA/ 2005

February 4, 2005

Circular No: 07/2005

All the Heads of Institutions affiliated to CBSE

Dear Principal,

In continuation of this office Circular No.06/2004 dated 11.02.2004, I am pleased to forward a copy of the Guidelines to Project work on Social Sciences. You are requested to kindly bring it to the notice of the concerned subject teacher (s) of your school for effective implementation.

Yours faithfully,

G. Balasubramanian
Director (Academic)

INTRODUCTION

Education is a developmental process, which transforms learners. It brings about a change in mental and physical behaviours of students. To bring about this change, teachers should 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 one's environment, society and the intricate network of the life 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 new millennium, many challenges have been thrown in the school education system. With information explosion and widespread use of information technology, demands on the education system to sensitize itself to changing societal needs and expectations have also increased manifold. In Social Science education particularly there has been a felt need to make its learning interesting, motivating and participatory in nature.

Sensing the need of its schools the CBSE introduced internal evaluation in Social Science at secondary stage w.e.f. academic session in 2004.

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

Brief guidelines with respect to internal evaluation in Social Science at secondary stage have already been sent to schools. A brief write up on part I on class tests, term tests and part 2 assignments will also be sent to you shortly. The present guidelines pertain to part 3, project work.

Part 3: PROJECT WORK

Need for introducing the project work in Social Science was also 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 and also introducing an alternative mode of teaching in class rooms with a purpose to defuse teaching learning load among teachers and students. It is expected that by introducing projects, learning will become more contextual, relevant, updated and centered on learning to be.

A. PROJECT WORK REOUIREMENTS

The project work in Social Science entails the following requirements-

1. The project work will be of 5 marks in each of classes IX & X.
2. In class IX, students will do two projects of which one should be related to Disaster Management, out of the list of projects specified.
3. In class X, students will do any one project out of the list of projects specified.
4. The list of projects is only suggestive. Teachers may devise their own projects suited to the social, cultural and economic, environmental conditions and common hazards of their locality.

B. PREPARATION AD SUBMISSION OF PROJECT REPORT

At the end of the stipulated term each student will prepare and submit her/his project report. Following essentials are required to be fulfilled for its preparation and submission-

1. The total length of the project report will be 15-20 pages.
2. The project report will be handwritten and credit will be awarded to original drawings, illustrations and creative use of materials.
3. The project report will be presented in a neatly bound simple folder.
4. The project report will be developed in this sequence-
 - Cover page showing project title, student information, school and year
 - List of contents
 - Acknowledgements and preface (acknowledging the institution, offices and libraries visited and person who have helped).
 - Introduction.
 - Chapters with suitable headings.
 - Planning and activities to be done during the project, if any.
 - Conclusions (summary and suggestions or findings, future scope of study)
 - Bibliography
 - All the photographs and sketches should be labeled and related to the theme.
 - Appendix (if needed) .Teacher's report
 - Teachers will initial preface page

- At the completion of the evaluation of the project, it will be punched in the centre so that the report cannot be reused but is available for reference only.
- The project report will be returned after evaluation. The school may keep the best reports.

C. SCHEME OF EVALUATION

Following are the salient features of the scheme of evaluation of the project work.

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. Topics covered by the project work will be included in the examination/tests.
4. Questions based on the conclusions of the project will be given as a test (oral or written) of 10 minutes duration on one fixed day after the submission of the project.

D. ALLOCATIONS OF MARKS

Total marks will be allocated over the different aspects in the following manner:-

S. No.	ASPECTS	CLASS IX (Marks)
1	Initiative, cooperativeness and participation	1
2	Content accuracy and research work	1
3	Creativity, originality	1
4	Analysis of different situations and different perspectives	1
5	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 (class IX/X)	5 (10 divided by 2 for class IX)

Teachers' report in the given proforma will be attached at the end of the report-

PROJECT EVALUATION PROFORMA

SCHOOL'S NAME _____

ADDRESS _____

STUDENT'S NAME _____

ROLL NO. _____ CLASS _____

SECTION _____

TEACHERS' REMARKS

1. Initiative cooperativeness and participation _____

2. Aesthetic presentation, visual appeal, expression and neatness _____

3. Content accuracy, creativity, originality, analysis of different perception, performance in the oral written tests. _____

4. Date of submission _____

5. Totalmarks _____

6. Overall remarks _____

7. Teacher's signature _____ Date _____

MONITORING OF IMPLEMENTATION OF PROJECT WORK IN SCHOOL

It is very essential that the project work in Social Science be implemented in the school in the right manner and spirit.

Out of the two projects that are to be done, one can be given for summervacation. However, the student should select the topic in the beginning of the new session. Methodology , of study and research work should be completed before the vacation and during vacation the project can be systematically organized for presentation and preparation for viva.

The second project can be done in school. Approximately 30 periods can be allotted for project work, which will enable the students to do the project under the supervision of the teacher.

For the implementation of the project in the right spirits, if possible the help of sahodaya school complexes or schools in the vicinity may be taken.

LIST OF SUGGESTED PROJECTS FOR CLASS IX

GROUP 1 (Students to choose any one project)

PROJECT 1 - EXPLORATION AND DISCOVERY OF THE WORLD DURING 13TH - 18TH CENTURY

PROJECT 2 - IMPERIALISM AND ITS IMPACT OF INDIA

PROJECT 3 - ROLE OF WOMEN IN INDIA'S STRUGGLE FOR FREEDOM

PROJECT 4 - POPULATION AND ITS IMPACT ON ECONOMY

PROJECT 5 - THE ROLE OF REVOLUTIONS AND MODERN DEMOCRACY

PROJECT 6 - WORKING IN A PARLIAMENTARY SYSTEM

GROUP II (Students to choose anyone project)

DISASTER MANAGEMENT RELATED PROJECTS

PROJECT 1 - OUR EARTH - ITS DIVERSE ENVIRONMENT

PROJECT 2 - MANAGING DISASTERS - THE ROLE OF STUDENTS

GROUP 1 - Do anyone of the following:

PROJECT 1 - EXPLORATION AND DISCOVERY OF THE WORLD DURING 13TH - 18TH CENTURY.

Collect information on

1. The reasons for the rise of spirit of inquiry and the beginning of the age of explorations.
2. Lives of important explorers in the 15th century.
3. The invention of compass, ships, sextant, astrolabe telescope and other instruments : to aid discovery and explorations.
4. An account of discoveries, maps showing their routes
5. The consequence of discovery of new lands.
6. History of maps, tracing the changes in their methods over the years.
7. The spread of railways, roads and their special nature-trans continental channel, etc.
8. Developments in communications till 18th Century
9. The future needs of transport, space travel, and Ocean discovery

PROJECT 2 -IMPERIALISM AND ITS IMPACT ON INDIA

Use newspaper cutting and articles, speeches, examples of patriotic literature, photographs, laws passed, pictures, incidents, anecdotes and illustrations.

A. Explain impact of imperialism on economy with regard to-

1. Commercial policy and colonial economy
2. Agriculture
3. Ruination of indigenous industry
4. Lopsided regional development

B. Study the growth of national consciousness by highlighting impact of-

1. Uniform administration
2. Inflow of new ideas and cultural influence
3. Racial discrimination
4. Growth of press and national literature
5. Collect data on tariff policy by occurrence of famine-crops, growth role of moneylenders etc.

Project 3-Role of women in India's struggle for freedom

Select eminent women freedom fighters from different parts of India and present information through photographs, illustration, writings, speeches, etc.

Project 4- Population and its impact on economy

Population and Economy-

1. Collect data and interpret trends by using maps and graphics of data related to 1991-2000 census of population-male and female, State-wise and compare population increase and growth rates.
2. 2001 demographic characteristics, state-wise
 - (a) Work force in primary, secondary and tertiary occupations
 - (b) Women's participation in the work force
 - (c) Female literacy levels
 - (d) Opinion and analysis of opulations related issues based on new and editorials in news papers on
 - Population growth and impact

- Migration-both interstate and overseas
- Food needs and lives of farmers in different states of India.

Project 5- The role of revolutions and modern democracy

1. Collect information on the conditions of the peasantry-city dwellers. Kings and nobility before the revolution and the kinds of inhuman practices that were followed in France, Germany, Russia and USA. Life as portrayed in the novels of Victor Hugo and Charles Dickens.
2. Philosophers and their views on the freedom of Man - Voltaire, Rousseau, James Stuart Mill, John Locke, Karl Marx, Abraham Lincoln, Raja Ram Mohan Roy, Subramania Bharati and Swami Vivekanand.
3. The meaning of the terms Revolution, Rights of man and citizen, Bill of Rights, Parliament, Democracy, Socialism, Social Contract, Liberty and Human Rights.
4. Types of democratic governments. Examples of their main goals in their constitutions.
5. The meaning and objectives of the Preamble of the Indian Constitution.

PROJECT 6-WORKING OF PARLIAMENTARY SYSTEM

Prepare the following documents to organize a session of Parliament for a Parliamentary democracy.

1. Officials required -Composition of the House.
2. Seating plan diagram
3. A Bill on any current economic or social value, for example child labour laws, women's reservation, free medical care bill.
4. Documents on procedures
5. Questions of different types and a reply to any two non-starred questions
6. A debate/speech on any issue either from the government or opposition side.

GROUP II

DISASTER MANAGEMENT RELATED PROJECTS -Do anyone of the following:

PROJECT 1 - OUR EARTH -ITS DIVERSE ENVIRONMENT

Choose anyone of the realms of the Earth (land, air and water) and collect information ad analyze it to find out about:-

1. The diversity of environment that exists in the world, which supports life.
2. Collect stories, legends, festivals, poetry, sayings, rituals, that are associated with the realm chosen.
3. Show the diverse environments on a map.

4. Write a report on how man's interaction with nature has resulted in different hazardous situations such as:-
 - Deforestation and soil erosion causing floods and droughts.
 - Faulty constructional practices leading to disastrous impact on life and property during cyclones and earthquakes; .Water scarcity in rural and urban areas.
 - Uncontrolled growth of settlements on hazardous hill slopes causing landslides.
5. Design posters/slogans/skits/songs for generating awareness among other school children.

PROJECT 2 -MANAGING DISASTERS -THE ROLE OF STUDENTS

1. Prepare a survey schedule detailing the different areas that are posing threats of various natural and manmade disasters in and around your school/home/ community such as a factory/slum/ dump yard located nearby.
2. Conduct the survey and analyze the results collected by the group and write a report on the various threats, vulnerability, risk and its management.
3. Develop posters and skits for awareness generation in your locality. ‘

LIST OF SUGGESTED PROJECTS FOR CLASS X

PROJECT 1- CULTURAL HERITAGE OF INDIA

Select anyone of the following aspects for the study and work out the details.

1. Architecture in the Ancient and Medieval times in India

The project will cover aspects related to the monuments listed in the social science text book such as Konark, Khajuraho, Kailashnath. Buddhist sites, Sanchi, Bull capital, Ajanta and Ellora. For each monument, information is to be presented on following points-

- Who built it
- Location on the map
- Physical environment at the monument
- Features of the monument
- Materials used
- Stories and legends associated with the monument
- Ways to protect the monument
- The need to preserve and protect the monument

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

- Drawings of the manuscripts -decorations etc.
- Authors and their life sketches
- The role of this information for understanding history

III. Music and Art the Ancient and Medieval times

1. Themes and samples of the music and art in each period
2. Materials, styles and colours used
3. Information which can be inferred from the pictures about jewellery, clothes, activities, beliefs, etc.
4. Continuation of styles in music and art today.

PROJECT 2-THE DEVELOPMENT AND CHANGES IN AGRICULTURE-INDUSTRY IN THE WORLD TILL TODAY

A. The development and changes in agriculture in the world till today.

1. Weather- temperatures, rainfall conditions of crops in local area in different seasons.
2. The evolution of agriculture from the stone age through the medieval period till the colonial times.
3. The types of agriculture in different parts of the world described and shown on a map.
4. The food and cash crops and their distribution on a map with details of conditions needed for their growth. Case study of farming in any country of the world.
5. The exports in food and cash crops in the world and the movement of these goods.
6. The problems in modern agriculture such as the need to preserve traditional methods and knowledge to prevent drought, famines and reduce malnutrition etc.
7. Conditions of farmers in terms of housing, security, employment (hidden and actual)

B. The development and changes in industry in the world till today

1. The needs of modern industry -land, labour, capital, energy and space.
2. The distribution of agro-based and mineral- based industrial regions in the different continents.
3. Case study of any three industrial areas one in each continent.
4. The number of workers in industrial and tertiary sectors in developed and developing countries and the reasons for the differences.
5. Rights of the workers and the conditions of workers in the mining and unorganized sector especially, women.

PROJECT 3 -CONSUMER AWARENESS

1. Consumer awareness and its need.
2. Various forms of consumer exploitation
3. Role of producers in protecting consumer rights.
4. Case study as one incident of violation of consumer rights and the decision by the Consumer Courts.

SUGGESTED MEDTHODOLOGY

1. Survey different products and the information given as the packaging.
2. Interview consumer courts officials and develop case study.

PROJECT 4 -GLOBAL ISSUE -HUMAN RIGHTS

1. Violation of human rights with respect to women, children and refugees
2. Human Rights charters
3. Efforts by Amnesty, UNHRC, Indian Govt., South Asian Countries
4. Role of citizens

Make use of newspaper writings along with pictures, cartoons, stories of sufferings. Interview people about human rights.

PROJECTS 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

2. Enquire from at least 10 persons from different walks of life in your locality or school on the areas in distaster management and preparedness plans developed by them.

PROJECTS 6 -MANUAL FOR DISASTER MANAGEMENT

1. Choose to be any authority on Disaster Management, such as Village Sarpanch. Disaster Management, Police Inspector or Fire Services officer.

- Formulate laws or rules to be followed in a disaster for the most vulnerable groups.

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

CIRCULAR No. 03/04

D(A)/PA/CBSE/ML/04

28th January, 2004

To

All Heads of Institutions
Affiliated to the Board

Dear Principal,

Sub. Use of Mathematics Laboratory in the schools - 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 a part 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 plan 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.

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

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 IX 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 (Academic)

Introduction of Mathematics Laboratory and internal assessment in Secondary Classes

As you are well aware, study of Mathematics has been central to all learning systems from time immemorial. As a vital component of the '3R's, emphasis has always been laid on the basic skills of numbers and their extensive use in giving a form and name to several of the thought patterns of human cognition and understanding. Over the centuries, mathematics has developed as a discipline of study with a focus, a purpose and a scheme. The various inputs to learning of mathematics have aimed at developing certain basic and essential skills for its use in daily life as well as in furtherance of knowledge.

