

parts and take an exit in last. A person's life could be divided into seven stages. The first being infancy then the school boy early teens; late teens; the Money minded, matured and wise man; old age and lastly the very old age . Children recited the poem and there was also a skit based on it. The Principal Mrs. Alka Dolly Pathak read out the annual report. The chief guest presented trophies and certificates to the children for their achievement in academic performance and extra curricular activities.

### Investiture Ceremony at DAV Public School Panipat

**DAV Public School, Panipat** organized an oath taking ceremony for recently selected team of school prefects on April 24, 2009.

The team members were brimming with confidence to shoulder the newly assigned duties. The team expressed its gratitude to selection committee for placing confidence in them.

The team members also took a formal pledge to carry out the duties assigned to them with sincerity and efficiency.



Prefects taking pledge during Investiture Ceremony at  
DAV Public School, Panipat

The objective of the event was to espouse the confidence, development of leadership qualities and sense of responsibility among the students.

### Annual Function at Maharshi Patanjali Vidya Mandir, Allahabad

Depicting through a variety of cultural programmes the relevance of the ancient Philosophy of 'Peace' in contemporary society, **Maharshi Patanjali Vidya Mandir Allahabad** celebrated its Annual Function .

The cultural programme commenced with an invocation '**Aham Brahmasmi**' conveying that the limitless self absorption in the present time can be removed by the true realization of oneness with all living beings. The group song that followed was an appeal to restore secularism, tolerance and peace. It inspired the audience to promote and uphold the grand principle of **universal brotherhood**.



Students emulating a '**Peace Summit**' at the annual function of  
Maharshi Patanjali Vidyapeeth, Allahabad

## International School Award conferred upon Banyan Tree School, Delhi by the British Council

The Director, staff and students of the **Banyan Tree School** felt extremely delighted and honoured to receive the International School Award. The school was among the 28 schools in India that have qualified for the award in 2007-2008.

It was the sheer verve for teaching and learning, commitment to the tenets of all round development for grooming the next generation that inspired the school to move ahead in pursuit of a broader vision in education.

There was immense joy in the Primary wing when parents from other countries came forth to share their music, culture, costumes and folklore with them.

The Middle School focused on integrated and collaborative learning by capitalizing

on diversity. They understood that such multidimensional learning is complete education.

The Senior School took learning to a higher plane wherein global issues like international peace, politics, freedom of expression trade and commerce AIDS and Environment were addressed.

## Investiture Ceremony at Abhinav Public School, Pitampura

**Abhinav Public School, Pitampura** organized the Investiture Ceremony on Friday 8 May, 2009. Elections were conducted in the school wherein students enthusiastically voted for the selection of the School Head Boy, Vice Head Boy and Head Girl. Votes were counted in front of the students, so as to ensure fair declaration of the results. All the House Captains and Vice Captains were also selected. They all took the oath promising to serve the institution and perform their duties whole-heartedly and sincerely.



ISA Coordinator of the Banyan Tree School, receiving the award on behalf of school from Director, British Council, South India



Newly selected prefects taking oath at the Investiture Ceremony at Abhinav Public School, Pitampura

## The Singing Sensation of D.A.V. Public School, Faridabad

Tajinder Singh, a student of Class X of **D.A.V. Public School, Sec-14, Faridabad** has scaled great heights, in the world of music. He was adjudged the Best Singer, at the National Level in the Non- Filmy Singing Category of the 32nd All India National Talent Hunt, Surtarang, organized by the famous Sangam Kala Group, Delhi on 27th April, 2009.



Principal of DAV Public School, Faridabad with  
**Tajinder Singh, a tenth grader**

## Eden Public School, Vazhoor, Kerala

**Eden Public School, Vazhoor, Kerala** in order to promote the all round development and creativity among students came up with an idea to produce short movies in which students had to plan and execute everything.

The aim was to inculcate responsibility and to spread awareness about contemporary issues.

Students of school produced two short documentary films. The films were shot at a time when chickengunja was rampant



A still from the movie '**last leaf**' shot by the students of  
Eden Public School

in Kerala & therefor carried a message to eradicate it.

### ➤ **The Last Leaf:-**

This is based on a story '**The Last Leaf**' written by O Henry – a short story written at the time, when pneumonia was prevalent in America. The school kids under the supervision of the famous film director Sri Jayaraj, handled all the technical equipments. The kids, teachers and PTA members were the actors. The school campus was the location. The technical aspects



A scene from the movie **paradise lost** produced by the  
students of Eden Public School



like, direction, camera, art direction, script, music and music direction are discharged by the students.

➤ **Paradise Lost:-**

This story depicts, how God's own country became devil's own land. For the last many years, we have been moving backwards, as regards, cleanliness and quality education are concerned. '**Gods own country**'- Kerala has become a dumping yard of effluents and wastes, because of the absence of social cleanliness. Even educated people also consider throwing wastes and smoking in public places as their privilege and birth right.

### BRJD Public School, Bhorugram Adopted Rural School for Computer Education

**BRJD Public School, Bhorugram** has adopted a rural school (Chainpura Bada) for developing the computer operating skills of the students and the teachers. The school regularly sends its faculty to the adopted schools for updating their computer literacy.

The school also provides computers with printers to this school. It also provides computer training to some of the teachers from this school so that they can further extend computer education to the staff and students of the School.

The school identify and select VIII and XI passouts from villages and provide them computer and language training (employability skills) so that they can earn their livelihood.

### A visit to Science Express at Jabalpur by Little World School, Tilwara

'**Science Express**' a state-of-the-art science exhibition on a train during its journey from 30 November 2008 to 30 May 2009 was at Madan Mahal, Jabalpur from April 1 to April 4, 2009. This 16-coach train houses an exhibition which showcases cutting-edge research in science and technology. The exhibition strives to take modern research out of the lab and reveal just how relevant science is to everyday life. It attempts to develop scientific temper among students and encourage them to pursue careers in science. **Science Express** is a modified version of the earlier Science Express, an Indo-German collaborative project that was flagged off by India's Honorable Prime Minister Dr. Manmohan Singh and German Chancellor Dr. Angela Merkel.

The project is supported by Department of Science and Technology India (DST) ; National Council for Science & Technology Communication (NCSTC); Ministry of Science and Technology, Govt. of India; Federal Ministry of Education and Research (BMBF), Germany; Max Plank Society, Germany and Vikram A. Sarabhai Community Science Centre (VASCSC)

The Science Express was visited by more than 250 students of Little World School. It featured over 300 large format visual images, 150 video clips and multimedia exhibits. Each coach had a different theme and attempted to answer complicated questions on subjects like; Nanotechnology, Biotechnology, Life-Sciences, Ecology, Physics and Astronomy.

The train also housed '**The Joy of Science Lab**' (JOS Lab) developed by Vikram A Sarabhai Community Science Centre. 60 students were awarded certificates for participating in the hands-on-activities of JOS lab to explore where exactly their interest in science lies and what are the working methods in these fields.

## Memoir of Summer Science Programme of a student of Army Public School, Pune

*Aniruddha Bapat, a student of the Army Public School, Pune, attended summer science programme, an international programme designed for high school students interested in sciences. Here he jots down his experiences.....*

I first heard of SSP in December 2007 and it seemed like the perfect program for a Science enthusiast like me. I visited the SSP website and learnt that 36 students who have passed their 11th standard, would be selected for the program in 2008. The camp would be organized at a place called Ojai in California, USA. It was designed to be an intensive academic program in which we would learn



*Aniruddha Bapat, a student of Army School Pune with his team mates at Summer Science Programme.*

advanced Physics, Mathematics, Astronomy and Computer programming and use all that knowledge to design a project on the orbits of asteroids called the "**Orbit Determination Project**".

I came to know of my selection for SSP in March 2008 and reached Los Angeles on 22nd June 2008. In the first week of the program, all 36 of us were taught the Mathematics, Astronomy and Physics needed for our project. We were also taught a computer language called 'Python', the language in which we would eventually write a program to simulate the motion of an asteroid of the Solar System.

The SSP Camp had powerful, high-magnification telescope that we could use for observing the asteroids. About twice a week, at midnight, photographs of the asteroid through the telescopes to identify the asteroid. In addition to this, we also worked on designing a computer program which simulated the exact orbit of the asteroid based on its observed positions.

In one of the field trips, we were taken to NASA's Jet Propulsion Laboratory (JPL) which designs most of USA's space probes. In another trip, we were taken around the California Institute of Technology (Caltech).

Attending the SSP made me think deeper into the sciences for the sheer pleasure of gaining knowledge and not just as a means to score marks in some examination. I found this to be in sharp contrast to the intensely competitive atmosphere we experience these days, especially to prepare for IITJEE, AIEEE, AIPMT, etc where only the rank counts. Therefore, I feel that all those who are genuinely interested in the sciences, must attend the SSP or such other summer programs.

## Awareness Campaign on 'Substance Abuse' by Step by Step High School Children



A resource person providing tips on how to say no to drugs.

On 25th November 08 the students of Step by Step High School carried out an awareness campaign on Substance Abuse. They defined what drugs are and how drug abuse can harm the emotional, psychological and physical health of an adolescent.

They discussed the reasons for getting into drug abuse, and how can they protect themselves. Through a Power Point presentation they explained that almost all addicts start by trying just once but the final consequences are fatal.

