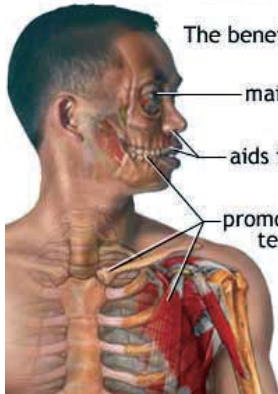


VITAMINS - Vital Nutrients for a Healthy Body

Vitamin A



The benefits of vitamin A:

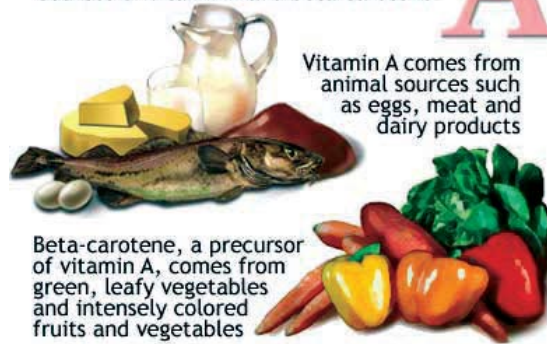
- maintains health of specialized tissues such as the retina
- aids in growth and health of skin and mucous membranes
- promotes normal development of teeth, soft and skeletal tissue

Adult RDA: 1000 µg RE

Fat-soluble

Vitamin A

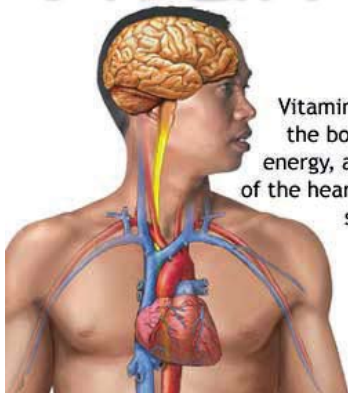
Sources of vitamin A and beta-carotene:



Vitamin A comes from animal sources such as eggs, meat and dairy products

Beta-carotene, a precursor of vitamin A, comes from green, leafy vegetables and intensely colored fruits and vegetables

Vitamin B₁



Vitamin B₁ (Thiamine) helps the body convert food into energy, and aids the function of the heart and cardiovascular system and the brain and nervous system

RDA: 1.5 mg
Water-soluble

Vitamin B₁



Vitamin B₁ (Thiamine) is found in fortified breads and cereals, fish, lean meats and milk

Vitamin B₂



Riboflavin (vitamin B₂) works with other B vitamins to promote healthy growth and tissue repair, and helps release energy from carbohydrates

- Healthy skin
- Healthy red blood cell production

RDA: 1.7 mg
Water-soluble

Vitamin B₃



An inability to absorb niacin (vitamin B₃) or the amino acid tryptophan may cause pellagra, a disease characterized by scaly sores, mucosal changes and mental symptoms

Vitamin B₃



Food sources of Niacin (vitamin B₃) include dairy, poultry, fish, lean meat, nuts and eggs

Vitamin B₆



Vitamin B₆ (pyridoxine) is important for maintaining healthy brain function, the formation of red blood cells, the breakdown of protein and the synthesis of antibodies in support of the immune system

Adult RDA: 2 mg
Water-soluble

Vitamin B₉ Folate

Folate aids in the production of red blood cells

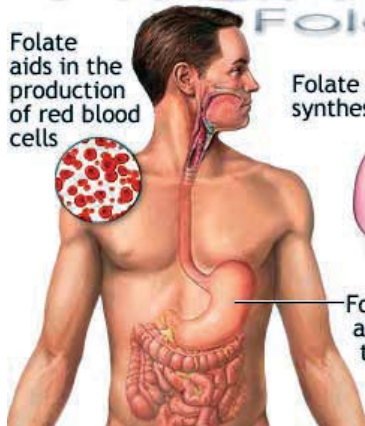


Folate aids in the synthesis of DNA



Cell

Folate works with B₁₂ and vitamin C to help the body digest and utilize proteins



Vitamin B₉ Folate

Food sources of folate include beans and legumes, citrus fruits and juices, whole grains, dark green leafy vegetables, poultry, pork, shellfish and liver



Vitamin B₁₂

Brain

Spinal cord



Red blood cells

Vitamin B₁₂ is important for metabolism, the formation of red blood cells, and the maintenance of the central nervous system, which includes the brain and spinal cord

Vitamin B₁₂

Food sources of vitamin B₁₂:

Eggs, meat, poultry, shellfish, milk and milk products



Vitamin C



Structures of the immune system

Vitamin C promotes a healthy immune system, helps wounds heal, maintains connective tissue and aids in the absorption of iron

RDA: 60 mg
Water-soluble

Vitamin C

Citrus fruits, green peppers, strawberries, tomatoes, broccoli and sweet and white potatoes are all excellent food sources of vitamin C (ascorbic acid)



Vitamin D



Vitamin D promotes the body's absorption of calcium, essential to development of healthy bones and teeth

DRI: 5 µg
Fat-soluble

Vitamin D

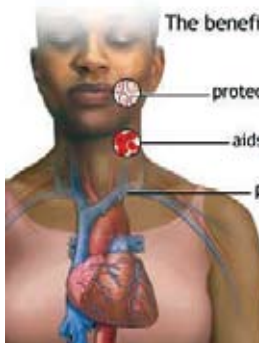


The body itself makes vitamin D when it is exposed to the sun

Cheese, butter, margarine, fortified milk, fish, and fortified cereals are food sources of vitamin D



Vitamin E

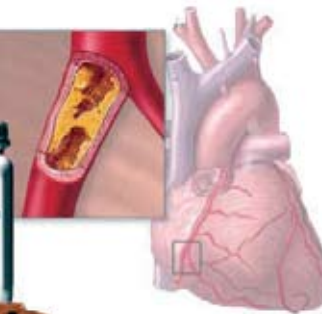


The benefits of vitamin E:

- protects cell membranes and tissues from damage by oxidation
- aids in the formation of red blood cells and the use of vitamin K
- promotes function of a healthy circulatory system

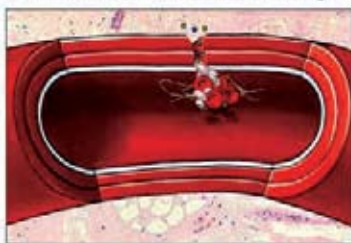
Adult RDA: 10 mg α-TE
Fat-soluble

Vitamin E supplements are not proven to reduce the risk of heart disease



Vitamin K

Vitamin K benefits blood clotting



Adult RDA: 70 µg
Fat-soluble

Vitamin K

Food sources of vitamin K include cabbage, cauliflower, spinach and other green, leafy vegetables, as well as cereals



Children in the Backdrop of Terror Attacks: Addressing Vulnerability and Emotional Health

Rashmi S Chari*

Terror- High Visibility & Panic

Terror has become the new buzzword of our times. Everyone has a view to offer about it and a well-rehearsed rhetoric. Little does one worry about those at the receiving end. The latest terror strikes at Taj Hotel, CST Railway Station and other places in Mumbai undoubtedly had a huge impact on the life of locals, yet people in other parts of India and globe did not remain untouched from the gruesome horror and loss of innocent lives as reoccurrence of these attacks poses serious questions about our own safety and security.

Terror has become a hot topic of discussion from the drawing room to boardroom and from workplace to schools. As the terror-drama unfolds right in front of our eyes millions of children along with adults repeatedly watch on the television the horrifying images of ordinary people being sprayed by bullets or have a grenade lobbed at them at public places. Children also fervently follow the hot discussions that focus on failure of government and national security and intelligence agencies to handle the situation, keenly observing the expressions of anxiety, insecurity and helplessness by the adults around them.

Terror intruding Homes & Schools

Terror strikes that used to be isolated horrific incidents in some remote corner of the globe have suddenly become a part of our day to day life due to the proximity and frequency of their occurrence. As a result of this, terror has insidiously entered our lives through the ubiquitous television and it is increasingly becoming difficult to keep it out of the life of our children. The sensational discussions on terrorists, their motives and modus operandi take place not only among children but often teachers are also made a part of this discussion. Children share their views in the class and seek the teacher's response for affirmation of their beliefs. Often such discussions are curtailed by the teacher fondly hoping that in absence of information children would remain insulated and unaffected from the impact of terror.