Over the years, an apparent complexity seems to have appeared in the content and the processes involved in the learning of mathematics especially at the school level. Concepts of mathematics are seen as difficult to understand and appreciate, thanks to some myth associated in the transaction of the curriculum. Fear for the learning of the subject increases the resistance to the learning process. The situation needs to be attended to. The remedy lies in creating a right ambience for the learning of the subject. It lies in redesigning the transaction of the curriculum in which the paradigm of learning would help in developing a familiarity and ownership of the subject. It lies in creating a conducive environment in the classroom where the learner learns the basic and essential concepts and skills by doing simple activities. It is in this direction, CBSE has endeavored to launch the idea of Mathematics Laboratory in schools. The Board has instructed all the schools to open a Mathematics Laboratory in their campus to facilitate the effective learning of Mathematics. Guidelines to schools have been prepared and sent.

What could be done in Mathematics laboratory?

Mathematics Laboratory should facilitate in doing simple experiments and projects that would lead to empowerment of the following skills among the learners:-

- Numerical skills
- Observation skills
- Thinking skills
- Analytical skills
- Understanding logic
- Skills of comparing
- Skills of interpretation
- Problem solving skills
- Decision making skills
- Spatial analysis and interpretation
- Life skills
- Skills of games

Many similar skills could be identified and nurtured.

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 1: 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:

- Identification and interpretation of the problem -2 marks
- 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 IX from the ensuing academic year 2005-06 and for class X for the academic year 2006-07.

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

D(A)/PA/CIR/OS

Dated:25th March, 2005

Circular No. 19/2005

All Heads of Institutions

Affiliated to CBSE

Dear Principal,

Sub: Restructuring of Science Practical Work -Reg

As a part of its ongoing exercise in improving curricular transactions in schools, the Board has decided to restructure the existing pattern of science practical work in schools at the secondary level. The revised scheme of practical work envisages a written paper on practical examination along the lines of the theory examination. A concept paper on “Restructuring of science practicals at secondary level” is enclosed.

The salient feature of the scheme are:

- The theory examination will be of duration of 2½ hours and will be based on 60 marks
- There will be a separate paper on practical skills in Science and Technology for 20 marks
- The duration of the examination on practical skills will be 1½ hours
- The paper on practical skills will be based on Multiple Choice Questions
- The examination on practical skills will be conducted by the Board soon after the theory examination on a separate date notified by the Board
- There will be an internal assessment in Science & Technology with an allocation of 20 marks
- The marks for theory and practical will be indicated separately in the statements of Marks issued by the Board

The scheme will come into force with effect from the ensuing academic year (2005-06) commencing from April 2005 in class IX. In other words, the class X examination of March 2007 will be held according to the revised scheme. You are requested to kindly go through the concept paper carefully and ensure its effective implementation in your school. Kindly bring it to the notice of all the stakeholders of your school.

Yours faithfully,

G. BALASUBRAMANIAN
Director (Academic)

Restructuring of Science Practicals at Secondary Level

Relevance of Science Education:

The subject of science occupies a central place in the learning paradigm of school education. It is one of the subjects in the core curriculum as envisaged in the National Policy of Education. All commissions on education have laid adequate emphasis on the learning of science at the school level in order to develop right scientific attitude and aptitude among the younger generation of the country. Learning of science provides skills of rational thinking, enhances the qualities of observation, logic, analysis, critical thinking. Objective interpretation, problem-solving and decision making apart from several other skills. The applications of science and the emergence of technology have enhanced the learning climate to empower productive and profitable use of matter, materials and energy for better quality of life.

The school Science curriculum

In the school education climate, in the first *few* years of primary schooling emphasis is laid on environmental sciences. At the middle school level, an integrated approach is adopted so that the learners are able to envisage science in a holistic manner as a mode of thinking based on certain established scientific procedures rather than as a conglomeration of some ideas and concepts of individual disciplines. This is a stage where learners tend to develop the ability of questioning the concepts and procedures with questions of ‘why, how and why not?’ It is also required at this level that demonstration be given in the classroom so as to develop the quality of keen observation and enhance interest in learning of the subject.

The secondary level provides the most appropriate climate *for* finding answers to many of the questions they had raised earlier and to indulge in probing into the systems to find answers. This is a stage which empowers them to develop skills of logical thinking, scientific aptitude and attitude. The curriculum and textual materials provide necessary foundational inputs to meet the challenges in the learning process of science and technology. However, it is the transaction of science that goes a long way in achieving the above objectives.

The context of Practical work:

It is an established fact that science and technology is not learnt exclusively *from* textbooks and other reading materials. The students should have adequate opportunity to learn by doing. The skills learnt during practical work in a laboratory facilitate them to explore, discover and innovate. The study of Science & Technology should enable the learners to pursue the subject with a sense of joy, a spirit of inquiry and a sense of adventure.

Some of the skills the students learn in laboratory include:

- Planning
- Manipulation
- Analysis
- Observation
- Comparison

- Interpretation
- Problem-solving
- Calculation
- Decision-making

Several other skills could also be identified and facilitated.

Laboratory work has been incorporated in the science curriculum as an essential component. Schools are expected to use meaningful pedagogical skills in classrooms through demonstrations and in laboratories through hands-on experience to the students. The objective of Practical work is not only facilitating the learners in the use of laboratory equipments and instruments, but to use them in a scientific manner with safety precautions. The hands-on experience is aimed to provide a sense of confidence and a feeling of discovery in the minds of learners apart from basic manipulative skills.

Evaluation of practical work -the current scenario:

Keeping in view that these skills are not measurable during a short interval of time during the conduct of a practical examination, especially up to the secondary level, the Board had proposed the scheme of continuous and comprehensive evaluation of the practical work during the entire academic year when various practical activities are carried out by the students in the classroom.

It is also important to note that adequate opportunities need to be given to the students to adopt an open ended approach while dealing with problems of science and technology, so that they are not conditioned necessarily by a pre-conceived end result. There is also adequate scope for extended learning through practical experiences which cannot be framed into a pre-fabricated record of work. It is essential that the performance of practical in the school should give better understanding of the concepts and promote critical inquiry among the learners so that they are able to apply this knowledge whenever called for both in similar as well as other different situation.

It has been observed by the Board, over a period of time, that the practical work is not being conducted by a large number of schools in the true spirit in which they have to be done. Even in places, where adequate infrastructural facilities and support mechanisms exist, the practical work is being conducted in a very ceremonious manner as if it is a part of a formality to complete in the process of learning science. The evaluation of practical work also raises many debatable issues including the credibility and validity of such assessments. There is poor correlation in many cases between the performance of students in theory and practical work, though it may be incorrect to correlate their relevance in all cases. Nevertheless it is a meaningful indicator.

Most often, the fact that the assessment is conducted internally makes the schools to adopt a very casual approach to the practical work. The students, having completed the course do score marks, though they have, in many cases, not acquired the essential scientific skills. The situation needs to be addressed. A paradigm shift in the approach seems to be essential to give adequate thrust to practical work so that there is seriousness and sincerity of purpose and it also empowers the learners with the objectives which have been defined for the same.

The proposed change:

It is in this context, that the Board has decided to make some changes in the subject of Science & Technology for assessment at secondary level.

Present position (for secondary classes):

Total Marks for science and technology: 100 marks

- Marks for Theory Examinations(3 hours): 75 Marks
- Marks for Internal Assessment of Practical work: 25 Marks

The Revised Scheme:

Total Marks for Science & Technology: 100 Marks

- Marks for Theory Examination (2½ hours): 60 Marks
- Marks for Written Examination Science & Technology (practical skills) (1½ hours): 20 marks
- Marks for Internal Assessment: 20 Marks

Theory Examination:

The time of the theory examinations would be reduced to 2½ hours from the existing time of 3 hours. The syllabi for the theory examination will be suitably pruned and marks for different units would be modified and intimated. A revised sample question papers would also be issued by the Board in this regard.

Written Examination In Practical work:

The Board will conduct a written examination on the practical syllabi notified for the practical work in the subject of Science & Technology. The objective of the examination would be to assess the depth of understanding of the work done by the students during the year. It will test apart from the concept, the skills involved, the critical thinking competencies and the ability to apply the hands-on skills. The Board would bring out a sample question paper shortly to facilitate the schools to adopt themselves with comfort to this new scheme.

The pattern of the question paper will be based on Multiple Choice. An OMR sheet will be used for answering questions and evaluation will be done using computers. The duration of this examination will be 1½ hours. This examination will be held on a day later than the theory examination as would be notified in the schedule of the examination.

Internal Assessment:

The internal assessment of the learners would be made during the school academic year and the weightage of twenty (20) marks will have the following components:

- Testing of skills (skills will be listed) : 15 marks
- Record of Practical work and Viva: 5 marks (3+2)

The Board will bring detailed guidelines to schools on effective implementation of the internal assessment.

Certification:

The marks obtained by the candidate will be reflected in the statement of marks issued by the Board in the following manner:

- Theory (60 Marks)
- Practical (40 Marks)
- Total (100 Marks)

Marks obtained by a student in theory and practical will be indicated separately in the certificate to be issued by the Board.

This revised scheme will come into effect from the ensuing academic session (2005-06) for class IX and hence the students appearing in class X in March 2007 examination will take up the secondary examinations in the revised scheme.

The need:

The schools need to understand the objective of the proposal and ensure its effective implementation. This calls for review of the existing curriculum transaction in the classrooms. The quality of teaching science has to be made more pragmatic, relevant, life-oriented and facilitate critical inquiry in the minds of the learners. This will help the learners to acquire self confidence, a sense of enterprise and focus on productivity. It needs intense discussion with science teachers, planning of the pedagogy and close monitoring. As such the Board hopes that this would bring an appropriate climate building even in the middle level of the school with due emphasis on demonstrations and hands-on experience. The effective implementation of this scheme calls for commitment and synergy on the part of all affiliated schools, but it is an important emerging requirement of the system, if we have to usher the nation to the status of a developed country.

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

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

15th September, 2004

Circular No: 31/2004

- i) Circular No. 6 dt. 8.2.2003
- ii) Circular No. 5/04 dt. 5.2.04

To,

All the Heads of Institutions affiliated to CBSE

Subject: Continuous and comprehensive evaluation in Primary Classes -Reg

Dear Principal,

As you are well aware, the Board has been time and again drawing the attention of the school community through the circulars mentioned in the margin to the urgency of providing a stress free education to the students in the primary sections of school. While the causes that contribute to the stress are many, some of them are quite tangible and it is possible to take such measures that would minimize the stress, if not totally eliminate the same.

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

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

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

appears to be against the very basics of the idea that every learner has certain latent talents and it is the responsibility of the education system to identify and nurture such talents.

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

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

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

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

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

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

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION
17, ROUSE AVENUE, NEW DELHI-110002

D{A)/PA/04

12th June 2004

CIRCULAR No. 25/04

To,

All Heads of Institutions
Affiliated to the Board

Dear Principal,

Sub: Achievement Record for Classes I to V - Reg.

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

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

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

Yours faithfully,

G. Balasubramanian
Director (Academic)

NAME OF THE SCHOOL

ACHIEVEMENT RECORD

(Academic Year to)

Class I & II

Name : _____

Class : _____ Section _____

Date of Birth : _____

Admn. No. : _____

Residential Address : _____

Telephone No. : _____

Specimen Signature of
Parent/Guardian : _____

A. LANGUAGES

English		Evaluation 1	Evaluation 2	Evaluation 3
01.	Reading Skills * Pronunciation * Fluency * Comprehension			
02.	Writing Skills * Creative writing * Handwriting * Grammar * Spellings * Vocabulary			
03.	Speaking Skills * Conversation * Recitation			
04.	Listening skills * Comprehension			

Hindi/Mothertongue		Evaluation 1	Evaluation 2	Evaluation 3
01.	Reading Skills * Pronunciation * Fluency * Comprehension			
02.	Writing Skills * Creative writing * Handwriting * Grammar * Spellings * Vocabulary			
03.	Speaking Skills * Conversation * Recitation			
04.	Listening skills * Comprehension			

B. MATHEMATICS

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

C. ENVIRONMENTAL SCIENCE

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

D. CO-CURRICULAR ACTIVITIES

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

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

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

E. PERSONALITY DEVELOPMENT

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

F. HEALTH

Aspects		Evaluation 1	Evaluation 2	Evaluation 3
*	Height (Cms.)			
*	weight (Kg.)			

Evaluation 1

Specific Participation

General Remarks

Attendance

Class Teacher

Principal

Parent

Evaluation 2

Specific Participation

General Remarks

Attendance

Class Teacher

Principal

Parent

Evaluation 3

Specific Participation

General Remarks

Attendance



Congratulations! Promoted to Class

New Session Begins on

Class Teacher

Principal

Parent

GUIDELINES TO SCHOOLS

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

A* OUTSTANDING

A EXCELLENT

B VERY GOOD

C GOOD

D AVERAGE

NAME OF THE SCHOOL

ACHIEVEMENT RECORD

(Academic Year to)

Class III, IV & V

Name : _____

Class : _____ Section _____

Date of Birth : _____

Admn. No. : _____

Residential Address : _____

Telephone No. : _____

Specimen Signature of
Parent/Guardian : _____

A. LANGUAGES

English		Evaluation 1	Evaluation 2	Evaluation 3
01.	Reading Skills * Pronunciation * Fluency * Comprehension			
02.	Writing Skills * Creative writing * Handwriting * Grammar * Spellings * Vocabulary			
03.	Speaking Skills * Conversation * Recitation			
04.	Listening skills * Comprehension			
05.	Extra Reading			
06.	Activity/Project			

Hindi/Mothertongue		Evaluation 1	Evaluation 2	Evaluation 3
01.	Reading Skills * Pronunciation * Fluency * Comprehension			
02.	Writing Skills * Creative writing * Handwriting * Grammar * Spellings * Vocabulary			
03.	Speaking Skills * Conversation * Recitation			
04.	Listening skills * Comprehension			
05.	Extra Reading			

B. MATHEMATICS

Aspects	Evaluation 1	Evaluation 2	Evaluation 3
* Concept			
* Activity			
* Tables			
* Mentalability			
* Written work			

C. ENVIRONMENTAL SCIENCE / SCIENCE

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

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

D. COMPUTER

Aspects	Evaluation 1	Evaluation 2	Evaluation 3
* Skill			
* Aptitude			

E. CO-CURRICULAR ACTIVITIES

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

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

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

F. GENERAL KNOWLEDGE

Evaluation 1	Evaluation 2	Evaluation 3

E. PERSONALITY DEVELOPMENT

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

F. HEALTH

Aspects	Evaluation 1	Evaluation 2	Evaluation 3
* Height (Cms.)			
* weight (Kg.)			

