



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/2014

Circular No. Acad.-01/2014

Dated: 1st January, 2014

**All Heads of Institutions
affiliated to the Board .**

Subject: New Year Greetings 2014!

Dear Principal,

Season's Greetings from CBSE and let's usher in the New Year on a welcome note!

As the new year begins, we would like to take this opportunity to express our gratitude for your continued support, understanding and cooperation. CBSE has seen in the past year, the initiatives taken up a couple of years back bearing fruit. The first batch of students who have undergone CCE appeared in their 12th Board Examinations and their performance was markedly better than the previous batches.

We look forward with enthusiasm and anticipation to further consolidate the initiatives brought in as part of the Board's reforms. We recognize the need for further strengthening of the implementation of School based Assessment, CCE scheme and the sustainability of capacity-building of teachers, mentors, heads of schools and Parent Advocacy. The staunch support from schools through their participation in the promotion of Gender Sensitive Education, Heritage Education, Values Education, Life Skills Programmes, 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. In the New Year, we now need to apply ourselves to take the following initiatives further, to cover all schools, including the newly affiliated schools.

1. 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. The empanelled agencies, and CBSE while recommending will generate a report that highlights strengths in the top three domains. There is no ranking of schools. Those who do not get accredited in the first instance get a School Quality Enhancement Report (SQER) with an opportunity to improve in the next six months. Certification is based on the assessment of the school's functioning on the basis of pre-determined norms in pre-defined domains of scholastic processes and outcomes, co-scholastic processes and outcomes, human resources, infrastructure, management and administration, leadership and beneficiary satisfaction. It is now mandatory to apply for Accreditation from June 2014. Those schools who get accredited will retain their status for the next 5 years.

2. Empowerment Programmes for Principals and Teachers

Principals or Heads of Schools play a pivotal role in making their schools hubs of excellence and quality. Today, the role of the 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 School Heads and Teachers, to ensure their meaningful implementation of School Based Reforms, with a focus on the use of technology. Online platforms for e-governance and capacity- building, as well as 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 Programmes for teachers would, therefore, focus on developing competencies 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, Gender Sensitivity, Values Education, Life Skills Development, Effective communication skills, Formative Assessment, building leadership capacities, competencies to deal with the needs of learners and society effectively, and sensitizing teachers towards the needs of disabled children.

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

The Teacher's Manual on CCE for Classes I to V is in its final stages ,and will soon be in your hands. The Manuals for Classes VI-X is being revised and will be available in the CBSE store, as well as at all nine 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 Teacher Training Workshop venues. Schools are directed to ensure that teachers now refer to the revised manuals.

4. Use of CCE Logo, CCE Slogan and CCE Song

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

5. Launch of Life Skills Manuals

Life Skills are essential to a holistic approach to education and schools are directed to ensure that adequate copies are accessible and used by teachers. The Life-skills Manuals for teachers for classes IX-X as well as new manuals for teachers for classes VI, VII and VIII are available at the Regional Offices and the store.

6. Launch of Values Education and Gender Sensitive Pedagogy Manuals

CBSE strongly feels that Values and Gender Sensitive Education should be integral to the pedagogical practices. The Board has launched a Values Education Kit (VEK) which consists of a Teachers' Handbook, Graded Activity Cards and a CD of Songs of Peace. The approved checklist of gender sensitive parameters to promote gender sensitivity in classroom transaction and school extra-curricular activities and in school monitoring systems has been incorporated in the accreditation manual. The schools can use this

checklist to evaluate their Gender Sensitivity Quotient and devise an action plan to make their schools more gender sensitive and inclusive.

7. 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 60 marks. The CBSE through the CAER will be bringing out a question bank on PSA.

8. Inclusive Practices

Further to the CBSE's Circular Nos. 16, 18 and 24 in 2009, the Board strongly urges schools to conceptualize their institutions as *inclusive schools* in terms of infrastructure and implementation strategies. The best inclusive practices are based on a sound conceptual framework to enable the differently-abled, disadvantaged and marginalized students, to achieve the best they can. Every staff member needs to work collaboratively within this framework. The schools need to become more dynamic as they upgrade by addressing children's individual needs in different 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 be insensitive to 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.

9. Online support mechanism

An online support mechanism has been initiated by CBSE and is available through the link <http://online.cbsei.in/application/callcenter/>. This system will help the schools and students to submit their grievances or queries regarding CBSE using an online form that will be directly forwarded to the CBSE Call Center for support.

