

**Case Study I:** Target Group - (Students from class VI to XII) for the Student Council.

**Objectives:**

- To give the element of tangibility to the democratic process.
- Creating Student Activism that would mature into citizen activism.
- Indoctrinate the concept that rights and responsibilities go hand in hand.

**Constructive Mechanism:**

- Heuristic Approach
- Student inferences as a resource.

**Thrust Areas:**

- Finding solution to problems related to indiscipline, lack luster approach in academics and other non-conformities
- Instilling administrative acumen
- Inspirational leadership
- Precise dissemination of information developing organizational skills
- Event Management.

The Student Council on its appointment enters some type of a time capsule where quick decisions are taken and leadership confidence built to perpetuity.

The Student Council meets once a week to –

- (a) Students devise their own strategies to deal with (i) students weak in academics (ii) Persistent Behavioural problem
- (b) The Student Council identifies students who show constant behavioural problem and canvas on a strategy of 'Peer Counselling' which often a pep talk by the Head Boy or the Head Girl.
- (c) A gradual but steady trickle down is observed as the Student Council is constantly being emulated. Without being perspective or restrictive a thinking school with constructive faculty can create a learning community by allowing a child to learn from his/her mistake and by strengthening the belief that failure leads to success and that often every night comes day

To conclude in the labyrinth of my mind is a piece that I read sometimes back but it has helped me to change my attitude from being a knowledge provider to a constructive teacher. I recall the piece with meticulous serenity... A teacher had a dream in which she saw one of her students. The student was angry and said, 'Why did I learn so much about the past, administration of our country, principles of science, calculations of mathematics but SO LITTLE OF THE WORLD? Why did my teachers not tell me about the problems and help me to understand that I was a member of an independent human race? With ever greater anger the student shouted – "you helped me to extend my hands with machines, my eyes with telescope, my ears with telephone and redesigned my brains with computers, but you did not help me to extend my heart and concern for human family. You teacher gave me half a loaf!" In quick succession thoughts invade my mind – did I disseminate just knowledge or did I deliver a complete loaf. The answer may be a loaf perhaps, although the flour could have been better!

The teacher functions more as a **facilitator in the laboratory** who coaches, mediates, prompts, and helps students hypothesise, develop and assess their understanding, and thereby their learning. One of the teacher's biggest jobs becomes ASKING GOOD QUESTIONS.

Constructivist teachers pose questions and problems, then guide students to help them find their own answers. They use many techniques in the teaching process. For example,

- inquiry
- multiple intelligences
- collaborative learning

An elementary school teacher presents a class problem to measure the length of the “window” Rather than starting the problem by introducing the ruler, the teacher allows students **to reflect and to construct** their own methods of measurement. One student offers the knowledge that his grandfather measures in “hands.” The students discuss this and other methods they have heard about, and decide on one to apply to the problem.

A secondary school language teacher sets aside time each week for a language lab to emphasize content and getting ideas down rather than memorizing rules. Teacher tells them a story of the **English Teacher gone Missing**. Students ask related questions and build a report. The report is cross-checked in groups and earlier drafts of various authors are shown. He allows students to select and create final drafts . Students serve as peer editors who value originality and uniqueness. Colourfully illustrated children's books, student-created serial postcards storying holiday adventures, and visual responses to poetry decorated the wall of the classroom. Such an abundance of student work is displayed throughout the room.

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\* Mr. Yogesh Singla, Delhi Public School, Panipat Refinery, Panipat.

The continuous study habit, vision, imagination, spirit of innovation, confidence and love for the profession go a long way towards shaping a great teacher. Such a person becomes an efficient and respected leader of the youth. It is through such teachers that we can provide rich and dynamic education which the country needs for its prosperity. As per the words of our former President Dr. A. P. J. Abdul Kalam:

***“A developed India by 2020 or even earlier is not a dream. It need not be a mere vision in the minds of many Indians. It is a mission we all should take up and succeed.”***

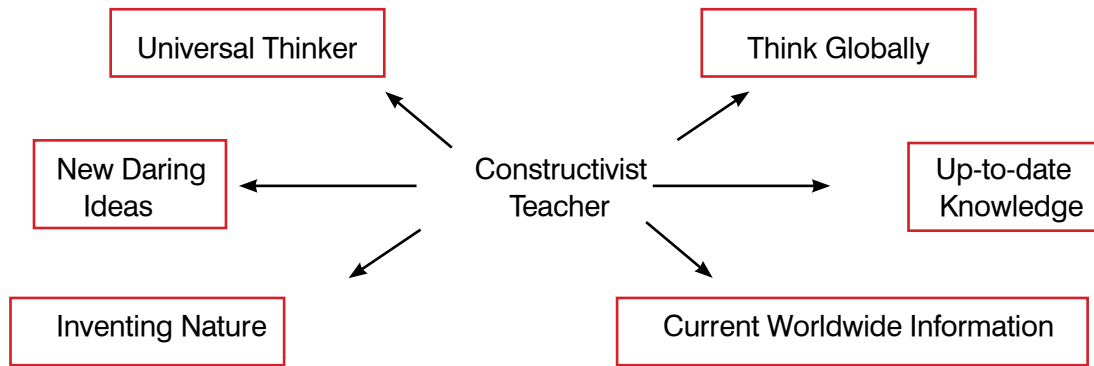
We teachers need to be more vigilant, change our approach and take up this challenge and prove his words right. It is not tedious nor possible. What is needed is a slight ‘ shake up’ and sprinkling of the new shades of teaching- the end result will be pure, divine and beautiful!!

\*Mrs. Uma Kaushik

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Mrs. Uma Kaushik, Principal, Maharshi Patanjali Vidya Mandir, Allahabad(U.P)

Constructivist teachers always give immense pleasure to learners as well as colleagues. If I talk about field of constructivity in concept of education, it will include setting up Eco Friend Club, Tiny Tot Society to prepare teaching aids / games of their level, Shop of Honesty to develop honesty among learners etc. I think Constructivist teachers must have a Constructive Store in his / her mind. It should be as under.



\*Mr. Jagjit Singh

Falling in the love of **‘teaching profession’** out of the hundreds and thousands of choices is not a joke at all.

***Spirituality is the prime necessity of a teacher.*** As spirituality is the fire, the teacher purifies himself by going deep into it and becomes more creative through this. Every meditation charges him with potential energy to feel and to start something new and positive for the society. when the teacher knows himself as a soul and the whole universe as a big spiritual entity, he realizes his “Dharma” and treats every one as a family member.

The teacher must be always innovative to adopt new methods to motivate the learning among the children. He must take up child centered methods of teaching such as ***group discussion, seminar, panel discussion, field trip, brain storming, role play***, etc.

According to ***Albert Einstein***, ***“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.***

**Smile plays a very important role** not only in the boundary of the school but also even in the outside world. Smile is the expression of love. It's the magnet, which pulls all towards it. The development of the children on the subjects happens only when they start liking & loving the teacher. **'Unless the children love the teacher, how can they love the subject?'** Smiling face of the teacher creates vibrations among the children who become fearless to express every thing. They ask questions. **'Freedom automatically happens when smile exists in the classroom'.**

A teacher can motivate the children to read more books. This is only possible when the children will find the teacher in reading. Books are sources of energy & motivation. **The teacher should be a regular reader of books and magazines.**

By asking creative questions a teacher can create a thinking channel among the students. **According to Socrates 'the classroom is a fighting ground between the teacher & students & the weapons are the questions.'**

**Every child is different and unique. They are with many more specialties. The naughtiest children of the class tend to have multi-dimensional personalities. They become naughty, as they need more work to do, more fields to work & show their personalities. Choose the naughtiest children of your class & assign them some works & see how quick they are! Within a fraction of time they do the work. The naughty children are the future's best human resources.** The teachers & parents have to understand this truth more & more and should try to find out the possibilities and capabilities within them, so that **"Every child will be special"** in time to come.



Harekrushna Behera, MA, M.Phil, B.Ed

**Remember that there is always a  
rainbow after a storm. Therefore always move  
on with life and let time heal the wound.  
Joyful people face the future optimistically.**

## EVENTS UPDATE

### XII CBSE National Athletic Meet

The XIIth CBSE National Athletic Meet was held between 4th – 8th January 2008 at Maharaja's College Ground Synthetic Track, Ernakulum, Cochin and was hosted by Chinmaya Vidyalaya, Vaduthala. The CBSE's flag and School flag were hoisted by the Chairman Shri Ashok Ganguly. Two events, 1500M for both boys and girls, under 19 were also conducted for the benefit of the Chief guests. The inauguration concluded with a band and colourful display of fire works.

A total of 750 students from India and 150 students from abroad took part in the meet, accompanied by around 400 coaches/managers under three categories for both boys and girls. A total of 215 schools took part in the meet and 9 new meet records were set. LABOUR INDIA SCHOOL, KOTTAYAM emerged as the overall champion in the meet.



*XII CBSE National Athletic Meet*



*XII CBSE National Athletic Meet*

### CBSE Heritage Quiz 2007 at Amity International School, Saket

The pre-finals of the Quiz held on 4th and 5th December witnessed an enthusiastic participation of 12 school teams from all over the country.

The winning teams of DAV Public School, Chandrashekharpur, Bhubaneswar; Sri Kumaran Children's Home, Bengaluru; DAV Public School, Patna and St. John's High School, Chandigarh, participated in the final round held on 6th December, 2007. Chairman CBSE, Shri Ashok Ganguly, who is working unceasingly to introduce academic reforms, graced the occasion as the Chief Guest. Under





*CBSE Heritage Quiz 2007 Amity, Saket*

his leadership, new areas of studies, new books and changes in curriculum are being designed to make education a meaningful process. “Our aim is to make learning a joyous experience”, remarked the fountainhead of knowledge. In his enlightening address, Mr. Ganguly appreciated the vibrant ambience created by Amity, which served as indeed an enormous platform for the occasion. “Reach high, reach out and reach beyond”, was the truly motivational message for the entire audience.

The winning team – DAV Public School, Chandrashekharpur, Bhubaneswar, was felicitated by the dignitaries present. Each participant displayed a keen sense of Indianism, answering the volley of questions related to the cultural heritage of India.

## Annual Day Celebrations



*Annual Day Celebrations at DPS Indirapuram*

Delhi Public School, Indirapuram, Ghaziabad celebrated annual day. The annual extravaganza ‘Ritu Chakra’ held on January 18 was a tapestry of folk dance presented by the DPS Indirapuram. The students of the school displayed a rich Indian culture through a dance drama portraying the fusion of the six seasons, folklore and folk dances of the country. The Chairman CBSE Shri Ashok Ganguly graced the occasion as the chief guest.

## Health Club Activities

### Adds more to life : Dynamic Salad

‘**Health is Wealth**’ the very old proverb was given a practical shape at H.R. Senior Secondary School Laksar in the form of a “**Healthy Salad making competition**”. This was in response to the initiative of the **Comprehensive School Health Program and setting up of a Health Club** guided by CBSE.



*Salad making at H.R. Sr. Sec. School, Laskar*

The Healthy drive lasted for three days in which students of classes 1st to XIth actively participated under different groups. The main objective was to highlight the scientific knowledge regarding the choice of the food items (fruits and vegetables) with respect to proper nutritional requirement, the role of roughage for appetite and deficiency diseases arising out of imbalance in nutrition.

## Handwriting Awareness Camp

D.A.V. International School, Amritsar organized a Handwriting Awareness Camp with the purpose of creating awareness and



*Handwriting Camp at DAV International School, Amritsar*

understanding among the students about the importance of healthy handwriting, graphology, and graphotherapy. The resource persons also highlighted the difference between calligraphy and handwriting. Besides this, the teachers were also provided tips to improve handwriting. This camp lasted for about two hours and was attended by the teachers of various local schools.

## 15th All India Essay Competition on Road Safety and 10th All India Essay Competition on Vehicular Pollution 2006-2007

CBSE conducted the essay competitions in collaboration with Ministry of Shipping, Road Transport & Highways, Road Transport Cell, Govt. of India, New Delhi for the school going children from the classes VIII to XII in all the CBSE affiliated schools spread all over India in the month of February 2007. 27,000 students participated in the following 17 languages from 1120 CBSE schools spread all over India and the details of languages are as follows :

1. English
2. Hindi
3. Urdu
4. Sanskrit
5. Telugu
6. Tamil
7. Kannada
8. Malayalam
9. Assamese
10. Nepali
11. Bengali
12. Oriya
13. Gujarati
14. Marathi
15. Punjabi
16. Boro/Bodo
17. Manipuri

## Road Safety Week

**Alma Mater Day Boarding School, Bareilly** observed the Road Safety Week from 1st January to 7th January as per the directives of CBSE. On 2nd January 2008, a drawing competition on **Road Safety Signs** was held for Classes I to V to inculcate the habit of following the road safety measures.

To bring about awareness among students and for making their life more safe and secure an essay writing Competition on the topic “**Sadak Suraksha Jeevan Raksha**” was held for Classes VI to VIII.



*Road Safety week by Alma Mater, Bareilly*

## 35th Annual Conference National Progressive Schools' Conference on 15th & 16th February 2008

**“School Education – A Rethink”**

The Conference's theme was – “**School Education – A Rethink**”. This theme was chosen because in the past 3 -4 decades,

we find technology, population, knowledge and aspirations are on the rise. This needs an approach which is not only relevant but futuristic in its own way.

The conference was inaugurated by a great educationist, administrator and statesman, **Dr. A.K.Kidwai, Honourable Governor of Haryana**, who spoke about the diversity and plurality of India. He also referred to how the transitions in education must incorporate the best practices of our heritage with its emphasis on thinking, values and creativity; the trends of modernity and globalization that had seen India emerge as an economic power of reckoning and the differences that needed to be nurtured through a learning that emphasized the abilities to analyze, comprehend and create.

**Mr. Michel Danino Convener – International Forum for India’s Heritage** was the keynote speaker for the day. In a comparative study he highlighted the need for free and compulsory education that was secular in nature and involved child learners at all levels.

He talked about the classroom being the crucible and microcosm of a child’s developmental world. A world that impacted in the formal sense teachers, timetables, tests, report cards, syllabi, textbooks and forms the subtext of the world of the children. Yet, as they grapple with the formal elements of the class room the essence of education, the joy of learning was often lost.

He emphasized that the boredom of repetitive teaching, rote learning and the dreaded examinations prevented rather than nurtured creativity, problem solving and decision- making skills. As pedagogical techniques remained largely traditional and schooling non inclusive and hierarchical, the interaction and experience of members of various social strata also becomes limited and distorted.

The afternoon session – **Learning from changes and challenges was lead by Mr. S. C. Tripathi – Former Secretary to Government of India** - He outlined the momentous political, ecological and societal changes that we were

witnessing and felt that educational theory and practice must cater to, what he called, **“a democracy in transition”**. In his view the disconnect in education, between knowledge and skills could be bridged through vocational education. The need to create a thinking curriculum so that we move away from teaching for the test was crucial. Highlighting the need for Education for All, he commented upon the layering of education in our country with its diverse schooling system. He felt that the introduction of new Boards would help and give an equal platform to children for learning together and from each other.

**Dr. Kiran Bedi – IPS (Retd.)** - took up the issue in her inimitable style. She spoke of educational responsibility which meant to move beyond the self to the other.

In a very practical manner she bridged the connections of the hand, head and heart.

From transforming the power of education into a source of service – **Shramdaan**, which helps to provide a balanced social fraternity and the importance of sports that helped develop a healthy body and a fit mind- She brought in the Gandhian metaphor. She brought into focus the importance of **Life Skills** as an integral component of education as defined by the UNICEF “which refers to psycho-social and interpersonal skills”. These can help children make informed decisions, communicate effectively, create a scientific temper of discovery and research that may help them lead a healthy, productive and stress free life.

