



*World Environment Day observed at  
DAV Centenary Public School, Una, HP*

to make people aware about the environment. The students raised slogans for judicious use of natural resources. The painting competition was also organized in the school.

## A CALL OF MOTHER EARTH

Silver Line celebrated International Earth Day with ardor and new perspectives. It was a step towards the awareness to preserve the environment from all kinds of deterioration.

The highlight of the day was a talk by Dr .H.N Dutta, a retired Scientist from national Physical Laboratory. He has led NPL team thrice to Antarctica.

The presentation was followed by an interactive session which helped students enhance their knowledge about the continent .Students came up



*International Earth Day Celebration at  
Silver Line School, Ghaziabad*

many queries related to the life conditions, natural resources and vegetation in the continent. In a nutshell Dr. Dutta's presentation was an awareness program to alert us towards global warming and its adverse effects around the world .He tried to explore various causes and factors which actually lead to environmental degradation. Through the talk students were made aware of the role environmental ethics to generate a better environment.

## DPS Rajkot goes green with gusto

The Environment Club of DPS Rajkot has added almost 200 plants in the school campus in the span of one year.

The plantation drive began in the school on 14th August 2007. The President of Rotary Club Rajkot Midtown joined this drive by planting the first sapling.

Some of the initiatives of the club include the setting up of a Rose Enclave, an Oleander Corner, a Cacterium, a Kitchen Garden, a Croutons Corner and rows of Asoka trees. Even the school playground has a green turf now.

Polythene bags have been banned in the school campus after the environment club launched the 'No Polybags Campaign'. The members of the club are also actively involved in the success of their other campaign, i.e. the 'Clean School Campaign'.



*Tree Plantation at DPS, Rajkot*

## CBSE Circulars

### CENTRAL BOARD OF SECONDARY EDUCATION

17, ROUSE AVENUE, INSTITUTIONAL AREA, NEW DELHI-110002.

**NO. CBSE/ACAD/TEXT BOOKS/2008**

**3rd April, 2008  
Circular No. 12/08**

All the Heads of the institutions  
affiliated to CBSE.

**Subject : Regarding changes / modifications in the names of English textbooks of Class XII both for English Core and English Elective in the Senior School Curriculum Document 2009 Volume I (Main Subjects).**

Dear Principal,

Your kind attention is drawn to the names of the English textbooks for Class XII by NCERT printed in the Curriculum Document 2009 as per the then available information (Please refer to Column 2 of the table below). However these names have been subsequently changed by NCERT before releasing the textbooks (as indicated in Column 3 of the table) and are available in the market only by those names. You are requested to note these changes and accordingly intimate all concerned.

The following chart may be consolidated for the new names :

Course	Text books mentioned in Senior School Curriculum Document 2009 – (Main Subjects) Volume – I	Name of textbooks as per NCERT
English Core Class XII	Hornbill : English Reader published by NCERT	Flamingo- Text Book for Class XII (Core Course) by NCERT
English Core Class XII	Snapshots : Supplementary Reader published by NCERT	Vistas– Supplementary Reader published by NCERT
English Elective Class XII	Woven Words Text book – published by NCERT	Kaleidoscope – Textbook in English (Elective) for Class XII by NCERT

Thanking you

Yours faithfully,  
(C.GURUMURTHY)  
DIRECTOR(ACAD.)

## CENTRAL BOARD OF SECONDARY EDUCATION

“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE,  
PREET VIHAR, DELHI – 110 092.

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

**Circular No.13/08  
07th April 2008**

To  
All Heads of Institutions  
Which have introduced  
FMM course 2007-08

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

Sir,

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

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

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

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

As required by CBSE, BLB Institute of Financial Markets (BIFM) has developed a mock trading software called TradeSense™. The TradeSense™ has been designed to develop practical skills of speed and accuracy in stock market through step by step process. This will be achieved by a modular approach through 6 modules, 3 each for 11th & 12th class respectively.

### **Modules for 11th Class**

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

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

At CBSE Headquarters, we also monitor the progress of development of practical skills through TradeSense software. It is found that the progress of some of the schools/students is not satisfactory

and they are not giving adequate attention for practical. This being a skill oriented course without devoting required time of 60 hours of practical, FMM will fail, defeating the very purpose of launching this course.

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

S.No.	Module	Time (Minutes)	Max. Marks	Pass Marks
1	Multiple Choice Questions	10	10	3
2	Trade Function Builder	10	15	5
3	Precision Builder	10	15	5
	Total	30	40	13

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

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

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

1(b) Introduction to Trading Systems – 5 Marks

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

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

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

Yours faithfully,

**(SHASHI BHUSHAN)**  
HOD (EDUSAT)

**CENTRAL BOARD OF SECONDARY EDUCATION**

“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE,  
PREET VIHAR, DELHI – 110 092.

**ACAD/EO(COM)/ 2008**

**15-04-2008**

**Circular No.14/08**

**The Heads  
of all CBSE affiliated schools**

**Subject: Guidelines in Sociology (Code no.039) subject for Project Work and Marks distribution for class XI for the academic session 2008-09.**

**Dear Principal,**

Consequent upon revision of syllabus as per National Curriculum Framework 2005 the new textbooks in Sociology have been introduced in class XI in the year 2006-07 and in class XII in the year 2007-08.

Sociology as a discipline also is more a mode of enquiry rather than a fixed body of knowledge and hence the importance of Project Work. Projects in Sociology are not only a tool facilitating construction of knowledge by the students and fostering creativity in them, but also a major contributor in infusing the right attitude for social issues and concerns in an individual and capacity building for problem solving.

It has, therefore, been decided to introduce Practical Project Work in the subject of Sociology for 20 marks in class XI for the academic year 2008-09 and the theory paper will consist of 80 marks. The same pattern will be introduced in class XII in the subsequent year. Thus, the Sociology paper (code 039) in class XII examination 2010 will consist of 80 marks in theory and 20 marks in practical project both of which will be externally evaluated.