*Discipline must enable the performance of, and be conducive to, the task at hand. It should enable freedom, choice and autonomy for both teacher and child. It is necessary to involve children themselves in evolving rules, so that they understand the rationale behind a rule, and feel a sense of responsibility in ensuring that it is followed. In this way they would also learn the process of setting codes of self-governance and the skills required to participate in decision making and democratic functioning.*

NCF 2005



# Sahodaya Activities

## World Earth Day Celebrated at D.A.V. School, Patiala

**Eco club, D.A.V. Public School, Patiala** under Patiala Sahodaya Complex organized an Inter School on the Spot Painting Competition for mass awareness on topics- '**Save Earth**', '**Water conservation**', '**Global warming**' in association with All India Human Rights Association Patiala, to mark '**World Earth Day**'. 40 students from various schools of Patiala Sahodaya School Complex participated in it. Principal Shri S.R. Prabhakar welcomed the guests and his address appealed the participants to save energy. A documentary on effects of pollution was also shown to participants. It conveyed a message for taking



Students taking part in Inter School on the Spot Painting Competition under Patiala Sahodaya Complex

immediate steps to control the pollution. Students from D.A.V. Public School presented their views on **Global Warming** and **Save Earth from Pollution** respectively.

## Science Quiz Competition at Swami Sant Dass Public School, Phagwara

**Swami Sant Dass Public School, Phagwara** hosted the Sahodaya Complex Inter school Science quiz competition on July 26, 2008. Eleven teams from different schools participated and MGN, Kapurthala won the trophy.

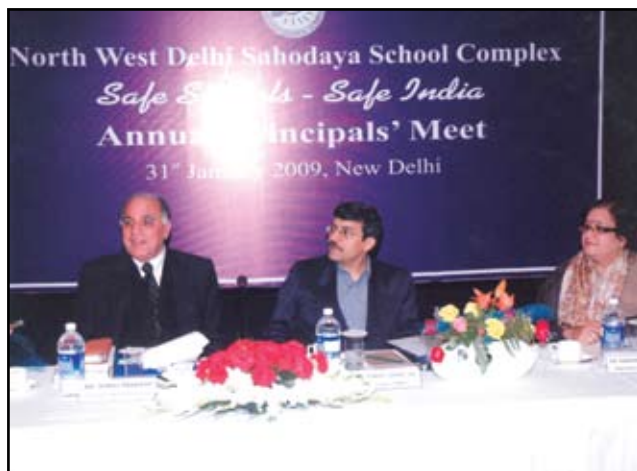


Winning teams of Sahodaya Complex Inter School Science Quiz Competition organised by MGN School, Kapurthala

## North West Delhi Sahodaya School Complex Annual Principals' Meet- 2009 on Safe Schools- Safe India

The North-West Delhi Chapter of the





Shri Vineet Joshi, Chairman & Secretary CBSE at Annual Conference of North West Delhi Sahodaya School Complex

Sahodaya Complex recently organized an Annual Principal's Conference, on the theme **"Safe Schools - Safe India"**. This conference was aimed at generating awareness about the security/safety threats that any modern urban institution can be faced with, and to explore the ways in which existing resources can be utilized by stakeholders to combat these threats in an optimal manner. The intention was not to merely discuss hypothetical situations, but to actually ground ourselves in reality and collectively work out tenable solutions.

The presence of CBSE chairperson Mr. Vineet Joshi provided the conference with an excellent platform to embark upon the beginning of a much-needed mobilization in terms of both thought and action. He very aptly pointed out that **the concern for safety in schools adopts greater meaning in today's context, where parents "outsource" the well-being of their wards to educational institutions**. Therefore, physical safety of the children is not the only parameter, but their social and emotional safety is also of equal significance. There is a need to acknowledge and consequently address the heterogeneity

of the student base in a school, and to ensure that the interaction between students of various age groups does not turn hostile in any manner. **The younger students must be provided the sort of space where they feel free to express themselves, and voice any possible discomfort**. Mr. Joshi rightly pointed out that the **"experience of a child each day in a school" is what makes the school good or bad**. He also emphasized on the need for special attention on **safety of the girl child**, since young girls are unable to express their problems, given the lack of awareness and sensitivity. The only solution to such a problem is to create an open communication system, where the teachers, parents and students interact on a regular basis. Also, the staff in the school should undergo a health and sensitivity programme, where issues such as children's safety and child abuse are discussed, and their resolutions suggested.

Apart from social safety, the **"environmental"** safety of a society is also of importance. For instance, the quality of drinking water supplied in a school is not just the DJB's responsibility, but the school's



Shri Vineet Joshi elaborating on various issues related with Safety in Schools during Annual Principal meet of North-West Delhi chapter of Sahodaya School Complexes



as well. Therefore, in this manner, the various functions of safety-physical, emotional and social- must be taken into consideration together by institutions, in order to maintain an overall secure and sensitized environment.

The conference was then addressed by Dr. Jitendra Nagpal, Course Director at VIMHANS, who spoke at great length about child abuse. He spoke about protection (from abuse), provision (of rights and state care) and participation (in decision making on matters affecting the child). He discussed the various types of child abuse, including physical, emotional, exploitative and focused on sexual abuse. He also elaborated on the role of the school in preventing child abuse- training staff members to be alert to signs of abuse, procedures on checking staff to prevent abusive behavior by them, and a child protection policy to deal with any potential cases of abuse by staff members. He suggested several preventive measures, such as creating a free atmosphere at home so the child can disclose his/her problems, giving the child an understanding of his/her body and the concept of **“good touch/bad touch”**. Imparting **life skills** becomes an



*Dr Jitender Nagpal speaking on Child Abuse during Annual Principal meet of North-West Delhi chapter of Sahodaya School Complexes*

essential function of the school in helping to confront the nightmare that is child abuse-teaching young ones to assert themselves. For a comprehensive preventive action strategy to work, schools and parents must come together in combating this issue, and leave their inhibitions behind and remember that the child's safety is their primary concern.

An extremely valuable presentation was made by Additional DCP (Security Headquarters), Rishi Pal Singh, on the measures that schools can take to create a secure domain for their students to study within. He suggested the usage of sandbags outside the school, since they not only help in case of emergencies, they also give the appropriate image of a well-secured school. He suggested other measures as well, including proper lighting of the school perimeter, biometric fingerprinting of employees and an emergency hooter that warns the entire school of any impending disaster. In order to keep undesirable elements from entering the school premises during events such as carnivals etc, frisking and thorough checking is a good idea. The entire support staff of the school must be verified by the police, and there should be strict measures to ensure safety of children in school buses. An excellent way to keep students and staff prepared for any mishap/disaster is to have an emergency evacuation plan, for which a rehearsal drill is carried out on a regular basis, so they are prepared for a planned and organized action in case an actual disaster strikes.

Eminent surgeon Dr. Ganesh Mant Director of the Heart and Lung Institute, made a presentation on **“Community Disaster Preparedness”**. He spoke of a community-

based programme to enhance self-reliance even in the absence of Government aid, by First Aid Training and Family Disaster planning. He explained that risk is a function of both hazard and vulnerability, and that we can diminish the latter by increasing the capacity of the community, and empowering ourselves to act together with greater swiftness. Human vulnerability increases due to poverty, increased population density, urbanization, environmental degradation, lack of awareness etc. and given that our nation is undergoing all these changes, we must have a response plan prepared by our communities. The aim should be to develop a safety culture, in which public education plays a key role. Therefore, once again, schools come into the picture, and become instrumental in the formulation of any risk reduction strategies.

Dr. Anju from the Heart and Lung Institute made a detailed presentation on the **"ABC for Life Programme for schools"**, where she discussed potential disasters that a school can be faced with, such as medical emergencies, injuries, burns etc. Disaster preparedness is an important trait for a school, since it adds greatly to the community's readiness in the face of emergency. She suggested that each school equip itself with trained medical personnel and an emergency medical kit, and maintain close contacts with nearby medical facilities so that in case of emergency, swift response is possible. Schools should also be inspected for accident-prone areas as well

as emergency exits, and special attention should be given to making school buses safe. Children should be taught the basics of first aid from an early age, and staff members should be trained to perform essential life-saving measures such as CPR. It should not need a fatal occurrence for a school to wake up to the needs of a safe environment for students- preventive measures should already be in place.

Another enlightening presentation was made by Dr. Sadhana Parashar, Education Officer (CBSE), on the vision of **Safe schools, Safe India**. She spoke of the different dimensions of safety- physical (violence, medical mishaps, hazards, disasters), emotional (verbal harassment, bullying, peer pressure, sexual abuse) and social (substance abuse, ragging, experimentation). Schools are often limited in responding to these problems, because victims seldom report them out of fear, shame, guilt and despair. Thus, there is a need for a **Safe School Plan**, that shapes a healthy physical, social, economic and community-based environment. Schools must review their data/statistics, review existing policies, and then identify the gaps that exist in current procedures, so they can reassign priorities to match resources. There are **four key phases in Crisis management: Mitigation/prevention, Preparedness, Response and Recovery**, and planning requires purpose, commitment, time and collaboration. Dr. Parashar recommended compilation of a **Common School Safety Manual** that would introduce themes of safety and prevention

to students as well as teachers and parents. The considerations to be taken into account while drawing up a school Safety Plan are: **demographic data, community resources, building security, prevention/intervention, response and recovery**. Drills and exercises should be carried out on a regular basis, to practice emergency response, test procedures and identify gaps. The **Comprehensive School Health Manual** (CSHM) brought out for schools was referred to by Dr. Parashar, which discusses behaviour and **Life Skills, Physical Fitness, Food and Nutrition, Personal and Environmental Hygiene, and 'Being Responsible and Safe'**.

