

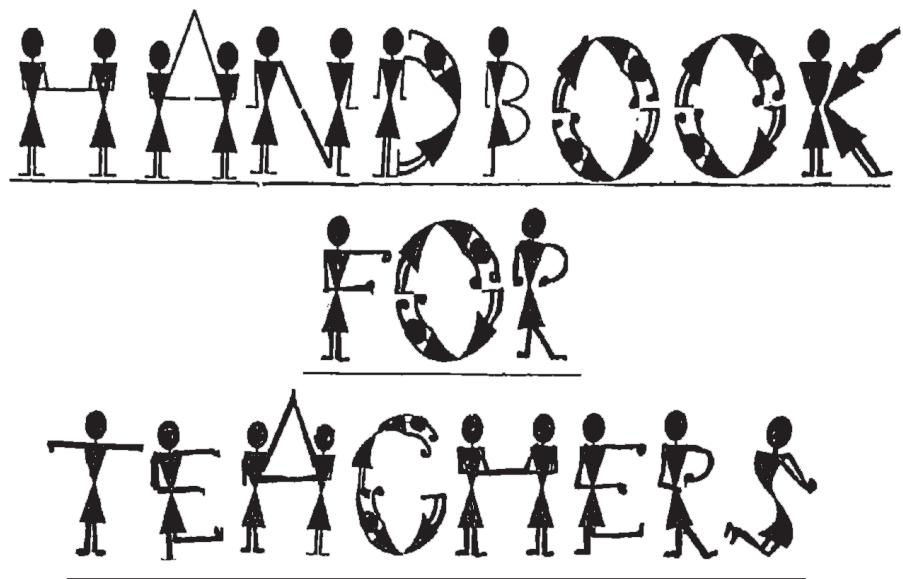
HANDBOOK

FOR

TEACHER



Central Board of Secondary Education - 2019



CENTRAL BOARD OF SECONDARY EDUCATION - 2019



HANDBOOK FOR TEACHERS

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण ¹प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए
तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता
सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
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भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आहवान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और बन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ज) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उचाइयों को छू ले;
- (ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छ्यासीबां संशोधन) अधिनियम, 2002 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

1. Subs, by the Constitution (Eighty-Sixth Amendment) Act. 2002.

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About this Handbook

CBSE has taken several initiatives towards qualitative improvement of education. Making every stakeholder- teacher, student, parent, principal, school management - feel responsible and a part of this improvement process is necessary. Simultaneously, it is felt that there should be a resource which contains all information related to each of these stakeholders at one place.

With the focus on making students future-ready, it has been felt that in addition to being aware of the expectations from the teachers by the Board, our teachers must also be equipped with the information required by them regarding their learners and related to their career improvement and advancement. We believe that a well-informed teacher can do wonders in a classroom.

The present Handbook for Teachers is a source of information to teachers for the procedures, policies, roles, responsibilities, awards and resources related to their professional life. Beginning from basic information about appointment and qualification, this Handbook also contains a range of information, such as, teacher self-evaluation framework, details about the board examinations, subjects offered, use of technology, disaster management procedures to be followed, awards that teacher may apply for, and several other important and much-needed information about CBSE policies in the matters involving teachers.

It is expected that this handbook will answer most queries pertaining to the professional lives of teachers with regard to their association with the CBSE.



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Glossary

360-degrees feedback	Comprehensive feedback from everyone involved in the teaching-learning process, incorporating all view-points
Affiliation Bye-Laws	CBSE Affiliation Bye-Laws 2018
Clause	A Clause of Affiliation Bye-Laws 2018
DIET	District Institute of Education and Training
DIY	Do It Yourself
DoSEL	Department of School Education and Literacy
Head	Principal of a school
JNV	Jawahar Navodaya Vidyalaya
KVS	Kendriya Vidyalaya Sangathan
MHRD	Ministry of Human Resource Development
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCPCR	National Commission for Protection of Child Rights
NDMA	National Disaster Management Authority
OASIS	Online Affiliated School Information System by CBSE
RTE	Right to Education Act
SCERT	State Council of Educational Research and Training
SHAGUN	Shala Gunvatta, an e-initiative of DoSEL, MHRD
SWOT Test	Strength Weakness Opportunity Threat Test: a technique for understanding your Strengths and Weaknesses, identifying both the Opportunities open to you and the threats/challenges you may face
UDISE	Unified District Information on School Education
UT	Union Territory

Prologue

PROLOGUE

What do teachers make?

Once a teacher was asked, "Honestly, being a teacher requires so much effort. What do you get?"

This teacher, who had a reputation for honesty and candour replied, "You want to know what I get?"

She paused for a second, and then began. "Well, I get a kid to work harder than they ever thought they could. I can make a C+ feel like the Medal of Honour because each child learns at a different pace. We respect their self-esteem."

"I can get these kids to sit through 40 minutes of class time when their parents can't get them to sit for five minutes without an iPad, Game Cube or Play Station."

She paused and continued, "You want to know what I get? I get these kids, out there to wonder."

"I get them to question everything."

"I can get them to apologize and mean it."

"I get them to have respect and become responsible for their actions."

"They don't just learn to write; rather I gain when they write on their own. Just typing things out isn't everything."

"I get them to read, read and read."

"I get them to do their math problems, even attempt the tough ones, using their God-given brain, not a man-made calculator."

"They learn with me the importance of being a lifelong learner and what it takes to get there."

"I make my students respect diversity in language and lifestyle and teach them to preserve their unique cultural identity."

"My classroom is a place which I created with them, where all my students feel safe and equal."

"I get them to understand that using the gifts they were given, working hard, and following their hearts; they can get anything in life and be happy and successful."

Pausing one last time, continued, "Then when people try to question me by what I get, with me knowing money isn't everything, I hold my head up high and pay no attention to them because they are ignorant. You want to know what I get."

"I get to MAKE A DIFFERENCE."



CHAPTER-1

BASIC INFORMATION



This chapter contains basic information about the qualification norms for teachers' appointment to CBSE schools, salary, the infrastructure of schools, School Management Committee and its functions, roles and responsibilities of the Head of school and penalties as per the affiliation bye-laws of the Board.

All these have been described through EXTRACTS FROM AFFILIATION BYELAWS, 2018, that illustrate some of the most relevant aspects of the Byelaws as far as TEACHERS are concerned. These paragraphs are only an extract, hence, they cannot be construed as the entire Affiliation Byelaws. These can be used for a quick and summary understanding only. For detailed information on these aspects, the reader should refer to CBSE Affiliation Bye-Laws 2018 available at www.cbse.nic.in.

1.1 Important Definitions:

The following definitions may be relevant for a Teacher:

FEW DEFINITIONS - - for more details please see Chapter 1 of Affiliation Byelaws, 2018.	
Clause	Provisions of the Clause of Affiliation Byelaws
1.3.14	“School” means a school as defined in Section 2 of the Right to Education Act.
1.3.17	“Private School” means a school run by a Society/Trust/Company registered (under section 8 of the Companies Act 2013) duly constituted and registered under the provisions of Central/State Acts.
1.3.18	“Government Aided School” means school receiving grant-in-aid from the Union Government/Administration of Union Territory/State Government/Local Authority.
1.3.19	“Grants-in-aid” means aid or grant in the form of maintenance from the Central Government or State Government or Administration of Union Territories or Local Authority, as the case may be.
1.3.20	“Head of Institution” means the Headmaster/Principal of a Secondary/Senior Secondary School affiliated with the Board
1.3.21	“Teacher” means a person in the employment of an institution affiliated with the Board for teaching purposes as per the qualification criteria stipulated in Section 23 of RTE Act 2009 or as per Affiliation Bye-Laws of the Board.

1.3.22	“ Manager ” means an office-bearer of the management committee of the School who acts as correspondent.
1.3.24	“ Recognition ” means formal recognition of school in accordance with the provisions contained in the Right to Education Act and/or the Education Act of the concerned State/UT Government/Administration
1.3.25	“ No Objection Certificate ” means a letter issued by the Education Department of the State/Union Territory in respect of a school situated in the State/Union Territory for Affiliation of the school to the Central Board of Secondary Education (CBSE).
1.3.26	“ Parents-Teachers Association ” or “PTA” means an association of the parents and teachers of a particular school.
1.3.28	“ Session ” means the period of twelve months duration, when instruction is provided to the students, normally from April to March.
1.3.35	“ Parent ” means the same as defined in Section 2 of the Right to Education Act.
1.3.36	“ Penalty ” means a penalty imposed or purported to be imposed upon the school under the provisions contained in these bye-laws.

1.2 Teacher Qualification:

Minimum levels of qualification have been laid down.

Clause	Provision of the Clause of Affiliation Byelaws
5.1	The minimum qualifications for the teaching staff (including the Principal/Vice-Principal/Head of school) should be in accordance with the following:
5.1.1	National Council for Teacher Education (Determination of Minimum Qualifications for Persons to be recruited as Education Teachers and Physical Education Teachers in Pre-Primary, Primary, Upper Primary, Secondary, Senior Secondary or Intermediate Schools or Colleges) Regulations as amended and notified from time to time.
5.1.2	Minimum qualifications laid down in the Recruitment Rules for the teachers by the Appropriate Government where the school is situated or the Recruitment Rules for the teachers of Kendriya Vidyalaya Sangathan or Navodaya Vidyalaya Samiti .

5.1.3	The minimum qualifications of the teachers of subjects introduced by CBSE are given in Appendix-VII of the CBSE Affiliation Bye-Laws 2018
5.1.4	Where ever need arises, the provisions contained in clause 5.1.2 will prevail over the provisions contained in clause 5.1.3 and the provision contained in clause 5.1.1 will prevail over both 5.1.2 and 5.1.3.

1.3 Terms of Service:

It must be understood that these are matters to be dealt with by the school administration, and the Board has no role to play in the development or implementation of these terms by the school.

Clause	Provision of the Clause
5.3	The school shall define the service rules of teaching & non-teaching staff on the lines of the service rules of the employees of Appropriate Government. The service rules shall be approved by the School Management Committee and the Trust/Society/Company running the school and invariably have specific and well documented provisions in respect of the following:
5.3.1	Appointments
5.3.2	Medical Certificate, Character Certificate, etc.
5.3.3	Probation (Including Extension of Probation)
5.3.4	Confirmation
5.3.5	Termination of Service due to Abolition of Posts, etc.
5.3.6	Age of Retirement
5.3.7	Working Days and Working Hours
5.3.8	Number of Teaching Periods
5.3.9	Maintenance of Record by the Teachers
5.3.10	Attendance of Employees

5.3.11	Contributory Provident Fund - Pension Scheme
5.3.12	Representations to the School Management
5.3.13	Permission to add Qualifications
5.3.14	Application for Another Post
5.3.15	Private and other Tuitions
5.3.16	Leave, Grant of Leave
5.3.17	Duties and Code of Conduct for Employees
5.3.18	Service Books
5.3.19	Performance Appraisal Reports
5.3.20	Disciplinary Procedure: Suspension and Reinstatement etc.
5.3.21	Constitution of Disciplinary Committee
5.3.22	Penalties (Minor and Major), Powers of Imposing Penalties and Procedure of Imposing Penalties etc.
5.3.23	Payment of Pay and Allowances on Reinstatement



QUOTABLE

The school shall define the service rules of teaching & non-teaching staff on the lines of the service rules of the employees of Appropriate Government.

1.4 Electronic Clearance Service for the Salary of All Staff, Including Teachers:

Clause	Provision of the Clause
2.4.4	ELECTRONIC CLEARING SERVICE: Please note that the Salary should be paid to the staff through Electronic Clearing Service (ECS) only.

1.5 School Infrastructure:

Teachers must familiarize themselves with the requirements of school infrastructure as laid down by the Board.

Requirements With Respect To Land And Playground – for more details please see Chapters 3 and 4 of Affiliation Byelaws, 2018.	
Clause	Provision of the Clause
3.1.2	A suitable building should be constructed on a part of the land mentioned in para 3.1.1.
3.1.3	A proper playground should exist on the remaining part of the land mentioned in para 3.1.1.
3.1.4	Other facilities as prescribed by the Board from time to time should exist on a part of the land mentioned in para 3.1.1.
3.1.5	The land mentioned in 3.1.1 above should be surrounded on all sides by a pucca boundary wall of sufficient and adequate height.
14.23	The school shall not part away with any portion of the land which has been taken on record by the Board at the time of grant of affiliation to the school without getting the details changed in the Board's records.
4.7.9	Play Ground Adequate ground to create outdoor facilities for at least 200 meters Athletics Track. Facilities for Kabbadi, Kho-Kho, Volleyball, basketball etc.
SCHOOL LIBRARY	
4.3.2	The Library should have a sufficient number of age-appropriate books on all subjects in its stock.
4.3.3	Books should include e-Books, Fiction, Non-fiction, Reference Books, Encyclopaedias, Periodicals, Magazines, Journals and Newspapers. Staff and students should be encouraged to read e-magazines, e-journals, e-books etc.
4.3.4	The Library shall not contain any book or other forms of literature that espouse or propagate communal disharmony or casteism or discrimination based on religion, region or language etc. The school should not stock in the library any book disapproved by the Government/ Board.

4.3.5	The Library shall issue books regularly to every child studying in the school.
Computer and Other Laboratories	
4.4.1	The School should have a minimum of 20 computers and maintain computer to student ratio of 1:20.
4.4.2	The School should have internet connectivity with good speed.
4.4.3	There should be minimum one lab if the school strength of students in the school is up to 800. For every additional (up to) 800 students one more lab will be required.
4.4.4	If the school is offering any subject related to Computer Science or IT at Senior Secondary level, it should have a separate laboratory with adequate provisions for the same.
4.4.5	There should adequate provisions related to cyber safety in the computer laboratory and students should be allowed in the laboratory under the supervision of a teacher only.
14.13	The school shall have laboratories for all subjects offered in the school wherever required. The equipment, reagents and specimens etc. kept in laboratories shall be in accordance with the laws, rules and regulations applicable.
Mathematics Laboratory	
4.5	The School should have separate provision for Mathematics Laboratory at least of the size of a regular classroom.
Rooms for All Activities	
4.6	Either separate rooms for music, dance, arts & sports etc. or one multipurpose hall of adequate size for all EXTRACURRICULAR activities must be provided for.
4.7.8	The School should have adequate facilities for providing recreation activities and physical education as well as for the conduct of various activities and programs for developmental education and for the social, cultural and moral development of the students and for safeguarding their health.



QUOTABLE

The School should have adequate facilities for providing recreation activities and physical education as well as for the conduct of various activities and programs for developmental education and for the social, cultural and moral development of the students and for safeguarding their health.

1.6 School Management Committee:

Two teachers teaching in the school are to be placed in the School Management Committee. The SMC has certain responsibilities that the teachers must familiarize themselves with.

School Management Committee - - for more details please see the Chapter 8 of Affiliation Byelaws, 2018.	
Clause	Provision of the Clause
8.1	All the schools affiliated with the board shall have a School Management Committee as stipulated in RTE Act 2009, any other enactment or regulations framed by the State/Appropriate Government.
8.2.1	The management committee of a recognized aided school shall consist of not more than fifteen members; the management committee of a private unaided school shall consist of not more than twenty-one members; However, in case of senior secondary schools offering vocational subject additional member(s) (subject expert(s) as per subject offered may be appointed.
8.2.2	Subject to provisions of clause 8.1 and the total number of members specified in clause 8.2.1, every management committee shall include the following namely:— (a) The Head of the school. S/he will be a Member Secretary of the School Management Committee;

	<p>(b) Two parents of students studying in the school. One father and one mother of students specifically in co-educational schools.</p> <p>(c) Two teachers of the schools;</p> <p>(d) Two other persons (of whom one shall be women); who are, or have been, teachers of any other school or of any college, to be nominated by the Trust/Society/Company;</p> <p>(e) Two members to be nominated by the Board;</p> <p>(f) The remaining members to be nominated or elected as the case may be, in accordance with the rules and regulations of the society/trust/ Company running the school.</p> <p>(g) Members may be nominated as per the conditions, if any, laid down in the “No Objection Certificate”.</p> <p>(h) At least fifty percent of the members should be women.</p> <p>Provided further that the above provisions shall be implemented with immediate effect and the schools affiliated earlier and not complying with above provisions shall be required to take remedial measures with suitably qualified substitutes within a year of notification of these bye-laws.</p>
8.3	<p>The term of the members of the Management Committee shall be three years. A member can be re-nominated for another term but a member cannot remain in office for more than two consecutive terms except ex-officio members and the members of the Trust/Society/Company.</p>
<p>Powers and Functions of the School Management Committee -- for more details please see the Chapter 8 of Affiliation Byelaws, 2018.</p>	
8.4	<p>Subject to the overall control of the Society/Trust/ Company the duties, powers and responsibilities of the School Management Committee shall include but not limited to the following:</p>

8.4.1	It shall supervise the activities of the school for its smooth functioning.
8.4.2	It will work according to the specific directions given by the Society/Trust/ Company regarding admission policy. However, it shall ensure that admissions are made as per merit without discretion of gender, disability, religion, race, caste, creed and place of birth etc. strictly as per state policy.
8.4.3	It shall look into the welfare of the teachers and employees of the school.
8.4.4	It shall evolve both short-term and long-term plans for the improvement of the school.
8.4.5	It shall make appointment of teachers and non-teaching staff.
8.4.6	It shall exercise financial powers beyond those delegated to the Principal within the budgetary provisions of the school.
8.4.7	It shall take stock of academic programmes and progress of the school without jeopardizing the academic freedom of Principal.
8.4.8	It shall guide the Principal in school management.
8.4.9	It shall ensure that the norms given in the Acts/Rules of the State/UT and the CBSE regarding terms and conditions of service and other rules governing recognition/Affiliation of the school are strictly adhered to.
8.4.10	It shall ensure that no financial irregularity is committed and no irregular procedure with regard to admission/examinations is adopted.
8.4.11	It shall approve the rates of Fees and other charges subject to the conditions laid down in Chapter-7.
8.4.12	It shall review the budget of the school presented by the Principal and forward the same to Society/Trust/Company for approval.
8.4.13	It shall ensure the safety and security of children and staff of the school and give directions for improvement.
8.4.14	It shall look into grievances of the teachers and staff in connection with their service conditions and pay etc. and dispose of such grievances in accordance with applicable rules.

8.4.15	The School Management Committee will meet at least twice in an academic session.
8.5	The provisions contained in Acts and Regulations of the Appropriate Government will prevail upon the provisions related to School Management Committee in these bye-laws



NOTABLE

The school management committee shall consist of two teachers among its members.

1.7 Head of School:

Teachers must familiarize themselves with the responsibilities of the Heads of Schools, as most of these are implemented with the help of teachers or are meant for guiding the teachers. Also, many teachers go on to become Heads of Schools.

Head of the School - for more details please see the Chapter 9 of Affiliation Bye-laws, 2018.	
Clause	Provision of the Clause
9.2.1	Head of the School/Principal will be the ex-officio Member Secretary of the School Management Committee.
9.2.2	Will function as the Head of the office of the school under his charge and carry out all Academic and Administrative duties required of a head of the educational institute.
9.2.3	Will ensure that all provisions of the Affiliation and Examination Byelaws and all directions given by CBSE from time to time are strictly complied with.

9.2.4	Be the drawing and disbursing officer for the employees of the school however in the case of an unaided school, he may perform only such function, as drawing and disbursing officer as may be specified in the instructions issued by the Society
9.2.5	Be responsible for the proper maintenance of accounts of the school, school records, service books of teachers, and such other registers, returns and statistics as may be specified by the Society/Board.
9.2.6	Handle official correspondence relating to the school and furnish, within the specified dates, the returns and information required by the State Government/Board.
9.2.7	Make purchases of stores and other materials required for the school in accordance with the rules governing such purchases and enter all such stores in the stock register and shall scrutinize the bills and make payments
9.2.8	Conduct physical verification of school property and stock at least once a year and ensure the maintenance of stock registers neatly and accurately.
9.2.9	Be responsible for proper utilization of the Pupils Fund.
9.2.10	Make satisfactory arrangements for the supply of good drinking water and provide other facilities for the pupils and ensure that the school building, its fixtures and furniture, office equipment, lavatories, play grounds, school garden and other properties are properly and carefully maintained.
9.2.11	Supervise, guide and control the work of the teaching and non-teaching staff of the school
9.2.12	Be in-charge of admission in the school, preparation of school timetable, allocation of duties and teaching load to the teachers, and shall provide necessary facilities to the teachers for the discharge of their duties and conduct of school examination in accordance with the instructions issued by the Government /Board from time to time;
9.2.13	Plan the year's academic work in advance in consultation with his/her colleagues and hold staff meeting at least once a month, review the work done during the month and assess the progress of the pupils.

9.2.14	Help and guide the teachers to promote their professional growth and actively encourage their participation in courses designed for in-service education.
9.2.15	Promote the initiative of the teachers for self-improvement and encourage them to undertake pedagogical and other innovations which are educationally sound.
9.2.16	Supervise classroom teaching and secure co-operation and coordination amongst teachers of the same subject areas as well as inter-subject coordination.
9.2.17	Arrange for special remedial teaching of the children belonging to the weaker sections of the community also of other children who need such remedial teaching.
9.2.18	Arrange for informal and non-class room teaching.
9.2.19	Plan and specify a regular time-table for the scrutiny of pupil's written work and home assignment and ensure that the assessment and corrections are carried out timely and effectively.
9.2.20	Make necessary arrangements for organizing special instructions for the pupils according to their needs.
9.2.21	Organize and coordinate various co-curricular activities through the house system or in such other effective ways as he may think fit.
9.2.22	Develop and organize the library resources and reading facilities in the school and ensure that the pupils and teachers have access to and use of books and journals of established value and usefulness.
9.2.23	Send regularly the progress reports of the students to their parents or guardians.
9.2.24	Promote the physical well being of the pupils, ensure a high standard of cleanliness and health habits, and arrange periodical medical examinations of the students and send medical reports to parents or guardians.
9.2.25	Devote at least one period per day to teaching of the pupils.
9.2.26	Be responsible for sending teachers for the evaluation of answer scripts in respect of Board's Examinations and other duties related to academics, training and conduct of examinations as per requirements of the Board from time to time.
9.2.27	The Principal/Head of the School shall not refuse any duty assigned by the Board in connection with the conduct of examinations, evaluation of answer scripts, result processing and other ancillary activities. The Principal/Head of the School shall act as a Centre Superintendent whenever and wherever appointed by the Board and shall not delegate his authority, duties and responsibilities to any other person under any circumstances.



NOTABLE

The head of the school will plan academic work in advance in consultation with you and also encourage you to undertake pedagogical and other innovations.



DICTIONARY

Pedagogical

Adjective

Relating to teaching

1.8 Inspection Requirements:

The Board has changed its system of school inspection and now focuses on quality of education being imparted by schools through an outcome-based inspection. The teachers must familiarize themselves with these requirements and constantly endeavour to improve academic standards, pedagogy and classroom transactions, etc.

Inspection for Affiliation – for more details please see the Chapter 11 of Affiliation Byelaws, 2018 and visit CBSE website to understand the parameters for outcome-based inspection.

Clause	Provision of the Clause
11.1	No school shall be affiliated to the Board without inspection by an inspection committee of not less than two members at least one of whom has to be an academician. The following are broadly the heads which will be covered during the inspection by the inspection committee:
11.1.1	Available infrastructural facilities.
11.1.2	Actual enrolment of teachers and their qualifications.
11.1.3	Academic standards.

11.1.4	The process of teaching in the classes.
11.1.5	Record keeping.
11.1.6	Books of Accounts to ensure whether school is maintaining its accounts separately from the society/trust/company running the school.
11.1.7	Provisions related to safety and security of children.
11.1.8	Implementation of the policies of inclusion in relation to persons with disabilities.
11.1.9	Interaction with the members of the School Management Committee.
11.1.10	Any other areas specifically informed by the board.



NOTABLE

You must periodically and effectively plan your lesson and keep a record in Teachers' Diary for the teaching process implemented and pedagogical activities conducted by you for your students.

1.9 Penal Provisions in Affiliation Bye-Laws:

Penal provisions are enabled if there is any violation of the Affiliation Bye-laws, including violation of examination bye-laws. Since teachers are associated with the running of a classroom in a school, and with the conduct of exams, invigilation, evaluation, etc, they must familiarize themselves with these provisions.

Penal Provisions	
Clause	Provision of the Clause
12.1	If a School is found violating the provisions of the Affiliation Bye Laws/ Examinations Bye Laws of the Board or does not abide by the directions of the Board, the Board shall have powers to impose the following penalties:
12.1.1	Written warning
12.1.2	Imposing fine up to Rs. 5,00,000/-

12.1.3	Downgrading school from Senior Secondary Level to Secondary Level.
12.1.4	Restricting the number of sections in the school.
12.1.5	Debarring the school from sponsoring students in Board's examinations up to a period of two years.
12.1.6	Suspension of Affiliation for a definite period.
12.1.7	Debarring the school from applying for affiliation or restoration of affiliation up to a period of five years.
12.1.8	Withdrawal of Affiliation in a particular subject(s) or stream(s).
12.1.9	Withdrawal of Affiliation.
12.1.10	Any other penalty deemed appropriate by the Board.
12.2	The Board may impose all or any of the penalties mentioned in clauses 12.1.1 to 12.1.9 on any school, in the following cases:
12.2.1	For gross malpractices in examination, academic, administrative and financial matters.
12.2.2	Established violation, non-compliance of Court, Central Government, State/UT Government or Board's directions/ instructions.
12.2.3	Established violations of the conditions laid down in the affiliation bye-laws.
12.2.4	A shortcoming in the essential requirements for affiliation laid down in the affiliation bye-laws detected at any stage.
12.2.5	On withdrawal of Recognition by the State Government.
12.2.6	On withdrawal of No Objection Certificate issued by the State Government.
12.2.7	On express recommendation/order/request from the Central, State/UT Government to disaffiliate, shut down the school permanently or impose any other penalty.
12.2.8	On a reference/order/request received from the Central, State/UT Government.
12.2.9	For not sending teachers/principal for the teacher trainings as per the requirements of these bye-laws.
12.2.10	For not nominating and relieving teachers/principal/staff for the evaluation of answer scripts of the Board's examinations and other ancillary activities as per requirements of the Board.

12.2.11	Any misconduct, negligent act/omission and non-compliance of the examination bye-laws (including the disobedience of the directions of the board in connection with the conduct of examinations) which may jeopardize the public examinations, evaluation of answer books, the result processing thereof and other ancillary activities.
12.2.12	Any violation, by employee(s) of the school or person(s) associated with the school management, who are under the control of the school or the Trust/Society/Company running the school, of any instructions, express or implied, issued by the Board in connection with the conduct of public examinations, evaluation of answer books, the result processing thereof and other ancillary activities which has or could have jeopardized the public examinations, evaluation of answer books and the result processing thereof.
12.2.13	Any violation in connection with the duties and responsibilities by the School or the Head of the School or Trust/Society/Company which has established or running the school as given in these bye-laws or directions issued from time to time.
12.2.14	Any violation of the provision contained in clause 7.5 regarding the refund of fees to the students.
12.2.15	Poor academic performance of the school for three consecutive years in not being able to keep at least 50 per cent of passes of the general pass percentage.
12.2.16	Any other matter which the Board considers sufficiently serious for imposition of penalty or disaffiliation.
14.1	Every school is bound to follow the Affiliation Bye Laws of the Board mutatis mutandis.



QUOTABLE

If a School is found violating the provisions of the Affiliation Bye Laws/ Examinations Bye Laws of the Board or does not abide by the directions of the Board, the Board shall have powers to impose penalties.



NOTABLE

If you are appointed as an examiner / evaluator by the Board, you must perform the duty with full commitment and dedication and follow the rules/ scheme/ directions given regarding the Board Exam evaluation.