The apportionment of the 20 marks prescribed for the Practical Project Work which will be evaluated by the external examiner is as follows :

### Practical examination

**Max. Marks 20**

**Time allotted : 3 hrs.**

<b>A</b>	Project (undertaken during the academic year at school level)	<b>07 marks</b>
	i. Statement of the purpose	2 marks
	ii Methodology/Technique	2 marks
	iii Conclusion	3 marks
<b>B</b>	Viva-based on the project work	<b>05 marks</b>
<b>C</b>	Research design	<b>08 marks</b>
	iv Overall format	1 mark
	v Research Question/Hypothesis	1 mark
	vi Choice of technique	2 marks
	vii Detailed procedure for implementing of technique	2 marks
	viii Limitations of the above technique	2 marks

B&C to be administered on the day of the external examination

Scheme of examination for class XI in 2008-09 and for class XII 2010 and onwards (academic session 2009-10) along with detailed guidelines on various components, conduct of the activity and evaluation of the projects for both Class XI & class XII are enclosed as Annexure I & II respectively.

This circular may be brought in the notice of the concerned teachers.

Yours faithfully,

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



## **Annexure I**

### **Class XI (For session ending examination 2009 and onwards)**

1. One paper theory 80 marks

Time : 3 hours

#### Unitwise Weightage

Units		Marks
<b>A. Introducing Sociology</b>		<b>34</b>
I	Society, Sociology and relationship with other social sciences	6
II	Basic Concepts	8
III	Social Institutions	10
IV	Culture and Society	10
V	Practical Sociology : Methods & Techniques	Evaluated through practicals
<b>B. Understanding Society</b>		<b>46</b>
VI	Structure, process and stratification	10
VII	Social change	10
VIII	Environment and Society	10
IX	Western Social Thinkers	8
X	Indian Sociologists	8

The appointment of 20 marks prescribed for the Practical Project Work is as follows :  
**Practical Examination**

**Max. Marks 20**

**Time allotted : 3 Hrs.**

- A. Project (undertaken during the academic year at school level ) **07 marks**
- i. Statement of the purpose : 2 marks
  - ii. Methodology/Technique : 2 marks
  - iii. Conclusion : 3 marks
- B. Viva-based on the project work **05 marks**
- C. Research design **08 marks**
- ii. Overall format : 1 mark
  - iii. Research Question/Hypothesis : 1 mark
  - iv. Choice of technique : 2 marks
  - v. Detailed procedure for implementation of technique : 2 marks
  - vi. Limitations of the above technique : 2 marks

**Class XII (For session ending examination 2010 and onwards)**

1. One paper theory 80 marks Time : 3 hours  
Unitwise Weightage

Units	Marks
<b>Indian Society</b>	<b>32</b>
I Introducing Indian Society	Non-evaluative
II Demographic Structure & Indian Society	6
III Social Institutions-Continuity and change	6
IV Market as a Social Institution	6
V Pattern of social Inequity and Exclusion	6
VI Challenges of Cultural Diversity	8
VII Suggestions for Project Work	Non-evaluative
<b>Changes and Development in Indian Society</b>	<b>48</b>
VIII Structural Change	6
IX Cultural change	6
X The Story of Democracy	6
XI Change and Development in Rural Society	6
XII Change and Development in Industrial Society	6
XIII Globalization and Social Change	6
XIV Mass Media and Communications	6
XV Social Movements	6

**The apportionment of 20 marks prescribed for the Practical Project Work which will be evaluated by the external examiner is as follows :**

**Practical Examination**

Max. Marks 20

Time allotted : 3 hrs.

- A. Project (undertaken during the academic year at school level ) **07 marks**
- i. Statement of the purpose : 2 marks
  - ii Methodology/Technique : 2 marks
  - iii Conclusion : 3 marks
- D. Viva-based on the project work **05 marks**
- E. Research design **08 marks**
- i. Overall format : 1 mark
  - ii. Research Question/Hypothesis : 1 mark
  - iii. Choice of technique : 2 marks
  - iv. Detailed procedure for implementation of technique : 2 marks
  - v. Limitations of the above technique : 2 marks

B & C to be administered on the day of the external examination.



**CENTRAL BOARD OF SECONDARY EDUCATION**

“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE,  
PREET VIHAR, DELHI – 110 092.

**ACAD/EO(COM)/2008**

**11-04-2008**

**Circular No.15/08**

**The Heads  
of all CBSE affiliated schools**

**Subject: Change in Assessment Scheme of Social Science, class X**

**Dear Principal,**

In continuation of the circular No. **33/07** dated **24-07-2007** this is to bring to your kind notice that from the academic session 2008-09 and the Board examination 2009 in Social Science of Class X, unit 5 on Disaster Management will be evaluated only through projects. No questions will be asked from this unit in the theory paper of Social Science. Hence, the students will be required to do project work compulsorily in Disaster management only. The revised distribution of marks over other units of Social Science syllabus and new topics/themes of project work, class X will be communicated to the schools shortly. The CBSE's guidelines with respect to other components of internal evaluation in this subject such as Assignments- Class and Home and Tests- Formative and Summative will remain unchanged

**Yours faithfully,  
(C. GURUMURTHY)  
DIRECTOR (ACAD.)**

## CENTRAL BOARD OF SECONDARY EDUCATION

“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE,  
PREET VIHAR, DELHI – 110 092.

CBSE/EO(Sc)/2008/

30.4 .2008  
Circular No. 16/08

All Heads of Institutions  
Affiliated to the Board

**Subject : Publication of the document ‘Science is Doing’ – an activity book for class VII**

**Dear Principal,**

You may be aware that the Board had earlier published a document ‘Learning by doing’- a compendium of science activities, for class VI. This was done with the objective of promoting teaching and learning of the subject through activity-based and learner-centred approach and help the students enjoy learning and have fun and excitement during the learning process. The document included wide variety of syllabus related concept-based activities including games, riddles and crossword puzzles. It is hoped that **desired emphasis is being given to the pedagogical requirements of the subject of Science right from lower grades and schools are providing all necessary physical facilities and sufficient time to carry out these activities** for better understanding of the related concepts. A related circular to this effect was sent to all the affiliated schools immediately for publication of the above document.

The publication of present document ‘Science is doing’ – an activity book for class VII, is in continuation to the earlier effort and is aimed at further strengthening of the approach of providing more hands-on experiences to the learners. The Board firmly believes that being more conceptual in nature, **learning of subject of Science demands active and concrete learning experiences to be given to the students**, particularly during formative years. It is with this broader objective in mind that the present publication has been brought out and the endeavour is now being further extended to class VIII. This publication is slightly different from routine documents and has the flavour of a story book presented in a simple form. This document includes variety of activities directly related to different content units and concepts included in latest class VII NCERT Science Textbook. The activities include stories, poems, games, riddles, crossword puzzles and concept-based motor-coordination exercises. An effort has been made to avoid repetition or overlapping of activities which have already been included in NCERT publication. It is expected that actual participation of learners in the process will make their learning experience much more satisfying and pleasurable. Their memory is also likely to be further strengthened by a higher retention quotient. That such rich dividends are realized through activities requiring only low cost materials is an added attraction.