Major General Raj Kaushal, a senior specialist with the **National Disaster Management Authority**, laid emphasis on school crimes and violence, and measures to counter them. He mentioned the factors that affect safety in schools: security (hardware, technology, protocols), school design (natural surveillance, territorial reinforcement) and school climate (values, norms, attitudes).

## Annual Election at Council of CBSE Affiliated Schools in the Gulf

Council of CBSE affiliated Schools in the Gulf conducted a meeting to nominate its office bearers.

The following office bearers got elected at the meeting.

Chairman	- Dr. A S Pillai
Secretary	- Mrs Neelam Upadhyay
Treasurer	- Mrs Anubha Nijhawan
Custodian of Finance	- Mrs Malathi Das

### Chapter Convenors

UAE Chapter	- Mrs Rashmi Nandkeolyar
Oman Chapter	- Mr T Premkumar
Qatar Chapter	- Mr F M Basheer Ahmed
Bahrain Chapter	- Mr Arun Kumar Sharma
Saudi Chapter	- Dr E K Mohammed Shaffe
Kuwait Chapter	- Fr. Lionel Braganza Sdb.

**"No Safety, Know Pain  
Know Safety, No Pain"**





# Green Page

## Earth Day at TPS Vaishali, Jaipur

Students of **Tagore Public School, Jaipur** celebrated **"Earth Day"** with zest and enthusiasm on 22nd April, 2009.

In the morning assembly, children took a pledge for saving Mother Earth from the impending threats of global warming, pollution, deforestation and drought.

A skit, presented by members of Sanga House of the school, showed that the earth was healthy and lively with luscious vegetation, and pristine atmosphere in yester years.

With the advent of modernization and development, earth has been plagued with pollution and deforestation. The skit predicted the destruction of the earth unless efforts were made to stop degradation of environment.



Students taking out a rally on the occasion of Earth Day at TPS Vaishali, Jaipur

Later, students took out a rally with banners and posters bearing messages on protection of environment and keeping the earth clean and safe.

## Earth Day at Gandhi Nagar Public School

**Gandhi Nagar Public School** celebrated Earth Day with great zeal and enthusiasm. And Inter House speech competition was organized on **"Man's endless desires: putting the earth on stake"**.

The speech was conducted in both languages – Hindi and English. The students from class VI to X participated in this competition and left the audience pondering over the issues with their revolutionary views. They not only criticized human activities



A student taking part in speech competition organised to celebrate the Earth Day at Gandhi Nagar Public School

deteriorating earth's beauty and fertility but also presented concrete suggestions for maintaining ecological balance along with the sustainable progress of Industrialisation and urbanization.

The Principal Mrs. Shashi Sharma appraised the winners and encouraged the students to implement the suggestions in their life.

## Earth Week at C.C.A.S Jain Sr. Sec. School, Ganaur

In order to sensitize the students to the



Awareness drive on environmental issues by  
CCAS Jain Sr. Sec. School, Ganaur

need to maintain ecological balance, C.C.A. S Jain Sr. Sec. School observed Earth Week from April 17-23, 2009. A Poster Making competition was held on 1st day of the week. Students showcased various problems which the planet has been facing lately. All students and staff took a pledge to save water. Principal Mrs. B Bhatia explained various methods to reuse water. Same day the school observed '**No Polythene day**'. None of the students or staff member brought polybags in school. On Sunday 19th of April, a fancy dress programme was held for tiny tots. They delivered their message to save earth in their own special way. Students dressed up as trees giving message '**Say No to Cutting Trees**', as polybags appealing the mass not to use them and as rivers pleading not to pollute them. A cultural programme was held on 21st April by Tree plantation in the school. 100 plants of different types were planted by the students.

22nd April, the Earth Day was marked by taking out a huge rally through many streets of the town creating awareness in common masses. Students carried banners, posters and placards bearing various slogans.

*Perhaps the best of parenthood is to teach the young creature to love with safety, so that it may be able function to venture unafraid when later emotion comes....*

- Freya Stark



# Academic Update

## First Training Programme for Principals at IIM Bangalore

Keeping in view the time dependent nature of educational practices, the Board regularly conducts training programmes for furthering the leadership, planning and management skills of the Principals of the CBSE affiliated schools at various institutes of repute. The first programme in the current academic session at IIM Bangalore was conducted from 18 to 22nd May 2009. The Programme was attended by 25 Principals of CBSE affiliated schools from across the country. Sh U C Bodh, Executive Officer of the chairman CBSE also attended the programme as CBSE representative. Professor



*Enthusiastic participants during a session in the First Training Programme at IIM Bangalore*



*Shri U.C. Bodh, Executive Officer to Chairman CBSE, receiving participating certificate from the course director Prof. Malathi Soumaiah*

Malathi Somaiah, the Programme Director, who specializes in educational administration and is a veteran in the field, headed the team of resource persons. In addition to regular IIM B faculty, a psychometrist who threw light on various test batteries to measure the aptitude and other parameters of human personality was also invited. The Resource Persons discussed at length various facets of educational management for the enrichment of the principals and administrators. The content was designed to provide an overall educational perspective and to outline the role of education in social development. Elaborate sessions were conducted on topics such as Institution Building, Role of Principals,





*Group of participating principals with Programme Director  
at Second Training Programme for Principals at IIM, Bangalore*

Communication Skills, Leadership styles and Best Practices in Educational Governance.

### **Second Training Programme for Principals at IIM Bangalore**

The second programme of the series was held from 1-5 June 2009 in which 25 principals from across the country participated. In the five day program there were talks and discussions

on Education Management, Institution Building, Empowering Learners, Time Management, Importance of IT, Influencing Stakeholders, Psychometric Assessment and Communication skills. Participants found all the Resource Persons extremely skillful and knowledgeable. Lively discussions on all the topics were held. Topics like the functions of Principal viz; Planning, Organizing, Staffing and Directing, Evaluation had been adequately emphasized. Participants were made to think who an empowered learner is; How to make strategy for School Management and how a Principal could envision, enable & energize her staff and students. The sessions were very interesting & motivating for all and concluded with feedback and suggestions by the participants

*"Knowledge does not comprise all that is contained in the larger term of education. The feelings are to be disciplined. The passions are to be restrained. True and worthy motives are to be inspired....And pure morality is to be inculcated in all circumstances".*

*Daniel Webster*



# Sports Arena

## Athletic Meet at D.A.V. Public School, Chandrasekharpur

**D.A.V. Public School, Chandrasekharpur** recently organised its Annual Sports Meet. The students of the school, divided into four houses- Apalla, Gargi, Maitreyi and Sikata displayed colourful drills, inculcating peace and solidarity. The students of the school also hold a programme on anti terrorism. Sri Piyush Sharma, Regional Incharge of CBSE, Bhubaneswar Region also said that sports and games are the inherent potentiality of a human being which must be given prime importance and school are the fittest agents



Students taking part in March Part at the occasion of Athletic meet at DAV Public School, Chandrasekharpur

to spread this tempo among the children.

The Chief Guest also gave away champions trophies to the champions of different events.

## Swimming Course Introduced in TPS Vaishali, Jaipur

Aimed at all round development of students **Tagore Public School, Vaishali Nagar**, has introduced a new course in swimming.

The decision was taken by the authorities to meet the physical fitness programme on a regular basis.

The swimming course is conducted under expert guidance. Boys and girls have separate



Children enjoyng Swimming at Tagore Public School, Jaipur

hours at the pool. A woman coach has been appointed exclusively for girl students.

The ultimate objective is to prepare a pool of students who can compete at the CBSE swimming competition, held annually at different places of the country.

### Annual Sports Meet at Ramakrishna Vivekananda Vidyapeeth

**Annual Sports meet at Ramakrishna Vivekananda Vidyapeeth, Bijuri** was inaugurated by letting pigeons free in air. In his welcome speech, Principal Dr. S.R. Singh thanked the guests for motivating and encouraging school children.

The three day meet was a display of skill, grit and competition. The meet started with a march past led by school leader and captains of various houses followed by sports events. The events were divided into three categories, i.e., Primary, Middle

and Secondary. Students of all four houses participated in various sports events. On the closing day winners were awarded amidst cheering students and housemasters. The Ex- Director of RKVV, gave away the prizes to the winners. The students and teachers actively participated in the meet and made it a great success.

### Sports Meet at Bosco Public School, Delhi

**Bosco Public School, Paschim Vihar, New Delhi** organized 'AMOGH' its annual sports meet recently.

The main attraction of the event was the colorful participation by 'UMANG' children, a branch of Bosco for special children. They stole the show with their innocent and enthralling cultural and track performances. In the end Prizes were given to students for their performance in games and sports.