Impact on Children

Not much research appears to have been conducted on the impact of terror strikes and its aftermath on children. The uncensored violent images and comments telecast repeatedly on the

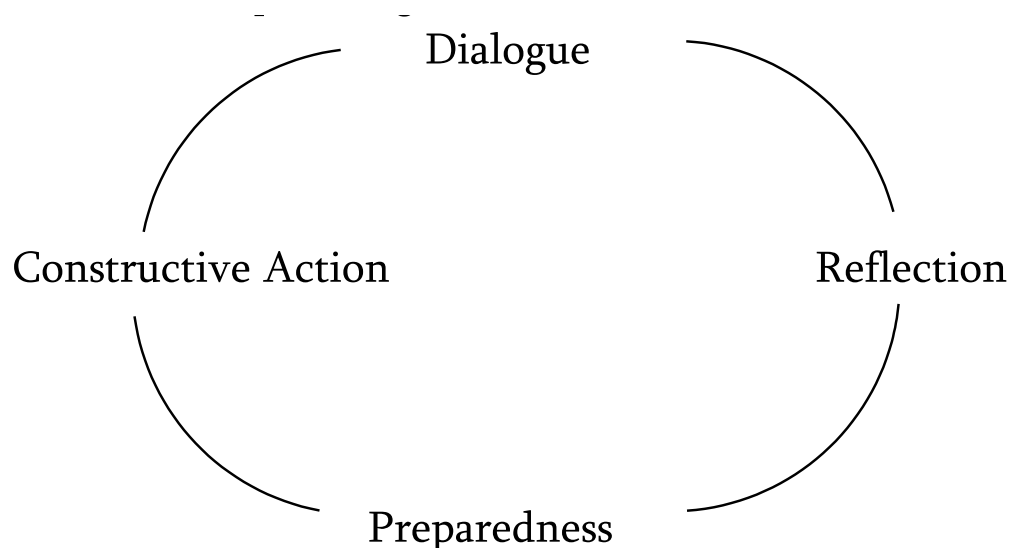
*Asst. Director- Education, DAV College Managing Committee

television definitely leave an impact on the psyche of the children in the impressionable age-group of three to eighteen. These can leave a serious impact on the emotional health of teenagers and young adults. Besides this the news of known persons becoming victims of the terror attacks and getting injured and dying in these incidents can be extremely alarming for the children. This impact according to well known psychiatrists is discernable among children in the form of a wide-range of emotional, behavioral and psychological reactions that they display as they grow. The parents and teachers can observe these stress symptoms and ideally should be able to work out a strategy to deal with them in order to minimize their ever-lasting negative effect on the future of these children. The children often initiate talk about terror with their parents or teachers to express their fears about their own safety and security.

Managing Terror for Impact Mitigation

After the massive Gujarat earthquake that rocked the Kutch area, the central government introduced a number of disaster management initiatives countrywide. But very little or none of them concerned the schools and much less to do with assessment and mitigation of the impact on the children. After the 9/11, the US worked out a number of effective measures to prepare the teachers in American schools to deal with the terror related trauma among children. A similar situation has now developed in the wake of frequent terror strikes in India necessitating the need to work out well-thought out approach and strategies for terror impact mitigation among the younger generation through well-planned interventions by schools.

There is a need to evolve a framework for the school community to cope in with the situation a manner that the trauma of these incidents does not scar the children for life. Rather, it should strengthen them emotionally and empower them with skills that would help them deal with future situations in a constructive manner. The four basic tenets on which the proposed terror impact mitigation framework is based are –



Implications for the schools: The Way Forward

Awareness through Dialogue- We have to begin the process by trying to reassure the children so that they feel safe and less vulnerable in their present conditions. The most effective way of doing this is to initiate a dialogue that encourages them to discuss their feelings and fears openly. The teachers or parents have to be watchful of the behavioral changes in children and anxiety pangs displayed by them and begin with the following steps.

- a. Listen to the questions and concerns of children patiently and attentively.
- b. Discuss the terror incidents honestly. This would give the teachers an opportunity to empathize with their thoughts and insecurities.
- c. Take care that these discussions do not include exaggerated accounts or unnecessary speculation.
- d. Firmly negate the false information, notions and beliefs being held by them.
- e. The discussions and information being given to the children should be age appropriate and aim at creating calm, relaxed and tension –free environment.
- f. The children should be made to feel that life has not changed drastically after the terror strike and they should be helped to resume their everyday routine as soon as possible. The familiarity of routine life will be a great source of comfort for them.

Rational Analysis: The teachers and parents must try to restore the child's faith in the institutions of family, community and nation.

- a. Through a rational analysis of the situation such incidents should be portrayed as aberrations rather than the norm.
- b. The teacher must express and reinforce their faith in the humanity and emphasize that an entire religion or community should not be held responsible for these incidents.
- c. It should be pointed out that goodness and evil are present in equal measure in every religion or community and children should be encouraged to identify noble aspects of religions and communities other than their own.
- d. Human values should be reinforced through discussions, debates and practical experiences in the class room.
- e. Older children, through mutual dialogue and discussions, can be asked to reflect and identify the prejudices that one community may have against another and also discuss the rationality of these biases.
- f. Children should be encouraged to think positively and constructively rather than succumbing to the blame-game.

- g. The teachers and parent's attitude and demeanor will go a long way in developing EQ in the children.
- h. Humanitarian incidents on the scene of terror should be highlighted to deter the children from a feeling of hopelessness.

Skill Building for Response: Activity based approach works the best with children. Channelising their energies and thoughts into positive action and making them feel as important contributors in the peace process will instill confidence and self-belief in the children. This would push the anxiety and trauma in the back ground and will make the children feel empowered to handle such situations in the future.

- a. The Head of the school along with the counselors can list age- appropriate practical skills for children of different age-groups such as being keen observers in the neighborhood, volunteering to help the victims and their families.
- b. While at primary level this could be simple do's and don'ts that aim at self-help and self protection, at secondary and senior secondary level it can also include giving first aid training, crowd management , evacuating a building on fire etc.
- c. Learning such Life-Skills would make the students feel empowered and confident.

Affirmative Community Action: The schools must convert the flow of negative energies into positive energy by planning affirmative action by the students in the neighborhood community. The objective of these activities will be instilling in the student habit of voluntary community-service and training the students in rebuilding and rehabilitation work. Again all the activities planned should be age-appropriate. These activities will give the students an opportunity actually put to use the skills that they have learnt as a part of the preparedness programme.

- a. The students could take up awareness campaigns in the school neighborhood for different groups of persons classified on the basis of age and literacy levels.
- b. The older students could be asked to plan programmes similar to the ones attended by them in the school for skill-building in the youth from the neighborhood community. These programmes could be for first-aid training, crowd management, evacuation of crowd from building or open areas. The professional groups, ngo's or parent volunteer should be invited to join in the programmes.
- c. The students could also so have a dialogue with the community encourage them to donate and contribute liberally in the event of such incident locally or any other place.
- d. Sending messages of commiserations, expressing solidarity with terror-victims at such crucial times and offers of help by the school are also some ways in which students could be engaged in affirmative action.

In present times the most important task schools have on hand is to nurture generations of future citizens to be happy, hopeful and committed to world peace and harmony.

CENTRAL BOARD OF SECONDARY EDUCATION

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

Ref No.F-11-1/AEO-FMM/CBSE/2008

Circular No. 39/08
October 14, 2008

To,

All the Principals of C BSE affiliated schools.

**Subject: Revision of the curriculum of the vocational course Stenography (Code No. 607- 610) w.
e .f. April 2009-10.**

Dear Principal,

The CBSE has been making concerted efforts to bring the curricula of various vocational courses in consonance with emerging market requirement.