1.10 Record Maintenance:



NOTABLE

Many records are to be maintained by teachers. Please familiarize yourself with the ones that are mandatory.

Records/Documentation to be Maintained by School – for more details please see Chapter 14 of Affiliation Byelaws, 2018.

Clause	Provision of the Clause
14.19	<p>The School shall maintain the following records/documents:</p> <ul style="list-style-type: none">(a) Admission and withdrawal register.(b) Annual examination question papers and answer sheets of all classes will be preserved till the end of September of the next academic year including the records related to internal assessment.(c) Records of attendance of all pupils especially attendance of Class IX & X, XI & XII (wherever applicable) for the purpose of admission to the Board's Examinations. The entries in these Registers shall be properly checked and signed by the Principal or a teacher nominated by the Principal.(d) Service records of Teaching and Non-Teaching Staffs which include Appointment Letters, Confirmation Letters, Service Books and other service related correspondence.

	<ul style="list-style-type: none">(e) Financial Documents as specified in these Byelaws.(f) Annual e-returns submitted by school on OASIS and U-DISE portal as per the specified dates.(g) Any other documents required under statutory obligations.(h) Any other documents specified by the Board from time to time.
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CHAPTER-2

TEACHERS' RESPONSIBILITIES



2.1 Introduction:

This chapter is meant to put forth several life-roles which a teacher plays daily. Even in today's world, everyone looks up to a teacher as a role model and parents expect a teacher to carve out their ward's personality by the latter's active involvement. The NCF 2005 also manifests this aspect and recommends that a teacher can play an active role in a child's cognition.(NCF, 2005, p.no.17). Hence, this chapter will have a vital role in delineating various roles and aspects related to a teacher.

2.1.1 Who is a Teacher?

Education is the most important factor in a country's progress. CBSE envisages the following educational aims to be fulfilled at its schools and a teacher is the fundamental medium to fulfil all these aims:

- Nurturing students' personality through a stimulating environment in such a manner that they develop into conscientious citizens who realize their rights and duties towards the nation
- Ensuring that learning is shifted away from rote methods
- Enrichment of the curriculum to ensure children's overall development with competencies that will make them future-ready, rather than remaining textbook-centered
- Making assessments more flexible and integrated into classroom life
- Connecting knowledge with life outside the school and making children learn how to learn so that they become lifelong learners.
- Ensuring inclusivity and equity, taking into account diversities and differences

- Empowering and enabling marginalised learners to develop their capacity to realize their full potential
- Providing a safe and secure environment and ecosystem for the child to learn
- Ensuring continuous augmentation of standards of teaching and learning through continuous self-evaluation, innovation and planning in advance

FUN FACT

Words starting or ending with “teach”

- Teaches
- Teacher/s
- Teaching
- Teachings
- Teachably
- Teachable
- Teacherly
- Teachableness
- Reteach
- Unteach
- Misteach

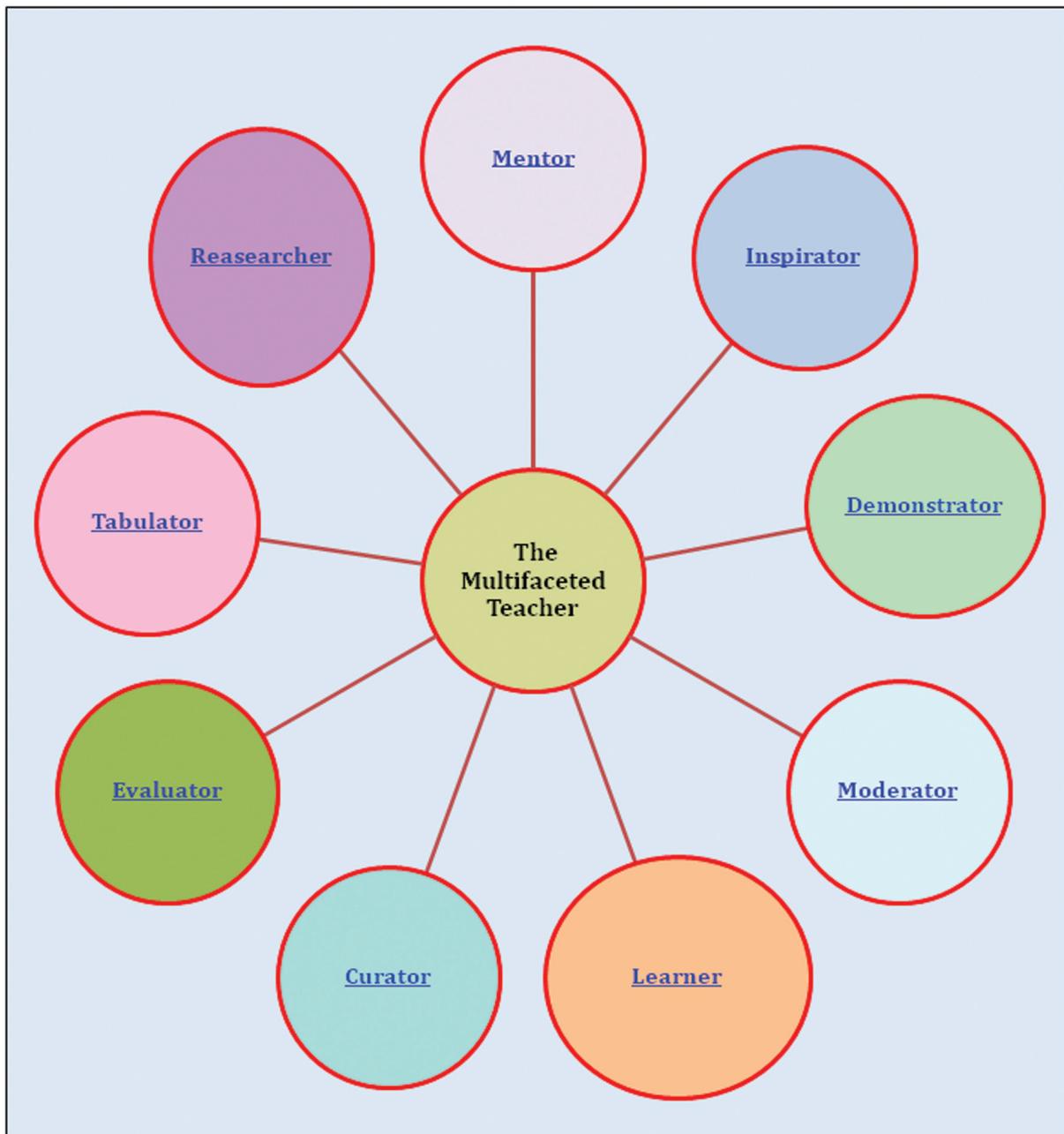
2.1.2 Qualities Desirable in a Teacher:

The following qualities are desirable in a teacher:



2.1.3 Roles Played by a Teacher:

A teacher has to play several roles. A multi-faceted teacher may have multiple roles as given below, though these are only illustrative roles.



2.1.4 Teachers Responsibilities Towards Colleagues:

Respect your colleagues' professional standing and opinions and maintain relations with them in accordance with the highest standards of professional courtesy.

Be prepared to help junior colleagues in every way.

Accept senior professional colleagues' authority while retaining the right to express personal professional opinions.

Recognize the duty to promote the causes of education and, therefore, the causes of the teaching profession.

Recognize the duty to improve as a teacher, becoming efficient in every way possible.

2.2 Teachers' Self-Evaluation Framework:

The Central Board of Secondary Education continuously works for bringing qualitative development in all its schools. Teachers have a pivotal role in maintaining the academic and developmental standards in a school. Board has issued outcome-based Affiliation Bye-laws along with well-formulated in-service Teachers Training Policy and taken several other measures for the betterment of CBSE teachers.

CBSE believes that most of us are self-motivated, committed, positive and progressive in outlook. Nevertheless, it is recommended that the teachers of CBSE affiliated schools must also be able to undertake a process of self-evaluation to enable them to find gaps in their own learning/functioning so that they can embark on the path of self-development and need-based capacity building. For this purpose, a Teachers' Self-Evaluation Framework has been developed.

This framework is introspective in form, focussing towards self-improvement through truthful self-analysis. This framework will also help teachers in assessing their strengths and realizing the weaknesses or areas of improvement. It has seamlessly integrated experiential learning pedagogy at the relevant places.

Eighteen major aspects related to the daily lives of teachers have been selected for this self-evaluation framework. These include: Communication Skills, Subject Competency, Professional Development Measures, Stakeholders' Satisfaction, Ethical standards, Gender Sensitivity etc. There may be duplication in some aspects within each competency: this has been done with the specific objective that, on its own, and if read separately, each competency is complete in itself.

All teachers must go through it for self-assessment for improving their competency in various aspects.

2.2.1 Communication Skills

This aspect assesses the competence in effective communication and enhanced exchange of ideas between the teacher and the students, fostering a healthy interpersonal relationship.

- Am I able to exchange thoughts and ideas confidently?
- Am I able to establish a connect by way of communication with the students?
- Am I adept at transferring information which is understood by the receiver?
- Am I able to augment the LSRW (Listening, Speaking, Reading and Writing) skills among the students for enhanced communication?
- Do I know the concept of Body Language?
- Am I able to apply syntactical, phonetic and semantic variations in classroom communication?
- Do I adopt the latest trends in written communication in the classroom?
- Do I apply the concept of Body Language in understanding student's behaviour?
- Am I able to apply innovative experiments and the latest trends in LSRW?
- Am I able to conduct various activities related to communication skills?
- Can I match the Learning Outcomes of Languages with Communication Skills?
- Can I create examples for grammar, phonetics and semantics?
- Can I create resources that motivate students for improving their communication skills?
- Can I generate feedback mechanism for students for developing their communication skills?



DICTIONARY

Syntactical

Derived from Syntax

According to Merriam-Webster: the way in which linguistic elements (such as words) are put together to form constituents, such as phrases and clauses.



DICTIONARY

Phonetic

According to Merriam-Webster: representing the sounds and other phenomena of speech.



DICTIONARY

Semantics

Derived from Syntax

According to Merriam-Webster: the study of meanings.



DICTIONARY

Body Language

According to Oxford English: the conscious and unconscious movements and postures by which attitudes and feelings are communicated.

2.2.2 Content/ Subject Matter/Academic Competence

This aspect assesses the acumen of the teacher in the subject, planning and awareness of processes, strategies and resources to facilitate effective student learning.

- Do I have a thorough understanding of the subject?
- Am I aware of the learning objectives and learning outcomes of the subject?
- Do I have clarity of key concepts and the thematic content of the topics to be covered?
- Do I know the latest developments in the subject?
- Am I able to adopt, adapt and apply content matter development practices?
- Do I have clear pedagogical plans for content analysis?
- Am I able to adopt an inter-disciplinary approach to content?
- Can I apply everyday experiences, innovative experiments and the latest developments in the subject?
- Can I use my knowledge to create the course content in interesting and diverse ways?
- Do I contribute in the creation of resources that ignite the love for learning?
- Do I create resources using student-centric approach?
- Do I create multi-disciplinary content resources?
- Do I create assignments that engage the students in hands-on learning?



NOTABLE

The inter-disciplinary approach is explained later at para 6.6.

2.2.3 Learning Environment Creation Competency

For assessing competency to develop and contribute to a positive and nurturing learning environment coupled with innovation and motivation to maximise active learning opportunities.

- Do I have clear ideas about a healthy and engaging learning environment?
- Do I have knowledge about various classroom settings- placement of desks and chairs to maximize class interaction?
- Do I have knowledge about age-appropriate display boards in the class?
- Can I perceive the pulse of the class?
- Am I able to connect with the students and encourage interaction by being available for them?
- Do I inspire, create enthusiasm and motivate the students to bring out the best in them?
- Do I assign challenging but achievable tasks to give students some control over their learning?
- Do I arouse the curiosity among students and help them explore through experiential learning?
- Can I instil confidence in every child and appreciate diversity?
- Am I able to develop interpersonal skills and an interactive classroom?
- Am I innovative and create / add something new to my teaching methodology from time to time?
- Do I encourage individual/pair/ group work to bring out the best in each student?



QUOTABLE

Children who engage in music from a young age have a more finely tuned ability to speak and communicate. Music and movement augment children's language capabilities during the preschool years.

<https://www.teachthought.com/learning/31-facts-about-learning>

2.2.4 Professional Development Measures

This aspect will assess efforts taken by a teacher to stay updated and develop proficiency and pursuit in the path of self-improvement.

- Do I contribute to the exploration of new avenues to build up the skills?
- Am I open to innovations in teaching methodology?
- Do I learn from peers that should be done regularly –by class observation and interaction?
- Do I have Information about required skill development?
- Do I read books related to new pedagogical approaches?
- Am I a part of cluster schools where inter-school lesson observation and sharing of ideas can take place?
- Do I regularly and actively participate in the in-house training sessions?
- Do I explore innovative strategies for self-improvement?
- Do I attempt to achieve goals, follow '**SMART**': Specific – Measurable – Attainable – Realistic –Time frame?
- Am I honest to myself and do a SWOT test?
- Do I create a professional development plan for myself by identifying specific career goals?
- Do I chart out a course of action – do I seek help from seniors?
- Do I create a flow chart of self-developments?



QUOTABLE

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.

— Alvin Toffler

2.2.5 Digital Competency

This has been designed for understanding of current educational technology and its integration during instructional practices in order to maximise student learning.

- Do I have digital competency - at least a basic level?
- Do I keep abreast with the latest developments in the field of education technology?
- Do I have a working knowledge of MS Word, MS Excel, Powerpoint, etc. that will ease work?
- Do I manage time and enhance my knowledge base with the help of digital literacy?
- Do I use the internet for content development and research?
- Do I use interesting activities/ resources like power points etc. for students?
- Do I have a tool to measure the progress of the students in class by using data analysis?
- Do I have all data, like students' details, new CBSE initiatives etc., stored online?
- Do I have individual planning, monitoring and management of educational graph individually for every student?



NOTABLE

The digital initiatives of CBSE can be seen in the Chapter 13 of this handbook.

You can also see our website www.cbse.nic.in for more details.

2.2.6 Inclusion Measures

To know if the teacher demonstrates an ability to embrace and impart the appreciation of diversity, practicing inclusion in teaching practices and planning, thereby, counteracting prejudices.

- Do I have knowledge and appreciation for diversity and inclusion?
- Do I know how to connect with and engage with a variety of students?
- Do I know how to help students connect with course materials that are relevant to them?
- Do I have knowledge about how to manage the lessons through activities that support their learning, abilities, and backgrounds?
- Do I know strategies of inclusive/differentiated assessments?
- Do I provide learning opportunities that require all students to participate?
- Do I discuss and decide on the role of the tutor and learner with the students?
- Do I use more diverse modes of assessment with proficiency?
- Do I engage in shared planning and teaching?
- Do I encourage peer- to-peer instruction and leadership?
- Do I create an environment of confidence that encourages students to ask for support outside of the classroom?
- Do I frame proper timelines to manage work?
- Do I create flow chart/concept maps for conceptual understanding?
- Do I create channels of communication?
- Do I strategically plan innovative and creative activities for differentiated learners?



NOTABLE

Details about the CBSE Inclusion Policy can be seen in section 7.12.

2.2.7 Gender Sensitivity

To assess if the teacher has a gender-sensitive outlook, equal academic and behavioral expectations from all learners, irrespective of their gender.

- Am I sensitive towards the issue, through relevant knowledge and skills?
- Do I take account of gender when planning activities?
- Do I have ample theoretical knowledge, practical skills?
- Am I aware of Child Rights?
- Do I know that gender sensitivity does not mean sensitivity towards one gender?
- Do I have bonding with the students to gauge their comfort level?
- Do I create an atmosphere of gender equality in the classroom?
- Do I encourage activities that address this issue and raise awareness and acceptance of the other gender?
- Do I discuss sensitive topics with the students and seek their ideas on how to resolve issues arising due to an insensitive approach?
- Do I encourage and appreciate a broad-minded and balanced approach?
- Do I contribute in the creation of quiz/role plays/activities to gauge the level of gender sensitivity in a classroom?
- Do I pick newspaper clippings of news items and seeking opinions from the students on this topic?
- Do I teach the students the values of gender equality and acceptance by using a variety of activities?

2.2.8 Ethics Sensitivity

To assess if the teacher demonstrates an ability to develop positivity and empathy among students to help them incorporate an ethical approach during decision making processes.

- Do I have an in-depth knowledge of child psychology and socially, legally, morally acceptable behaviour?
- Do I have awareness and identification of diversity in the classroom?
- Do I have one on one interaction with the students to understand their level of sensitivity regarding ethics?
- Do I have periodic follow up of the emotional quotient of the students?
- Am I able to perceive and interpret any event/s in ways that lead to ethical action?
- Am I able to enhance awareness and encourage the culture of Ethics Sensitivity?
- Am I able to respond to the vulnerable students?
- Do I know how to respect the issues among the students and keep them confidential, sharing them only with the school counsellor or likewise?
- Am I able to endorse ethical sensitivity as a type of everyday wisdom?
- Am I able to prevent any kind of bias?
- Am I able to create a team of students who act as Ethical Emissaries who are given the responsibility of the general welfare among peers?
- Do I organise open-ended discussions and seek solutions from the students to a given situation which involves ethical sensitivity - to visualize several alternative actions in response to that situation?

2.2.9 Research Competency

To assess the spirit of inquiry in a teacher, this competency explores and augments various pedagogical approaches and integrates the same in the teaching practices.

- Do I try to understand the importance of research work in the teaching profession?
- Am I able to identify areas for research in each subject?
- Do I have knowledge and access to resource material required for research?
- Do I maintain a broadminded and adaptable approach to explore new ideas?
- Am I able to distinguish between specific research and random research and have clarity about the learning outcome?
- Do I connect the ideas researched with the learning objectives?
- Is the insight gained through research extended to the students at an appropriate level?
- Do I encourage students to research on topics which form a part of their syllabus for comprehensive understanding?
- Do I help students gain knowledge of diversity, multi-cultural teaching strategies, and socio-cultural ethos?
- Do I motivate the students to use it as a tool for constructing knowledge and for expediting learning?
- Do I encourage students to create a research environment to inspire reading, writing, analyzing, and sharing valuable information?
- Do I help students' research to enhance their public awareness?
- Do I encourage students to create connections between various subjects over a common topic?

2.2.10 Assessment Strategies

This aspect will check the competency for the use of appropriate tools and indicators to assess the learners effectively and monitor their progress.

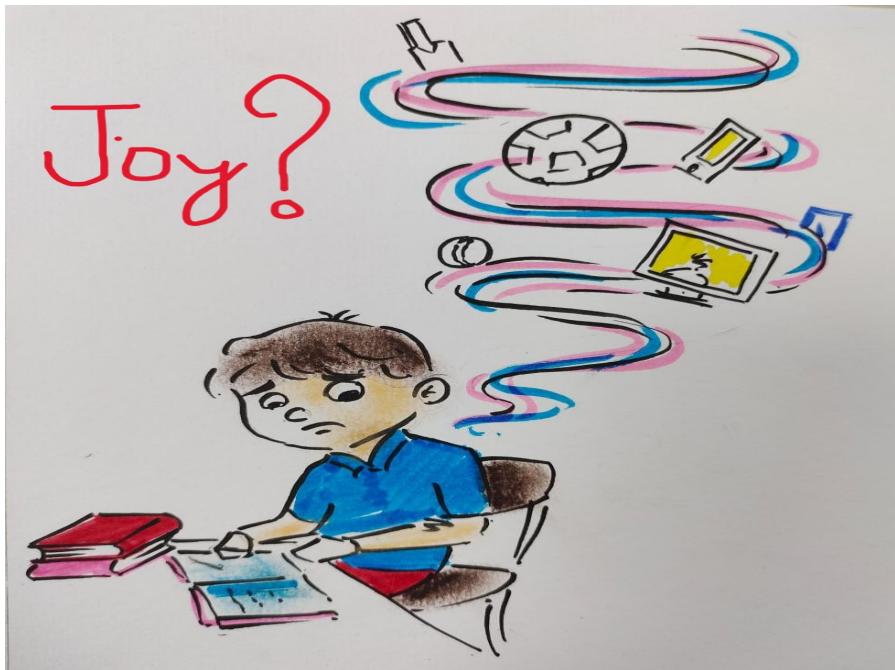
- Do I know various tools of Assessment?
- Do I have clarity about Learning Outcomes or competency- based learning?
- Do I understand the parameters of a good assessment strategy: Reliability, Validity, Standardization and Practicality?
- Do I know the difference between Assessment 'for', 'of' and 'As' learning¹ ?
- Can I connect learning Outcomes with the Assessment Strategies?
- Can I apply assessment strategies to know if a student has attained the intended competency?
- Do I maintain a correlation among teaching, learning outcomes and assessment?
- Do I apply Assessment tools for improving Learning Outcomes?
- Do I design assessments modules and programmes in terms of learning outcomes?
- Do I create types of assessments that will provide evidence of learning?
- Do I have hands-on Assessment Strategies connected with real-life situations?
- Do I give concrete and 360-degree feedback to students?
- Do I use self-evaluation, peer evaluation and portfolio as assessment tools?

¹ Refer to NCERT Guidelines on Assessment at <http://www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf>

2.2.11 Pedagogical Competency

To check if the teacher demonstrates an understanding of the various pedagogical innovations, an ability to integrate the subject across the various content areas of the curriculum and collaborates with peers for improved instructional strategies in the classroom.

- Do I know about the purpose, philosophy, attitude and style of pedagogical competency required for my students?
- Am I able to deliver and maintain the quality of teaching?
- Do I have sound current/ latest knowledge within the subject?
- Do I have knowledge of student - learning and subject-based teaching and learning issues?
- Do I have knowledge of Research-based teaching?
- Am I able to apply this knowledge to transact the curriculum?
- Am I able to connect theoretical knowledge to practical aspects?
- Am I able to work under set rules and regulations with the aim of achieving targets and improving results?
- Do I contribute to and take part in the pedagogical discourse?
- Do I help in the creation of participatory learning activities?
- Do I help in the creation of personalized learning - to undertake educational tasks? (With personalized learning, individuals approach problems in their own way; grasp ideas at their own pace, and respond differently.)
- Do I help in the creation of a collaborative learning environment?
- Do I cultivate creativity and innovation by exposing the students to new approaches?
- Do I design relevant and real-world activities so that the students can connect with them?



2.2.12 Behavioural/ Critical Thinking/ Adaptability

This aspect will assess the teacher's aptitude to apply processes for critical thinking and problem-solving in order to consistently facilitate learners' collaborative, effective and independent thinking.

- Do I model my behavior as a good role model for students?
- Do I nurture critical thinking in all situations, including for the safety, security of the students?
- Am I able to critically analyse student-supervisor-parent behavior and reflect on it?
- Am I able to adapt to a given situation and be able to respond suitably?
- Do I have knowledge and clarity about the role of a teacher?
- Am I able to bring out the best in the students by leading by example?
- Am I able to incorporate flexible thinking towards teaching and learning?
- Am I able to help students to adapt to various surroundings and situations?
- Am I able to manage the behavior of the students by teaching them life skills?

(The source of the image/cartoon above is duly acknowledged; cartoon has been used only for educational purpose.)

- Do I help students to build interpersonal relations?
- Am I able to create a congenial ambience in the classroom?
- Do I help in the creation of cluster groups to manage behavior and accepting diversity?
- Do I help in creating critical situations and asking the students to handle them with insight and vision?
- Do I delegate my responsibility? (**I SHOULD NEVER.**)
- Do I provide incentives for overall group performance, and use team-building activities that build identification with the group?



NOTABLE

Let's not do this:



2.2.13 Promotion of Constitutional Values

To assess the capability of a teacher to inculcate an awareness and application of constitutional values among the learners and elicit the same during the teaching-learning processes.

- Do I have awareness and respect for the constitutional values?
- Do I have knowledge of the constitutional values?
- Do I cultivate among students a sense of respect for each other?
- Do I ensure accountability, responsiveness and openness?
- Do I respond to people's needs and encourage community participation?
- Do I designate duties with objectivity and fairness-without any bias?
- Do I pick up current topics seeking opinions from students?
- Do I work for strengthening mechanisms to support integrity?



NOTABLE

Constitutional values include: Sovereignty, Socialism, Secularism, Democracy, Republic, Justice, Liberty, Equality, Fraternity, Dignity of the individual, Unity and integrity of the Nation, International peace and a just international order, Fundamental Duties.

2.2.14 Stake Holders' Satisfaction

To assess if the teacher is responsible and co-operative in his/her behavior towards the management, parents, staff and students.

- Do I know about the needs of all stakeholders?
- Do I know about the rights of management, parents, staff and students?
- Do I know about the importance of keeping stakeholders engaged?
- Do I work in tandem with them?
- Do I take them into confidence?
- Do I create happy and satisfied stakeholders?
- Have I created channels of two-way communications with all stakeholders?

2.2.15 Conduct in Classroom

To assess if a teacher demonstrates the ability to create a co-operative and supportive environment through positive management of student behavior.

- Do I accept each child's unique self?
- Do I make every child feel a sense of belonging?
- Do I have trust in my students' ability?
- Do I let them know I care for them?
- Do I make children feel that all of them have something to contribute in the classroom?
- Do my students share their problems with me?
- Do I help them to have acceptance towards one another, despite differences?
- Do I make sure everyone in the classroom assumes some responsibility?
- Do I help the group to maintain a code of behavior and conduct in the classroom?
- Do I help children to love to learn?

2.2.16 Conduct Outside Classroom

This aspect will assess if a teacher adheres to the policies and practices supporting collaboration, ethical demeanor and professional integrity directed towards the improvement of self and organization.

- Do I try to facilitate cooperation within the faculty?
- Do I contribute to the determination and implementation of educational policies?
- Do I help associates with constructive ideas?
- Do I make sure to not interfere with the classroom affairs of other colleagues?
- Do I keep information that I may have of my associates' confidential?
- Do I go through the proper channels to transact school business?
- Do I avoid trivial conversation about my partners/parents/students/colleagues?

2.2.17 Ethical Standards

To know if a teacher demonstrates integrity and impartiality while executing professional responsibilities as well as exhibits appreciation in the success and development of peers.

- Do I treat every child without prejudice or bias?
- Do I respect a student's or a group of students ' trust?
- Do I refrain from using my position to promote sectarian views and partisan policies?
- Do I pay heed to the views of parents?
- Do I avoid making comments that would discredit parents' views?
- Do I exercise my right to participate in the school's policy processes?
- Do I support school policy once they have been determined?
- Am I kind, tolerant and loyal in my dealings with professional associates?
- Do I take pride in my associates' achievements?
- Am I discreetly criticizing?
- Am I proud of my work?

KNOW THIS**Verbal abuse is equal to child abuse:**

Why can't you do anything right? It is your fault! Why are you so slow? Get out of my sight! Everytime I see you; I feel like hitting you! Because of you the overall result of this class has gone down! Giving you admission is the worst mistake this school made!

2.2.18 Awareness about CBSE's Policies

This aspect will assess the teacher's awareness about CBSE's policies, websites, important initiatives, assessment practices etc.

- Am I aware of the recent circulars issued by CBSE?
- Do I know about Hubs of Learning?
- Do I have information about subject-change procedure?
- Do I know about the subject-combinations students cannot opt for?
- Am I aware of the latest pedagogical practices recommended by CBSE?
- Do I know that I have to make an annual pedagogical plan for each of the subject/s and grades I teach?
- Am I aware of the Guidelines on Experiential Learning and Art- Integrated Learning released by CBSE?
- Do I know about the eligibility criteria for students for taking Board examinations?
- Am I aware of the CBSE circular on Strengthening Assessment Practices?
- Am I aware that I should facilitate one period of mandatory sports per day as class teacher?
- Do I know which website to refer for academic inputs by CBSE?
- Do I know about the CBSE website for examination, administration or affiliation?



