



CENTRAL BOARD OF SECONDARY EDUCATION

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

“Shiksha Sadan”, 17-Rouse Avenue, New Delhi-110 002

CBSE/DIR. (Acad & Trg.)/ 2013

10th January, 2013
Circular No.: Acad-04/2013

**All the Heads of Independent Schools
Affiliated to CBSE**

Subject: Life-long Learning Based On Good Reading Habits

Dear Principal,

This is further to the Circular: **Promoting Reading Habits [Acad-3/2012 dated 11. 04. 2012 with the Reading List -Annexure 1]** . CBSE affirms its commitment to fostering the vital ability and desire to read among students, which is a fundamental life- skill.

Besides, it is incumbent upon CBSE and all its affiliated schools to espouse, in letter and spirit, the mandate outlined by the **National Curriculum Framework 2005 [3.1.4]**, that is: *While reading is readily accepted as a focus area for language education, school syllabi are burdened with information-absorbing and memorising tasks, so much so that the pleasure of reading for its own sake is missed out. Opportunities for individualized reading need to be built at all stages in order to promote a culture of reading, and teachers must set the example of being members of such a culture. This requires the nurturing of school and community libraries. The perception that the reading of fiction is a waste of time acts as a major means of discouraging reading. The development and supply of a range of supplementary reading material relevant to all school subjects and across the grades require urgent attention. A great deal of such material, though of varying quality is available in the market, and could be utilised in a methodical manner to expand the scope of classroom teaching of a subject. Teacher training programmes need to familiarise teachers with such material, and to give them yardsticks by which to select and use it effectively*

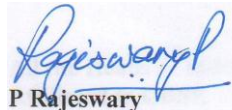
The India of the 21st Century is characterized by values systems, attitudes and perspectives which are constantly evaluated and transformed by vibrant and growing electronic communication systems .This is an intellectual era, empowered and driven by an information explosion which, predictably poses a constant challenge to the integrity , stability and objectivity in the pursuit of knowledge by today’s growing generation.

The habit of reading, when nurtured from childhood, moulds and enriches the growing minds, shapes their nascent values and develops the right perspectives. Reading is timeless and is recognized as an art, capable of transforming an individual’s life and an entire society. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences attitudes, morals, beliefs, judgment and action of the young readers, right through to adulthood. Therefore, fostering the ability and

desire to read among our students is vital as a fundamental life- skill .Once children have been taught to read and develop a love for books , they can explore the wealth of human experience for themselves.

The Board has joined hands with the Publishers Action Group –**PAG-E**, formed by a group of eminent publishers of children’s books, mostly non-profit, who are deeply committed to quality publishing, business ethics, and publishing in all Indian languages. The Annexure consists of books in English and Hindi that are reflective of the Values –based approach and the need to introduce Life Skills as an overt component in the curriculum. The books explore a vast range of themes and genres that would appeal to younger students. Children may identify issues that have relevance to them, introspect and find their own resolutions to personal dilemmas within the pages of these books.

A list of new books in English and Hindi published recently for classes I to XII, to assist the CBSE schools in this endeavor have been compiled. They maybe procured and deployed as part of a launching exercise by schools that are contemplating the establishment of a library / designing new reading spaces or wish to expand the reading material already available on their shelves. They address a growing concern among Librarians and Academic faculty about the need to identify age and culturally -appropriate books available in the market.



P Rajeswary
Educational Officer [Academics]

Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

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

(Education Officer)