The revision of the curriculum of the course stenography which comes under the commerce based vocational courses has been long overdue and therefore the Board has updated the curriculum and also changed it recently as per demand in the industry. The course Stenography will, henceforth, be called **Stenography and Computer Application** and the revised curriculum will be effective from the academic session 2009-10 in class XI, i.e. Board's question paper for class XII examination to be held in March 2011 will be based on it.

A copy of the revised curriculum can be downloaded from our website www.cbse.nic.in. Kindly notify the teachers concerned.

Yours faithfully,

(SHASHI BHUSHAN)
HOD (EDUSAT and VOC. EDN.)

Revised Curriculum Class-XI
Revised Curriculum Class-XII

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 and 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 and Languages), CBSE with a request to get the circular printed in the forthcoming issue of CENBOSEC.

HOD (EDUSAT)

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

CBSE/EO(COM.)/2008/

Dated:15.10.2008

Circular No.40/08

All Heads of Institutions
Affiliated to the Board

Sub.: **Political Science syllabus, Class XII, March 2009 Examination**

Dear Principal,

Your attention is drawn to Circular no.37/07 dated 1st August, 2007 wherein you were apprised of changes in the Political Science syllabus of class XII and the distribution of marks over its different units. In circular no.39/07 dated 8/8/2007, the revised design of question papers in the subject has been outlined. These changes could not be reflected in curriculum document 2009. Hence it is for your information that the contents of both the circulars will be applicable for March 2009 examination also.

Thus the unit-wise distribution of marks in Political Science, class XII, as applicable for Board examination 2009 will be as follows:

Part I : Contemporary World Politics		Marks
Unit 1	Cold war era in World Politics	14
Unit 2	Distribution of the second world and the collapse of bipolarity	
Unit 3	US dominance in World Politics	16
Unit 4	Alternative centres of Economic and Political power	
Unit 5	South Asia in the Post-cold War Era	
Unit 6	International organizations in a unipolar world	10
Unit 7	Security in Contemporary World	
Unit 8	Environment and natural resources in global politics	10
Unit 9	Globalization and its critics	
	Total I	50

Part II : Politics in India since independence		
Unit 10	Era of one-party dominance	16
Unit 11	Nation-building and its problems	
Unit 12	Politics of planned development	
Unit 13	India's external relations	6
Unit 14	Challenges to and restoration of Congress system	14
Unit 15	Crisis of the constitutional order	
Unit 16	Regional aspirations and conflicts	14
Unit 17	Rise of new social movements	
Unit 18	Democratic upsurge and coalition parties	
Unit 19	Recent issues and challenges	
	Total II	50
	Grand total (I + II)	100

The detailed content of unit 8 which has been added in the syllabus are as follows-

Unit 8: Environment and Natural resources in Global politics: Environment Movement and evolution of global environment norms, Conflicts over traditional and common property resources, right of indigenous people, India's stand on global environmental debates.

Kindly bring this information to the notice of all concerned.

Yours faithfully,

(C. GURUMURTHY)
DIRECTOR (ACAD.)

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

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
-3-
7. The Director of Education, Govt. of AandN Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to CE, CBSE
15. PA to Secretary, CBSE
16. PA to HOD (AIEEEE)
17. PA to HOD (Edusat)
18. PRO, CBSE

DIRECTOR (ACAD.)

**CENTRAL BOARD OF SECONDARY EDUCATION
DELHI**

No. CBSE/EO (LandT)/NIO/A/2008/

October 15, 2008

Circular No. 42

To
All Heads of Institutions
affiliated to the CBSE.

Subject: National Informatics Olympiad 2008-09 - First Stage Examination

The Central Board of Secondary Education will be conducting the National Informatics Olympiad in collaboration with the Indian Association for Research in Computing Science (IARCS), Mumbai across the country and abroad. The examination will be held in two stages. The examination will be open to all the students of classes VIII to XII studying in schools affiliated to CBSE as well as other Boards in the country.

The first stage examination consisting of the Zonal Informatics Olympiad will be held on Saturday, November 15, 2008 between 10.00 am and 1.00 pm. This will be followed by the Zonal Programming Contest (ZPC). The date and the timing will be notified subsequently.

STAGE 1:

The examination will be a written examination to test the aptitude of the students, their logical competence, problem-solving skills, and critical thinking.

STAGE 2:

The candidates who qualify in the first stage examination as per the norms prescribed by the selection committee will appear in the second stage examinations to be held on January 24, 2009, which will be based on programming skills.

Selected candidates will be called for intensive training for the final selection of the candidates for the International Olympiad.

The Board is planning to conduct the examinations in about 40 centres across the country and abroad. Each of these centres will have a coordinator cum Centre Superintendent who will be responsible for the conduct of the examinations. **The list of centres is put up on the CBSE Website: www.cbse.nic.in as well as on the Olympiad website: www.iarcs.org.in. Please select the nearest examination centre from the list given and forward the list of candidates desirous of participating in the first stage examination to the coordinator along with the examination fee as per the enclosed proforma on or before November 7, 2008. (The list of participants and bank draft need not be sent to the CBSE as the centre will be forwarding the list to the CBSE subsequently)** The fee for each participant will be Rs.100/- (Rupees hundred only). A consolidated demand draft for all the participants of your school may be drawn in favour of Secretary, CBSE, Delhi.

Question papers from previous years and other training details are available at the Olympiad website, : www.iarcs.org.in.

When the candidates go to the examination centre to write the examination, they should carry with them a bonafide

certificate with their photograph attested by the principal of their school. Since no Roll Number will be allotted to candidates, they have to write their name, class, school's name with address and centre name in the answer sheet and information sheet provided to them in the examination. For any further information, you may contact Mr. R.P. Sharma, Consultant Academic through e-mail at rpsharma_48@yahoo.com or on telephone no. 011-23211200

Please note that CBSE will not reimburse expenses incurred by the school on travel, accommodation etc. of the students to participate in the First Stage of the Olympiad.

Yours faithfully,

(Uma Sivaraman)
Education Officer (OL)

Zonal Informatics Olympiad – 2008-09
Proforma for forwarding the list of participants to the specified centre

S.No	Name of the Candidate	Name of the Father/ Mother	Class	Sex	Date of Birth
6*					

* You may extend this table as per your requirement.

1. Name of the school:
2. Address:
3. Tel No:(STD)..... FAX:.....
4. email:.....
5. Total number of candidates forwarded:
6. Total amount being remitted:
7. Name of the Bank:
8. Draft No:

Date:

Signature of the Principal

Note: Candidates should produce bonafide certificate with their photographs duly attested by the principal of the school at the examination centre.

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

1. The Commissioner, Kendriya Vidyalaya Sangathan/ Navodya Vidyalaya Samiti, New Delhi
2. The Director of Education, Delhi/ andaman and Nicobar Islands/Sikkim/ Arunachal Pradesh/ Chandigarh/ NCERT/CTSA
3. All Regional Officers, CBSE

Education Officer (OL)

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

CBSE/CM/ 2008./

Dated: 27.10.2008

Circular No. 43/08

All Heads of Institutions
Affiliated to the Board

Subject : Reducing the bag load on children

Dear Principal,

With the completion of the final phase of developing textbooks for classes VI and VIII, revised textbooks for all classes from I to XII based on National Curriculum Framework 2005 have been made available by NCERT in the current academic session 2008-09. These textbooks are characterized by certain unique features such as making the textual material more interactive, promoting self learning and relating classroom learning to real life situations. These publications also put greater emphasis to pedagogical considerations of content matter rather than loading it with more and more information. A large number of activities included in these books are likely not only to understand the basic underlining concepts but also make learning more interesting and joyful. Lot of space has also been provided in the books for promotion of reflective thinking, imaginative pursuits and out of class room learning. Thus, these textbooks provide freedom to both the teacher and learner to improvise, innovate, create and think beyond the minimum. The approach followed in these publications primarily aim at to make learning a pleasurable experience and minimize the curriculum load.

