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केन्द्रीय माध्यमिक शिक्षा बोर्ड

(मानव संसाधन विकास मंत्रालय, भारत सरकार, के अधीन एक स्वायत्त संगठन)

शिक्षा सदन, 17, इन्स्टिट्यूशनल क्षेत्र, राउज एवेन्यु, दिल्ली-110002.

CENTRAL BOARD OF SECONDARY EDUCATION

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

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



CBSE/ACAD/NEW YEAR/2013

Circular No. Acad-01/2013
Dated : 01st January, 2013

All the Heads of Independent Schools
Affiliated to CBSE

Subject: New Year Greetings 2013!

Dear Principal,

The beginning of a new year is a time for looking back on accomplishment gone by. It is also a time to look forward to the work ahead. At the start of 2013, CBSE has developed partnerships with all its major stakeholders, and we have faced unprecedented challenges that come with innovations and the subsequent changes. We have therefore found the wherewithal in the time, personal commitment and the intellectual potential to tackle them within our heart and mind, and the collective spirit to excel. We have built our team with a perfect amalgamation of knowledge and experience in the field of academic leadership and innovation, to deliver on our promise of “excellence for all”.

As we step into 2013, we look forward with enthusiasm and anticipation to complete the unfinished tasks and divert the momentum towards the completion of ongoing projects. We recognize the need for further strengthening of the implementation of School Based Assessment and CCE scheme and the consolidation of the School Mentoring programme. The staunch support from schools through their participation in the promotion of Indian Heritage Education, Values Education and Life Skills Programmes and the National School Sanitation Drive, National Education Day and the introduction of Health and Wellness Clubs in their institutions, have made a mark at the national level. Participation in the School Global Aptitude Index (SGAI) and the Proficiency Test has grown significantly. In this new year 2013, we now have to apply ourselves to take the following initiatives to even greater heights of achievement.

1. Empowerment Programmes for Principals and Teachers

Principals or Heads of Schools play a key role in creating excellence and enhance the quality of their schools.

Today the role of Principal has expanded to include an array of professional tasks and competencies. They are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and

communication experts, budget analysts, facility managers, administrators as well as guardians of various legal contractual and policy mandates and initiatives.

The Board continues to be involved with capacity building of Schools Heads and Teachers to ensure meaningful implementation of School Based Reforms with a focus on the use of technology. Online platforms for e-governance and capacity building as well e-learning are in the process of realization. The Board will enhance its capacity manifold in online as well as offline mode.

The In-service Training Programme for teachers would therefore, focus on developing competencies in the teachers in the areas of *Implementation of CCE and School Based Assessment, Readiness to use ICT effectively in the classroom, Effective pedagogic techniques to make the teaching learning process more effective and joyful, Life Skills, Active communication skills, Formative Assessment, Building leadership capacities, Competencies to deal with the needs of the learners and the society effectively and Sensitizing teachers towards the needs of disabled children as well as gender bias and Physical Education Cards.*

2. School Quality Assessment and Accreditation

Assessment of schools through standardized instruments of internal [self] and external [peer review] assessments to facilitate a sustained qualitative improvement in affiliated schools has been initiated as a pilot with empanelled agencies. Certification is based on the assessment of the school's functioning on the basis of pre-determined norms in pre-defined areas of: *scholastic processes and outcomes, co-scholastic processes and outcomes, human resource, infrastructure, management and administration, leadership and beneficiary satisfaction.*

3. Vocational Courses

Keeping in view the acute shortage of trained professionals and development of employability skills among the students, CBSE has been offering a number of competency based courses under Vocational Education at the Senior Secondary level. In pursuance of this policy of exploring the new domain of knowledge the Board has decided to unveil new Vocational Courses. The CBSE affiliated schools have a large role in promoting vocational education and therefore pilot courses in Retail, Automobile, ITES and Security have been started from Class IX onwards.

4. Teachers' Manuals on Continuous and Comprehensive Evaluation and Formative Assessment

The Teacher's Manual on CCE for Classes I to V is under process. The Manuals for Classes VIII, IX and X are being revised and will be available in the CBSE store as well as at all eight Regional Offices. The Formative Assessment Manuals on all subjects are also being revised. The Board has provided the Teacher's Manuals along with Formative Assessment Manuals in all main subjects, at the Teacher Training Workshop venues. Schools are directed to ensure that teachers now refer to the revised Manuals .

5. Use of CCE Logo, CCE Slogan and CCE song

In order to communicate the spirit of the CCE effectively to all stake holders, the logo, slogan and song of CCE adopted by the board should be used by all schools in the document and correspondence with other stakeholders such as parents and the community. These can be downloaded from the CCE academic website.