*A student elaborating the intricacies of a sports chart at Annual Sports meet at Ramakrishna Vivekananda Vidyapeeth, Bijuri*



*Foreign delegates on the occasion of Annual Sports meet at Bosco Public School, Delhi*



# विद्यालयी सुरक्षा के परिप्रेक्ष्य में विद्यालयों में दंड प्रावधान

अल हिलाल अहमद

‘विद्यालयों में सुरक्षा’ अपने आप में एक विस्तृत विषय है जिसमें सामाजिक, भावनात्मक, शैक्षिक व शारीरिक सुरक्षा जैसे कई आयाम हैं। बच्चों की स्वस्थ मानसिकता व विकास के लिए आवश्यक है कि उन्हें विद्यालयों में पूरी तरह भयमुक्त वातावरण मिले। निम्नलिखित लेख में लेखक ने विद्यालयों में सुरक्षा के परिप्रेक्ष्य में विद्यालयों में दिये जाने वाले दंड तथा के मा शि बो द्वारा इस दिशा में किए गये प्रयासों की ओर पाठकों का ध्यान आकृष्ट करने की चेष्टा की है।

## History

प्राचीन भारत में बालकों की शिक्षा के लिए गुरुकुल व्यवस्था प्रचलन में थी। जिसमें छात्र गुरुकुल में वर्षों रहकर शिक्षा ग्रहण करते थे। इस परंपरा में दंड का प्रावधान नहीं था तथा शिक्षक छात्रों को सन्तान तुल्य मानते थे।

भारत में नवीन शिक्षा प्रणाली का प्रारम्भ सन् 1813 के चार्टर से हुआ। छात्र शिक्षा व अनुशासन के प्रति अंग्रेजों के विचार बहुत सख्त थे तथा वे spare the rod, spoil the child जैसी कहावत में अक्षरक्षः विश्वास रखते थे। उन दिनों स्कूलों में दंड का प्रावधान निषेध नहीं था। तब से लेकर एक युग का अंत हो चुका है तथा दुनिया भर में इस पर प्रतिबंध लगाया जा चुका है। भारत में इसका प्रभाव व तीव्रता कम तो अवश्य हुई है परन्तु शिक्षकों द्वारा छात्रों को गंभीर चोट पहुंचाए जाने के यदा-कदा मामले प्रकाश में आते ही रहते हैं।

## Effect of corporal punishment on children

वर्षों का शोध यह बारंबार सिद्ध कर चुका है कि विद्यालयों में दिए जाने वाले दंड के केवल अत्यंत हानिकारक प्रभाव ही होते हैं। दंड एक बाहरी प्रक्रिया है तथा अनुशासन मानवीय स्वभाव की एक आंतरिक प्रक्रिया है जिसे केवल व्यवहार द्वारा ही समाहित किया जा सकता है। दंड कोमल बाल्यावस्था के विकास पर प्रतिकूल प्रभाव डालता है तथा बालक इस संसार को एक न्यायहीन स्थान मान लेते हैं जिसके परिणाम दूरगामी भी हो सकते हैं। ऐसे छात्र व्यवस्था में अविश्वास रखने वाले बन सकते हैं, शारीरिक दंड, कक्षा के सम्मुख दुर्व्यवहार, मुरगा बनाना आदि छात्रों में यह विश्वास पैदा कर देता है कि संसार में हिंसा एक प्रचलित व सामान्य सी बात है। शोध यह भी स्थापित कर चुका है कि बच्चों के शैक्षणिक निष्पादन का संबंध उनकी भावनात्मक स्थिति से भी होता है।

अध्ययनों से यह सिद्ध हो चुका है कि ऐसे छात्र जिन्हें बार-बार दंडित किया जाता है, उनका शैक्षणिक निष्पादन घट जाता है। उनका आत्मसम्मान कम हो जाता है। उनके स्वभाव में दूसरों के प्रति आक्रमकता सी आ जाती है। वे मानसिक तनाव का शिकार दूसरे छात्रों की अपेक्षा आसानी से बन सकते हैं। वे बदले की भावना से ग्रसित हो सकते हैं। उनमें कक्षा में अनुपस्थित रहने की प्रवृत्ति घर कर सकती है। छात्र शारीरिक व भावनात्मक तिरस्कार के कारण जीवन भर दुःख झेल सकते हैं। यह छात्रों को हिंसा व घृणा की ओर अग्रसर कर सकता है जहां वे समाज के लिए एक बोझ बन कर रह जाते हैं। हाल ही में यह भी पाया गया है कि बाल्यावस्था में हिंसा तथा कुपोषण ही उन्हें आतंकवादी मानसिकता अपनाने का भी मुख्य कारण बन सकता है।

## हृर एाfo | ky; h nM ds i fr oS Wfud fLFkr

विद्यालयों में दंड का प्रावधान रोकने के लिए भारत में विभिन्न कानून उपलब्ध हैं। दिल्ली उच्च न्यायालय द्वारा परिभाषित छात्रों को शारीरिक दंड हमारे संविधान की धारा 21 में उपलब्ध जीवन के अधिकार का प्रतिकार करता है। बाल न्याय एक्ट 2000 में बच्चों के प्रति क्रूरता बरतने पर दंड का प्रावधान है। राष्ट्रीय बाल अधिकार संरक्षण आयोग की धारा 23 द्वारा सभी राज्य सरकारों को यह निर्देश दिये गये हैं कि वह अपने सभी स्कूलों में शारीरिक दंड के प्रावधान पर प्रतिबंध लगाने के लिए समुचित कदम उठाएं।

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सभी निर्देशों व कानूनों के बावजूद स्कूलों में बच्चों को तरह-तरह की प्रताड़नाएं दी जाती हैं। कहीं पूरी कक्षा के समाने आंखों में पिन चुभाई जाती है (रायपुर कक्षा दो) तो कहीं विद्युत झटके दिये जाते हैं (आंध्र प्रदेश)।

यह घटनाएं हमारे सामने कई तरह के प्रश्न खड़े कर देती हैं। क्या हमारे कानूनों में कोई कमी है? क्या शिक्षकों का प्रशिक्षण ठीक ढंग से नहीं हो पा रहा है? क्या शिक्षक स्वयं यंत्रणा का शिकार है? क्या शिक्षकों को शिक्षण के अलावा और भी बहुत कुछ करना पड़ता है आदि-आदि।

## i wZf' k k k i k; p; k

शिक्षण स्नातक पाठ्यक्रम में अधिकतर प्रतिशत ऐसे छात्रों का होता है जो शिक्षण को अंतिम पर्याय के रूप में देखते थे अथवा वे छात्राएं जिनके माता-पिता शिक्षण को स्त्रियों के लिए सामाजिक मान्यता प्राप्त कार्यक्षेत्र के रूप में देखते हैं।

पारिवारिक वातावरण, संस्थान तथा लिंग आदि कारकों को लेकर 502 शिक्षण प्रशिक्षुओं पर किये गये एक अध्ययन में यह पाया गया कि इन सभी कारकों में भिन्नता होने के बावजूद यह प्रशिक्षु औसत अथवा औसत से कम भावनात्मक स्थिरता स्तर वाले पाये गए (Tool Emotional Intelligence Scale)

; g rF; bl v k b' k k d j r s g s f d i f' k k k d s n k k u H k o u k e d f L F k r k d k s y d j l q g r k (Sensitisation) d h v k'; d r k i j c y n a k p k f g, A

d s e k f' k c k s f o | k y; k e a l j { k k , o a n M d s l a H Z e a f d , x , i z k l o m i k

## l q z a r k

विद्यालयों में सुरक्षा के संदर्भ में के मा शि बो द्वारा विद्यालयों को समय समय पर सुग्राही किया गया है। बोर्ड द्वारा 20, जुलाई 2002 में एक परिपत्र जारी कर समस्त संबद्ध विद्यालयों को यह परामर्श दिया था कि वे विद्यालयों में दिए जाने वाले सभी प्रकार के दंड पर प्रतिबंध लगा दें तथा समय-समय पर बोर्ड विद्यालयों में परामर्शदाता की नियुक्ति को भी दोहराता रहा है। बोर्ड के मतानुसार छात्रों को किसी भी प्रकार का दंड, छात्र की मानसिकता पर गहरा प्रभाव डालता है। तथा दंड का प्रावधान शिक्षण एवं अधिगम के वास्तविक उद्देश्य को ही विफल कर देता है। यदि छात्र को किसी विशेष संकल्पना को समझने में कठिनाई आती है तो शिक्षक को अपनी शिक्षण पद्धति में बदलाव लाने चाहिए।

बोर्ड द्वारा जारी परिपत्र संख्या 28/2004 दिनांक 26 जुलाई, 2004 में विद्यालयों को

- अग्नि सुरक्षा प्रबंधन
- भवन संबंधी सुरक्षा उपाय, भूकंप प्रबंधन
- बाढ़/चक्रवात प्रबंधन, भूस्खलन प्रबंधन
- औद्योगिक उत्पादों का प्रबंधन, विद्युतीय प्रबंधन
- भगदड़ प्रबंधन, निर्माणीय संकटों से सुरक्षा,
- खेल के मैदानों में सुरक्षा, सुरक्षित पेय जल, प्रयोगशाला में सुरक्षा,
- परिवहन प्रबंध एवं सुरक्षा,
- अभिघात प्रबंधन
- भिन्नयी योग्य छात्रों के लिए सुरक्षा

उपरोक्त बिंदुओं पर विस्तृत जानकारी उपलब्ध करायी गयी थी। छात्रों द्वारा भारी बस्ते ढोने के संदर्भ में परिपत्र सं. 21/2007 अप्रैल 2007 विस्तृत स्वास्थ्य सुरक्षा के लिए विद्यालय स्वास्थ्य कार्यक्रम तथा स्वास्थ्य क्लबों की स्थापना के संदर्भ में परिपत्र सं. 09 दिनांक 31 मई, 2006 विद्यालयों में परामर्श व धौंसिया (Bully) रैगिंग प्रवृत्ति रोकने के संदर्भ में परिपत्र संख्या 08 मार्च, 2008 तथा विद्यालयों में स्वस्थ वातावरण बनाने के संदर्भ में परिपत्र संख्या 33 Sep. 2008 में जारी किये जा चुके हैं।