The Board has often advised the schools to lay greater emphasis on activity-based joyous learning experiences in teaching of Science, Social Science, Mathematics and Languages in such a way that students are able to connect and transfer class room learning to real life situations. The earlier guidelines vide circulars no. 07/2006 dated 4.5.2006 and 21/2007 dated 17.4.2007 regarding reduction of bag loads on children, particularly at primary and upper primary stages, had asked the schools to restrict the number of prescribed textbooks. It is reiterated that the number of prescribed textbooks in different classes may not exceed the number prescribed by NCERT in the corresponding class. **A complete list of NCERT textbooks for all classes upto class VIII is provided in the Annexure for ready reference.**

In addition to this, the schools are also advised to continue the practice of maintaining and keeping the school bags of children upto class II in the school itself. It is also suggested to support a system of class libraries in order to promote reading habits in children and also supplement in respect of those students who do not bring textbooks on a particular day. Pedagogical practices such as integrating soft subjects with main course teaching, using interesting alternatives to home work which supplement class room teaching, adopting a continuous and comprehensive evaluation for strengthening of learning will further continue to effectively reduce the burden on learning.

It is requested that the contents of this letter may be discussed with all the teachers of the school in order to ensure effective transfer of suggestions included in this circular. The school should also ensure strict compliance with regard to the number of books prescribed so that the students and parents are not burdened academically or financially.

With best regards.

Yours faithfully,

(VINEET JOSHI)
CHAIRMAN

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

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791 111
7. The Director of Education, Govt. of AandN Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
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15. PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

CHAIRMAN

CENTRAL BOARD OF SECONDARY EDUCATION

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

F-3-1/EO/HCS/CBSE/2008

October 27, 2008
Circular No. 44/08

To

All Heads of Senior Secondary Schools

Affiliated to CBSE

Subject: Introduction of a new course under vocational stream, namely, Health Care Sciences in collaboration with relevant Industry / organization from the academic session 2009-10.

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 phased manner. As there is a felt need for skilled workforce in the field of healthcare services the Board is planning to introduce a new vocational course namely Healthcare Sciences. The course aims at creating a multi skilled work force for the growth of health industry by generating employability skills such as meticulous attention, comfortable use of equipments, interpersonal skills and patient dealing skills. Healthcare Sciences offers huge range of exciting and challenging opportunities

SUBJECTS OF STUDY

The General Health Care consists of **three compulsory Vocational subjects** each in classes XI and 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 Health Care Sciences course are given below:-

Class XI

A) Language

B) Biology

C) Three Compulsory Vocational Subjects

1. Anatomy and Physiology
2. Healthcare Delivery System, Hospital Organization and Services and Medical Equipments and Technologies
3. Food, Nutrition and Dietetics

D) Additional (Optional) may be any other subject 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 and Public Relations and Public Health
2. Basic concepts of Health and Disease and Medical Terminology
3. First Aid and Emergency Medical Care

Other Salient Features of the course

- 1) The main objective of this course is to develop competency and employable skills in Health care Sciences
- 2) The vertical mobility issue would be dealt with the concerned Institutes/organizations.
- 3) The Curriculum and textbooks have been 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.

As this course demands hand on experience to acquire required skills in hospital, your school must have tie up with a good hospital/nursing home which will provide your students seven weeks annual practical training. You are required to obtain a written permission of the hospital and send a copy of the same to the Board immediately.

Kindly send the following details to the undersigned immediately, if you are interested in introducing this package from next academic session i. e. 2009-10.

- Permission of the Hospital
- Names of the teachers with their qualification for training.
- A copy of affiliation letter to prove the Senior Secondary status of your school.
- An undertaking to provide all the facilities required for the implementation of the course.
- Your email address and telephone numbers / mobile numbers.

The Board would like to request Senior Secondary Schools desirous to introduce this new course under vocational stream from the academic session 2009-10 to send their option. Interested schools may mail their willingness at cbseedusat12@rediffmail.com or pvsairangarao@gmail.com or send it by post not later than 5/12/2008 for further processing.

In case of any doubt please feel free to contact the undersigned.

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 and 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 and Languages), CBSE with a request to get the circular printed in the forthcoming issue of CENBOSEC.

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 and 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 and water
 - alcohol hand rubs
7. Biomedical Waste (BMW) Containers and Syringe and 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
2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110092.**

NO. CBSE/ACAD/INCLUSIVE EDUCATION/2008

**29th Oct., 2008
Circular No. 45**

All the Heads of the institutions
affiliated to CBSE.

Subject: Inclusive Practices in CBSE schools

Dear Principal,

Inclusion is not just about including children with disabilities. *It is about embracing the idea that diversity is the reality and, therefore, each child is a unique learner.*

Learners learn and use their learning differently. Today's learner in schools may be culturally or linguistically different or they may suffer from minor or major disabilities, they may come from different family or socio-economic background or they may be disadvantaged due to economic, social, cultural, linguistic, gender, administrative, vocational disability or other factors. They need to overcome all these barriers with the help of an enabling school environment. The educators and all stakeholders including parents and members of the community need to develop the capacity to address the differences that each school might present.

With respect to children with disabilities, the Central Board of Secondary Education has provided **relaxation** for disabled children. These are placed at **Annexure 1** for your reference. It is earnestly hoped that schools will adapt / adopt some of these measures right from **primary level**. The sooner children are identified, the easier it is to help them monitor their disability and improve their performance.

The Board had brought out a document related to **Poor School Performance** in schools focusing on the major issue of slow learning caused by dyslexia and other co-morbid disabilities. This document is in the process of being revised.

We need to respect diversity so that every child no matter what his/her background and ability is provided a relevant and meaningful education. Being different is a fact which most of us understand. Inclusion is an effort to make sure all learners including children with disabilities access school along with other children and receive **“specially designed support and instruction”** which they need to succeed as learners and to achieve the required competence and skills.

The schools also need to follow the Advisory enclosed at Annexure 2. It may be noted that all schools need to comply with Inclusive Education Practices and admit children with disability in their institutions failing which stringent action to the extent of disaffiliation of the schools may be taken.

Often children are labeled as 'lazy' or 'poor performers' since they have a seemingly 'invisible disability' called **Learning Disability (LD)**. **Learning Disability** can manifest itself in learners in various ways and hamper their ability to listen, think, speak, read, write, spell or to do mathematical calculations. These learners may suffer from some impairment in perception, conceptualization, language, memory, attention or motor control.

It is hoped that schools will realize this serious concern and take appropriate initiatives to address these issues. The Board in the meantime is also in the process of bringing out a document on **Inclusive Practices** in School Education. Inclusive thinking and practices involve learners with disabilities in mainstream education curricula, assessment practices and classroom transaction which encourage the general and subject teacher to work together for the benefit of each student.

Inclusion presents a challenge not just on behalf of students with disabilities but also on behalf of students who are different in other ways. Different languages and cultures, different income groups and different ways of learning need accommodation from educators.

The redressal of the issue of **child labour** can no longer be postponed any further. Let us reinforce that the **'school is the best place for a child to work'**.

Moving ahead, the CBSE would like to recommend to all its affiliated schools that their children and staff take a pledge to stop child labour in their own homes and neighborhoods.

This can be **repeated twice a week during assembly** and children can ensure that no child below the age of 18 years is employed in their own homes. This can be followed by expanding the initiative to homes of close relatives and friends and even the neighbourhood. Schools can also take on various activities (according to age of children), such as research on child labour, performing street plays on combating child labour, making posters, pamphlets and display boards; writing articles and making short films on the topic. The CBSE would be very eager to get **reports** from the school on the impact of this initiative and would look forward to **case studies** that the Board could share with others.