Evaluation 1

Specific Participation

General Remarks

Attendance

Class Teacher

Principal

Parent

Evaluation 2

Specific Participation

General Remarks

Attendance

Class Teacher

Principal

Parent

Evaluation 3

Specific Participation

General Remarks

Attendance



Congratulations! Promoted to Class

New Session Begins on

Class Teacher

Principal

Parent

GUIDELINES TO SCHOOLS

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

A* OUTSTANDING

A EXCELLENT

B VERY GOOD

C GOOD

D AVERAGE

**CENTRAL BOARD OF SECONDARY EDUCATION
SHIKSHA KENDRA, 2 COMMUNITY CENTRE,
PREET VIHAR, DELHI-11 0092**

Acad./Dir (Acad.)/2005

12th April, 2005

Circular No. 21/05

**The Heads
of all CBSE affiliated institutions**

Dear Principal,

As you are aware the Board, vide its circular No. 25/04 dated 12th June, 2004 had forwarded two formats of the achievement records for classes I and II and III to V signifying the introduction of continuous and comprehensive evaluation at primary level. The earlier exposure to the scheme at secondary level facilitated the schools in implementing this scheme at primary level. Though the main features of the scheme remain the same the Board is sending additional guidelines to help you in evaluating the primary students. The Rating Scales given therein will help in proper placement of students performance in different scholastic and co-scholastic areas for awarding grades. I would like to reiterate that the main purpose of introducing this scheme is to nourish and nurture the many facets of the child's growth. We should jointly endeavour to restore the happiness and joy of learning in the formative years of childhood.

With best wishes,

Yours faithfully,

G. Balasubramanian
Director (Academic)

GUIDELINES ON CONTINUOUS AND COMPREHENSIVE EVALUATION AT PRIMARY LEVEL

THE BACKGROUND

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

THE BEGINNING....

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

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

EXTENSION OF THE SCHEME AT PRIMARY STAGE

Encouraged by the success of this endeavor, the Board decided to extend this scheme at primary level and advised the schools to desist from the existing pass-fail system based on terminal examination. The Board has also circulated a copy of Achievement Record to schools as a model to adopt. The schools have been given the necessary flexibility to incorporate changes suiting to local requirements. The document is aimed at providing a holistic picture of the learner and would not give any negative input about the performance of the learner. The objective is to bring continuous improvement in the performance of a learner through constant diagnosis of gaps and difficulties in learning and helping the learner in overcoming them through remediation of instructions.

REPORTING STUDENTS' ACHIEVEMENT

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

A*	Outstanding	90% - 100%
A	Excellent	75% - 89%
B	Very Good	56% - 74.5%
C	Good	35% - 55%
D	Scope for improvement	Below 35%

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

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

RATING SCALE

A. LANGUAGES (CLASS I AND II)

TESTING AREA/SKILL/COMPETENCY	SUB-SKILLS	A*	A	B	C	D
01. <u>Reading skill</u>	<i>Pronunciation (Loud reading)</i>	Can read and pronounce correctly new words on ones' own.	Can read and pronounce new words on ones' own most of the time	Can read and pronounce new words with guidance from the teacher.	Cannot read and pronounce new words most of the times.	Cannot read and pronounce new words at all without the guidance from the teachers
	<i>Fluency</i>	Can read simple sentences fluently with proper speed, expression and pronunciation	Can read simple sentences fluently with speed but needs occasional prompting	Can read simple sentences but takes time to read each word. Lacks fluency, speed and expression.	Cannot read simple sentences without or guidance prompting.	Fumbles a lot while reading simple sentences. Reads one word at a time
	<i>Comprehension</i>	Can read and understand a story/sentences and answer all the questions correctly	Can answer most of the questions correctly.	Comprehends with some help from the teacher.	Cannot comprehend the passages on ones own. Often needs help.	Cannot comprehend at all. Requires help of teacher all the time.
2. <u>Writing Skills</u>	<i>Creative writing</i>	Can write three, four or five sentences on a given topic with accuracy and some originality e.g. can	Can write three or four sentences on a given topic correctly but	Can write a few sentences on a given topic with a lot of prompting and	Unable to write three or four sentences on a given topic. Has to be prompted all the	Needs help of the teacher all the time.

		use an adjective with a noun. Tries to use new words.	cannot use new words on his own.	guidance from the teacher.	time.	
	<i>Handwriting (Cursive)</i>	Is neat and legible. All letters and strokes are properly formed and transcription is error free.	Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. Transcription is error free.	Is legible but often inconsistent with his strokes and letters. Transcription has occasional errors.	Is neither legible nor consistent. Transcription has a number of errors.	Writing is mainly incomprehensible and inaccurate
	<i>Grammar</i>	Can write sentences accurately and uses simple punctuation marks appropriately.	Can write sentences accurately most of the time. Falters occasionally in the use of simple punctuation marks	Cannot write sentences without quite a few errors. Sometimes falters in the use of punctuation marks.	Can write shorter pieces with some accuracy. Needs help very often.	Cannot write with accuracy. Needs lot of help.
	<i>Spelling</i>	Can spell almost all words from the text correctly. Can apply his phonetic knowledge to spell similar words.	Spells words from the text correctly with occasional errors. Can apply his phonetic knowledge to	Makes a few mistakes while spelling words. Able to apply his phonetic knowledge sometimes to spell similar	Makes plenty of errors while spelling words. Cannot apply his phonetic knowledge to spell new words.	Makes a lot of spelling mistakes.

			spell similar sounding words.	words.			
	<i>Vocabulary</i>	Has a good range of vocabulary. Always uses new words in writing.	Has a good range of vocabulary. Tries to use new words many times.	Sometimes makes use of new words.	Never uses new words. Knowledge is restricted to words taught before.	Vocabulary is poor.	
03. <u>Speaking Skills</u>	<i>Conversation</i>	Is fluent and spontaneous. Responds to situation appropriately and accurately.	Is fluent and spontaneous most of the time. Responds to the situation appropriately but fumbles for words occasionally.	Lacks spontaneity, fluency and accuracy. Response time rather long. Needs prompting most of the time.	Can carry out a dialogue only at a very basic level.	Needs help most of the time.	

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

A. LANGUAGES (CLASS III, IV, V)

ASPECTS		A*	A	B	C	D
<u>01. Reading skills</u> (Loud reading)	<i>Pronunciation</i>	Can read short stories/articles /words on ones' own and uses his phonetic skills to pronounce new words.	Can read short stories/articles on ones' own most of the time. Uses his phonetic skills to pronounce new words most of the time.	Can often read short stories with varying speed and guidance most of the times.	Can read short stories with varying speed and guidance from the teachers most of the times.	Needs help and prompting by the teacher all the time.
	<i>Fluency</i>	Can read simple/complex passages fluently with proper speed, expression and pronunciation.	Can read simple/complex passages fluently but needs occasional prompting.	Can read simple and passages but takes time to read each word. Lacks fluency, speed and expression.	Can read simple passages with guidance or prompting most of the time.	Fumbles a lot while reading even simple sentences. Needs help all the time.
	<i>Comprehension</i>	Can read and understand text and answer questions correctly.	Can read and understand text and answer most of the questions correctly.	Can read and understand text and answer some of the questions correctly.	Can read and understand text with the help of teacher	Cannot comprehend the text at all.
<u>02. Writing skills</u>	<i>Creative writing</i>	Can write short answers stories and paragraphs with accuracy and originality in sentence construction and use of vocabulary. Ideas are arranged	Can write short stories and paragraphs on a given topic with a fair degree of accuracy. Displays originality sometimes. Ideas are generally	Writes stories and paragraphs but makes quite a few errors. .	Can write short connected descriptive sentences on ones' own with some grammatical errors.	Cannot write short sentences on ones' own. Makes a lot of mistake

	<i>Hand writing</i>	logically. Is neat and legible. All letters and strokes are consistent and joined correctly. Transcription is error free.	logically arranged. Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. Transcription is error free.	Is legible but sometimes inconsistent with his strokes and letters. Transcription has occasional errors.	Handwriting is not very neat. Transcription has many errors	Is neither legible nor consistent
	<i>Grammar</i>	Can write sentences accurately	Can write sentences accurately most of the time.	Can write sentences with quite a few errors.	Can write sentences with a lot of mistakes.	Cannot write with accuracy. Needs help very often
	<i>Spellings</i>	Can spell all words correctly. Tries to spell new words.	Can correctly spell all the words most of the time. Falters occasionally.	Can correctly spell words but sometimes makes mistakes.	Makes a lot of spellings mistakes.	Cannot spell words properly. Has to be helped.
	<i>Vocabulary</i>	Has a rich vocabulary. Often uses new words and phrases in written and spoken forms.	Has a good range of vocabulary and phrases. Uses new words only most of the time.	Has a fair range of vocabulary. Uses new words sometimes.	Vocabulary is limited to only those words, which have been taught in class.	Has a poor stock of vocabulary.
<u>03. Speaking Skills</u>	<i>Conversation</i>	Is fluent and spontaneous. Responds to situation appropriately and accurately. Can	Is fluent and spontaneous most of the time. Responds to the situation appropriately but	Lacks spontaneity, fluency and accuracy sometimes. Response time	Lacks spontaneity, fluency and accuracy.	Needs help most of the time

			narrate incidents/anecdotes and can participate in a discussion on a given topic with ease.	fumbles for words occasionally. Can narrate incidents/anecdotes and can participate in discussions with effort.	rather long. Needs prompting most of the time.		
	<i>Recitation</i>	Can recite a poem or a story with proper speed, diction, expression and tone.	Can recite a poem or a story with proper speed or expression but makes occasional mistakes in pronunciation or forgets at times.	Can recite a poem or story with occasional prompting. Expression is not very strong and effective.	Cannot recite an entire poem or story without prompting. Pronunciation, expression and is not appropriate.	Recitation is poor. Lacks expression.	
<u>04. Listening skills</u>	<i>Comprehension</i>	Can comprehend oral questions, stories and poems.	Comprehends oral questions, instructions, stories, and poems most of the time.	Has some difficulty in comprehending instructions, stories or poems. Needs guidance quite often.	Understands simple conversation in familiar situations. Needs simplification or translation most of the time.	Cannot understand instructions. Needs help all the time.	

	<i>Extra Reading</i>	Can read short stories/poems for pleasure on ones' own with complete comprehension. Can form opinions and evaluate characters and incidents.	Reads stories/poems for pleasure. Sometimes help understanding the story. Can form opinions and evaluate characters and incidents.	Needs a lot of help with understanding of stories and poems. Can evaluate a character or a situation only sometimes.	Shows lack of interest in reading stories or poems. Needs a lot of prompting.	Not interested to read at all any extra material on ones' own.
	<i>Activities/Project</i>	Participates enthusiastically in activities/Projects.	Enthusiastically participates in activities/projects most of the times.	Needs persuasion by the teacher for active participation.	Seldom participates in activities/projects assigned.	Does not participate at all.

B. MATHEMATICS (Class I and II)

	A*	A	B	C	D
Concept	Understands the concepts well before proceeding to the higher ones.	Understands the concepts but is not clear in certain concepts.	Take some time to understanding new concepts.	Understand the concepts but needs help most of the time.	Cannot understand the concepts.

		Takes keen interest in various activities, which help him/her achieve mathematical goals easily.	Takes interest most of the time but needs to be more regular/systematically /organized	Sometimes takes interest in mathematical activities	Takes interest in assigned activities only when prompted.	Very laid back and disinterested.
<i>Activity</i>	<i>Tables</i>	Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge table.	Knows the tables but falls a little in dodge tables.	Knows the tables but makes mistakes in tables of higher number. Falters in dodge tables	Has not understood the concept of tables. Makes mistakes.	Has not learnt the concept of tables. Cannot do dodge tables at all. Makes a lot of mistakes.
	<i>Mental ability</i>	Takes immense delight in working with mathematical problems mentally.	Good at calculating sums mentally but at times makes careless mistakes.	Can do mental calculations but falters occasionally.	Has weak concepts hence can solve sums mentally at a slow pace.	Very slow in solving sums mentally.

B. MATHEMATICS (CLASS III to V)

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

C. ENVIRONMENTAL SCIENCE (CLASS I & II)

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

C. ENVIRONMENTAL SCIENCE – CLASS (III, IV AND V)

<i>Environmental sensitivity</i>	Has the ability to reason, does independent thinking; has value appreciation for truth and aesthetic, sensitivity/observation.	Can do some independent thinking and is quite observant, with reflexes of occasional appreciation.	Can attempt to answer simple questions based on reasoning and observation.	Has difficulty in reasoning and observing. Can attempt to answer simple questions.	Needs prompting to answer simple questions.
<i>Activity/Project</i>	Very innovative; collects information, is able to present the work neatly; does reference work	Work is informative and neat most of the times.	Work is informative and more or less neat; tends to take support and help.	Presentation needs improvement; less informative	Work is untidy and files not well kept and work are least informative.
<i>Group Discussion</i>	Listens to others' point of view and is able to add to them, makes interesting observation; has a good organization of thoughts	Listens to others' viewpoint and hesitates to answer.	Listens passively and offers no views; hesitates to answer; needs occasional help to give views.	Has some difficulty in comprehending instructions; has to be prodded to give answers	Has difficulty in paying attention and following instructions; needs simplification most of the time.
<i>Written Work</i>	Can do assignments independently, Work is neatly presented	Can do written assignments independently. Work is neatly presented most of the time	Can do written assignments but makes occasional mistakes.	Can do only simplified assignments with guidance from teacher	Can do written assignments with constant guidance from the teacher.