The endowments – self awareness, conscience, independent will and creative imagination is what would give ultimate human freedom..... the power to choose, to respond and to change.

The speaker in the morning spoke on **Multiple Intelligence – a Reality**. He felt that today we needed people who were equipped with skills to excel in every field for which we needed to develop these intelligences in every child. He observed that though this was done intuitively in the past,



in the present context it implied ridding ourselves of the burden of experiential knowledge. We must unlearn and relearn. In this task we should not be defeated by logistics of the size of our classrooms or resources: rather by focusing on creative teaching, individual centered education, promoting the reading habit and focusing on what the child knows rather than what he does not in our examination system would help us in practicing multiple intelligences in the classroom.

**Ms. Shovana Narayan - IA & AS (Classical Dancer)** – addressed the issues in the context of what we as adults want our children to grow up into through an introspective talk. Individuality, Individual abilities and skills were realities that needed to be addressed in our education system. This alone would make it a more holistic and creative experience. Citing appropriate references from ancient Indian literature and with examples of contemporary personalities, she put forth the idea that it was possible to excel in more than one field, to develop multiple intelligences.



*National Progressive School Conference School  
Education - A Review*

Addressing the gathering on **Education and Emerging Economic Trends - the post tea session - Prof. Dipankar Gupta, Eminent Sociologist** – JNU expressed his concern at the quality of education in different scenarios – rural areas, the mushrooming of private schools and the abysmal state of state run institutions. He presented statistical data to put forward the case

of state financing of education. This would lead to greater accountability in the system; promote research and reduce the burden on private in the absence of a good public education system.

The second speaker **Prof. J. D. Agarwal, Chairman IIF** – commented that Indian Education had failed to respond to the emerging economic trends because of governmental attitude. This resulted in a compromise on the quality of education and the alienation of private initiatives in the area of education. State run institutes did not have the required autonomy or the resources that would allow them to cater to the needs of the students and contribute to research. He felt education is the key factor in removing social malaise and underscored the need to pay attention to the down trodden and underprivileged in our country. He ended by emphasizing upon combining ethics with economic aspirations and human vis a vis individual development.

**Prof B. B. Bhattacharya – Vice Chancellor** – JNU – presided over the **Valedictory Session** and complimented the NPSC for its contribution and innovative ideas in the field of education but felt that there was much more to be learned and implemented. Referring to the great divides within India that were also seen in the Indian Education System, he expressed concern over the neglect of education in rural areas and the quality of education available to the majority of children.

At the end of the Conference, the General Body on the basis of the deliberations for two days, passed resolutions as stated below :-

- To make teaching learning a joyful experience and provide a stress free environment.
- The Board examination of Class X should be made optional.
- The NPSC should design its own curriculum and methods of assessment to procure quality and excellence in education.
- The country should look for not one but many Boards of education and the schools should have its own choice to affiliate to any such

Board to make the education child friendly, need based and relevant.

- Teaching methodology inside the class room must address the issues of multiple challenges, project work and team teaching.
- All the issues raised in the Conference will be supplemented to certain project modules

which schools can adopt practically in their own situations.

- The schools should also share their views based on the feed back of the programmes in the monthly meetings. This makes NPSC a Body which is rich in content, dynamic in its own approach and vibrant with thoughts and methods.

*The happiest people spend the least time alone.  
They pursue personal growth and intimacy;  
they judge themselves by their own yardsticks,  
never against what others do or have.*

## NEWS FROM SCHOOLS

### Glorious Achievement

**Shailja Bais of Class VIII of Shri Kailashpat Singhania Hr. Sec. School, Gopalnagar** has not only brought laurels to the school but has held the name of Chhattisgarh high by getting selected for International Swimming Competition for Physically challenged children to be held in China.

40% physically challenged Shailja received two gold medals exhibiting her wonderful talent in 50m Free Style and Back Stroke in 8th National Swimming Competition for Physically challenged children at Pune in Maharashtra held from 20 – 23rd Dec.,2007 and got selected for Indian Sub Junior Swimming Team comprising 22 swimmers.

14 year old Shailja lost her parents in her early childhood and became physically challenged in an accident, but her physical impairment never came in the way of materializing her cherished dream of becoming a swimmer.

### Report on Orientation Programme on AIDS Awareness

**D.A.V. Public School, Sector-14, Faridabad** conducted an Orientation Programme on Aids Awareness on 19th December, 2007 in Mahatma Hansraj Auditorium of the school, to create awareness about this fearful disease. Nearly 300 students of the host school and other D.A.V. Public Schools of Faridabad District attended the programme. The inspiration for the programme came from the book titled 'Viral Match' by Mr. Rajesh Khullar, Commissioner, Municipal Corporation Faridabad, who graced the occasion as the Chief Guest of the Programme.



DAV Public School, Sector-14 Faridabad

### Talent Fiesta – An Inter School Event

**“Each person has his own vocation, his talent in his call. That is the one direction in which all space is open to him.”**

13th & 14th December, **Amity International School, Sector 46, Gurgaon** saw the celebration of creativity, innovative ideas, skills and resourcefulness inherent in our little ones. For every participant, Talent Fiesta brings with itself an outlet to exhibit their potential through panoply of colours.

The excitement and enthusiasm mirrored on the faces of the students and their teachers alike. A wide array of 12 events were offered to sixteen participating schools, ranging from poetry recitation, dance drama, quiz, western music to shloka singing.



*Amity International School, Gurgaon*

Each event was unique and showcased the variety of interests and talent of the pupils. While the budding poets wove their magic through poetry recitation, the actors conveyed social messages with panache and the singers left the audience spell bound with their prowess.

The participants upheld the Talent Fiesta's purpose of realizing the inherent potential of each participant.

## Life Skills Programme at Alma Mater, Bareilly

To pioneer the pursuit of excellence for holistic development of the students, a two days camp '**Home away from home**' was organized at Alma Mater. The camp aimed at teaching students the importance of discipline and time management in life. Students learnt about basic first aid measure along with tying different kinds of knots. They also participated in the fancy dress competition with full zeal and fervour. A small exhibition was also held where students exhibited their various talents. A Bhajan Sandhya in evening lightened everyone's mood and an ambience of serenity and joy descended everywhere.



*Life Skills Programme at Alma Mater, Bareilly*

The morning activities started with a yoga class followed by a prarthna sabha. There were demonstrations on Disaster Management and traffic rules.

## Inter School Declamation Contest

R.S.K, Higher Secondary School has instituted All India R.S.K. Inter School Declamation Contest. This is a regular annual feature. The first All India R.S.K. Inter school Declamation contest took place in November 2006. The Second All India R.S.K. Inter School Declamation contest took place on the campus of the school on Saturday 8.09.2007. Teams of participants from different schools including Rashtriya Indian Military



*Inter School Declamation Contest*



College, Dehradun took part in the contest. The contest had three sections in English, Tamil and Hindi. In each section participants deliberated on themes. The Theme given for was “**Bees Cannot suck honey and sting at the same time**” in Hindi and Tamil.

## Report on Family Day by Abhinav Public School, Pitampura

Tiny Tots of **Abhinav Public School**, Pitampura celebrated the **graduation ceremony** and **Family Day** on 15 March 2008 with great enthusiasm. The students of the Nursery Wing presented a variety programme during the ceremony. The programme commenced with the esteemed guests Mrs. Saroj Bansal, Principal and Mr. Jolly, Vice-Principal lighting the ceremonial lamp followed by a welcome address by the Head Mistress Mrs. Khanna. The special guests of the day were the grandparents of the Pre-primary who were really very thrilled and enthusiastic to see their children performing so well.



*Family Day by Abhinav Public School*

## Annual Function at Spring Dales, Kota, Rajasthan

The much awaited Annual Day celebration of **Spring Dales Children’s School**, Nayagaon

was celebrated on 15 December, 2007. The celebration revolved around the theme, ‘**Give Peace a Chance**’. The programme started with ‘Saraswati Vandana’. A poetic drama on ‘Rani Laxmi Bai’ brought back memories of the 1857 freedom struggle of India.



*Spring Dales Children's School*

## 59th Republic Day Celebrated

**Gyan Mandir Public School**, Naraina, celebrated the 59th Republic Day of the nation on 25th January 2008 during the assembly with much patriotic fervour. The Principal, Mr. R.R. Gupta, unfurled the tricolor. He extended his heart felt felicitations to the students and the staff. He urged the students to make the day meaningful by giving a real shape to their dreams and ambitions through perseverance.



**Gyan Mandir Public School**, celebrated Republic Day

## National Science Day Celebrations at DAV Public School, Patiala

An Inter-school debate competition was organized on the topic “**Global Warming – Myth or Reality**” to mark the National Science Day. Students of Eco-Club exhibited the paper bags made by them during Anti-Polythene Drive. They presented their views on ill-effects of polythene.



*Students of Eco Club exhibiting Paper Bags made by them during Anti Polythene Dive on National Science Day Celebrations at D.A.V. Public School, Patiala.*

## Book Excerpt

‘**You Can’t Fail**’ by **Dr. A.K. Pandey**, Principal, Gyan Vihar, Jaipur is a book published by B.Jain & Co., New Delhi. The book was released in London Book fair in the month of April, 2008.

### Some excerpts :

We see a lot of people grumbling about not getting the chance to prove their worth. Everyone irrespective of their area of operation has got equal chance to show his capabilities. Capabilities are directly proportional to the labour and effort employed. Probability of not getting success may be the result of our incorrect understanding of the work and chances are that we might have chosen a work more than our worth seeing the success of someone else. The chance of being

unsuccessful is there only when we are unable to face the challenges.

A life without challenges is the same as driving a vehicle on a national highway on top speed. Driving in a crowded street is the test of driver’s capability where he is subjected to test not only his basic skills i.e. driving but other related skills to driving i.e. concentration, coordination and so on. We are listening from our childhood that life is not a bed of roses.

**A farmer had two daughters. He married them well. One with a farmer having huge pieces of farm house having fertile land and other to a porter having a factory of earthen pottery. Both were happy. One day farmer wished to visit his daughters after a long time gap. First he decided to go to his younger daughter married to the porter. He found the daughter unhappy due to rain as it was spoiling his pottery works and the husband was disturbed as he was incurring loss in his business. The daughter requested his father to pray to God for no rains so that her husband will be able to recover his loss. He patted the daughter and assured her to pray accordingly.**

**Then he went to his elder daughter in another city and found the daughter happier than ever. She welcomed the father and started praising her luck that God is very kind to her to give rains so that her farmhouse business is doing well and they are selling the food grains better than previous years. She requested her father at the time of departure to pray to god for rain like this so that her husband can do better and better.**

**The old happy father was unable to understand to pray for whom?**

No one in this world gets everything according to his desire as natural resources have been equally divided amongst all. The only thing which is in the hand of human being is to churn and utilize the given resources up to the maximum and use it for going ahead in order to get the specified goal. Creativity and intelligence has been distributed normally in this world the only question is of proper utilization.

# SAHODAYA ACTIVITIES

## SAHODAYA SCHOOL COMPLEX – BHUBANESWAR CHAPTER

### *Inter School Quiz Competition*

Sahodaya School Complex, Bhubaneswar Chapter, a cluster of schools affiliated to CBSE, New Delhi organized an inter-school quiz competition for juniors here at **DAV Public School**, Chandrasekharpur, Bhubaneswar, Orissa. Participants from 16 different schools participated in the preliminary written round in the morning where as 6 best teams were selected out of them for the final round. In the afternoon the open air quiz conducted included different rounds such as Burger round, Visual round and rapid fire round etc. The audience and the students thoroughly enjoyed the programme. **B.J.E.M School** clinched the Champions Trophy and DAV

Public School, Chandrasekharpur was declared Runners-up. Dr. K.C. Satapathy, the Principal of the school appraised the gathering about the motto behind such programmes. The quiz master was felicitated as a mark of gratitude.



*Inter-school quiz at DAV Public School,  
Chandrasekharpur, Bhubaneswar,*

## SAHODAYA SCHOOL COMPLEX – TRIVANDRUM CHAPTER

### *Art Festival and Workshops*

South Zone Sahodaya Complex, Trivandrum conducted a series of activities and workshops in 2007-2008 involving more than 08 member schools. An Empowerment programme for Principals was held at **S. N. Public School**, Chenkottukunam. 36 participants attended this programme. Similarly Sports Meet was held at Kairali Vidya Bhavan in which 1200 students from 1700 schools participated. A workshop for TGTs was conducted at Dr. **G.R. Public School**, Neyyatinkara in which 180 TGTs attended.

A Performance Art Festival was conducted at **Jawahar Central School** Kanjiramkulam in which 1150 students from 1800 schools participated. Similarly a Workshop for PRTs was organised by The **School of Good Shepherd** where 100 participants were present. A Kids Festival meant for the children of nursery schools was held at **Kairali Vidya Bhavan** in which 1300 students from 1750 schools participated in the



festival. A Workshop for PGTs was conducted at **St. Thomas Central School**, Trivandrum in which 100 PGTs attended. A Literary Art Festival was held at **Jyothi Central School**, Kazhakuttom, Trivandrum in which 1100 students from 1700 schools participated.

## SAHODAYA SCHOOL COMPLEX – NAGPUR CHAPTER

### **Workshop For Teachers**

*To learn is the foundation to teach. We are the facilitators of learning not causatives,* quoted Mr. G. Balasubramanian former-Director Academics, CBSE while conducting a workshop on 'Recent Trends in Curriculum and Pedagogy' at School of Scholars. Mr. Balasubramanian is known for his innovation in curriculum development and pedagogy, he has been instrumental in the introduction of several innovations in curriculum in CBSE which include Frontline Curriculum, Communicative Approach to Language teaching, Information Technology, Biotechnology, Entrepreneurship, Fashion Studies, Disaster Management, Life Skills Education, Alternatives to Homework among others. He is a strong advocate of stress free education and has initiated several steps in this direction.

The Nagpur Sahodaya Schools Complex had this rare opportunity to hold this workshop. The Principals and teachers of member schools participated in this workshop. Deliberating on the theme the Guest Speaker Mr. Balasubramanian left the audience spell bound with a shower of anecdotes he said, *"Knowledge has become the engine of wealth creation.....But it is sad that the word 'wealth' has been taken synonymous to money by many."* He emphasized on value education which has been the prime instrument and tradition in imparting knowledge and imbibing values in our students. Feeling proud about the advancement of technology he insisted on the acceptance of Change Process. He expressed that Global Communication is really a

great achievement but paradoxically people fail to communicate with their own family members. Also the participants were acquainted with different types of learners and different teaching strategies. He laid stress upon practical teaching rather than theoretical.

Ms. Kavita Nagarajan Secretary, NSSC welcomed the Guest Speaker and all the participants present there. Mr. G. Balasubramanian was presented a token of appreciation by Mrs. Kalona Roy Chaudhuri, Chairperson NSSC. The programme came to an end with a vote of thanks.