6. Mentoring Framework

To give further impetus to the implementation of CCE scheme and carry Monitoring and Mentoring further through handholding and collaboration, Mentors can now go to the CBSE

Academic Website: www.cbseacademic.in, to easily access the Mentoring-Monitoring Framework under the Mentoring Corner. The tools have been revised and the site has been updated.

7. Launch of Life Skills Manuals

Life Skills are an essential to a holistic approach to education and schools are directed to ensure that adequate copies are accessible to and used by teachers. The Comprehensive Manual for Teachers for classes VI, VII and VIII will soon be available at the Regional Offices[stores]. The Board, through its empanelled agencies, is planning to conduct a series of training programmes for Teachers about Life Skills.

8. Problem Solving Assessment (PSA) for Classes IX & XI

Research and analytical skills, ability to apply basic concepts of different subjects, solving application based problems in Mathematics and Science, comprehension and analysis of written texts and effective communication skills ensure success in higher studies and careers. These dimensions of the 21st Century life skills will greatly assist our learners to acquire higher order thinking skills. The Problem Solving Assessment (**CBSE-PSA**) for Classes IX & XI is compulsory. There will be 60 items of MCQ type for 90 marks. A Sample Question Paper for each class has been uploaded on the www.cbseacademic.in website

9. Values Based Questions in the Design of Question Papers in All Major Subjects in Classes IX to XII and launch of Values Education Kit

Continuing with its efforts in the area of Values Education, the Board has decided to follow an interdisciplinary approach in Values Education where values are intermingled with the content of all subjects in classes IX and X. Students are assessed for 3-5 marks in each subject in the Summative Assessment of Classes IX and X and in major subjects in classes XI&XII, through questions which will be integrated with the content of the subjects and analyzed on the basis of the values they reflect.

A question bank for the same has been uploaded on the website (www.cbseacademic.in). The Board has also launched a Values Education Kit (VEK) which consists of a Teachers' Handbook, Graded Activity Cards from Nursery to XII and a CD of Songs of Peace.

10. 19th National Annual Sahodaya Conference

The 19th National Annual Sahodaya Conference was held at Indore, on the theme: **New pedagogies and enabling technologies for teaching and learning.**

The sub-themes were *Teacher effectiveness, Education quality and economic growth, Twenty first century learning, Education 3.0, Transformational pedagogies and Leveraging technology for learning.*

The conference facilitated a vibrant synergy of ideas aimed at excellence in education. The Sahodaya Schools Complex is a group of neighborhood schools voluntarily coming to share their innovative practices in all aspects of school education including curriculum design, evaluation and pedagogy. It is a unique platform that provides opportunities to all the schools affiliated to CBSE to share their experience and to work jointly for scholastic as well as co-scholastic excellence. One of the recommendations of the conference was that schools should continue to network through the agency of communities. The project of networking of Sahodaya School Complexes must continue. Sahodaya School Cluster website can register on the Sahodaya website (www.sahodayaschools.org)

11. Inclusive Practices

What a child can do, develops from the school she/he attends.

Further to the CBSE's *Circular Nos. 16, 18 and 24* in 2009, the Board strongly urges schools to purposively and positively conceptualize the qualities of a good inclusive education. Best inclusive practices are based on a sound theoretical/conceptual framework to enable differently abled and disadvantaged students to achieve the best they can. Every staff member needs to work collaboratively within its framework. The schools need to become more dynamic as they upgrade by addressing children's individual needs in their different skills areas, in collaboration with the family, the community and other support agencies/ persons.

Besides, adolescents are vulnerable to many influences and must be empowered to take informed decisions. No school under the guise of enforcing discipline should mistreat any student or parent. Schools are again advised to comply with bus security norms, safety norms within the school, including bullying and child abuse as the latter often goes unreported.

12. Development and Launch of the Heritage Micro-Site

The CBSE-HERITAGE PORTAL was launched with the view to exposing the younger generation to the rich Indian heritage. The main facets of the Heritage Programme are: Built Heritage, Natural Heritage, Performing Arts and Arts and Crafts. In order to devise ways to popularize heritage education in schools and among children nationwide, CBSE has partnered with Sahapedia (an online encyclopedia on Indian Culture and Heritage). Teachers and students are invited to contribute content in this space, share experiences, knowledge and the joy of learning together.