D. SCIENCE (CLASS III TO V)

	A*	A	B	C	D
CONCEPT	Excellent ability to understand, grasp, recall, define and reason. Understands and differentiates textual material with great ease. Is able to apply relevant knowledge and tabulate facts well. Reads and comprehends text, diagram and web chart quickly.	Good ability to understand, grasp, recall, define and reasons. Understands the textual material with ease. Is able to apply relevant knowledge and tabulate facts well. Reads and comprehends text, diagram and web chart.	Can understand and recall the textual material. Is able to apply relevant knowledge and tabulate facts, can read and comprehend diagrams and web charts.	Can understand, grasp, recall, define and reason. Understands the textual material with help from the teacher. Is able to tabulate facts well. Reads and comprehends text diagram and web chart with difficulty.	Needs continuous guidance in understanding. Finds difficulty in reading and comprehending text.
ACTIVITY/PROJECT	Voluntarily participates in all the activities and enjoys experiments. Highly appreciable, creative and original in presentation. Is explorative, innovative and infers a result after experimenting; does extensive reference work.	Participates in most of the activities and performs experiments with interest. Excellent, creative project presentation. Is explorative and innovative in experimenting; does reference work.	Participates in some of the activities and performs some experiments. Good project presentation with little creativity. Is explorative; sometimes does reference work.	Participates in very few activities and rarely performs any experiments. Satisfactory project presentation; not very creative. Rarely read any reference books.	Needs a lot of encouragement to participate in activities or perform experiments. Project presentation is not creative and systematic. Not interested in extra reading

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

E. COMPUTER EDUCATION (CLASS III-V)

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

F. GAMES (CLASS I-V)

ASPECTS	A*	A	B	C	D
<i>Enthusiasm</i>	Plays with full intrinsic motivation	Plays with full intrinsic motivation most of the times.	Plays with zeal but only of his choice games	Plays but only when commanded	Always gives excuses
<i>Discipline</i>	Obeys all class discipline voluntarily and plays by following all rules of the game.	Obeys all class discipline voluntarily most of the times and plays by following all rules of the games	Obeys class discipline on command and follows rules only suited to his advantage	Obeys due to fear of punishment. Follows rules on command with displeasure	Lacks discipline

<i>Team spirit</i>	Has team spirit and plays for winning	Has team spirit and plays for winning most of the times	Puts his effort, but individually.	Shows team harmony on and off.	Not a team player
<i>Talent (Strength, stamina and speed)</i>	Outstanding development of skills and displays high performance	Excellent development of skills and displays high performance most of the times	Very good skill development but performs occasionally	Average skill development	Slow skill development
G. ART/CRAFT CLASS I-V					
ASPECTS	A*	A	B	C	D
<i>Interest</i>	Shows great enjoyment and aptitude for drawing and painting – recognizes the value of art	Shows great enjoyment and aptitude for drawing and painting – recognizes the value of art most of the times	Enjoys drawing and painting. Shows imagination sometimes.	Prefers to be guided than using his own imagination	Prefers to reproduce what is seen. Needs repeated instructions.
<i>Creativity</i>	Has original drawing and innovativeness in the work. Shows more feeling and expressions in his/her work.	Has original drawing and innovativeness in the work. Shows more feeling and expressions in his/her work most of the times	Good at reproducing. Shows feelings and emotions.	Can communicate the ideas in terms of effect and appeal.	Lacks creativity and looks for ideas and instructions from the teachers.

<i>Skill</i>	Excellent development of skills and high performance	Excellent development of skills and high performance most of the times.	Skill development is good but performs occasionally	Very slow skill development	No skills
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H. MUSIC/DANCE (CLASS I – V)

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

I. PERSONALITY DEVELOPMENT

ASPECTS	A*	A	B	C	D
<i>Courteousness</i>	Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect Always speaks politely and uses good vocabulary Never interrupts in between	Wishes others most of the times says sorry, thank you and excuse me Stands up to give respect Speaks politely Never interrupts in between.	Many times wish others, say sorry, thank you and excuse me. Some times interrupts in between, speaks politely many times.	Sometimes avoids to wish, say sorry, thank you and excuse me Some times speaks politely Interrupts in between	Avoids wishing, say sorry, thank you and excusing me. Aggressive and impolite
<i>Confidence</i>	Always very confident in carrying out various activities.	Very confident in carrying out various activities most of the times.	Confident in carrying out most of the activities.	Quite confident but needs to come up with his/her ideas.	Needs to develop confidence
<i>Care of belongings</i>	Always respects the belongings and takes care. Always wears proper and neat uniform Very careful about personal hygiene	Takes care of self as well as others property most of the times Wears proper and neat uniform Sometimes nails/hair/teeth not clean	Most of the times takes care of belongings Wears proper and neat uniform most of the times.	Takes care but does not bother about others Most of the times in improper uniform Often not careful about personal hygiene	Careless about self as well as others property Often untidily dressed Unkempt personal hygiene
<i>Neatness</i>	Always wears proper and neat uniform Very careful about personal hygiene	Wears proper and neat uniform Sometimes nails/hair/teeth not clean	Wears proper and neat uniform most of the times.	Most of the times in improper uniform Often not careful about personal hygiene	Often untidily dressed Unkempt personal hygiene
<i>Regularity and punctuality</i>	Very particular about being regular	Often particular about being regular and	Sometimes particular about being regular and	Sometimes irregular and not punctual to	Irregular and sometimes late to

	and punctual to school/classroom Always regular in doing submitting assignments and projects	punctual to school/classroom Often regular in doing submitting assignments and projects	punctual. Sometimes late in submitting assignments.	school/classroom Sometimes late in submitting assignments and projects.	school/classroom Rarely submits assignments and projects in time.
<i>Initiative</i>	Always tries to do things independently Always ready to participate in oral discussions/extra curricular activities	Most of the times tries to do things independently Often ready to participate in oral discussions/extra curricular activities	Often tries to do things independently. Often ready to participate in oral discussions/extra curricular activities	Sometimes tries to do things independently Sometimes ready to participate in oral discussions/extra curricular activities	Never does things independently Avoids participating in oral discussions/extra curricular activities
<i>Spirit of service</i>	Always volunteers to participate in all activities for a social cause. Always ready to help others	Volunteers to participate in activities for a social cause most of the times. Often ready to help others.	Often volunteers to participate in activities for a social cause. Often helps others.	Sometimes volunteers to participate in activities for a social cause. Sometimes helps others.	Rarely participates in activities for a social cause. Never bothers to help others.
<i>Respect for other's property</i>	Always follows rules and regulations Takes good care of property and consciously makes efforts to keep the environment clean	Most of the time follows rules and regulations Takes care of property and often makes efforts to keep the environment clean.	Often follows rules and regulations. Takes care of property and Often makes efforts to keep the environment clean.	Sometimes follows rules and regulations Does not bother about others' property Sometimes litter his/her surroundings	Does not follow rules and regulations Is not sensitive about others' property. Often litters his/her surroundings.

<i>Self-control</i>	Well disciplined in the classroom/corridors/staircase Never misbehaves or fights in the playground/break. Emotionally a balanced child.	Disciplined in the classroom/corridors/staircase most of the times Never misbehaves or fights in the playground/break	Disciplined in the classroom/corridors/staircase most of the times. Occasionally misbehaves or fights in playground/break	Disciplined in the classroom but not in corridors/staircase Often misbehaves or fights/bullies in the playground/break.	Indiscipline in the classroom/corridors/staircase Mostly misbehaves fights/ bullies in the playground/break
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CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC BRANCH, SHIKSHA SADAN

17, ROUSE AVENUE, NEW DELHI-110002

CIRCULAR No. 17/04

D(A)/38/04

26th March 2004

To,

All Heads of Institutions
Affiliated to the Board

Dear Principal,

Sub: English (Communicative) - change in Question Paper Pattern

The Central Board of Secondary Education has decided to revise the format and pattern of the question paper in English (Communicative) course for Class X. The revised question paper will come into effect from March, 2005 Board Examination for Class X. The major changes are as under:

1. Separate Question Paper and Answer Booklet (as in all other subjects) will replace the present pattern of a single booklet containing questions and space for answers.
2. Marks have been redistributed as shown below:

Skill	Present Pattern	New Pattern
Reading	30 marks	20 marks
Writing	30 marks	30 marks
Grammar	15 marks	20 marks
Literature	25 marks	30 marks
Total	100 marks	100 marks

3. There will be only two texts for reading comprehension in Section-A.
4. One additional question each for 5 marks will figure in Grammar and Literature Sections.

Sample Question papers based on the new format and pattern will be sent to all the schools shortly. The contents of this circular may be brought to the information of all Concerned.

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

CIRCULAR No. 21/04

D(A)/F, English/2004

21.04.2004

To,

All the Heads of the
CBSE affiliated schools

Subject: Changes in weightage in Functional English (Code No. 101) Class XII w.e.f. 2004-2005

Sri,

Functional English is one of the courses in English being offered at the senior secondary level. The revised distribution of marks in case of Functional English will be as follows:

Skills	Present	Proposed
Advanced Reading Skills	30	20
Effective writing Skills	30	30
Applied Grammar	15	15
Literature	25	35
Total	100	100

I. The following changes will be made in Section A Reading. The new examination specifications are as given below:

Section A : Reading **20 Marks**

1. 350-500 words passage 8 Marks
(note-making and summarizing)
2. 600-750 words passage 12 Marks
(4 marks for word attack skills)

II. Section B : Writing **30 Marks**

B.1 Two short writing tasks such as notices, advertisements,

- B.2 factual description of people, places and objects, process writing, drafting posters, accepting and declining Invitations (50-80 words) (5+5) 10 Marks
- B.3 Writing letters based on given verbal/visual input 10 Marks
- a) Letter types including official letters for making Inquiries, registering complaints, asking and giving information, placing orders and sending replies (80-100 words)
- b) Letters to the editors on various social issues (125-150 words)
- c) Application for a job including CV (Curriculum Vitae)/Resume)
- B.4 A long and sustained writing task such as writing a speech, a report, and article based on verbal/visual input (200 words) 10 Marks

III. Section C: Applied Grammar 15 Marks

- C.1 Reordering of words/sentences 3 marks
- C.2 Composing a dialogue based on the given input 3 marks
- C.3 Error correction in sentences 5 marks
- C.4 Drafting questions/questionnaires based on given input 4 marks

IV. Section D: Literature 35 Marks

Note : since the weightage to Literature Section has increased from 25 to 35 marks some changes in questions have been drawn up as given below:

Total Number of Marks = 35

Poetry 15 Marks

Drama 05 Marks

Prose 15 Marks

1. One out of two extracts from different poems from the Literature Reader, each followed by two or three questions to test local and global comprehension of the text. 6 marks
2. Three out of four short answer questions based on different poems to test theme, setting and literary devices. It may or may not be based on the extract. 9 marks
3. One out of two questions based on the play from the Literature reader to test global comprehension and drawing/evaluating inferences. An extract may or may not be used (80-100 words) 5 marks

4. Three out of four short questions based on different prose texts from the Literature Reader to test global comprehension (50 words). This may or may not be based on an extract. 9 marks
5. One out of two extended questions based on one of the prose texts from the Literature reader to test global comprehension and extrapolation beyond the text (100-125 words) 6 marks

This may be intimated and circulated among all teachers and students studying Functional English.

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

No. D(A)/SANSKRIT

Dated: 17.09.2004

Circular No. 30/2004

To,

All the Heads of Institutions affiliated to CBSE

Subject: Change of format of Question Paper from 'Test booklet' form to Separate Answer Sheet in Sanskrit Communicative (Code No.122) in Class X.

Dear Principal,

You are aware that there is a change in the format of Question Paper in Sanskrit Communicative in Class X from 2005 examination. In this regard the Sample Question Papers for Communicative Sanskrit have already been forwarded to you. The main features of these Sample Question Papers is that students will now write answers on a separate answer sheet and the booklet form of question paper will be discontinued. This has come in effect from the session 2004-2005 for the Board Examination of Class X in March 2005.

This has already been communicated to the teachers through teachers' training programme and to you in various meetings.

All teachers and students involved in the teaching and learning of Communicative Sanskrit Code No.122 may kindly see this information and take necessary action.

Yours faithfully,

G. Balasubramanian
Director (Academic)

**Support Materials
&
Publications**

CENTRAL BOARD OF SECONDARY EDUCATION

SHIKSHA KENDRA, 2 COMMUNITY CENTRE,
PREET VIHAR, DELHI-110090

CBSE/DIR(ACAD)/Text/2004/

10th March, 2004

Circular No: 16/04

To,

All Heads of Institutions
Affiliated to CBSE

Dear Principal,

Sub: List of recommended books of private publishers for classes XI & XII

The CBSE has decided to recommend the following books of private publishers in various subjects in addition to the NCERT textual materials, which stands prescribed of all the subjects in addition to NCERT books the details are as under:-

- | | |
|----------------|----------------------|
| 1. Mathematics | 6. Political Science |
| 2. Physics | 7. Geography |
| 3. Chemistry | 8. Business Studies |
| 4. Biology | 9. Accountancy |
| 5. Economics | 10. History |

List of Recommended Books suggested by the subject experts class XI

Subject	Name of The Publishers	Title of The Book
Physics	Frank Brothers, New Delhi	Frank Sr. Sec. Physics for XI
Chemistry	Krishna Prakashan, Meerut, U.P. S. Dinesh & Comp. Jalandhar, Punjab	Chemistry for Class XI Companion Chemistry
Biology	Madhuvan Edn. Books, Delhi Oxford University Press, New Delhi	A textbook of Biology Biology for Class XI
Mathematics	Pradeep Publications, Jalandhar, Punjab	New Course mathematics for Class XI.

Class XI

BUSINESS STUDIES

S. No.	Name of the Book	Name of the Publisher
1.	Frank Sr. Sec. Business Studies-Class XI	Frank Brothers & Company Publishers Ltd., 4675, A, Ansari Road, 21 Darya Ganj, New Delhi-110002.
2.	Business Studies-CBSE XI	Arya Publications, 7, Industrial Area, Trilok Puri Road, Kala Amb Dist. Sirmour, Himachal Pradesh.
3.	Business Studies-CBSE XI	Oxford University Press, 1 st Floor YMCA Library Bldg., Jai Singh Road, New Delhi-110001.

HINDI MEDIUM

1.	व्यावसायिक अध्ययन (Business Studies)	V.K. Publications/V.K. (India) Enterprises, 5, Ansari Road, Darya Ganj, New Delhi-110002.
2.	व्यवसाय अध्ययन	Arya Publications, 7, Industrial Area, Trilok Pur Road, Kala Amb Dist. Sirmour, Himachal Pradesh.

