

**CENTRAL BOARD OF SECONDARY EDUCATION
SHIKSHA SADAN, 17-ROUSE AVENUE, INSTITUTIONAL AREA
NEW DELHI-110 002**

EO(COM.)/ACAD./2010/

19.05.2010

Circular No. 21/10

**All the Heads of CBSE
Affiliated Schools**

Sub.: Revised Syllabus in Heritage Crafts (Code: 070) and Graphic Design (Code 071) of class XII effective from the Academic Session 2010-2011) and the Board Examination 2011.

Dear Principal,

This is brought to your kind attention that the syllabus for Heritage Crafts and Graphic Design for class XII has been revised commensurate with the text books and given as Annexure 1 and 2. The revised syllabus will be effective from the current academic session 2010-11 and the Board Examination 2011. The NCERT Text books in these subjects will also be available very shortly.

This may be brought to the notice of all concerned.

Yours faithfully,

(C. GURUMURTHY)
DIRECTOR (ACAD.)

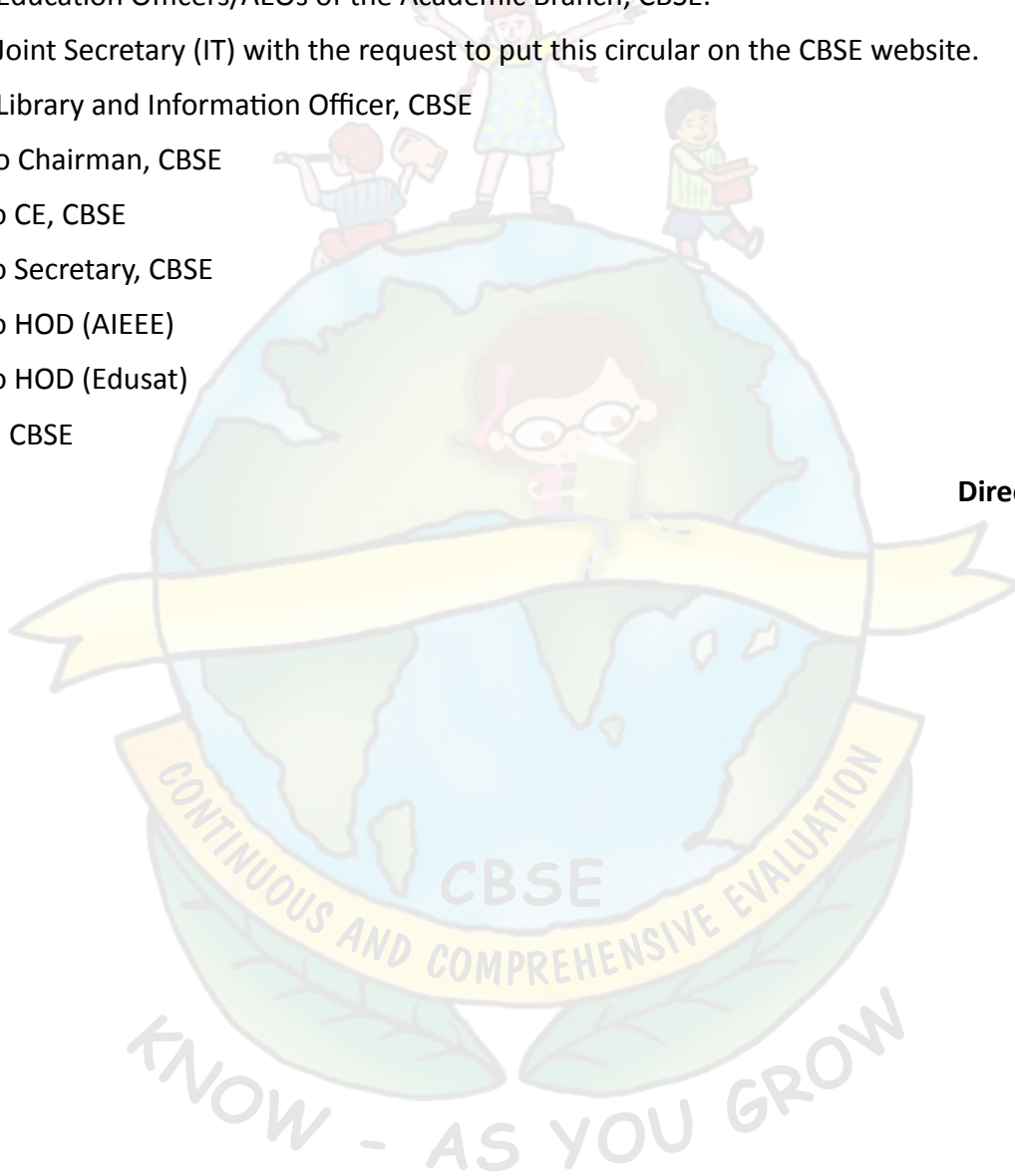
Encl. Annexure 1 and 2.

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

1. The Commissioner, 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 HOD (AIEEE)
17. PA to HOD (Edusat)
18. PRO, CBSE

Director (Acad.)



Annexure 1

HERITAGE CRAFTS (Code No. 070) CLASS XII

Effective from the Academic session 2010-2011 and the Board Examination 2011.