The schools may procure desired number of copies from Board's office at Headquarters, Delhi or any of the Regional Offices on making payment in cash or in the form of a demand draft in favour of Secretary or Regional Officer payable at respective place. An outstation request should also include postage charges. **The document is priced at Rs. 40/-**. Any further information in this regard can be had from Shri R.P Sharma, Education Officer (Science) at [\*\*eoscience@hotmail.com\*\*](mailto:eoscience@hotmail.com) or 011-23211200.

It is reiterated that teaching/learning of Science has to be taken on a different footing and every effort should be made to make teaching more interesting and innovative and learning more enjoyable.

Yours faithfully,

**(C.GURUMURTHY)**  
**DIRECTOR(ACADEMIC)**

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

**NO. CBSE/ACAD/NEW SUBJECTS/2008**

**30<sup>th</sup> April, 2008**

**Circular No. 17/08**

All the Heads of the institutions  
affiliated to CBSE.

**Subject : Introduction of New Elective Subjects in Class XI for the current session (2008-2009)  
in Heritage Crafts and Graphic Design**

Dear Principal,

The Central Board of Secondary Education is involved in a continuous process of curriculum reform and innovation and it is in this on going process that the Board has decided to introduce the subjects of Heritage Crafts and Graphic Design in Class XI w.e.f. the session 2008-2009. The first Board examination for these two electives will be held in March 2010. The detailed syllabus of the above two subjects have been posted on the CBSE website (<http://www.cbse.nic.in>). The textbooks for the same will be available on the NCERT website shortly. The qualification of teachers to teach these subjects will be intimated shortly.

The schools which are interested in opting for these electives may download the form from the CBSE Affiliation website (<http://cbseaff.nic.in>) and address it to the Secretary CBSE with the demand draft of Rs. 1,000/-. Copy of the same may be sent to the Director (Academic) for information.

For any further queries the Academic Branch at CBSE may be contacted at telephone no. 23220153/23212603.

Yours sincerely

(C.GURUMURTHY)  
DIRECTOR(ACADEMIC)

**CENTRAL BOARD OF SECONDARY EDUCATION**  
“Shiksha Sadan”, 17, Rouse Avenue, Institutional Area, New Delhi-110002.

No. CBSE/Dir. (A)/New Subjects/2008/

April 30, 2008  
Circular No.18/08

To  
All Heads of institutions  
affiliated to CBSE

**Subject: Introduction of Creative Writing and Translation Studies (Code No. 069) as an elective subject at Senior Secondary level**

Dear Principal,

As you may be aware, the Central Board of Secondary Education has, in recent years, introduced a number of new courses such as Biotechnology, Fashion Studies, Multimedia & Web Technology and Entrepreneurship at the senior school level with the view of addressing the emerging needs of the student community. In pursuance of this policy of expanding the choice of subjects for students, particularly in non conventional spheres of knowledge and skills that have bright employment prospects, the Board has decided to introduce a course in ‘**Creative Writing and Translation Studies**’ as an optional elective under academic subjects at senior secondary level. It can be offered by students as one of the four elective subjects and also as an additional elective subject at +2 stage in combination with any subjects that are already available in the Scheme of Studies of the Board. The subject was introduced from the academic session 2007-08 in Class XI for which the Reader was prepared and made available by the Board. Sample Question Papers are also put up on CBSE website ([www.cbse.nic.in](http://www.cbse.nic.in))

The class XII Reader will be available in the current session. The examination specifications for the Elective are a part of the *Curriculum Document 2010 Volume I, Main Subjects* which is available on the website as well as in printed form and can be obtained from Publication Stores, CBSE, PS-1 Institutional Area, Patparganj, New Delhi.

There are many students who are imaginative and have a flair for language. The course in Creative Writing and Translation Studies aims at equipping the students with higher order skills such as critical analysis, deconstructing texts and interpretation that would help them gain an insight into the creative processes undertaken by writers of fiction and non fiction. Further, students will also be introduced to nuances of language and techniques needed for different genres such as short stories, screen plays, poetry, drama, biography etc. This would enable them to sharpen their skills of creative expression through various modes.

...../-

Keeping in view the rising demand for good translators and interpreters in a globalized world, the course also aims at sensitizing students to basics skills in translation studies. Those who develop an interest in this field will be able to pursue specialized courses in translation at university level.

Teachers who are presently teaching English at senior secondary level and are proficient in Hindi can take up the teaching of this subject. Professionals who are already engaged in the area of translation or interpretation and have a post-graduate degree in English with a good working knowledge of Hindi may also be hired to teach the subject.

Schools which are interested in introducing the course may write to the undersigned giving their willingness for the same. They will also be required to apply for approval of the additional elective subject online and pay a fee of Rs. 1000/- (one thousand only) for the same.

**(C. Gurumurthy)**  
Director (Academic)



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**Shiksha Kendra, 2 Community Center, Preet Vihar**  
**Delhi 110092**

**ACAD/EO(COM)/ 2008**

**14-05-2008**

**Circular No.20 /08**  
**Very Important**

**The Heads**  
**of all CBSE affiliated schools**

**Subject: Approach to the Internal Evaluation of Disaster Management, Unit 5 of Social Science, class X, March 2008 examination of Board.**

**Dear Principal,**

Reference is made to circular no.15/08 dated 11.04.2008 intimating the Board's decision to evaluate Disaster Management in Social Sciences of class X through projects from the academic session 2008-09 and the Board Examination 2009 in Social Science of class X.

The Board has further decided that in addition to Project Work, Disaster Management will be evaluated through assignments also. Following is the revised marks distribution over the three components:

1. *Tests – Formative and summative* 10 marks
2. *Assignments – class and Home* 4 marks
3. *Project Work* 6 marks

Detailed guidelines in this regard are as follows :-

**1. Tests - Formative and Summative:**

The Unit/ Term tests in Class X will not include testing of theory in Disaster Management. Other things remain the same and the marks will be allotted taking the average of student's performance in Class IX and also unit tests in Class X. Kindly refer to Board's Circular No.26/05 dated 25.05.2005 in this respect.