## SAHODAYA SCHOOL COMPLEX –ORISSA CHAPTER

### **Report of the Inter School Quiz Competition and Science Exhibition**

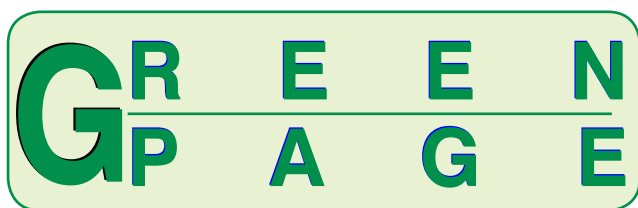
By the blessing of Sri Maa, **Sri Aurobindo Integral Education & Research Centre**, Rajgangpur organised Inter School Quiz Competition under Sahodaya School Complex, Western / Southern Orissa. The competition was inaugurated by Mr. P.C. Asthana, Vice – Chairman of the Complex. Mrs. Sushila Behura was the chief guest of the competition. Mr. R.N. Dash, Principal, Sri Aurobindo Integral Education & Research Centre organized the competition.

## SAHODAYA SCHOOL COMPLEX – BANGALORE CHAPTER

The Bangalore Sahodaya Schools Complex organised an inter school volleyball tournament at **Bharathiya Vidya Bhavan's** Nagarjuna Vidyanikethan, Bangalore in which 11 schools participated.

A team from **Sri Devaraj Urs International Residential School**, Bangalore Rural Distt. performed a few items.





## Environmental Concerns Addressed through Science Expo

To promote interest in Science and to develop their scientific temper **Bharathi Vidyalaya Senior Secondary School** at Perumbakkam held the '*Bharathi Science Expo*' recently at the school premises.

The correspondent also added that the CBSE has a syllabus for environmental education in schools for all classes. It aims at generating an awareness and sensitivity to environment in a holistic manner.

A number of students from all classes upto XII from all over the school participated in the show. There were models ranging from different forms of pollution and remedies to those on biological warfare, nutritional deficiencies and disorders and power generation were put on display.

The school had given various topics to present their exhibits. These ranged from conservation of natural resources, importance of deforestation and afforestation, recycling of resources and impact of global warming.

The students had prepared charts and models on varied subjects. The children had highlighted applications of scientific concepts and technological advancements in the fields of agriculture, energy, industry, health, transport, communication, computers and other emerging fields.

Students of the primary classes had models about traffic rules, safety, means of transport and pollution. There were some, which highlighted the hazards of junk food, various types of pollution and their effects on plant life. There were also others, which talked to how one should take care of animals – Project Tiger and setting up of wild life sanctuaries.

Plus two students had thrown light on developing fuel efficient cars taking into account the depletion of fuel resources.

They had made power point presentations about these special cars and also setting a school library. There was a well-explained model by Class IX students about how energy is introduced in the eco-system, food chain, nitrogen cycle and water cycle.

A model on biomethanation by higher class students showed the importance of recycling wastes. In this process students had showed how vegetable waste, crop residue and animal excreta are decomposed in the absence of air and presence of water to produce biogas.

## Apeejay School, Pitampura, Among 'Greenest' Schools

In the green audits carried out by Centre for Science and Environment, over 3500 schools from all over India, Apeejay School, Pitampura, bagged the third position for overall green initiatives and the top spot in the Best Students' Team Category.



*Land Audit Team Interacting with Keshav Mali for Species Details*

Among Delhi Schools, Apeejay School, Pitampura, was declared the best and the greenest school.

Students of Apeejay School meticulously carried out audits on energy, biodiversity, waste and water conservation. The students have helped the school replace incandescent bulbs with CFLs, audited water wastage.

## Project Citizen India

Under the aegis of Center for Civic Education, California, an inter-school Project Citizen India witnessed participation by thirty schools of Delhi.

The students of **Red Roses Public School, Saket** highlighted the problem of the 12' x 18' open rain water drain outside the school premises giving not only foul stench from the rotting garbage but also serving as a breeding ground for mosquitoes and flies. Sanctity of the educational institution was being desecrated by passers-by who use the protective wall of the drain as open urinal. The presenters also pointed out the serious safety hazard posed to the students due to its dilapidated condition by citing the fatalities that took place in the city open drains. Pedestrian path used by roadside vendors leading to over crowding further hindered smoother traffic.

Students found support in the Directive Principles of State Policy that provided for right to health, clean environment and security. The

students received whole-hearted cooperation from the local RWA, bank employees, market associations and residents in the vicinity.

As an interim measure, the drain was got cleaned after the students met the Deputy Commissioner, MCD South Delhi. The doubt emanating from official quarters that covering the drain would lead to production of harmful methane gas was removed when students tested the sludge sample in their laboratory. The initiators of this project are determined to pursue this project to its logical conclusion after they are free from their annual exams.

The sponsors of the Project Citizen India conferred the Excellent Graphics award on the students of Red Roses Public School.



*Red Roses Public School Project Citizen India*

## Report on Vanmahotsava / Tree Plantation by Smt. Parvathamma Shamanur Shivashankarappa English Medium Residential School, Davangere, Karnataka

***“Earth can fulfill the needs of man and not his greed”***

*- Mahatma Gandhi*

Environmental degradation has become a matter of grave concern over the years. In

order to create awareness among the children regarding forest wealth, natural resources and clean environment the 'Tree Plantation Ceremony / Vanamahotsava' was organized at P.S.S.R. Campus. A colorful function added charm to the Ceremony.

The Chief Executive Officer of Davangere Zilla Panchayat, B.Nijalingappa inaugurated the ceremony. He called upon the students to take up the responsibility of planting saplings and conserve the forest. The medicinal value of the trees and plants were also highlighted by him. Further he added that Acid Rain is caused due to increase in the earth's temperature from 0.1% to 0.2% and accumulation of carbon-dioxide, Ammonium Sulphate and Nitric Acid. A revolutionary awareness campaign has to be undertaken to prevent the imbalance in the environment because of Global warming, opined B.Nijalingappa.



*For a Noble Cause - making Earth a Greener and Safer Place.*

## Van Mahotsav Day at Amritsar Public School, Amritsar

Van Mahotsav was celebrated with great fervour to highlight the importance of trees in our lives. Amdist slogans like 'Each one Plant one and 'grow more trees', Tree plantation was supervised on the school campus. Members of management and students planted the trees to create more interest and students prepared and sang a song.

## World Earth Day – 22nd April 2007 at Amritsar Public School, Amritsar

The day was celebrated with great enthusiasm. Students of IX Std. spoke on the planet 'Earth'. They shared some common concerns about the planet and highlighted the need to conserve natural resources in order to ensure a long and comfortable co-existence of all creatures including the human race.

## World Environment Day at Amritsar Public School, Amritsar

A seminar was organized with the aim of creating environmental awareness. Present issues on Environmental Degradation and measures to be taken were discussed.

## Science Exhibition

A Science Exhibition was organized by the science association of **Emm Aar International School, Adampur**. They held an exhibition of Environment friendly projects headed by Inderjit Singh, PGT Physics and associated by Surinder Singh, PGT Maths.



*Emm Aar International School, Adampur*

## Field Visit – Awana Village

Middle school children were taken for field visit to a school in Awana village where they were



introduced to slum children who are studying there. School children interacted and played with them. They donated their things to them and they learnt what hardship those children were facing but still working hard to make their life better in future.

## Message of Flowers – Preserve our beauty and save our Habitat

Students of K.R.Mangalam World School, Greater Kailash-II of Class II gave a project presentation in February, 2008 on the fragrant flowers enriching the environment and their vital existence in the eco system. Through their presentation the students depicted the varied flowers, amazing facts about them and the role of the humans in preserving their habitat.

The rendition of the famous poem “**Pushp Ki abhilasha**” had a new and different message for man-kind to let them exist and be appreciated rather than being exploited by humans.



*K.R> Mangalam World School, GK, New Delhi*

The appeal of the students through role enactment to preserve the flora and contribute to the bio diversity was widely appreciated by the audience who pledged their commitment towards ecological conservation.

## Bharathi Science Expo - 2008 at Bharathi Vidyalaya Sr. Sec. School, Perumbakkam, Chennai

The Bharathi Science Expo held on 8th March was a three in one mega event for the 13 year old school celebrating Women's Day, Science Expo and the release of the School Magazine.

Mankind's irresponsible and indiscriminate misuse of Nature has brought us all to the very brink of disaster. We can never over-emphasise the importance of educating our future generations about our Environment. So, Environmental Awareness was the theme for this Expo.

Each class had worked on this theme, at its own level and pace. Also, each child had a project to work on. All aspects of the Environment and related issues were dealt with starting from a child's home itself to the latest Hydrogen fuel powered car. The components of the eco system, atmosphere, plant and animal life, environmental responsibility of every individual and business, global warming, green house effect, pollution, deforestation, conservation of natural resources, the 3Rs, Environmental disasters and eco-friendly technologies were covered.



*Bharati Science Expo - Chennai*



## News from Administration

### हिन्दी कार्यशाला का आयोजन

बोर्ड मुख्यालय में दिनांक 18.2.2008 से 22.02.2008 तक 05 दिवसीय हिंदी कार्यशाला का आयोजन किया गया। कार्यशाला का उद्घाटन श्री अशोक गांगुली, अध्यक्ष सी.बी.एस.ई. ने किया। इस अवसर पर मानव संसाधन विकास मंत्रालय के हिंदी विभाग के श्री डी.पी. बंदुनी परामर्शदाता हिंदी विभाग तथा बोर्ड के हिंदी अधिकारी उपस्थित थे। हिंदी कार्यशाला के उद्घाटन के अवसर पर अध्यक्ष महोदय ने अपने संबोधन में कहा कि हिंदी में कार्य करना सबसे आसान है लेकिन इच्छा शक्ति की कमी के कारण कर्मचारी हिंदी में कार्य करने से डरते हैं क्योंकि उन्हें लगता है वह जो हिंदी लिखते हैं वह सही नहीं हैं। उन्हें हिंदी में काम करने में झिझक महसूस होती है उनकी इसी झिझक को दूर करने के लिए हिंदी कार्यशालाओं का आयोजन किया जाता है। मुझे आशा है कि सभी कर्मचारी इस अवसर का लाभ उठाते हुए हिंदी में कार्य करने की अपनी झिझक को दूर करने का प्रयास करेंगे।



इस कार्यशाला में बोर्ड के 35 कर्मचारियों ने भाग लिया तथा मानव संसाधन विकास मंत्रालय तथा क्षेत्रीय कार्यान्वयन कार्यालय, राजभाषा विभाग के आमंत्रित प्रवक्ताओं ने अलग-अलग विषयों पर अपने व्याख्यान दिए तथा कर्मचारियों की शंकाओं का समाधान किया। इस कार्यशाला के आयोजन से कर्मचारियों को काफी लाभ पहुंचा है।

## PROMOTIONS

### PROMOTIONS within CBSE

The following officers of the Board were promoted in the higher grade and posted to the offices indicated against each:-

#### Promotion to the post of Joint Secretary.

Sh. R. Neelamegam Co-ordination

Sh. M.C. Goyal AIEEE

#### Promotion to the post of Deputy Secretary

Smt. Kamlesh Kumari R.O., Delhi

Sh. H.B. Bhatia R.O., Delhi

#### Promotion to the post of Assistant Secretary

Sh. Shyam Lal R.O., Panchkula

Sh. R.K. Sharma R.O., Allahabad

### NODAL OFFICER

The Regional Officer, Delhi will act as Nodal Officer for redressal of the grievances of the CBSE affiliated schools situated in Gulf Countries for the purpose of examination matters.

### FAREWELL

The following Deputy Secretaries retired from the services of the Board on attaining the age of superannuation:-

Sh. Mittar Pal Singh

Sh. B.C. Ahuja.

## Construction of Regional Office Building at Guwahati

The Board has purchased a piece of land measuring 1080 sq. mtrs. from Govt. of Assam for construction of Regional Office Building. at Guwahati. Vigorous efforts are being made to finalise the construction agency. Construction would be started immediately after approval of the Building Plans.

### Scholarship Wing

The following types of scholarships are granted by CBSE :-

1. CBSE Merit Scholarship Scheme for Single Girl Child for +2
2. CBSE Merit Scholarship Scheme for Under Graduate Studies for Single Girl Child. (\*This scheme has been introduced exclusively for Single Girl Children from the year 2007 in place of the Scheme shown in SI No.3 below)
3. CBSE Merit Scholarship Scheme for Under Graduate Studies
4. CBSE Merit Scholarship Scheme for Professional Studies (Medical and Engineering on the basis of AIPMT and AIEEE examinations conducted by CBSE)
5. Chacha Nehru Sports Scholarship

Salient Features :

#### 1. CBSE Merit Scholarship Scheme for Single Girl Child for +2:-

- Year of Inception: 2006
- Total No. of Scholarship: All Single Girl Children (i.e. the only girl child of the parents and there is no other brother or sister are eligible)
- Value: Rs.500 p.m.
- Duration: Two years subject to renewal on year to year basis
- Eligibility: All single girl students, who have secured 60% and more marks in CBSE Class X examination and are studying Class XI & XII in School (affiliated with CBSE) whose tuition fee is not more than Rs.1000 / - p.m. during class X shall be considered for the purpose. The selection is self selective one on the basis of merit list of Class X examination conducted by the CBSE.
- **Disbursal**

Year	Fresh		Renewal	
	No.	Amount (In Rs.)	No.	Amount (In Rs.)
2006	1478	88,68,000	1243	174,58,000
2007	1001	60,06,000	To be renewed after 31.08.08	

## 2. CBSE Merit Scholarship Scheme for Under Graduate Studies for Single Girl Child:

- Year of Inception: 2007
- Total No. of Scholarship: 550 per annum and 1650 per annum after three years.
- Value: Rs 500 p.m.
- Duration: Three years subject to renewal on year to year basis
- Eligibility: All single girl students, who have secured 60% and more marks in CBSE Class XII examination conducted by the CBSE and Pursuing under Graduate Courses (nonmedical/non engineering) in any Central/State Government University or those recognized by UGC.
- **Disbursal**

Year	Fresh		Renewal	
	No.	Amount (In Rs.)	No.	Amount (In Rs.)
2007	124	7,44,000	To be renewed after 31.08.08	

(\*This is scheme has been introduced exclusively for Single Girl Children from the year 2007 in place of the Scheme shown in Para 3 at Page No.1)

## 3. CBSE Merit Scholarship Scheme for Under Graduate Studies :

- Year of Inception: 2005
- Total No. of Scholarship: 550 per annum and 1650 per annum after three years.
- Value: Rs 500 p.m.
- Duration: Three years subject to renewal on year to year basis.
- Eligibility: The candidates must be pursuing the non-medical/non-engineering course in Central/State Govt. University or those recognized by the UGC.
- The scholarship is awarded to Single Girl Children in the first instance

Year	Fresh		Renewal	
	No.	Amount (In Rs.)	No.	Amount (In Rs.)
2005	390	23,40,000	327	21,12,000
2006	486	29,16,000	344	20,64,000

#### 4. CBSE Merit Scholarship Scheme for Professional Studies (Medical and on the basis of AIPMT and AIEEE examinations conducted by CBSE)

- Year of Inception: 2005
- Total No. of Scholarship: 500 per annum
- Value: Rs 1000 p.m.
- Duration: Four years subject to renewal on year to year basis
- Eligibility: The candidate must be pursuing the professional course in medicine/engineering in institute participating in AIPMT / AIEEE on Central Govt. controlled/aided institution. Basis of selection is self selective as per merit list of AIEEE and AIPMT conducted by the CBSE.
- Scholarship will be first available to all single girl children whose names appear in the merit list.
- **Disbursal**

Year	Fresh		Renewal		Renewal	
	No.	Amount (In Rs.)	No.	Amount (In Rs.)	No.	Amount (In Rs.)
2005	454	54,48,000	441	52,92,000	383	45,96,000
2006	499	59,88,000	474	56,88,000	To be renewed after 31.08.08	
2007	421	50,52,000	To be renewed after 31.08.08			

#### 5. Chacha Nehru Sports Scholarship

- Year of inception : 2005
- Total No. of Scholarship: 50  
(Proposal under consideration to increase the number of scholarship from 50 to 150)
- Value: Rs.500 / - per month
- Eligibility: The Sports talent identified at the CBSE National Level Competitions.
- Disbursal

Year	Fresh	
	No.	Amount
2005	31	1,86,000
2006	39	2,34,000



## 6. Method of disbursal :

In the year 2005, a Memorandum of Understanding was entered into with ICICI Bank for disbursal of the Scholarship to the students through electronic transfer and debit cards in respect of scholarship scheme except Sl.No.5 mentioned earlier. However, the scholarships were disbursed mainly through electronic transfer in respect of the account holding students and by demand drafts for others. The card system could not materialize.