ACCOUNTANCY

S. No.	Name of the Book	Name of the Publisher
1.	Core CBSE Accountancy for Class XI	Goyal Brothers Prakashan, 11/1903, Chuna Mandi, Pahar Ganj, New Delhi-110055

HINDI MEDIUM

1.	हायर सेकण्डरी बहीखाता	Shri Mahavir Book Depot Publishers, 2603, Nai Sarak, Delhi-110006.
2.	एकाउन्टेंसी	Arya publications, 7, Industrial Area, Trilok Pur Road, Sirmour, Himachal Pradesh

ECONOMICS

S. No.	Name of the Book	Name of the Publisher
1.	Introduction to Statistics	R. Chand & Co. 1, Ansari Road, Darya Ganj, New Delhi-110002.
2.	Core CBSE economics - Indian Economic Development for Class XI	Goyal Brothers Prakashan, 11/1903, Chuna Mandi, Pahar Ganj, New Delhi-110055.
3.	Core CBSE Economics Introduction to Statistics for class XI	Goyal Brothers Prakashan, 11/1903, Chuna Mandi, Pahar Ganj, New Delhi-110055.
4.	Frank Sr. Sec., statistics Class XI	Frank Brothers & Company Ltd., 4675 A, Ansari Road, 21, Darya Ganj, New Delhi-110002.
5.	Elementary Statistics and Indian Economic Development	V.K. Publications/V.K. (India) Enterprises, 5, Ansari Road, Darya Ganj, New Delhi-110002.
6.	Elementary Statistics	Sultan Chand & Sons (P) Ltd., 4859/24, Darya Ganj, New Delhi-110002.
7.	Introductory Statistics Class XI	Oxford University Press, 1 st Floor YMCA Library Bldg., Jai Singh Road, New Delhi-110001.
8.	Indian Economic	Oxford University Press, 1 st Floor YMCA Library Bldg., Jai Singh Road, New Delhi-110001.
HINDI MEDIUM		
1.	प्रारंभिक सांख्यिकी एवं भारतीय अर्थिक विकास	V.K. Publications/V.K. (India) Enterprises, 5, Ansari Road, Darya Ganj, New Delhi-110002.

GEOGRAPHY

S. No.	Name of the Book	Name of the Publisher
1.	Principles of Geography (Part A) for Class XI	Inter University Press Pvt. Ltd., Educational Publishers, 30/7, Shakti Nagar, Delhi-110007.

HINDI MEDIUM		
1.	भूगोल	V.K. Publications/V.K. (India) Enterprises, 5, Ansari Road, Darya Ganj, New Delhi-110002.
2.	सरस्वती भूगोल कक्षा - XI	Saraswati House (P) Ltd., 9, Darya Ganj, Near Telephone Office, new Delhi-110002.

POLITICAL SCIENCE

S. No.	Name of the Book	Name of the Publisher
1.	Society, State and the Indian Government	Arya Publications, 7, Industrial Area, Trilok Pur Road, Kala Amb, Dist. Sirmour, H.P.
2.	Political Science	R. Chand & Co. 1, Ansari Road, Darya Ganj, New Delhi-110002.
3.	Political Science	Inter University Press Pvt. Ltd., Educational Publishers, 30/7, Shakti Nagar, Delhi-110007.

HINDI MEDIUM

1.	सरस्वती राजनीति विज्ञान कक्षा - XI	Saraswati House (P) Ltd., 9, Darya Ganj, Near Telephone Office, new Delhi-110002.
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Class XII

BUSINESS STUDIES

S. No.	Name of the Book	Name of the Publisher
1.	Business Studies	V. K. Publications/V. K. (India) Enterprises, 5, Ansari Road, Darya Ganj, New Delhi-110002.
2.	Elements of General and Functional management	Sultan Chand & Sons (P) Ltd., 4859/24, Darya Ganj, New Delhi-110002.
3.	Business Studies	Ratna Sagar (P) Ltd. Virat Bhavan, Mukherjee Nagar, Commercial Complex, 110009.

S. No.	Name of the Book	Name of the Publisher
4.	Saraswati Business Studies	Saraswati House (P) Ltd. 9, Darya Ganj, Near Telephone Office, New Delhi-110002.
5.	Business Studies	Laxmi Publications Pvt. Ltd., 7/19, ansari Road, Darya Ganj, New Delhi-110002.
6.	Business Studies	Arya Publications, 7, Industrial Area, Trilok Pur Road, Kala Amb, Dist. Sirmour, Himachal pradesh.
7.	Business Studies	Oxford University Press, 1st Floor, YMCA, Library Bldg., Jai Singh Road, New Delhi-110001.
8.	Business Studies	Sultan Chand & Sons (P) Ltd., 4799/23, Darya Ganj, New Delhi-110002.
9.	Principles of Business Studies	Shri Mahavir Book Depot (Publishers), 2603, Nai Sarak, Delhi-110006.
10.	Frank Sr. Sec. Business Studies	Frank Brothers & Company Publishers Ltd. 4675 A, Ansari Road, 21, Darya Ganj, New Delhi-110002.
HINDI MEDIUM		
1.	व्यावसायिक अध्ययन	V. K. Publications/V. K. (India) Enterprises, 5, Ansari Road, Darya Ganj, New Delhi-110002.
2.	व्यवसाय अध्ययन	Laxmi Publications Pvt. Ltd., 7/19, ansari Road, Darya Ganj, New Delhi-110002.
3.	व्यापार प्रणाली के मूल तत्व-I	Shri Mahavir Book Depot (Publishers), 2603, Nai Sarak, Delhi-110006.
4.	आधुनिक व्यवसाय प्रबंध	Sultan Chand & Sons (P) Ltd., 4799/23, Darya Ganj, New Delhi-110002.
5.	व्यवसाय अध्ययन	Arya Publications, 7, Industrial Area, Trilok Pur Road, Kala Amb, Dist. Sirmour, Himachal pradesh.

ACCOUNTANCY

S. No.	Name of the Book	Name of the Publisher
1.	Double entry Book Keeping	Sultan Chand & Sons (P) Ltd., 4859/24, Darya Ganj, New Delhi-110002.
2.	Accountancy Refresher	Modern Publishers, Mb. 161, Gali No. 4, Shakar Pur, Delhi-110092.
3.	Accountancy Part - I	Arya Publications, 7, Industrial Area, Trilok Pur Road, Kala Amb, Dist. Sirmour, H.P.
4.	Wason's Double Entry Book Keeping Partnership and Company Accounts	Kohinoor Publications, 110099 Doriwalar, East Park Road, Karol Bagh, New Delhi-110005.
5.	Wason's Analysis of Financial Statements	Kohinoor Publications, 110099 Doriwalar, East Park Road, Karol Bagh, New Delhi-110005.
6.	Principles and Practice of Accountancy Part 2	Arya Book Depot, 30, Naiwala, Karol Bagh, New Delhi-110005.
7.	Principles and Practice of Financial Statement Analysis	Arya Book Depot, 30, Naiwala, Karol Bagh, New Delhi-110005.
HINDI MEDIUM		
1.	+ एकाउन्टेन्सी	V.K. Publications/V.K. (India) Enterprises, 5, Ansari Road, Darya Ganj, New Delhi-110002.

ECONOMICS

S. No.	Name of the Book	Name of the Publisher
1.	Micro Economics and Macro Economics	V.K. Publications/V.K. (India) Enterprises, 5, Ansari Road, Darya Ganj, New Delhi-110002.
2.	Introductory Micro and Macro Economics	S. Dinesh & company Publisher Ltd., 4675, A, Ansari Road, 21 Darya Ganj, New Delhi-110002.
3.	Introductory Micro Economics	Oxford University Press, 1 st Floor YMCA Library Bldg., Jai Singh Road, New Delhi-110001.

4.	Introductory Micro Economics	Oxford University Press, 1 st Floor YMCA Library Bldg., Jai Singh Road, New Delhi-110001.
5.	Frank Sr. Sec. economics Part A: Introductory Micro Economic Theory	Frank Brothers & Company Publishers Ltd., 4675 A, Ansari Road, 21, Darya Ganj, New Delhi-110002.
6.	Frank Sr. Sec. economics Part A: Introductory Micro Economic Theory	Frank Brothers & Company Publishers Ltd., 4675 A, Ansari Road, 21, Darya Ganj, New Delhi-110002.
7.	Introduction to Micro Economics	Sultan Chand & Sons (P) Ltd., 4859/24, Darya Ganj, New Delhi-110002.
8.	Macro Economics	Geeta Publishing House, T-565, Idgah Road, Delhi-110006.
HINDI VERSION		
9.	व्यष्टि अर्थशास्त्र एवं समष्टि अर्थशास्त्र	V. K. Publications/V. K. (India) Enterprises, 5, Ansari Road, Darya Ganj, New Delhi-110002.

POLITICAL SCIENCE

S. No.	Name of the Book	Name of the Publisher
1.	Concepts in Political Science and Democracy in India	R. Chand & Co. 1, Ansari Road, Darya Ganj, New Delhi-110002.
2.	Political Science-Theory and Concepts And Democracy in India	Modern Publishers, Mb. 161, Gali No. 4, Shakar Pur, Delhi-110092.
3.	Key Concepts and Theories and Democracy in India	Saraswati House (P) Ltd. 9, Darya Ganj, Near Telephone Office, New Delhi-110002.
4.	Political Concepts and Indian Democracy	Arya Publications, 7, Industrial Area, Trilok Pur Road, Kala Amb, Dist. Sirmour, H.P.

HINDI VERSION		
1.	Political Science-Theory and concepts and Democracy in India (Hindi Version)	Modern Publishers, Mb. 161, Gali No. 4, Shakar Pur, Delhi-110092.
2.	राजनीतिक अवधारणायें और भारतीय लोकतंत्र	Arya Publications, 7, Industrial Area, Trilok Pur Road, Kala Amb, Dist. Sirmour, H.P.
3.	राजनीति विज्ञान-सिद्धांत एवम् अवधारणायें	Shri Mahavir Book Depot (Publishers), 2603, Nai Sarak, Delhi-110006.
GEOGRAPHY		
1.	+ 2 Geography	V. K. Publications/V. K. (India) Enterprises, 5, Ansari Road, Darya Ganj, New Delhi-110002.
2.	Text Book of Geography	Arya Publications, 7, Industrial Area, Trilok Pur Road, Kala Amb, Dist. Sirmour, H.P.
HINDI VERSION		
1.	+ 2 भूगोल	V. K. Publications/V. K. (India) Enterprises, 5, Ansari Road, Darya Ganj, New Delhi-110002.
2.	सरस्वती भूगोल	Saraswati House (P) Ltd., 9, Darya Ganj, Near Telephone Office, New Delhi-110002.
3.	भूगोल की पाठ्य पुस्तक	Arya Publications, 7, Industrial Area, Trilok Pur Road, Kala Amb, Dist. Sirmour, H.P.

The above information may be brought to the attention of all the concerned and students.

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION
17, ROUSE AVENUE, NEW DELHI -110002

No. D(A)/PA/SQP/2004
July 9, 2004

Circular No: 24/2004

To,

All the Heads of Institutions
of CBSE affiliated schools

Subject : Availability of books - Req.

Dear Principal,

The Board has published the following books and they are available on sale in the Book Stores of the Headquarters of CBSE and in all its Regional Offices. You are advised to get in touch with the concerned offices for purchase of the same:-

S.No.	Name of the Publication	Price (Rs.)
01.	Senior School Curriculum -2006 Vol.1	100.00
02.	Secondary School Curriculum -2006 Vol.1	45.00
03.	Senior School Curriculum -2006 Vol. 11	40.00
04.	Secondary School Curriculum -2006 Vol.11	50.00
05.	Together Towards a safe India -Part II (A book on Disaster Management for Class IX)	45.00
06.	Life Skills Education -Part II (for Class VII)	45.00
07.	Kanika Abhyas Pusthika -(for Class VI)	40.00
08.	Learning Resource for Fashion Studies Part I (for Class XI)	85.00

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION
17, ROUSE AVENUE, NEW DELHI -110002

No.D(A)/PA/SQP/2004

July 9, 2004

Circular No: 26/2004

To,

All the Heads of Institutions
of CBSE affiliated schools

Subject: Revised Sample Question papers for March 2005 examinations

Dear Principal,

The CBSE has brought out revised Sample Questions papers for the March, 2005 examinations in the following subjects:

- Class X
1. English Communicative (Code No. -101)
 2. English Language and Literature (Code No. -084)
 3. Hindi Course A (Code No. -002)
 4. Hindi Course B (Code No. -085)

- Class XII
1. Functional English (Code No. -101)
 2. Hindi Core (Code No -302)
 3. Hindi Elective (Code No. -002)
 4. Physics (Code No. -042)
 5. Chemistry (Code No. -043)
 6. Biology (Code No. -044)
 7. Computer Science (Code No. -083)
 8. Informatics Practices (Code No. -065)
 9. Web & Multimedia Technology (code no:)

The Board will be making these revised papers available in its website -www.cbse.nic.in for the benefit of all the students. The Board will also bring out the print version of the above in the following pattern:-

- Class X : English (both courses) & Hindi (both courses) as one single book
Class XII : English (both courses) & Hindi (both courses) as one single book
Class XII : Physics, Chemistry & Biology-as one single book
Class XII : Computer Science, Informatics Practices, Web& Multimedia Technology -as one single book

The above books would be made available for sale in the Regional Offices of the Board by the first week of August, 2004. The Heads of Institutions are requested to bring the above information to the notice of all concerned.

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION
17, ROUSE AVENUE, NEW DELHI - 110002

Dated: 09.07 2004

No: D(A)/SANSKRIT/04

Circular No: 27/04

To,

All Heads of Institutions
Affiliated to CBSE.

Subject: Sample Question Papers for Class X in Sanskrit

Dear Principal,

As you are aware the CBSE has been in the process of producing support material to help the teachers in Sanskrit.

Please find enclosed the document **Adarsh Prashn Patrani in Sanskrit** which contains Sample Question Papers in Communicative Sanskrit meant for Classes IX & X.

This is an unpriced document and must be circulated to all teachers teaching Sanskrit at secondary level and students studying Communicative Sanskrit in Class X (applicable for March 2005 Examination of Class X).

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION
2 COMMUNITY CENTRE, PREET VIHAR, DELHI-110090

NO.D(A)/HISTORY/

October 25, 2004

Circular No. 34/2004

All the Heads of institutions affiliated to CBSE

Subject : Sample Question Paper in History -Reg.

Dear Principal,

As you are aware, the Board had taken the following actions in order to facilitate the teachers an objective treatment of the subject of History in various classes:-

01. Issue of a booklet consisting of an advisory from NCERT to teachers for the treatment of the contents of History in classrooms for various classes.
02. Dispatch of five copies of the old textbooks of NCERT to schools for reference and use by teachers for an objective treatment of the contents of History.