### vr%f' kkk i f' kkk

पिछले कुछ समय से के. मा. शि. बो. प्रशिक्षण संबंधी कार्यक्रमों को लेकर अत्यधिक सक्रिय रहा है। प्रधानाचार्यों की प्रशिक्षण कार्यशालाओं में यह बात बल देकर बताई जाती है कि वे विद्यालयों में बालकों के अधिकारों की रक्षा करें तथा शिक्षण छात्र केन्द्रित रखें।

### vU mik

के. मा. शि. बो. की ग्रेडिंग प्रणाली छात्रों के अलावा शिक्षकों का तनाव कम करने में भी मील का पत्थर साबित होगी। विद्यालय शिक्षकों की गुणवत्ता का निर्धारण छात्रों द्वारा परीक्षा में प्राप्त विशिष्टता (distinction) के आधार पर करते हैं तथा अधिकतर शिक्षक ना चाहते हुए भी छात्रों पर अधिक अंक लाने का दबाव बनाते हैं। ग्रेडिंग प्रणाली लागू होने से छात्रों सहित शिक्षकों पर भी अंक संबंधी दबाव कम होने की आशा है तथा इससे विद्यालय तनाव रहित स्थान बन पाएंगे व विद्यालयों में भावनात्मक सुरक्षा के स्तर में सुधार हो सकेगा।

बोर्ड द्वारा आरंभ छात्रों व शिक्षकों के लिए जीवन उपयोगी कुशलताएं संबंधी शिक्षा की व्यवस्था, तथा विद्यालयों में आपदा प्रबंधन जैसे विषयों के शिक्षण आदि उपाय भी विद्यालयों को भयमुक्त बनाने में महत्वपूर्ण रूप से योगदान दे सकते हैं।

## i d r d l e k k

महिला एवं बाल विकास मंत्रालय के अंतर्गत खाद्य एवं पोषण बोर्ड द्वारा जनहित में प्रकाशित पुस्तक Qy o l t h i f j j { k k , o a i k k k l a k k m i ; l x h t k u d l j h एक सूचना विवरणिका का ही विस्तृत रूप प्रतीत होता है।

पुस्तक दो भागों में बांटी हुई है। पहले भाग में फलों व सब्जियों के परिरक्षण के विषय में महत्वपूर्ण जानकारी उपलब्ध करायी गयी है। इस भाग में विभिन्न प्रकार के पेय, मुरब्बे, कैण्डी, जैम, अचार, चटनियों, सॉस व कैचप आदि तैयार करने की विधियां सरल व रोचक भाषा में लिखी गयी हैं तथा यह भारतीय घरों के लिए अत्यंत उपयोगी सिद्ध हो सकती है।

भाग दो मानव पोषण के विभिन्न पहलुओं पर आधारित है। शिशु बच्चे, किशोर, गर्भवती व स्तनपान करवाने वाली महिलाएं जैसे अनेक वर्गों की पोषण आवश्यकताएं व उन्हें पूरा करने के लिए उपयुक्त सस्ती व आसानी से उपलब्ध वस्तुओं पर आधारित विधियों का विवरण विस्तृत रूप से दिया गया है। भारत जैसे देश में जहां आहार संबंधित बीमारियों से जनसंख्या का खासा प्रतिशत पीड़ित है, वहां इन बीमारियों की रोकथाम व कुपोषण नियंत्रण विधियां देकर पुस्तक अपने प्रकाशन के लक्ष्य को पूरा करने में सक्षम है।

अंत में पौष्टिक व्यंजनों की विधियां व भोजन बनाते समय पौष्टिक तत्वों के संरक्षण के लिए बरती जाने वाली सावधानियां भी उपलब्ध करवायी गयी है।

पुस्तक का समापन एक परिशिष्ट द्वारा किया गया है जिसमें अत्यंत उपयोगी तालिकाएं जैसे भारतीयों के लिए अनुशासित आहार, खाद्य पदार्थों के पोषक मूल्य, बच्चों तथा किशोरों का वजन एवं लंबाई आदि प्रस्तुत की गयी है।



# Excerpts from School Health Manuals Published by the CBSE

## Excerpts from Vol.2 (Graded Activities Classes I-V)

### Activity - Safety Kit

#### BACKGROUND:

A child needs to know how to go to school safely and walk down home safely. Accidents during travel are very common now-a-days. A child has to know minimum Life Skills while travelling on the road anytime so that he does not endanger his life and also the persons with him on the road. Drive and let others drive safely too should be his motto.

#### METHODOLOGY:

1. Select out any seven speakers from a class.
2. Conduct an extempore in the school in one of the language classes.
3. Students can be briefed about the various issues, accidents happening in and around by the teachers from time to time.
4. On an informed date with proper instructions being given the child can be asked to express his points related to safety.
5. Different situations can be given like on road, in air travel, on train, while walking and trekking etc....



Safety norms need to be highlighted during the presentation.

#### OBSERVATIONS:

Students will be able to speak on the given issue and will also benefit from what others say.

#### CONCLUSION:

Extempore is a very healthy technique to enhance Speaking skills and Creative Thinking in a child.

#### INFORMAL ASSESSMENT:

- (i) **Collège making:** Prepare a collège from newspaper cuttings on the topic *My role in building a safe society*.
- (ii) What is a safety kit? What should it contain?

#### CONCEPT

Safe travelling is a very important area of concern.



#### OBJECTIVE

To generate newer ideas in children (creative thinking) about safety issues on the road/while travelling.



#### MATERIALS REQUIRED:

Posters on Road Safety, Traffic Rules.



#### MODE

Individual



#### TIME

1 minute for each child





(iii) Take the students out to the field for a hockey /cricket/volley ball match.. Let them plan their safety tool kit for the class and preserve it for the whole session.

- What type of planning should be done with regards to safety while traveling. The child can choose his/her own mode of travel.
- Children can be made to practice sitting, standing and moving with awareness and confidence. They practice how to look and speak so that people will bother them less and listen to them more. They practice noticing and observing what is happening around them so that they can prevent trouble before it starts.

#### KEY MESSAGE:

- (i) Planning ahead
- (ii) Self monitoring
- (iii) Being preventive
- (iv) Devising Safety Kits

#### SUGGESTED ACTIVITIES:

- Choose the right chores for your child's age and level of ability. Choose beginning tasks at which your child can easily succeed. Make tasks manageable. Assign chores that produce pleasant effects. Give an incentive to finish. Set reasonable performance standards.
- Dramatization of Road Safety Rules
- Organizing Safety Weeks
- Creative writing on issues that children need to be aware of while travelling (unclaimed objects, talking to strangers, good touch and bad touch, helping the elderly, younger children and differently abled)
- Collection of newspaper cuttings and reports that reinforce Safety Norms.





## Activity - I Am Responsible!

### BACKGROUND:

While in public places like canteens, malls, zoos, theatres, market places etc. one needs to behave responsibly.

### METHODOLOGY:

Arrange for children to participate in a community project such as planting flowers in a favourite park. Help your child understand why you chose particular social causes and convictions. Allow him to voice his opinions.

### Focused listening:

1. Divide the class into groups.
2. Start off a discussion on the responsibility of an Indian citizen and generate more ideas from the students.
3. Motivate them to speak.
4. Add variety to the discussion by changing the subtopics under the broader perspective of *Need for a responsible Indian*. To make the discussion interesting show cut outs from papers and keep brainstorming on the issue.
5. One student is to be made the recorder who will keep noting down the points discussed in the class on the notice board.
6. Conclude by summarizing the discussion.



### CONCEPT

Responsibility in public areas is extremely important



### OBJECTIVE

To make the child aware of responsible acts in public areas



### MATERIALS REQUIRED:

Articles, Stories, Editorials



### MODE

Group



### TIME

40 minutes



### OBSERVATIONS:

Students will mostly participate freely in the class. Newer ideas will be generated and different students may see one picture differently.

### CONCLUSION:

If students are empowered to make responsible decisions and participate in discussions related to their neighborhood, community and their country, they will emerge as responsible Indians.





### INFORMAL ASSESSMENT:

- (i) Why is it unsafe to step out of homes alone in the night?
- (ii) When you go out for vacations what safety measures should you equip your house with?
- (iii) Make a note of the traffic signals and their meanings in your copy.

### KEY MESSAGE:

- (i) Concern for a better India
- (ii) Togetherness
- (iii) Responsibility

### SUGGESTED ACTIVITIES:

- (i) You think your house is a safe house. Why? Justify your answer with five valid points.
- (ii) Prepare an *interactive bulletin board* in the class based on the above answers.
- (iii) Give the child *independent assignment* to find solutions to questions like:
  - (a) Do you believe that you or your family will probably never be in a serious accident?
  - (b) Do you believe accidents only happen to *other people*?
  - (c) Do you believe your family's current safety knowledge is sufficient to keep everyone safe?
  - (d) As a child what measures can you adopt in order to be called *A Responsible Citizen of India*?





## Excerpts from Vol.3 (Graded Activities Classes VI-VIII)

### Activity - Safety Rules to be followed in various situations

**Background :** India is very prone to disasters. Over the years these disasters have caused extensive damage to life and property. Thus in order to have pro-active, comprehensive and sustained approach to disaster management and to reduce the detrimental effects of disaster it is important to begin early.