Presently, the services of ICICI Bank was continued for the disbursal of renewed scholarships in respect of all the candidates who were sanctioned the scholarship in the year 2005.

The services of Syndicate Bank, the bankers of the Board are being utilized for disbursal of scholarship by demand drafts as the Board experienced difficulties in sending the scholarship through ICICI Bank for non account holding students of ICICI Bank and also in the rural areas. As the Syndicate Bank are the main bankers of the Board, the account reconciliation has also been found easy.

The Board are having discussion with the ICICI Bank and other Nationalized Banks for disbursal of scholarship through e-payment system for speedy disbursal.



*Adolescent Education Program, Panchkula Region*



*Teachers participating in Nodal teachers training program under AEP at Vidya Devi Jindal School, Hisar*

## CBSE CIRCULARS

### CENTRAL BOARD OF SECONDARY EDUCATION

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

**F-1-8/TRG(NUEPA)/CBSE/2008**

**Circular No. 02/08**

**Date: 01.01.2008**

All Heads of Independent Schools  
Affiliated to the CBSE

**Sub: Fifth Training Programme for Principal, at NUEPA, New Delhi. (11.02.2008 to 15.02.2008)**

Dear Principal,

The CBSE has been organizing training programmes for Principals in “Leadership in Educational Administration” in collaboration with the National University of Educational Planning and Administration (NUEPA), New Delhi. The fifth such programme is scheduled to take place for independent (Private schools) from 11.02.2008 to 15.02.2008 (5 days). at NUEPA campus, New Delhi. The five days programme will have the following objectives:-

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

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

The principals interested in participating in the above mentioned Training Programme may fill the attached registration form. The last date of registration is 15th January, 2008. The registration form should not be accompanied by demand draft for the fee. The details of the mode of payment of fee, reporting time etc. will be conveyed to the selected participants.

Yours sincerely,

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

**Copy to:**

1. All HODs and other Officers of CBSE.
2. E.O. to Chairman, CBSE.
3. All the Regional Officers of the CBSE.
4. All the Education Officers of the CBSE.
5. Joint Secretary (IT), CBSE with a request to put the circular on the Website.
6. Education Officer (Humanities & Languages), CBSE with a request to get the Circular printed in the forthcoming issue of CENBOSEC.

**Training Programme for Principal at NUEPA, New Delhi  
(11.02.2008 to 15.02.2008)**

**Registration Form**

- Name of the Principal
- Name and address of the school  
With Pin Code
- Status of the School Secondary/Senior Secondary
- Phone No (s) with STD Code Office:  
Residence:  
Mobile:
- E-mail Address:
- Whether the principal has attended  
Training Programme conducted by  
CBSE at IIM, Ahmedabad or IIM Lucknow  
NUEPA, New Delhi.

Place:

Date:

**Signature**

Please note that the Demand Draft for course fee **should NOT be** sent with the registration form. Please mail the registration form on or before **15th January, 2008**.

The Asstt. Education Officer (Edusat & Voc.)  
Central Board of Secondary Education,  
"Shiksha Kendra", 2, Community Centre,  
Preet Vihar, Delhi-110092  
Ph. No. 011-22444845 (O)  
Fax No: 011-22515826  
E-mail ID: cbseedusat12@rediffmail.com

**CENTRAL BOARD OF SECONDARY EDUCATION**  
DELHI

**CBSE/EO/ACAD/NEPALI/2008**

**January 30,  
2008  
Circular No. 04**

**Sub: Change of Syllabus in Nepali Language for classes IX, X (Code – 024) and for Classes XI & XII (Code-124) from academic session 2008-09**

Dear Principal,

In consonance with the changes made in the Nepali language syllabus for IX, X & XI & XII by the Directorate of Education, Govt. of Sikkim, CBSE also has revised its syllabus for these classes which has been incorporated in its Curriculum for 2010 – Volume II.

Further, it is informed that in respect of Classes X & XII for academic session 2008-09 & appearing for AISSE & AISSCE 2009 Exams, the New Syllabus will be applicable. (Classes X & XII Syllabus enclosed). Hence the old textbooks stand de-prescribed and only the new text books given below will be implemented for 2009 Examination for these Classes.

**Class X**

1. Sahitya Sudha published by Janapakchha Prakashan, Gangtok, Sikkim.
2. Kathabimba published by Directorate of Education, Govt. of Sikkim

**Class XII**

1. **Katha Sangraha** published by Janapakchha Prakashan, Gangtok, Sikkim
2. **Nibanda Sangraha** published by Janapakchha Prakashan, Gangtok, Sikkim
3. **Upnyash: Daak Bangla** by Shiva Kumar Rai

The Principal may communicate the same to the teachers concerned and seek compliance.

It may be widely circulated amongst the students.

Yours faithfully

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

Encl : Syllabus for Classes X & XII

**Nepali Syllabus**

**CLASS X**

**Time : 3 Hours**

**Maximum Marks : 100**

1. Vyakaran : Marks:20
- (i) Vividh sabodha : Bhinnarthak sabdha, Paryayvachi sabdha, Saar sabda, viparitarthak sabda, anekarthak sabda.
- (ii) Vakya-vivechana: vakya paribartan, vakya nirmanka vivinna vidha, Vakya rupantar, ukti paribartan ra kehi suddha-asuddha vakya.
- (iii) Vaagdhara Ukhaan ra Tukka.
- (iv) Kaarak ra vibhakti.
- (v) Samasa.  
(Suggested Book: Saral Nepali Vyakaran by Rajnarayan Pradhan & Jagat Chhetri)
2. Adrista wa apathit gadyansh ya padyansh padera sodhiyeka prasnaka uttar lekhney. - 10 marks
3. Rachana: Nibandha Lekhan, Bhawarth, Bhawavistar aadi. (Vishayabasut: Vivaranaatmark vishaya jastai: Paryavaran, Samajik ghatana, khel-kud, vatawaran ra anya saandarbhik vishaya jastai, ekta, naitikta aadi. - 10 marks
4. i. Patra Lekhan: Gharelu vishayaharu mathi, sathilai wa sathiharubata patra vyawahar.  
ii. Chhutika nimti, shulk mafika nimti tatha aarthik sahayog ka nimti aavedan patra, saathlai vyaktigat patra, Nimantrana patra wa ananya sahayog sambandhi aavedan patraharu. - 10 marks
5. Prose: - 20 marks  
Suggested Book: 'Sahitya Sudha'-Published by Janapakchha Prakashan, Gangtok-Sikkim)  
Chapters to be taught:-
- |                                    |                              |
|------------------------------------|------------------------------|
| • Dhanmati ko Cinema Sapana        | Rupnarayan Sinha             |
| • Raatbhari huri chalyo            | Indra Bahadur Rai            |
| • Paralko Aago                     | Guru Prasad Mainali          |
| • Sojha                            | Hridayachandra Singh Pradhan |
| • Bhanubhaktiya Ramayanma Maulikta | Dr. Jagat Chhetri            |
| • Chisco Chiya                     | I. K. Singh                  |
6. Poetry: 15 Marks  
Suggested Book: 'Sahitya Sudha'-Published by Janapakchha Prakashan, Gangtok-Sikkim)  
Poems to be taught:-
- |                         |                  |
|-------------------------|------------------|
| • Gaunthaliko Chiribiri | Lekhnath Poudyal |
|-------------------------|------------------|



- Ek viyogi pitapradi Laxmi Prasad Deokota
- Ish Padchhu Tero Kavita Dr. Rajendra Bhandari
- Mrityu kamana kehi mera Agamsingh Giri
- Akashko tara ke tara Haribhakta katuwal
- Siundobhariko rato sindoor huneychha Jeewan Theengh
- Aama Tulshiram Sharma 'Kashyap'

7. Rapid Reader: - 15 Marks

Reference Book: Katha Vimba, published by Directorate of Education Gangtok, Sikkim

- Aytey Pilot Indra Sundas
- Paribandha Pushkar Samser
- Totalako Phul Matilda Rai
- Antim Paat O. Henry

**Nepali Syllabus**

**CLASS X**

**Time : 3 Hours**

**Maximum Marks : 100**

A. Vyakaran: (Suggested Chapters)

15 Marks

(i) Chhanda: Anustup, Totak, Indrabajraa, Shikharini, Basantatilaka, Sardulvikridit

(ii) Alankar: Anupras, Upama, Rupak, Slesh, Vakrokti, Utpreksha.

Reference Book: Madhyamik Nepali Vyakaran ra rachana.

B. Adrista wa apathit gadyansh ya padyansh padera sodhiyeka prasnaka uttar lekhney.

10 Marks

C. Rachana:

15 Marks

(i) Patra rachana: Vyaktigat, Vyaparik, Daftri & Smarak patra.

(ii) Nibandha rachana: Aatmaparak, vicharatmak.

Reference Book: Madhyamik Nepali Vyakaran ra rachana.

D. Gadhya : (Story)

20 Marks

(i) Machhako mol

Shiva Kumar Rai

(ii) Pipako Hawaldar

Matrika Prasad Koirala

(ii) Rupko Mulya

Balkrishan Sam

(iv) Chaprasi

Achha Rai 'Rasik'

Reference book: Katha Sangrasha, published by Janapakchha Prakashan, Gangtok, Sikkim.

E. Nibandha:

10 marks

(i) Abhagi Jiniyas: Deokota

RajNarayan Prachan

(ii) Namastey

Taranath Sharma

(iii) Pyaro sapana

Ram Krishan Sharma

Reference book: Nibanda Sangraha, published by Janapakchha Prakashan.

F. Padhya: Ritu Vichar Khanda Kavya by Lekhnath Poudyal

10 Marks

G. Natak:

10 Marks

(Suggested chapters)

(i) Natak: Saadharan parichaya

(ii) Nepali Natakko Vikash katha

(iii) Ekanki: Boksi – by Balkrishan Sam.

H. Upanyash: Daak Bangla: by Shiva Kumar Rai.

10 Marks

**CENTRAL BOARD OF SECONDARY EDUCATION**  
DELHI

**CBSE/EO/ACAD/TIBETAN/2008**

**January 30, 2008**  
**Circular No. 05**

**Sub: Change of Syllabus in Tibetan Language for classes IX, X (Code-017) and for Classes XI & XII (Code – 117) from academic session 2008-09.**

Dear Principal,

In the process of updating the syllabi for its curriculum document 2010 Vol. II the Board has revised the Tibetan language syllabus for IX, X & XI, XII.

It has also been decided to implement the new syllabus for Classes X & XII from the academic session 2008-09 itself for those students who are appearing in the Board examination AISSE & AISSCE in 2009. (Classes X & XII Syllabus enclosed). It may be noted that certain changes have also been made in the text books prescribed for this purpose.

The Principals are requested to communicate the same to the teachers concerned and seek compliance.

It may be widely circulated amongst the students.

Yours faithfully

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

Encl : Syllabus for Classes X & XII

TIBETAN (Code No. 017)

**CLASS IX**

**One Paper**

**3 Hours**

**Marks : 100**

**Section A**  
**periods**

**Marks 60**

**Suggested**

**1. Applied Grammar:**

**20**

**30**

- (i) Pronunciation of letter and their phonetic change in words
- (ii) Formation & Morphology of words
- (iii) Parts of speech and their change with particles including preposition and post particles
- (iv) Construction of simple sentence

**Suggested References:**

- i) Third Chapter of "Dag yig ngag sgron and sgra gcig don mang la 'juj pa" Publish by Tibetan Cultural Printing Press Office, Dharamsala.

**Section B**

Comprehension of an unseen prose passage based on some      10      25  
Descriptive topic e.g. Game, Social events, and Family Environment  
OR  
Translation of an unseen passage from English into Tibetan

**Section C**

**Composition & Writing:**

**10**

**15**

- a) Letter Writing:
  - i) To and from friends and relatives on domestic topics
  - ii) Application for leave, fee concession and aid for poor fund etc.

**Suggested References:**

- i) Yig-bskur-Namshag, Tibetan Cultural Printing Press Office, Dharamsala.
- b) Essay Writing      10      15

**Section D**

**Literature**

**Prose**

**20**

**35**

Nang pa'i chos kyi gnas tshul sa bcad pages 365 to 393 from My land and My People Las  
'bras kyi skor from Reader 7, 1966 pages 44 to 66  
Tibetan Cultural Printing Press, Dharamsala- H.P



**Poetry** **15** **35**

- (i) Amplification, elucidation or substance writing of passage in Tibetan
- (ii) Comprehension and appreciation question from given text passage.

Book Prescribed:

- 1 First Chapter of Sa skya Legs bshad with its commentary by Khenpo Sangye Tenzin
- 2 lugs zung bslab bya mu thi la'i phreng ba, Published by the Tibetan Cultural printing Press, Dharamsala, H.P

**Rapid Reading** **15** **25**

My land and My People by H.H. the Dalai Lama  
Introduction and Chapter 1 (Pages 1 to 31)

**TIBETAN**

**CLASS X**

**One Paper** **3 Hours** **Marks : 100**

**Section A** **Marks 60** **Suggested periods**

**1. Applied Grammar:** **20** **40**

- (i) Phrase, Idioms and Proverbs
- (ii) Transformation of sentence simple, complex and compound.
- (iii) Compound words in Tibetan

**Suggested References:**

Sum cu pa from "Si tu'i Zhal lung" Published by Tibetan Cultural Printing Press, Dharamsala, H.P

2 Comprehension of an unseen Tibetan Passage based on some descriptive topic e.g. Social festivals, scenes and memorable events in student life in Tibetan **10** **20**

OR

Translation of an unseen passage in English based on Descriptive topics e.g. social festival into Tibetan Social festival, scenes and memorable events in student's life in Tibetan

**3 Composition & Writing:** **10** **20**

- a) Essay and Letter Writing:
  - i) To strangers (Placing orders, replies enquiries on questions)
  - ii) Application for job

- (iii) Letters to editors  
(iv) Complaints, apologies, requests, etc.
- b) Essay writing on descriptive topic e.g. festivals, journey scenes, adventure and memorable events in student's life 10                      20

**Suggested References:**

- i) Yig-bskur-Namshag, Tibetan Cultural Printing Press Office, Dharamsala.

**Section B**

**Marks 50**

**Literature**

**Prose** **25**                      **50**

“Bshes pa'i spring yig gi rnam bshad 'phags pa'i dgongs pa kun gsal” ( 1 to 88 pages ) Publish by Tibetan Cultural, Printing Press, Dharamsala- H.P

**Poetry** **15**                      **35**

- (i) Amplification, elucidation or substance writing of passage in Tibetan  
(ii) Comprehension and appreciation question from given text passage.