CHAPTER-3

CBSE TEACHERS' CAPACITY BUILDING PROGRAMMES



CBSE has always emphasised upon the capacity building of teachers as well as principals and school managers as it has a positive and direct impact on students' learning. Since long, CBSE conducts several training programmes on various themes. Since 2018, CBSE has formulated its Teachers' Training Policy in accordance with its Affiliation Byelaws.

3.1 CBSE Training Policy:

- Though schools run by various state and central government agencies like State Board, KVS, JNV, etc. are catered through SCERTs, DIETs and respective training units for organising capacity building programmes, the Board is open to offering them training programmes/modules/resources, etc.
- For the independent schools affiliated to the Board, the CBSE has established Centres of Excellence throughout the country to cater to their training needs, as all independent schools are not capable of undertaking such programmes in collaboration with state/central government institutes.
- In compliance to the provisions of NCF and RTE-2009, CBSE has amended its Affiliation Byelaws which in addition to making a **minimum of 5 days of in-service training programmes per year of teachers mandatory (chapter 16 of the affiliation bye-laws)**, further stipulates that every School shall remit to the CBSE such fee for training of teachers and Principals at the CBSE Centers of Excellence as prescribed by the Board from time to time (clause 16.4.2 of the affiliation bye-laws).



NOTABLE

The numbers of CBSE affiliated schools in India are:

- Central govt. schools
 - o Kendriya Vidyalayas - 1138,
 - o Navodaya Vidyalayas - 595, and
 - o Central Tibetan Schools - 14
- State govt. schools (both grant-in-aid and aided schools) - 3012
- Private schools - 16781

Schools located outside India – 232

The CBSE affiliated schools have 11.47 lakhs teachers and 1.97 crores students.

- All figures are as on 30.6.19

3.2 CBSE Affiliation Bye-Laws Stipulations for Teachers' Training

Mandatory Training – for more details please see Chapter 16 of Affiliation Byelaws, 2018.	
Clause	Provisions of the Clause of Affiliation Byelaws
16.1	<p>Annual</p> <p>Every affiliated School will arrange for the following Training Programmes every year for all its Teachers:</p>
16.1.1	Every school shall organize 3 Days' in-house training programme for every teacher at the School level.
16.1.2	Every school should organize at least 2 days' training programme for its teachers preferably in association with the Centres of Excellence (C.O.E.) of the Board or through any Teachers' Training Institute recognized by the Centre/UT/State/Regional Teachers' Training Institutions, a CBSE Sahodaya School Complex or through Centre/State IT training platforms such as DIKSHA or SWAYAM etc. The School can also arrange this training with the help of established Teachers' Training Institutions.
16.1.3	Every school should organize at least 2 days' training programme for its Principal preferably in association with the Centres of Excellence (C.O.E.) of the Board or through any Teachers' Training Institute recognized by the Centre/UT/State/Regional Teachers' Training Institutions, a CBSE Sahodaya School Complex or through Centre/State IT training platforms such as DIKSHA or SWAYAM etc. The School can also arrange this training with the help of established Teachers' Training Institutions.
16.2	<p>Triennial Trainings</p> <p>In addition to provisions of clause 16.1, every school for its entire teaching staff shall organize full time Training Programme of not less than 5 days, at least once in three years. Such training programme may be organized by the school preferably in Association with the C.O.E's of the Board or through any Teachers' Training Institute recognized by the Centre/UT/State/Regional Teachers' Training Institutions, a CBSE Sahodaya School Complex. School can also arrange this training with the help of established training institutions.</p>
16.3	The entire training programme as specified in Clauses 16.1 to 16.2 and sub-clauses thereto shall be properly videographed and documented including

	Training participation Certificates of teachers and the records be preserved and produced during the time of affiliation, upgradation, extension etc. or during inspection or as and when required by the Board for verification.
16.4	Training Budget:
16.4.1	Every School shall earmark adequate budget for Training of Teachers/ Principals.
16.4.2	Every School shall remit to the CBSE such fee for training of Teachers/ Principals at the CBSE Training Centres as prescribed by the Board from time to time.
16.5	Board may consider the request of foreign schools, to conduct training in the school by deputing a resource person, subject to the condition that the cost and expenses of the training and trainer will be borne by the school.



QUOTABLE

Every affiliated school of CBSE will arrange for the following training programmes every year for its teachers:

- o 3 Days' in-house training programme at the School level.
- o at least 2 days' training programme preferably in association with the Centres of Excellence (C.O.E.) of the Board.
- o full time Training Programme of not less than 5 days, at least once in three years.

3.3 CBSE Centres of Excellence (CBSE COEs):

The CBSE Centres of Excellence(COEs) look after the training requirements of all affiliated schools, primarily the schools under the independent or private category. However, the training programmes offered by CBSE are meant for all categories of schools affiliated to the Board. These Centres of Excellence (COEs) have been co-located with all CBSE regional offices.

**NOTABLE**

Visit the following link for the contact details of CBSE Centres of Excellence (COE):

http://cbseacademic.nic.in/CBSE_COE_DETAILS.html

3.4 Capacity Building Programmes by CBSE :

The Board conducts the following types of training programmes for schools:

- 3.4.1 Mandatory Induction Programmes by COEs for school management representative and Principals of all freshly affiliated schools, switch over schools, upgraded schools and schools obtaining extension of affiliation.
- 3.4.2 Mandatory training programmes by COEs for all school Principals regarding the stated theme of training for the year to augment their leadership effectiveness.
- 3.4.3 Mandatory workshops/modules on conduct of Examination and Evaluation to be conducted by the Board for concerned stakeholders, before the start of Annual Board Examinations.
- 3.4.4 The following training programmes are offered for general training and can be exclusively used for particular school's teachers, if adequate number of participants is available.

3.4.4.1 General Capacity Building Programmes (1/2 Days):

I.	Life Skills
II.	Gender Sensitivity
III.	Value Education
IV.	Remodelled Structure of Assessment for Secondary Classes
V.	Health & Physical Education
VI.	Upholding Integrity and Ethics
VII.	Inclusion and Inclusive Strategies
VIII.	Classroom Management
IX.	Career Guidance

3.4.4.2 Subject Specific Capacity Building Programmes (2 Days):

I	Competence Building in Mathematics Class X
II	Competence Building in Social Science Class X
III.	Competence Building in Science Class X
IV.	Competence Building in English Class X
V.	Competence Building in Hindi Class X
VI.	Competence Building in English Core Class XII
VII.	Competence Building in Business Studies Class XII
VIII.	Competence Building in History Class XII
IX.	Competence Building in Accountancy Class XII
X.	Competence Building in Political Science Class XII
XI.	Competence Building in Physics Class XII
XII.	Competence Building in Economics Class XII

3.5 Yearly Training Theme:

With effect from the session 2019-20, the Board has started to declare a theme for training each year. This theme will be undertaken for training by the Board through its mandatory training programmes. It will also be expected of the schools that they shall also organize in-service training for their teachers or attend training related to the theme to ensure that the teachers acquire the requisite expertise for utilizing it in their classrooms.



NOTABLE

Theme for 2019-20: For this academic year, the theme for training shall be *“Innovative Pedagogy including Experiential Learning and Active learning”*.

3.6 Inspection for Affiliation/Upgradation/Extension to Include Inspection of Mandatory Trainings Completed:

- The mandatory training policy as laid down in the Affiliation Byelaws of the Board is expected to be followed by all schools.
- Schools are expected to maintain records/documentation of training conducted for its teachers by the school, and training programmes attended by the teachers – whether in online, offline or blended formats.
- During the aforementioned inspection, these records/documents/ evidence shall also be scrutinized to ensure that there is no violation of the Affiliation Byelaws as stated above.

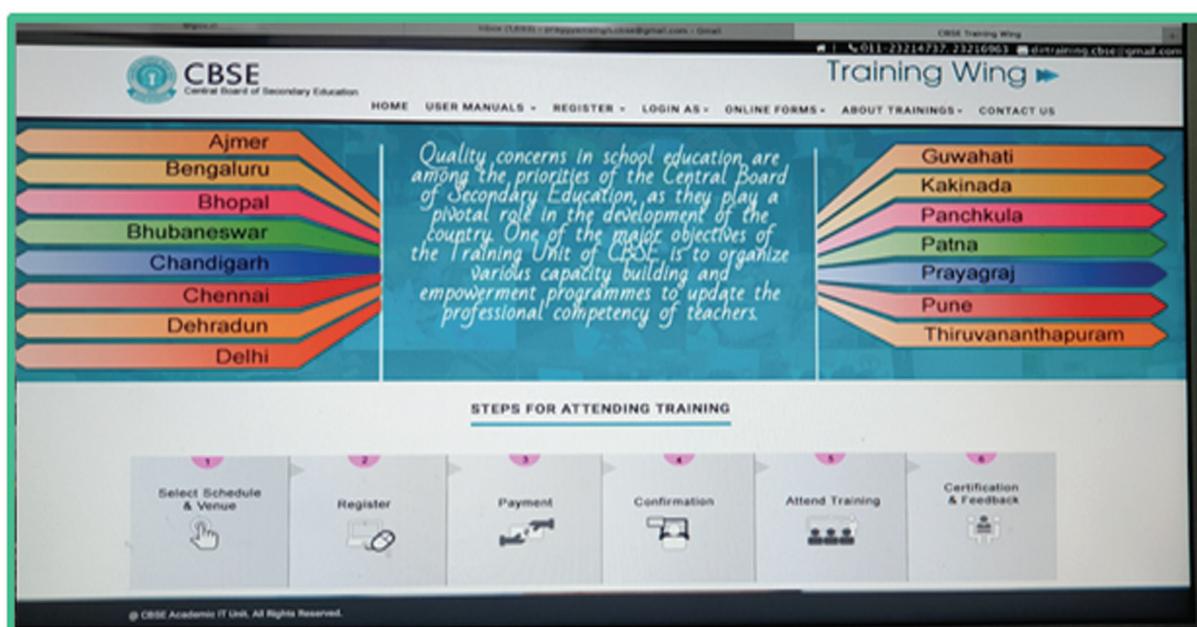


QUOTABLE

Schools are expected to maintain records/documentation of training conducted for its teachers by the school, and training programmes attended by the teachers – whether in online, offline or blended formats.

3.7 Online Application for Participation in the Board's Training Programmes:

CBSE has begun the CBSE Training Portal for the smooth participation by interested educators and conduct of various training programmes by schools.



Salient features of this portal are:

- Teachers as well as schools can submit online application and register for attending/ organizing training programmes
- Facility of selecting programme and venue as per convenience
- Online fee submission
- Handy list of all upcoming training programmes
- Online certificate generation
- Online feedback



NOTABLE

LET'S BE MORE UPDATED!

Teachers and schools can access the training portal at the link given below:

<http://59.179.16.89/cbse/training/>



CHAPTER-4

PLANNING BY TEACHERS



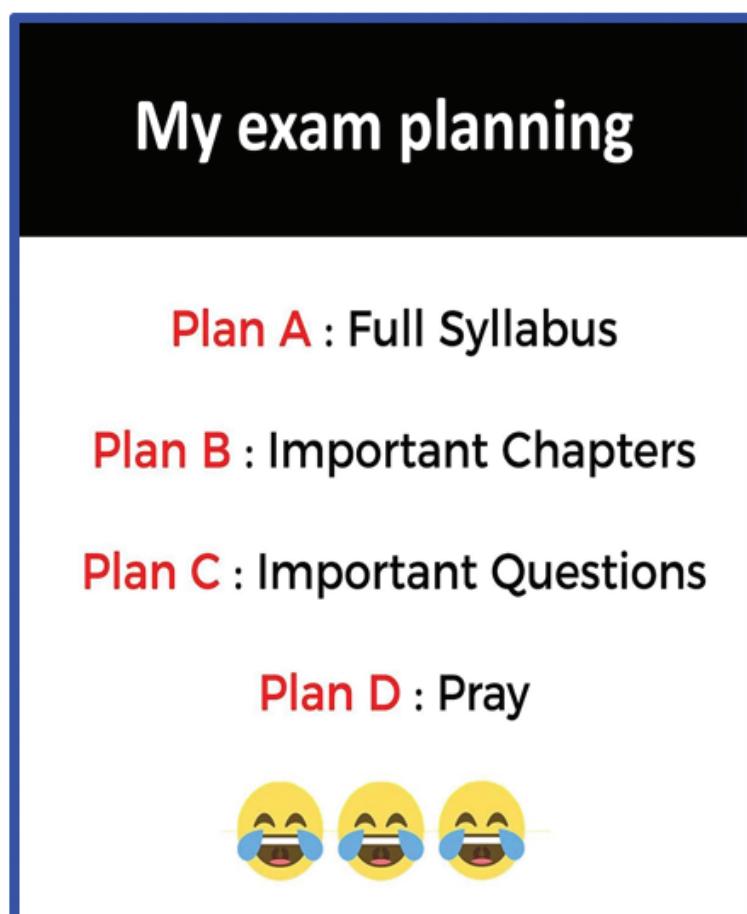
4.1 Lesson Plans:



NOTABLE

Being Innovative and Creative is the Key to a Good Lesson Plan.

To put it simply, Lesson Plan means a Teacher's planning for teaching an individual lesson. As it is a teacher's individual plan, the elements of creativity and innovation inherent to the teacher are reflected in a lesson plan. Each teacher should use all his/her creativity, intellect and knowledge to develop an innovative lesson plan.



A good example of
bad planning

4.1.1 Key Elements to be considered while preparing a Lesson Plan:

- Who are the target groups?
- What is the context of learning?
- What should be the Learning Outcomes of the lesson?
- Resources/material required
- What other parts of the curriculum can it integrate?
- Time required
- Educational Strategies to be adopted, Learning Activities and Tools to be used
- Assessment Strategies

FUN FACT

According to <https://www.sciencealert.com/scientists-have-identified-the-time-of-year-the-human-brain-works-best>, scientists have found that our brain works best during summers.

Yes, that is exactly what we are trying to say! Do utilize some portion of summer vacations to plan for the months ahead.



NOTABLE

Also, refer to the initial pages of CBSE curriculum document at:

http://www.cbseacademic.nic.in/web_material/CurriculumMain20/Main-Secondary/Initial_pages_sec_2019-20.pdf

4.2 Pedagogical Plans:

- Vide circular Acad 15/2019 dated 9th March 2019, CBSE has issued guidelines related to Pedagogical Plans. Do go through them.
- Pedagogy is the manner in which a teacher teaches her/his learners to acquire certain competencies as stated by the outcomes of learning. There are several pedagogical approaches, but in accordance with the NCF 2005, we follow the constructivist approach. According to this approach, the child is placed at the centre of learning and the approach believes that children learn best through experiencing and reflecting on the topics/concepts being taught.



DICTIONARY

Pedagogy

Noun

According to Merriam-Webster: the art, science or the method of teaching.

- The Board envisions that each teacher must have the capacity to make her/his own lesson plan for each lesson to be taught by her. These lesson plans must be innovative, based on experiential learning² and preferably integrate art³ in the pedagogy.
- Single lesson plans can then be combined into an annual pedagogical plan of the teacher.
- The Principal will combine all annual pedagogical plans of all teachers of all grades and subjects of the school into an Annual Pedagogical Plan of the school.
- This plan must give equal importance to the scholastic and co-scholastic areas.
- **Pedagogical plans are VISION to ACTION plans. For the teachers, a Pedagogical Plan** means converting his/her vision of the teaching-learning process in his/ her classroom to action.
- Pedagogical Plans imbibe all thinking, preparation and steps of execution involved in making each stage of curriculum transaction (setting learning objectives, preparing

² Please see examples of innovative and experiential learning based lesson plans in the Experiential learning Handbook of the Board.

³ Please see examples of innovative and art integrated lesson plans in the Integration of Art in Education Guidelines of the Board.

lesson plans, transaction, assessment, identifying outcomes of learning of each student through assessment) meaningful and comprehensible for students.

- These plans are the systematic plans prepared by a teacher for fruitfully engaging students in the classroom and outside the classroom for scholastic and co-scholastic areas of the curriculum.
- It can be in the form of a weekly flow, monthly flow chart or annual flow chart.

WITH THE THRUST ON INNOVATIVE PEDAGOGY BY THE BOARD, A PEDAGOGICAL SUB-PLAN FOR TRANSACTING ONE COMPETENCY WOULD BRIEFLY INCLUDE THE FOLLOWING ASPECTS:



KNOW THIS

A Pedagogical Plan would be the sum total of all such sub-plans in the form of lesson plans for a given subject/ grade.

4.3 School Calendar:

- The School Calendar will include all activities to be done by each class in a school.
- Teachers need to sit together and collectively prepare the school calendar, taking into account all holidays and ensuring teaching/working hours as per curriculum and norms.
- It should preferably lay down all kinds of activities, assessment schedules to be done weekly and monthly.
- It will benefit the students and the parents as they also can plan accordingly.
- Do not hesitate to use free internet tools such as Google Calendar, etc.

4.4 Planning for Formative Assessments :

- Each formative Assessment must be planned in advance.
- Activities should be age – appropriate.
- There should not be any financial burden on anyone.
- Activities must be inclusive.
- Art-integrated activities must be preferred.
- The methodology of activities must be discussed in advance with the students.
- Students must be made aware of the assessment criteria.



NOTABLE

For details about Formative Assessment, please refer to NCERT guidelines at:

<http://www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf>



CHAPTER-5

CURRICULUM



5.1 National Curriculum Framework:

The National Curriculum Framework (NCF) 2005, developed by the National Council of Educational Research and Training (NCERT), sets the guidelines and direction for the development of syllabi and textbooks at all the school stages, emphasizes on ethical development, inculcating the values, attitudes and skills required for living in harmony with oneself and with others. (<http://pib.nic.in/newsite/PrintRelease.aspx?relid=191558> accessed on 12.07.2019)

CBSE follows the guiding principles as laid down in the National Curriculum Framework 2005.



NOTABLE

The document is available at the following link:

<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

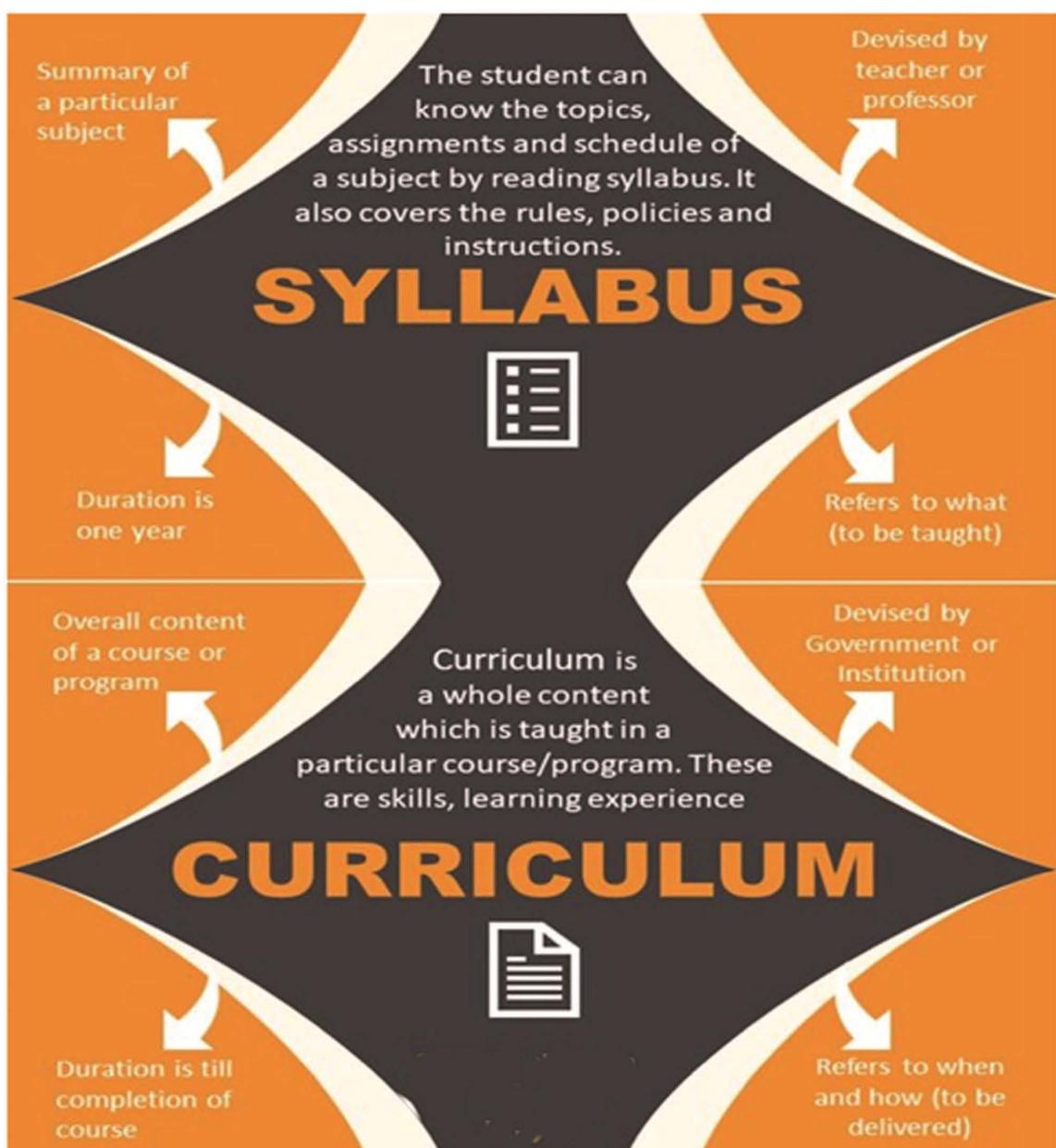
5.2 Curriculum/Syllabus/Extra-Curricular:

- The **curriculum** refers to the lessons and academic content to be taught to a learner in the school. In empirical terms, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, courses of study, subject-wise instructional objectives and content, pedagogical practices and assessment guidelines.

KNOW THIS

CBSE envisions the all-round development of students in consonance with a holistic approach to education and therefore, emphasizes integration of co-curricular and extra-curricular domains with curricular activities in an equitable manner.

- **Syllabus** refers to the set of topics and the list of course content of an individual subject. Curriculum is for a course, for example, Secondary level, while syllabus is for a subject. Hence, Secondary Curriculum of CBSE contains Syllabus of English, Hindi, and Mathematics etc.
- **Extra-Curricular** activities should not be considered as additional or extra to the curriculum. In fact, the existence of the word 'curricular' itself tells that these activities or experiences are a part of the curriculum or an extension of the curriculum. All such activities complement the learning process.



adapted from <https://in.pinterest.com/pin/800796377472271040/>

**NOTABLE**

The CBSE schools follow the curriculum designed by the NCERT:

For details of Pre-Primary curriculum refer to pages 11 to 18 at:

http://www.ncert.nic.in/pdf_files/preschool_curriculum.pdf

For details of Primary and Middle School curriculum refer to:

http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf

The curriculum documents for the Secondary and Senior Secondary classes of CBSE schools are available at: www.cbseacademic.nic.in

5.3 Learning Outcomes:

- The learning outcomes act as reference points for teachers, parents, children and others to understand the learning progress and thus, provide a framework for the learning progress of children.
- Learning outcomes are declarations that portray significant and essential learning that has been achieved by learners and that can be reliably demonstrated at the end of the term. In other words, learning outcomes recognize what the learner knows, will get to know and can do by the end of a class.
- Learning Outcomes for classes I to VIII have been prepared by NCERT. To help the teachers understand and achieve the learning outcomes as per the curricular expectations, some suggestive pedagogical processes are provided in the columns adjacent to that of learning outcomes.

**NOTABLE**

The document containing the learning outcomes for classes I to VIII developed by NCERT is available at:

http://www.ncert.nic.in/departments/nie/dee/publication/print_material.html

- Using contextual resources and appropriate learning processes, the teachers can design and provide a variety of learning situations/opportunities as per the need of different learners in an inclusive classroom.
- Vide circular no F.1028/CBSE/Dir. (Acad)/2019 Acad-05/2019 dated 18 January 2019, CBSE has issued directions to all affiliated schools for adopting Learning Outcome Based Education or a focus on education that imparts competencies to students.



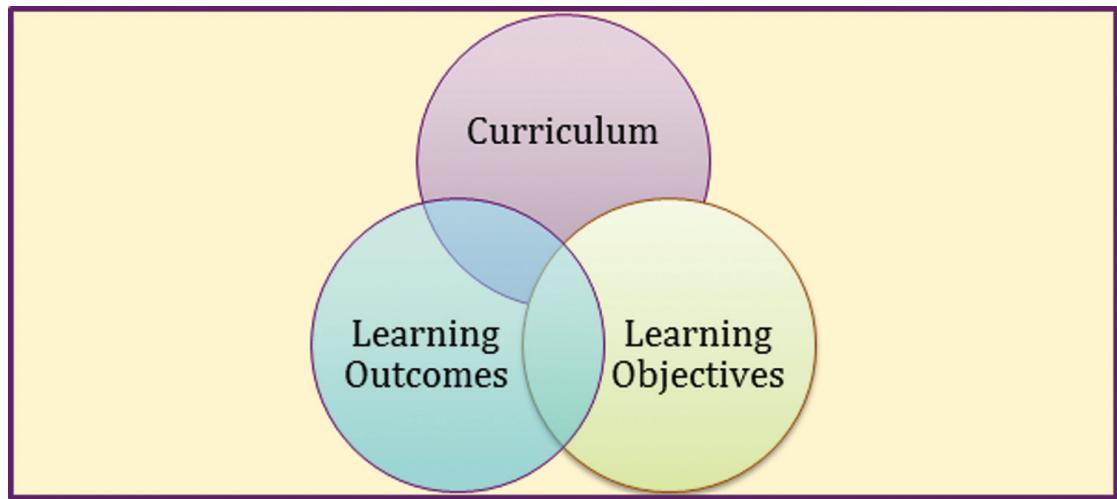
QUOTABLE

Learning outcomes are declarations that portray significant and essential learning achieved by learners which can be reliably demonstrated at the end of the term/course/module.

5.4 Relationship between Curriculum, Learning Objectives and Learning Outcomes:

- **Curriculum** is the sum total of a planned set of educational experiences to be provided to students.
- **Learning Objectives** describe the expected goal of a curriculum, course, lesson or activity in contexts of provable skills or knowledge acquired through instruction by a student. **The curriculum is planned to meet the desired learning objectives, class and subject wise.**
- **Learning outcomes** are the outcomes of learning that can be demonstrated by the learner at the end of the lesson/class/course/textbook/completion of topic, etc.⁴

⁴ Please see chapter 6 for more details.



Thus, the objectives, curriculum and outcome complement each other to reach the desired teaching-learning result.