10. CBSE-International Curriculum

The CBSE- i curriculum is a cross-curricular approach where Perspectives, Life skills, SEWA and Research Project form the Core. The curriculum is now available from classes I to XII, in the forthcoming academic session 2014-2015, in schools abroad. CBSE-i for Classes I to VI is being piloted in around 80 schools in India during the academic session 2014-2015.

11. 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, 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 20% weightage provisioned in the total weightage of SA I and SA II. The relevant material can be accessed on the academic website :www.cbseacademic.in under the tab 'ASL Gateway'

12. CBSE Channel on You-Tube

CBSE has a channel on You Tube: www.youtube.com/cbsechannel dedicated to the various activities conducted by the Board and its affiliated schools. The schools are invited to submit their original videos like short films, role plays, talks, discussions, debates, presentations or other such activities on any of the following themes to be uploaded on the CBSE Channel: Health and Wellness ,Gender Sensitivity ,Community Outreach ,Life Skills, Values Education ,Heritage, Disaster Management ,Social Issues ,Environmental Issues and Concerns and Innovative Teaching -Learning Methodologies. Kindly refer to the notification available in this regard under the CBSE academic website [www.cbseacademic.in].

13. New Electives

The new electives in Legal Studies, Theatre Studies, Human Rights and Gender Studies, NCC and Library Science are being piloted in class XI in 2013 and class XII in 2014-2015. Schools can now offer either of these in Class XI for the session 2014-2015.

Again, this year, a huge amount of constructive 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 an invigorating one, and there are miles to go before our goals to provide strong learning foundations to our future generations are achieved. Together, we can create creative, harmonious and humane learning eco-systems for our children. To this noble end, the support of our principals, teachers, students and parents is crucial to our collective success.

14. 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 courses in Retail, Automobile, ITES and Security have been started from Class IX onwards.

15. Centre for Assessment, Evaluation and Research (CAER)

Centre for Assessment, Evaluation and Research (CAER) is a public private partnership between Pearson Foundation, USA, and CBSE, guided by the Ministry of Human Resource Development. CAER's work is informed by international best practices in school based assessments in view of

- Research
- Continuous Professional Development (CPD)
- Monitoring and Evaluation
- Publication

During 2013, CAER has actively worked to disseminate the core knowledge from Modern Assessment Theory and practice through CPD programmes (Module 1 & 2) to more than 1900 + teachers. Through its niche publications-

bulletins, assessment monographs, case study monographs and newsletters. CAER is actively building a culture of assessment in the country. Research in assessment being its core area, the CAER has made big strides by undertaking research of large scale assessments in the country. It is uniquely translating the research findings into practice to positively impact the system of assessment. CAER has, of late been awarded the task to accredit the training agencies empanelled by the CBSE in 2014.

Reach CAER at www.indiacaer.org

My best wishes to you for the year 2014. 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,

Sd/-
(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 jurisdiction:

1. The Commissioner, KendriyaVidyalayaSangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110016.
2. The Commissioner, NavodayaVidyalayaSamiti, B-15, Sector-62, InstitutionalArea, Noida-201309.
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 – 737101.
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 - 744101.
8. The Director of Education, S.I.E., CBSE Cell, VIP Road, JungleeGhat, P.O.744103, A&N Islands
9. The Secretary, Central Tibetan School Administration, ESS Plaza, Community Centre, Sector 3 Rohini, Delhi-110085.
10. All Regional Directors/ 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.
11. All Associate Professor & Additional Directors/ Advisors/ Consultants
12. All Additional Director/ Joint Director/ Deputy Director/ Assistant Director, Vocational Cell, CBSE
13. The Research Officer (Technology) with the request to put this circular onthe CBSE websites.
14. All Assistant Professor & Joint Directors, CBSE
15. All Assistant Professor & Deputy Directors, CBSE
16. The Deputy Director (Examination & Reforms), CBSE
17. The Assistant Librarian, CBSE
18. The Public Relations Officer, CBSE
19. The Hindi Officer, CBSE
20. PS to Chairman, CBSE
21. PS to Secretary, CBSE
22. SO to Controller of Examinations, CBSE
23. PS to Director(Special Exams and CTET), CBSE
24. PA to Professor & Director (Academics, Research, Training & Innovation), CBSE
25. PA to Director (Information Technology)
26. PA to Director (EDUSAT)

CHAIRMAN