*In its broadest and all encompassing meaning, **Inclusive Education**, as an approach, seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people - with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs. It aims at all stakeholders in the system (learners, parents, community, teachers, administrators, policy makers) to be comfortable with diversity and see it as a challenge rather than a problem. (Action Plan for Inclusive Education of Children and Youth with Disabilities, MHRD, 2005)*

Yours sincerely,

(DR.SADHANA PARASHAR)
EDUCATION OFFICER(L)

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

- 01 The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
- 02 The Commissioner, Navodya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
- 03 The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054.
- 04 The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh-160017.
- 05 The Director of Education, Govt. of Sikkim, Gangtok, Sikkim-737101
- 06 The Director of School Education, Govt of Arunachal Pradesh, Itanagar-
- 07 The Director of Education, Govt. of andaman and Nicobar Islands, Port Blair-
08. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
- 09 All Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. All Education Officers of the Academic Branch, CBSE
11. All Asstt. Education Officers, CBSE
12. The Library and Information Officer, CBSE
13. E.O. to Chairman CBSE
14. P.A. to C.E., CBSE
15. D.O. to Secretary, CBSE
16. P.A. to Director (Academic), CBSE
17. P.A. to HOD (EDUSAT), CBSE
18. P.A. to HOD(AIEEE), CBSE
19. PRO, CBSE

EDUCATION OFFICER(L)

Annexure 1**Concessions Given To The Physically Challenged Candidates**

1. Exemption from studying third language up to middle school level (i.e. Class VIII).
2. Permission to use an amanuensis.
3. The amanuensis is a student of class lower than the one for which the candidate will be taking the examination.
4. The Centre Superintendent of the Examination Centre chooses a suitable amanuensis and forwards his/her particulars to the Regional Officer concerned for consideration and approval.
5. The candidate pays the fee as prescribed for use of the amanuensis to the Board. However, the Blind, Physically Handicapped or Spastic Candidates are being provided services of an amanuensis free of cost.
6. The amanuensis is paid remuneration as prescribed from time to time by the Board.
7. The candidate may be permitted to use the services of an amanuensis in all or any of the papers. Services of same amanuensis is taken for all the papers.
8. The candidates are being permitted to draw the diagrams etc. themselves, if desired by them. Services of same amanuensis is taken for all the papers.
9. Additional time as under is given in each paper;

For paper of 3 hours duration	60 minutes
For paper of 2 ½ hours duration	50 minutes
For paper of 2 hours duration	40 minutes
For paper of 1 ½ hours duration	30 minutes
10. The Centre Superintendent makes the sitting arrangements for the dyslexic, blind, physically handicapped and spastic candidates on the ground floor, as far as possible.
11. Alternative type questions are provided in lieu of questions having visual inputs for the blind candidates in English Communicative and Social Science for Class X and History, Geography and Economics for Class XII.
12. Separate question papers in enlarged print for Mathematics and Science and Technology in Class X are provided.
13. The Centre Superintendent(s) are directed to send the answer books of special category students in separate covers.
14. To facilitate easy access, a few selected schools are made examination centres special students.
15. Blind candidates from Delhi have the facility to use computer or a typewriter for writing answers.
16. Teachers from blind schools are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centres. However, precaution is taken to appoint different subject teachers on different days.
17. A separate column has been provided on the title page of the answer book for indicating the category of physically challenged candidates so that these answer books could be segregated for sending them separately to the Regional Office of the Board.
18. However, at the Secondary School level a candidate has an option to opt for one language and any four of the following electives:

Mathematics, Science, Social Science, Another Language, Music, Painting, Home Science and Introductory Information Technology, Commerce (Elements of Business) and Commerce (Elements of Book Keeping and Accountancy)
19. Blind candidates have been permitted to offer subjects like Music, Home Science etc. which are not available in the school

Annexure 2

Advisory to schools :

As per Guidelines of Inclusive Education of Children with Disabilities (IECD) each school is advised :

1. to ensure that no child with special needs is denied admission in Mainstream Education
2. to monitor the enrollment in schools of disabled children
3. to provide support through assistive devices and the availability of trained teachers
4. to modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with Special Needs
5. to ensure that 3% reservation of persons with disabilities is done in all institutions receiving funds from Government (**Under The Persons with Disabilities Act, 1995**)
6. to ensure that all schools are made disabled friendly by 2020 and all educational institutions including hostels, libraries, laboratories and buildings will have barrier free access for the disabled
7. to ensure availability of Study material for the disabled and Talking Text Books, Reading Machines and computers with speech software
8. to ensure an adequate number of sign language interpreters, transcription services and a loop induction system will be introduced for the hearing handicapped students
9. to revisit classroom organization required for the education of Children with Special Needs
10. to ensure regular in-service training of teachers in inclusive education at the elementary and secondary level.

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

DIR (A)//NED/A/2008/

October 31, 2008

Circular No.46/08

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

Celebration of National Education Day on 11th November, 2008 reg.

Dear Principal,

Maulana Abdul Kalam Azad , a great freedom fighter and an eminent educationist and the first Union Minister of Education of independent India has immensely contributed to the cause of education of our country. In recognition of his great service in the field of education, It has been decided to commemorate his birthday on the 11th November, by observing it as the '**National Education Day**', throughout the country every year without declaring it a holiday.

All the schools affiliated to the Board are requested to celebrate the day in a befitting manner by organizing various activities like seminars, symposia, essay writing, elocution competitions, Quiz, workshops and rallies with banners, cards and slogans on the importance of literacy and the nation's commitment to all aspects of education.

A copy of the resolution passed by the Government of India is enclosed for information and necessary action.

The schools may organize these activities independently or through their Sahodaya Clusters. An action taken report may be sent to the Board along with the best performance/entries for publishing in the quarterly bulletin 'CENBOSEC'.

Yours faithfully,

(C. Gurumurthy)
Director (Academic)

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

1. The Commissioner, Kendriya Vidyalaya Sangathan, New Delhi
2. The Commissioner, Navodaya Vidyalaya Samiti, New Delhi
3. The Secretary, Central Tibetan School Administration, Sector – 9, Rohini, Delhi – 110 085.
4. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi
5. The Director of Education, Govt. of andaman and Nicobar Islands, Port Blair – 744 101
6. The Director of School Education, Arunachal Pradesh, Itanagar – 791 111
7. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101
8. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh.

Copy also to:

1. All Regional Officers, CBSE with the request to send it immediately to all the Heads of the schools which falls under their jurisdiction.
2. The Conveners of all Sahodayas, with a request to undertake the above mentioned activities in their respective jurisdiction
3. EO to Chairman, CBSE for kind information

Director (Academic)

**GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF HIGHER EDUCATION
(PN-1 SECTION)**

New Delhi, dated the 11th September, 2008

RESOLUTION

1. There have been consistent demands from various sections of the society to observe 11th November, the birthday of Maulana Abul Kalam Azad, a great Freedom Fighter, an eminent Educationist and the first union minister of education, in a befitting manner. Several State Governments have also supported the demand. Accordingly, the Central Government has decided to observe 11th November, every year, as the “National Education Day” throughout the country, without declaring it as a holiday.
2. Ministry of Human Resource Development has decided to commemorate the birthday of this great son of India by recalling his contribution to the cause of education in India. Educational Institutions at all levels would be involved in organizing seminars, symposia, essay-writing, elocution competitions, workshops and rallies with banner cards and slogans on the importance of literacy and nation’s commitment to all aspects of education on the “National Education Day”. The focus of activities on the “National Education Day” would be on the various initiatives taken under Sarva Shiksha Abhiyan (SSA); in setting up model

schools in secondary education; on the various initiatives taken in higher secondary education; and in vocational and higher education sectors by the central Government on its own; and in partnership with state governments, as well as through private public partnership. These initiatives would be projected in association with various industry bodies, whose fullest cooperation also would be sought in the development of human resources in the country.

3. All concerned are requested to ensure that the activities enumerated in paragraph 2 of this resolution are implemented by the institutions under their purview.

-sd-

Sunil Kumar
Joint Secretary to the Government of India

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

NO. CBSE/EO(L)/ACAD/2008

**4th Nov.,2008
Circular No. 47**

All the Heads of the institutions
affiliated to CBSE.

**Subject : *Assessment of Portfolios : Creative Writing and Translation
Studies for Classes XI and XII***

Dear Principal,

The Central Board of Secondary Education has introduced a new elective **Creative Writing and Translation Studies and the first Board Exam will be held in March 2009**. The **Portfolio** Assessment needs to be done for **20 marks**.