#### Methodology :

- The teacher starts the session by asking the students about safety rules.
- Then she classifies the rules into different categories such as:
  - Common Rules
  - Specific Rules
  - Road
  - Fire
  - Strangers
  - Anything related to local dangers.
- Divide the whole class into small groups and let each of the group work on each category.
- Each group presents their findings through role plays, posters etc.

**Observation :** Students will learn to understand safety; create safe environment and cope with any emergency.

**Conclusion :** Students should know about the safety rules that should be followed in various situations ranging from crossing the road to being aware of other potential dangers in the environment such as dealing with strangers.

**Key Message :** Safety saves and Precaution matters.

**Self-assessment :** We should keep these things in mind. Check and complete the information.

- Do you have a number on the front of your house?
- Can the number be seen easily from the street during the day and night? This is very important in case the driver of a fire truck or ambulance needs to find your house quickly. House numbers can be purchased at a low cost from a hardware store.

#### CONCEPT

Teaching safety rules help the students to take care of themselves.



#### OBJECTIVE

- To teach consequences of risk-taking behaviour.
- To facilitate safe living for themselves and others.

#### MATERIALS REQUIRED:



Computer with Internet connection, writing material, chart papers etc.



#### MODE

Group work



#### TIME

2 periods



### EXAMPLE POSTERS/FACT SHEETS THAT CAN BE PUT UP

#### Facts About Fires

- Real fires are FAST. In a few minutes your whole house could be on fire.
- Real fires are HOT. Temperatures can be more than 600 degrees.
- Real fires are DARK. You won't be able to breathe and you can't see anything.
- Real fires are DANGEROUS -- no matter how small. If you see a fire, get out and get help.



#### Home Fire Safety

- Draw a simple picture of your home. Plan at least two escape routes from your home and two ways to get out of every room.
- Agree on an outside meeting place.
- Decide who will take charge of each child.
- Practice the escape routes during fire drills. (Practice escapes at night, that's when most deadly fires occur.)
- Show children who live in high-rise buildings the shortest route to a safe exit. Warn them not to use the elevator.

#### In a Fire...

- GET OUT FAST, seconds count. Phone for help from a neighbor's home, not from inside a burning building.
- COVER your mouth and nose.
- CRAWL LOW under the smoke to the nearest exit.
- TEST the door. If it's hot or there's smoke, use another way out.
- ONCE OUT, STAY OUT. There's nothing more important in your home than you. If someone is missing, tell a firefighter.
- GATHER at your designated meeting place.
- NEVER go back into a burning building.



### **If Clothing Catches on Fire...**

- STOP. Running fans the flames, making fire burn faster.
- SHOUT for help. Don't run for help.
- DROP to the floor and cover your face.
- ROLL back and forth to put out flames.
- COOL a burn with cool water.

### **Smoke is Deadly**

- Each year, fires and burns kill hundreds of children and permanently scar thousands, yet more fire victims die from the smoke than flames. Smoke can overwhelm a child or adult in minutes.
- Protect your family by installing smoke detectors outside all sleeping areas and on every level of your home.
- Test them monthly, following manufacturers' instructions. Change batteries at least once a year -- even if they are still working.
- Caution: Never remove batteries for use in toys, a flashlight, or radio.
- Teach your children about smoke detectors. Let them help test the detectors, so they recognize the alarm. Follow up by practicing your escape route.

### **Matches and Children Don't Mix**

- Matches and lighters are tools for adults; they are not toys.
- Children who play with matches or lighters can be badly burned and can hurt others.
- Teach children that if they find matches, they should tell an adult the location right away.

### **Suggested Activities**

Class can again be divided into groups to develop and do the following :

- Snakes and ladders game based on the area of interest
- Crossword puzzles to enhance the vocabulary
- Colouring activities
- Matching games
- Quiz



## Excerpts from Vol.4 (Graded Activities Classes IX-XII)

### Activity – Evacuation Drill

#### BACKGROUND:

As the number of students is increasing in all the schools, it has become mandatory for all the students to be trained in a manner where they do not lose patience during crisis.

#### METHODOLOGY:

Students are told to assemble, given briefing, shown plan and then the situation is simulated. Time set maintained. Practical exercise, according to situation is done.

#### OBSERVATION:

Students understand the situation, analyze and react without panic and are mentally alert to face crisis.

#### ASSESSMENT:

- Make a list of feelings and reactions
- Time management
- Various drills according to the potential threats
- Regular drills



#### CONCEPT

Drill is a routine that can be followed in an emergency situation.



#### OBJECTIVE

To train the students to evacuate a building in case of fire, flood or earthquake without panic, anxiety or stampede. Teach the students to respond to emergency alarm.



#### MODE

Whole school.



#### TIME REQUIRED

1 hour/2 periods





## Activity - First Aid

### BACKGROUND:

As complexity in life is increasing and students are leading a very active life, it is necessary that they learn to deal with small emergencies themselves.

### METHODOLOGY:

Activity starts with a pre-activity preparation, that is, School team comprising of Nurse, Doctor and counsellor take care that the venue is ready, material is ready etc.

Parents belonging to similar profession are also involved.

Activity starts with a formal introduction to First-Aid followed by a Multimedia presentation showing how to handle emergencies.

### OBSERVATION:

Students will be able to handle minor injuries like cuts, sprains etc without panic and anxiety and would be able to distinguish between fracture and sprain.

### ASSESSMENT:

- Make a list of articles that are needed in case of emergency.
- Maintain a First-Aid box at home.
- Make a list of important people and phone number in case emergency occurs.



### CONCEPT

First-Aid is simple and immediate emergency treatment that one can give/receive to an injured or ill person.



### OBJECTIVE

To train students to attend to small injuries that may occur on playgrounds, in school buildings or in neighbourhood.



### MODE

Group work



### TIME REQUIRED

1-day workshop



# CBSE Circulars

## Central Board of Secondary Education

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

'Shiksha Sadan', 17-Rouse Avenue, New Delhi – 110 002

CBSE/EO(SD)/ 2009/

Dated: 13.04.2009

Circular No. 09

**All the Heads of Institutions  
Affiliated to CBSE**

**Sub : Regarding modification in the name of the course curriculum "Introductory Information Technology" at Secondary Level and the changes in its evaluation scheme.**

Dear Principal,

The course curriculum on "Introductory Information Technology" at Secondary Level is the Foundation course for all other courses relating to Computer Science/Multimedia and Web Technology/Informatics Practices/Information Technology Applications in classes XI & XII. Keeping this in view, CBSE has renamed the course curriculum "**Introductory Information Technology**" at Secondary Level as "**Foundation of Information Technology**" from the session 2009-2010 for Class IX and 2010-2011 for Class X with necessary changes in the course content of the subject.

Some of the basic characteristics of "**Foundation of Information Technology**" are

1. It does not recommend any proprietary software.
2. The skills/competencies realized through this course are holistic in the context of vertical mobility both in vocational as well as in academic fields.
3. Use of open software has been recommended.
4. All the commands are functional and generic.

The evaluation scheme of this course has also been modified as follows:

Theory Examination	60 marks
Practical Examination	20 + 20 = 40 marks
The Practical Examination has two components:	
a) Hands-on school based year-end practical examination (Internal in Classes IX & X)	20 marks
b) Practical skill based Multiple-choice question type year-end written examination	20 marks

(External in Class X)

These modifications have been reflected in the Secondary School Curriculum document 2011, Vol. I (Main subjects)

You are requested to note these changes and accordingly intimate all concerned.

Yours faithfully,

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

**Copy to :**

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, ESSESS 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 Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to CE, CBSE
15. PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

**DIRECTOR(ACADEMIC)**

## CENTRAL BOARD OF SECONDARY EDUCATION

"SHIKSHA SADAN", 17, ROUSE AVENUE,  
INSTITUTIONAL AREA, NEW DELHI – 110 002

E.O.(OL)/NIF/A/09/

April 17, 2009

Circular No.10/09

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

**Sub: IGNITE 2009: A Nation wide Campaign to harness the creative and innovative spirit of school children by National Innovation Foundation (NIF) and Central Board of Secondary Education (CBSE).**

**Dear Principal,**

The CBSE had successfully launched IGNITE 2007 and IGNITE 2008 in the previous years in collaboration with National Innovation Foundation and Honey Bee Network with an attempt to harness the creative and innovative talents of school children. This venture had a remarkable response from the students, teachers and the parents. Many schools had also reported about the successful functioning of the Honey Bee Creativity Clubs. The awards for the original contributions and innovations submitted for the IGNITE 2008 competition were given away at a colourful function by Dr. APJ Abdul Kalam, Former President on 26<sup>th</sup> November, 2008 at the Indian Institute of Management, Ahmedabad.

The Board has planned to initiate IGNITE 2009 in the academic session 2009-10 with a value addition to its original aims and objectives in that the innovative thinking will not be an isolated activity of a selected few but a pervasive characteristic of all children. This is also seen as a stress-reducing feature of regular curriculum transaction.