**Books Prescribed:**

Second Chapter of Sa skya Legs bshad with its commentary by Khenpo Sangye Tenzin

**Rapid Reading** **10**                      **25**

“My land and My People” by H.H. the Dalai Lama Chapter 2 and 3 (Pages 64 to 101)

**TIBETAN (Code No. 117)  
CLASS XI**

**One Paper** **3 Hours**                      **Marks: 100**

**Section A** **20 marks**

**1. Applied Grammar:**

Use of Parts of Speech in sentence, case endings and configuration of verbs with their forms used in various kinds of sentences.

**Suggested References:**

“Brjod pa la dpyod pa” ( 33 to 58 pages) and “Bya tshig la dpyod pa” (109 to 141 pages) from “Bod kyi sgra rig pai gnas la dpyod pa gsal bai me long” by Thupten Chhogdup, Published by Tibetan Library, Dharamsala, H.P

**Section B**

**Reading an unseen passages or poem** **10 marks**

- a) One literary or discursive passage of about 200-300 words or a poem of about 8 lines.

**Section C**

**Composition & Writing:**

**10 marks**

**a) Essay and Letter Writing:**

- i) Application for leave, jobs, fee concession, and aid for poor funds.
- ii) Topics related to personal experience, festivals.

**Suggested References:**

- i) Yig-bskur-Namshag, Tibetan Cultural Printing Press Office, Dharamsala.

**Section D**

**Literature**

**Prose**

**20 marks**

“Legs bshad blogsar mig ‘byed” (Chapter 1, 4, 8, 9, 10 and 11) Published by the Tibetan Cultural, Printing Press, Dharamsala- H.P

**Poetry**

**15 marks**

“Snyan-ngag-me-long” (Chapter II, First Two Alankaras) Published by the Tibetan Cultural printing Press, Dharamsala, H.P

**Drama**

**15 marks**

“Gtam padmai tshal gyi zlos gar” by- Za Paltul Rinpoche, Published by the Tibetan Cultural Printing Press, Dharamsala, H.P

**Rapid Reading**

**10 marks**

“My land and My People” by H.H. the Dalai Lama (Chapter 4 and 5)

**TIBETAN (Code No. 177)  
CLASS-XII**

**One Paper**

**3 Hours**

**Marks 100**

**Section A**

**1. Applied Grammar:**

**20 marks**

**Suggested References:**

Rtags ‘jug from “Si tu’i Zhal lung,” Published by Tibetan Culture Printing Press, Dharamsala, H.P

**Section B**

**Reading an unseen passages or poem**

**10 marks**

- a) One literary or discursive passage of about - 250-300 words or a poem of about 8 lines.

### **Section C**

#### **Composition and Writing**

**15 marks**

#### **Essay and Letter Writing**

- i) Essay: Topic related to personal experiences, reflective matters like patriotism and democracy etc.
- ii) Letter Writing: Topic relating to Professional, Occupational, Official and Social interest.

### **Section D**

#### **Literature**

##### **Prose**

**15 marks**

##### **Prescribed Book:**

“Bod du rig gnas dar tshul mdor bsdus bshad pa” by Muge Samten, Published by the Tibetan Cultural printing Press, Dharamsala, H.P

##### **Poetry**

**15 marks**

##### **Prescribed Book:**

“Snyan-ngag-me-long” (Chapeter II, Third Alankara) Published by the Tibetan Cultural printing Press, Dharamsala, H.P Published by the Tibetan Cultural printing Press, Dharamsala, H.P

##### **Drama**

**15 marks**

##### **Prescribed Book:**

“Ri dvags kyi gtam gyi nges ‘byung gi pho nya” by- Longchen Ramjampa , Published by the Tibetan Cultural Printing Press, Dharamsala, H.P

##### **Rapid Reading**

**10 marks**

“Sing ga la yi lo rgyus” by Gendun Chopel, Published by the Tibetan Cultural Printing Press, Dharamsala, H.P



## CENTRAL BOARD OF SECONDARY EDUCATION

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

CBSE/D(A)/2008/

14.2 .2008  
Circular No. 06/08

All Heads of Institutions  
Affiliated to the Board

**Subject : Modification in external Science practical examination syllabus for class X from March 2009 Examination**

Sir/Madam,

As a part of its ongoing exercise in improving the curricular transactions in schools, the Board had earlier decided to restructure the science syllabus at secondary stage from the academic session 2005-06 in class IX and in the subsequent year in class X. All affiliated schools were informed about these changes through Circular No. 19 dated 25th March, 2005. The salient features of the scheme included :

- One Theory paper of weightage 60 marks with duration of 2 ½ hours.
- A year-end school based practical examination for 20 marks.
- A separate paper on practical skill based multiple choice questions of weightage 20 marks and duration of 1 ½ hours.

Thus a relative weightage of 60 marks and 40 marks was assigned to theory and practical work in the subject in the restructured syllabus. Class X March 2007 examination of the Board was conducted on the basis of above scheme. Another Circular No. 15 dated 21st June, 06 was also sent to all the schools with the objective of re-emphasizing the central place of practical work in science curriculum and the detailed procedure to be followed for ensuring greater objectivity in the assessment of practical work.

Taking into consideration the current situation of practical work in schools at secondary stage and suggestions received from the system, it has now been decided by the Board that the practical skill-based multiple-choice question type question paper for class X examination will also include the list of class IX experiments in the syllabus for this paper. This will not only strengthen the acquisition of practical skills by the learners but also enable them understand the related theoretical concepts included in the syllabus to a greater depth. The new scheme of the practical syllabus and assessment in practical work has the following salient features:

- The practical – skill based multiple choice question paper for Board’s class X examination will be based on list of experiments included in class X as well as class IX syllabus.

- ii) The Multiple choice Question paper will continue to have a weightage of 20 marks and time allocation of 1 ½ hours.
- iii) Equal weightage in terms of marks (10+10) will be assigned to questions based on class IX experiments and class X experiments.
- iv) The theory paper and school-based practical examination in class X will include class X syllabus only as per the present practice and will continue to have a weightage of 60 marks and 20 marks respectively with same time allocation.
- v) There will be no change in the assessment scheme in the subject for class IX.

The scheme will come into effect from March 2009 examination onward for class X. The schools need to understand and appreciate the Board's initiatives to pay more attention and focus to practical work. This calls for concerted efforts and constant monitoring. The above information may be brought to the notice of all concerned and desired attention may be given to practical work in the ongoing session for class IX.

Education Officer(Science) CBSE may be contacted at [eoscience@hotmail.com](mailto:eoscience@hotmail.com) for any clarification or suggestion in this matter.

Yours faithfully,

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

C.C. :- With a request to Heads of Organisations to disseminate to all schools under your respective 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, Sector 9, 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 of the Academic Branch, CBSE.
11. The Library and Information Officer, CBSE
12. EO to Chairman, CBSE
13. PA to CE, CBSE
14. PA to Secretary, CBSE
15. PA to HOD (AIEE)
16. PA to HOD (Edusat)

**DIRECTOR (ACAD.)**

**CENTRAL BOARD OF SECONDARY EDUCATION**

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

**No.AEO-FMM/CBSE/2008**

**February 20,  
2008 Circular No. 07/08**

To  
The Principal

**Subject: Financial Market Management –Implementation guidelines.**

Dear Principal,

The Central Board of Secondary Education (CBSE) is pleased to inform you that on the basis of the your application for introducing Financial Market Management (FMM), a new vocational course, from the academic session 2008-09, your school has been short listed for starting this skill oriented programme. You are therefore requested to send a bank draft of Rs.3000/- in favour of the Secretary, CBSE, Delhi as affiliation fee for three vocational subjects along with an undertaking declaring that your school agree to provide all the facilities required for this course.

**Subjects of Study**

The FMM consists of three compulsory Professional subjects each in classes XI & XII in addition to two academic electives one of which must be a language. Though not compulsory, the students offering this package may be advised to offer Functional English for language-1. For the second elective there are 3 optional academic subjects. The students may further opt for an additional sixth subject which can either be a language or an academic or a professional subject at the elective level, in order to ensure vertical mobility for pursuing higher studies, if necessary. The subjects under FMM course are given below:-

**Compulsory Vocational Subjects -Class XI**

1. Accounting for Business-I
2. Introduction to Financial Markets-I
3. Computer Applications in Financial Markets

*Optional – Mutual Fund OR Any one from existing academic subjects*

**Compulsory Vocational Subjects – Class XII**

1. Accounting for Business-II
2. Introduction to Financial Markets-II
3. Business Process Outsourcing Skills

*Optional – Commodity Market OR Any one from existing academic subjects*



## EXAMINATION AND EVALUATION

### Class XI

The practical examinations in all the papers will be conducted by the schools on an internal basis as is the practice in other subjects; however Board will provide the Question Papers and date sheet for final theory examinations in three vocational papers to be held in March 2009. These papers will also be evaluated internally by the schools.

### Class XII

The theory and practical examinations in all the papers will be conducted by the CBSE on an external basis as is the practice in other subjects with the help of NSE and experts from the industry.

### CBSE-NSE-JOINT CERTIFICATION

NSE is a leading Stock Exchange in India and one of the largest in the world. For the purpose of CBSE-NSE joint certification, the students will be required to pass 3 modules of NSE called NCFM (NSE's Certification in Financial Markets) as given below:

1.	Financial Markets: A Beginners' Module	To be passed during summer vacation between XI and XII Class. OR latest before the commencement of the Board examination in March.
2.	Capital Market (Dealers) Module	To be passed in class XII between 15th December to 28th February, before the commencement of Board examination in March.
3.	Derivatives Market (Dealers) Module	

NCFM is a professionally accepted certificate in the finance market industry. Joint certification with NSE will add credibility to employability of CBSE students. NCFM-examination is an online computer based testing system that tests the practical knowledge and skills required to operate in the financial markets. It is a fully automated system with testing, assessing, scores reporting and invigilation in a secure and unbiased manner.

The NCFM module viz. Financial Markets: A Beginners' Module is to be passed during the summer vacation between XI and XII. The students will get one more additional chance to pass this module without any additional fee before the commencement of the Board examination and therefore it will not affect the class XI result.

### Equipment Required

The school should have sufficient computers with internet facility to introduce this new course. The software for the professional subjects for stock market trading, accounting etc will also have to be procured by the schools.

**Faculty and Qualification**

The qualification as required for the teaching staff is given below.

**1. QUALIFICATION – Full Time Teachers****a) Essential**

An M.Com./ MBA/ MA (Economics)/ Master of Financial Control/ Master of Financial Services or equivalent for Accounting for Business.

OR

A Bachelors degree from a recognized University/Institute with NSE's Certification in Financial Markets (NCFM) having passed 3 modules with minimum 60% in

1. Financial Markets (Beginners' Module)
2. Capital Market (Dealers) Module
3. Derivative Market (Dealers) Module.

OR

A Bachelors degree in Computer Science/Application from recognized University/Institute with Minimum two years experience of working in all the modules of MS-Office (Word, Excel, PowerPoint, Outlook)

**b) Desirable**

- i A Bachelor Degree in Education or a teaching degree from a recognized University/ Institution
- ii Having experience in Accounting Software.

**2. Part Time Teachers**

Practical trainers duly trained by organizations dealing in financial markets. The trainers should have passed the relevant modules of NSE.

OR

Practical Trainers should be from stock exchanges or stock broking companies/financial institutions or BPO Industry with minimum of 2 years of experience in the field.

**Training of Teachers**

As this is a new course, the CBSE will arrange to provide training to Master Trainers through experts from industry on payment. Two teachers for theory may be got trained by each of the schools opting for the FMM. The training required for two papers of class XI viz. Accounting for

Business-I and Introduction to Financial Markets-I will be held at Delhi in a phased manner. The schools are required to have two teachers trained for the purpose. The details of the training programme will be intimated at a later date.

The Bank Draft for affiliation fee may be sent at the following address:

ASSISTANT EDUCATION OFFICER (VOC & EDUSAT)  
CENTRAL BOARD OF SECONDARY EDUCATION,  
SHIKSHA KENDRA, 2, COMMUNITY CENTRE,  
NEW DELHI-110 092.  
PH. – 011-22444845.

In case of any doubt please feel free to contact the undersigned for successful implementation of FMM.

Yours sincerely,

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

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-110016.
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. Ita nagar-70111, Arunachal Pradesh.
9. The Director of Public Instruction, Chandigarh Administration, Sector-9, Chandigarh-160017.
10. All the HODs and other officers of CBSE, Delhi.
11. E.O. to Chairman, CBSE, DELHI
12. All the Regional Officers of the CBSE, DELHI
13. All the Education Officers of the CBSE, DELHI.
14. Joint Secretary (IT), CBSE with a request to put the circular on the Website.
15. Education Officer (Humanities & Languages), CBSE with a request to get the circular printed in the forthcoming issue of CENBOSEC.

**CENTRAL BOARD OF SECONDARY EDUCATION**

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

**No. HOD (EDUSAT)/08**

**March 10, 2008**

**Circular No. 08**

All Heads of Institutions  
Affiliated to the CBSE

**Subject: Counselling in Schools**

Dear Principal,

CBSE has been sending guidelines to its affiliated schools periodically about providing counselling services to students. Circular No. 8 dated 10th July, 2002 highlighted this need by observing that ‘exercises in building self-concept, self-image, acceptability, ability to withstand pressures, sense of enterprises, sportsmanship etc. have to be part of the learning process’ and schools were instructed to provide planned and effective counselling to achieve the above. The Board has also advised all the senior secondary schools to appoint a person on full time basis for performing the duties of a counsellor. It was also expected that secondary school would also follow the above directions if the resources permit.

A committee, popularly known as Raghavan Committee, constituted by the Supreme Court of India to make suggestions for prevention of ragging in educational institutions has also made a strong case for regular and periodic psychological counselling sessions for every student in the school. Though ragging is not prevalent at school level, it is necessary for schools to sensitize students about human rights, democratic values and respect for privacy and dignity of others. The right attitude is formed only at the formative period of schooling. Schools are advised to create a conducive climate that is free from fear, anxiety and stress so that children learn joyfully and learn to work together harmoniously. The following points are reiterated in this regard with an instruction to schools to implement an effective programme of counselling for students:

- At secondary and senior secondary stages at least twenty sessions of psychological counselling must be provided to every student in an academic session. Parents and teachers may also be involved in such sessions.
- Corporal punishment should be totally banned in schools (please refer to CBSE circular dated 20th July, 2002).
- Awareness about human rights, respect for diversity and equality may be discreetly grafted into the lessons and exercises right from the primary classes. Education in Life Skills can be given greater thrust in classes VI-VIII to inculcate the desirable value system.
- Mentioning the status of the student in terms of his/her behaviour pattern in the school leaving and character certificates is mandatory.

Your cooperation in the matter will go a long way in creating a conducive ambience in schools for the holistic and healthy development of children.

Yours faithfully

**(SHASHI BHUSHAN)**

HOD (EDUSAT & VOCATIONAL EDUCATION)

Copy to:

1. Shri K Satish Nambudripad, Director(ADMN.) MHRD, Department of Higher Education, Shashtri Bhawan, New Delhi -110001, with a reference to his letter No D No 9-98/2006-U.5 dated 23rd July, 2007
2. The Director of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054.
3. The Commissioner, Kendriya Vidyalaya Sangathan, 18, Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110016.
4. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi-110048.
5. The Director, Central Tibetan School Administration, ESS Plaza, Sector-3, Rohini, Delhi-85
6. The Additional Director, General Director General of Army Education, A-Wing, Sena Bhawan, DHQ-PO, New Delhi.
7. The Secretary & Director Education, Govt. of Sikkim, Gangtok(Sikkim)-737101.
8. The Director of Education, Andaman and Nicobar Islands, Port Blair-744101.
9. The Director of School Education, Govt. of Aurnachal Pradesh, Civil Sectt. Ita nagar-70111, Arunachal Pradesh.
10. The Director of Public Instruction, Chandigarh Administration, Sector-9, Chandigarh-160017.
11. All the HODs and other officers of CBSE, Delhi.
12. E.O. to Chairman, CBSE, DELHI
13. All the Regional Officers of the CBSE, with a request to distribute it to all the schools under their region
14. All the Education Officers of the CBSE, DELHI.
15. Joint Secretary (IT), CBSE with a request to put the circular on the Website.
16. Education Officer (O L), CBSE with a request to get the circular printed in the forthcoming issue of CENBOSEC.