In this context, it was also mentioned that the Sample Question Papers prepared by the CBSE will be reviewed and notified to the affiliated schools. The schools are informed that there is no change in the content, weightage and distribution of marks to various units in the Sample Question Paper already issued for the Class X for the current academic year (for March 2005 examinations) and the format would also remain the same.

In so far as Class XII is concerned, I am pleased to forward to you a copy of the revised Sample Question paper for the subject of History for March 2005 examinations. You may please note that there is no change in the format of the question paper and the weightage and distribution of marks to various units remain the same. The revised sample question paper, with minor changes is being sent to all the affiliated schools for reference and use. The printed copy will also be available on sale in the Book Stores of the Headquarters and the Regional Offices of CBSE. The Heads of Institutions are requested to kindly take note of the same and bring it to the attention of all concerned in the school.

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

CBSE/DIR(ACAD)/Maths Lab./2005

10th March,2005

Circular No. 14/2005

To

All the heads of Institutions
Affiliated to CBSE

SUB :- Introduction of Mathematics laboratory at Secondary level -NCERT's Publication.

Dear Principal,

This is in continuation of an earlier circular no. 10 dated 2nd March, 2005 with regards to the introduction of Mathematics Laboratory and internal assessment at Secondary level. It is to further inform you that National Council of Educational Research & Training (NCERT). Delhi has published a document 'A Handbook for designing Mathematics laboratory in Schools' which is available on sale at its Delhi office. The said document is priced at Rs. 60/-. The schools may contact The Head, Publication Unit, (011-26852261 (0) ,011-26851070 -Fax) NCERT, Sri Aurobindo Marg , New Delhi 110016 for further necessary information in this matter and procurement of the document.

You are further informed that the Board is also bringing out its own publication 'Guidelines for Mathematics Laboratory in schools for class IX'. In addition to inclusion of different syllabus based activities and projects, this document also includes general guidelines on the design of Mathematics laboratory, its layout, physical infrastructure and materials and scheme of evaluation. The printed document is likely to be available shortly.

You are requested to bring this Information to the notice of all concerned for necessary action.

Yours faithfully,

G. Balasubramanian
Director (Academic)

General

CENTRAL BOARD OF SECONDARY EDUCATION
17 B, I.P. ESTATE, DELHI-110002

CIRCULAR

NO: CBSE/DIR(ACAD)/2002

Dated: 10th July, 2002

Circular No: 8

To,

All Heads of Institutions
Affiliated to CBSE

Sub: Role of Principals in de-stressing the students appearing in the Board's examinations

As you are aware, the students appearing in the examinations of the Board at the secondary and senior school level develop a high level of anxiety as they come closer to the days of the conduct of examinations and also in anticipation of the results of their performance. In many cases, they are not able to cope with the stress. Many causes may be attributed which develops such stress. A few of them, which are most common can be detailed as below:

- High level of competition
- Acute parental pressure
- Peer pressure
- Improper and Inadequate learning strategies
- Inability to communicate their knowledge
- Lack of adequate practice in writing
- Lack of clarity and coherence in presentation of their ideas

In order to combat the issues arising out of the above, the students need to be counseled continuously. Exercises in building self-concept, self-image, acceptability, ability to withstand the pressures, sense of enterprise, sportsmanship have to be a part of the learning process. Planned and effective counseling would help in achieving the above. It is equally important to counsel the parents so that they are aware of the aptitudes, attitudes and interest of their wards and are able to channelise them properly,. Frequent counseling sessions for them need to be organized.

The role of Principals in ensuring the above is critical. It is strongly felt that in many schools, the Heads of Institutions do not provide adequate quality time to address these issues. It is suggested that the Principals should take a few classes both at the class X and XII level every week so that they are in touch with the students appearing in Boards examinations and are able to give them necessary guidelines and counsel them appropriately. The schools should understand that the objectives of education are much

The Board hopes that the Heads of Institutions will take note of the above suggestions and help the students to face the educational and social dynamics with a sense of courage and conviction.

Yours faithfully,

(G. BALASUBRAMANIAN)
DIRECTOR(ACADEMIC)

CENTRAL BOARD OF SECONDARY EDUCATION DELHI

CIRCULAR

Dated 20th July,2002

To,

All Heads of Institutions Affiliated to CBSE

Dear Principal,

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

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

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

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

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

Yours faithfully,

G. Balasubramanian

Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC BRANCH, SHIKSHA SADAN
17, ROUSE AVENUE, NEW DELHI-110002

CIRCULAR NO. 04/04

D(A)/PA/NET/04

5th February, 2004

To

All Heads of Institutions
Affiliated to the Board

Dear Principal,

Sub: Circulars through email -reg

The Board is planning to send the circulars to all the affiliated schools through the email in order to provide the information at their mailbox so that they can process the same early. The existing email id in respect of several schools provided to CBSE does not appear to be valid. It is in this context you are requested to provide the following information to the Board positively before 29th February, 2004. The information could be mailed to the following email ID :**directoracad@hotmail.com**

The format of details should be as under:

School Name with address:

Tel No:

PIN CODE:

AFFILIATION NO;

Email id:

Your cooperation in the matter will be highly appreciated.

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION
17-B, I.P, ESTATE, NEW DELHI

NO: D (A)/Acad /circ/

Circular No: 6
Dated 8th February, 2003

To

All Heads of Institutions
Affiliated to the Board,

Dear Principal,

With the new academic year about to start, you may be addressing to the design and strategies of the curricular inputs for the academic year 2003- 2004 for various classes. It is also the right time to introspect on the areas that need our immediate attention, which would help in strengthening the educational system in our country and which will be beneficial to the student community. The Board intends to share some of its views with you so that you can accordingly plan your school environment and system.

1. The students in the primary classes need our best attention as they are in the formative period of life. Care should be taken that they do not experience any stress in their learning process and as such they should love coming to schools as learning would be a joyous experience. One of the major issues that cause concern to many is the load of the school bag. While the Board is against prescribing many books at the primary stage, (your attention has been drawn to this issue earlier also), it would be worth considering whether the students could be allowed to leave at least a part of the bag load in the school itself. They may not carry the text and the note-books both ways from home to school and back unless it is warranted on a few occasions. This could be tried at least for classes I and II as an experimental measure. This really means that the school would not give any homework for the students of these classes. The time could be used by the parents at home for the emotional empowerment of the child and to give attention to the other needs of the wards. It will be a big move towards beating the stress felt by the students of the primary classes.

2. The Board has been emphasizing on the need for continuous and comprehensive evaluation rather than the terminal examinations. It is time that schools change over to the process of continuous and comprehensive evaluation covering the entire range of the academic year than the performance of the learner in a single window test. This needs to be, implemented from classes I to V immediately and in a phased manner to class VIII in the subsequent years. Such of the schools who would choose to implement it up to class VIII are welcome to do so. This also warrants that the schools should move slowly from the Pass-fail system .in these classes in a phased manner. This would be a welcome academic initiative, as the focus should shift from passing on examination to the enrichment and empowerment through learning.

3. It is also seen that on a few occasions, the students who forget to bring the textual material to the class or for one reason do not possess them in the class are either punished or suffer a disadvantage.

It will be a good idea if the schools have a small classroom library where the important text books are housed and if any student does not have the same, they could have an access to it whenever needed.

4. There has been an increasing tendency in our educational edifice to provide utilitarian education, the subjects that would provide the learner with jobs. While the relevance of this cannot be marginalized, it is important that at the primary and middle level, emphasis has to be given on softer subjects like painting, music, dance etc., which would help them to grow more as a harmonious personality and to understand the meaning and joy of life. The schools should explore the possibilities of encouraging active participation of the learners at the primary level in such subjects.

I am sure the above suggestions will help you to articulate your academic year in a more effective manner and to bring better vibrancy in the academic environment of your school.

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

CBSE/Admn.I/14(60)/2004/

DATED: 16.02.2004

To

All Heads of Institutions
Affiliated to the Board

Sub: Judgement of Hon'ble Supreme Court of India in Vishaka & others Vs. State of Rajasthan & others regarding Sexual harassment of women at work place -Compliance of guidelines and norms - Collection of Quarterly Report from each affiliated independent school

Dear Principal,

With a view to ensure that the guidelines and norms prescribed by the Hon'ble Supreme Court of India for prevention of sexual harassment of women at work place, are adhered to strictly, you were requested by the Board vide office letter No. Admn.I/14(10)/2001/156603-9602 dated 19.4.2001 and subsequent letter No. Admn.I/14(10)/2001/21546-24795 dated 29.10.2001 and letter No. Admn.I/14(60)/2001/533-3883 dated 15.1.2002 for taking immediate steps and to send Quarterly Action Taken Report on the subject in the prescribed .proforma already provided to the schools.

It was reiterated in the aforesaid letters addressed to the Heads of all the. independent schools affiliated with CBSE that in order to prevent sexual harassment to the female teachers/other female employees, the Head of the school should initiate immediate action to specifically ensure the following remedial measures:

- I. Bring to the notice of those working in the school, the definition of sexual harassment as .laid down by the Supreme Court and its express prohibition;
- II. Take all necessary actions to suitably modify the Conduct Rules governing the employees to ensure that they include. the express prohibition of sexual harassment and provide for appropriate penalties against the offender;
- III. Take all steps necessary to ensure that appropriate work conditions are provided in respect of work, leisure, health and hygiene to further ensure that there is no hostile environment towards women at work places and no woman employee has reasonable grounds to believe that she is disadvantaged in connection with her employment.
- IV. Set up complaint mechanism in the school to deal with complaints of sexual harassment and to constitute a Complaint Committee which should be headed by a woman and not less than half of its members should be women. Such Complaint Committee should involve a third

party, either N.G.O or other body who is familiar with the issue of sexual harassment. This Committee may also be empowered to deal with the complaints of girl students also, if there is any.

Action taken in this regard may be reported to the Joint Secretary (Affiliation), CBSE, Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi- 110092 immediately so that compliance report could be sent to the Ministry of Human Resource Development, Govt. of India at the earliest.

Yours faithfully,

(SHASHI BHUSHAN)
JT. SECRETARY (A&L)

CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC BRANCH, SHIKSHA SADAN
17, ROUSE AVENUE, NEW DELHI-110002

Circular No: 14/04

D(A)/D(A) /04

10th March 2004

To

All Heads of Institutions
Affiliated to the Board

Sub: Curriculum Organization in Schools -Reg

Dear Principal,

As you are aware, the Board publishes the secondary and senior school curriculum every year for the benefit of the affiliated schools, The curriculum indicates the syllabi, the various parameters of the syllabi, weightage given to different units, the allocation of periods per unit etc” It also suggests the number of working days over which the entire transaction of curriculum is proposed to be distributed. These guidelines are given to ensure smooth and effective transaction of the curriculum so that the students have a stress free learning environment.

It has come to the notice of the Board that some institutions do not adhere to these specifications and manipulate their class schedules and timing especially for the senior classes to facilitate the students to go to coaching institutions and other tuition centers for coaching for the competitive examinations, While the Board feels that adequate encouragement should be given to the learners to actively expand their canvas of learning to be current and competitive, but it should not happen at the cost of the basic human faculties that are nourished through the mode of formal education. The objectives of curriculum are so designed to help for the holistic growth of the learners and no action of the schools should in no way marginalize such empowerment. The Heads of Institutions are advised to take note of the above and follow the guidelines given scrupulously. Any violation of the guidelines of the Board would attract action against the erring schools,

Yours faithfully,

G. Balasubramanian
Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

17-8, I.P. ESTATE, NEW DELHI -110092

CBSE/ACAD(Liby)/2003/

Dated: 16/07/03

Circular No. 17

SUBJECT: PROMOTING READING HABITS

Dear Principal,

As a Principal, I am sure, you are aware of the importance and need for promoting reading as a skill in your students. To bring children and books together successfully, children have to experience the pleasures of reading. They have to hear stories, visualize characters, talk about themes, emotionally respond to characters and think with new information, ideas and viewpoints. .

It is not enough to offer children what is considered a good selection of reading texts. For, this alone does not guarantee that the child will engage with a reading passage and become a good reader. A conscious attempt needs to be made to help children to “connect” to the text in a meaningful way.

Reading is not simply decoding or pronouncing words correctly. It is an ongoing dialogue and interaction between the author and the reader. Good readers bring their knowledge and experience to an author’s world to help them understand the text. Good readers are able to use the information to arrive at a deeper understanding. They don’t merely recall what they read, they comprehend it. They are able to bring past knowledge and experience to the information and text, and create new understanding, solve problems, make inferences and make connections to other texts and experiences.

In order to help readers interact with the text, it is absolutely necessary to bear in mind that different kinds of texts demand different reading skills and strategies like Skimming. Scanning. Sequencing. Deducing meaning of an unfamiliar word from the contextual clues and so on. The purpose that a reader has for reading a text also determines the reading strategy (or a combination of two or more strategies) he or she will actually use.

The students in language classes may be asked to improve reading speed. They may be asked to read topics as diverse as science and technology to politics. This improves concentration. Once settled into reading at an optimum speed, they must try and practice reading longer passages to increase concentration levels.

The Board has been emphasizing on making school education meaningful and relevant, so that it acts as a powerful tool for human resource development. It is, however, seen that in a large number of institutions exclusive emphasis is given to management of curriculum and syllabi in a time frame and in orienting the students to the periodic tests and examinations. In this process, certain vital aspects of student development are either neglected or not taken care of. One such area is the management and use of library. Though adequate guidelines have been issued by the Board from time to time and through its publication ‘Organising School Library Guidelines’, it is noted that many schools do not periodically

update their resources in the library. The Heads of Institutions should ensure that a reasonable sum of the annual budget is allotted and fully made use of.

The librarians should bring to the notice of the students the following information:

- (a) Types and number of books available in the library in each category.
- (b) Use of Catalogues.
- (c) Methods of choosing the right book.
- (d) Maintenance and handling of books.
- (e) Reading Techniques.
- (f) Relevance and methods of note making.
- (g) Referencing of books.

New and latest arrivals must be displayed in the library. A small brief about the book will be an added advantage. It should be ensured that library periods are purposeful and provide adequate scope for the students in enriching their knowledge.

Emphasis has to be given to the study of classics, autobiographies, biographies, travelogues, essays and poetry. Dictionaries, Encyclopedias and other reference books should be available for use and should not be used only for display. Diversified choice of books for reading will help the students in building up emotional balance and stability and promote intellectual curiosity. Students should also be helped to write 'Book Reviews' which could be displayed on the Notice Board.