5.5 Subjects:

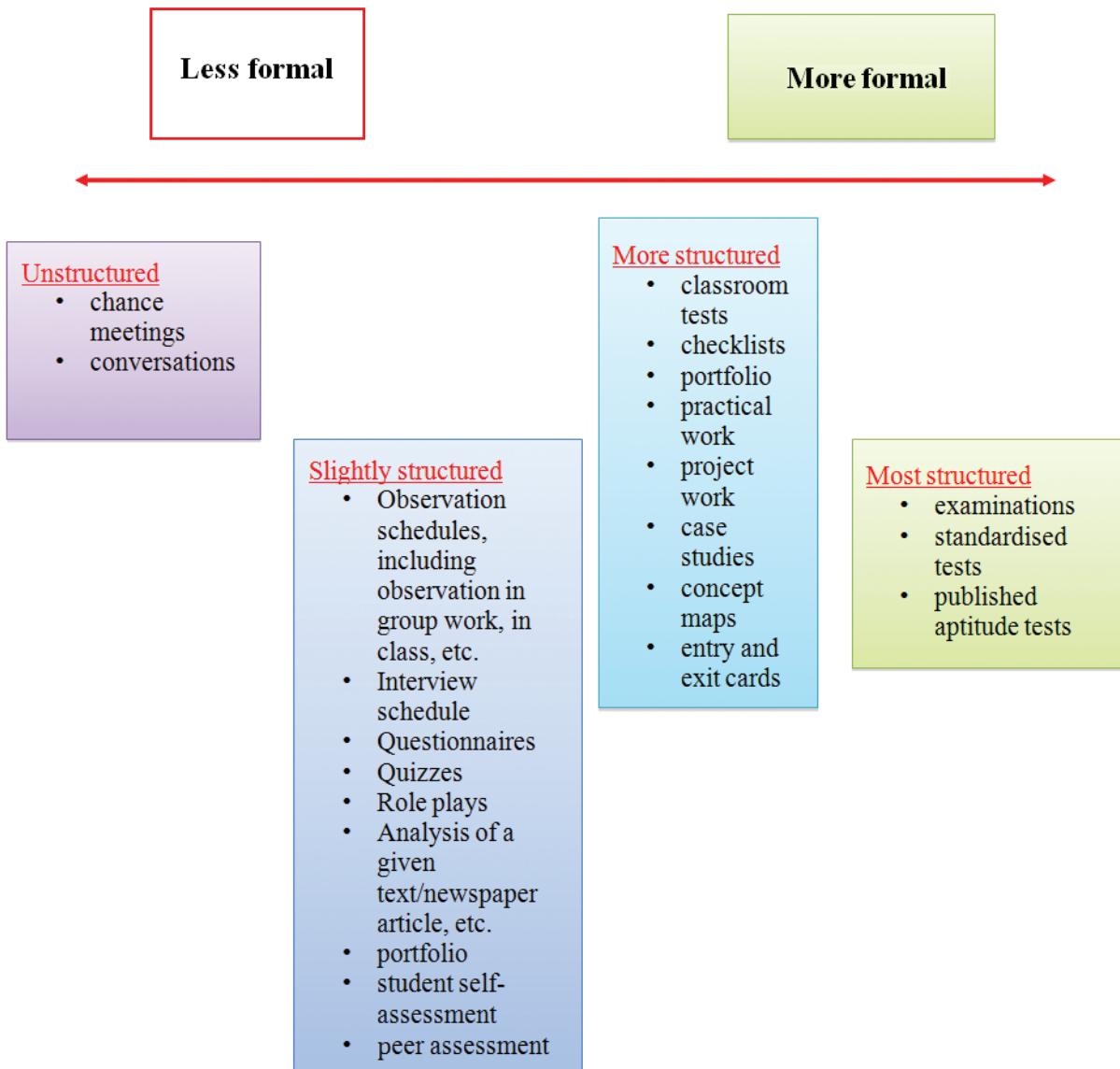
- ✓ For Pre-Primary, Primary and Middle school subjects, please refer to the documents mentioned on the previous page.
- ✓ For secondary and senior secondary levels, please refer to the chapter on Board examinations.

5.6 Portfolio:

Please see para 6.11 for more details.

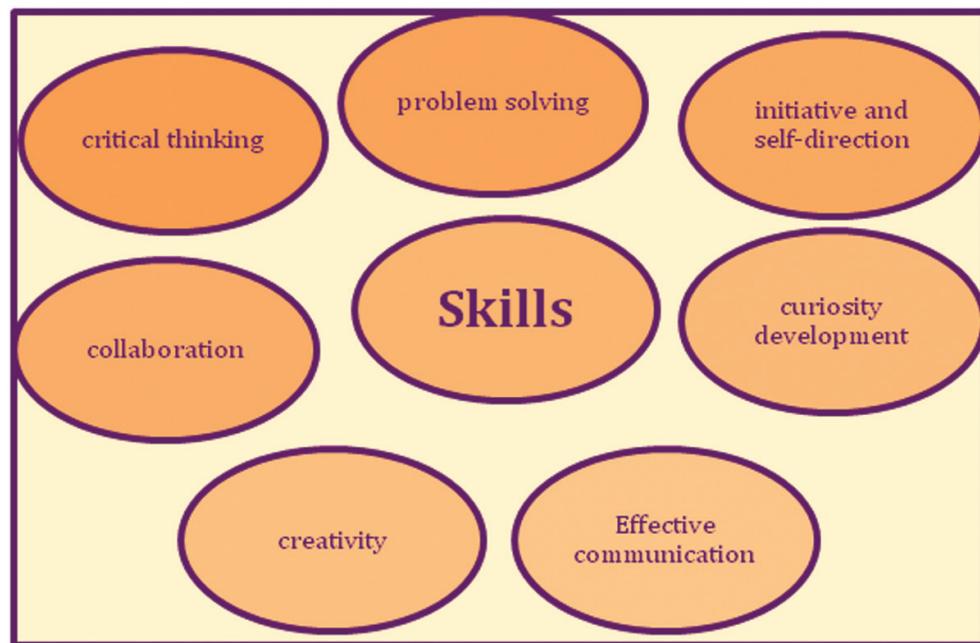
5.7 Assessment:

- *Assessment* involves professional judgement based upon an *image* formed by the collection of information about student performance.
- Assessment is important to measure learning outcomes.
- The Board continues to strengthen assessment and evaluation practices to eventually achieve the following competencies for all its students.
- Generally, assessments are of two kinds – less formal and more formal. There are several tools of assessment that can be categorized under them.



- A teacher should aim to use all kinds of assessment. No one type of assessment can be considered as the only correct method.

- Notice that Portfolio can be a slightly structured form of assessment as well as a more structured form of assessment. Portfolio is basically a very good example of “assessment as learning” and “assessment for learning”. It must be utilized accordingly in class at all levels.
- The Board has always emphasized that as part of the learning process its students must acquire the following skills/competencies:



5.7.1 Tools of Assessment:

- As mentioned earlier, there are several tools that can be used to assess desired competencies.
- However, the assessment tools must be aligned with the Learning Outcomes for a particular class.
- Some of the oft used tools are given in the box below. A teacher must ensure that she does not remain restricted to utilizing only these tools, as they cannot be considered as the only effective tools.

KNOW THIS

WE TEND TO USE ONLY THESE QUITE OFTEN:

- Objective Type Questions
- Short Answer Questions
- Long Answers Questions

5.7.2 *Other Tools of Assessment are Described Below⁵ :

5.7.2.1 **Observation Schedule:** observation of student's performance in the class (participation, answering questions etc.) can also be used effectively

5.7.2.2 **Interview Schedule:** In order to ensure that further learning has taken place after conducting an activity and that the students are able to link new knowledge with what they have learnt in the class, the teacher can interview each student on the project/ activity. The interview, if conducted imaginatively, could be very brief but at the same time will give proof of the student's own research and presentation.

5.7.2.3 **Questionnaires:** This could include both, close-ended questions (tick the box) or open-ended questions. There could be pre-class as well as post-class questionnaires.

5.7.2.4 **Quizzes:** This could be a group activity led by the teacher. It can also be learner-led. In fact, the class can be divided into small groups of 3 to 4 students each and the groups can prepare 10 quiz questions each for the rest of the class to answer in a fun activity.

5.7.2.5 **Role Plays:** This provides a learner-centered space for students to take up self as well as peer assessment through role-plays. It helps the students to explore real-life situations in a supportive ecosystem, develop strategies for generating understanding of the topic in a creative manner and is also a fun way of developing communicative skills.

5.7.2.6 **Analysis:** Analysis of a given text, not taken from the textbook, or of a newspaper article related to the topic at hand, is a very good tool for

5 The Board will be coming out with a handbook/manual on assessment tools very soon. Teachers can access more details from it on this topic.

	assessment of the conceptual clarity, analytical skills and understanding of interlinked issues.
5.7.2.7	Portfolio: Refer point no. 6.11
5.7.2.8	Self-Assessment: You should prepare your own rubrics for this. Students are able to understand the gaps in their own understanding through this non-threatening method and also set goals for themselves.
5.7.2.9	Peer Assessment: You should prepare your own rubric for this. This method gives a very wide range of feedback to the student from different perspectives, sometimes unexpected ones too. This helps develop skills of collaboration and taking criticism positively and constructively. It often leads to voluntary peer learning.
5.7.2.10	Checklist: It is usually used for assessing Co-Scholastic areas but can also be handy for other internal assessments.
5.7.2.11	Case Studies: In this method, a problem is presented as a real-life case and then students discuss possible solutions. The case must be related to the topic under study. It might require the student to additional research, as cases must normally not be taken from textbooks. This is also a very learner-centric form of assessment. It is able to assess the analytical skills, communication skills, problem-solving skills, time management skills, the ability of a student to be solution-oriented, collaboration skills (if it is assessed as group work), etc.
5.7.2.12	Concept Maps: Refer point 6.10
5.7.2.13	Entry and Exit Cards:
5.7.2.13.1	Entry Card: When students enter the classroom, a card is given. <ul style="list-style-type: none">Students are asked to write on the topic they will be learning that day, or it asks them to use their prior knowledge so the teacher has an idea of what students already know before entering the new lesson.Students complete the card within a specific amount of time.When the time is up, the teacher either collects the cards and quickly looks them over, or has a whole-class discussion about the matter on the card.

- Also useful to bridge the transition between the prior day's lesson and the current lesson, to check for understanding of a homework assignment, or to review key concepts of skills learned.

5.7.2.13.2 Exit Card: Exit cards are similar to entry cards. Students have a specific amount of time to complete them and that teachers use them as a quick assessment tool.

- Exit cards are designed to collect feedback about a lesson from students.
- These are meant to check for student understanding at the end of class.
- These cards are helpful in prompting students to fuse the information learned in class.

(* The list is only suggestive.)

To create a balanced assessment approach in teaching-learning, different types of assessment strategies should be incorporated. Assessment can be of three types- assessment *for* learning (formative assessment), assessment *of* learning (summative assessment) and assessment *as* learning (authentic assessment).

Assessment *for* Learning (Formative Assessment) - In this form of assessment, a teacher embeds various forms of assessment all through the teaching and learning process. Therefore, it is an ongoing assessment that allows teachers to monitor students on a day-to-day basis and modify their teaching based on what the students need to be successful. This assessment provides students with timely and specific feedback that they need to make adjustments to their learning.

Assessment *of* Learning (Summative Assessment)- Assessment of learning is the snapshot in time that lets the teacher, students, and their parents know how well the student has grasped the learning outcomes of a module or programme and which one contributes to the final mark given for the module/ lesson. This form of assessment is typically held at the end of a teaching and learning process and is often referred to as summative assessment too, and typically involves standard tests.

Assessment as Learning (Authentic Assessment) - Assessment as learning is typically a self-assessment by students to gauge their own levels and gaps in learning, and is crucial in helping students become life-long learners. This assessment can also be called as a work-related assessment where the tasks and conditions are more closely aligned to what is experienced in real life. This form of assessment is designed to develop students' skills and competencies alongside academic development.



NOTABLE

- ✓ *The sample question papers for academic session 2019-20, for class X subjects Hindi, English, Social Science and Mathematics, contain minimum 2 questions that would aim at testing critical thinking and creativity.*
- ✓ *These questions can be case-based questions or comprehension passage questions, focussing on High-order skills.*
- ✓ *Thus, from 2020 Board exams onwards, these questions will assess students' competence to analyse, reason and communicate their ideas effectively, use knowledge and skills in particular areas to meet real-life challenges.*

A pictorial representation of the cycle of learning and assessment along with various tools is given as follows⁶ :



6 <http://www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf> accessed on 30.7.2019

5.8 Strengthening Assessment Practices by Board:



NOTABLE

With effect from the current academic session, internal assessment including practical wherever applicable has been made an integral component of assessment.

Details of Board's initiative to Strengthen Assessment Practices notified vide circular dated March 6, 2019 can be seen at the following link:

http://cbseacademic.nic.in/web_material/Circulars/2019/11_Circular_2019.pdf

For latest details, please refer to www.cbseacademic.nic.in

5.8.1 Classes IX- X

Total marks	100									
Types of assessment	<ul style="list-style-type: none"> ▪ Internal Assessment ▪ Board Examination ▪ School Based Assessment of Co-scholastic Areas (Work Education, Art Education, H&PE, Discipline) 									
Marks distribution	Internal Assessment: Board Examination= 20:80									
Components of Internal Assessment	<p style="text-align: center;">Periodic Assessment</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Pen Paper Test</td> <td style="padding: 5px;">5 marks</td> </tr> <tr> <td style="padding: 5px;">Multiple Assessment strategies to be used. For ex., quizzes, oral test, concept map, exit cards, visual expression etc.</td> <td style="padding: 5px;">5 marks</td> </tr> <tr> <td style="padding: 5px;">Portfolio (Classwork plus peer assessment, self-assessment, reflections, narrations, journals, etc.)</td> <td style="padding: 5px;">5 marks</td> </tr> <tr> <td style="padding: 5px;">Subject Enrichment</td> <td style="padding: 5px;">5 marks</td> </tr> </table>		Pen Paper Test	5 marks	Multiple Assessment strategies to be used. For ex., quizzes, oral test, concept map, exit cards, visual expression etc.	5 marks	Portfolio (Classwork plus peer assessment, self-assessment, reflections, narrations, journals, etc.)	5 marks	Subject Enrichment	5 marks
Pen Paper Test	5 marks									
Multiple Assessment strategies to be used. For ex., quizzes, oral test, concept map, exit cards, visual expression etc.	5 marks									
Portfolio (Classwork plus peer assessment, self-assessment, reflections, narrations, journals, etc.)	5 marks									
Subject Enrichment	5 marks									

Board Examination Class X	
Marks	80
Duration	As earlier, i.e. 3 hrs.
Internal Choice	33%
Components of Board examination paper	Objective Type Questions including Multiple Choice Questions
	Subjective Type Questions : Number of Subjective questions will be reduced to enable student to have enough time to think and write creatively
	20 marks
	60 marks

5.8.2 Classes XI- XII

Total marks	100 marks
Types of assessment	<ul style="list-style-type: none"> ▪ Internal Assessment/ Practicals ▪ Board Examination ▪ Assessment of Co-scholastic areas (Work Education, General Studies, H&PE)

Marks distribution	Internal Assessment : Board Examination
	<ul style="list-style-type: none"> ▪ 20:80(Mathematics, Languages, Political Science) ▪ 20:80 (Social Sciences) ▪ 30:70 (Sciences) ▪ 70:30 (Arts) <p>Compulsory portion of Internal Assessment/ Project work/ Practical in all subjects</p>
Board Examination/ Year-end Examination	
Marks	<p>Marks 80/70/30</p> <ul style="list-style-type: none"> ▪ 80 Marks in Mathematics, Political Science and Languages ▪ No change in other subjects
Duration	3 hours
Components of Board examination paper	<p>Objective section:25%</p> <p>Subjective type- 75%: (Number of questions will be reduced to enable student to have enough time to think and write creatively)</p>
Internal Assessment/ Project work/ Practical	
Internal Assessment/ Project/ Practical	<ul style="list-style-type: none"> ▪ 20 marks (Humanities and Commerce based subjects) ▪ 30 marks (Sciences) ▪ 70 marks (visual/ performing arts) ▪ 20 marks (Mathematics, Languages, Political Science) ▪ No change in remaining subjects

School Based Assessment of Co-scholastic Areas (Work Education, General Studies, H&PE)

Assessment of Co-scholastic areas	<ul style="list-style-type: none">▪ Internally Assessed▪ On a 9-point scaleNo change
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The details of the Year End-Board Examination/ Internal Assessment/School Based Assessment for the academic year 2019-20, shall be reflected in the curriculum document to be published by the Board.

KNOW THIS

It may be noted that the changes introduced in 2019 Board Exams – that is, 33% internal options and section wise format – shall continue henceforth for all subjects.



CHAPTER-6

PEDAGOGY



6.1 Creating Learning Outcomes:

A teacher should be able to adopt/adapt/create learning outcomes for the topic /concept being taught.

- **Adopt** the Learning Outcomes prepared by NCERT as it is.
- **Adapt** the Learning Outcomes prepared by NCERT for the topic at hand.
- **Create** new or additional Learning Outcomes on his/her own.

FUN FACT

Learning Outcomes is mentioned 64 times in this document!

There is a reason for this.

We believe that it is only through the adoption of Learning Outcomes based education that you as a teacher get a direction for your instructional activities, and your students get a goal/purpose towards which they can direct their learning efforts.

Learning Outcomes are the soul of teaching and learning, while curriculum and its framework are the body.

Following is an extract from a scholarly article from Stanford University⁷ on how teachers can create their own set of Learning Outcomes and then follow up on whether the learner meets the standards of progress thus set.

6.1.1 What are Student Learning Outcomes?

Learning outcomes are statements of the knowledge, skills and abilities that individual students should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences. Before preparing a list of learning outcomes, consider the following recommendations:

⁷ <https://www.bu.edu/provost/files/2017/06/Creating-Learning-Outcomes-Stanford.pdf>

6.1.2 Characteristics of Learning Outcomes :-

6.1.2.1 Learning Outcomes should be Specific and Well Defined:

When developing a list of student learning outcomes, it is important that statements be specific and well defined. Outcomes should explain in clear and concise terms the specific skills students should be able to demonstrate, produce, and know as a result of the program's curriculum. They should also exclude the greatest number of possible alternatives so that they can be measured. For example, the learning outcome "Students completing the BS in Chemistry should be well practiced in the relevant skills of the field" is too vague. In this example, we do not know what the relevant skills of the field of chemistry include. This will create problems in measuring the behaviour of interest and drawing valid conclusions about the program's success.

6.1.2.2 Learning Outcomes should be Realistic:

It is important to make sure that outcomes are attainable. Outcomes need to be reviewed in light of students' ability, developmental levels, their initial skill sets, and the time available to attain these skill sets (i. e, 4 years). They should also be in line with what is being taught.

6.1.2.3 Learning Outcomes should rely on active verbs in the Future Tense:

It is important that outcomes be stated in the future tense in terms of what students should be able to do as a result of instruction. For example, the learning outcome "Students have demonstrated proficiency in..." is stated in terms of students' actual performance instead of what they will be able to accomplish upon completion of the program. Learning outcomes should also be active and observable so that they can be measured. For example, outcomes like "Students will develop an appreciation of, and will be exposed to..." are latent terms that will be difficult to quantify. What does it mean to have an appreciation for something, or to be exposed to something should be expressed through the Learning Outcome.

6.1.2.4 Learning Outcomes should align with the Program's Curriculum:

The outcomes developed in your plan need to be consistent with the curriculum goals of the program in which they are taught. This is critical in the interpretation of your assessment results in terms of where changes in instruction should be made. Using curriculum mapping is one way to ensure that learning outcomes align with the curriculum.



NOTABLE

A curriculum map is a matrix in which learning outcomes are plotted against specific program courses. Learning outcomes are listed in the rows and courses in the columns. This matrix will help clarify the relationship between what you are assessing at the program level and what you are teaching in your courses.

6.1.2.5 Learning Outcomes should be Simple and not Compound:

The outcomes stated in your plan should be clear and simple. Avoid the use of bundled or compound statements that join the elements of two or more outcomes into one statement. For example, the outcome “Students completing the BS in mathematics should be able to analyse and interpret data to produce meaningful conclusions and recommendations and explain statistics in writing” is a bundled statement. This outcome really addresses two separate goals, one about analysing and interpreting data and another about writing.

6.1.2.6 Learning Outcomes should focus on Learning Products and not the Learning Process:

Learning outcomes should be stated in terms of expected student performance and not on what faculty intend to do during instruction. The focus should be on the students and what they should be able to demonstrate or produce upon completion of the program. For example, the learning outcome “Introduces mathematical applications” is not appropriate because its focus is on instruction (the process) and not on the results of instruction (the product)⁸.



⁸ Diagram adapted from Linn and Miller, 2005

6.2 Constructing Learning Outcomes:

6.2.1 Considering Taxonomies:

Taxonomies of educational objectives can be consulted as useful guides for developing a comprehensive list of student outcomes. Taxonomies attempt to identify and classify all different types of learning. Their structure usually attempts to divide learning into three types of domains (cognitive, affective, and behavioural) and then defines the level of performance for each domain.

Cognitive outcomes describe what students should know. Affective outcomes describe what students should think. Behavioural outcomes describe what students should be able to perform or do. (Adapted from OAPA Handbook PROGRAM-Based Review and Assessment. UMass Amherst)

Bloom's Taxonomy of Educational Objectives (1956) is one traditional framework for structuring learning outcomes. Levels of performance for Bloom's cognitive domain include knowledge, comprehension, application, analysis, synthesis, and evaluation. These categories are arranged in ascending order of cognitive complexity where evaluation represents the highest level. The table⁹ below presents a description of the levels of performance for Bloom's cognitive domain.

Level	Description
Knowledge	To know and remember specific facts, terms concepts, principles or theories
Comprehension	To understand, interpret, compare, contrast, explain
Application	To apply knowledge to new situations to solve problems using required knowledge or skills
Analysis	To identify the organizational structure of something; to identify parts, relationships, and organizing principles
Synthesis	To create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme
Evaluation	To judge the quality of something based on its adequacy, value, logic or use

⁹ Adapted from California State University, Bakersfield, PACT Outcomes Assessment Handbook (1999)

6.2.2 Using Power Verbs:

When composing learning outcomes, it is important to rely on concrete action verbs that specify a terminal, observable, and successful performance as opposed to passive verbs that are not observable. For example, the statements “be exposed to,” “be familiar with,” and “develop an appreciation of,” are not observable and would be difficult to quantify. The table below¹⁰ provides a list of common active verbs for each of Bloom’s performance levels.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define/State	Classify	Apply	Analyse	Arrange	Appraise
Identify	Describe	Compute	Appraise	Assemble	Assess
Indicate	Discuss	Construct	Calculate	Collect	Choose
Know	Explain	Demonstrate	Categorize	Compose	Compare
Label	Express	Dramatize	Compare	Construct	Contrast
List/Label	Identify	Employ	Contrast	Create	Decide
Memorize	Locate	Give Examples	Criticize	Design	Estimate
Name	Paraphrase	Illustrate	Debate	Formulate	Evaluate
Recall	Recognize	Interpret	Determine	Manage	Grade
Record	Report	Investigate	Diagram	Organize	Judge
Relate	Restate	Operate	Differentiate	Perform	Measure
Duplicate	Review	Organize	Distinguish	Plan	Rate
Select	Suggest	Practise	Examine	Prepare	Revise
Underline	Summarize	Predict	Experiment	Produce	Score
Tell	Translate	Inspect	Propose	Select	Argue
Translate	Cite	Inventory	Set Up	Value	Critique
Sketch	Question	Articulate	Infer	Model	Interpret
Read	Distinguish	Assess	Solve	Perform	Criticize
Use	Solve	Correct	Test	Integrate	Defend

10 Adapted from California State University, Bakersfield, PACT Outcomes Assessment Handbook (1999)



NOTABLE

Teachers can rely on the above table to create clear, precise, student-focussed and realistic Learning Outcomes on their own.

6.3 Bloom's Taxonomy:

Bloom's Taxonomy is a system of classification used to identify and differentiate numerous levels of human cognition — thinking, learning and understanding. Typically, educators have used Bloom's taxonomy to educate or mentor the development of assessments (tests and other student learning evaluations), syllabuses (units, lessons, projects, and other learning activities), and teaching methods such as questioning strategies.

6.3.1 Understanding Instructional Objectives (Revised):

An objective is-

- an intent communicated by a statement describing a proposed change in a learner
- a statement of what the learner is to be like when he/she has successfully completed a learning experience

An **instructional objective** *describes an intended outcome*. A usefully stated objective is stated in behavioral, or performance terms that describe what the learner will be doing when demonstrating his/her achievement of the objective.

6.3.2 Preparing Instructional Objectives:

In preparing instructional objectives, it is possible to focus on different aspects of instruction. Some teachers prefer to state the objectives in terms of what they are going to do during instruction. Thus, we might have a statement:

"Demonstrate to pupils how to use rain gauge".

Although this statement clearly indicates what the teaching activity is, it is less clear concerning the intended learning outcomes. Literally speaking, an objective is achieved when the demonstration has been completed whether or not the students have learned anything.

A more desired way to state objectives is in terms of what we expect students to be able to do at the end of the instruction. After demonstrating how to use the rain gauge, for example, the teacher might expect students to be able to do the following:

- Identify the parts of the rain gauge
- Read a rain gauge
- Demonstrate the skill in using the rain gauge

Statements such as these direct the attention to the students and to the types of performance they are expected to exhibit as a result of the instruction. Thus, the focus shifts from the teacher to the student and from learning experiences to the learning outcomes. This shift in focus makes clear the intent of instruction and sets the stage for evaluating student learning. If teachers are able to comprehend the objectives of instruction, they will be able to prepare adequate tests for judging the extent of attainment of these objectives and relate the two.

Objectives can well be understood if we understand their taxonomy.

6.3.3 Taxonomy of Educational Objectives:

Taxonomy is a classification system that is arranged in a hierarchy. Dr. Benjamin S. Bloom and his associates have classified instructional objectives into three major domains: **cognitive, affective and psychomotor or conative.**

The **cognitive domain** includes those objectives that deal with recall or recognition of learned material and the development of intellectual abilities and skills. The largest proportion of educational or instructional or teaching-learning objectives falls into cognitive domain.

The **affective domain** includes objectives that emphasize interests, attitudes and values and the development of appreciation and adequate adjustment.

The **psychomotor domain** is concerned with physical, motor or manipulation skills. Handwriting, map drawing etc. are examples of the psychomotor domain.