We wish to inform you that the **Portfolio** for the course '**Creative Writing and Translation Studies' Code No. 069, prepared by your Class XII students (appearing in the 2009 exam)** should be assessed by the school (grades translated into marks) and submitted to CBSE by **31st Jan.2009** at the address given below:

Dr. Sadhana Parashar
Education Officer (L)
Central Board of Secondary Education
Shiksha Sadan,
17, Rouse Avenue
Institutional Area, New Delhi-110002.

Please ensure that the assessment is done on the following criteria :

1. Regularity in submission of both class and home written assignments
2. Quality of tasks with emphasis on creative and comprehensive application.
3. Average marks of all Creative Writing and Translation written tasks
4. Oral communication skills and classroom translation

The Assessment Criteria may be checked up from Curriculum Document : Senior School Curriculum 2009 Volume I Main Subjects.

URGENT NOTE :

The original award list has to be sent, as in the case of other subjects to the Regional Office to which the school belongs.

This is being done this year as the CBSE feels that for a new course like this, it is advisable to have the system of Portfolio Assessment maintained. The monitoring will be done by a panel appointed by CBSE.

This may be brought to the notice of all teachers and students.

Yours sincerely

(DR.SADHANA PARASHAR)
EDUCATION OFFICER(L)

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

- 01 The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
- 02 The Commissioner, Navodya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
- 03 The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054.
- 04 The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh-160017.
- 05 The Director of Education, Govt. of Sikkim, Gangtok, Sikkim-737101
- 06 The Director of School Education, Govt of Arunachal Pradesh, Itanagar-791111.
- 07 The Director of Education, Govt. of andaman and Nicobar Islands, Port Blair-744101.
08. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
- 09 All Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. All Education Officers of the Academic Branch, CBSE
11. All Asstt. Education Officers, CBSE
12. The Library and Information Officer, CBSE
13. E.O. to Chairman CBSE
14. P.A. to C.E., CBSE
15. P.A. to Secretary, CBSE
16. P.A. to Director(Academic), CBSE
16. P.A. to HOD (EDUSAT), CBSE
17. P.A. to HOD(AIEEEE), CBSE
18. PRO, CBSE

EDUCATION OFFICER(L)

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

CBSE/EO(COM.)/2008/

Dated:06.11.2008

Circular No.48/08

All Heads of Institutions
Affiliated to the Board

Subject: Economics, Class XII, March 2009 Examination.

Dear Principal,

Your attention is drawn to the Board's circular no.26/07 dated 18.06.2007 on the availability of e-learning material in Economics, Class XII on its website. This is to reiterate that students of Class XII are examined from the **syllabus** prescribed by the Board. Teachers should refer to those parts of the NCERT Textbooks in Economics Class XII which cover the Economics syllabus and the supplementary reading material provided by the Board on its website www.cbse.nic.in. It is advisable also to go through the question papers of last three years' examination (2006-2008) besides the Sample question papers in Economics Class XII for 2009 Examination on the Board's website.

You are requested to bring it to the notice of all concerned

Yours faithfully,

(C. GURUMURTHY)
DIRECTOR(ACADEMIC)

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

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 AandN Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated

schools of the Board in their respective regions.

10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to CE, CBSE
15. PA to Secretary, CBSE
16. PA to HOD (AIEEE)
17. PA to HOD (Edusat)
18. PRO, CBSE

DIRECTOR (ACAD.)

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

NO. CBSE/ACAD/CSHP/2008

6th Nov.,2008
Circular No. 49

All the Heads of the institutions
affiliated to CBSE.

Subject: Follow up on Comprehensive School Health Programme.

Dear Principal,

The Central Board of Secondary Education has recommended the setting up **Health and Wellness** Clubs and launched the **four manuals in the package of Comprehensive School Health Manuals (vide circular no. 27 dated 24th June, 2008)**.

We hope that you have received the following four volumes of the Comprehensive School Health Manuals :

1. **Comprehensive School Health Teachers Activity** Manual Volume I
2. **Teacher's Manual** for Classes I-V
3. **Teachers' Activity Manual** for Classes VI-VIII
4. **Teachers' Activity Manual** for Classes IX – XII

In continuation of the above the Board would like to bring to you an advisory on some of the components related to health such as *Physical Fitness, Substance Abuse and Emotional Concerns*.

1. Physical Fitness :

- a. There should be at least 30 minutes of Physical Activities or games with maximum health benefits for Classes I-VIII everyday.
- a. For Classes IX – XII it should be ensured that all the students participate in Physical Activity / Games / Mass P.T / Yoga with maximum health benefits for at least 2 periods per week (90-120 min / week).

- b. In case the school has constraints of space, climatic conditions, presence of enough PE Teachers, or coaches it may consider indoor activities which would provide maximum health benefits (Aerobics / Meditation and breathing exercises / Yoga).
- c. Mass P.T. in the morning keeping in view the climate conditions is another alternative the school can use.
- d. Too much of **time being spent by children at house in watching TV** or playing **computer games** needs to be carefully monitored by the parents. An advisory can be sent by schools to parents and reinforced in the beginning of every term.
- e. Parental Awareness Programmes regarding Adolescent concerns including the above may be held at regular intervals by the schools.

2. Eating Habits and Diet:

School canteens should provide **healthy snacks** which can be monitored by the **Health Clubs** of the schools. Doctors / Nutritional Experts/ dieticians / Counsellors / Nurses/ Home Science Department may be involved in designing the recipes for the menu (healthy, nutritious, wholesome) and monitoring quality of the food items. **Junk / fast food needs to be replaced completely with healthy snacks. Carbonated and aerated beverages may be replaced by juices and diary products** (Lassi, Chach, Flavored milk etc.)

3. Substance Abuse :

Passive smoking is as harmful as indulging in active tobacco use. **Awareness** regarding the **hazardous effects of passive smoking** need to be created among the students and this may also be a part of the **Parental Awareness Programmes**. Awareness on recent laws enacted on prohibition of Tobacco products in public places needs to be created among students. Heads of Institutes should ensure that no Tobacco products should be sold either by minor or by major children in the vicinity of the educational institutes. Regular vigilance against smoking at home and school needs to be emphasized. The matter can be discussed in PTA meetings with parents. Project work on Substance / Tobacco abuse may be assigned to students as part of school assignment across disciplines and **'No Tobacco Week'** may be celebrated in school. A substance abuse control committee at school level involving PTA member's local leaders and students may also be initiated.

Value Education and **Value Enhanced Life Skills** should form a part of the larger curriculum plus activities in the schools. Schools should also be able to integrate unstructured programmes on Value Education through their **Literary Clubs, Health Clubs and Eco Clubs**.

4. Emotional Health:

There is a need for **Value Education aided Conceptual Framework of Life Skills** related to values for sensitizing teachers and learners to the **Universal Skills such as Thinking Skills** (Creative and Critical Thinking, Self Awareness, Problem Solving, Decision Making), **Social Skills** (Interpersonal Relationships, Effective Communication, Empathy) and **Emotional Skills** (Managing feeling / Emotions, Coping with Stress).

Yours sincerely

(DR.SADHANA PARASHAR)

EDUCATION OFFICER(L)

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

- 01 The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
- 02 The Commissioner, Navodya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
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- 05 The Director of Education, Govt. of Sikkim, Gangtok, Sikkim-737101
- 06 The Director of School Education, Govt of Arunachal Pradesh, Itanagar-791111.
- 07 The Director of Education, Govt. of andaman and Nicobar Islands, Port Blair-
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- 09 All Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
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11. All Asstt. Education Officers, CBSE
12. The Library and Information Officer, CBSE
13. E.O. to Chairman CBSE
14. P.A. to C.E., CBSE
15. D.O. to Secretary, CBSE
16. P.A. to Director (Academic), CBSE
17. P.A. to HOD (EDUSAT), CBSE
18. P.A. to HOD(AIEEEE), CBSE
19. PRO, CBSE

EDUCATION OFFICER(L)

CENTRAL BOARD OF SECONDARY EDUCATION

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

F-15-1/EO (L)/IIMB-TRG/CBSE/2008

November 6, 2008

Circular No. 50/08

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

**SUBJECT: Revised Dates for Strategic Leadership Programme for Principals at IIM,
Bangalore.**

Dear Principal,

In response to Board's **Circular no 24** dated **June 5, 2008** and subsequent **Circular no 28** dated **June 25, 2008**, the Board received overwhelming response for the four training programmes at IIM Bangalore. Therefore the Board considered it necessary to have a detailed rationalized criterion for nominating Principals to these Programmes and developed a new **Registration Form** for these programmes.