It is also seen, during formal inspections of schools that the staff members do not use the libraries adequately. Heads of institutions may organize periodical meetings of staff for book review and discussion on latest books of relevance. Academic enrichment of content and methodology is vital in information-flooded society. The impact of Technology on the management of knowledge dynamics in school libraries has opened newer dimensions of challenge. Several efforts have been made to bring knowledge at the doors of learners through e-libraries etc., While there is increasing need for digitalization of Libraries and packing up information of largest size in smaller volumes, it is equally important to provide required speed and access to the information. It is time that the school libraries gear up for the same to become a part of this universe of knowledge and facilitate the empowerment of the present generation of learners to be active partners of the emerging knowledge society.

Schools may organize lectures and symposiums with local experts to motivate the students on 'reading habits'. The lectures could include:

- (a) Postures while Reading.
- (b) Attentiveness
- (c) Improving Concentration.
- (d) Methods of Reading.

- (e) Impact of Environment on reading habits.
- (f) Understanding and appreciation of books.

In view of a large-scale media explosion, the reading habits of students seem to have been adversely affected. As it is a matter of common concern for all those involved in the system of education, it is hoped that the Heads of Institutions will address themselves to this vital issue. The Board looks forward to the whole-hearted co-operation of all the schools.

Yours faithfully,

G. Balasubramanian
Director (Academic)

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

No.D(A)/PA/SCHOOL SAFETY/04

26th July, 2004

Circular No: 28/2004

To

All the Heads of Institutions affiliated to the Board

Subject: Safety in schools -Reg.

Dear Principal,

As you are aware, the school in any city is a place of vital importance. It is a place of vibrant activity. Thousands of small children assemble for many hours of the day for active interaction. It is important that the schools should own the moral responsibility for safe housing of the students during the period of their stay in the school. It is said that accidents do not happen, but they are caused. Advanced planning, effective implementation strategies, development of right attitude for safety, coordination and cooperation with agencies working in this area are important for ensuring the safety in schools.

The Board, on its part, has stipulated certain conditions in the Byelaws of Affiliation with regard to the nature and housing of the building and safety measures to be taken in the schools. Though these are periodically supervised during the time of inspection, the schools should take up the responsibility of continuous verification of these rules as well as other rules prescribed by the local authorities to ensure the safety of the children being housed in these buildings.

In a school environment, there are several areas where safety concerns exist. It is not possible to identify and list them as most of them may be school specific and need the attention of the school managers and local authorities. However, there are certain broad preventive measures which are common and necessary for all schools. They have been given in the form of a questionnaire and the schools will do well to do some introspection in these areas and take necessary steps. These have to be addressed not necessarily because they exist in the rules book, but all of us have a genuine and humane concern for the younger generation of the country. It is a moral obligation the schools owe to their primary stakeholders.

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

Fire Safety Management

1. How safe is your school from fire hazards? Does your school have a fire safety certificate? Is it current and validated periodically?
2. Do you have adequate fire fighting systems in place to meet any emergency?
3. Are you in touch with local fire fighting agencies for mock drill training to a crisis management group?

4. What emergency steps are in place in the school for fire safety management?
5. Is there a trained management team available in the school for initial fire hazard management? Are you in touch with the local fire safety authorities for training and retraining the people?

Structural Safety

1. Does your school have any temporary structure or any class-room/other room which has thatched roofing and which is inflammable? Are you aware such inflammable structures are not permissible under the rules?
2. Is your school situated in old or dilapidated buildings? Has it been brought to the notice of the local authorities or management so that adequate steps are taken for relocating the school?
3. Has your building been certified as safe for housing the students by the local authorities?
4. Are there any cracks in the school structures and are steps being taken to repair them?
5. Is your school located near any rail track? Has the impact of such locations being examined by the local authorities for the safety of the students?

Earthquake Management

1. Is your school situated in the earthquake risk zone?
2. Have necessary steps been taken during construction of the building for earthquake safety for the building?
3. How safe is your construction to face a natural disaster of this kind? Do you need to make modifications in consultation with local authorities?
4. What emergency steps are in place in the school for disaster preparedness?
5. Is there a trained disaster management group available in school for initial response? Are you in touch with the local disaster management authorities for training and retraining them?

Flood/Cyclone Management

1. Is your school situated near seashore or a river?
2. Have you any contingency plans to meet floods, cyclones, cloud bursts and heavy rains?
3. Is there a transport mechanism in place for emergency transport of students or do you have any contacts for their arrangements?

Landslide Management

1. Is your school situated on hilltops or where there is a possibility of landslide?
2. What is the frequency of such slides and is your building safe according to the local authorities?

Management from Industrial Products

1. Is your school located near an industry or a chemical factory producing fatal chemical products? Are you aware of the nature of products? Is your school safe from any eventualities from the leakage of chemicals in this area?
2. Do you have first aid and other medical systems in place to safeguard your students? Are you aware of the procedures to be adopted in case of any emergency?

Electrical Safety

1. How safe are the electrical systems in your school? Are they being checked periodically?
2. Have you ensured limited access to the area of electrical installation only to those who are required?

Stampede Management

1. What is the possibility of any stampede outside your school during any emergency? How would you ensure that students and others do not become victims of a stampede?
2. How safe are the staircases in your school? What alternate mechanisms would you adopt to manage a stampede in the staircase?

Safety from Constructional Hazards

1. Does your school have any ongoing construction?
2. Have you obtained necessary permission from the local authorities for the same?
3. Have the constructions been planned during the lean time of students' presence in the school?
4. Have you put barricades and signboards in the construction area prohibiting the movement of students?
5. Are there water storage sources for such constructions and have they been covered to prevent small children from any possible mishap?

Safety in the Playground

1. Is your playground safe for the students to play games? Are they being maintained well?
2. Who ensures that there are no hazardous materials like rusted nails etc., on the ground that will physically hurt them?
3. Do you have a swimming pool? Have you taken adequate precautions for the safety of the students? Are lifeguards available to help the students?
4. What management systems you have in place to meet any emergency?

Water Safety

1. Is the drinking water safe in the school plant? Is the water source well protected?
2. Is the water provided to the students tested by the local authorities periodically?
3. Do you ensure safe potable water always?
4. Do you have a water management system in the event of a fire? Is there access to such sources?

Laboratory Safety

1. Are the laboratories in your school positioned as per rules?
2. Is there space for free mobility for students in case of an emergency?
3. Are the chemicals and instruments kept safely beyond the access of others?
4. Is there a first aid box available in your lab?
5. Do you have an exhaust facility for the gases?
6. Have you displayed the first aid procedures for the students in the laboratory?
7. Is your school team trained to meet any emergency in the laboratory?

Transport Management and Safety

1. Is your school owning/ running buses on lease for students?
2. Have you complied with the rules and regulations stipulated by the local transport authorities?
3. Are your teachers' delegated responsibilities for transport management?
4. Are your drivers trained and have a regular license?
5. Do they ensure whether the students are cautioned to keep a safe distance before starting the bus?
6. Are there speed governors in your school buses?
7. What controls do you exercise on contractors/lessees for the safety of the mode of transport?
8. Have your students been trained in orderliness in buses? Have they been exposed to traffic rules?

Trauma Management

1. Do you have a trauma management team to meet any accident or disaster?
2. Do you have the contacts available for trauma management?

3. Are you or any senior persons in the school aware of the telephone number of the hospitals, ambulance and the fire stations near your school?
4. Do you have a small school nursing room?

Safety of the Challenged

1. How many physically challenged students are studying in your school?
2. Are you aware of their limitations and procedures to help them in the event of any emergency?
3. Are there any designated official in the school who is entrusted with the exclusive responsibility of their needs in any emergency?

The above questionnaire needs to be answered by each and every school. The Heads of institutions would discuss the issues in the school managements and take appropriate steps in this regard. They should also discuss these issues in their staff meetings to bring greater awareness among the staff and to increase their sensitivity to these issues.

Kindly acknowledge this letter.

Yours faithfully,

G. Balasubramanian
Director (Academic)

Central Board of Secondary Education

Shiksha Kendra, 2, Community Centre, Preet Vihar, Vikas Marg, Delhi-110092.
(AFFILIATION BRANCH)

CBSE/Affl./Misc/2004

IMPORTANT

6th September, 2004

All the Managers/Secretaries of the
Schools affiliated with the Board

Subject: Physical facilities in the schools -provision there of

Sir/Madam,

Kindly refer to this office circular No.28/2004 dated 26th July, 2004 in which your attention was invited for some of the issues for ensuring the safety in Schools. Some of the schools have already responded to this Circular and have assured to undertake necessary measures in this regard. It is hoped that you must have gone through this circular meticulously for taking adequate measures. Further, I am also directed to invite your attention to the letter from CBSE granting affiliation to the school, wherein, it was, inter alia, mentioned that the school would abide itself by conditions of affiliation already prescribed or may be prescribed by the Board from time to time.

In the above context, your personal attention is invited to Rule 8 under Chapter II of Affiliation Bye-laws pertaining to physical facilities in the school requiring, inter alia, the following:-

- I. Class room should be of adequate size and the minimum floor space should at least be 1 sq. mtr. per student.
- II. Prescription from the concerned Municipal Authority regarding drinking water and fire safety precautions should be scrupulously observed in the school. A fresh certificate regarding fulfillment of sanitary conditions and water/fire safety requirements should be obtained and submitted to the Board every five years.
- III. Adequate facilities should be provided for recreation activities and physical education as well as for conduct of various activities and programmes for the social, cultural, physical and moral development of the students and for safeguarding their health.

It is expected that all the schools are following above provisions. The schools following these provisions are not required to send any information. However, if any violation is brought to the notice of the Board, the concerned school will be liable for the consequences and for initiation of disaffiliation

process against it. The schools where the above provisions are not being followed/partially followed are requested to put the same in place immediately under intimation to the Board.

The Hindi version of this letter will follow soon.

Yours faithfully,

(SURAJ PARKASH SETHI)
Joint Secretary (AFFL.)

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

NO.D(A)/PA/2005/

March 10,2005

Circular No:11/2005

All the Heads of institutions affiliated to CBSE

Subject: Facilitating Students during conduct of events/programme by the schools

Dear Principal,

It is noted that the schools sponsor the students for participating in various events/programmes and activities both inside and outside the schools. Quite often such programmes continue for long hours and it is important that the schools and authorities concerned do take due notice of the physical and emotional inconvenience caused to the students on such occasions. In this context, it is suggested:

- That the schools be aware of the duration of such programme so that the students/parents are informed in advance.
- That the students may not be allowed to stand for long hours either in hot sun or in cold weather.
- Adequate arrangements be made for protected drinking water facilities to them and for public conveniences, wherever necessary.
- Necessary facilities to be seated or to gather in a shade or shamiana be arranged.
- Arrangements may be made for their transport from the school to the venue and back.

The above arrangements would definitely help the students to sustain their physical and emotional strength and actively participate in the programme so organized. Moreover it appears an emerging concern we need to have for the younger generation in the best interest of their health.

Yours faithfully,

G. Balasubramanian
Director (Academic)

Enrichment Activities

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

No: D(A)/PA/2005

February 3, 2005
Circular No.06/2

To,

All the Heads of independent schools affiliated to CBSE

Subject: National Competition for Technological Innovations and Traditional Knowledge

Dear Principal,

You may recall that the 11 th National Conference of CBSE Sahodaya School Complexes was held during Octo 2004 at Bangalore. The conference extensively deliberated on the theme of 'Nurturing Creativity in School Prof. Anil Gupta from the Indian Institute of Management, Ahmedabad had addressed the delegates on his vision making India innovative. He gave many instances of innovative ideas coming from extraordinarily talented students from allover the country. The data base of such innovations that he has developed is available with us in the form of a CD and if you want a copy, you may write to us.

To extend this initiative further, the CBSE is collaborating with National Innovation Foundation to identify nurture the innovative and creative spirit of the student community. You will agree that there are many talented students who have innovative ideas in both modern technology and traditional knowledge, Prof. Gupta quotes instance of a student harnessing the power of flowing drainage by inserting a shaft with a dynamo into the SE pipes. There is another example of a class VIII student from Guwahati who has employed traditional knowledge herbs to prepare a herbal mosquito repellent.

The National Competition invites entries from students on innovations in both technological and traditional knowledge. Entries from students on plain paper providing all the details such as the idea/ device, drawing materials needed etc., accompanied by samples, if any and certified by the Principal as the original work of student, may be sent to the following address under intimation to the CBSE.

National Coordinator (Scouting & Documentation)
National Innovation Foundation
Satellite Complex, Bungalow No.1
Premchand Nagar Road, Jodhpur Tekra
AHMEDABAD -380 015
Tel. 079/26732095, 26732456, 26753338
Fax 079/26731903

The last date for the receipt of entries at the above address is 31st August 2005. Selected innovations will suitably rewarded and the young innovators will be honoured at an appropriate forum. You are requested to wide publicity to this programme and to encourage as many students as you can to participate in this competition. For enquiries and correspondence please contact Mr. P. Mani, Education Officer (H&L), CBSE, 2, Community Centre, Preet Vihar, Delhi -110 092. Tel. 011/22459734.

Yours sincerely,

G. BALASUBRAMANIAN
DIRECTOR (ACADEMIC)

CENTRAL BOARD OF SECONDARY EDUCATION DELHI

The Heads of all the Schools
Affiliated to the CBSE

Circular No.9

PA/D(A)/2005/

February 15, 2005

Subject: Heritage India Quiz -2005-06

Dear Principal,

Since CBSE launched the Heritage India Quiz in 2001, the response from schools, teachers, parents students, the media and academic leaders like you has been overwhelming. 2001, 2002, 2003 and 2004 editions have generated tremendous enthusiasm and fired everyone's imagination. I believe that it is the spirit of our country, its rich heritage, its brilliant colours and the love we all have for our country that has driven the quiz to such heights.

I write this now to invite your school to register for the 2005 edition of the CBSE Heritage India Quiz which we intend to make bigger and better. The quiz will now be taken to more places in the country and to some locations abroad. We intend to have more schools involved in the various live rounds so that more students enjoy learning about our country in an enjoyable package. There will also be more prizes and gifts. It will be a stimulating experience for all. 96 teams will be identified on the basis of their performance in the first round of written quiz for participation at Zonal Rounds which will be held at 12 nodal centres. 24 teams will be selected for the National Rounds which will have 8 quizzes at quarter finals and two quizzes at semi finals. The national final will feature 4 teams. Thus, in all, there will be 35 quizzes apart from the initial written round.