The cognitive domain as described by Bloom et.al. (1956) is featured around the feature of complexity. They are ordered from simple to complex. The cognitive domain consists of the following six major levels:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

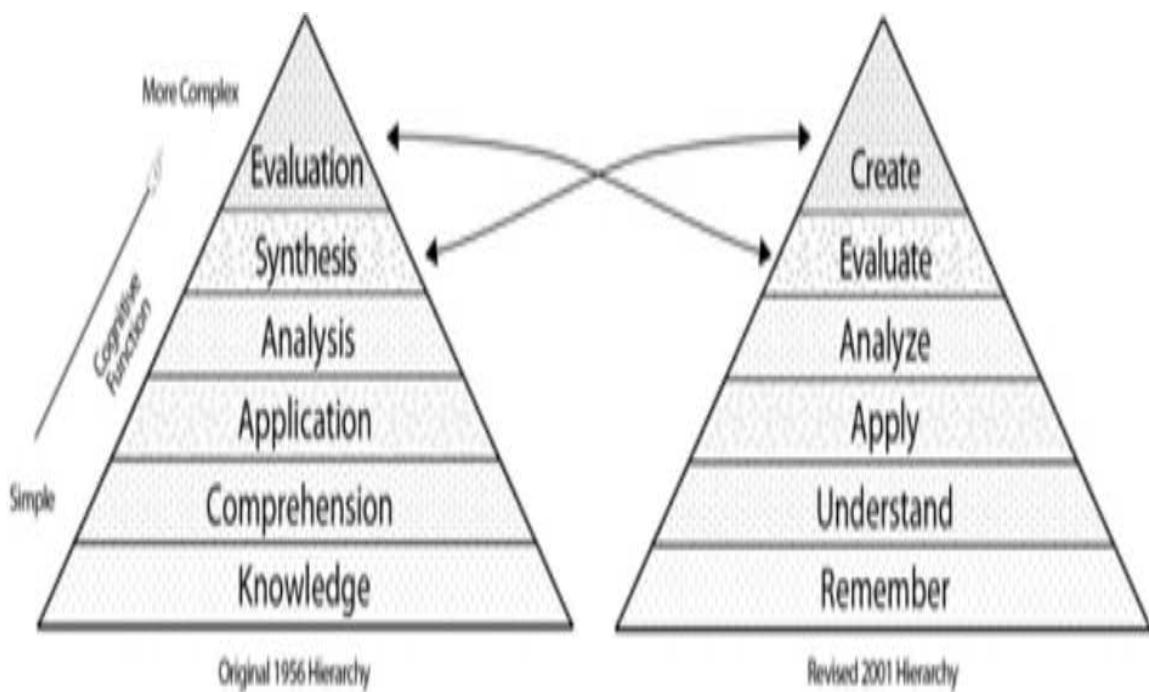
6.3.4 Bloom's Revised Taxonomy of Instructional Objectives:

Lorin Anderson, a former student of Bloom, revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being,

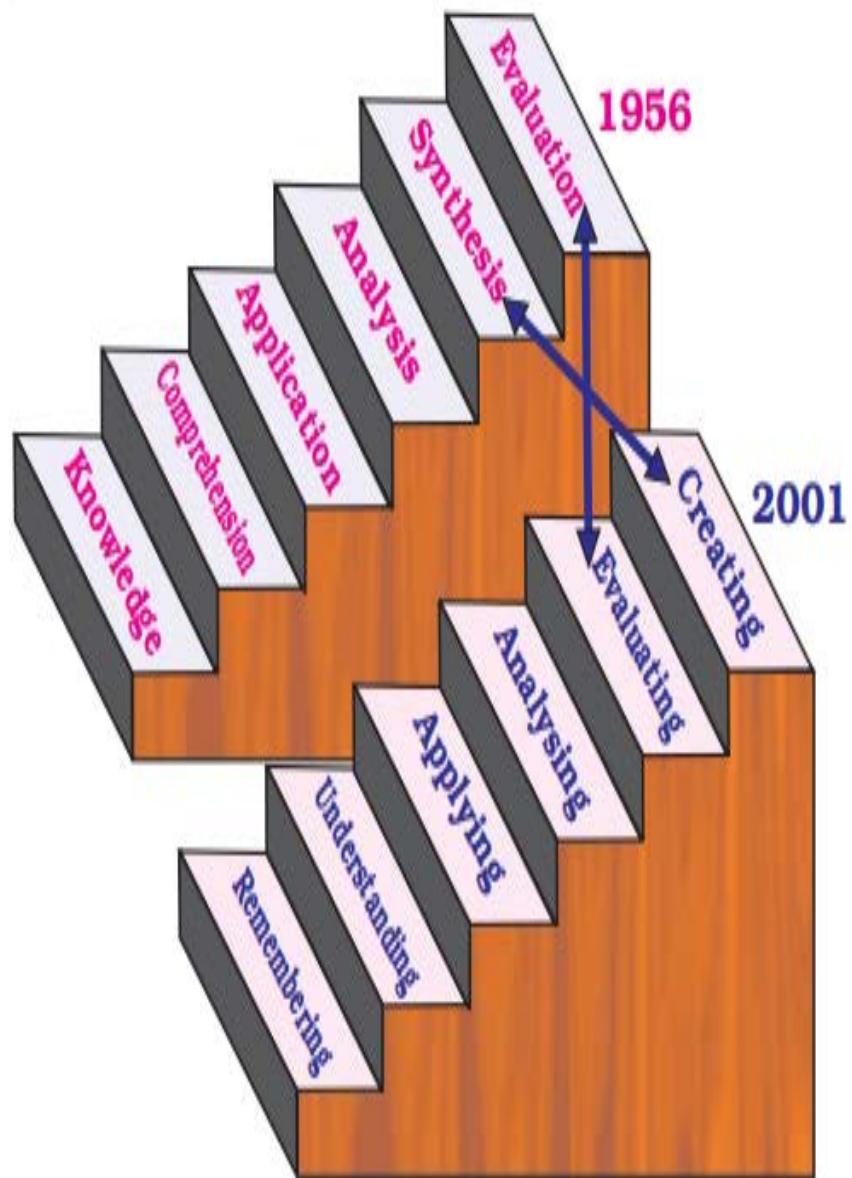
- 1) Changing the names in the six categories from noun to verb forms, and
- 2) Slightly rearranging them (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, Wittrock, 2000; Pohl, 2000)

The new taxonomy based on Pohl, 2000, Learning to Think, Thinking to learn, has been represented ahead.

The Revised Bloom's Taxonomy¹¹ :



11 <https://www.arjonline.org/papers/arjel/v2-i1/14.pdf>



https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf

Handbook for Teachers

6.4 Experiential Learning:

6.4.1 Meaning:

Some Facts about Experiential Learning:

- ✓ Gurukul system of ancient and medieval India is the classical format of experiential learning.
- ✓ The interplay between the learner and his/her environment triggers learning.
- ✓ In the digital world – blended form of learning includes field trips, DIY experiments, simple videos, robotics etc.

Experiential learning involves a hands-on learning approach that breaks away from the routine of the teacher standing at the front of the room and giving lectures, and moves towards the learner taking responsibility for her own learning, with the help of activities based on real-life experiences that the teacher facilitates. It makes learning a technical knowledge that goes much beyond the classroom and seeks to bring a more engaging way of learning to make learning outcomes deeper.



NOTABLE

Experiential Learning includes all these:

Joyful Learning!

Art integrated learning!

Activity Based Learning!

Fun, games and studies!

Sport Integrated Learning!

Inquiry based learning!

Collaborative learning!

Assessment as learning!

Learning by doing!

6.4.2 Experiential Learning : Key Components :-

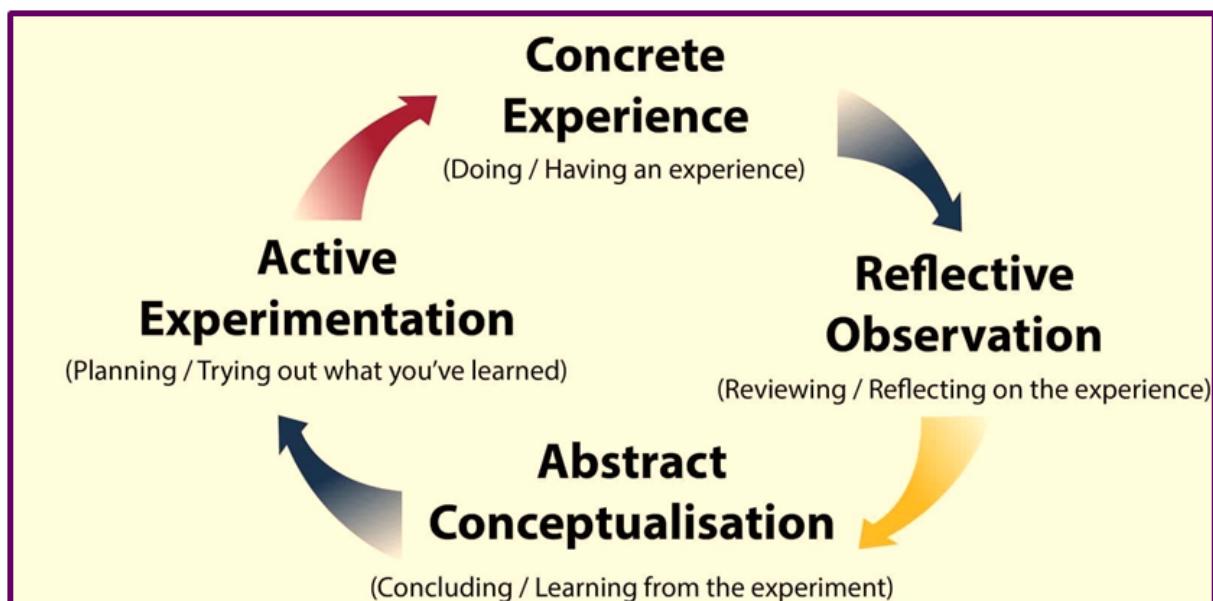
- is based on the principle of 'learning by doing'.
- focusses on developing skills in the students through real-life experiences.
- is the way of learning in which it is the learner who guides the learning process, and experiences, observes, reflects and implements it.
- does not believe in compartmentalizing each subject. All the subjects are interlinked, and it depends upon the learner what s/he takes away from his/her experience. Each learner will have a different learning experience. The learner plays a pivotal role in assessing him/herself.
- gives a multisensory experience of learning by using all senses, auditory, visual, tactile and kinesthetic.

KNOW THIS

- o Humans have an innate curiosity, but when they have a lack of stimulation, boredom sets in.
- o Throughout life, mental activity promotes the production of new neurons in the brain.
- o The human brain continues to grow until about age 18.
- o If a child is in a stimulating environment, s/he has a 25% greater ability to learn. Conversely, if s/he is in an environment with low stimulation, s/he has 25% less ability to learn.

Taken from <http://www.associatesdegree.com/2010/01/27/50-brain-facts-every-educator-should-know/>

6.4.3 Experiential Learning Cycle:



(Adapted from <https://carleton.ca/experientialeducation/what-is-experiential-education/experiential-learning-cycle-model/> accessed on 09.08.2019)

6.4.4 Stages of Experiential Learning: The learner can enter a learning cycle at any stage, but must go through all the four stages to complete his/her learning cycle.

Stage 1 - Concrete Experience: The learner cannot learn merely by reading or observing. He needs to actively participate in the experience by feeling it with all the five senses. The idea is to immerse in the experience and learn.

Stage 2 - Reflective Observation: This is the second stage where the learner reflects at the situation before forming any opinion. The learner must reflect upon the present by connecting it to his past experiences. Reflective observation focuses on observing and perceiving.

Stage 3 - Abstract Conceptualization: The learner creates theories to explain his experiences. In this stage, the learner gathers and analyses the information and draws conclusions. Sometimes, it may challenge the pre-existing concept. This focuses on learning by thinking.

KNOW THIS

Documentation of all activities/experiences under the Experiential Learning process must be recorded in Student Portfolio for internal assessment at secondary level.

Teachers are encouraged to use the tool of portfolios for self-directed learning at all levels for all subjects.

FOR LEARNING MORE ABOUT WHY, WHAT AND HOW OF EXPERIENTIAL LEARNING, PLEASE REFER TO CBSE HANDBOOK ON EXPERIENTIAL LEARNING

6.5 Art- Integrated Learning

The NCF 2005 has recommended “Art as a subject at all stages covering all four major spheres, i.e. music, dance, visual arts and theatre... We must bring the arts squarely into the domain of the curricular, infusing them in all areas of learning while giving them an identity of their own at relevant stages.”

It also states, “The importance of India’s heritage crafts, both in terms of their economic and aesthetic values, should be recognized as being relevant to school education.”

Keeping the above in mind, the Board has held discussions with several stakeholders, including schools, principals, teachers, NCERT, art professionals, etc., and accordingly it has emerged that integration of Art with education will lead to the betterment of learning in the classrooms.

Art-Integrated Learning is a cross-curricular approach to teaching and learning based on collaboration between the teaching of the subject with the teaching of Art (Visual/ performing etc.), where Art, in any of its multiple forms, becomes the primary pathway to learn the subject/topic and also of assessment. The integration is meant not only to make the learning process (of the chosen subject area for integration) joyful, but it also lends itself to imbibing a greater appreciation and understanding of the art form being utilized for this purpose.



DICTIONARY

Cross-Curricular

Adjective

Taken from Collins dictionary:
denoting or relating to an approach to a topic that includes contributions from several different disciplines and viewpoints.

6.5.1 Necessity of Art-Integrated Learning:

Firstly, when Art is integrated with education, it helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics. All disciplines being pursued by students at all stages require creative thinking and problem-solving abilities. For example, the routine method would be involving studying metallurgy in Chemistry, or mitosis and meiosis in Biology. But art integration would provoke the student to ask questions such as – *If I were a metal, how would I artistically depict my journey of combination with other metals or how can I use a Nukkad Natak¹² to depict mitosis/meiosis?*

Secondly, Art Integrated learning is a strong contender for experiential learning, as it enables the student to derive meaning and understanding, directly from the learning experience.

Thirdly, this kind of integration not only makes the teaching and learning process joyful, it also has a positive impact on the development of certain life skills, such as, communication skills, reflection and enquiry skills, un-conditioning of the mind leading to higher confidence levels and self-esteem, appreciation for aesthetics and creativity, etc.

Fourthly, this integration broadens the mind of the student and enables him/her to see the inter-disciplinary links between subjects/topics/real life.

B. Therefore, it is possible to teach:

- a) The planets in the universe or forests, oceans, etc. through Art, by each child choosing a planet/forest/ocean and making a travel brochure on it.
- b) Reactions and compounds in Chemistry by each child becoming the element/compound of his /her choice and then trying to mingle or not to mingle with others in the class. A lot of humour could be the hallmark of this exercise.
- c) Learning the meaning and lines of a difficult poem by breaking each line into a dialogue spoken by Amitabh Bachchan or James Bond or set to music based on Bollywood songs, etc.

¹² Hindi word for a Street Play

KNOW THIS

- o CBSE has made Art Education mandatory for classes 1 to 10 from the academic session 2019-20.
- o Two periods of art education are mandatory per week.
- o In classes 6 to 8, schools are encouraged to take up culinary art also.

**NOTABLE**

For more details please refer to:

*http://cbseacademic.nic.in/web_material/Circulars/2019/12_Circular_2019.pdf
and*

Guidelines on Art-Integrated Learning Circular no. Acad 22/2019 dated 18.04.2019

6.6 Inter-Disciplinary Approach:

6.6.1 Meaning:

- Inter-disciplinary approach entails the use and integration of methods and analytical frameworks from more than one academic discipline or subject to examine a theme, issue, question or topic.
- Interdisciplinary education makes use of disciplinary approaches to examine topics, but pushes beyond by taking insights from a variety of relevant disciplines, synthesizing their contribution to understanding, and then integrating these ideas into a more complete, and hopefully coherent, framework of analysis

6.6.2 Extracts from NCF 2005 on the use of Inter-Disciplinary Approach:

Following are extracts from NCF 2005, which highlight the use of Inter-disciplinary approach:

- The capabilities, practices, and skills of understanding are what we seek to develop through the school curriculum. Some of them readily lend themselves to being formulated as 'subjects' of study such as mathematics, history, science, and the visual arts. Others, such as ethical understanding, need to be interwoven into subjects and

activities. The basic capabilities of language require both approaches, and aesthetic understanding also readily lends itself to both approaches. All these areas require opportunities for project activities, thematic and interdisciplinary courses of studies, field trips, use of libraries and laboratories.

- This approach to knowledge necessitates a move away from 'facts' as ends in themselves, and a move towards locating facts in the process through which they come to be known, and moving below the surface of facts to locate the deeper connections between them that give them meaning and significance.

KNOW THIS

Teachers of various subjects must come together to plan activities and lesson plans of interdisciplinary nature.

CBSE guidelines on Art-Integrated Learning will be useful in this context as these guidelines contain exemplars that integrate various subjects.

The Board will soon also put exemplars of lesson plans of inter-disciplinary nature in the public domain as a teacher resource.

6.7 Activity-Based and Joyful Learning:

- To help students to attain the 'AHA! moment, activity-based and joyful learning must be practiced in classrooms.
- Ways for Joyful Learning can be many, ranging from integrating sports in educational activities to integrating Arts in classroom transactions. Joy comes when a child feels she has created something new. It could occur after completion of a lesson by her/himself, it could occur when the given task is done independently by the students, it could occur while doing an activity in or outside the classroom. Therefore, a teacher must start his/her lesson with the following questions:
 - ✓ What purposes should the lesson seek to achieve?
 - ✓ What joyful experiences can be provided that are likely to achieve these purposes?
 - ✓ How can these joyful experiences be meaningfully organised?

- ✓ How do we ensure that these educational purposes are indeed being accomplished?
- CBSE has released the Manual for Joyful Mathematics.
- ***Joyful Saturday Initiative*** has been taken by several state governments in India. In this initiative, the whole day is spent in learning through joyful mode only, mostly through games, sports and outdoor activities.



NOTABLE

Please also refer to the following:

- ✓ <http://unicef.in/Story/356/Nali-Kali-initiative-Karnataka>

6.8 Integrating Life Skills:

KNOW THIS

Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO).

‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances.

‘Positive behaviour’ implies that a person is forward looking and even in difficult situations; can find a ray of hope and opportunities to find solutions.

6.8.1 Key Growth and Human Development Periods:

- infancy (birth to 2 years of age)
- early childhood (3 to 8 years of age)
- middle childhood (9 to 11 years of age)
- Adolescence (12 to 18 years of age)

6.8.2 Life Skills for Early Childhood :

In early childhood, the skills and experiences acquired are vital. The Life Skills Education Program (LSE) aims to provide practical day-to-day living skills to children. Through these programs, the children are motivated to cultivate regard, liability and autonomy through activities, as well as the support of staff that cherishes and reflects them.

Life Skills Education is an integral part of excellence in early childhood education as well as the profound promise of quality care and education.



NOTABLE

CBSE conducts Capacity Building Programme on Life Skills which are essential to understand ways to integrate Life Skills in education. You may also refer to the following:

http://www.cbse.nic.in/cce/life_skills_cce.pdf

6.8.3 The Most Important Life Skills for Kids to Learn:

Below, we uncover the seven life skills that are indispensable and give some references for simple ways of fostering them.

- Focus and Self Control
- Perspective-Taking
- Communication
- Making Connections
- Critical Thinking
- Taking on Challenges
- Self-Directed, Engaged Learning

**NOTABLE**

For details refer to:

<http://www.cfel.ca/education-curriculum/life-skills-program>

<https://www.brighthorizons.com/family-resources/teaching-kids-life-skills-seven-essential-life-skills-to-succeed>

<http://unicef.in/Story/762/Empowering-teachers-and-children-through-life-skills-training>

6.8.4 Life Skills for Adolescence:

Adolescence, a key developmental and growth stage, traces the transitional phase from childhood to adulthood. It is defined by rapid changes in physiology and psychosocial development. Adolescence is also the phase when young people widen their relationships further than parents and family and are heavily influenced by their peer group and the outside world as a whole. As adolescents grow up cognitively, they become more analytical in their thought process. They are able to think abstractly, to formulate better and to establish an independent belief system. These are the years of creativity, idealism, buoyancy and an adventurous spirit. But these are also the years of innovation and risk-taking, giving in to detrimental peer pressure, taking irrational decisions on crucial issues, particularly with regard to their bodies and sexual orientation. Therefore, adolescence is a defining moment in one's life, a phase of greater potential as well as a phase of increased frailty.

**NOTABLE**

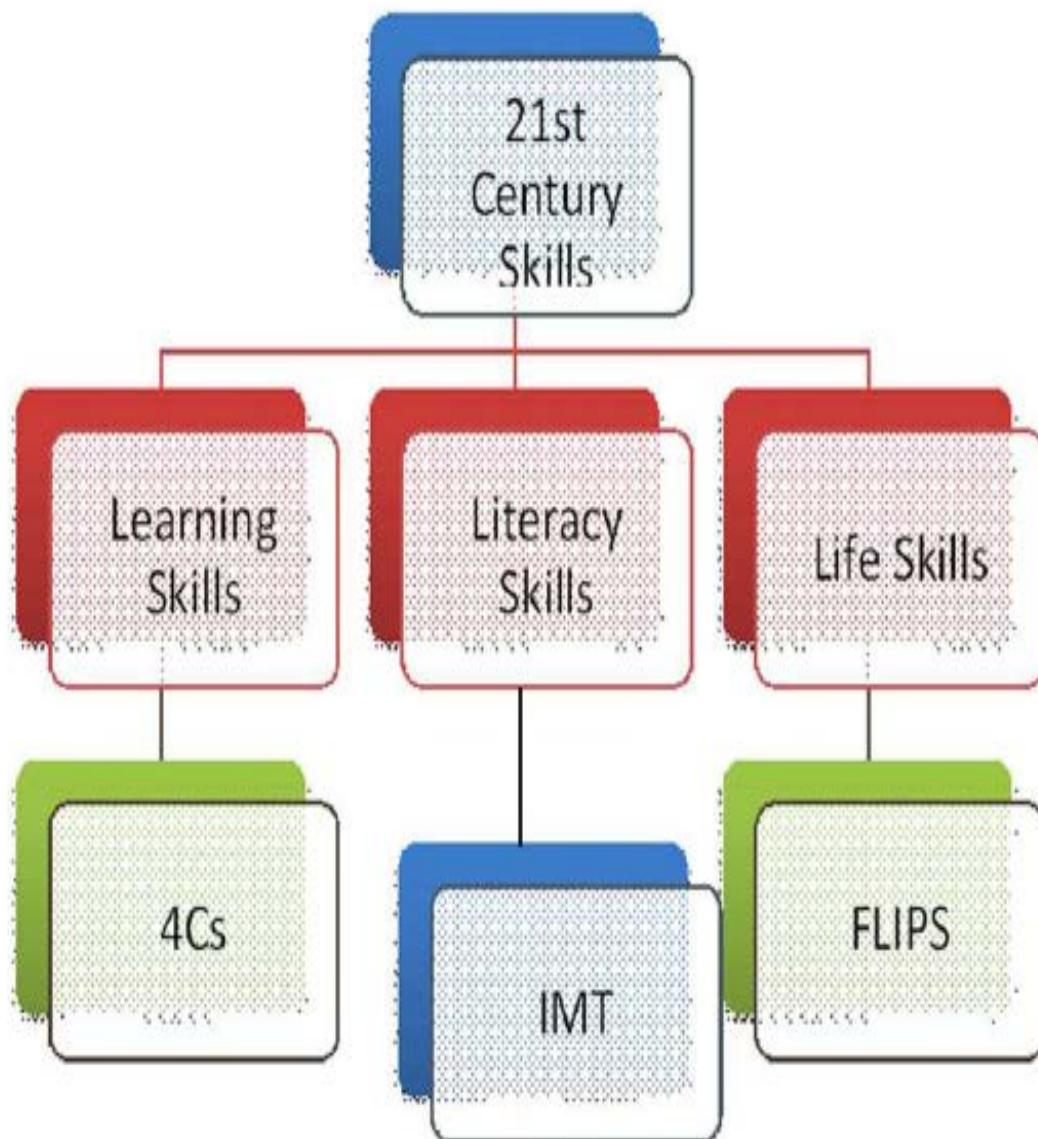
For more details refer to:

✓ http://www.cbse.nic.in/cce/life_skills_cce.pdf

6.9 The 21st Century Skills:

This is an oft spoken and discussed about area now, particularly in the context of making our students ready for what the future holds for them. The following figure

represents these skills in a comprehensible manner and clearly states that these skills are crucial for our students to be able to compete globally. These skills have to become the cross-cutting themes in our teaching and learning process.



- 4Cs: Critical Thinking, Creativity & Innovation, Collaboration, Communication
- IMT: Information Literacy, Media Literacy, Technology Literacy
- FLIPS: Flexibility and Adaptability, Leadership and Responsibility, Initiative and Self-Direction, Social and Cross-Cultural Interaction

6.9.1 **Critical Thinking:** According to John Butterworth and Geoff Thwaites,¹³ "Critical Thinking consists of making informed, evaluative judgements about claims and arguments. The main strands of critical thinking are: analysis(interpretation), evaluation and further argument. Critical thinking is characterised by being fair and open-minded; active and informed;sceptical;independent. Scepticism means willingness to question or to entertain doubts.

6.9.2 **Problem Solving:** According to John Butterworth and Geoff Thwaites¹⁴ , "Problem Solving asks for a solution, which may be a calculated value(in mathematical sense) or a way of doing something. There are three clearly defined processes that we may use while solving problems:i. identifying which pieces of data are relevant when faced with a mass of data, most of which is irrelevant; ii. combining pieces of information that may not appear to be related to give new information; iii. Relating one set of information to another in a different form-this involves using experience, relating new problems to ones we have previously solved."

6.9.3 **Creativity and Innovation:** These skills prepare a child to discover innovative approaches and make them learn to apply creativity to real-life challenges. A diverse learning across fine arts, performing arts, and vocational skills is inculcated in a child.

6.9.4 **Communication and Collaboration:** The practices of effective communication and collaboration help to develop interest and fun in the teaching learning process. It also effectively broadens the cultural, social, and environmental boundaries and helps a child to understand social and environmental concerns better.

6.9.5 **Career and Life-skills:** These skills prepare a child to look into a problem with respect to a broad perspective that might go from local to national and international. Through these skills, a child learns to adapt to different cultures and situations, to initiate her/himself even in diversity and tries to imbibe something productive and meaningful for her/his life from each situation.

6.9.6 **Digital and Media Literacy:** These enable a child to understand the computer, the world of computers and electronics, related technologies and Media as

13 Butterworth, John and Thwaites Geoff. Thinking Skills: Critical Thinking and Problem Solving. 2nd edition Cambridge University Press, Cambridge CB2 8RU, UK).2013, pp7-12.

14 Butterworth, John and Thwaites Geoff. Thinking Skills: Critical Thinking and Problem Solving. 2nd edition Cambridge University Press, Cambridge CB2 8RU,UK).2013,pp79-80.

tools of information, computation, and communication. They also help a child in effective learning, communicating and collaborating, aside from locating, evaluating and analysing information.

6.9.7 Leadership and Responsibility: These skills focus on the attributes related to leadership, such as the ability to lead a team and effective team management in relation to real world challenges. It also teaches a child how to support the development of key personal qualities such as perseverance, being committed and responsible, resilience and self-confidence and how to foster a commitment to life-long learning.

FUN FACT

Merriam Webster states:

*In the 13th century : The word **Skill** meant CAUSE, REASON(Motive etc.)*

*Today in the 21st Century: **Skill** means ABILITY.*

“HOW EVERYTHING EVOLVES WITH TIME!!!”

6.10 Using Concept Maps:

- Concept maps are spatial representations of concepts and their interrelationships that are intended to represent the knowledge structures that humans stores in their minds (Jonassen, Beissne and Yacci, 1993).
- The use of concept maps as teaching strategy was first developed by Joseph D. Novak of Cornell University in the early 1980's. His Work was based on the important idea in Ausubel's (1968) assimilation theory of cognitive learning which places a central emphasis on the influence of students' prior knowledge on subsequent meaningful learning.
- Concept maps are diagrammatic representations, which show meaningful relationships between concepts in the form of propositions, which are linked together by words, circles, and cross-links.
- Concepts are arranged hierarchically with the super ordinate concepts at the top of the map, and subordinate at the bottom, which are less inclusive than higher ones.

“Cross links” are used to connect different segments of the concepts hierarchy which indicate syntheses of related concepts, a new interpretation of old ideas, and some degree of creative thinking.

6.11 Portfolios as Assessment for Learning:

- **Portfolio has been introduced as a part of strengthening assessment practices vide circular no. Acad-11/ 2019 dated 6th March 2019.**
- A portfolio is an organised collection of documents representing academic work and any other evidence of academic work done over the academic semester/year, which individual learners can assemble over a period of time and systematically display.
- The purpose of a portfolio is primarily:
 - o To enable the learner to reflect over her own understanding, analysis and progress.
 - o To enable self-evaluation of the academic progress of the learner
 - o To determine if the learner has achieved the stated learning outcomes and acquired the competencies over time that would lead to academic achievement
 - o To create an archive or documentation of all the work done by the learner in the process of learning
- In all types of portfolios, self-reflection is very important for ensuring a rich learning experience.
- Since a portfolio contains a collection of a student’s work exhibiting his/her efforts, progress and achievements in one or more areas, it helps a student to be aware of and feel responsible for his/her own learning.
- These portfolios can be important reference materials for all stakeholders including the teacher, student and parents. In fact, it is an excellent communication device between teachers and parents.
- Portfolios can be maintained subject wise. However, schools that have adopted the multi-disciplinary approach may maintain it grade-wise too up to primary level.
- Portfolios can be maintained in notebooks, in file folders or in e-form.

6.11.1 Types of Portfolio : Students can maintain portfolios in physical form or as e-portfolio or a combination of the two.