I THEORY

One Theory Paper

70 Marks

3 Hours

SECTION A

50 Periods

40 Marks

Living Craft Traditions of India - Part II

Unit - I The Last Two Hundred Years

20 Periods

15 Marks

- 1.1 Colonial Rule and Crafts
- 1.2 Gandhi and Self Sufficiency
- 1.3 Handloom and Handicraft Revival
- 1.4 Recognition of Crafts and Crafts Persons

Unit - II Crafts Revival 30 Periods

25 Marks

- 2.5 Crafts and Gender Equality
- 2.6 Crafts and Survival
- 2.7 Crafts and Resource Management
- 2.8 Crafts and Trade
- 2.9 Distribution and Marketing - Shops, Melas, Haats
- 2.10 What We Need Today

SECTION B

Field Studies: Documenting/ Exploring crafts

20 Marks

- Anecdotal Experiential question
- Question Based on Case Study



SECTION C

10 Marks

Question based on the Craft chosen (Clay/ Stone/ Metal/ Jewelry/ Fibre/ Textile/ Painting/Theatre/ Paper) for practice and innovation, on individual basis.

Note: Questions in sections B and C above will be based on the practical part of the syllabus. Thus time allocation has not been done separately.

II PRACTICAL

30 Marks

(a) Field studies: documenting/ exploring crafts

180 Periods

- Two short projects
- One long project

(b) Applied Crafts

40 Periods

- Learning a craft
- Innovation in design and processes

(Guidelines for Section B and C as well as Practical has been provided in the Work Book: Exploring Craft Traditions of India, prepared by NCERT for classes XI & XII)

Section-wise Weightage: Class XI - XII

Areas of Learning	Marks
Theory	70
Section A (Reader)	40
Living Craft Traditions of India	
Section B	20
Field Studies	
Section C	10
A personal response question based on the Craft chosen (Clay/Stone/Metal/Jewelry/Fibre/Textile/Painting/Theatre/Paper)	
Practical	30
Field Studies: Exploring a Craft	10
Applied Crafts	20
- Learning a Craft	
- Innovation in design and processes	30
Total	100

Examination:

THEORY:One paper

3 hours

70 Marks

SECTION A

40 Marks

1. Short questions:

Four questions out of five based on textbook (80-100 words).

Four questions of 3 marks each (4x3)

12 marks

2. Long questions:

Three questions out of four based on textbook (100-120 words)

Three questions of five marks each (3x5)

15 marks

3. Definitions:

Five definitions out of six based on textbook in three to five sentences.

Five definitions one mark each (1x5)

05 marks

4. Essay Type:

One essay type question out of two based on textbook (150-200 words)

One essay type question of 8 marks.

08 marks

Section B

20 marks

5. A question based on the Field Study of the learner as part of his learning. Anecdotal documentation in a descriptive and narrative style. 10 marks

6. Comparison and contrast of two or more forms of craft based on a given case study. 10 marks

Section C

10 marks

A personal response question based on the Craft chosen (Clay/ Stone/ Metal/ Jewelry/ Fiber/Textile/ Painting/ Theatre/ Paper)

PRACTICAL

3 hours

30 Marks

FIELD STUDIES: EXPLORING A CRAFT

10 marks

1. Field Studies Project Work

05 marks

In this part of the course students will be required to do two short and one **detailed** projects in each class XI and XII. These projects are essentially experiential and analytical in nature.

Each student will prepare:

Two short assignments (10 pages each)

Students in the first instance will study their immediate environment and learn about everyday crafts in their everyday lives. They will prepare an assignment of crafts found at home, in their town/village,



artisans and crafts communities who live in their locality.

The teachers may discuss the areas and topics related with the topics mentioned in the following paragraph, before starting the work and they may call a craftsman or someone from the community who feels comfortable talking to the children and at the same time is well versed with the craft traditions specially of that region. Students may talk to people both producers and consumers, find out about different aspects of production and marketing or study the architecture of monuments, visit museums, study the artifacts (sculpture and painting and crafts) and work on the costumes, jewelry, the way of life etc. The assignments can have drawings, illustrations, photographs, maps etc. The students may choose any two topics from following areas for this short project:

- **Crafts in their own locality/home/state** to enable students to understand the design and function of craft traditions in their daily life.
- **Local Heritage in Museum/ monuments/ religious-secular structures** to understand the various craft skills involved in historic architecture/building/sculpture/painting.
- **Vernacular architecture to study the variety of craft skills in contemporary building of homes, and other structures.**
- **Market/ shop/ mela/ haat to understand market forces.**

Note: Teacher to assess the two assignment out of 05 marks each and take the best out of the two for final assessment.

2. Exploring a Craft - Project Work

05 marks

One long term project on Exploring a Craft

This project will necessarily be a scientific, methodical documentation of a particular craft tradition prevalent in the region (for the first year that is class XI), which will have the following core issues in the background, which the students have also studied in theory;

- **Craft Traditions**
- **Philosophy and Aesthetics**
- **Materials, Processes and Techniques**
- **Environment & Resource Management**
- **Social Structures**
- **Economy and marketing**
- **International Examples**

The projects taken up for this subject may have different stages of planning, execution and presentation. The projects may be taken up in a group of 4 to 6 students where they can work on a particular craft tradition. In class XI students may visit the crafts-persons in their own region whereas in class XII students may take up crafts clusters of another region if the schools and the students find it convenient.

In the preparatory stage, students along with teachers can discuss about various crafts traditions practiced in the region, their history, distribution etc., collect all information available through various sources including library, internet and resource persons. To avail comprehensive data on various aspects of the crafts, students may develop an interview schedule and decide on number of crafts persons to be interviewed, which all places they will be visiting etc. Teachers must equip the students on interaction with craftspersons and other people from the community, type of language they should use, how to be polite with them and while handling their materials etc. Students can buy some of the objects from craftspersons, take photographs films after seeking their permission, make drawings, etc. which later on they can use in presentation or submission of project report.