Needless to say we need the support of schools like yours to propel this beautiful quiz to higher dimensions. Accompanying my letter is a registration form for you to fill in and send back to us at CBSE. Remember, this is just to register your school for the contest. You may finalize the team (3 students from class IX, X, XI & XII) before the first written round is held. The registration *fee* for each school is Rs. 500/- (Rupees five hundred only) and you may kindly enclose a draft for the amount along with your registration form.

The last date for the receipt of the registration forms from schools is 30th April, 2005. Please send us your forms as quickly as you can so that we can formalize the quiz design and mail it to you in time.

Best Wishes,

Yours sincerely,

G. Balasubramanian

Director (Academic)

CBSE- HERITAGE INDIA QUIZ 2005 -Registration Form

We wish to register our School team for the CBSE-Heritage India Quiz 2005. Particulars are given below. (Please type or write in bold)

1. Name of School _____
2. CBSE Affiliation No. _____
3. Complete Postal address _____
Of school (with pin code) _____
4. School Phone No. _____
(with STD/ISD Code)
5. Name of Principal _____
6. Principal's Residential Address _____
(with pin code)
7. Principal's Residential Phone No. _____
(with STD/ISD code no.)
8. School E-mail address _____
9. School fax No. _____
10. Bank Draft Details (to be drawn in favour of Secretary, CBSE, DELHI)
Bank Name _____

Registration Fee of Rs. 500/- Payable at Delhi.

Date _____ Draft No. _____

The school will abide by the rules of CBSE Heritage India Quiz as framed by CBSE.

11. Signature of Principal _____
(with school seal and date)

Mail to :

Education Officer (Humanities & Languages)

Central Board of Secondary Education, "Shiksha Kendra", 2, Community Centre, Preet Vihar, Delhi -110 092 Phone: 011-22459734

To reach by 30th April, 2005. Please send by Speed Post to ensure timely and safe delivery.

IMPORTANT

The last date for registration of teams for CBSE Heritage India Quiz is *30th April, 2005*.

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

No.D(A)/Sc.QuizJ2005/

March 10,2005

Circular No. 12/2005

All the Heads of the Institutions affiliated to CBSE

Subject: CBSE-Intel Science Quiz 2005-06

Dear Colleague,

You will be glad to know that Central Board of Secondary Education is conducting CBSE Intel Science Quiz, 2005 for students of its affiliated schools. The proposed Quiz aims at infusing the spirit of inquiry and discovery in school students to arouse their interest and enthusiasm in the subject. The following will be the parameters of the competition:-

- a) Every school will be represented by only three students studying in anyone of the classes from IX to XII.
- b) The competition will be held in three different stages. The first stage will consist of multiple choice type written test of 1 Yz to 2 hours duration. It will be held at the identified centers in different parts of the country.
- c) The other stages of the quiz will be in the form of oral competition to be conducted by a Quiz Master. d) Every school will be required to pay a registration fee of Rs. 500/- for participating in the quiz. e) The first stage of the competition is likely to be held in the month of August, 2005.
- f) Out of total number of participating schools in the first stage, 48 schools (8 schools in every region) will be selected for next stage of the competition. Subsequently, two teams from every region will be selected for pre-Finals and Finals.
- g) The following prizes in cash will be given to the first three teams at the National level.

First Prize -Rs. 20,000/-

Second Prize -Rs. 12,000/-

Third Prize -Rs. 7500/-

I write this to inform *your* school to register for the Science Quiz Competition, 2005. Accompanying this letter is the Registration form to be filled in and sent back to the Board at the following address :- .

The Education Officer (Science)
Central Board of Secondary Education
Shiksha Sadan, 17 Rouse Avenue
New Delhi-II 0 002.

Phone: 011 -23220155

You may kindly enclose the draft for the above amount in favour of the Secretary, CBSE, Delhi along with the Registration form.

The last date for the receipt of Registration forms along with fee from schools is 30th April, 2005. Please send us *your* form as quickly as *you* can so that we can finalize the quiz design and mail it to *you* in time.

With best wishes,

Yours sincerely,

G. BALASUBRAMANIAN
DIRECTOR (ACADEMIC)

CENTRAL BOARD OF SECONDARY EDUCATION

CBSE-INTEL QUIZ 2005 REGISTRATION FORM

We wish to register our school team for the CBSE-Intel India Quiz 2005. Particulars are given below. (please type or write in bold)

1. Name of the School

2. CBSE Affiliation No.

3. Complete Postal address
of school (With pin code)

4. School Phone no.
(with STD/ISD Code)

5. Name of Principal

6 Principal's Residential
Address (With pin code)

7. Principal's Residential
Phone NO. (with STD/ISD
Code No.)

8. School E-mail address

9. School Fax No.

10. Bank Draft details (to be drawn in favour of Secretary, CBSE, Delhi)
Bank Name
Registration Fee ofRs. 500/- payable at Delhi
Date Draft No.

The school will abide by the rules of CBSE-Intel Quiz as framed by CBSE.

11. Signature of the Principal (with school seal and date)

Mail to :

Education Officer(Science)

Central Board of Secondary Education,

17, Rouse Avenue, Shiksha Sadan, New Delhi- 110002.

To reach by 30th April, 05. Please send by Speed Post to ensure timely and safe delivery.

IMPORTANT

The last date for registration of team for CBSE-Intel Quiz is 30th April 2005.

**CENTRAL BOARD OF SECONDARY EDUCATION
SHIKSHA KENDRA, 2 COMMUNITY CENTRE,
PREET VIHAR, DELHI-11 0092**

CBSE/DIR(ACAD)/Sc.Exh. /2005/

7th March.2005

Circular No. 15/2005

To,

All the Heads of the Institutions
Affiliated to CBSE

SUB: Regional level CBSE Intel Science Exhibition Competition

Dear Principal,

You may be aware that Central Board of Secondary Education organized its first Regional level and National level Science Exhibition in the preceding year. The response and participation of the schools all over the country was immensely encouraging and satisfying. These exhibitions are aimed at sensitizing the learners to the applications of Science and Technology in today's society and increasing the awareness of the role of Science & Technology in the service of mankind.

You will be glad to know that the Board has again decided to organize Regional level and National level Science Exhibition in collaboration with Intel India. The main theme and sub-theme for models/exhibits/projects for this year's exhibition are as under:-

Main Theme -Recent Trends in Science & Technology

- Sub Theme -
- 1) Agriculture
 - 2) Energy & its conservation
 - 3) Industrial Development and Environment
 - 4) Educational Technology
 - 5) Technology in Health
 - 6) Mathematical Modeling

The Models/Exhibits/projects may include

- Working model to demonstrate
- Schemes/Designs of devices or machines .Simulations/Schematic designs
- Indigenous designs of devices/machines
- Schemes/designs to reduce production cost
- Working models of equipment to control and measure
- Improved/Improvised models
- Applications of basic principles

- Models of equipment/devices/gadgets/Techniques
- Innovative/inexpensive designs and techniques
- Research-based investigatory study projects

The following will be the key parameters of the competition:-

- a) Every participating school will be represented by two' exhibits/projects and a maximum of three students. These exhibits may include working models or research based projects. The participating students may be studying in any of the classes from IX to XII.
- b) Every participating school will submit an, advance report/synopsis of the project/model in the enclosed format on any one of the given sub-themes. The format of the report synopsis is enclosed along with the Registration form.
- c) Every participating school will pay a nominal fee of Rs.100/- towards registration fee. Payment should be made in the form of a demand draft in -favour of Regional Officer, CBSE payable at respective Regional Office. Besides, the schools will bear the entire expenditure for lodging boarding traveling expenses incurred during participation in the competition.
- d) The said exhibition will be organized at regional level by the Board at the identified centers.
- e) The participating schools will be informed about the -same shortly. The selected few schools at the regional level will be eligible to participate in the National level exhibition.
- f) The Registration form (Form A) along with the brief report/synopsis (Form B) and the demand draft is to be submitted to the respective Regional Office. In no case this form be sent to Headquarters.
- g) The last date for registration for the competition is July 15, 2005.
- h) The Regional level competition is likely to be held in the month of August. The participating schools will be informed through CBSE website as well as individually. A brief information about the themes and sub-themes is enclosed for your convenience and reference.

It may be noted that every participating school should prepare the models/exhibits/ projects on any of the sub-themes which may satisfy any or more of the above stated, parameters.

Yours faithfully,

G. Balasubramanian
Director (Academic)

Regional level and National level CBSE Science Exhibition Competition

Main Theme and Sub-Themes for Exhibits

Brief Description

Main Theme: Recent Trends in Science and Technology

This theme aims at

- i) making the children realise the ways in which Science and Technology is affecting everyday life.
- ii) developing awareness about the importance of science and technology in the national development vis-a-vis the global changes.
- iii) laying emphasis on the development of science and technology as a major instrument for achieving goals of self-reliance and socio-economic development.
- iv) emphasizing the role of science and technology for producing good quality materials for the use of society. .
- v) highlighting the role of science and technology in the exploration of new incognition of the mind.

Sub-Themes

I Agriculture

The main aim of this sub-theme is to make our school children and teachers realize the need of studying and removing the constraints responsible for 'Knowledge Gap' on rural professions. It further aims at conveying the message how a knowledge .., revolution is now necessary to enhance our agricultural competitiveness.

The exhibits in this sub-theme may pertain to :

1. indigenous designs of fann machinery, agricultural implements and practices.
2. issues related to the animal health and food safety.
3. ecologically sustainable fanning methods
4. innovative/inexpensive/improved/indigenous technology/conservation and transport of agricultural and animal products and food materials.
5. rainwater harvesting and storage
6. waste water treatment and recycling.
7. river water sharing, efficient and equitable use.
8. application of biotechnology, microbiology, genetic engineering for improved and high yielding varities.

II Energy and its conservation

The main objective of this sub-theme is to make the students realise the need to study and analyse various aspects of energy generation, transmission, distribution and management.

The exhibits/projects in this sub-theme may include:-

1. Working models of production of electrical energy from mechanical sources.
2. design of fuel-efficient engines, machines etc.
3. mechanism of extraction, storage and processing of fossil fuels.
4. active and passive solar energy system.
5. design of solar heating devices.
6. Principles and design of solar panels and solar still.
7. study of propeller designs for wind generators
8. effects of landscaping and architecture on energy consumption.
9. methods of heat retention in materials.

III Industrial Development and Environment

The main objective of this sub-theme is to help us understand to think less about conquering nature and more about learning to work with nature.

The exhibits and projects on this sub-theme may pertain to :-

- 1) Models of improved versions of various types of machines and manufacturing plants.
- 2) schemes/ designs to help reduce production cost and conservation of raw materials
- 3) use of eco-friendly innovations that may help in increasing the industrial production.
- 4) innovative methods of exploration and processing of minerals, crude oil etc.
- 5) plans for proper management of natural resources and environment
- 6) devices or methods that control pollution
- 7) impact of pollution on living and non-living.
- 8) preservation, conservation and management of soil
- 9) awareness about various aspects of environment and disposal of harmful effluents.
- 10) experiments with biodegradability.

IV Educational Technology

The prime aim of this sub-theme is create awareness about suitable indigenous technology that can be developed for designing and fabricating educational aids for teaching different subjects.

The exhibits/ projects in this sub-theme may include:

- 1) designing and fabrication of effective educational models by using indigenous raw materials.
- 2) innovative and inexpensive models of audio-visual equipment (especially multi-media)

- 3) low cost educational toys and games
- 4) curriculum based low cost demonstrations
- 5) use of internet and computers
- 6) applications in education using the computer as an educational tool: simulations in science and non-science areas etc.

V TECHNOLOGY IN HEALTH

The main theme of this sub-theme is to make our children realise that how the advancements in science and technology have revolutionized the medical sciences in improving the general public health.

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

1. Creating awareness about symptoms/ carriers/causes of common diseases/ailments.
2. improved methods of sanitation and appropriate technology for waste disposal, both biodegradable and non-biodegradable.
3. need for appropriate measures for family welfare.
4. need for developing low-cost nutritious food
5. general awareness about occupational hazards and innovative techniques to overcome them.
6. general awareness about community medicines.
7. improved aids to visually impaired and physically handicapped person.
8. need to curb menace of alcohol consumption, drug addiction and smoking.
9. genetic studies.

VI MATHEMATICAL MODELLING

The main aim of the sub-theme is to create awareness amongst the learners about the mathematical modeling methods and their role in the present day technology-based society. It encompasses all applications of mathematics, computer technology etc. to real life situation.

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

1. Mathematical models related to environment.
2. Mathematical models of heart, brain, kidney, language, bone etc.
3. computer diagnosis of human diseases.
4. probability for the accuracy of calculators and computers.
5. applications of mathematical equations used in understanding various nuclear and sub-nuclear processes.
6. mathematical models of physical geography such as rotation and revolution of earth etc.
7. applications of mathematical equations to biological solutions.
8. studies of storage and retrieval techniques for computer systems.
9. statistics and random number problems.

CBSE -INTEL SCIENCE EXHIBITION
PROFORMA FOR RESEARCH BASED PROJECT REPORT/SYNOPSIS
FORM B

(To be filled only if the school is submitting Research based Project)

(To be submitted to respective Regional Officer along with Form A)

1. Name of the School
(with complete address)
2. Name of the participants
(with class)
 1.
 2.
3. Title of the Project
4. Name of the sub-theme
5. Objective of the Project
6. Brief description of the Project (In not more than 250 words)
.....
.....
.....
7. Further Scope (Brief)
.....
.....
8. Unique features of the Project
.....
.....

Declaration

I/we hereby state that the above project has been originally designed by me/ us with the help of and that it has not been copied from any source.

.....
Signature(Participant 1)

.....
Signature (Participant 2)

.....
Name and Signatures of the Principal
of the school (with seal impression)

CBSE -INTEL SCIENCE EXHIBITION REGISTRATION FORM

FORM-A

1. Name of the School
2. CBSE Affiliation Number
3. Complete Postal Address
of the School (with Pin code)
.....
4. School Phone Number
(with STD/I SD code)
.....
5. School Fax No.
6. School E.mail Address
7. Title of the Working Model/Exhibit
.....
i) ii)
8. Amount and details of the draft
9. Signature of Principal
(with school seal & date)

Mailto:

Regional Officer

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

Important: The last date for submission of report/synopsis of the exhibit is 15th July, 2004.