The schedule for the IGNITE 2009 is as per details given below:-

- a. Date of Announcement of the competition by **April 15, 2009**.
- b. The last date for submission of entries directly to NIF at the following address or through email at [ignite09@nifindia.org](mailto:ignite09@nifindia.org) is **August 31, 2009**

**National Innovation Foundation, India  
Bungalow 1, Satellite Complex,  
Premchand Nagar Road, Vastrapur  
Ahmedabad 380 015, Gujarat**

- c. Call for entries from students as per the following categories:
  - i. **Technological ideas to solve any problem in day to day life**



- ii. **Real life technological projects demonstrating innovative ways of solving problems or reducing drudgery or generating efficiency or conserving resources (projects demonstrating application of known scientific concepts or theories will not be accepted).**
  - iii. **Traditional knowledge practices documented from elders in and around one's family.**
  - iv. **Information about some other innovators in the neighbourhood**
- d. Each entry should be accompanied with a certificate from parents and teachers saying that the idea / innovation has been developed and documented by the student concerned entirely on his/her own without any guidance or support from them.
- e. The awards will be announced on **October 15, 2009**, birthday of Hon'ble former President of India, Dr. A. P. J. Abdul Kalam celebrated as **Children's Creativity and Innovation Day**. The awards will be given away by Dr. Kalam at his convenience soon after.
- f. NIF will provide support for patenting and incubating innovative projects into products in all deserving cases. NIF has already filed patents for first award winner in IGNITE '07 and the process for filing the patents of the deserving cases of IGNITE 2008 is underway.
- g. **Teachers, parents and other family members of the students can also submit their entries about creative ideas, innovations and traditional knowledge directly to NIF for which special creative and innovative parents, families and teachers awards will be given by Society for Research and Initiatives for Sustainable Technologies and Institutions (SRISTI, [www.sristi.org](http://www.sristi.org)).**

**We request you to give wide publicity to this competition amidst students, teachers and parents so as to activate the creative instinct in children to find solutions to the day-to-day problems. We also request you to persuade every class teacher to motivate students to pursue innovative ideas and projects during summer vacation. Further schools are also requested to start the Honey Bee Creativity Clubs as part of their enrichment activities if they have not already initiated action in this regard.**

With best wishes,

Yours sincerely,  
**(C. Gurumurthy)**  
**Director (Academic)**

**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:**

- 01 The Commissioner, Kendriya Vidyalaya Sangathan, 18, Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.

- 02 The Commissioner, Navodya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
- 03 The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
- 04 The Director, NCERT, Sri Aurobindo Marg, New Delhi – 110 016
- 05 The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh-160 017.
- 06 The Director of Education, Govt. of Sikkim, Gangtok, Sikkim-737 101
- 07 The Director of School Education, Govt of Arunachal Pradesh, Itanagar-791 111.
- 08 The Director of Education, Govt. of Andaman and Nicobar Islands, Port Blair-744 101.
09. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
- 10 All 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 Education Officers of the Academic Branch, CBSE
12. All Asstt. Education Officers, CBSE
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16. P.A. to Secretary, CBSE
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18. P.A. to HOD (AIEEE), CBSE
19. PRO, CBSE

**Director (Academic)**

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

**CBSE/EO(COM.)/2009/**

**Dated: 17.04.2009**

**Circular No.11/09**

**The Heads of Institutions**  
**Affiliated to the CBSE**

**Subject: Social Science Syllabus of Class X for Board Examination 2010**

**Dear Principal,**

Your kind attention is drawn to the office circulars no.15/08 dated 11.04.2008 and 20/08 dated 14.05.2008 conveying the changes effected in respect of evaluation of Disaster Management through project work and assignments along with details of the modalities for the same.

Consequent upon this, the 8 marks allocated to Disaster Management were reallocated to the other components of History, Geography, Political Science and Economics making the Unit totals as 22,22,18,18 marks respectively.

In continuation of these changes keeping in view the recommendations contained in NCF 2005 to give equal weight age to the four components of History, Geography, Political Science and Economics, the marks have been further revised as –

Unit 1: India and the Contemporary World II	(History)	20 Marks
Unit 2: India – Resources and their Development	(Geography)	20 Marks
Unit 3: Democratic Politics II	(Political Science)	20 Marks
Unit 4: Understanding Economic Development	(Economics)	20 Marks

Accordingly the syllabus for Social Science has been updated as follows which will be effective from the Board's examination 2010 onwards.

In Unit 1: India and the Contemporary World II, the students will exercise their option of choice among the prescribed themes in the following manner:-

Sub-Unit 1.1 – Events and Processes

Theme 1: Nationalism in Europe

Theme 2: Nationalist Movement in Indo-China

Theme 3: Nationalism in India

(Any one theme out of themes 1 and 2. Theme 3 is compulsory)

Sub-Unit 1.2 – Economies and Livelihood

Theme 4: Industrialization 1850s – 1950s

Theme 5: Urbanization and Urban Lives

Theme 6: Trade and Globalization

(Any one theme out of themes 4,5 and 6)

Sub-Unit 1.3 – Culture, Identity and Society

Theme 7: Print culture and nationalism

Theme 8: History of the novel

(Any one theme out of themes 7 and 8)

Hence, the students will be required to study four themes in Unit 1 (History) India and the Contemporary World II.

In Unit 2 (Geography), India – Resources and their development, class X, the topic on ‘Forest and Wild life Resources’ has been included for the Board Examination, 2010 and onwards and the sub-topics given in Chapter 4 of the NCERT’s Geography text book - Contemporary India Part II, namely Food Security (Page 44) and Impact of Globalization on Agriculture (Page 46) will remain deleted.

The syllabus in the remaining three components remains the same. Also disaster management continues to be evaluated through projects and assignments only. Sample question papers based on the revised pattern will be soon uploaded on the Board’s website [www.cbse.nic.in](http://www.cbse.nic.in). Kindly bring the changes mentioned above to the notice of all concerned.

**Yours faithfully,**

**(C. GURUMURTHY)**  
**DIRECTOR (ACADEMICS)**

**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:**

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6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791 111.
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**CENTRAL BOARD OF SECONDARY EDUCATION**  
**“SHIKSHA SADAN”, 17, ROUSE AVENUE,**  
**INSTITUTIONAL AREA, NEW DELHI – 110 002**

**CBSE/EO (OL)/A/HIQ/2009**

**April 20, 2009**  
**Circular No. 12/09**

**All the Heads of the**  
**CBSE affiliated schools**

**Subject: Heritage India Quiz – 2009-10**

**Dear Principal,**

The CBSE Heritage India Quiz is one of the enrichment activities initiated by the Board with the objective of inculcating among the students interest and appreciation for the rich heritage and diversity of our country. Started in the year 2001, it has been generating tremendous enthusiasm among the student community. It is needless to say that it has been the unstinted support and cooperation from schools that had enabled this success. The trend needs to be continued and the schools are expected to participate with greater vigour in the Heritage India Quiz to be conducted in the ensuing academic session 2009-10.

As in the previous years, the first edition of the CBSE Heritage India Quiz will start from August 2009. Teams will be identified on the basis of their performance in the first round of written preliminary quiz to be conducted in August, 2009. Each school will be represented by three students forming a team who may be selected from classes IX to XII.

The written preliminary round will consist of multiple choice type questions in which the correct answer has to be marked on the OMR answer sheet. The total of the scores obtained by the three participants will be the marks scored by the team. The meritorious teams will participate in the Zonal Rounds which are proposed to be conducted in September 2009. This will be followed by the National Rounds featuring the Pre Finals amongst the teams qualifying in the Zonal Rounds and the National Finals for the best teams emerging out of the Pre Finals. There are attractive prizes and trophies besides certificates instituted for the winners.

The registration of your school for the competition should be completed by **25<sup>th</sup> May 2009**. You may fill up the enclosed proforma for the same and forward to Dr. (Mrs.) Uma Sivaraman, Education Officer, Central Board of Secondary Education, “Shiksha Sadan”, 17, Rouse Avenue, Institutional Area, New Delhi – 110 002 **along with the registration fee of Rs. 600/- through a DD in favour of Secretary, CBSE, Delhi. Second class rail fare including reservation charges for three students and one school escort will be reimbursed to those who will be participating in the National Round.**

**This information may be given wide publicity and disseminated to all the students.**

Best Wishes,

Yours sincerely,

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

**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:**

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02. The Commissioner, Navodya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
03. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
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05. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh-160 017.
06. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim-737 101
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17. P.A. to HOD (EDUSAT), CBSE
18. P.A. to HOD (AIEEE), CBSE
19. PRO, CBSE

**DIRECTOR (ACADEMIC)**

**CBSE- HERITAGE INDIA QUIZ 2009-10**  
**Registration Form**

We wish to register our School team for the CBSE-Heritage India Quiz 2009-10. Particulars are given below.  
(Please type or write in bold)

Name of the School

CBSE Affiliation No.

Complete Postal address of school (with pin code)

School Phone No. with STD/ISD Code)

Name of Principal

Principal's Residential Address  
(with pin code)

Principal's Residential Phone No. with STD Code No.

School E-mail address:

School fax No.