6.11.1.1 Physical Portfolio : Examples of what may go into a physical portfolio include the following (illustrative only):

- o Classwork
- o Assignments
- o Formative tests
- o Home assignments
- o Project work
- o Journal entries
- o Lab work
- o Art work related to integrating of Art with learning
- o Self-evaluation
- o Peer evaluation
- o Self-reflections
- o Teacher evaluation
- o Presentations
- o Quizzes
- o Blogs
- o Curiosity questions and answers
- o Analysis of newspaper reports related to the topic
- o Awards and certificates
- o Spreadsheets
- o Photographs, Etc.

6.11.1.2 E-Portfolio : Student's e-portfolio includes several forms, such as:

- o Text files,
- o Spreadsheets,
- o Digital archives,
- o Images,
- o Multimedia presentations,
- o Photographs,
- o Blog entries,
- o Hyperlinks,
- o Use of social media such as Pinterest, etc. to learn,

- o Websites created by students,
- o Participation in online tests, etc.
- E-portfolios are both, a demonstration of the learner's abilities and also a platform for self-expression. If maintained online, it can be maintained dynamically. It is a type of learning record that provides actual evidence of achievement.
- **E-portfolios can be of different types:**
 - **Developmental portfolios:** They exhibit the development of student's skills over a period of time. They are like ongoing portfolios. They can be used for regular interaction between teacher and students and includes both self-assessment and reflection/feedback elements.
 - **Assessment portfolios:** They showcase student's competence and skills learnt over time and are refined enough to be evaluated. These are for end-of-course evaluation of student's performance.
 - **Showcase portfolios:** They demonstrate exemplary work and student skills on completion of the programme and have the best outputs by the student. Students typically show this portfolio to potential employers to gain employment at the end of a degree program.

6.11.2 Portfolios can become a challenge for a class or a school if:

- The annual pedagogical plan of the school has not integrated it effectively in the school's academic programme for the year.
- The school time table does not give enough time for it.
- The subject/class teacher is not given complete flexibility and freedom to decide regarding what all goes into portfolio management for her class/subject.
- The teacher has not planned its development in advance nor has poor planning to back up its execution.
- The teacher does not use it to gauge student's progress over time and accordingly adjusts her teaching strategies.
- It is viewed as a burden and a to-do activity as per Board's directions, rather than as a dynamic tool for instruction, learning and assessment.

- They are used only intermittently, and eventually filed and forgotten, rather than using for gauging student's progress, and for communicating with parents.
- It is not used as a tool for promoting critical thinking, creativity and relating the concepts to life experiences amongst the learners.

Please also refer to the page no 12-19 of the initial pages of Secondary School Curriculum of CBSE at http://www.cbseacademic.nic.in/web_material/CurriculumMain20/Main-Secondary/Intitial_pages_sec_2019-20.pdf



QUOTABLE

Portfolio has been introduced as a part of strengthening assessment practices vide circular no. Acad-11/ dated 6th March, 2019. Therefore, it is compulsory for every grade IX-X students to maintain portfolio in all subjects.

FUN FACT

PORTFOLIO is used in:

- Education
- Investment
- Finance
- Photography
- Media

Goes to show how multi-talented this word is! Let's gear up to use PORTFOLIO as "assessment for learning" in our classes.



CHAPTER-7

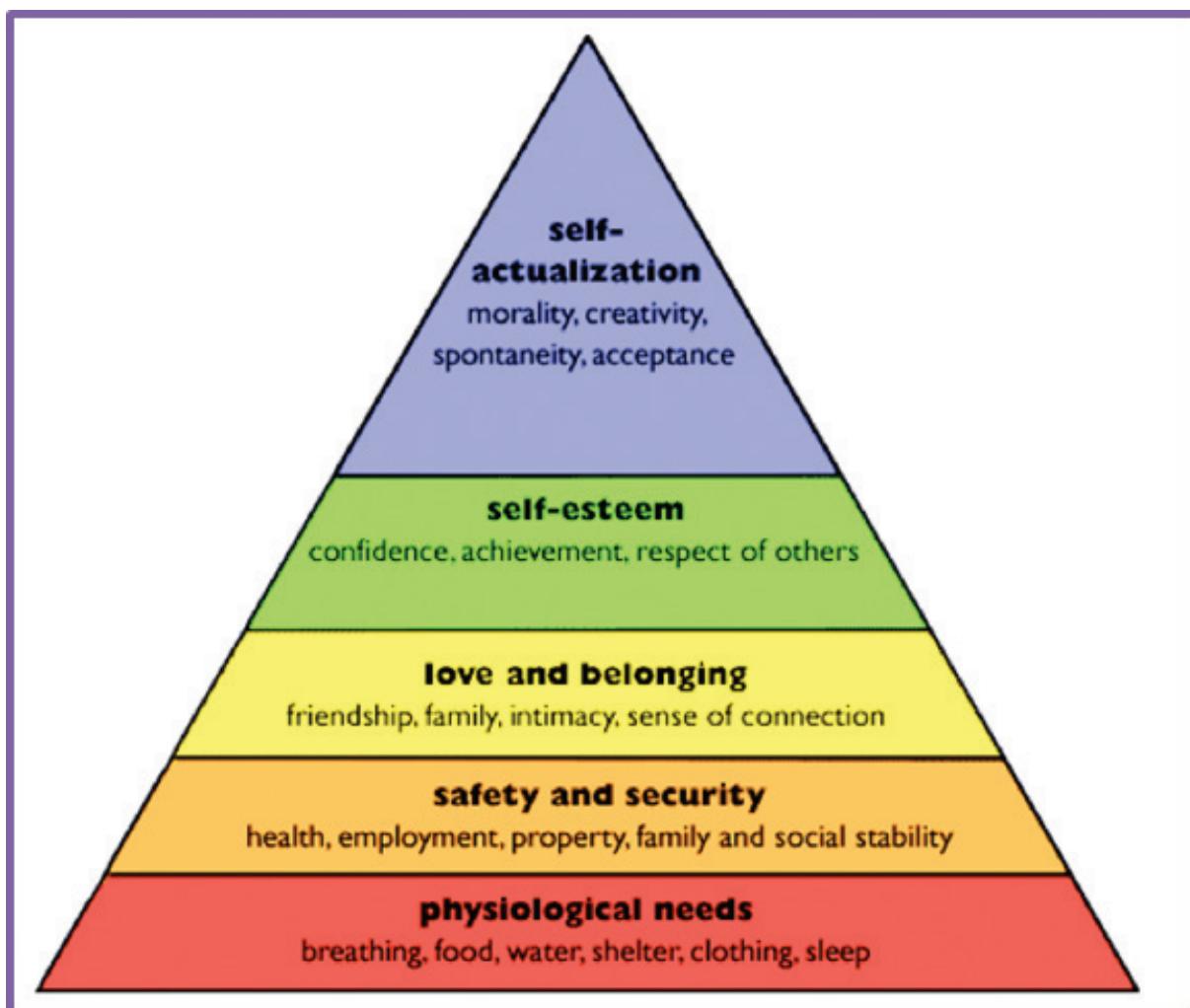
STUDENTS



7.1 Understanding Students' Needs:

Teachers must be aware of a child's need and for this purpose an understanding of Maslow's Hierarchy of Needs is important. Maslow's (1962) Hierarchy of Needs Theory can help teachers in understanding how to approach teaching and classroom management in schools.

7.1.1 Maslow's Hierarchy of Human Needs.¹⁵ : The five-stage model of the original hierarchy of needs includes:



¹⁵ https://4.bp.blogspot.com/-fZDk9SJzrQo/VSwLYFykuzl/AAAAAAAEE4Q/wBG6jss_e_c/s1600/Maslowr.png accessed on 09.08.2019

Characteristics of Self-Actualizers

- 1 Effectively perceive reality and accept uncertainty
- 2 Accepting towards oneself and others
- 3 Quick in their thoughts and actions
- 4 Problem-centered (Not self-centered)
- 5 Unique sense of humour
- 6 Perceive life objectively
- 7 High creativity
- 8 Welfare of humanity
- 9 Appreciate basic experiences of life
- 10 Deep and satisfying interpersonal relationship
- 11 Democratic attitudes
- 12 Strong moral/ethical standards

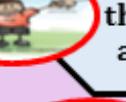
Relevance of Maslow's Needs Model For Teachers:

- It takes a holistic approach to education and learning.
- It states how physical, emotional, social, and intellectual qualities of a child impact learning.
- Teachers must first meet the basic physiological needs of the students, before they can meet their cognitive needs.
- Students must be conveyed in the classroom that they are valued and respected and the teacher must create a supportive environment.
- Until their self-esteem is strengthened, students with low self-esteem will not progress academically at the optimal rate.

KNOW THIS

- ❖ It will be hard for a tired and hungry (both, physically and emotionally) student to focus on learning.
- ❖ In order to progress and reach their full potential, students need to feel emotionally and physically safe and accepted within the classroom.
- ❖ The same may apply to a child with special needs and a teacher can play a major role in making the child feel accepted.

7.2 Teachers' Responsibility towards Students:

-  give primary consideration to the well-being of the student
-  direct all professional efforts to help students develop their personality and ability to learn
-  Promote honesty, integrity and consideration for others in students, and do nothing to discredit these qualities, by precept or example
-  act in accordance with justice.
-  exercise authority analogous to the law of the land and change them with the improving concepts of the student's needs and rights.
-  recognize that each child is an unique individual and that each child differs in what is required for their education to be promoted.
-  recognize the duty to assist all students under their responsibility to develop their talents in a suitable and feasible manner.
-  recognize that teachers should work with parents for the welfare of students, in particular, by consulting and involving parents, whenever this is desirable.
-  Make reasonable efforts to protect the student against harmful learning or health and safety conditions
-  Not expose students to embarrassment or disappointment, intentionally.
-  not try to take personal advantage, of the professional relationship with the students.
-  Do not disclose information acquired on students during professional service unless such disclosure has a compelling professional purpose or is required by law.

7.3 Section Restriction:

The teacher must be aware of the fact that the Board lays down section restriction with the specific purpose of ensuring complete attention to each child in the classroom by the teacher.

ENROLMENT AND SECTION RESTRICTION IN EACH CLASS

The optimum number of students shall be 40 in each section. Availability of one square meter Built-up Floor Area per child in the classrooms is an absolute necessity in the school. Subject to this the details of the allowed sections, as per the rules of these bye-laws and availability of land and infrastructure, are given at Appendix-V of the CBSE Affiliation Byelaws.

7.4 PTR and Class Size as stated in the Affiliation Byelaws:

PUPIL TEACHER RATIO AND CLASS SIZE	
Clause	Provision of Clause
5.4	The pupil teachers' ratio should not exceed 30:1 in the school. In addition to this there must be 1.5 teachers per section, excluding principal, physical education teacher and counsellor, to teach various subjects.
14.22	In case of schools already affiliated if it is found that the size of the rooms in the school is lesser than the size mentioned clause 4.1 of these bye laws, the Board may restrict the number of students in the class rooms.

7.5 Textbooks

The class teachers and subject teachers must be extremely careful in book selection as laid down in clause 2.4.7 (a) of the Affiliation bye-laws. They must ensure that the list of prescribed books is placed on the school's website.

BOOKS - - for more details please see Chapter 2 of Affiliation Byelaws, 2018.

Clause	Provision in Affiliation Bye-laws
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2.4.7	<p>a) The School may prescribe NCERT text books in the classes and subjects in which these have been published by the NCERT. Extreme care should be taken in the selection of books of private publishers so that there is no objectionable content that hurts the feeling of any class, community, gender or any religious group in society.</p> <p>b) The School shall put a list of prescribed books on its website with the written declaration duly signed by the Manager and the Principal to the effect that they have gone through the contents of the books prescribed by the school and own the responsibility. If a school is found prescribing a book having any objectionable content, the responsibility for such content shall lie with the school and action will be initiated against the School by the Board.</p>
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KNOW THIS

As subject teachers, you will be expected to go through the contents of prescribed books to enable the school to give the declaration at para 2.4.7 (b) of the Affiliation Byelaws of the Board.

7.6 Homework:

- Please refer to the circular Acad 25 dated 13.08.2018 on the following link;
http://cbseacademic.nic.in/web_material/Circulars/2018/25_Circular_2018.pdf
- CBSE has also released book Alternatives to Homework which is available at
<http://cbse.nic.in/ePub/webcbse/webcbse/ab-cbse-book-2.html>



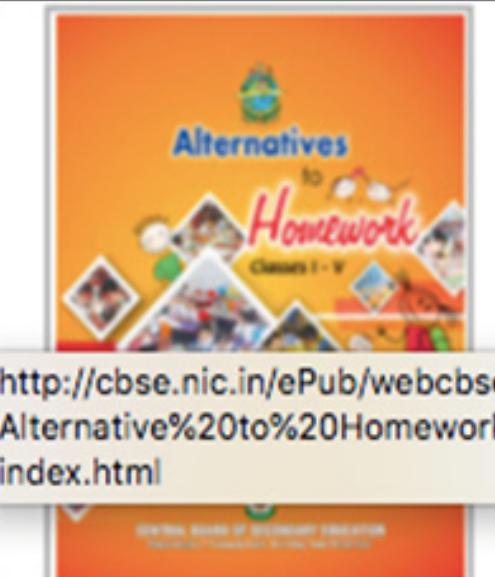
QUOTABLE

Roberto Nevilis invented homework in the year 1095 in Venice after being disappointed in his students. Roberto Nevilis began to give homework in order to help the students learn and master the material he was teaching in Italy.

It seems likely, however, that homework was used even before Nevilis's time. The reason why Nevilis gets the credit is that he is the earliest example that there is evidence of.

(Taken from <https://scientetrends.com/who-invented-homework/>)

Does it not make you think whether Homework has lived its life? Do we need more creative forms of engagement for the child at home? Perhaps a crossword puzzle, a newspaper article analysis, devising a skit on a concept.....



7.7 Listing of Candidates for Board Exams:

- ✓ LOC link is uploaded on www.cbse.nic.in Please be alert to the Board's circulars so that you do not miss important dates.
- ✓ While filling up the LOC for class X and XII, teachers must ensure that the correct details of students, their subjects, etc. are being filled in.
- ✓ After submitting the LOC, before finalization, it must be shown to parents so that they can verify their name, spellings, date of birth, mother's name, father's name and other details.

7.8 Subject Combinations:

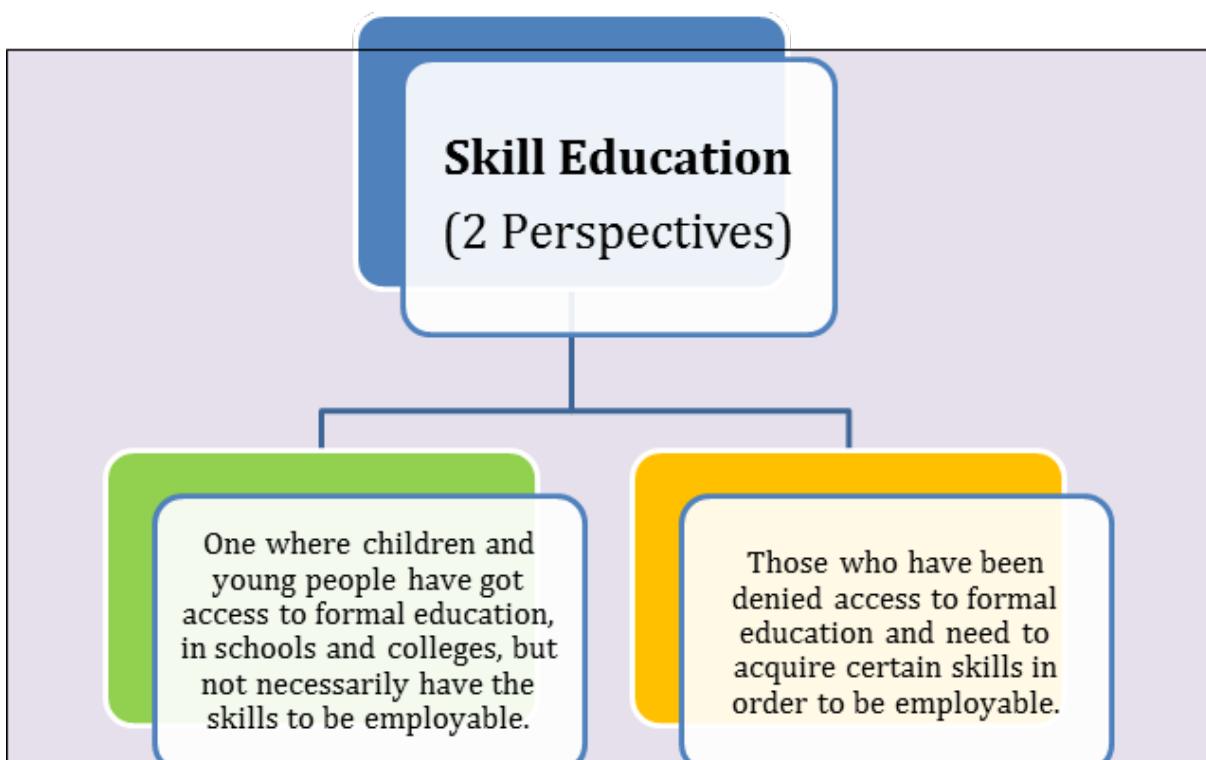


NOTABLE

Please refer to the chapter 8 of this Handbook.

7.9 Skill Education:

Skill Education is also the need of the day to prepare our learners for the future. Ideally, everyone should have a special skill. As shown below, Skill Education has two perspectives:



- Despite a robust system of private and public education in place, we need to extensively work to equip the youth with the necessary skills to be employable.

- CBSE has a well-defined scheme of Skill Education courses. Vide circular no. 14/2019; dated March 9, 2019, CBSE has introduced **Artificial Intelligence, Early Childhood Care and Education and Yoga** as new subjects in School curriculum from the Academic session 2019-2020.
- Beside these new programmes, Board is already offering various Skill subjects at Secondary and Senior Secondary level to upgrade the skills and proficiency of the young generation and also to provide them awareness to explore about various career options. The list of all the Skill subjects may be seen at www.cbseacademic.nic.in. More than 6.5 lakh students have presently opted for these subjects at Secondary and Senior Secondary level in 6543 schools.
- At Secondary Level, a Skill subject may be offered as an additional sixth subject along with the existing five compulsory subjects. If any student fails in any one of the three elective subjects (i.e. Science, Mathematics and Social Science), then it will be replaced by the Skill subject (offered as a 6th subject) and result of Class X will be computed based on best five subjects. However, if a candidate desires to reappear in the failed subject, he/she may appear along with the compartment examination.
- Similarly, at Senior Secondary level, the Board offers 42 Skill Based subjects as Electives, which can orient the students to explore new avenues and acquire pre-professional skill to face the challenges of life in future.
- **To promote skill education and other activities, there are certain interesting provisions in the Affiliation Bye-laws:**

Clause	Provisions in Affiliation Bye-Laws
14.10	Multiple use of school building is allowed for the limited purposes of Promotion of Education and Skill Development including Vocational Education but the school shall not use its building and infrastructure for any commercial activity.

14.11	The school should have suitable furniture in the classrooms and office equipment and furniture commensurate with the strength of students and the staff.
14.12	The number of students in the class should not be very large. The optimum number in a section of a class is 40.
14.14	Schools offering vocational courses can engage subject expert/teacher on contract or part-time basis and share resources with reputed and recognized institutions and industries having expertise in the same subject.

7.10 Student Eligibility for Examinations:

CBSE has uploaded FAQs in the context of examination so that stakeholders can refer to this document for their queries on admission, examination, eligibility for examination, the scheme of examination etc.



NOTABLE

The link for these FAQs related to examinations may be seen at:

<http://cbse.nic.in/newsite/attach/FAQs%20pdf.pdf>

7.11 Remedial Work:

Please refer to the initial Pages of CBSE Curriculum Document that clearly states that Feedback and Remedial Teaching Plan must be included in the lesson plans by teachers.

7.12 Inclusion:

- Inclusive education means that all students take classes and are accepted by schools in age-appropriate, regular classes and are backed in all facets of the school's life to learn, add and engage.

- It is about how our schools, classrooms, programs and activities are established and crafted such that all students can learn and take part together.
- An inclusive layout assumes that all students have access to quality education by attending their broad needs effectively in a manner that is receptive, desirable, considerate and cooperative. Students engage in the education program in a common learning environment to help reduce and eliminate hindrances and hurdles which may cause elimination.
- Inclusive education is conducted in a common learning environment; that is, an educational environment where students from diverse backgrounds and differing skills learn together in an inclusive environment. Common learning environments are used for most regular instruction hours of students and may include classrooms, libraries, gymnasiums, performance theatres, music rooms, cafeterias, playgrounds, and the local community.
- A common learning environment is not a place where students with intellectual or other special needs gain isolation from their peers.

7.12.1 Effective Common Learning Environment:

- Facilitates each student to actively participate in the learning environment intended for all students and shared with peers in the chosen academic setting;
- Offers a favourable climate, fosters a sense of belonging and ensures improvement for students towards suitable personal, social, emotional and academic goals;
- Reacts to individual learning needs by providing adequate support levels and applying student-centred teaching.

7.12.2 Categories of Disabilities:

The categories of disabilities have risen from the existing 7 to 21; the central government has the power to add more categories of disabilities. The following are the 21 disabilities:

- Blindness
- Low-vision
- Leprosy Cured persons
- Hearing Impairment (deaf and hard of hearing)
- Locomotor Disability

- Dwarfism
- Intellectual Disability
- Mental Illness
- Autism Spectrum Disorder
- Cerebral Palsy
- Muscular Dystrophy
- Chronic Neurological conditions
- Specific Learning Disabilities
- Multiple Sclerosis
- Speech and Language Disability
- Thalassemia
- Haemophilia
- Sickle Cell Disease
- Multiple Disabilities including Deafblindness
- Acid Attack Victim
- Parkinson's Disease

(Adapted from <https://pib.gov.in/newsite/printrelease.aspx?relid=155592> accessed on 7.10.19.)

7.12.3 CBSE CWSN Exemptions:

CBSE has a well-defined policy for inclusive education.

Provisions for CWSN in CBSE Affiliation Byelaws are as follows:



NOTABLE

The exemptions for Children with Special Needs during examinations can be accessed at:

<http://cbse.nic.in/newsite/attach/CWSN%20April%202019.pdf>

RIGHTS OF PERSONS WITH DISABILITIES -- for more details please see Chapter 14 of Affiliation Byelaws, 2018.	
Clause	Provisions
14.15.1	Schools will provide proper facilities like ramps in toilets for wheelchair users,

	auditory signals in elevators/lifts and other possible infrastructural facilities in accordance with the provisions laid down in RPWD Act-2016.
14.15.2	Schools shall promote inclusion of students with special needs in the normal school as per provisions of the " Rights of Persons with Disabilities Act 2016 " and in conformity with National Policy of Education".



NOTABLE

For more details please refer to:

<http://www.cbse.nic.in/circulars/cir45-2008.doc>

http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf

7.13 Counselling:

- The CBSE annual tele-counselling is an outreach programme which caters to the heterogeneous student's population and vast geographical spread to provide psychological counselling to the class X and XII examinations before and after Board Examinations.
- Tele-counselling is offered by Principals and trained counsellors from CBSE affiliated schools located in and outside India. It is a voluntary free of cost service provided by the participants.



NOTABLE

For more details please refer to:

<http://www.cbse.nic.in/prunit/Counselling.htm>

7.14 Health and Safety and a Conducive Classroom:

Some of the provisions in the Affiliation Byelaws in this regard are listed below (for more details please see Chapter 4 of Affiliation Byelaws, 2018).

Clause	Provisions
4.7.1	The School will provide adequate facilities for potable drinking water on each floor.
4.7.2	The School will provide clean healthy and hygienic toilets on each floor with washing facilities for boys and girls separately in proportion to the number of students. The toilets for the primary students should be separate from other toilets. There should be separate toilets for staff members. Signage Boards should be displayed prominently in the toilets of all categories.
4.7.3	The School shall provide proper facilities like, ramps in toilets and at entry/exit points for wheelchair users and auditory signals in elevators/lifts in accordance with the provisions laid down in RPWD Act-2016.
4.7.6	<p>The school shall follow the guidelines related to the safety of the children in schools contained in the following:</p> <ul style="list-style-type: none"> (a) The guidelines issued by the Hon'ble Supreme Court of India in Writ Petition (Civil) no.483 of 2004 in the matter of Avinash Mehrotra (Petitioner) Versus Union of India & Others (Respondents) (b) The Guidelines on School Safety Policy, 2016 issued by the National Disaster Management Authority which is statutory in nature. (c) Manual on Safety and Security of Children in Schools Developed by National Commission for Protection of Child Rights. (d) National Building Code-2005, as amended from time to time.
4.7.7	"The School should scrupulously observe prescription from the State Government/Municipal Authority/Transport Department regarding health & hygiene, drinking water, fire safety, building safety and transport precautions in the school.
14.25	The school shall check gender-specific violence; strictly comply with the guidelines, norms and procedures prescribed in the Protection of Children from Sexual Offences Act-2012 (POCSO Act) , the Sexual Harassment Of Women At Workplace (Prevention, Prohibition And Redressal) Act- 2013 and other Union and State Acts.



QUOTABLE

As a teacher and an educationist, it is your duty to ensure that your school does this:

- o Provision of clean healthy and hygienic toilets on each floor, with washing facilities for boys and girls separately, in proportion to the number of students.
- o Separation of toilets for the primary students from other toilets.
- o Provision of separate toilets for staff members.
- o Signage Boards displayed prominently in the toilets of all categories.

It is the right of all children to receive a safe and holistic environment to develop into individuals with well-rounded personalities. They spend a substantial part of their waking hours in school or classroom, which becomes an important place for shaping their physical and emotional well-being. This will further contribute to their ability to benefit from quality teaching and to realise their full potential. It is, thus, the responsibility of the teacher to ensure well-being of a child by providing a safe and conducive classroom environment and identifying the needs of a student/ child.

7.14.1 Features of a Safe and Conducive Classroom:

- o mutual respect, not fear or humiliation
- o encouragement and motivation, not criticism or unconcern
- o shared responsibility and collaboration
- o understand the consequences of behaviour, not punishment
- o foster cooperation and collaboration, not competition
- o teacher facilitation and leadership, not domination
- o create a desire to learn from within, not imposed learning
- o freedom and order, not dictatorship or chaos

The RTE Act entrusts schools with a responsibility to include children coming from economically challenging backgrounds and involve them in the learning process.

7.14.2 Junk Food:



QUOTABLE

- o **Junk food** is a pejorative term, dating back at least to the 1950s, describing food that is high in calories from sugar or fat, with little dietary fibre, protein, vitamins or minerals.
- o The term *HFSS foods* (high in fat, salt and sugar) is used synonymously.
- o Fast food and fast food restaurants are often equated with junk food, although fast foods cannot be categorically described as junk food.
- o Concerns about the negative health effects resulting from a junk food-heavy diet, especially obesity, have resulted in public health awareness campaigns, and restrictions on advertising and sale in several countries.

(Taken from https://en.wikipedia.org/wiki/Junk_food)



NOTABLE

Kindly refer to CBSE guidelines on Healthy Snacks at the link:

http://cbseacademic.nic.in/web_material/Circulars/2016/02_junkfood.pdf

7.15 Protection of Children from Sexual Offences (POCSO) Act, 2012:

The Ministry of Women and Child Development championed the introduction of the Protection of Children from Sexual Offences (POCSO) Act, 2012 to address the heinous crimes of sexual abuse and sexual exploitation of children through less ambiguous and more stringent legislation.



NOTABLE

Refer to CBSE guideline on POSCO at the link:

http://cbse.nic.in/circulars/POCSO%20Circular_2015.pdf

The Act defines a child as any person under the age of eighteen and considers the child's best interests and well-being to be of utmost importance at all stages in ensuring the child's healthy physical, emotional, intellectual and social development. It defines multiple forms of sexual abuse, including penetrative and non-penetrative assault, sexual harassment and pornography, and considers a sexual assault to be "aggravated" under certain circumstances, such as when the abused child is mentally ill or when the abuse is committed by a person in a position of trust or authority towards the child, such as a family member, police officer, teacher, or doctor. Individuals trafficking children for sexual purposes are also punishable under the law's abetment provisions. The Act prescribes severe punishment graded according to the gravity of the offense, with a maximum duration of life imprisonment and fine.