After the completion of documentation, students could make presentation at school assembly or the class or in parent- teachers' meeting for which they can creatively use.

APPLIED CRAFTS

20 marks

This component will consist of a-hands- on-experience of creative work with a multi-disciplinary approach:

1. Learning a Craft

10 marks

Students can learn the basics of a chosen craft from a practicing local artisan, such as pottery/ weaving/ drawing and work on its techniques, handling of materials and tools, experiment with colour, form, texture, rhythm, balance etc. They can then experiment with them, know about the traditional practices in that craft, the symbolism in them and the different points of views associated with it. The schools should have all the facilities required for practicing all the processes involved in a craft including working space, materials and tools. Schools may not have a teacher who is also an expert in all these crafts and in such a case, the schools should identify resource persons/ craftspersons from the community, who can come to the school for demonstrations and students also can visit them.

Help can be sought from TRIFED, SPIC-MACY, CCRT and other such organizations which are trying to retain the cultural fabric of Indian Society.

2. Innovation in design and processes

10 marks

In this stage, students will develop their creative, innovation skills. They will chose one development topic and translate theory into practice.

Eg Based on the interest and regional needs, like stone craft in parts of M.P., Tamil Nadu, Orissa, etc. where stone is easily available.

- Materials, Processes and Techniques

Experiment with eco-friendly packaging of different crafts,

- Environment & Resource Management

Recycling of materials,



Reducing hazards,

- **Economy and marketing**

Assisting a craftsperson in proper methods of costing and pricing,

Studying consumer needs/ behavior and informing crafts person of changing trends etc.

- **International Examples**

Creative contemporary uses of the craft in India and abroad

- **Creating an aesthetic environment**

Finally it is critical that students who undertake this course have an opportunity to use what they learn to enhance their daily life. Students will be asked to practically demonstrate how they will create an aesthetic environment at school, home, and community. They can redesign their classroom with crafts they have studied; they can design a notice board for the school, or decorate the principal's office. Periodically students can display and organize exhibitions to show the works and obtain feedback. Students can learn how their products can be creatively used in their lives as well as community members.

Textbook

In this subject area of Indian Crafts, there will be **three textbooks for classes XI and class XII**. One textbook each in both the years will be for theory, and one book giving guidelines/addressing the schools, teachers and students about the practical components.

The theory textbooks for classes XI and XII will be a fully illustrated textbook giving photographs, sketches, maps, timelines, case studies etc. The class XI textbook of theory will introduce children with diverse traditions of the Indian crafts. Whereas the **class XII** textbook will address the six aspects of Craft Traditions: a. Philosophy and Aesthetics, b. Materials, Processes and Techniques, c. Environment & Resource Management d. Social Structures f. Economy and marketing g. International Examples. These aspects will be studied in light of the crafts traditions referred in class XI.

A work book which will be addressing the students as well as teachers and schools for conducting different activities in practicum, like the field studies and applied crafts will provide some samples of documentation methods/ formats based on which children can develop their own formats to conduct them. This will be a book for both years. It will also suggest what facilities the schools should provide for conducting these activities etc.

GRAPHIC DESIGN (Code No. 071)

Effective from the Academic session 2010-2011 and the Board Examination 2011.

CLASS XII

A: THEORY	One Paper	3 Hours	70 marks	180 periods
UNIT - I Design Practices and Processes			15 marks	30 periods
UNIT - II Principles and Elements of Design			30 marks	100 periods
UNIT - III Media and Design			25 Marks	50 Periods
B: PRACTICAL			20 marks	60 Periods
1. Society and Articulation			5 Marks	15 Periods
2. Introduction to Design Based Software			5 Marks	15 Periods
3. Application of Design Based Software			5 Marks	15 Periods
4. Advanced Applications of Design Software			5 Marks	15 Periods
C: PORTFOLIO			10 marks	All year

CLASS XII: GRAPHIC DESIGN

A: THEORY	One Paper	3 Hours	70 marks
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SECTION A: Questions based on Reader

SECTION B: Questions based on Application of Design

UNIT - I Design Practices and Processes	15 Marks
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1.1 Design in practices/ Role of Design in Society

- Functions of Design
- Implications and Impact of Graphic Design
- Role of Graphic Designer
- Contemporary Graphic Design in India

1.2 Design Processes

- Methodology of Graphic Design

UNIT - II Principles and Elements of Design	30 Marks
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2.1 Sketching & Drawing

- Introduction : Drawing an aid in visual representation
- Virtues of drawing

- c) Types of drawing
 - Drawing from seeing/ observation
 - Drawing from memory and imagination
 - Drawing from technical information

2.2 Colour

- a) Scientific theories of colours
- b) Artists' theories & colour schemes
- c) Colour scales: Gray Scale, Tint and Shade, Intensity Scale and colour Wheel.
- d) Colour Interaction
- e) Colour and expression
- f) Colour symbolism

2.3 Basics of Visual Composition/ Design Principles

- a) Introduction
- b) Composition in Different Arts Forms
- c) Primary Constituents
- d) Principles of Visual Composition

2.4 Typography

- a) Anatomy of Typeface
- b) Expressive Typography
- c) Advanced Applications

2.5 Principles of layout Design

- a) Theme and content
- b) Types of Layout
- c) Composition
- d) Symbolism of Colour
- e) Copy and Type/ typography

UNIT - III Media and Design

25 Marks

3.1 Advertising Design

- a) Introduction to Media- Electronic and Print

- b) Campaign Design
- c) Event, Publicity and Public Relations

3.2 Digital Imaging/ Painting and Printing

- a) Making Digital Images
- b) Modifying Digital Images
- c) Introduction to different types of image - editing software
- d) Working on layers and its advantages
- e) Advanced methods of making selection
- f) Using textures
- g) Adding text to images
- h) Difference between digital printing and conventional printing
- i) Application of digital printing