**2. Assignments – Class and Home**

Hereafter, students are expected to do 4 different assignments in Social Science in Class X during an academic session. Out of these, one assignment must be from Disaster Management. All assignments would carry 1 mark each. The remaining three assignments can be given on the other components of Social Science as per discretion of the teacher after ensuring that questions cover all the units of Social Science syllabus and also no component of Social Science should carry more than one assignment.

The purpose of the assignment in Disaster Management is to evaluate the students understanding of the different methods of managing disasters. These assignments could be based on the suggested activities in the textbook or through using diagrams, pictures, comprehension of texts and descriptions given in all the seven chapters of the CBSE textbook, 'Together Towards a Safer India, Part III'. This assignment should be from any chapter other than that selected by the student for project work.

Records of assignment done by the students should be kept for a period of six months after board's examination is over for verification.

### 3. Project Work:

Every student has to compulsorily undertake one project on Disaster Management. A list of topics for project work is enclosed for ready reference in annexure 1. These projects have been carefully designed so as to –

- Create awareness in learners
- Enable them to understand and co-relate all aspects of Disaster Management.
- Relate theory with practice
- Provide hands on experience.

In order to realize the expected objectives completely, it would be required of the Principals to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defence etc. in the area where the schools are located. The textbook entitled *"Together Towards a Safer India, Part III"*, by CBSE so far in use for theory examination is the recommended primary source for successfully carrying out the project work. The teachers must ensure judicious selection by students of projects covering a maximum number of listed projects.

The revised distribution of marks over different aspects relating to Project Work is as follows:

S.NO.	ASPECTS	MARKS
1	Content accuracy and originality	2
2	Presentation and creativity	1
3	Process of Project Completion : Initiative, cooperativeness, participation and punctuality	1
4	Viva or written test for content assimilation.	2
	<b>Total marks for project in Class X</b>	<b>6</b>

The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools. **A Summary Report** should be prepared highlighting:

- objectives realized through individual or group interactions;
- calendar of activities;
- innovative ideas generated in this process ;
- list of questions asked in viva voce

and subsequently sent to the undersigned. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco friendly products without incurring too much expenditure. The Project Report should be handwritten by the students themselves and comprise of not more than 15 foolscap pages. The record of the project work should also be kept for a period of six months for verification, if any.

There being no change right now in Class IX syllabus and Evaluation Scheme, the component of Internal assessment pertaining to this aspect will remain the same.

This may be brought to the notice of all concerned.

**Yours faithfully,**

**(C. GURUMURTHY)**

**DIRECTOR (ACAD.)**

## **ANNEXURE 1**

### **Topics/Themes for Project Work on Disaster Management**

#### **CLASS X**

**Do any one of the following:-**

#### ***Project 1\_ Role of Govt./Non-Government functionaries in your locality in Disaster Management.***

Interview any **two** of the Govt. /Non-Government functionaries in your locality on their role in Disaster Management.

- ❖ Senior District Magistrate
- ❖ Additional District Magistrate
- ❖ Sarpanch/MP/MLA
- ❖ Head of any NGO working in your locality – dealing in Disaster Management
- ❖ Police inspector, Superintendent of Police
- ❖ Civil Defence Warden/elected representatives
- ❖ Home guard personnel
- ❖ NCC Commandant in the school
- ❖ Deputy Commissioner of Municipality
- ❖ School Principal

Carry out a survey by enquiring from at least 20 persons from different walks of life (such as shopkeepers, housewives, senior citizens, college students, etc.) in your locality on the hazards prevalent, and preventive measures they have taken or would like to take to reduce the impact.

Prepare a Survey report highlighting the areas where awareness is needed and the local resources available in the locality to create awareness.

**(Note for Teachers:** *The teachers can select any two of the functionaries based on their availability in that city/town. This topic can be taken up individually by students or by a group consisting of two students. In case of group work where two students are involved, work should be divided equally so that distribution of marks is easier).*

#### **Project 2: Generating Awareness on Disaster Management**

Design a 10 minute skit on Disaster Management. Design posters on do's and don'ts of various hazards prevalent in that area. Visit a slum community and enact the skit by using the posters. The Skit and the posters can also be used to make the junior students aware.

**(Note for the Teachers:** *Better awareness and preparedness amongst the community members have saved a lot of life and property. As responsible future citizens of the country, students can play a major role in awaring the community to be better prepared for natural hazards (flood, cyclone, landslide, tsunami etc) and human induced hazards (fire, rail road and air accidents ). Local language should be used so that the community is able to have a better understanding. The Principal along with the teachers can help the students in organizing a meeting with the local slum community).*

### **PROJECT 3 - Preparation of Models of Disaster Resilient Structures**

Make layouts of models based on structural improvement in buildings in a rural/ urban community in coastal areas prone to floods/cyclones or in areas prone to earthquakes/landslides. Show the special features of the buildings and indicate the early warning system that could be best used in that community.

**(Note for Teachers:** *To carry out the project, there is a need to have a good understanding about the subject. The class X textbook on Disaster Management will help the teachers and the students to have a fair understanding about the topic. However, the school also needs to seek support from qualified engineers, and architects who have knowledge on safe construction practices from either the Government or private sector and also from academic institutions. Qualified engineers and architects can be invited by the principal of the school for lectures and also to suggest methods of carrying out the models. For assessing the project carried out by the school, these qualified persons may also be invited.)*

### **PROJECT 4 - Pocket Guide on First Aid**

Prepare a pocket guide on First Aid for your school. The First Aid pocket guide should contain aid that needs to be given for fractures, poisoning, cuts and burns, heat and cold wave and other threats that are prevalent in that area. The content shared in the guide should be supported with adequate pictures so as to give a clear and elaborate understanding about the topic. Choose awareness campaign strategy for either senior citizens or illiterate people and prepare a brief write-up.

**(Note for the Teachers:** *The project can be carried out by a group of students in a class and work can be equally divided amongst the students so that the teachers are able to evaluate them easily. Doctors, local health practitioners, trained volunteers of Red Cross and professionals from other agencies/bodies/institutes, proficient in this field can be consulted to prepare the first-aid pocket guide. This guide can be printed by the school administration and shared with all the students, teachers and other staff members of the school. It can be used as a ready reckoner for any First Aid related information.*

### **PROJECT 5 - Institutional Case Study on Disaster Response**

Visit a local NGO/agency such as the United Nations, Red Cross/ Voluntary Youth Organisations like Nehru Yuva Kendra Sangathan (NYKS), National Cadet Corp (NCC), Bharat Scouts and Guides etc; and prepare a case study on how the agencies played a major role in Disaster Response.