In view of the revised criterion for nomination and also due to the Sahodaya Conference falling on the same dates, the first programme from Dec 8- Dec.12,2008 has been rescheduled and the revised dates of the four programmes are as under:

Programme 1	Dec. 15-Dec. 19. 2008
Programme 2	Jan. 12 – Jan. 16 -2009
Programme 3	Jan. 27 - Jan. 31 – 2009
Programme 4	Feb. 16-Feb. 20-2009

The fee for the training programme will be Rs. 25000/- per participant which will include the training fee, boarding and lodging of the participants at the venue, stationery and reading materials. **This is a fully residential and intensive course and therefore requires commitment to learn .The Participants will be expected to stay on campus and participate in pre dinner sessions also.**

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

**Dr. Sadhana Parashar,
Education Officer (L), CBSE,
“Shiksha Sadan”, 17, Institutional Area,
Rouse Avenue, Delhi– 110 002.**

The Registration form can also be emailed to: sadhanap.cbse@nic.in. An online registration facility is also available at the cbse website i.e. www.cbse.nic.in

The last date for receiving the **registration form is November 25, 2008**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later. The prospective participants need to give preference for the Programmes 2 to 4 in order of priority. The Participants already selected from the applications received previously for the first programme are being contacted separately .**The registration form should not be accompanied by the demand draft for the fee at this stage** The Participants will be required to remit the course fee directly to IIM, Bangalore once the confirmation of the participants is conveyed to them.

Yours sincerely,

(DR.SADHANA PARASHAR)
EDUCATION OFFICER(L)

Copy to:

1. The Director of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054.
2. The Director, Central Tibetan School Administration, ESS Plaza, Sector-3, Rohini, Delhi-85
3. The Additional Director General Director General of Army Education, A-Wing, Sena Bhawan, DHQ-PO, New Delhi.
4. The Secretary and Director Education, Govt. of Sikkim, Gangtok(Sikkim)-737101.
5. The Director of Education, andaman and Nicobar Islands, Port Blair-744101.
6. The Director of School Education, Govt. of Aurnachal Pradesh, Civil Sectt. Ita Nagar-70111, Arunachal Pradesh.
7. The Director of Public Instruction, Chandigarh Administration, Sector-9, Chandigarh-160017.
8. All the HODs of CBSE, Delhi.
9. E.O. to Chairman, CBSE, DELHI
10. All the Regional Officers of the CBSE,
11. All the Education Officers of the CBSE, DELHI.
12. Joint Secretary (IT), CBSE with a request to put the circular on the Website.

EDUCATION OFFICER(L)

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

CBSE/CM/ 2008/

Dated: 11.11.2008

Circular No. 51/08

All Heads of Institutions
Affiliated to the Board

Subject: Safety in School Science Laboratories

Dear Principal,

Science laboratories are essential and critical component in Science education. All students study Science as a compulsory subject upto grade X and a significant percentage of them continue studying Physics, Chemistry, Biology, BioTechnology, Home Science etc. at senior secondary level. This requires conduct of regular practical work and use of variety of equipment, instruments, gadgets, materials, chemicals, glassware etc. It is of utmost importance that in order to ensure safety of students working in Science laboratories, every essential precaution is taken well in advance.

It is not uncommon to observe that in many cases, the essential safety measures are either not given much attention or are ignored altogether. Gas fittings in chemistry laboratory often do not fulfil the mandatory standards and requirements. Chemical are, in many cases, not stored in safe manner and kept under safe custody. It is also observed that exhaust fans are sometimes not provided in chemistry laboratory. Mandatory items such as laboratory coats, goggles and gloves are not used while doing experimental work. Electrical fittings are at times done with sub-standard materials and components. Laboratories are not located with easy and open exits. Fire extinguishers are not installed at desired locations. First aid facilities are inadequate or missing. Medical facilities are also found wanting on many occasions. All such negligent actions may result in dangerous and unfortunate incidents and need to be attended to urgently.

In order to ensure safety of students in Science Laboratories, there is an urgent need to look into its different aspects and make the following provisions:

- Designing of all science laboratories according to necessary norms and standards.
- Two wide doors for unobstructed exits from the laboratory.
- Adequate number of fire extinguishers near science laboratories.
- Periodical checking of vulnerable points in the laboratories in relation to possibility of any mishappening.
- Ensuring gas fittings in Chemistry laboratory fulfilling desired norms and standards.
- Periodical checking of electrical fittings/ insulations for replacement and repairs.

- Timely and repeated instructions to students for careful handling of chemicals and equipments in the laboratory.
- Display of do's and don't's in the laboratory at prominent places.
- Safe and secure storage of all chemicals.
- Proper labelling and upkeep of chemicals.
- Proper safety and protection provisions such as fume hood, goggles and gloves while doing practical work.
- Careful supervision of students while doing practical work.
- Advance precautionary arrangements to meet any emergency situations.
- Conduct of any additional experimental work only under supervision and with due advance permission.
- Availability of First Aid and basic medical facilities in the school.
- Proper location of the laboratories.

The tragic fire incident in a school at Kumbakonam in 2004 is still afresh in which nearly 100 children lost their precious lives. The Board had issued a detailed Circular no. 28/2004 dated 26th July, 2004 asking schools to take all safety measures for meeting adverse situations and ensuring safe custody of children in the school. It is reiterated that all necessary safety measures may be taken and the above guidelines may be discussed in detail with the teachers as well as students for greater awareness and sensitization on safety matters.

The Board may depute an expert team to visit your school to find out whether all safety provisions in Science laboratories have been made.

With best regards

Yours faithfully,

(VINEET JOSHI)
CHAIRMAN

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

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.

5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791 111
7. The Director of Education, Govt. of AandN Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to CE, CBSE
15. PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

CHAIRMAN

CENTRAL BOARD OF SECONDARY EDUCATION
“SHIKSHA KENDRA”, 2, COMMUNITY CENTRE,
PREET VIHAR, DELHI – 110 092.**EO (VandE)/BIO-TEC/CBSE/2008****November 5, 2008**
Circular No. 52/08**To**
All Heads of Institutions
Affiliated to CBSE**Subject: Guidelines in respect of Biotechnology Lab Manual**

Dear Principal,

The CBSE is receiving certain queries on Biotechnology Lab Manual published by CBSE for class XI and XII. It is clarified that the three experiments namely, Cell viability assay (using Evans blue stain), Determination of blood groups and Estimation of DNA have been shifted from class XI to class XII as per the curriculum 2009. However the textual material for these experiments has continued to be incorporated in class XI Lab Manual. It is intended to revise the lab manuals and make them available at the earliest. Till such time the schools are requested to consult the class XI Lab Manual for these experiments.

The same may be brought to the notice of all teachers and students concerned.

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 and 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 and Languages), CBSE with a request to get the circular printed in the forthcoming issue of CENBOSEC.

HOD (EDUSAT)

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

DIR (A)/CBSE/2008/

01.12. 2008
Circular No.53/08

All the Heads of the
CBSE affiliated schools

Subject: 38th UPU Letter Writing Competition for young people 2009 organised by the Department of Post, Ministry of Communications and IT, Govt. of India in collaboration with international Bureau of the Universal Postal Union.

Dear Principal,

With a view to develop faculty in composition and subtlety of thought amongst the young people and to contribute to the strengthening of international friendship, the International Bureau of the Universal Postal Union (IBUPU) is coordinating the 38th UPU Letter Writing Competition 2009. The IBUPU shall select three prize winners from amongst the best entries received from each member country of the UPU. The three winners will be awarded Gold, Silver and bronze medals by the UPU along with an album of the official postage stamps of the Universal Postal Union.