3.3 Graphic design for Interactive Media

- a) Understanding a website
- b) Types of websites
- c) Designing for the Web
- d) Information ./ Content Design
- e) Planning a website
- f) Navigation
- g) Facilitating Interaction
- h) Usability Issues

B: PRACTICAL EXAMINATION

3 Hours

20 marks

1. Society and Articulation
 - a) Design
 - b) Motifs
 - c) Patterns, and
 - d) Others
2. Introduction to Design Based Software
 - a) Getting started with software



- b) Working with layers
 - c) Making selections
 - d) Incorporating colour techniques
 - e) Placing type in an image
 - f) Using painting tools
 - g) Working with special layer functions
3. Application of Design Based Software
- a) Creation of Design
 - b) Modification of Design
 - c) Presentation of Design
4. Advanced Applications of Design Software
- a) Creating Special Effects with Filters
 - b) Enhancing Specific Selections
 - c) Adjusting Colours
 - d) Using Clipping Masks, Paths and Shapes
 - e) Transforming Type
 - f) Liquefying an Image
 - g) Performing Image Surgery
 - h) Annotating and Automating an Image
 - i) Creating Images for the Web

C: PORTFOLIO

10 marks

- a) Project based on Local and Contextualized Design
- b) Creativity and Innovation in Project Design
- c) Project based on market oriented design
- d) One complete sketch book of at least 150 pages

SCHEME OF EXAMINATION

I THEORY PAPER

3 Hours

70 marks

SECTION A

- 1 Three out of four short questions based on textbook (80-100 words).
(four questions of 3 marks each (4x3))

12 marks

- 2 Long questions:
Three questions out of four based on textbook (100-120 words)
(Three questions of five marks each (3x5)) 15 marks
- 3 definitions:
Five definitions out of six based on textbook in three to five sentences.
(Five definitions one mark each (1x5)) 05 marks
- 4 Essay Type :
One essay type questions out of two based on textbook (150-200 words)
(One essay type question of 8 marks) 08 marks

SECTION B

30 marks

- 5 Three out of four short questions on drawing a design pattern based on the given input 12 marks
- 6 Two question out of three on designing a motif or a pattern based on (5+5) 10 marks
- 7 One question out of two on designing any of the following types
(brochure/ logo/ letterhead/ book cover/ poster/ textile print/ jewellery) 08 marks

II PRACTICAL EXAMINATION : 3 HOURS

20 marks

Course as prescribed in syllabus

III Portfolio:

- Exploring Graphic Design through Portfolio assessment
- One computer sketchbook of at least 100 pages 10 marks

PROJECT WORK AND PORTFOLIO

Project Work:

1. Field Visits and Report writing/ documentation: Packaging industries, Paper Making workshops, printing presses, museums, melas, festivals etc.
2. Project Work: One project in a year where students will identify and pick up a particular design problem or something that they consider a design problem; work on that problem and produce works. Students should be encouraged to take up problems from their own environment like, annual day, sports, meet, function/festivals, school building, signs, communication in the school etc.
3. Work Study: Study of works of any great/ known designer (national or international). (Students will work individually on their assignments most of the time, but they will have the opportunity at times to work together to solve problems if the situation arises. It is essential that students should work on their projects during their designated class periods. Students are expected to have a certain number of assignments done by midterms or end of the quarter in order to receive

grade/ marks. Students are evaluated according to how well they meet the criteria of creativity, accuracy, execution etc.)

Portfolio:

Yearly submission of portfolio consisting of selected works (min. no 20) produced during the year. The works should be rich in terms of material exploration and visual impact.

(Students will each develop a portfolio that reflects and intermediate to advanced level of artistic perception, expression, historic and cultural understanding, aesthetic valuing, and an ability to connect their artistic skills to many art related careers, and develop competencies in problem solving, communication, time management and resources. Students are expected to submit acceptable work at the end of academic year. If an assignment is considered unacceptable, the students will be asked to complete and resubmit their work.



CENTRAL BOARD OF SECONDARY EDUCATION
“SHIKSHA SADAN”, 17, ROUSE AVENUE, INSTITUTIONAL AREA,
NEW DELHI – 110 002

ACAD/EO(COM)/(CBSE)/2010

Circular No. 23

21st May, 2010

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

Subject: *Bifurcated syllabi in additional subjects under Section C Commerce at Class X for the academic session 2010-2011.*

Dear Principal,

In continuation with the office circular no. 12/10 dated March 23, 2010 regarding *term wise syllabi in main subjects at Secondary level*, enclosed are the revised syllabi of the following additional subjects under Section C Commerce, termwise effective for the current Academic session 2010-11. It may be noted that in respect of students opting for Board Examination 2011 the syllabus will be same as that of Term II and on the designs of the Summative Assessment II.

- (i) *Elements of Business (Code No.154)*
- (ii) *Elements of Book Keeping and Accountancy/(Code No.254)*
- (iii) *Typewriting- English/Hindi (Code No.354).*

This may be brought to the notice of all concerned.

Yours faithfully,

(C. GURUMURTHY)
DIRECTOR (ACAD.)

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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Director (Acad.)