**(Note for the Teachers:** *The teachers may select the organisation/agency that they would like the students to be associated with. It can be mentioned here that each district in India has a Red Cross wing headed by the District Magistrate/Collector/Dy. Commissioner. The students before analysing the role played by various agencies can give a brief background of the organisation/agency on its mandate, objectives and goals and role during disasters).*

### **PROJECT 6 - Communication facilities for Disaster Management**

Choose any one method of communication from various means of communication like radio/satellite/television/ Ham radio which are used by Government departments such as the Indian Meteorological Department to disseminate information. Find out how the information is disseminated by them at various levels during disasters. Prepare a report.

**(Note for the Teachers:** *The students can visit the government departments such as the All India Radio, Doordarshan etc. Principals are expected to issue a letter to the concerned Government Department so as to inform the department that the information collected will be solely for project purpose. Case studies can also be collected to make the project more interesting).*

### **PROJECT 7: Preparation of Disaster Contingency Plan**

Prepare a Contingency Plan either for your school or home/community.. The Plan should be based on an actual survey of your area/locality or school. The Plan prepared should consist of the following maps, inventory of resources available and a seasonality calendar highlighting the seasons prone to various hazards prevalent in that locality/school.

- A social map
- A Resource map
- A Vulnerability map on the outline map of your locality.

**(Note for the Teachers:** *The teachers need to help the students while preparing the plan for the locality/school. It should answer the questions given under the sub-heading 'community contingency plan' in the lesson, called 'Planning Ahead' of Class X Disaster Management text-book.*



**केन्द्रीय माध्यमिक शिक्षा बोर्ड**

17, राउज एवेन्यू, शिक्षा सदन, नई दिल्ली-110002

के0मा0शि0बोर्ड(ए)/शैक्षणिक/परिपत्र/2008

दिनांक 22.05.

2008

(बोर्ड से मान्यता प्राप्त)

परिपत्र संख्या

21/08

विशय: मार्च 2009 पाठ्यक्रम एवम् बोर्ड (कक्षा 10 एवम् 12) परीक्षा के लिए कक्षा 10 के हिन्दी 'अ' और हिन्दी 'ब' तथा कक्षा 12 के हिन्दी केन्द्रिक और हिन्दी ऐच्छिक के परिवर्तन के सम्बन्ध में।

प्रिय आचार्यगण,

राष्ट्रीय पाठ्यक्रम निर्माण समिति 2005 की प्रमुख सिफारिशों में से एक है—शिक्षार्थियों की रटने की प्रवृत्ति की बजाय उनकी उच्चकोटि की चिंतन—क्षमता पर बल देना। इसी संदर्भ में बोर्ड ने 2008 की बोर्ड परीक्षा में हिंदी विषय के प्रश्नपत्रों के प्रारूप—परिष्कार करने का निश्चय एवम् लागू किया था।

इसी बात को ध्यान में रखते हुए कक्षा दस तथा कक्षा बारह के विद्यार्थियों की भाषागत योग्यता, चिन्तन और बोध क्षमता तथा उनकी मौलिक अभिव्यक्ति—कुशलता को महत्व देते हुए पाठ्यक्रम 2009 में निम्नलिखित सुधार—संशोधन किए जाएं—

ये सभी सुधार बोर्ड परीक्षा 2009 के विद्यार्थियों के लिए अति आवश्यक है।

**कक्षा X हिन्दी पाठ्यक्रम 'अ' कोड सं0 002**

निर्धारित पाठ्यपुस्तकें —

1. क्षितिज भाग-2— एन0सी0ई0आर0टी0 द्वारा प्रकाशित
2. कृतिका भाग-2—एन0सी0ई0आर0टी0 द्वारा प्रकाशित

खण्ड 'क' (ii) अपठित बोध में एक वर्णनात्मक गद्यांश के स्थान पर काव्यांश पर प्रश्न पूछे जाएंगे। इसमें दो काव्यांशों में से एक करना होगा।

खण्ड 'घ' (ii) कविताओं पर आधारित विषयवस्तु/संदेश/जीवन—मूल्यों संबंधी चार में से तीन प्रश्न पूछे जाएंगे।

(iii) कविताओं पर सराहना संबंधी पाँच लघुत्तरात्मक प्रश्न पूछे जाएंगे। अंकों का विभाजन इस प्रकार होगा —1X5 = 5 अंक

**कक्षा X हिन्दी पाठ्यक्रम 'ब' कोड सं0 085**

निर्धारित पाठ्यपुस्तकें

- 1 स्पर्श भाग-2— एन0सी0ई0आर0टी0 द्वारा प्रकाशित
- 2 संवयन भाग-2— एन0सी0ई0आर0टी0 द्वारा प्रकाशित

**पाठ्यक्रम—2009 में विशिष्ट परिवर्तन**

खण्ड—'क' अपठित बोध के लिए दो गद्यांशों के स्थान पर अब एक गद्यांश और एक काव्यांश पर आधारित प्रश्न पूछे जाएंगे। काव्यांश में विकल्प दिया जाएगा।

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### कक्षा XII हिंदी (केन्द्रिक) कोड सं0 302

#### निर्धारित पाठ्य पुस्तकें—

- 1 आरोह भाग—2—एन0सी0ई0आर0टी0 द्वारा प्रकाशित
- 2 वितान भाग—2—एन0सी0ई0आर0टी0 द्वारा प्रकाशित
- 3 अभिव्यक्ति और माध्यम— एन0सी0ई0आर0टी0 द्वारा प्रकाशित

#### पाठ्यक्रम—2009 में विशिष्ट परिवर्तन

- खंड ख प्रिंट माध्यम, संपादकीय, रिपोर्ट, आलेख आदि पर पाँच अतिलघूत्तरात्मक (VSA) प्रश्न पूछे जाएंगे। प्रत्येक प्रश्न के एक अंक होंगे।  
अंकों का विभाजन इस प्रकार होगा  $5 \times 1 = 5$  अंक
- खंड 'ग' काव्यांशों के सौंदर्य बोध पर दो प्रश्नों के स्थान पर विकल्प दिया जाएगा। किसी एक काव्यांश के तीनों प्रश्नों के उत्तर देने होंगे। प्रत्येक प्रश्न के दो अंक होंगे।  
अंकों का विभाजन इस प्रकार होगा—  $3 \times 2 = 6$  अंक