For this the Department of Post, Ministry of Communications and IT, Govt. of India shall be organizing the 38th UPU Letter Writing Competition 2009 for school going children up to 15 years of age as on 31.3.2009, on Sunday, the 4th January 2009 between 10 a.m. to 11 am. All the candidates are required to apply in person to the Principal/ Chief Post Master General/Post Master General, latest by 20th December, 2008 in duplicate on a plain paper in the following format with three passport size photographs two of which have to be affixed in the application forms, one each.

- I. Name of the Competition
- II. Full name of the participant
- III. Father/Guardian's name
- IV. Full address for correspondence
- V. Name of the school/Institution
- VI. Age certified by Head of the institution
- VII. Sex
- VIII. Centre

The students will be provided with answer booklets only at the centre but should make their own arrangements to reach the venue with other essential stationery for writing the composition. The duration of the competition shall be one hour and maximum marks allotted 100. They may write in English or in any language listed in the eighth schedule of the constitution of India. The subject of the competition is “**Write a letter to some one to explain how decent working conditions can lead to a better life**”. The composition must be presented in the form of a letter not exceeding 1000 words length on the given subject.

The Department of Posts, Govt. of India, shall select three best entries at National level that will be given cash prizes of Rs. 2000/-, Rs. 1500/- and Rs. 1000/- respectively and certificates. In addition, consolation prizes of Rs. 250 each and certificate will also be given to one best entry from each Postal circle. The best entry at the National Level shall qualify as the official Indian entry for the UPU level international competition.

For further details one could visit the Department's web site: <http://www.indiapost.gov.in> also. You are requested to organize this competition in your schools in consultation with the Chief Post Master General/ Postmaster General of your respective Circles/regions and forward your entries to the Chief Postmaster General of your state for evaluation and further forwarding the best three entries to the Postal Directorate, New Delhi. Addresses of the Chief Postmaster General different circles and other detailed instructions are enclosed herewith.

Yours faithfully,

(C. Gurumurthy)
Director (Academic)

Encl: As stated above.

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

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18, Institutional Area, Shaheed Jeet Singh Marg, New Delhi - 110 016
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi - 110 048
3. The Secretary, Central Tibetan School Administration, Sector - 9, Rohini, Delhi - 110 085.
4. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi - 110 054
5. The Director of Education, Govt. of andaman and Nicobar Islands, Port Blair - 744 101
6. The Director of School Education, Arunachal Pradesh, Itanagar - 791 111
7. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim - 737 101
8. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh
9. All Regional Officers, CBSE with the request to send it immediately to all the Heads of the schools which falls under their jurisdiction.
10. EO to Chairman, CBSE for kind information

Director (Academic)

CENTRAL BOARD OF SECONDARY EDUCATION
SHIKSHA SADAN, 17-ROUSE AVENUE, NEW DELHI-110002**CBSE/EO(COM.)/2008/****Dated:10.12.2008****Circular No.54/08****All Heads of Institutions****Affiliated to the Board**Subject: Sociology, Class XII, March 2009 Examination.

Dear Principal,

Kindly refer to the Office Circular no.14/08 dated 15.04.2008 conveying Board's decision to introduce Project Work in Sociology (Code No.039) in class XI from the academic session 2008-09 and in class XII from the academic session 2009-10. Accordingly in respect of March 2009 examination the schools are again clarified to follow the same design of question paper which was communicated to them for March 2008 examination vide circular no.42 dated 11.09.2007. Reproduced below is the weightage of marks to content units of the Sociology syllabus, class XII, applicable for March 2009 examination for ready reference:-

Maximum marks: 100**Time allowed:3 hrs.****Book 1- Indian Society****M.M. 38**

S. No.	Units	Weightage/Marks
1.	Chapter 1- Introducing Indian Society	Non evaluative
2.	Chapter 2- Demographic Structure and Indian Society	08
3.	Chapter 3- Social Institutions-Continuity and change	06
4.	Chapter 4- Market as a Social Institution	08
5.	Chapter 5- Pattern of Social Inequality and Exclusion	08
6.	Chapter 6- Challenges of Cultural Diversity	08
7.	Chapter 7- Suggestions for Project Work	Non evaluative

Book 2 – Change and Development in Indian Society**M.M. 62**

S. No.	Units	Weightage/Marks
1.	Chapter 1- Structural Change	06
2.	Chapter 2- Cultural Change	08
3.	Chapter 3- The Story of Democracy	08
4.	Chapter 4- Change and Development in Rural Society	08
5.	Chapter 5- Change and Development in Industrial Society	08
6.	Chapter 6- Globalisation and Social Change	08
7.	Chapter 7- Mass Media and Communications	08
8.	Chapter 8- Social Movements	08

The Sample Question Papers in Sociology, Class XII are available on the Board's website at this address <http://www.cbse.nic.in/curric~1/SQP%20Sociology-xii-2008.doc>.

The above information may kindly be brought to the notice of all concerned.

Yours faithfully,

(C. GURUMURTHY)
DIRECTOR (ACAD)

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

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 AandN Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.

10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to CE, CBSE
15. PA to Secretary, CBSE
16. PA to HOD (AIEEE)
17. PA to HOD (Edusat)
18. PRO, CBSE

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

F-2-1/AEO/NUEPA/CBSE/2008

December 2, 2008
Circular No.54 /08

All Heads of Independent Schools
Affiliated to the CBSE

Subject: Eighth Training Programme for Principals, at NUEPA, New Delhi
from January 05 to January 09 2009

Dear principal,

The Central Board of Secondary Education in its constant endeavor to empower the heads of institutions has been organizing training programmes for Principals in “**Leadership in Educational Administration**” in collaboration with the **National University of Educational Planning and Administration (NUEPA) New Delhi**. These programmes have been customized for better delivery on the basis of feedback received from the previous participants. The eighth such programme for independent schools is scheduled to take place from **January 05 to 09 January 2009** at NUEPA Campus, Sri Aurobindo Marg, New Delhi. The five days programmes will have the following objectives.

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

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

The principals interested in participating in the above mentioned training programmes may fill the attached registration form and send it to the undersigned on or before **December 20, 2008**. The registration form **should not** be accompanied by demand draft for the fee. The details of mode of payment of fee and reporting time will be conveyed to the selected participants.

Yours sincerely,

Dr. Sadhana Parashar
Education Officer (L)

**Management Development Programme for Principals at National University of Educational Planning
and Administration, Delhi, from 5th -9th January, 2009****Registration Form**

1. **Name of the Principal** _____
2. **Name and address of the school with Pin Code:** _____

3. **Status of the School:** _____
Secondary/ Senior Secondary
4. **Phone No(s) with STD Code:** _____
Office: _____
Residence: _____
Mobile: _____
5. **Number of years spent working as Principal** _____
6. **No. of the years for which the school
has been affiliated with the CBSE** _____
7. **Email Address:** _____
8. **Whether the Principal has already attended
training programme conducted by CBSE at
IIM, Ahmedabad , Bangalore and Lucknow or
NUEPA New Delhi (if so when and where, Kindly mention Year)** Yes/No _____
9. **Whether the school has organized any
programme sponsored by the CBSE, (if

yes please give details)** _____

10. **Whether the school is a member of any Sahodaya Complex or not.** _____
(If yes, please give details.) _____

11. **Any contribution to the field of Education
you would like to mention** _____

12. **Articles contributed to Cenbosec /National/
_____ International Journals.**

13. **Books published, if any (Separate list
may be enclosed)** _____

The last date for receiving the **registration form is December 20, 2008**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later. **The registration form should not**

be accompanied by the demand draft for the fee at this stage. The Participants will be required to remit the course fee directly to NUEPA once the confirmation of the participants is conveyed to them.

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

Date: _____

Signature: _____

Please note that Demand Draft for course fee should not be sent with the registration. The hard copy of the registration form in the format given above may be posted to:

Dr. Sadhana Parashar
Education Officer (L)
CBSE, "Shiksha Sadan".17, Inst. Area,
Rouse Avenue, New Delhi-110002