**HOD (EDUSAT)**



## CENTRAL BOARD OF SECONDARY EDUCATION

DELHI

EO(L&T)/ACAD/HQ-08/2008/

March 10, 2008

Circular No. 09/08

The Heads of all the Schools  
Affiliated to the CBSE

**Subject: Heritage India Quiz – 2008-09**

Dear Principal,

As you are aware, the CBSE Heritage India Quiz launched in the year 2001 has been generating tremendous interest and enthusiasm among the student community. The number of students participating has grown in great strength over the years. It is needless to say that it has been the unstinted support and cooperation from schools that had enabled such good response. The same trend needs to be continued and the schools are expected to participate in good numbers for the Heritage India Quiz in the academic session 2008-09.

The CBSE Heritage India Quiz is one of the enrichment programmes promoted by the Board with an objective of inculcating interest among the students on the rich heritage and diversity of our country. It endeavors to promote the student's desire to learn and appreciate the country's history, its geography, its constitution, the language and literature and other finer aspects such as their lifestyle, traditions, customs etc associated with the people of the different regions.

As in the previous years, the first edition of the CBSE Heritage India Quiz will start from August 2008. Teams will be identified on the basis of their performance in the first round of written preliminary quiz to be conducted in August, 2008. Each school will be represented by three students forming the 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 2008. 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 gifts besides certificates instituted for the winners. This information must be disseminated to the students and wide publicity may also be given.

The registration of your school for the competition should be completed by 15th May 2008. You may fill up the enclosed proforma for the same and forward to Mrs. Uma Sivaraman, Education Officer (L&T), Central Board of Secondary Education, "Shiksha Kendra", 2, Community Centre, Preet Vihar, Delhi – 110 092 along with the registration fee of Rs. 500/- through a DD in favour of Secretary, CBSE, Delhi. Second class reserved rail fare for three students and one school escort will be reimbursed to those who will be participating in the National Round.

An early action from your side will help us formalize the quiz design and mail it to you in time.

Yours sincerely,

**(CHITRALEKHA GURUMURTHY)**  
DIRECTOR (ACADEMIC)

## CBSE- HERITAGE INDIA QUIZ 2008-09

### Registration Form

We wish to register our School team for the CBSE-Heritage India Quiz 2008. Particulars are given below. (Please type or write in bold)

1. Name of the School
2. CBSE Affiliation No.
3. Complete Postal address of school (with pin code)
4. School Phone No. (with STD/ISD Code)
5. Name of Principal
6. Principal's Residential Address (with pin code)
7. Principal's Residential Phone No. (with STD/ISD code no.)
8. School E-mail address
9. School fax No.
10. Bank Draft Details (to be drawn in favour of Secretary, CBSE, DELHI)

Bank Name \_\_\_\_\_

**Registration Fee of Rs. 500/-**, Payable at Delhi.

Date \_\_\_\_\_ Draft No.

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

11. Signature of Principal \_\_\_\_\_  
(with school seal and date)

Mail to:

Education Officer (L&T)

Central Board of Secondary Education, "Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi 110092. Phone: 011-22443852

**To reach by 15th May, 2008 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 15th May, 2008

**CENTRAL BOARD OF SECONDARY EDUCATION**

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

**CBSE/EO(Sc)/Sc.Ex./2008****7.3 .2008****Circular No. 10/08**

All Heads of Institutions  
Affiliated to the Board

**Subject : CBSE Science Exhibition 2008**

Dear Principal,

You are aware that the foundations of scientific mind and thought are laid during the formative years of school education. Children are known to be naturally curious to know and learn and they construct new knowledge on the basis of variety of active learning experiences provided to them. With the objective of providing such experiences and in order to promote creativity and innovativeness in learners, the Board has been organizing regional level and national level science exhibitions since 2005. The response has been both encouraging and enthusiastic.

The Board has now decided to announce the conduct of this event for the year 2008-09. The events are likely to be organized in the months of July/ August at Regional level and September/October at the National level.

The main theme and sub-themes for this year's exhibition are :-

**Main Theme : Science and Technology and Planet Earth****Sub-Theme:**

- **Water Management**
- **Agriculture and Food**
- **Energy Resources**
- **Disaster Management**
- **Mathematical Modelling**
- **Educational Technology**

The following aspects may be kept in mind for participation in the proposed exhibition:

- a) Every participating school will prepare a maximum of **two exhibits/ projects/** models.
- b) The school team may be represented by a maximum of **three students** and one escort teacher. The participating students may be studying in any one of the classes from IX to XII.
- c) **Every school/ team will have to bear all expenses related to participation in the event.**
- d) The exhibit/ project may be either
  - i) A working model
  - ii) Investigation-based study/ project

- e) The exhibit/model/project may include
- A working model to demonstrate a concept, principle or a process.
  - Indigenous design of a machine/ device.
  - Innovative/ inexpensive design or technique.
  - Application of basic principles of science/ technology.
  - Scheme/ design of the device/ technique to reduce the production cost.
  - Investigatory study.
- f) The request for participation alongwith the enclosed registration form and fee is to be sent **directly to the respective regional officer. In no case it is to be sent to Headquarters, Delhi.**
- g) Every participating school will pay a participation fee of Rs. 400/-. Payment should be made in the form of a **demand draft in favour of Regional Officer, CBSE payable at respective regional office.**
- h) The last date for registration for participation in the event is **May 15, 2008.**
- i) The first stage of the exhibition will be held at two different centres in every region at identified venues. However, if the number of participating schools from a particular state is large, the number of venues may be increased further and the exhibition can also be held at the additional venue in that state.
- j) The selected best 15 exhibits/ schools at every regional level venue will be eligible to participate in the National level Exhibition.
- k) The main criteria for judging the exhibits will be
- |   |     |
|---|-----|
| • Students' own creativity and imagination          | 20% |
| • Originality and innovation in the exhibit/ model  | 15% |
| • Scientific thought/ principle/ approach           | 15% |
| • Technical skill/ workmanship/ craftsmanship       | 15% |
| • Utility/ educational value for layman, children   | 15% |
| • Economic aspect, portability, durability          | 10% |
| • Presentations like demonstrations and explanation | 10% |
- l) The actual dates for the regional level competition will be informed individually to all the participating schools as well as through **CBSE website [www.cbse.nic.in](http://www.cbse.nic.in)**
- m) A brief write-up about the Main theme and sub-theme is enclosed for reference. The participating school may prepare the exhibit/ project on any one of the sub-themes satisfying one or more of the stated parameters.
- n) **Greater emphasis** should be given to **investigation-based innovative projects** of students to kindle curiosity, originality and interest in the subject.
- o) Attractive awards/ cash prizes are given to exhibits/ students who are among the best twenty models at the national level.

The above information may be brought to the notice of all concerned, particularly the science faculty in the school, and the request for participation along with other requirements and details be sent to respective regional officers with intimation to the undersigned at eoscience@hotmail.com or the following postal address:

R.P Sharma  
Education Officer(Science)  
Central Board of Secondary Education  
Institutional Area, Shiksha Sadan  
17, Rouse Avenue,  
New Delhi-110 002

Specific suggestions/ observations, if any, with regard to this event may also be sent to the undersigned at the above address.

Thanking you

Yours faithfully,

**(R.P SHARMA)**  
EDUCATION OFFICER (SCIENCE)

C.C. :- With a request to Heads of Organisations to disseminate to all schools under your respective 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, Sector 9, 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 of the Academic Branch, CBSE.
11. The Library and Information Officer, CBSE
12. EO to Chairman, CBSE
13. PA to CE, CBSE
14. PA to Secretary, CBSE
15. PA to HOD (AIEE)
16. PA to HOD (Edusat)

**EDUCATION OFFICER (SCIENCE)**



## CBSE Science Exhibition 2008

### Guidelines for the preparation of Exhibits, Models and Projects

The significance of each sub-theme in the context of the main theme and a brief idea for preparation of exhibits/ projects are given below. However, these are only suggestive guidelines. Teachers/ students are free to prepare exhibits based on other ideas of their choice related to different sub-themes.

#### a) Water Management

Water scarcity and inaccessibility to safe drinking water is a common problem in many parts of the country. Water Management involves finding more effective ways to conserve, use and protect earth's water resources. Global warming and climatic changes have intensified droughts, floods and storms. These destroy crops, contaminate fresh water resources, damages storage and transportation facilities of water. In fact, the issues related with water management have a great impact on national development and public health. Ensuring the quality of water supply to community is an important consideration in protecting public health.

The exhibits/ models in this sub-theme may pertain to :

- Indigenous models of water harvesting/ ground water recharging.
- Models of a residential complex having self sufficient water harvesting system.
- Models of the process of purification/ desalination of water.
- Surface water pollution by bioremediation.
- Water conditioning for reducing effects of its hardness.
- Rehabilitation of wells/ recharging of wells.
- Management, desilting and renovation of ponds/ banks/ lakes and reservoirs.
- Models of recycling of water for irrigation and domestic use.
- Development of low cost technologies for producing portable water.
- Models of a sanitation system which is socially, economically and environmentally sustainable.
- Water borne diseases/ water contamination and health problems.

#### b) Agriculture and Food

Agriculture, directly or indirectly has been the main source of livelihood for the majority of Indian population. Despite industrialization, Indian economy is heavily dependent on agricultural progress. Agriculture contributes nearly thirty percent to the national income and accounts for nearly twenty percent of the total value of India's export.

The main aim of this sub-theme is to make school children and teachers realize the need of studying and removing the constraints responsible for knowledge gap on rural professions. Just as the green revolution of 1960s enhanced our self confidence about our agricultural capabilities,

a knowledge revolution is now necessary to enhance on agricultural competitiveness. Technology, training, techno-infrastructure and trade are the four pillars of sustainable agricultural progress and agrarian prosperity.

The exhibits/ models in this sub-theme may pertain to :

- Studies of climatic change on agriculture.
- Managing crop yield due to climatic change arising from global warming.
- Eco forestry to protect and restore eco-systems.
- Preservation and conservation of slight and judicious use of water.
- Indigenous designs of farm machinery, agriculture implements and practices.
- Application of Biotechnology and genetic engineering to agriculture for improved and high yielding varieties.
- Application of Biotechnology and genetic engineering in improving breeds and production of animal products.
- Improved/ Improvised method of processing, preservation, storage and transport of animal products.
- Use of bio-technology for economically and ecological sustainable Biofuels. Ecological sustainable farming methods.
- Organic fertilizers versus chemical fertilizers.
- Indigenous technology of farming.
- Environment friendly measures of pest control.

### c) **Energy resources**

Energy resources are limited. All conventional sources of energy are exhaustible. Enormously agriculture demand for energy and increasing exploitation of the available energy resources is causing rapid depletion in their reserves. It is expected that the existing oil and natural gas reserves will last for next fifty years and the coal will continue to provide energy for another 100 to 150 years.

Efforts are being made to develop non-conventional energy resources which are either non-exhaustible or renewable such as Bio-gas, bio-mass, solar energy, tidal and wind energy, ocean power, geo thermal power, small hydro-power stations and other emerging technologies.

The exhibits/ models in this theme may pertain to :-

- Various ways of harnessing Geo-thermal energy.
- Energy from Bio-mass such as sea weeds, human/ animal waste, keeping in view the environmental concerns.
- Improvised technologies for effective usage of Bio-fuels.
- Models of solar cooker/ solar distillaters/ solar drier for food processing/ solar heated houses.

- Models of fuel efficient automobiles/ machines.
- Production of electrical energy from mechanical energy/ nuclear resources.
- Mechanism of extraction, storage and processing of fossil fuels.
- Models of water mill, wind mill.
- Projects for measuring availability of solar/ wind energy in a given area.

**d) Disaster Management**

Disasters have significant relationship with poverty alleviation, natural resource management and sustainable development. There is a chaos and disorganization in the event of any natural or man made disaster. People get affected and disturbed. The issue of disaster can be managed by making all possible preparedness to facilitate proper coordination among different components of the system such as medical, fire-fighting agencies, police, social workers, media, communication and other agencies. The whole system altogether must know what to do and at what time to do. Preparedness and coordination amongst different agencies and clear vision of action are the keys to any disaster management.

The exhibits/models in this sub-theme may pertain to:

- Better information and public address systems in the event of disaster to prevent chaos and confusion.
- Access of clean and safe drinking water in the event of disaster.
- Extending logistic supports during various calamities, undertaking rescue and rehabilitation measures during calamities.
- Improvised/ improved devices for effective communication between various emerging services – medical, police, military and other administrative bodies/ committees.
- Use of geo-stationary satellites in providing information pertaining to metrological processes.
- Models of flood alarm, flood forecasting and cyclone warning networks.
- Various flood preventing measures such as construction of raised platforms, embankment of rivers etc.
- Information management and early warning systems for flash floods.
- Designs and development of automatic weather recording devices.

**d) Mathematical Modelling**

Mathematical modeling is the process of transformation of a physical situation into mathematical analogies with appropriate conditions. It is a multi-stage process involving identifying the problem, constructing or selecting appropriate models, figuring out what data need to be collected, deciding number of variables to be chosen for greater accuracy, testing validity of models, calculating solution and implementing the models.

The exhibits in this sub-theme may pertain to :

- Mathematical modeling to solve various problems of our everyday life/ environment related problems.
- Mathematical modeling and computer simulation of climatic dynamics/ production of weather phenomenon based on number of predictors.

- Mathematical modeling to predict orbital path of comets, meteors and other minor planets.
- Mathematical modeling to show how disease might spread in humans in the event of epidemic/ Bioterrorism.
- Mathematical Modelling to predict the effects of wars/ nuclear explosions.
- Mathematical Modelling to demonstrate the action of medicines in human system.
- Computer diagnosis of human diseases.
- Studies of storage and retrieval techniques for computer systems.
- Data manipulation and information management techniques.
- Developing video games
- Mathematical Modelling of urban city planning.

**f) Educational Technology**

Educational Technology is the use of technology for the betterment of teaching learning process. It extends the knowledge, understanding and skills of student beyond the classroom. One may work through the course at home in his or her own time, with the help of printed study material and often also through videos, CDs, audio, web based resources etc. Use of various communication technologies like computers (email, web chat rooms, web based classrooms) fax machine, cell phone, TV and video conferencing have facilitated communication among learners with their peer groups and tutors. All these techniques can enrich the teaching learning process enormously.

The exhibits/ models in this sub-theme may include:-

- Designing and fabrication of effective science models by using indigenous raw-materials.
- Innovative and inexpensive models of audio-visual equipment.
- Low cost educational toys/ games/ puppetry etc.
- Use of internet and computers.
- Use of computer as an educational tool, simulation in science and non-science areas.
- Curriculum based low cost demonstrations such as conservation of angular momentum, levers and pulleys, transformation and conservation of mechanical energy, propagation of sound and light waves, measurement of speed and sound.