NOTABLE

For more details refer to:

<http://ncpcr.gov.in/showfile.php?lang=1&level=1&&sublinkid=1397&lid=1550>

7.15.1 Integrating Value Education:

- CBSE has brought out Values Education Manual and Values Education Kit for classes I-XII.
- The Board has brought out Teacher's Manual on Environmental Education and Adolescent Education, which help to foster values in children.
- CBSE also organizes Capacity Building Programmes in Values Education for teachers of its affiliated schools.



NOTABLE

For more details refer to:

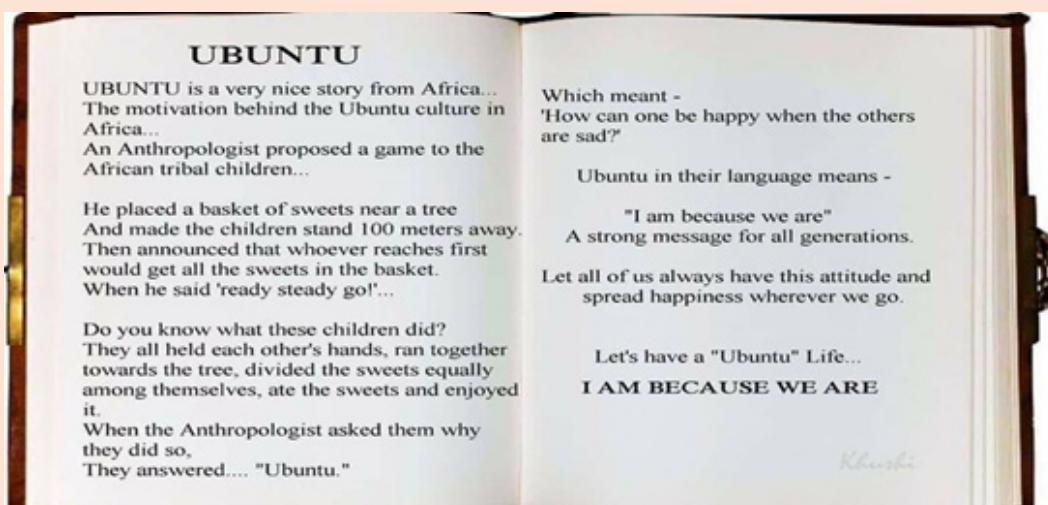
http://cbseacademic.nic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf

<http://cbse.nic.in/aep/TEACHERS%20BOOK%201-50.pdf>

FUN FACT FOR REFLECTION

UBUNTU:

According to Oxford Dictionary: a South African word, meaning a quality that includes the essential human virtues; compassion and humanity



Taken from <https://www.youtube.com/watch?v=8hth8lKUScY> accessed on 21.08.2019

7.16 Transfer and Migration of Students:

Please understand the guidelines of CBSE in this area as it impacts many students and they might need your help.

KNOW THIS

For details about migration, kindly refer to the FAQs on Examinations uploaded at the link given below:

<http://cbse.nic.in/newsite/attach/FAQs%20pdf.pdf>

Please also refer to the Examination Byelaws available at www.cbse.nic.in for details.

7.17 CBSE Activities – Sports, Art, etc.:

Some of the provisions in the Affiliation Byelaws in this regard are listed below:

CBSE SPORTS AND GAMES - - for more details please see Chapter 14 of Affiliation Byelaws, 2018.	
14.9.1	All schools affiliated to the Board shall follow CBSE Inter School Sports & Games Competition rules framed from time to time.
14.9.2	No School affiliated with the Board shall send the candidates who are not on its roll for participation in CBSE Inter Schools Sports & Games Competitions.
14.9.3	No school affiliated with the Board and conducting CBSE Inter Schools Sports & games Competition, shall allow candidates who are not on the role of participating schools to participate in such CBSE Inter Schools Sports & games competition.

14.9.4	Sports Fee: It is mandatory for all the independent Category of Schools to remit Annual Sports Fees to the Board as prescribed by CBSE from time to time.
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7.17.1 Other Important Activities for Students by CBSE:

- The Board conducts various other activities/contests/exhibitions throughout the year as a part of its push for promoting science, arts, heritage, etc.
- Teachers must remain alert to the issue of circulars in this regard by the Board and encourage their children to participate in all these activities.
- A tabular representation of some of the important activities for the academic session 2019-20 is given below for ready reference. This will be updated every year.

S.No	Name of Activity	Brief about the activity	Who can participate	Likely period
1	Water Conservation Campaign	Water Conservation campaign to motivate students to preserve one litre of water per child per day.	Students from Classes 1 to 12	August 2019 This activity will continue for the whole year.
2	Expression series	Expression Series is conducted to give a platform to students to express their views and ideas on issues of national concerns.	Students from Classes 1 to 12	August 2019 This will be a quarterly activity

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3	CBSE Story Telling Competition	The Board will organize the first Storytelling Competition of its kind for students, both at Regional and National Level. This activity aims at promotion of reading, co-scholastic activities, integrating Art in education, creating awareness among schools for joyful teaching and learning.	Students from Classes 1 to 12	October-November 2019
4	One Child One Plant Drive	One Child, one Plant Drive in schools will see each child of all CBSE schools planting a sapling at a place convenient to her/him.	Students from Classes 1 to 12	This activity will continue in August to December 2019
5	Inter-School sports and Games Competitions (Cluster Level)	The Board conducts Inter-School sports and Games Competitions for schools at cluster/zonal and national level year in various age-groups for boys and girls. The events are held under 24 games for different age groups. The cluster level will be held in September, 2019.	Students from Classes 1 to 12	September-October 2019

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6	Heritage India Quiz (HIQ): Portal including Online Quiz	In order to devise ways to popularize heritage education in schools and among the young children nationwide, CBSE conducts Heritage Quiz to build greater awareness about rich cultural heritage of our country and promote its preservation at zonal/national level. A portal will be developed for inviting applications for Heritage India Quiz. This portal will also be having the facility of online conduct of Heritage India Quiz round one. All CBSE affiliated schools (approx. 21500) will use this portal and participate.	Students from Classes 1 to 12	October 2019
7	CBSE Science Exhibition	Regional Level: In its initiative to promote, participatory, hands-on, innovative and creative learning experiences for students, the Board organizes the CBSE Science Exhibition at Regional and National Levels every year. The activity provides a common platform for students, teachers and schools to give shape to their innovative ideas and learn from each other's experiences. This exhibition also provides a medium for popularizing Science and increasing awareness among stakeholders about the close relationship between Science, Technology and Society.	Students from Classes 1 to 12	September 2019 onwards

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8	CBSE-TERI Green Olympiad 2019 (for English Schools)	The Energy and Resources Institute (TERI) has been conducting GREEN Olympiad in India and aboard for students. This Olympiad checks the environment quotient of students and is aligned with the current school curriculum. This unique initiative also enhances their appreciation of sustainability issues.	Students from Classes 1 to 12	September 2019
9	Inter-School sports and Games Competitions:- Zonal Level	The zonal sports events will be held from 01.10.2019 till 15.10.2019.	Students from Classes 1 to 12	October 2019
10	Maths Promotion Test	For promotion of joyful Mathematics learning, a Joyful Mathematics Promotion Test for secondary students will be conducted. The test shall assess various Mathematics competencies required by the students studying in secondary classes and will also assess the level of interest in learning Mathematics.	Students from Middle to Secondary Classes	October-November 2019

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11	CBSE-TERI Green Olympiad 2019 (For Hindi Schools)	<p>The Energy and Resources Institute (TERI) has been conducting GREEN Olympiad in India and aboard for students. This Olympiad checks the environment quotient of students and is aligned with the current school curriculum. This unique initiative also enhances their appreciation of sustainability issues.</p>	Students from Classes 1 to 12	October 2019
12	CBSE-WWF- India Wild Wisdom Quiz Theme 2019: Exploring Our Planet	<p>The Wild Wisdom Quiz provides an opportunity and platform to bring students closer to nature and spark a passion in them for nature conservation. The quiz is an ideal platform to reach out to young minds and inculcate a sense of biodiversity conservation amongst them.</p> <p>This year the theme for the quiz is Exploring Our Planet focusing on the planet's most diverse biomes and the species thriving in them.</p>	Students from Classes 1 to 12	October 2019
13	Inter-School sports and Games Competitions: National Level	<p>The final national level sports events will be held from 01.11.2019 till 30.11.2019.</p>	Students from Classes 1 to 12	November 2019

14	CBSE Art Exhibition	Art Education is one of the Co-Scholastic areas of CBSE curriculum both at the Secondary and Senior Secondary levels. In continuation of these efforts, an Art-Exhibition will be organized in the academic session 2019-20.	Students from Classes 1 to 12	November - December 2019
15	CBSE Science Exhibition	The National level of CBSE science exhibition will be held during this period.	Students from Classes 1 to 12	December 2019
16	Science Literacy Promotion Test	This competency-based assessment in Science would encourage students to connect the science curriculum areas to real life situations. The test would assess students' abilities to think rationally and critically.	Students from Classes 1 to 12	December 2019

7.18 Subject Change:

There are certain provisions in this regard that are subject to a few conditions.



NOTABLE

Please refer to the detailed circular about Instructions and Standard Operating Procedures for change of subject(s) in Classes X & XII, dated 06.05.2019 uploaded at www.cbse.nic.in at the link:

[http://cbse.nic.in/newsite/attach/CIRCULAR_INSTRUCTIONS%20AND%20STANDARD%20OPERATING%20PROCEDURES%20FOR%20CHANGE%20OF%20SUBJECT%20\(1\).pdf](http://cbse.nic.in/newsite/attach/CIRCULAR_INSTRUCTIONS%20AND%20STANDARD%20OPERATING%20PROCEDURES%20FOR%20CHANGE%20OF%20SUBJECT%20(1).pdf)

7.19 E-Resources:

The following Knowledge Resource Centres can be accessed by CBSE Teachers:

7.19.1 Shiksha Vani- The All New CBSE Podcast App

- o The Central Board of Secondary Education has launched a podcast app 'Shiksha Vani' to broadcast vital information to students and parents promptly.
- o Shiksha Vani is initiated to keep students, parents and teachers updated about the latest news and events of the CBSE.
- o The podcast is bound to boost transparency in the system, in turn, increasing efficiency.
- o The App, Shiksha Vani, is at present available on the google play store for downloading.

7.19.2 Diksha:

DIKSHA means Digital Infrastructure for Knowledge Sharing.



- o Contains Teaching and Learning Content, Digital Infrastructure for Knowledge Sharing, and National Platforms for Our Teachers, Our Heroes
- o Teacher Professional Development Contextualized digital courses are available for supporting teachers in their professional development

For details download App named DIKSHA – National Teachers Platform for India from Android Play store.

7.19.2.1 Vidya- Daan on Diksha:

CBSE has conceptualized “Vidya Daan”, a program based on sourcing of content from teachers and meant to synergize countrywide developments by providing schools and teachers a space to share their best practices and e-content with the entire nation.

As a part of “Vidya-Daan”, several CBSE schools prepared and “donated” their content to CBSE for putting on public domain for the larger good of school education. Initially, the Board has curated e-content from some CBSE Schools and pooled it for classes VI to X for English, Hindi, Math, Science, and Social Science subjects. The content has been systematically organized as per NCERT syllabus for the above mentioned classes and subjects.

KNOW THIS

Each chapter contains the following types of content resources to aid learning:

1. **Learning Outcomes:** To help teachers understand the learning objectives of the lesson
2. **Focus Spots:** Highlighting some of the key concepts within a chapter
3. **Lesson Plans:** Enable teachers to plan the flow of their classes
4. **Explanation content:** To help students understand concepts better
5. **Question Bank:** Sets of question and answers to enable more practice in schools and at home
6. **PDFs** of NCERT textbooks
7. **Marking Scheme Rubrics** for all subjects (only for class X)
8. **Experiential Content*:** Activity based learning and application of concepts
9. **Curiosity Questions*:** Create curiosity amongst the students before beginning a topic

To know more, watch brief film at link <https://www.youtube.com/watch?v=6QIFkw78JuM&feature=youtu.be>



NOTABLE

To continue the “Vidya-Daan” movement, schools have been requested to consider preparing and donating content for this e-platform by contacting their respective CBSE Centres of Excellence.

Curated e-content will be accepted only through Principal / Head of school.

It may be noted that CBSE will acknowledge all accepted content by giving appropriate recognition.

7.19.3 Teacher Manuals:

The Board will soon be coming out with Teacher training manuals and modules too on the public domain.

7.20 Environmental Awareness:

- Realizing the imminent need to bring in environmental literacy, the Board has begun to collect data through OASIS on the activities being undertaken by the schools for itself and its students for creating an awareness about the need to protect the environment and participating in environmental conservation. Teachers must make efforts to integrate this in academics through project work, activities, quizzes, etc.
- The following provisions exist in the Board’s Affiliation Bye-laws in this regard.

FOCUS ON ENVIRONMENT EDUCATION	
Clause	Provisions
14.26 Clause of Affiliation Bye-Laws	The school must strive to promote conservation of the environment on their campus through rainwater harvesting, segregation of waste at source,

	<p>recycling of organic waste, proper disposal of waste including electronic waste, use of energy-saving and energy-efficient electrical equipment, greening of campus, use of solar energy, education and awareness amongst children on environmental conservation and cleanliness, etc.</p> <p>The annual report of the school must contain a write up on all efforts made in this regard every year.</p>
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7.21 Mandatory Activities for Eco Clubs:

Certain activities have been mandated by the Board for students and schools under this provision. They include:

- 7.21.1 Creating Eco-Clubs where they do not exist and strengthening them wherever they already exist.
- 7.21.1.1 **Ensuring that every child in class 5 to 12 mandatorily takes up the activity of saving one litre of water every day at home and in school.**
- 7.21.1.2 Organizing tree plantation campaign under the CBSE- **ONE CHILD, ONE PLANT CAMPAIGN**, where each student (all classes) would plant a sapling and take care of it, understand its structure, benefits, occurrence, etc. and be able to add this understanding to their portfolio.
- 7.21.1.3 Making 'Conservation of Water' as one of the themes among all activities to be undertaken by Eco-Clubs in the school during the academic session 2019-20.
- 7.21.1.4 Integrating Environment Sustainability and Water Conservation in the co-curricular activities from Primary to Senior Secondary level.
- 7.21.1.5 Focus on developing water conservation habits amongst students

7.21.1.6 Ensuring that activities under SEWA for classes 9th to 12th have Water Conservation as the only theme for the session 2019-20.

7.22 Conflict Resolution in Classrooms:

A teacher will inevitably come across different kinds of conflict situations in class. It is important for the teacher to be adept at conflict resolution to be able to manage the classroom well. You will notice that if you do not take care of a conflict as soon as it germinates, it will escalate rapidly, and then even may go out of control. Conflicts could range from accusations of petty theft, to bullying, to using possessions of one student by another, without permission, etc. following is a set of four approaches to conflict resolution that might be useful in classroom situations. These are taken from an internet source quoted below.¹⁶

7.22.1 Role Playing:

Role playing can bring a level of lightness to conflict resolution. When students are placed in opposing roles than what they may play in a real life situation, it teaches them empathy and forces them to look at actions from another point of view.

Role playing also provides insight into where the conflict started. Rather than having conflicts rise with statements like “Well, how would you like it if I did *this* to you?” your students can look at conflict from a more objective standpoint by acting it out.

7.22.2 Tracking:

- As an assignment, have students observe and track various conflicts that they either witness or are involved in over a period of time. These can be tracked in a journal and written without specifically identifying other students. The identities are not as important as the activity they witness *and* the reaction of those involved.
- Encourage students to be on the lookout for situations where conflict resolution can help. This will also set a baseline for how severe a problem may be.

16 <https://education.cu-portland.edu/blog/classroom-resources/4-effective-conflict-resolution-strategies-in-the-classroom/>

- At some point, students should voluntarily share their observations in their journals and discuss the positives and negatives of the involved students' reactions. This allows students to discuss specific incidents, without "outing" offenders.

This activity can be completed multiple times over the school year, ensuring that your students are paying attention to their surroundings. This will also give you a better idea of what's going on in your classroom and how you can help and better implement conflict resolution strategies.

7.22.3 Listening:

Many conflicts start because of misunderstandings and miscommunication. Teaching students about good listening habits can be an important tool.

- Start with a classroom discussion about recent student conflicts. You are likely to hear things like "He wouldn't listen." or "They didn't understand what I was saying."
- This is a good opportunity to let students realize the power of listening. It also lends itself to teaching "how" to listen.
- Teach them to:
 - o Look directly at the speaker and make eye contact.
 - o Let the speaker talk without interruption.
 - o Ask questions.
 - o Do not give advice or offer suggestions.
 - o Give the speaker positive reinforcement by nodding or smiling.
 - o Repeat what you have heard in your own words.

7.22.4 Writing about the Conflict:

- If there are conflicts in the classroom, having the involved students sit down to write about it serves a couple of purposes. First, it serves as a time-out or a cooling-off period. It also makes them reflect on the incident in an academic, proactive way.

- When you have students write about the conflict, have them include how it made them feel, and what other better choices they should have made during the conflict. Offer them suggestions like “list 3 things that you would do differently now that you’ve had a chance to think about better options.”
- Writing makes students self-reflect—a powerful tool that will help them become more self-aware in your classroom and beyond.



NOTABLE

Also refer to the CBSE Handbook for Students for more details on the issues related to students.



CHAPTER-8

BOARD EXAMINATIONS



8.1 Important Provisions in Affiliation Byelaws

BOARD'S EXAMINATIONS: Extract from Affiliation Byelaws from	
Clause	Provisions
14.2	It is mandatory for every affiliated school to follow the Examination Bye-laws of the Board mutatis mutandis.
14.2.1	Every affiliated school shall present a list of number of students and their particulars in respect of Classes IX, X, XI & XII at the time of beginning of an academic session in the manner prescribed by the board.
14.2.2	No affiliated school shall present the candidates to the Board's examination who are not on its rolls.
14.2.3	No affiliated school shall present the candidates to the Board's examination who are enrolled in an unaffiliated School/Branch.
14.2.4	No affiliated school shall present the candidates to the Board's examination who are on its roll but have not attended the school regularly or do not meet the requirement of minimum attendance for appearance in the Board's examination.
14.2.5	Every affiliated school shall sponsor regularly its bonafide and eligible students in Boards Class X and Class XII examinations from the year mentioned while granting affiliation/upgradation regularly without break or inform with reasons thereof in writing well in time about the non-sponsoring of the candidates.
14.2.6	The school affiliated to the Board shall not send candidates for examination of any other Board/University. It shall prepare candidates for the Secondary and Senior Secondary examinations of the CBSE only.
14.3	The Board shall select a school as a centre for any Public Examination or Board's Examination with or without the formal acceptance of such assignment by the school. If a school has been selected as a centre for any Public Examination

	or Board's Examination by the Board, the school shall compulsorily arrange for all facilities like strong room, basic minimum IT infrastructure etc. or any other requirement communicated by the Board.
14.4	The building and furniture of Affiliated Institutions shall be placed at the disposal of the Board for conducting any examination and spot evaluation free of charge. The Management and the Principal shall cooperate with the Board in the conduct of examinations, evaluation of scripts and other ancillary activities. If directed by the Board, the school shall provide teachers and principal to act as examiners in all subjects offered by the school. In case they fail to do so, the Board shall have the right to take appropriate action including initiating action for disaffiliation of the school.
14.5	The school should prepare its annual report containing comprehensive information including name, address postal and e-mail, telephone numbers, affiliation status, period of affiliation, details of infrastructures, academic calendar, details of teachers including qualifications, details of teachers' training, academic achievements, write up on all efforts made in the field of environment education, sports achievements, Innovations, overall results, PTA activities, important SMC decisions, number of students, etc. and post the same on school's website before 15 th September of every year.
14.6	The school shall arrange the medical check-up of the students at least once every year and keep a proper record of the same.
14.7	The school shall take steps to see that physical & health education, life skills education, digital education for students and teachers, experiential learning, value education with particular emphasis on National Integration is imparted to students through teaching of various subjects and activities in the school curriculum.
14.8	In the interest of promoting patriotism and attitude of service among students NCC/NSS/Scouts & Guides may be introduced in school and any one of such activity in the school is desirable before it seeks Affiliation.

8.2 Secondary Level Subjects:

8.2.1 Class IX and X is an integrated course. Students need to take only those subjects in class IX which they intend to continue in Class-X. The subjects can be selected as per the scheme of studies in class IX. They need to continue the same subjects in class X also. Subjects can be offered as under:

Subjects	Name of Subjects	
Compulsory	Subject 1	Language I (Hindi - A or Hindi - B or English Language and Literature (Group-L))
	Subject 2	Language II (Anyone from the Group of Languages (Group-L) other than Language chosen at Subject 1)
	Subject 3	Mathematics Standard OR Mathematics Basic
	Subject 4	Science
	Subject 5	Social Science
Optional	Subject 6	Skill subject (from the group of Skill subjects) (Group-S)
	Subject 7	Language III (Group-L) /Any Academic subject (Group-A2) other than opted above
Subjects of Internal Assessment	Subject 8 and 9 (Assessment and certification at school level)	Art Education Health & Physical Education*

* Work experience is subsumed in Health and Physical Education.

Two levels of Examination will be held in the subject of Mathematics in the Board examination for Class X in the year 2020 and the same shall not be applicable to the internal assessment in class X.



NOTABLE

For details, please refer to the Circular No. Acad-03/2019 dated 10th January, 2019.

Important Instructions: -

- 8.2.1.1 If a student fails in any one of the three compulsory academic subjects (i.e. Science, Mathematics and Social Science) and passes the Skill subject (offered as 6th optional subject), then that particular compulsory subject will be replaced by the Skill subject and result of Class X Board examination will be computed accordingly.
- 8.2.1.2 If a student fails in any language subject out of the first five subjects, the same will be replaced by language taken as seventh subject (optional), provided he or she has passed seventh language subject, and after replacement, either Hindi or English remains as passed language in first five subjects.
- 8.2.1.3 It is expected that all the students would have studied three languages up to class VIII. Those students who could not clear the third language in class VIII and have been promoted to class IX shall be examined by the concerned schools at the end of Class IX in the same syllabus and textbooks as are prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X.
- 8.2.1.4 Hindi and English must be two of the three languages to be offered. Hindi and English must have been studied at least up to class VIII.
- 8.2.1.5 Hindi or English must be one of the two languages to be studied in class IX and X. Hindi and English can also be offered simultaneously. In Hindi, two courses have been provided for class IX and X keeping in view the varying backgrounds of the students and a student may either opt for Hindi A (Code 002) or Hindi B (Code 085).
- 8.2.1.6 Students offering additional sixth skill subject can also offer an additional language III/subject as 7th subject.
- 8.2.1.7 For Class-X (Skill) and Class-XII (Academic & Skill), schools are advised to offer only those subjects which have been permitted to them by the Board.
- 8.2.1.8 Wherever restriction on the number of candidates has been imposed by CBSE, the school cannot exceed such a limit of the number of candidates. In such cases, if need be, prior permission may be obtained from the Affiliation Unit after adopting the due process.
- 8.2.1.9 Board has prescribed the scheme of studies and it is available in the Curriculum on the link <http://www.cbseacademic.nic.in/curriculum.html> for Secondary and Senior Secondary classes. Schools are required to offer the subjects (**subject to permission by the Board**) in adherence with the Scheme of Studies only.
- 8.2.1.10 Board is extending several exemptions/concessions to candidates with disabilities as defined in the "The Rights of Persons with Disabilities Act 2016"

**NOTABLE**

*In this context, Notification No. CBSE/Coord/112233/2019 dated 12.04.2019 issued by the Board is available at link-
<http://cbse.nic.in/newsite/attach/CWSN%20April%202019.pdf>.*

- 8.2.1.11 Board issues mark sheet indicating marks obtained in each subject separately. No aggregate score/percentage is mentioned by the Board. Candidates who take 6/7 subjects and pass in all 6/7 subjects, the percentage is to be calculated according to the norms of college/institution in which the candidate is seeking admission.
- 8.2.1.12 Candidates who have selected 5/6/7 subjects in Class IX and wanted to change/ add/delete the subject(s) in Class X due to academic reasons/medical reasons, such cases **should be referred to the concerned Regional Office of CBSE by the respective school latest by 15th July of the academic year only in one lot.** The schools are expected to ensure the correctness of the subjects offered by the students and the subjects being taught in the school and allowed by the Board. The data uploaded for each candidate should be accurate in all respects.
- 8.2.1.13 It has been observed in the past that there is a variation between subjects offered by the candidate and the subjects being taught and allowed by the Board. To ensure the accuracy of data, the Subject Code and Subject Name must be checked carefully for each candidate by the school.
- 8.2.1.14 If there is a violation of the scheme of study, the data uploaded will show error on the server after uploading. The error will be rectified only after choosing the correct subject combinations.
- 8.2.1.15 **List of subjects offered at Secondary Level :**

**NOTABLE**

Please refer to page no. 12 - of the Senior Secondary School curriculum at the following link:

http://www.cbseacademic.nic.in/web_material/CurriculumMain20/Main-Secondary/Initial_pages_sec_2019-20.pdf

8.2.1.16 Compulsory Academic Subjects (Group-A1)

CODE	NAME
041	MATHEMATICS -STANDARD OR
241	MATHEMATICS –BASIC (Only for X)
086	SCIENCE
087	SOCIAL SCIENCE

8.2.1.17 Other Academic Subjects (Group- A2)

CODE	NAME
031 032 033 034 035 036	(Any one from the following) CARNATIC MUSIC (VOCAL) CARNATIC MUSIC (MELODIC INSTRUMENTS) CARNATIC MUSIC (PERCUSSION INSTRUMENTS) HINDUSTANI MUSIC (VOCAL) HINDUSTANI MUSIC (MELODIC INSTURMENTS) HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS)
049	PAINTING
064	HOME SCIENCE
076	NATIONAL CADET CORPS (NCC)
165	COMPUTER APPLICATIONS
154	ELEMENTS OF BUSINESS
254	ELEMENTS OF BOOK KEEPING & ACCOUNTANCY

8.3 Senior Secondary Subjects:

8.3.1 Class XI and XII is an integrated course. Student will study only those subjects in Class XII which he/she has studied in Class-XI. Students can offer minimum of 5 subjects as under:-

Subjects		Name of Subjects
Compulsory	Subject 1	Hindi Elective or Hindi Core OR English Elective or English Core
	Subject 2	Any one Language from Subject Group - L not opted as Subject 1 OR Any one Subject from Academic Elective Subjects (Group-A)
	Subject 3 Subject 4 & Subject 5	Any three Subjects from Academic Elective Subjects (Group-A) OR Any three subjects from Skill Group-S OR Any three subjects from combination of Group-A & Group-S.
Additional Subject Optional	Subject 6	Any one subject from any subjects' groups not opted above
Subjects of internal assessment	Subject 7 to 9 (Subjects of internal assessment to be taken by all Regular Candidates)	500 - Work Experience 502 – Health & Physical Education 503- General Studies

8.3.2 Hindi or English must be one of the two languages to be studied in classes XI and XII. Hindi and English can also be offered simultaneously. In Hindi and in English, two courses are being offered for class XI and XII, keeping in view the varying backgrounds of the students and a student may either opt for Hindi Elective (Code 002) or Hindi Core (Code 302) and English Elective (Code-001) or English Core (Code -301). However, the same language cannot be offered both at Core and Elective levels.