### कक्षा XII हिंदी ऐच्छिक कोड सं0 002

#### निर्धारित पाठ्य पुस्तकें

- 1 अंतरा भाग—2—एन0सी0ई0आर0टी0 द्वारा प्रकाशित
- 2 अंतराल भाग—2—एन0सी0ई0आर0टी0 द्वारा प्रकाशित
- 3 अभिव्यक्ति और माध्यम—एन0सी0ई0आर0टी0 द्वारा प्रकाशित

#### पाठ्यक्रम—2009 में विशिष्ट परिवर्तन

- खंड ख व्यावहारिक लेखन पर दो प्रश्नों के प्रकार निम्नलिखित हैं—  
• एक निबंधात्मक प्रश्न विकल्प सहित — 5 अंक  
• पाँच लघूत्तरात्मक प्रश्न  $1 \times 5$  — 5 अंक
- खंड ग — संप्रसंग व्याख्या दो में से एक — 6 अंक  
— कवि परिचय एवं लेखक परिचय में विकल्प दिया जाएगा — 6 अंक  
— गद्य पाठों पर आधारित तीन में से दो विचारात्मक प्रश्न — 8 अंक

उपर्युक्त सूचना सभी सम्बन्धित अध्यापकों और विधार्थियों की जानकारी में लायी जाए।

धन्यवाद सहित

भवदीया

चित्रलेखा गुरुमूर्ति  
निदेशक शैक्षणिक

**CENTRAL BOARD OF SECONDARY EDUCATION  
DELHI**

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

**June 4, 2008  
Circular No.22/08**

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

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

**Dear Principal,**

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

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

**Why the Creativity clubs and the IGNITE contest?**

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

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

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

**IGNITE 2008 Campaign 1 (June- October 2008):** The country has been divided into twelve zones with a city representing each zone (various zones and representative city have been mentioned in Annexure 3). In second/third week of June, the campaign will be declared open following which subsequent launches will be held in each zone (June-July). The schools in the zone would be motivated

to open Honey Bee Creativity Clubs and also participate in the IGNITE 2008 idea and innovation contest (the participation dates for each zone are mentioned in Annexure 3).

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

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

IGNITE 2008/CBSE  
National Innovation Foundation, India  
Bungalow 1, Satellite Complex,  
Premchand Nagar Road, Vastrapur  
Ahmedabad 380 015, Gujarat

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

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

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

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

### **Specific points to be noted**

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

Any queries may be addressed to NIF at email: [ignite08@nifindia.org](mailto:ignite08@nifindia.org) or Telephone numbers +91-79-2673 2456/2095, Fax: +91-79-2673 1903 or Toll Free No.: 1800 233 5555.

The Event Outline is as follows:

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

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

With best wishes,

Yours sincerely,

(UMA SIVARAMAN)  
Education Officer (L&T)

## **IGNITE 2008**

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

### **Campaigns 1: Creative and innovative solutions developed by the children**

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

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

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

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

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

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

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

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



## Annexure 2

### Honey Bee Creativity Clubs

#### The Objective

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

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

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

#### The Plan

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

#### The Launch

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

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

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

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

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

A representation from NIF would lead the team.

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

**Annexure 3**

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

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

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

**CENTRAL BOARD OF SECONDARY EDUCATION**

*“Shiksha Kendra”, 2, Community Center,  
Preet Vihar, Delhi-110092*

F-2-4/AEO (E&V)/ CBSE/GHC-Pt/2008

May 22, 2008  
Circular No. 23/08

To  
All Heads of Senior Secondary Schools  
Affiliated to CBSE

**Subject:** Change of the name of newly introduced vocational course from the *General Health Care* to the ***Healthcare Sciences*** with technical support of Academy of Hospital Administration.

Dear Principal,

In continuation of our earlier circular no 11 dated March 5, 2008; I would like to intimate you that the Board has renamed the newly introduced vocational course General Health Care. It will now be called ***Healthcare Sciences*** in place of General Health Care.

The Board will be conducting the training programme for teachers to make them understand the fundamentals of the contents of three vocational subjects in collaboration with the Academy of Hospital Administration. The date venue and course fee will be intimated to selected schools shortly.

The selected schools shall be required to send the names of the teachers with their qualification, a copy of affiliation letter to prove their Senior Secondary status and an undertaking to provide all the facilities required for the implementation of this course. The details of the Course curriculum, Infrastructure, and eligibility of the faculty etc has already been sent to you vide our circular NO 11 and the same can be had from our website [www.cbse.nic.in](http://www.cbse.nic.in) .

In case of any doubt please feel free to contact the undersigned at [cbseedusat12@rediffmail.com](mailto:cbseedusat12@rediffmail.com)

Yours sincerely,

(SHASHI BHUSHAN)  
HOD (EDUSAT)

**ANNEXURE 'A'**

**EQUIPMENT REQUIRED**

**General Health Care**

Medical monitors, allow medical staff to record patients' vital parameters. Monitors may measure patient's vital signs and other parameters including ECG, EEG, blood pressure, and gases in the blood. Medical laboratory equipment automates or helps analyze blood, urine and gases.

The equipment needed includes:

- 1764757504. Phlebotomy & Intravenous (I V) Cannulation Kit
- 1764757505. First aid equipment
- 1764757506. Skeletons, charts and posters
- 1764757507. Models for all parts of body (different organs and organ systems).
- 1764757508. Microscopes
- 1764757509. Hand washing equipment
  - reusable towels
  - pumice stones (for scrub wash)
  - soap & water
  - alcohol hand rubs
- 1764757510. Biomedical Waste (BMW) Containers and Syringe & Needle destroyers - samples of different sizes containers.
- 1764757511. Slides cover slips, various stains.
- 1764757512. Nutrition related charts and posters.
- 1764757513. Computer and printer - with Internet connection.
- 1764757514. B.P apparatus - dial type, electronic type and mercury type
- 1764757515. Thermometer
- 1764757516. Glucometer

**FACULTY AND QUALIFICATION**

**General Health Care**

Teaching Faculty and Their Qualifications

Teaching Faculty

(1718178048) Full Time Teacher

(1718178049) Part Time Teacher (Drawn from the hospital/relevant field).