## CBSE REGIONAL LEVEL SCIENCE EXHIBITION, 2008

### Registration Form

1. Name of the School \_\_\_\_\_  
and complete address \_\_\_\_\_  
with Tel.no. Fax/ e-mail/ \_\_\_\_\_  
  
Region \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Title of the Model/  
Exhibit/ Projects \_\_\_\_\_  
\_\_\_\_\_
3. **Sub-theme (see enclosed circular)**  
\_\_\_\_\_
4. Details of registration fee/ draft  
  
Amount \_\_\_\_\_  
Number/Date \_\_\_\_\_  
Bank \_\_\_\_\_
5. Brief write up of the Exhibit/ Project including (a) Scientific Principle, (b) Method/ Procedure followed, (c) Applications in different domains of life, (d) Unique features of the exhibit, (e) Further scope of the exhibit/ project (Not more than 200 words) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Name of the participants  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

**(Principal)**

Name & Signature \_\_\_\_\_



**CENTRAL BOARD OF SECONDARY EDUCATION**

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

**F-2-4/CBSE/GHC-Pt/2008****05.03.2008**  
**Circular No. 11/08**

To  
All Heads of Senior Secondary Schools  
Affiliated to CBSE

**Subject: Introduction of a new course under vocational stream, namely, General Health Care in collaboration with relevant Industry / organization from the academic session 2008-09.**

Dear Principal,

You may be aware that the Central Board of Secondary Education (CBSE) is implementing competency based vocational education with industry support and collaboration in a phased manner. As there is a felt need for skilled workforce in the field of health care services, Board is planning to introduce a vocational course in General Health Care in collaboration and joint certification with relevant organisation.

**Subjects of study**

The General Health Care consists of three compulsory Vocational subjects each in classes XI & XII in addition to two academic electives one of which must be a language. The students have to study Biology, an academic elective, as second elective. The students may further opt for an additional sixth subject which can either be a language or an academic elective, in order to ensure vertical mobility for pursuing higher studies, if necessary. The subjects under General Health Care course are given below:-

**Class XI**

- A) One Language offered by the Board at Senior Secondary level;
- B) Biology;
- C) Three Compulsory Vocational Subjects
  1. Anatomy & Physiology
  2. Healthcare Delivery System, Hospital Organization and Services and Medical Equipments and Technologies
  3. Food, Nutrition and Dietetics
- D) Additional (Optional) any other subjects from academic electives except Biology

**Class XII**

All other subjects remain same as those in class XI except following three compulsory vocational subjects.

1. Health Education, Communication & Public Relations and Public Health
2. Basic concepts of Health and Disease and Medical Terminology
3. First Aid & Emergency Medical Care

### Other Salient Features of the course

- 1) The main objective this course is to develop competency and employable skills in General Health care
- 2) The vertical mobility issue would be dealt with the concerned Institutes/organizations.
- 3) The Curriculum and textbooks are being developed by eminent practicing scholars in this field
- 4) The qualification of the faculty as well as a list of equipments required is provided in a separate Annexure 'A' enclosed with this letter
- 5) The Board will conduct the training programme for teachers to make them understand the fundamentals of the contents of three vocational papers shortly.

The Board would like to request Senior Secondary Schools desirous to introduce this new course under vocational stream from the academic session 2008-09 to send their option. Interested schools may mail their willingness at [cbseedusat12@rediffmail.com](mailto:cbseedusat12@rediffmail.com) or send it by post not later than April 10, 2008 for further processing.

Yours sincerely,

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

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-110016.
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. Ita nagar-70111, Arunachal Pradesh.
9. The Director of Public Instruction, Chandigarh Administration, Sector-9, Chandigarh-160017.
10. All the HODs of CBSE, Delhi.
11. E.O. to Chairman, 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.

**HOD (EDUSAT)**

**Annexure 'A'****EQUIPMENT REQUIRED****General Health Care**

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

Medical laboratory equipment automates or helps analyze blood urine and gases.

The equipment needed includes:

1. Phlebotomy & Intravenous (I V) Cannulation Kit
2. First aid equipment
3. Skeletons, charts and posters
4. Models for all parts of body (different organs and organ systems).
5. Microscopes
6. Hand washing equipment
  - reusable towels
  - pumice stones (for scrub wash)
  - soap & water
  - alcohol hand rubs
7. Biomedical Waste (BMW) Containers and Syringe & Needle destroyers – samples of different sizes containers.
8. Slides cover slips, various stains.
9. Nutrition related charts and posters.
10. Computer and printer – with Internet connection.
11. B.P apparatus – dial type, electronic type and mercury type
12. Thermometer
13. Glucometer

**FACULTY AND QUALIFICATION****General Health Care**

Teaching Faculty and Their Qualifications

Teaching Faculty

- (a) Full Time Teacher

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

Full Time Teacher

Essential

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

Part time Teacher

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

Visiting Lectures / Instructors

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

**CENTRAL BOARD OF SECONDARY EDUCATION**

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

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

**3rd April, 2008**

**Circular No.**

**12/08**

All the Heads of the institutions  
affiliated to CBSE.

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

Dear Principal,

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

The following chart may be consolidated for the new names :

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

Yours sincerely

(C.GURUMURTHY)  
DIRECTOR (ACADEMIC)



**Copy to the following with the request to disseminate information to schools under their jurisdiction:**

- 1 The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi
- 2 The Commissioner, Navodya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi
- 3 The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054.
- 4 The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh.
- 5 The Director of Education, Govt. of Andaman and Nicobar Islands, Port Blair
- 6 The Director of School Education, Arunachal Pradesh, Itanagar-791111.
- 7 The Director of Education, Govt. of Sikkim, Gangtok, Sikkim-737101
- 8 All Regional Officers, CBSE
- 9 All Assistant Commissioners, Regional Offices, KVS
10. All Education Officers and Asstt. Education Officers, CBSE
11. E.O. to Chairman CBSE
12. PA. to Secretary CBSE
13. PA. to Director (Academic) CBSE
14. PA. to Controller of Exams. CBSE
15. PA. to HOD (EDUSAT), CBSE

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

**CENTRAL BOARD OF SECONDARY EDUCATION**

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

**No. F-2-1/VOC (PCE)/FMM/CBSE/2008****Circular No.13/08****07th April 2008****To****All Heads of Institutions****Which have introduced****FMM course 2007-08****Sub: Practical Examination for FMM Course Introduction to Financial Markets – I  
for 11th class.**

Sir,

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

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

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

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

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

**Modules for 11th Class**

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

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

At **CBSE Headquarters**, we also **monitor the progress** of development of practical skills through TradeSense software. It is found that the progress of some of the schools/students is not satisfactory and they are not giving adequate attention for practical. This being a skill oriented course **without devoting required time of 60 hours of practical, FMM will fail**, defeating the very purpose of launching this course.

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

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

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

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

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

**1(b)** Introduction to Trading Systems – 5 Marks

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

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

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

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

Copy to:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18, Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi-110048.
3. The Director of Public Instruction, Chandigarh Administration, Sector-9, Chandigarh-160017.
4. Shri Arup Mukherjee, Asstt. Vice-President, National Stock Exchange, Mumbai.
5. Shri G.C. Sharma, Director, BLB Institute of Financial Markets, New Delhi
6. E.O. to Chairman, CBSE, DELHI
7. All the Regional Officers of the CBSE, DELHI

**CENTRAL BOARD OF SECONDARY EDUCATION**

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

**SO (Coord.)/2008/34160-65**

**1.2.2008**

**All the Regional Officers  
of the Board**

Sir,

The names of Gurukul Vishwavidyalaya, Vrindavan, Mathura and Indraprastha Shiksha Parishad are not listed in the list of accredited Universities notified by University Grants Commission. Also the names are not included in the list of accredited Secondary Boards vested with the authority to conduct 10 year Secondary and 12 year Senior Secondary/Higher Secondary/Intermediate/Pre University Examinations in the country, notified by the Council of Boards of School Education in India, Delhi as intimated by Association of Indian Universities vide their letter No. EV/11 (354)/2008/325 dated 11th January, 2008.

In view of above candidates presenting passing documents from above two Boards may not be accepted as they are not recognized.

Yours faithfully

**(R. NEELAMEGAM)**  
JOINT SECRETARY (COORD.)

## CENTRAL BOARD OF SECONDARY EDUCATION

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

SO (Coord.) 2008

24th January, 2008

**M.C. Sharma**  
**Controller of Examinations**

**Sub : Amendment/Additions in Guidelines for Centre Supdt./Spot Evaluation and Observation Schedule for Senior School Certificate (Class XII) and Secondary School (Class X) Examinations, 2008**

Dear Principal,

Let me take this opportunity to extend my very warm greetings to you for the New Year and express my very sincere thanks to you for extending your unqualified support to CBSE in the conduct of 2008 exams.

1. You are aware that class XII & X examinations are to begin from 1st March 2008. Through this letter, I want to invite your attention to some of the critical issues that have a bearing on people's trust in our examination system. It is our bounden duty to sustain this trust.
2. Firstly, it is essential that the conduct of examinations does not appear to be fair only but should enjoy the complete confidence and trust of the public at large. This is an onerous task. It would demand whole hearted dedication of functionaries at various levels involved in the examination. I hope, we will discharge our responsibilities in a team spirit no matter wherever we happen to be placed.
3. Linked with the conduct of examinations are the perceptions and reactions, about the question papers administered in different subjects. These reactions are received from the diversified groups spread all over the country and also from abroad. Interest groups, more so the schools and the students have every right to air their views on the quality of question papers administered. But this right puts an added responsibility on them to see that the observations and comments are not made to gain cheap popularity. Rather these should be made to strengthen the system. We should also keep in mind that during examination, examinees are under heavy stress and anxiety and our adverse views on the question papers through different media, often upset them in their preparations of future examinations. It would, therefore, be advisable that the schools should send their reactions and perceptions direct to the Board instead of expressing them to the media.
4. To give a fair deal to the comments on the question papers and redress the genuine grievances of students, CBSE has developed an Observation Schedule, a copy of which is enclosed. In case you have your observations about a question paper, these may please be recorded and forwarded as per directions contained therein within twenty four hours of the conduct of examination of the subject concerned so that these observations could be considered by the expert group while preparing the marking scheme.
5. Careful marking of scripts and timely declaration of result is our paramount concern. To ensure this we need quality examiners in adequate numbers. It has been observed in the past that some schools under one pretext or the other do not relieve the teachers for evaluation work



and the Board has to remind them in the midst of the evaluation work. This is an undesirable practice. I would, therefore, appeal to you to relieve your teachers for evaluation work instead of complaining about the quality of marking subsequently. Teachers selected for evaluation work must report on the appointed date and time. This is essential because on the first day, Marking Schemes are studied, discussed and clarified to the examiners. Non-release of teachers may compel the Board to delay the declaration of result of the defaulting Institutions and also initiate disaffiliation proceedings.

6. I request you to participate willingly and not reluctantly. Rather advise your teachers to be regular and very serious in marking as it amounts to professional judgement on 10 to 12 years of hard work put in by the Examinees. If you happen to be the Head Examiner/Additional Head Examiner please ensure that the sample checking of answer books of each evaluator is just not a routine. It should conform to the Marking Scheme so that it provides academic guidance to the evaluators for objective and uniform evaluation.
7. For 2008 Examinations, some new instructions have been provided in the Guidelines to the Centre Superintendents/Guidelines for Spot Evaluation. You are requested to kindly read these instructions carefully. I am enclosing a compiled list of these instructions as Annexure "A" for your ready reference. In the end, I once again request you to please extend your willing co-operation to the Board in the smooth and fair conduct of examinations. I am sure, with your active support we shall be able to preserve the sanctity of the system and avoid criticism. Needless to mention that we all are custodian of examinees' faith and we have to preserve it at all cost.

With warm regards,

Yours sincerely,

**(M.C. Sharma)**

Encl : as above

**Copy to :**

1. The Director of Education, Directorate of Education, Delhi Administration, Old Secretariat, Delhi- 110054.
2. The Commissioner, Kendriya Vidyalaya Sangathan, 18, Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110016.
3. The Secretary, Central Tibetan School Administration, EFF, ESS Plaza, Sector-3, Rohini, Delhi.
4. The Additional Director General, Director General of Army Education, A-Wing, Sena Bhawan, DHQ- PO, New Delhi.
5. The Deputy Director of Education, Border Security Force, Block-10, CGO Complex, Lodhi Road, New Delhi-110003.

6. The Secretary, AWES, Army Headquarters, Adjutant General Branch CW-4, Army Welfare Education Society, West Block No. 3, R.K. Puram, New Delhi-110022.
7. The Secretary and Director Education, Govt. of Sikkim, Gangtok (Sikkim)-737101.
8. The Director of Education, Andaman and Nicobar Islands, Port Blair-744101 Andaman and Nicobar Islands.
9. The Director of School Education, Govt. of Arunachal Pradesh, Civil Sectt., Ita Nagar 791111, Arunachal Pradesh.
10. The Director, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi-110048.
11. The Director of Public Instruction, Chandigarh Administration, Sector-9, Chandigarh-160017
12. All the HODs and other Officers of CBSE.
13. E.O. to Chairman, CBSE.
14. All the Regional Officers of CBSE
15. All the Education Officers of the CBSE.
16. PRO, CBSE, Preet Vihar, Delhi-110092.
17. Joint Secretary (IT), CBSE with a request to put the circular on the Website.
18. Education Officer, CBSE with a request to get the circular printed in the forthcoming issue of CENBOSEC.

**Controller of Examinations**

**ANNEXURE A**

**Amendments in the Guidelines for Centre Superintendents and Assistant Superintendents & Guidelines for Spot Evaluation for 2008 Examination**

**Guidelines for Centre Superintendents**

**Chapter II - Seating arrangements and other matters related to the conduct of examinations.**

**2.2.6 Added** - Drinking water facilities may be made for the candidates in such a way that they do not have to waste time in searching for the same.

**Chapter VII - Packing and dispatch procedure of answer books**

**7.1 (c) Amended** - Duly checked, counted and serialized OMR/OCR/ICR sheets of Science should be put in plastic envelopes and be stapled properly. Joint Certificate by Centre Supdt. & Asstt. Supdt. be sent to Regional Office concerned giving details of Roll No. of OMR/ICR sheets.

**7.1 (i) Amended** - In case of more than one packet, say 5 packets, Packet No. should be 1/5, 2/5, 3/5, 4/5 and 5/5. This should be clearly noted in the CBSE proforma 66 and proforma 66 be kept in the first packet.

**7.1.(j) Amended** - To distinguish parcels containing material other than answer books from being opened at the Secrecy Centres, if received erroneously, the address be written in bold letters with blue ink. It should also be written (NOT FOR CSO) within bracket at the bottom of the parcels.

**Chapter VII - Note Amended**

Please note that the Answer scripts and other material after the examination on each day are sent to the respective Regional Offices on the address given here under. **On each bundle dispatched to the Regional Office, Centre No., Subject Code and name of the subject must be written in bold scripts by black sketch pen.**

**Important Information for Centres Under Jurisdiction of Ajmer and Panchkula Regional Offices only for Class XII Examination on Page 4 :**

1. Format of Title Sheet and Cover Page of the Main Answer Book, Main Answer Book with Graph for Mathematics, Drawing Sheet and Answer Books for Blind candidates have been changed.  
There is no change in format of Supplementary Answer Book. In no case Main answer book of previous years be used.
2. Yellow Title Sheet of half page has been changed to White Title sheet with red colour print of full page.
3. "Instructions to Candidates" from Back Page of Answer Book have been shifted on backside of Title Sheet.
4. Candidates were required to fill up information on Title Sheet as well as on Cover Page. Now, candidates will be required to fill up information on Title Sheet only.