13. CBSE-International Curriculum

The CBSE- i curriculum is a cross-curricular approach where Perspectives, Life skills, SEWA and Research Project form the Core curriculum. The curriculum will be extended to classes IV, V, VII and XII , in the forthcoming academic session 2013-2014. CBSE-i for the Primary level-Classes I, II and III, will be piloted in around 70 schools in India during the academic session 2013-2014.

14. English Novels for Extended Reading in Classes IX to XII

Reading for the sake of pleasure derived through the pages of a book ensure that our children are aware, articulate, imaginative and able to express their thoughts and feelings. A good reader becomes an independent learner and a critical thinker being able to make his/her own decisions in a rational way. If inculcated in childhood, the reading habit will create a lifelong advantage for the students and help them do well academically. Therefore, unabridged literary novels have been included in the English curriculum for classes IX to XII, which schools/students can access free of cost, in PDF format, on the Academic website (www.cbseacademic.in) . Moreover, a reading list of age-appropriate books ,both in English and Hindi, has been created .The list will be updated from time to time.

15. Assessment of Speaking and Listening Skills (ASL)

English as a medium of communication has acquired an important role in bringing the world together. Although all language skills need to be integrated in the English language curriculum at schools, speaking and listening should be fostered to equip children with better communication skills. Therefore, there is a formal testing of speaking and listening skills in English for Classes IX and XI with 10% weightage provisioned in the total weightage of SA I and SA II, the following can be accessed on the academic website (www.cbseacademic.in) :

Guidelines for Assessment of Speaking and Listening (ASL) skills, the criteria for evaluation and marking and two sets of sample papers for classes IX and XI.

A sample Question paper has been uploaded on the website. Moreover a pilot with 120 schools is under process which will be up-scaled to all the schools in the academic session 2012-2013, after following due process.

16. Discontinuation of use of Specimens of Plants/Animals and Live Animals as Exhibits in Schools

Affiliated schools have been directed to discontinue the use of specimens of rare/threatened plants and animals kept in the science laboratory or classrooms for teaching/learning processes. Under the Wildlife Protection Act 1972, no school can have specimens of any plants or animals listed in any Schedule of the Act. It has repeatedly been brought to the Board's notice that some schools still possess some of the prohibited specimens. Exhibits consisting of animals/plants listed under the act which include pitcher plant, corals, frogs, snakes, birds, reptiles or any parts of them including skeletons, bones, foetus, feathers and skins, is an actionable offence.

17. New Elective: Knowledge Traditions and Practices Of India (Code No. 073)

When students reflect about their life and career in the future, they also wonder about certain knowledge traditions and practices in their families and society. Few get an opportunity to access the vast treasure of knowledge that lies buried within a millennia of Indian literature, the knowledge of which, would enhance their self esteem and re-inforce their national identity. Knowledge Traditions and Practices of India is being piloted in class XI in 2012 and class XII in 2013-2014. Schools can now offer it in Class XI for the session 2013-2014.

18. Academic Eco-System : Innovation in Schools

The Board encourages innovations by bringing together the best practices in education within its affiliated schools, *vide* circular no.27 to this effect. The primary target of innovation in education is to derive the maximum outcome using fewer resources. 'Radical Efficiency' requires looking at these challenges and new perspectives and solutions. There has been an increasing need to think about how to grow and foster conducive conditions for innovation in our education systems. Critical to this is the creation of opportunities for ideas to develop a network of collaboration, firing new ways to create alternate pathways to knowledge and skills.

Again, this year, a large amount of feedback has been received from all our stake holders- educational leaders, teachers, parents and students through the 'Interact with the Chairman' link in the CBSE's academic website. The 'FAQ's' Section has also been put up and updated. All teachers and students are urged to visit this section as it is a rapidly evolving document. My earnest appeal to our stakeholders is that, they find the time to go through the contents of the website and update themselves about developments in the various scholastic and co-scholastic fronts.

Our journey together has been a long one, and there are miles to go before our goals are achieved. Together, we can synergize education for our children. To this noble end, the support of our principals, teachers, students and parents is crucial to our collective success.

My best wishes to you for the year 2013. We have learnt from our previous experiences and now look forward to marching ahead with even greater understanding, dedication and wisdom in the years to come!

Yours sincerely,



**(VINEET JOSHI)
CHAIRMAN**

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdictions:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar- 791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Research Officer (Technology) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. PS to Chairman, CBSE
14. PS to Secretary, CBSE
15. PS to Controller of Exams, CBSE
16. PS to Director (Special Exams & CTET)
17. PA to Prof. & Director (Academic, Research, Training and Innovation)
18. PRO, CBSE

(CHAIRMAN)