1. \* \* In order to support escalation in the cost Bank Name:  
of engaging services of Quiz Masters etc.,  
the fee has been enhanced to Rs. 600/- Date:

\*Bank Draft Details (to be drawn in favour of Draft No. \_\_\_\_\_  
Secretary, CBSE, DELHI)  
**Registration Fee of Rs. 600/-, Payable at**  
Delhi

Signature of Principal  
(with school seal and date)

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

Mail to:

Dr. (Mrs.) Uma Sivaraman  
Education Officer

Central Board of Secondary Education, "Shiksha Sadan, 17, Rouse Avenue, Institutional Area,  
New Delhi – 110 002. Phone: 011-23233552

**To reach by 25<sup>th</sup> May, 2009 Please send by Speed Post to ensure timely and safe delivery.**  
**IMPORTANT**

**The last date for registration of teams for CBSE Heritage India Quiz is 25<sup>th</sup> May, 2009.**



दक्षिण, एक; फेड फ' क्लक क्ल  
शिक्षा सदन, 17 राज एवेन्यू, नई दिल्ली-110002

के. मा. शि. बो./शैक्षणिक/हिन्दी पाठ्यचर्या/2009

अप्रैल 21, 2009  
परिपत्र संख्या 13/09

सेवा में,  
प्राचार्यगण,  
बोर्ड से मान्यता प्राप्त समस्त विद्यालय

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^v\* o fgUhh dk Z^c\* rFk d{k ckjgohaeafghh, fPNd o fgUhh d{fled eaijforZ l EcU'h

प्रिय प्राचार्य,

भाषा की पाठ्यचर्या का प्रारूप व स्तर एक निरंतर गतिशील प्रक्रिया द्वारा निर्धारित होता है। के मा शि बो भाषा की पाठ्यचर्या को और अधिक परिष्कृत करने की दिशा में सतत अनुसंधान व प्रयोग करता रहा है। विगत कई वर्षों में भाषा की अनुप्रयोगिकता पर आधारित कई महत्वपूर्ण विषय जैसे 'सजृनात्मक' लेखन' आदि पाठ्यचर्या में सम्मिलित किये गये हैं।

पाठ्यचर्या की सफलता में उसका सरल, रोचक व प्रायोगिक होना महत्वपूर्ण भूमिका निभाते हैं तथा इसीलिए पाठ्यचर्या 2010 को और अधिक बाल केन्द्रिक व सरल बनाने हेतु बोर्ड द्वारा परीक्षा 2010 के लिए, पाठ्यचर्या 2010 में निम्नलिखित संशोधन किये गये हैं:-

d{k nk oh %fgUhh ikB; Øe ^v\* dM l a 002

[k M ^x\*

- (8) मुहावरे और लोकोक्तियों के स्थान पर "वाच्य परिवर्तन संबंधी" प्रश्न पूछा जाएगा तथा इसके अंक तीन ही रहेंगे।  
(12) काव्यांशों में विकल्प दिया जाएगा। दो में से किसी एक काव्यांश पर सराहना संबंधी पाँच लघूत्तरात्मक प्रश्न करने होंगे।

कक्षा दसवीं : हिन्दी पाठ्यक्रम 'ब' कोड, क्रमांक 085

[k M d

- (2) काव्यांशों में विकल्प दिया जायेगा (दो में से एक)

[k M [k

- (3) औपचारिक पत्र में विकल्प दिया जाएगा  
(4) अनुच्छेद लेख में विकल्प दिया जाएगा।

d{k ckjgoh: d{fled dM l a 302

खण्ड क

अंक विभाजन निम्नलिखित प्रकार से होगा।

		val
(i) काव्यांश	—	5
(ii) गद्यांश	—	15

[k M [k

- (3) निबंध (विकल्प उपलब्ध होगा) 5  
(4) कार्यालयी पत्र (विकल्प उपलब्ध होगा) 5  
(5) (अ) प्रिंट माध्यम, संपादकीय, रिपोर्ट आलेख आदि पर पाँच अतिलघूत्तरात्मक प्रश्न पूछे जायेंगे (1ग5) 5  
(आ) आलेख में विकल्प की व्यवस्था होगी 5  
(6) फीचर लेखन (जीवन संदर्भों से जुड़ी घटनाओं व स्थितियों पर फीचर लेखन) विकल्प सहित 5

[k M x

(7) काव्यांश में विकल्प दिया जाएगा

(9) कविताओं की विषयवस्तु पर तीन में से दो लघुत्तरात्मक प्रश्न

8

6

d{k ckjgola: fgUhh , fPNd dM l a 002

[k M d

अपठित बोध में एक गद्यांश (अंक 15) तथा दो में से एक काव्यांश (अंक 5) करने होंगे

[k M [k

val

(4) पत्र में विकल्प उपलब्ध रहेगा।

(5) रचनात्मक लेखन पर दो में से एक प्रश्न

(6) अभिव्यक्ति और माध्यम के आधार पर व्यावहारिक लेखन पर पाँच लघुत्तरात्मक प्रश्न

5

5

5

[k M x

प्रश्नों का क्रमांक कृपया ठीक कर लें प्रश्न 6 के स्थान पर प्रश्न 7 तथा इसी प्रकार आगे आने वाले प्रश्नों का क्रमांक परिवर्तित हो जाएगा

8 (ii) कविता के तथ्य पर तीन में से दो प्रश्न पूछे जायेंगे

9 (iii) कविताओं के काव्य सौंदर्य पर तीन में से दो प्रश्न

6

6

x | &Hkx

10 (i) सप्रसंग व्याख्या (दो में से एक)

11 (ii) पाठों की विषयवस्तु पर तीन में से दो प्रश्न

14 (ii) विषयवस्तु पर आधारित दो में से एक निबंधात्मक प्रश्न

6

8

6

उपर्युक्त सूचना सभी सम्बंधित अध्यापकों और विद्यार्थियों की जानकारी में लायी जाए।

सधन्यवाद।

vy fgyky vgen

सहायक शिक्षा अधिकारी

çfrfyfi çf'kr

1 कमिश्नर केन्द्रीय विद्यालय संगठन, 18, इंस्टीट्यूशनल एरिया, षहीद जीत सिंह मार्ग, नई दिल्ली-110016

2 कमिश्नर, सर्वोदय विद्यालय समिति, ए-28, कैलाश कॉलोनी, नई दिल्ली

3 शिक्षा-निदेशक, शिक्षा-निदेशालय, गवर्नमेंट ऑफ एन0सी0ई0आर0टी0 दिल्ली, पुराना सचिवालय, दिल्ली-110054

4 निदेशक- पब्लिक इंस्ट्रक्शन्स स्कूल्स यूनियन टेरीटरी सेक्रेट्रियेट, सैक्टर-9 चंडीगढ़-1600171

5 शिक्षा-निदेशक, सिविकम सरकार गंगटोक, सिविकम-737101

6 विद्यालय-शिक्षा-निदेशक, अरुणाचल प्रदेश सरकार, इटानगर-701111

7 शिक्षा-निदेशक, ए और एन सरकार, आइरलैण्ड, पोर्टब्लेयर-7441201

8 सचिव, केन्द्रीय तिब्बतन स्कूल, प्रशासन, सैक्टर-5, रोहिणी, दिल्ली-110085

9 केन्द्रीय माध्यमिक शिक्षा बोर्ड के सभी क्षेत्रीय अधिकारी।

10 केन्द्रीय माध्यमिक शिक्षा बोर्ड के सभी शिक्षा अधिकारी।

11 केन्द्रीय माध्यमिक शिक्षा बोर्ड के सभी सह शिक्षा अधिकारी।

12 अध्यक्ष, केन्द्रीय माध्यमिक शिक्षा बोर्ड एवम् सभी कार्यकारी अधिकारी।

13 सचिव के निजी सहायक

14 विभागाध्यक्ष, एडयूसैट के निजी सहायक

15 परीक्षा नियंत्रक के निजी सहायक

16 शिक्षा निदेशक के निजी सहायक

सहायक शिक्षा अधिकारी

## Central Board of Secondary Education

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

'Shiksha Sadan', 17-Rouse Avenue, New Delhi – 110 002

**CBSE/EO(SD)/CIRCULAR/2009**

**23<sup>rd</sup> April, 2009**

**Circular No. 14**

**All the Heads of the Institutions  
Affiliated to CBSE**

**Sub : Clarification regarding course curriculum 'Foundation of Information Technology' at  
Secondary Level for 2011 Board Examination**

**Dear Principal,**

Your kind attention is drawn to the course curriculum of 'Foundation of Information Technology' (Code No.165) at Secondary Level printed in the Secondary School Curriculum Document for 2011 Board Examination (Main subjects, Vol I) by CBSE.

In the Theory syllabus of Class IX under Unit II (Information Processing tools) the words 'MS Windows', written within brackets of the subtopic 'Operating System' stands deleted.

You are requested to note this change and intimate accordingly to all concerned.

**Yours faithfully,  
(CHITHRALEKHA GURUMURTHY)  
DIRECTOR (ACADEMIC)**

**Copy to :**

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, ESSESS 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 Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to CE, CBSE
15. PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

**DIRECTOR (ACADEMIC)**



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

**CBSE/EO(SD)/ 2009/**

**Dated: 26.05.2009**

Circular No. 15

**All the Heads of the Institutions**  
**Affiliated to CBSE**

**Sub :           Regarding modification in the name of the course curriculum "Engineering Drawing" at**  
**Senior Secondary level**

**Dear Principal,**

With changing trends, keeping pace with the latest technological development in the field, CBSE has updated its curriculum at Senior Secondary level in the subject of Engineering Drawing and as a first step in this process has modified the name of the subject from "Engineering Drawing" to 'Engineering Graphics'. The name "Engineering Graphics" has been widely accepted in all engineering and professional institutions at national and international levels. This also enlarges the scope of the subject enabling the inclusion of "Computer Aided Designing" in the updated syllabus.

This will be effective from the session 2009-2010 for Class XI and 2010-2011 for Class XII and the changes have been incorporated in the curriculum document 2011.

You are requested to note the change and accordingly intimate all concerned.

**Yours faithfully,**

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

**Copy to :**

- a.** The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
- b.** The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
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Chandigarh-160 017.

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- s. PRO, CBSE

**DIRECTOR(ACADEMIC)**