Annexure 1

(I) ELEMENTS OF BUSINESS

(CODE NO. 154)

CLASS X

Term I		Marks	Periods
I	Office Routine : Different departments of Business establishment, handling inward and outward mail, filing and indexing methods, copying and duplicating methods.	40	54
II	Business Correspondence : Essential forms of a good business letter, writing of simple business letters of enquiry, quotations, order, reference, advice and complaints	40	54
Total Marks		80	

Term II		Marks	Periods
III	Sources of Raising Funds - Long term and Short term - Functions of Stock-Exchange	30	54
IV	Banks : Functions of a Bank, Kinds of account and their operation; bank drafts, ATM, Debit card and Credit card, Post Office, Saving Bank.	30	54
V	Negotiable Instruments -Bills of Exchange, Promissory Note Hundies, Cheques-nature, parties, crossing, negotiation, endorsement, dishonouring	20	54
Total Marks		80	



Annexure 2

(II) ELEMENTS OF BOOK-KEEPING AND ACCOUNTANCY

(CODE NO. 254)

CLASS X

One paper
270 Periods

3 hours

100 Marks

Term I		Marks	Periods
I	Final Accounts : Preparation of Trading and Profit and Loss Account and Balance Sheet of a sole trader with simple adjustments	40	54
II	Bank Reconciliation Statement : Utility and preparation	40	54
Total Marks		80	

Term II		Marks	Periods
III	Bills of Exchange : Nature and use of bills of exchange and promissory notes; Recording transactions pertaining to drawing, discounting, retiring, dishonouring and renewing of bills of exchange	30	54
IV	Errors and their Rectification : Types of errors and entries for their rectification	30	54
V	Depreciation : Objects and methods-Straight line and Diminishing balance methods	20	54
Total Marks		80	

Annexure 3

(III) TYPEWRITING-(ENGLISH OR HINDI)

(CODE NO. 354)

CLASS X

Term I	Marks
I Functions of important parts of Typewriter	20
II Elementary knowledge about display of letters and tabulation-margin setting, centering, headings, subheadings	20
Total Marks	40

Term II	Marks
III Knowledge of cutting stencils and use of correcting fluid	15
IV Simple proof correction symbols	15
V Standard abbreviations	15
VI Speed development exercises.	15
Total Marks	60

Term I	Marks
Theory Examination: one theory paper of 2 hour duration.	
Practical Examination	
Accuracy Test : (A passage of approx. 200 words to be typed in 20 min.)	20
Simple letter of approx. 150 words to be typed in 40 min.	40
Total Marks	60

Term II	Marks
One Theory Paper of 2 hours duration	20
Practical examination	
1. Stencil cutting 1 question	10
2. Proof correction signs 1 question	10
3. Standard abbreviations 1 question	10
4. Speed passage 1 question	30
Total Marks	80



CENTRAL BOARD OF SECONDARY EDUCATION
(An Autonomous Organisation under the Union Ministry of
Human Resource Development Govt. of India)

**“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE, PREET VIHAR,
DELHI – 110301**

No. CBSE/ACAD/2010

28th May, 2010

Circular No.24 / 28-05-2010

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

**Subject: Admission of CBSE students in Class XI for academic year 2010-11 after Introduction of
Grading at Secondary School level by the Board**

Dear Principal,

As you are aware, the Board has introduced Grading at Secondary School level for Classes IX and X from the academic year 2009-10. (Circular No 40/29-09-2009).

In this system, students' performance has been assessed using conventional numerical marking mode, and the same has been converted into the grades on the basis of the pre-determined marks ranges.

Accordingly, the **“Statement of Subject wise Performance”** issued by the Board for Class X 2010 examination shall have only grades.

The schools affiliated to the Board have also been directed to introduce the above Grading Scheme in the evaluation of their students in class IX under the scheme of Continuous Comprehensive Evaluation (CCE) wef academic year 2009-10

1 Operational Modalities followed for implementation of grading scheme are :

- 1.1 A student's performance has been assessed using conventional method of **numerical marking**.
- 1.2 The 'Grades' have been awarded to indicate the subject wise performance.
- 1.3 Subject wise Grades and Grade Point (GP) have been shown in the **“Statement of Subject wise Performance”** to be issued to all candidates.

The candidates have also been provided CGPA (Cumulative Grade Point Average) excluding additional 6th subject as per Scheme of Studies in the **“Statement of Subject wise Performance”**

An indicative equivalence of Grade Point and percentage of marks can be computed as follows:

Subject wise indicative percentage of marks = $9.5 \times \text{GP of the subject}$

Overall indicative percentage of marks = $9.5 \times \text{CGPA}$

- 1.4 The practice of **declaring Compartment/ Fail have been discontinued. The overall result in the “Statement of Subject wise Performance” have been shown as :**

Result: Eligible for Qualifying Certificate or Eligible for Improvement of Performance.

- 1.5 Those candidates who obtain the qualifying grades (minimum grade D) in all the subjects excluding 6th Additional subject as per Scheme of Studies shall be awarded a **Qualifying Certificate**.

Those who get Qualifying Certificates shall be eligible for admission in higher classes.

Those candidates who are not able to get minimum grades D in *all the subjects excluding 6th Additional subject as per Scheme of Studies* shall not be permitted for admission in higher classes.

- 1.6 Those candidates who have obtained grade E1 or E2 in one or more subjects *excluding 6th Additional subject as per Scheme of Studies* shall have to **improve their performance** in these subjects. Such candidates shall have option for **improvement of their performance** through subsequent five attempts.

For example, a candidate who appeared in Board’s examination in March 2010 can appear for **Improvement of Performance** in July 2010 (1st Chance), March 2011 (2nd Chance), July 2011 (3rd Chance), March 2012 (4th Chance) and July 2012 (5th Chance) only in subjects where he/she has got grade E1 or E2 till he/she gets grades (D and above) in all the subjects excluding 6th Additional subject as per Scheme of Studies and becomes eligible for award of Qualifying Certificate.