5. Following may be brought to the notice of the candidates by the Asstt. Supdt. Before commencement of the examination :

Candidates should fill up following information as per Admit Card neatly and accurately on the Title Sheet.

On Left hand side of Title Sheet :

- Subject
- Day and Date of Examination
- Medium of answering the paper
- Code No. as written on the Top of the Question Paper
- No. of Supplementary answer book(s) used
- Tick the category, if physically challenged
- Whether writer provided

On Right hand side of Title Sheet :

- Candidate Name : In Capital letters. Each letter be filled in one box and one box be left blank between each part of the name. (24 boxes have been provided for Candidate's Name. In case, Candidate's Name exceed 24 character candidate be asked to write first 24 characters.)
  - Write and darken the appropriate circle as applicable for :
    - Roll No.
    - Subject Code
    - Centre No.
  - Roll No. in Words
  - Father's Name
  - Signature of Candidate
6. Asstt. Supdt. should put signature after checking and verifying all the particulars filled in by the candidate.

### **Guidelines for Spot Evaluation**

#### **Chapter 3 – Instructions for Head Examiners**

- 3.21 Amended-** He/she will fix working hours for the staff at the centre in consultation with the CNS, if any. **The duration of the evaluation centre should preferably be for ten consecutive days including holidays.**

#### **Chapter 5 - Duties and Responsibilities of the Examiners**

- 5.10.1 Amended -** He/she will report on duty at the evaluation centre at the specified time and stay up to sufficiently reasonable time. Normally 5-6 hours of time is expected to be devoted every day **for evaluating 20-25 answer books.**

## Central Board of Secondary Education Observation Schedule - 2008

School No . .....

Note: 1.

1. Use only one proform (may be photocopied) for each subject in case you have comments about the question papers administered by the CBSE.
2. Mail/deliver/fax it simultaneously to :
  - (i) The Subject Expert of your Region selected to participate in the Marking Scheme Development Programme.
  - (ii) Joint Secretary (Co-ordination) CBSE, 2, Community Centre, Preet Vihar, Delhi-110092.
    - (a) Fax Number (1) 22057089 (2) 22517250 (3) 22515826
    - (b) E-mail : mcsharma2007@rediffmail.com
3. Write your commends clearly but briefly :

Particulars of the School

(With Complete Postal Address) Tel. No. Office ..... Residence .....

.....  
.....  
.....

Date of Examination .....

Subject and Subject Code .....

Question Paper Code ..... Class X/XII .....

S.No.	Nature of Complaint Separate	Question No. (s)	Suggestions (Attach Separate Sheet, if so Required)
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1. Question deemed out of Syllabus
2. Beyond the Comprehension level of the candidate
3. Faulty translation
4. Defective formation of questions
5. Any other (Please specify with relevant details)

Name of the School Head ..... (In Capital Letters)

**Note : - Please use seprate proforma for separate question paper code.**

**ANNEXURE**

**CENTRAL BOARD OF SECONDARY EDUCATION  
15<sup>TH</sup> ALL INDIA ESSAY COMPETITION ON ROAD SAFETY (2006-07)**

**DECLARATION OF RESULTS**

<b>S. No.</b>	<b>Language</b>	<b>Position</b>	<b>Name &amp; Address of the Students</b>	<b>Class</b>
1.	Assamese	1st	Tapan Adhikari JNV, Kadamani, P.O. Biswanath Charali, Distt. Sonitpur, Assam 784176	VIII
		2nd	Neha Kashyap Delhi Public School, Dharigaon Chirrang, Assam	VIII
		3rd	Bastabananda Jalukdar Sainik School, PO Rajapara Distt. Golpara Assam	VIII
2.	Malayalam	1st	Arsha BS JNV, Palayadnada, Vadakara, Calicut, Kerala	IX
		2nd	Surya Gayathri V Eminence Public School, Pandalam, P.O. Kerala	IX
		3rd	Krishnendhu B St. Shatal Ben School, Malangal, Thiruvananthapuram 13 Kerala	VIII
3.	Nepali	1st	Rupak Rana Army School, Varanasi Cantt, U.P	IX
		2nd	Sharon Thapa KV Durbin, Kalimpong West Bengal 734301	IX
		3rd	Pratima Sharma KV Durbin, Kalimpong West Bengal 734301	IX
4.	Tamil	1st	T R Preethi Vasani RS Krishann Hr. Sec. School, Kailalsapuram Tiruchirapalli 620014 (TN)	IX
		2nd	J Kowshikah La Chatelaine Res. Jr. College No. 1 Ancot Road, Valasaravakkam, Chennai 87 (TN)	IX



		3rd	SM Sajitha Sri Parasakthi Vidyalaya, Courtallam-627802, Kerala	VIII
5.	Telugu	1st	G Srilatha JNV, HCU Campus, Gachibowli, Distt. Ranga Reddy, Andhra Pradesh 500001	VIII
		2nd	P Kavyasindhu JNV, VIA Veleru, PO. Veeravali, Distt. Krishna, Andhra Pradesh 521110	VIII
		3rd	Gutta Hemantha DPS, Survey No. 74, Khajaguda Village, Hyderabad, Andhra Pradesh 500008	VIII
6.	Bengali	1st	Sourav Chandra Sinha KV IIT, Kharagpur, West Bengal	IX
		2nd	Sourav Datta JNV, 82 Miles, Dhalai Tripura	VIII
		3rd	Sumana Mukherjee BD Memorial Institute, Kolkota, West Bengal.	VIII
7.	Oriya	1st	Satya K Pattnaik JNV, Narla, Distt. Kalahandi, Orissa 766100	VIII
		2nd	Lipi Barik JNV, Tarbha, Distt. Kalahandi, Orissa 766100	VIII
		3rd	Pradeep Kumar Naik JNV, Narla, Distt. Kalahandi, Orissa 766100	IX
8.	Kannada	1st	Shivananda P JNV, TQ Mundargi, Korlahalli, PO. Nagarhalli, Distt. Gadag, Karnataka-581104	IX
		2nd	Channaveeresha JNV, Distt, Koppal, Koknoor-583232 Karnataka	VIII
		3rd	Ajiayya S Hiremath JNV, Maharajpet, Hangal, PO. Karagudari, Distt. Haveri, Karnataka, 581104	IX
9.	Gujarati	1st	Mittal Parmar JNV, Vadnagar, Mehsana, Gujarat-384355	VIII

		2nd	Hiren Patel JNV, Vadnagar, Mehsana, Gujarat - 384355	IX
		3rd	Bhavesh Patel JNV, Vadnagar, Mehsana, Gujarat-384355	IX
10.	Marathi	1st	Amruta Nilkanth Jiwane JNV, Talodhi (BA) Distt. Chandrapur (Maharashtra)	IX
		2nd	Pranali Girdhar JNV, Talodhi (BA) Distt. Chandrapur (Maharashtra)	IX
		3rd	Manish A Dongre JNV, Navegaon Khairi Distt. Nagpur (Maharashtra)	IX
11.	Punjabi	1st	Amrinder Kaur Sri Guru Harkrishan Public School, GT Road, Amritsar, Punjab	IX
		2nd	Isherdeep Singh JNV, Phalahi Hoshiarpur, Punjab	IX
		3rd	Ravinder Singh St. Carmel School, Kotli Ropar, Punjab	VIII
12.	English	1st	Sherin Salu Atomic Energy Central School, Kalpakkam/ Anupuram (Tamil Nadu)	VIII
		2nd	D Sindhuja TVS Rao Sri Krishna Vidya Mandir Sr. Sec. School, Dwarakanagar, Visakhapatnam, Andhra Pradesh	VIII
		3rd	R Jayat Reddy The Nalgonda Public School, Meer Bagh Colony, Nalgonda, Andhra Pradesh	VIII
13.	Hindi	1st	Amit Kumar JNV Roshanbad P.O. Aurangabad, Distt. Haridwar, Uttaranchal 249402	IX
		2nd	Kapil Kumar JNV, Gorakam Kizhumuri P.O. Malappuram, Kerala 676515	IX
		3rd	Balkrishna Verma KV No. 2 Nausenabag, Visakhapatnam 530005 Andhra Pradesh	IX

14.	Sanskrit	1st	Pankhuri Kapoor Gandhi Nagar, Public School, Moradabad, UP	VIII
		2nd	Alisha Gupta Gandhi Nagar Public School, Moradabad, UP	IX
		3rd	Anupama Karthik Bhavan's Vidya Mandir, Girinagar, Kerala, Kochi-20, Kerala	IX
15.	Urdu	1st	Shadab Mustafa JNV, Ghooghulpur, Distt. Balrampur (UP)	VIII
		2nd	Mr. Najeeb Ahmed Ben-Hur, Public School, Bilgaon Road, Pilibhit (UP)	IX
		3rd	MD. Tauquir Shahanshah Gobind Ram Kataruka DAV Public School, Purulia, Bihar	VIII
16.	Manipur	1st	Y Jaiprakash Singh Ramakrishna Mission Vidyapith, PO. Vidyapity, Distt. Deoghar, Jharkhand 814112	IX
		2nd	N Abesana Chanu JNV, Distt. Bishnupur, Manipur 795126	IX
		3rd	Haobijam Ratna Chanu JNV, Distt. Bishnupur, Manipur 795126	VIII
17.	BORO/BODU	1st	Kritika Narzary JNV Kokrajhar, PO. Ranchidham 783372 Assam	IX
		2nd	Sujiebili Narzary JNV Kokrajhar, PO. Ranchidham 783372 Assam	VIII
		3rd	Tamash Khaklary JNV Kokrajhar, PO. Ranchidham 783372 Assam	IX

(C GURUMURTHY)  
DIRECTOR (ACADEMIC)

**Note :** Cash prizes (in the form of cheques), medals and certificates to the winners will be sent to the concerned schools at the earliest.

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

**10<sup>TH</sup> ALL INDIA ESSAY COMPETITION ON VEHICULAR POLLUTION (2006-07)**

**DECLARATION OF RESULTS**

S. No.	Language	Position	Name & Address of the Students	Class
1.	Assamese	1st	Gautam Bezbaruah, Sainik School Goalpara, P.O. Rajaparr, Distt. Goalpara 780 133, Assam	X
		2nd	Shankar Jyoti Doley JNV, Chaudahpuniya, P.O. Panbari Distt. Lakhimpur, Assam-784164	XI
		3rd	Chandan Bez Bawan Sainik School Goalpara, P.O. Rajaparr, Distt. Goalpara 780 133 Assam	XII
2.	Malayalam	1st	Arya Jayakumar Eminence Public School, Pandalam Pathamthitta Distt, Keral	IX
		2nd	Neelima EP Bhartiya Vidya Bhawan, Poochatty Thrissur 680751	XI
		3rd	Sujitha Arafa English School, Arfa Nagar, Attoor, 680592	XI
3.	Nepali	1st	Usha Karki Girls Sr. Sec. School, South Sikkim	XII
		2nd	Bhumika Chottrri, Namchi Girls Sr. Sec. School, South Sikkim	XII
		3rd	Astuti Rai Girls Sr. Sec. School, Namchi South Sikkim	XII
4.	Tamil	1st	V Indhu The Velammal Int. School, Panchetti, Thiruvallur	XI
		2nd	R Nivedita La Chatelaine Res. Jr. College No. 1, Ancot Road, Valasaravakkam, Chennai 87 (TN)	IX

		3rd	N Manju RS Krishnan Hr. Sec. School, Trichy (Tiruchirupalli)	XI
5.	Telugu	1st	J Kavya The Velammal Int. School, Panchetti, Thiruvallue	X
		2nd	Nenawath Vijay JNV, HCU Campus, Gachibowli, Distt. Ranga Reddy, AP 500001	X
		3rd	Venukonda Ramu JNV, HCU Campus, Gachibowli, Distt. Ranga Reddy, AP 500001	VIII
6.	Bengali	1st	Mary Deb Kendriya Vidyalaya, Cooch-Bihar	IX
		2nd	Nipoon Nandan Roy Choudhary RKM Vidyapeeth, Deoghar, Jharkhand 814112	XI
		3rd	Sangna Raybardhan KC Model School, Kalyani, Nadia	XI
7.	Oriya	1st	Kamalini Mahanta JNV, Hadadarh, Keonjuar (Orissa)	XI
		2nd	Aditya Kr. Behra Sarvodaya Vidyalaya, Salbae	XI
		3rd	Manik Ram Singh Sarvodaya Vidyalaya, Salbae	XI
8.	Kannada	1st	Shweta RV JNV, TQ. Mundargi, Korlahalli, PO. Nagarhalli, Distt. Gadag, Karnataka 581104	XII
		2nd	Kusumadevi S Patil JNV, TQ. Mundargi, Korlahalli, PO. Nagarhalli, Distt. Gadag, Karnataka 581104	X
		3rd	Shruti M Shantagiri JNV, TQ. Mundargi, Korlahalli, PO. Nagarhalli, Distt. Gadag, Karnataka 581104	X
9.	Gujarati	1st	Vaishali J Patel JNV TA Kathilala Distt. Kheda Khathlal 387630 Gujarat	XI
		2nd	Parita A Patel, JNV TA Kathlala Distt. Kheda Khthlala 387630 Gujarat	XI

		3rd	Mohit H Ponkiya Birlasagar Higher Sec. School, Porbandar Gujarat 360576	XI
10.	Marathi	1st	Milind Agade JNV Navegaon Khairi, Nagarpur, Maharashtra	XI
		2nd	Pallavi Patil JNV Navegaon Khairi, Nagarpur, Maharashtra	XI
		3rd	Gaurav P Umap JNV Navegaon Khairi, Nagarpur, Maharashtra	XI
11.	Punjabi	1st	Ramneek Dhillon Spring Dale Senior School, Fatehgarh Churian Road, Amritsar	X
		2nd	Manpreet Kaur Doaba Public School, Parowal, P.O. Garhshankar, Distt. Hoshiarpur, Punjab	XII
		3rd	Ranjit Kaur JNV Talwandi Madho, Jalandhar	XI
12.	English	1st	M Harini PSBB Sr. Sec. School, 29, Alagiriswamy Salai, KK Nagar, Chennai 600078	XI
		2nd	Yuvraj Sharda Saruhit Kuri Model Sr. Sec. School, Sec.40 D, Chandigarh	X
		3rd	Hridya H KV Payyannur, P.O. Edat, Kannur Distt. 670327, Kerala	XI
13.	Hindi	1st	Satya Prakash JNV, Roshanabad, P.O. Aurangabad, Distt. Haridwar, Uttaranchal 249402	XI
		2nd	Ankit Shukla Maharishi Vidya Mandir, Fatehpur 212601, Uttar Pradesh	XI
		3rd	Poonam Kumari JNV Kareera Distt. Mohindergarh, Haryana	XI



14.	Sanskrit	1st	Himani Hari Om Shiv Om Public School, Radaur Dist. Yamunanagar, Haryana	X
		2nd	Preeti Chauhan Gold Field Public School, Sector 21 A NIT Faridabad, Haryana	XI
		3rd	Santosh Sr. Sec. School, Delhi	XI

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

**Note :** Cash prizes (in the form of cheques), medals and certificates to the winners will be sent to the concerned schools at the earliest.



*CBSE Natinal Table Tennis Tournament Championship Finals in Progress at Meridian School, Hyderabad*



*Overall Champion Team- Athletics at DAV Public School, Gaya*



*Chairman CBSE, Sh. Ashok Ganguly with cricketer Srisanth at Chinmaya Vidyalaya, Ernakulam*