Full Time Teacher

Essential

MSc. (Zoology) / B. Sc. (Nursing) / MBBS / PGT (Biology)

#### Part time Teacher

- Dietitians
- MSc. (Home Science)
- Graduate (B.Sc.) or Hospital Record keeping
- Medical Officers - from relevant field

#### Visiting Lectures / Instructors

- PG Teachers (Biology)
- Graduate Nurses: B.Sc. (Nursing)
- MBBS Doctors
- Graduates (B.Sc.) of Hospital Records Keeping
- Dietician
- M.Sc. (Home Science): for lectures on food, nutrition and dietetic
- Fire officers for classes on first aid, fire fighting and disaster preparedness.
- Red Cross Society Officers: for classes on first aid, emergency medical care and disaster preparedness



## **CENTRAL BOARD OF SECONDARY EDUCATION**

*“Shiksha Kendra”, 2, Community Center,  
Preet Vihar, Delhi-110092*

**F-15-1/AEO (E&V)/IIMB-TRG/CBSE/2008**

**June 5, 2008  
Circular No.24/08**

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

**SUBJECT: Training Programme for Principals at IIM, Bangalore**

**Dear Principal,**

As you may be aware, CBSE has been conducting training programmes for principals in ‘Strategic Leadership and Management’ in collaboration with the Indian Institute of Management, Ahmedabad and NUEPA, New Delhi. The overwhelming response from the Principals of affiliated schools has made the Board explore other avenues for providing training to Heads of Institutions since the intake for the courses conducted at IIM, Ahmedabad has not been able to meet the growing demand for such empowerment programmes.

Hence CBSE has approached the Indian Institute of Management, Bangalore for strategic collaboration to provide training to Principals of Senior Secondary Schools affiliated to CBSE. The Board is pleased to state that the Indian Institute of Management, Bangalore has come forward to conduct a training programme in the year 2008. Eminent educationists will be conducting these programmes in the IIM, Bangalore campus. The five day programmes will have the following objectives:-

1. To empower Principals through professional upgradation.
2. To expose participants to relevant management concepts in education.
3. To understand the need to enhance the organizational issues to provide quality education.
4. To network with the relevant stakeholders and manage the external environment of the school.

The fee for the training programme will be Rs. 25000/- per participant which will include the training fee, boarding and lodging of the participants at the venue, stationery and reading materials. The dates for the training programmes are as under:-

**Programme : December 8 to December 12, 2008**

Principals who are interested in participating in this training programme are requested to complete the registration form given overleaf and send it to the following address:- Shri Shashi Bhushan, HOD(Edusat & Voc Edn), CBSE, “Shiksha Kendra”, 2, Community Centre, Preet Vihar, Delhi- 110 092. The letter can also be emailed to: [cbseedusat12@rediffmail.com](mailto:cbseedusat12@rediffmail.com) with a copy to [aeoasedof@yahoo.co.in](mailto:aeoasedof@yahoo.co.in)

**The registration form should not be accompanied by demand draft for the fee at this stage.** The last date for receiving the registration form is July 18, 2008. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.

Yours sincerely,

(Shashi Bhushan)  
HOD (Edusat & Voc Edn)

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

**NO. CBSE/ACAD/ENGLISH/2008**

**16<sup>th</sup> June, 2008**  
**Circular No. 25/08**

All the Heads of the institutions  
affiliated to CBSE.

**Subject:** Correction in marks assigned in English Communicative (Code No. 101) Class IX in  
Secondary School Curriculum - Volume I 2010 (Main Subjects).

**Dear Principal,**

The Class IX syllabus in Examination Specifications (English Communicative) given in the Secondary School Curriculum - Volume I - 2010 (Main Subjects) has a discrepancy in the marks on page 38.

The corrected version may be read as given below :

Section D : Literature			Total Marks : 30
Sl.No.	Question No.	Marks as per Curriculum Document 2010	Corrected version (Marks)
1.	Q.No. 12-13	4+4 = 08	3+3 = 06
2.	Q.No.: 14	05	04
3.	Q.No.: 15	Nil	04
4.	Q.No. 16	04	04
5.	Q.No.17	04	04
6.	Q.No.18	08	08

This may be brought to the notice of all teachers and students studying **English Communicative** in the home exam in March / April 2009.

Yours sincerely

(C.GURUMURTHY)  
DIRECTOR(ACADEMIC)

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

*F-2-1/AEO/V&E/NUEPA/CBSE/2008*

Circular No.26/08

June 16, 2008

All Heads of Independent Schools  
Affiliated to the CBSE

Subject: Sixth and Seventh Training Programmes for Principals, at NUEPA, New Delhi  
(From July 21 to July 25 and September 22 to September 26, 2008)

Dear principal,

You may be aware that the Board has been organizing training programmes for Principals in “Leadership in Educational Administration” in collaboration with the National University of Educational Planning and Administration (NUEPA) New Delhi. These programmes have continually been customized for better delivery on the basis of feedback from the participants. The Sixth and Seventh such programmes are scheduled to take place for independent schools from July 21 to July 25 and September 22 to September 26, 2008 (5 days each) at NUEPA campus, New Delhi. The five days programmes will have the following objectives.

1. To acquaint the participants with the emerging issues in school education.
2. To build their capacities in leadership and in different aspects of managerial excellence, like conflict resolution, interpersonal relations and management of values and ethics.
3. To develop their capacities in the aspects like teacher development, human resource management and financial management.
4. To sensitize the Principals about the school effectiveness by imparting modern management techniques
5. To develop the capacities of principals for linkages and inter-face with the community.

The fee for the training programme will be Rs. 8,000/- per participant which will include the training fee, boarding and lodging of the participants at the venue, stationery, reading materials, etc. .

The principals interested in participating in the above mentioned training programmes may fill the attached registration form mentioning clearly the dates of the programmes that suits them and send it to the undersigned on or before June 30, 2008. The registration form should not be accompanied by demand draft for the fee. The details of mode of payment of fee and reporting time will be conveyed to the selected participants.

Yours sincerely,

(SHASHI BHUSHAN)  
HOD (EDUSAT & VOC)

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

**Important**

**NO. CBSE/ACAD/HEALTH MANUAL/2008**

**24<sup>th</sup> June, 2008**

**Circular No. 27/08**

All the Heads of the institutions  
affiliated to CBSE.

**Subject : Comprehensive School Health Programme and Release of School  
Health Manuals in four Volumes.**

**Dear Principal,**

Children are the greatest asset of a country and those in school have a right to a happy and healthy life within the school environment as well as at home. Investment in the health of children is an investment in the future of the nation. It is essential to build on the components of knowledge relating to health and nutrition, develop healthy attitudes and enhance Life Skills to overcome the multiple health concerns affecting school going children both in the urban and remote areas of the country.