Those candidates who had appeared as a Regular candidate from a School in March, 2010 examination and are eligible for **Improvement of Performance** shall send their application through school only for 1st Chance in July, 2010.

Those candidates who are eligible for 2nd / 3rd /4th /5th chance for **Improvement of Performance** shall appear as Private candidates only.

Those candidates who are eligible for **Improvement of Performance** for 1st/ 2nd / 3rd /4th /5th chance and wish to appear for the whole examination may, however, appear as regular candidates also if admitted by the school as regular students.

The schools affiliated with the Board follow different practices suitable in their own context. They may continue to do so. However, in view of demand by a number of schools, illustrative guidelines for deciding combination of subjects at Class XI are given below:

The admission can be based on CGPA (overall indicative percentage of marks) and subject wise GP (subject wise indicative percentage of marks).

In case of tie in CGPA (overall indicative percentage of marks), the inter-se-merit of such candidates may be determined in order of preference based on subject wise Grade Point (subject wise indicative percentage of marks).

For example : Incase of two or more candidates obtaining equal CGPA (overall indicative percentage



of marks), the inter-se-merit of such candidates may be determined as follows :

(a) For Science based Courses :

- Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Mathematics and Science

(b) For Commerce based Courses with Mathematics :

- Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Mathematics and Science/ Social Science

(c) For Commerce based Courses without Mathematics :

- Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Science and Social Science

(d) For Humanities based Courses :

- Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Social Science and 2nd Language

The above example is only illustrative and not exhaustive.

2 Format of **“Statement of Subject wise Performance”** issued to the candidates is available at www.cbse.nic.in

All Heads of the schools are advised to explain the above scheme in detail to the parents, teachers and students specially those in Class X **to create awareness and sensitization.**

Yours faithfully,

(VINEET JOSHI)
CHAIRMAN

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

1. The Commissioner, 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 Director, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the direction 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 host this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to All HODs, CBSE




CHAIRMAN



CENTRAL BOARD OF SECONDARY EDUCATION

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

CBSE/H(I&R)/IIM-TRG/2010

3rd June 2010

Circular No. 25

All the Heads of Independent Schools
Affiliated to the CBSE

SUBJECT: *Training Programme on ‘Strategic Management & Leadership for Heads of Institutes of Private Independent Schools affiliated with the Board’ at IIM Ahmedabad*

Dear Principal,

As you may be aware, CBSE has been conducting training programmes for principals in ‘**Strategic Management & Leadership**’ in collaboration with the Indian Institutes of Management 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 these courses is hugely oversubscribed.

Hence the CBSE has approached all Indian Institute of Managements for strategic collaboration to provide empowerment to **Principals of Senior Secondary Schools** affiliated to CBSE. The Board is pleased to state that the Indian Institute of Management Ahmedabad has confirmed a **six day programme on its campus** with the following objectives:-

- Contextualising the initiatives and flagship programmes of CBSE such as Comprehensive Schools Health Programmes, Life Skills Programmes, Adolescent Education Programmes and Introduction of CCE as well as other alternative modes of assessment in the programme
- **Introducing and managing change within the school system in the context of school reforms initiated by CBSE such as replacing marks with grades, Continuous & Comprehensive Evaluation (CCE) different mode of assessment - formative & summative assessment, incorporating multiple intelligence conceptual framework for assessment and innovative ways of transaction**
- Developing systemic strategies and processes for managing key functional areas in schools, such as financial management and resource mobilization, management of human resources and interpersonal relations and resolution of conflicts
- Identifying and implementing suitable systems of appraisal and evaluation of feedback for teachers and staff
- Place of value systems and culture in the present educational system: identifying options and evolving choices
- Achieving personal growth (intellectual, emotional and social) and organisational development

- Role of technology in management of schools

The fee for the **six day training programme will be Rs. 30,000/- per participant** which will include the training fee, boarding and lodging of the participants at the venue and reading materials. **This is a fully residential and intensive course and therefore requires commitment to learn. The participants will be expected to stay on campus and participate in pre-dinner sessions also.**

This training programme is scheduled from **OCTOBER 4TH TO 9TH, 2010 (SIX DAYS)**

Preference will be given to those who have never attended any IIM programme earlier; are active partners of various initiatives of the Board (hosting workshops, seminars etc.); are members of a Sahodaya cluster; and contribute regularly to the CENBOSEC, the quarterly journal of CBSE.

Principals who are interested in participating in this training programme are requested to complete the enclosed Registration Form and send it to the following address:-

**Dr. Sadhana Parashar,
Head (Innovation & Research),
Central Board of Secondary Education,
'Shiksha Sadan', 17, Rouse Avenue,
Institutional Area, Delhi- 110 002**

The Registration Form can also be emailed to: sadhanap.cbse@nic.in

IMPORTANT:

- Only those Senior Secondary Schools Principals who have not attended the programme at IIM Ahmedabad earlier will be considered for this programme.
- **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 June 30, 2010. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.

Yours sincerely,

KNOW - AS YOU GROW

(VINEET JOSHI)
CHAIRMAN

Encl: Registration Form

Copy to:

1. The Director of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054.
2. The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg,

New Delhi-110602.

3. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi-110048.
4. The Director, Central Tibetan School Administration, ESS Plaza, Sector-3, Rohini, Delhi-85
5. The Additional Director General Director General of Army Education, A-Wing, Sena Bhawan, DHQ-PO, New Delhi.
6. The Secretary & Director Education, Govt. of Sikkim, Gangtok(Sikkim)-737101.
7. The Director of Education, Andaman and Nicobar Islands, Port Blair-744101.
8. The Director of School Education, Govt. of Aurnachal Pradesh, Civil Sectt. Itanagar-70111, Arunachal Pradesh.
9. The Director of Public Instruction, Chandigarh Administration, Sector-9, Chandigarh-160017.
10. All the HOD's of CBSE, Delhi.
11. D.O. to Secretary CBSE, DELHI
12. All the Regional Officers of the CBSE,
13. All the Education Officers of the CBSE, DELHI.
14. Joint Secretary (IT), CBSE with a request to put the circular on the Website.



CHAIRMAN



REGISTRATION FORM - IIM (A)

TRAINING PROGRAMME ON 'STRATEGIC MANAGEMENT & LEADERSHIP FOR HEADS OF INSTITUTES OF PRIVATE INDEPENDENT SCHOOLS AFFILIATED WITH THE BOARD' AT IIM, AHMEDABAD

OCTOBER 4th TO 9th, 2010

1.	Name of the Principal	
2.	Name and address of the school with Pin Code:	
3.	Status of the School:	Secondary/Senior Secondary
4.	Phone No(s) with STD Code:	Office: _____
		Residence: _____
		Mobile: _____
5.	Number of years spent working as Principal:	
6.	No. of the years for which the school has been affiliated with the CBSE:	
7.	Email Address:	
8.	Whether the Principal has already attended training programme conducted by CBSE at any of the IIM's or NUEPA, New Delhi: (if so when and where)	Yes/No
9.	Whether the school has organized any programme sponsored by the CBSE: (if yes please give details)	Yes/No
10.	Whether the school is a member of any Sahodaya Complex or not: (If yes, please give details.)	Yes/No
11.	Any contribution to the field of Education you would like to mention:	
12.	Articles contributed to Cenbosec / National/ International Journals:	
13.	Books published, if any: (Separate list may be enclosed)	

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____

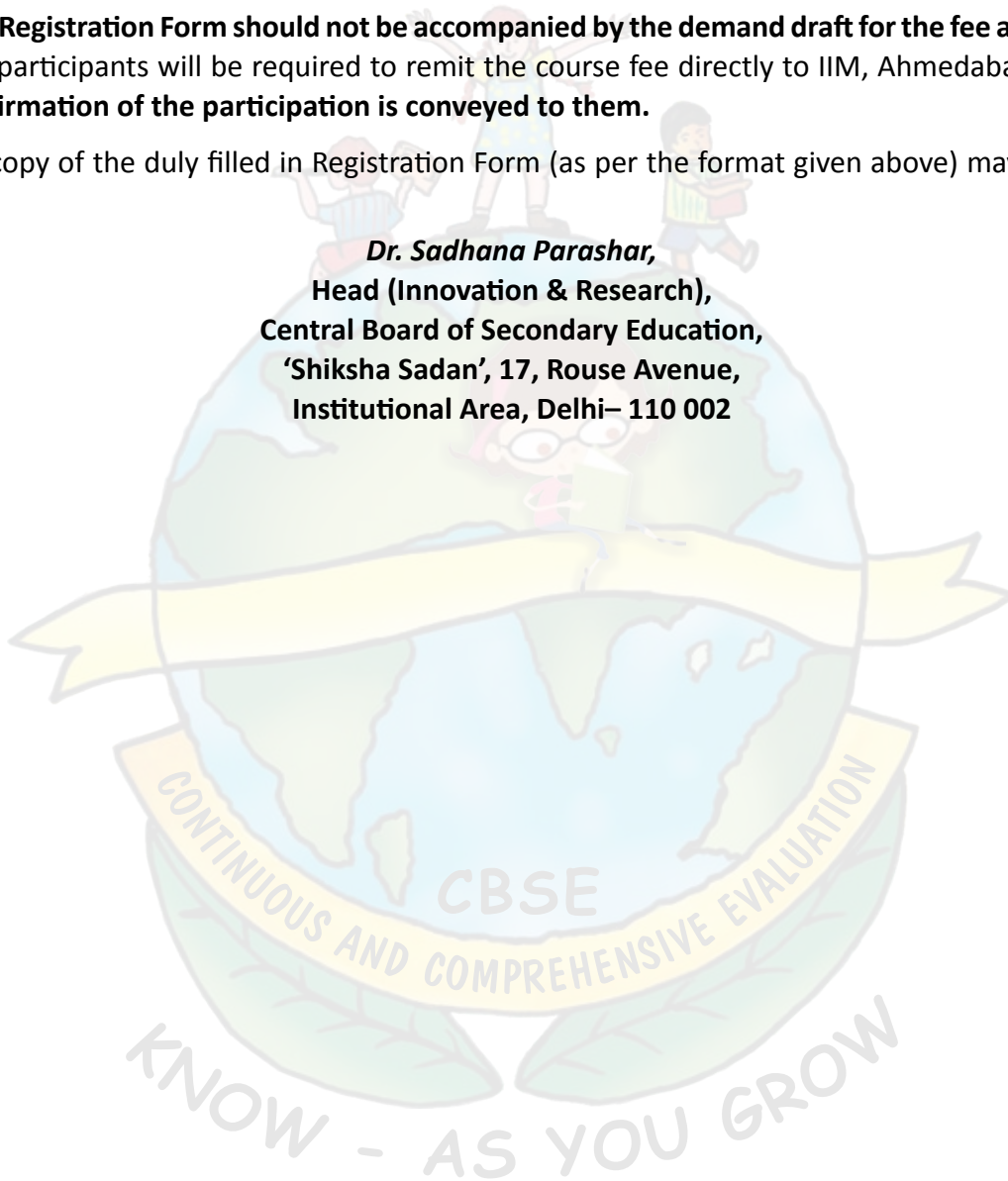


Please note:

- The last date for receiving the duly filled **Registration Form is June 30, 2010.**
- Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.
- **This Registration Form should not be accompanied by the demand draft for the fee at this stage.** The participants will be required to remit the course fee directly to IIM, Ahmedabad **once the confirmation of the participation is conveyed to them.**

The hard copy of the duly filled in Registration Form (as per the format given above) may be posted to:

Dr. Sadhana Parashar,
Head (Innovation & Research),
Central Board of Secondary Education,
'Shiksha Sadan', 17, Rouse Avenue,
Institutional Area, Delhi- 110 002



MOST URGENT

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

AEO(DR)/ACAD./ADDL. LANG./2010

Dated : 13.01.2010

Circular No._26

TO

All the Heads of all CBSE affiliated schools.

Sub.: Introduction of new languages 1. Tangkhul 2. Bodo in CBSE curriculumreg.

Dear Principal,

Recently there have been persistent demands from various stakeholders for introduction of Tangkhul and Bodo as a large No. of students in the states of Assam and Nagaland have felt the need to study the languages at secondary and senior school level. Hence the Board has decided to introduce two new courses in the languages of Bodo and Tangkhul in its curriculum at secondary and senior school level and will be implemented in phases as follows:

For classes IX & XI from the academic year 2010-11

For classes X & XII from the academic year 2011-12

Syllabus in the above mentioned languages is available on the CBSE website.

Kindly disseminate the above information to all the teachers and students concerned immediately.

Yours faithfully,

(C. GURUMURTHY)
Director (Academic)

Copy to the following Heads of Departments with a request to disseminate among the schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18, Institutional Area, Shaheed Jeet Singh Marg, New Delhi 110 016
2. The Director, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi 110048.



3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi 110 054.
4. The Director of Education, Govt. of Andaman and Nicobar Islands, Port Blair- 744101.
5. The Director of Public Instruction (Schools), Union Territory Secretariat, Sector -9 Chandigarh- 160017.
6. Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791111
7. Director of Education, Govt of Sikkim, Gangtok, Sikkim -737101
8. Controller of Examination, CBSE
9. All the Regional Officers with the request to send it immediately to all the Heads of the Schools which falls under your jurisdiction for the action and compliance.
10. All Education /Asth. Education Officers.
11. EO to Chairman, CBSE for kind information.
12. PA to Secretary, CBSE for kind information.
13. PA to Controller of Examination, CBSE for kind information.
14. PA to HOD(AIEEE) for kind information.
15. PA to HOD(Edusat) for kind information.
16. The Secretary, Central Tibetan School Administration, EFF, ESS Plaza, Sector 3, Rohini, Delhi 85.
17. The Additional Director General, Director General of Army Education, A Wing Sena Bhawan, DHQ-PO, New Delhi.
18. The Deputy Director of Education, Border Security Force, Block 10, CGO Complex, Lodhi Road, New Delhi 110003.
19. Joint Secretary (IT), CBSE with a request to upload the circular on the Website.
20. The Secretary, AWES, Army Headquarters, Adjutant General Branch CW-4, Army Welfare Education Society, West Block -3, R.K.Puram, New Delhi 110022.
21. PRO, CBSE, Delhi.

Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION

'SHIKSHA SADAN' 17, ROUSE AVENUE,
NEW DELHI-110002

AEO(DR)/ACAD./Nepali/2010

Dated : June 11, 2010

Circular No. 27

All the Heads of the institutions
Affiliated to CBSE.

Subject: Updated syllabus in Nepali language for classes X & XII for the academic year 2010-11, Regarding.

Dear Principal,

As requested and recommended by the courses committee in Nepali/HRD, Dept of languages Govt. of Sikkim Gangtok, CBSE has decided to follow the syllabus printed in secondary and senior secondary school curriculums- vol-II-2010 (2009-10) for classes X & XII for the academic year 2010-11 also, without any change due to non availability of new text books prescribed by govt. of Sikkim. To this extent, the syllabus printed in curriculum document 2011 will stand changed.

Kindly disseminate the above information to all the teachers and students concerned immediately.

Yours sincerely,

(C. GURUMURTHY)
Director (Academic)

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

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18, Institutional Area, Shaheed Jeet Singh Marg, New Delhi 110 016
2. The Director, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi 110048.
3. The Director of Education, Directorate of Education , Govt. of NCT of Delhi, Old Secretariat, Delhi 110 054.
4. The Director of Public Instruction (Schools), Union Territory Secretariat, Sector -9 Chandigarh-160017.
5. Director of Education, Govt of Sikkim, Gangtok, Sikkim -737101



6. Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791111
7. The Director of Education, Govt. of Andaman and Nicobar Islands, Port Blair-744101.
8. The Secretary, central Tibetan School Administration, ESESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110085.
9. All Regional Officers of CBSE with the request of send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. All Education Officers of the Academic Branch, CBSE.
11. All Asstt. Education Officers, CBSE.
12. The Library and Information Officer, CBSE
13. E.O to Chairman, CBSE
14. P.A. to C.E., CBSE
15. PA to Secretary, CBSE
16. P.A to HOD (EDUSAT), CBSE
17. P.A. to HOD (AIEEE), CBSE
18. PRO,CBSE
19. Joint Secretary (IT), CBSE with a request to upload the circular on the Website
20. The Secretary, AWES, Army Headquarters, Adjutant General Branch CW-4, Army Welfare Education Society, West Block -3, R.K.Puram, New Delhi 110022
21. PRO, CBSE, Delhi.

Director (Academic)