This is further to our circulars (No. 09 dated 31.5.2006 and No. 29 dated 20.6.2007) on **Comprehensive School Health Programme** in which the Board has requested schools to set up 'Health Clubs' in order to implement the Comprehensive School Health Programme. It is heartening to note that some of the schools affiliated with the board have responded positively in this regard.

**Comprehensive School Health Programme and Health Manuals :**

The objectives of the **School Health Club** as mentioned in the earlier circular are also being reiterated :

- To create Health Cards for each student
- To create a health newspaper at least twice a year / poster competition related to health issues
- To conduct surveys on health related concerns
- To organize 'health walks' as part of social campaigns
- To organize health fairs and immunization projects
- To tap the local resources in the community to arrange health talks
- To render service in any area affected by a disaster or a calamity
- To create health help line within the school to distress, cope with emotional and social behaviour and to clarify misconceptions regarding adolescent health
- To teach the students techniques of yoga and meditation from an early age
- To inculcate in the students healthy and positive ways of living
- To teach health songs on various health topics
- Celebration of important days (World Health Day - April 7)
- Creating awareness regarding 'World No Tobacco Day' (May 31), 'World AIDS Day (December 1) etc.

## Health Manuals :

The **Comprehensive School Health Manuals** address a basic gap in schooling that has crept in over the years. School Health has somehow been relegated to sporadic health check-ups or in some cases a few hours of health instruction in the curriculum. It was imperative that something is done urgently to take up the issue of holistic health in school going children which includes physical, mental, emotional and psychological health. The **School Health Policy** and now the Manuals propose to view health holistically, utilize all educational opportunities for health promotion including formal and informal approaches in curriculum pedagogy. Providing a safe school environment, an activity oriented health education curriculum to avoid health-related risk behavior, ensuring physical fitness activities and sports, providing nutritious snacks in the school canteen, ensuring access to primary health care services and integrated family and community activities and a staff health promotion policy are some of the expectations that a school should fulfill.

There are **four Manuals** in this package. The first **Manual-Vol I** is addressed to all stakeholders concerned with school health. The other **three Manuals** are activity based manuals for teachers. Vol II is Teachers Activity Manual which consist of activities for **Primary Level** (Classes I-V), Vol III is Teacher's Manual for **Upper Primary Level** (Classes VI-VIII) and Vol IV is Teachers' Manual for **Secondary and Senior Secondary Level** (Classes IX-XII). The activities revolve around six different themes - **Knowing your Body, Food and Nutrition, Personal and Environmental Hygiene, Physical Fitness, Being Responsible and Safe and Behaviour and Life Skills**. The objectives of the modules and activities is to focus on the different aspects of growth and age appropriate development of the child.

The Manuals are holistic in their approach since they deal with not only physical health but also mental, social, emotional and spiritual well being. Their uniqueness lies in their participative and interactive approach. The activities mentioned can be easily incorporated in the classroom transaction, keeping in mind that hands on learning is internalized faster than conventional learning. It is also recommended that teachers may modify or customize the activities according to their social, cultural and demographic needs.

The activities for teachers in each Section are suggestive and it is earnestly hoped that they will carry on the spirit of each section through curriculum plus intervention strategies within the school. The activities are learner centred and will help to empower them to construct knowledge for themselves in a classroom or out of the class setting.

The graded activities provided in the manual follow outcome based approach to learning, teaching and assessment. They are positive in attitude and stress on developing health promoting habits from an early age which emphasizes the concept of learning throughout life.

For the success of the school health programme it has to be developed and implemented by a strong indigenous group committed teachers under the guidance of the dynamic head of the organization as well as a committed management. A special feature of this development would be a cooperative, caring and concerned atmosphere which it is hoped will be the key note of the school learning environment while implementing the programme.

The integration of school and community efforts should be related where the school is regarded as a social unit providing a focal point from which the school may reach out to the family, to the local community and to the community at large as a whole which in turn may support the efforts of the school.

It is hoped that the **Health Manuals** will foster the need to provide for a healthy environment for each child studying in a school and in that sense **the CBSE\_Comprehensive School Health Program** is dedicated to all children.

The **Health Clubs** can be used to conduct the activities which are detailed in the School Health Manuals in four Volumes being released to all the schools. One set of the four volumes is being sent to all schools free of cost, however, for **additional volumes the school will have to make a request as these will be priced documents**. These will be available from the Stores, CBSE, 17 Institutional Area, Rouse Avenue, New Delhi as well as from the Regional Offices.

(VINEET JOSHI)  
SECRETARY

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

**F-15-1/AEO (E&V)/IIMB-TRG/CBSE/2008**

**June 25, 2008  
Circular No.28/08**

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

**SUBJECT: Four Training Programmes for Principals at IIM, Bangalore.**

**Dear Principal,**

It is in continuation to Board's Circular number 24, dated June 5, 2008. The overwhelming response from the Principals of affiliated schools has made the Board to request the IIM Bangalore to allot more slots for such programmes.

The Board is pleased to state that the Indian Institute of Management, Bangalore has come forward to allot a total of four slots for training programmes in the academic year 2008-09. The dates for these training programmes are as under:-

Programme 1	: December 8 to December 12, 2008
Programme 2	: December 15 to December 19, 2008
Programme 3	: January 27 to January 31, 2009
Programme 4	: February 16 to February 20, 2009

The fee for the training programme will be Rs. 25000/- per participant which will include the training fee, boarding and lodging of the participants at the venue, stationery and reading materials.

Principals who are interested in participating in these training programmes are again requested to complete the registration form given overleaf clearly mentioning their choice of programme and send it to the following address:- Shri Shashi Bhushan, HOD(EduSat & Voc Edn), CBSE, “Shiksha Kendra”, 2, Community Centre, Preet Vihar, Delhi- 110 092. The letter can also be emailed to: [cbseedusat12@rediffmail.com](mailto:cbseedusat12@rediffmail.com) with a copy to [aeoasedof@yahoo.co.in](mailto:aeoasedof@yahoo.co.in)

**The registration form should not be accompanied by demand draft for the fee at this stage.** The last date for receiving the registration form for first two programmes is July 18, 2008. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.

Yours sincerely,

(Shashi Bhushan)  
HOD (Edusat & Voc Edn)