KNOW THIS

Following combinations cannot be taken together;

- (i) Physics (Code 042) and Applied Physics (Code 838) cannot be taken together
- (ii) Chemistry (Code 043) and Applied Chemistry (Code 839) cannot be taken together
- (iii) Mathematics (Code 041) and Applied Mathematics (Code 840) cannot be taken together
- (iv) Out of the following five Computer Science/IT related subjects, a candidate can only opt for one subject: -
 - (a) Informatics Practice (Code 265) old course*,
 - (b) Informatics Practice (Code 065) new course,
 - (c) Computer Science (Code 283) old course*,
 - (d) Computer Science (Code 083) new course,
 - (e) Information Technology (Code 802)

* These subjects are being offered only for class- XII in 2019-20. These subjects are not available for Class-XI in 2019-20.

- 8.3.3 If a student has taken 6 subjects, and if he/she fails in any one of the first five subjects, the same will be replaced by the 6th subject provided the candidate satisfies the scheme of studies viz. after replacement by the 6th subject, either Hindi or English remains as one of the main five subjects.
- 8.3.4 For candidates who take 6 subjects (5 main and 1 additional subjects) and pass in all 6 subjects, the percentage is to be calculated by the employer/institution/university according to the norms of Institution/University/Employer in which the candidate will be seeking admission/employment.
- 8.3.5 Candidates who have selected 5/6 subjects in Class XI and want to change/add/delete the subject(s) in Class XII due to academic/medical reasons, such cases should be referred to the concerned Regional Office of CBSE by the respective school latest **by 15th July of that academic year in one lot**. The schools are expected to ensure the correctness of the subjects offered by the students and

the subjects being taught in the school. The data uploaded for each candidate should be accurate in all respects.

8.3.6 Only those subjects can be offered by the school to the students for which approval of CBSE has been obtained.

8.3.7 **For details please refer to Curriculum on link <http://www.cbseacademic.nic.in/curriculum.html>**

8.3.8 Board is extending several exemptions/concessions to candidates with disabilities as defined in the “The Rights of Persons with Disabilities Act 2016” In this context, Notification No. CBSE/Coord/112233/2019 dated 12.04.2019 issued by the Board is available at link-<http://cbse.nic.in/newsite/attach/CWSN%20April%202019.pdf>.

8.3.9 **CBSE does not have the concept of streams.** Students must take 01 language and any 4/5 subjects out of those listed in the curriculum and available in the school concerned. Schools admit students as per the criteria laid down by its management.

8.3.10 **List of Subjects at Senior Secondary Level:**

- ✓ **Please refer to page no.8 of the Senior Secondary School curriculum at the following link:**
 - http://www.cbseacademic.nic.in/web_material/CurriculumMain20/SrSecondary/Intitial_pages_srsec_2019-20.pdf

8.3.11 **The details of Skill Subjects: SKILL SUBJECTS – GROUP-S**

8.3.11.1 Secondary Level:

- ✓ **Please refer to page no.14 of the Secondary School curriculum at the following link:**
 - http://www.cbseacademic.nic.in/web_material/CurriculumMain20/Main-Secondary/Intitial_pages_sec_2019-20.pdf

8.3.11.2 Senior Secondary Level:

- ✓ Please refer to page no. 10 of the Senior Secondary School curriculum at the following link:
- http://www.cbseacademic.nic.in/web_material/CurriculumMain20/SrSecondary/Intitial_pages_srsec_2019-20.pdf

8.4 CBSE Resources:

The Board comes out with Sample Question papers every year in the month of August-September to guide the efforts of the teachers and the learners. Similarly, the old question papers of the Board along with their marking schemes are also made available on the public domain. The teachers must use this resource and share it with the learners and their parents.

KNOW THIS

- o CBSE publications/ reference materials, sample papers can be referred at www.cbseacademic.nic.in
- o Old question papers, marking schemes are available at <http://cbse.nic.in/newsite/examination.html>

8.5 Conduct of Exams and Evaluation:

Teachers have a seminal role in the conduct of examination and subsequent evaluation of answer sheets, first as Invigilators, then as Evaluators.

8.5.1 Teachers as Invigilators:

During the conduct of examination, Teachers act as invigilators. Their duty at this stage is to ensure the smooth conduct of examination without the use of unfair means. This includes several measures to be taken by them: punctuality, barring the use of any mobile phone, electronic gadget in the examination centre, adherence to the schedule of conduct of examination given by CBSE, and alertness during invigilation, etc. The teachers must read all guidelines issued in this regard by the Controller of Examinations, CBSE from time to time, and also attend all training programmes arranged for this.

8.5.2 Teachers as Evaluators/ Examiners:

8.5.2.1 Who can be an Evaluator/ Examiner?

The qualifications of an Examiner as laid down in Examination Bye-Laws are given below:

- Holds at least a post-graduate degree in case of Senior Secondary Level and a graduate degree in case of Secondary Level in the concerned/allied subject;
- Has at least 03 years teaching experience at Secondary/Senior Secondary/Higher Education level;
- Be a practising teacher teaching the same subject in a School affiliated to this Board
- is actually involved in the organization of In-service Training Programmes, development of study material for Secondary/Senior Secondary students, teacher or research work.
- A retired teacher from CBSE affiliated Schools (PGT for Class XII and TGT for Class X) teaching the same subject prior to his/her retirement and has not attained the age of 65 years on 1st August of the year of evaluation work may also be appointed as an evaluator.

However, no person shall be appointed as an Examiner in a subject if:

He/she is under suspension from services.

A departmental inquiry is either pending or contemplated against him/her.

He/she has earlier been debarred from any work of the Board.

His/her integrity is doubtful.

KNOW THIS

After being appointed as an Evaluator/ Examiner by the board:

- ✓ all teachers must compulsorily relieve themselves from the school.
- ✓ comply with the instructions given in the Spot Evaluation Guidelines of the board.

8.6 OASIS-UDISE:

8.6.1 OASIS:

OASIS is Online Affiliated School Information System where CBSE affiliated schools furnish the relevant information regarding:

- a) infrastructure and its usefulness for safe and secure conduct of various exams,
- b) faculty strength for invigilation, evaluation and academic contribution purpose,
- c) available facilities for teaching,
- d) facilities to organize sports activities and science exhibition etc.
- e) best practices adopted by schools.

Teachers must ensure that the correct and updated information is uploaded here. If the teacher leaves one school and joins another, it is his/her duty to accordingly get the information updated in both schools. This kind of alertness increases the efficiency of the system.

8.6.2 UDISE:

Unified District Information on School Education (UDISE) initiated in 2012-13, integrating DISE for elementary education and SEMIS for secondary education, is one of the largest Management Information Systems in the world on School Education covering more than 1.5 million schools, 8.5 million teachers and 250 million children. UDISE+ (UDISE plus) is an updated and improved version of UDISE. Data from 2018-19 is being collected through this software.

8.6.3 OASIS-UDISE:



NOTABLE

CBSE has synchronized OASIS with UDISE and OASIS 2.0 is functional at the link <http://cbse.nic.in/newsite/mandatory.html>.

Teachers may note that on filling up OASIS, the UDISE information also gets automatically populated.

FUN FACT

The dictionary meaning of OASIS is a fertile spot in desert where water is found... giving resource for life in desert.

For the CBSE family, OASIS is the platform where all schools share their information regarding their physical and human resources so that the same can be utilized for larger good of the education system of our country.

Isn't it a resource for giving life to collective qualitative improvement of CBSE schools?

8.6.4 Teachers' Role in OASIS 2.0:

- Teachers must ensure all data that they enter is correct.
- CBSE utilizes the data/information at the OASIS 2.0 for various academic, examination and training purposes.
- Hence, it is mandatory that the teachers must update the latest information about their appointment, training, and academic qualifications too, on the OASIS 2.0.
- This is to be done as per the guidelines given in the circular available on http://cbse.nic.in/newsite/mandatory/oasis_circular2.0.pdf.



CHAPTER-9

PARENT



9.1 Parent Teacher Meetings (PTM):

- Parent Teacher Meetings are the most common method of meeting between two important people in a student's life: teacher and parent.
- These meetings provide an opportunity for parents to know in detail about the progress of their child and the challenges before him/her. Teachers must frankly tell the parents about the same.
- As far as possible, parents must attend the PTM.
- PTMs should also be used to keep the parents informed of the latest developments in curriculum, pedagogy, examinations, etc., if any.



QUOTABLE

Your children are not your children.

They are the sons and daughters of Life's longing for itself.

They come through you but not from you.

And though they are with you, they belong not to you.

You may give them your love but not your thoughts.

For they have their own thoughts.

You may house their bodies but not their souls,

For their souls dwell in the house of tomorrow,

Which you cannot visit, not even in your dreams.

You may strive to be like them, but seek not to make them like you.

For life goes not backward nor tarries with yesterday.

You are the bows from which your children as living arrows are sent forth.

The archer sees the mark upon the path of the infinite.

And He bends you with His might that His arrows may go swift and far.

Let your bending in the archer's hands be for happiness;

For even as He loves the arrow that flies,

So He loves the bow that is stable.

— KHALIL GIBRAN

9.2 School Report Card:

- The School Report Cards are linked to U-DISE and anyone can access the following information about a school:
 - Locate School
 - School & Teacher Directory
 - Gender Atlas
 - School GIS
- This is a platform developed by the National University of Educational Planning and Administration.
- It is handy for parents to get actual government verified information about a school for planning admission of their ward, knowing the school's progress etc.

9.3 Signature on List of Candidates (LOC):

- Every parent must verify the details like the name, date of birth, parents' names, the subject offered by a student as filled in the LOC and submitted to CBSE.
- After verification, they must sign that they have verified the details.

9.4 Junk Food:



NOTABLE

This issue must be discussed in details during the PTM, in particular.

Please see para 7.14.2 for more details.

9.5 Other Forms of Engagement with the Parents:

It is essential for every teacher to look for meaningful ways to engage with the parents of her learners. Some suggestive methods are listed below:

- Home visits
- Arrange workshops on parenting, and particularly on exam related anxieties
- Constantly send information about the activities in the school, and child's progress

- Inform the parents about the expected learning outcomes, portfolios, home assignments, etc.
- Send portfolios every week to the parents for review and feedback.
- Inform parents about what kind of assistance the child needs at home for learning.
- Newsletters, e-mails, memos etc. can be a regular feature.
- Develop a list of parents who are ready to volunteer and take the benefit of their service for various activities of the school, such as for taking children for field visits, sports/art exhibitions, annual function, school magazine, etc.
- If a parent is a specialist, such as a counsellor, doctor, sportsperson, filmmaker, etc. their volunteerism to support the children is also a form of engagement.
- You can have a parent representative for your class, who can help you with the PTMs.
- You may have specific events only for parents.
- Involve parents in the community outreach work undertaken by the school.



CBSE TEACHERS AND PRINCIPALS AWARD



10.1 Introduction:

CBSE instituted the “Teachers Award” in the year 2000 to give public recognition to the meritorious services of outstanding teachers of schools affiliated to it. Each of the awards, given away in September every year, consists of a merit certificate, a shawl and a cash prize of Rs 50,000/-.

10.2 Transparent Procedure of CBSE Teachers Awards:

- Since 2018, the CBSE Teachers’ Award application procedure has become online.
- Applications are accepted only through an online weblink directly from all CBSE schools in India and abroad.
- The criteria are completely objective for which documentary evidences are uploaded by the applicants. Top scorers of up to ***04 times the number of awards in each category*** will be shortlisted based on general criteria.
- A National Level Scrutiny Committee does the checking of credentials/supporting documents of the shortlisted applicants. The Committee prepares category wise merit list of the shortlisted applicants based on the scores obtained by them in the general and specific criteria.
- The shortlisted applicants are invited at CBSE Headquarter Delhi for a face-to-face interactive session with the ***National Level Screening Committee***. The Committee also checks/verifies the original supporting documents of the applicants.
- Teachers are encouraged to go through the criteria and prepare themselves for applying for this prestigious award.

KNOW THIS

The details are available at the link: http://cbseacademic.nic.in/web_material/Circulars/2019/Teacher_Award_Circular_2019.pdf



CHAPTER-11

HEALTH INFORMATION AND TRAINING OF PHYSICAL EDUCATION TEACHERS





NOTABLE

The Khelo India programme has been introduced to revive the sports culture of India at the grass-root level by building a strong framework for all sports played in our country and establishing India as a great sporting nation.

11.1 General Health Information as per Khelo India:

- CBSE in association with Sports Authority of India conducted National Level Training of Trainers for Khelo India National Fitness Assessment Programme from 19th to 28th December 2018 at Delhi. 209 Master Trainers were trained.
- One-day training is conducted at zonal/district level through the CBSE's Centres of Excellence, which is mandatory for all Physical Education teachers of CBSE affiliated schools.
- All Physical Education Teachers of CBSE schools are requested to visit the links mentioned below and go through the various materials & video etc:

KNOW THIS

Some useful links regarding the Training programmes by CBSE and Sports Authority of India (SAI) for Khelo India National Fitness Assessment Programme:

- Fitness assessor app link (Google Play): <https://play.google.com/store/apps/details?id=kheloindia.com.assessment>
- School Principal/HM Login: <http://schoolfitness.kheloindia.gov.in>
- Sign up for the Khelo India Training programme (Registration Form): <https://goo.gl/forms/UxnH6iVnqcUytpfy1>
- Feedback of the training programme: <https://goo.gl/forms/S6X7zC9n90DrSKdz2>
- Download TOT Presentations: <https://goo.gl/79cfM7>
- Khelo India Fitness Assessment Administration Manual: <https://goo.gl/QK85rH>
- Khelo India Fitness Assessment Test Videos: <https://photos.app.goo.gl/vrD7GSFyFH3Ma8iYA>

11.2 Knowledge of Allergies:

- Teachers must be aware if his/her student has any kind of allergies.
- Special care must be taken for a student who has known allergies.
- Parents must be regularly reminded to ensure that their ward, if allergic to anything, must carry proper medication for it.

11.3 Screening for Dyslexia/Dyscalculia/Other Learning Disabilities:

11.3.1 Suggestive Checklist for Identifying Learning Disabilities:

- Difficulty in counting
- Lack of concentration or easily distracted by the surroundings, either at home or school
- Difficulty in sitting quietly in the classroom
- Does not write down the spoken words correctly
- Inappropriate additions to the right word; e.g. 'ischool' in place of school
- Always confused between Right & Left
- Unreasonable difficulty in remembering the verbal instructions
- General difficulty in memorizing the things
- Extreme restlessness in a child which significantly interferes with the timely completion of various tasks
- Reverses letters or symbols too frequently while reading for example b as d, saw as was, etc.
- Reverses numbers too frequently while reading or writing for example 31 as 13, 6 as 9, etc.
- An excessive error during reading like loses a place or repeats / inserts/ substitutes/ omits words.
- Poor in mathematical calculations
- Have problems in the accurate copying from a common source like a book or a blackboard, even though the vision is normal.
- Write letters or words either too close or too far (spacing problems).
- The child appears to comprehend satisfactorily but is not able to answer the questions.

Note: If the answer to any of the above 3-5 statements is positive, the child should be carefully examined by a qualified psychologist/pediatrician/ or a special educator for initial screening & further consultations.

One of the main characteristics of children with learning disability is that their verbal skills are often much better than writing skills. Therefore, they should be formally tested in order to elucidate their disability in detail.

11.3.2 Suggestive Checklist for Identifying Dysgraphia:

- Illegible Handwriting
- Combined mixture of lower and upper case while writing.
- Omitted words.
- Incongruent position on paper with respect to line and margins.
- Cramped finger hold.
- Discordant wrist body or paper position.
- Poor organization of paper.
- Slow pace of copying.
- Inattentive while writing.
- Frequently needs verbal instructions.
- Difficulty while drawing graphs, charts and diagrams.

Note: If any of the 2-3 statements are positive, the child should be carefully examined by Occupations therapist.

11.3.3 Suggestive Checklist for Identifying Dyscalculia:

- Has trouble understanding counting, skip counting in right order.
- Avoids situation that requires understanding numbers.
- Struggles in recognizing patterns – like ascending, descending, big or small, more or less.
- Reverses of numbers.
- Difficulty in identifying math signs like + and -
- Difficulty recalling basic math facts.
- Struggles in understanding math language.
- Struggles in understanding charts and graphs.
- Poor mental math ability.
- Difficulty while handling money
- Difficulty while doing abstract concepts.

Note: If any of the 2-3 statements are positive, the child should be carefully examined by Psychologist.

11.3.4 Issuing Authority of Medical Certificate:

As per CBSE policy, the following are Issuing Authority of Medical Certificate for a CWSN Child: The medical certificate issued by the following agencies/organizations will be considered for granting concessions to Disabled candidates:

1. Disability Certificate(s) issued by Government hospitals controlled by either the Central or State Governments from the Chief Medical Officer/Civil Surgeon /Medical Superintendent.
2. Disability Certificate(s) issued by Recognized institutes of national level viz National Association for the Blind, Spastic Society of India etc.; and
3. Disability Certificate(s) issued by Non-governmental Organizations/practitioners registered with the Rehabilitation Council of India/Central Government/State Government of the Respective State.
4. The disability certificate issued by the competent authority at any place shall be accepted.

11.4 Health Education Curriculum:

Health Education:

KNOW THIS

PLEASE NOTE:

CBSE HAS MADE ONE PERIOD DAILY FOR HEALTH AND PHYSICAL EDUCATION MANDATORY FOR ALL CLASSES FROM CLASS 1 TO 12. REFER TO THE CIRCULAR AT:

http://cbseacademic.nic.in/web_material/Circulars/2019/16_Circular_2019.pdf

- Health education develops the knowledge, skill sets, and positive health attitudes of the students. Physical, mental, emotional and social health is trained by health education. It encourages students to improve their health and preserve it, prevent disease and reduce risky behaviour.
- Early childhood affects long-term social, cognitive, emotional, and physical development, especially in the first 5 years of life. Wholesome early years growth helps prepare kids for kindergarten and well beyond educational experiences. The Teacher needs to be aware of -
 - Early life stress
 - Socio-economic status
 - Relationships with parents and caregivers
 - Access to early education programs

Stress in early life and adverse events can have a prolonged effect on children's mental and physical health. In particular, the stress in early life can contribute to future delays in development and terrible health outcomes. Stimuli such as physical harassment, family turmoil, unsafe neighbourhoods, and poverty can lead to insufficient coping strategies for children, trouble in regulating emotions and decreased social working compared to other children of their age.

11.4.1 Programs to Address the Challenge (Illustrative):

- Focus on basic skills
- Teacher training
- Creation of school-parent liaisons
- School meals
- Provision of transportation to and from school
- Parenting sessions
- Health care services and referrals
- Home visitation

- Supportive social services
- Counsellor/Special Educator

11.4.2 Benefits of Health Education Curricula and Instructions to Help Students:

- Acquire lifelong learning skills, which will be used to make healthy choices.
- The achievement of curricula leads to positive behavioural changes that reduce the student's risk of alcohol, tobacco and other drugs, injury prevention, mental and emotional health, nutrition, physical activity, disease prevention, sexuality and family life.
- Health education facilitates other concepts of learning. One study revealed that math and reading scores were considerably higher for third and fourth grade students who obtained extensive health education than those who did not. In general, healthy students are able to learn better.
- Many studies have shown that healthier students in school generally do better. They have better attendance, higher grades and superior performance in exams.

11.4.3 HPE Curriculum (Health and Physical Education):

Given these goals, the overall and specific objectives of a HPE curriculum are outlined below:

Overall Objectives of HPE:

- a. Create awareness of the significance of health and fitness, including life skills, in individual and collective life.
- b. To raise the general awareness of personal health and fitness values and to instil the required behaviours and attitudes towards health among students in order to increase their state of health.
- c. Making the students physically, mentally and emotionally fit and building such personal and social qualities to help them become decent people.

- d. Taking personal and social measures to protect and promote
 - One's own health
 - Health of family members: and the health of the surrounding community and seeking help when required from available community resources.
- e. To develop an interest in exercise, sports and games for self-satisfaction and make it a part of life;
- f. To facilitate an individual to improve his or her inner qualities-self-mastery, discipline, courage, trust and efficiency.
- g. To allow an individual to show a sense of duty, patriotism, self-sacrifice and community service.
- h. Sensitizing the importance of self-defence.
- i. To raise children's awareness about safety rules in suitable hazardous situations to prevent accidents and injuries. To familiarize them with measures of first aid concerning common diseases and injuries.
- j. To help kids learn right postural habits in standing, walking, running, sitting and other basic movements so that postural defects and physical deformities are avoided
- k. Helping children grow up as responsible adults by instilling certain social and moral values in them through games, sports, Red Cross, Scouts and Guides, etc.
- l. To instil values and skills in children to encourage self-control, concentration, peace and relaxation in order to prevent the ill effects of stress, strain and tiredness of everyday life.
- m. To address CWSN (Children with Special Needs)'s physical, psycho-social needs in an integrated manner.
- n. Helping students become confident, assertive, emotionally stable, independent and self-controlled by fostering self-worth.
- o. To help relieve emotional stress, anxiety and tension, therefore reducing the risk of depression.
- p. To help nourish peer relations, social bonding, friendly mentoring and team camaraderie.

q. Developing a more positive mindset to challenges, winning and losing, so that students are prepared for life and work.

**NOTABLE**

- o It may be noted that as per the Board's guidelines, the class teacher is equally responsible for implementing the HPE curriculum as the PE teacher is.*
- o Therefore, it is advisable for the class teachers also to go through the aforementioned HPE guidelines of the Board.*



CHAPTER-12

COUNSELLING



12.1 Counselling Services:

- The CBSE annual tele-counselling is an outreach programme which caters to the heterogeneous student population and vast geographical spread to provide psychological counselling to the class X and XII examinations before and after Board Examinations.
- Tele-counselling is offered by Principals and trained counsellors from CBSE affiliated schools located in and outside India. It is a voluntary free of cost service provided by the participants.
- A teacher should make an effort to nurture trusting relationships with students thereby securing the emotional and psycho-social health of the pupils. Any sort of behavioural, emotional maladjustment or “at-risk” student with visible and repeated signs of aggressiveness, mood swings, declining academic performance, absenteeism, hyperactivity, changing peer groups, anxiety, stress etc. can be referred to the school counsellor by the teacher for appropriate and early intervention. The Counselling sessions can help in resolving conflicts and emotional issues confronting the pupil and creating better learning environments.



NOTABLE

Please refer to the details at <http://www.cbse.nic.in/prunit/Counselling.html>.

12.2 Harassment, Intimidation and Bullying

- The CBSE Guidelines for prevention of Bullying and Ragging in Schools, Reg: (D.O. No. 12-19/2012-RMSA-I) can be accessed at –
http://cbseacademic.nic.in/web_material/Circulars/2015/17_Prevention%20of%20Bullying%20&%20Ragging%20in%20Schools.pdf

12.3 School and Student Safety:

- CBSE has adopted guidelines of NCPCC for the safety and security of students. These can be accessed at:

[http://cbseaff.nic.in/cbse_aff/writereaddata/2019-20Circular/Circular/Safety%20of%20Children%20in%20Schools%20\(27.03.2018\).pdf](http://cbseaff.nic.in/cbse_aff/writereaddata/2019-20Circular/Circular/Safety%20of%20Children%20in%20Schools%20(27.03.2018).pdf)

12.4 Use of Cellphone in Class:

- Vide** Circular No. 02 dated 29th July 2009, CBSE has issued directions for restricting the use of mobile phones in schools. Link www.cbse.nic.in/circulars/cir02-2009a.doc



CHAPTER-13

TECHNOLOGY



13.1 Use of Computer Network & Resources:

- Every school has to mandatorily have a broadband internet connection, and teachers are expected to make use of this facility to research and stay updated about the latest updates/knowledge/trends in their respective subjects.
- For Diksha, and E-resources for CBSE teachers please refer to section 6.3. of this Handbook.
- Database Management for Teachers, Parents, Students and Staff can be done through use of technology
- Students' Portfolio and Assessment and Evaluation can be managed through technology.
- Teachers must regularly visit the **SHAGUN** site of the Department of School Education and Literacy, Government of India. This site contains several videos on innovations in school educations, including best practices videos, case studies, etc. from across the country. This site is a repository from where teachers can learn a lot and add value to their classroom practices. The site can be reached at <https://repository.seshagun.nic.in/>
- Government of India has taken an initiative, 'Shala Darpan', which is a school Management software towards e-Governance.
- Shala Darpan is an initiative to provide services based on School Management Systems to Students, Parents and Communities. The School Information Services include School Profile Management, Student Profile Management, Employee Information, Student Attendance, Leave Management, Report Cards, Curriculum Tracking Custom, and SMS Alerts for Parents / Administrators on student & teacher attendance.

13.2 Electronic Communications between Teachers and Students:

In today's digital world, teachers can stay connected to their students through e-mail and other Apps. However, decorum must be maintained in any communication between them.

13.3 CBSE IT Initiatives:

CBSE has taken various initiatives in IT. The details can be accessed at www.cbse.nic.in. Some of the initiatives that are important for teachers to know for their own efficient functioning or for guiding the students are briefly described below.

13.3.1 e-Pariksha (Online registration/LOC, Admit card, Centre Material for Class X/XII):

This is a one stop portal for all pre examination related activities. While using this portal school may ensure that:

- ✓ Correct registration data of class IX/XI student is being provided as per the scheme of study.
- ✓ Subjects are selected judiciously as the same will be carried over for next class i.e. class X/XII respectively.
- ✓ Subjects are selected as per scheme of study.
- ✓ You have entered teachers' information in OASIS correctly.
- ✓ HPE information is submitted.
- ✓ Checklist of Registration/LOC is generated and thoroughly checked before finalising data.
- ✓ The data is shown to parents got it checked and signature obtained.
- ✓ Final list is submitted in the regional office concerned.

13.3.2 e-IG (Online Internal Grades Uploading for Class XII): A portal for uploading of Internal Assessment data by the schools. Schools can login using their existing credentials and upload internal grades of class XII.

- ✓ School should ensure that only valid grades are uploaded.
- ✓ Before finalising, online checklist should be generated and verified for valid grades.
- ✓ Sign and submit the hardcopy of grades to your regional office concerned.

13.3.3 e-Prac (Online Practical Marks Uploading System): A portal for management and monitoring of practical examiners and uploading of practical marks data by schools. Following may be taken care while uploading the data:

- ✓ School should ensure that only valid marks are uploaded.
- ✓ The practical examiner code must be same as allotted by regional office concerned.
- ✓ Ensure the marks are awarded and entered as per the max/min marks of the concerned subject.
- ✓ After entering marks, check the marks thoroughly before final submission.
- ✓ Upload the signed award list on the portal.

13.3.4 e-Theory (Online Theory Award Lists Allocation, Management and Marks Uploading System): A portal for question-wise theory marks uploading system and online generation of award lists. Due to question wise marks there are hardly any chances of totalling errors and posting errors. Due to immediate upload of data, a lot of time is saved during data compilation and result processing. Following may be taken care while uploading the data:

- ✓ School should ensure that only valid marks are uploaded.
- ✓ Ensure the correct excel file is selected for uploading.
- ✓ Please ensure that marks are not awarded in fraction like 0.1, .056 etc. It must be in multiple of 0.50 only.
- ✓ After entering marks, check the marks thoroughly before final submission.
- ✓ Upload the signed award list on the portal.

13.3.5 IAPX (Online Internal Assessment Marks Collection for Class-X): A portal for uploading of Internal Assessment/Practical marks data of Class-X by the schools.

- ✓ School should ensure that only valid marks are uploaded.
- ✓ Ensure the correct excel file is selected for uploading.

- ✓ Corrections, if any, can be done online before finalisation.
- ✓ After entering marks, check the marks thoroughly before final submission.
- ✓ Upload the signed award list on the portal.

13.3.6 CMTM App: (Custodians, Centres updates & Administrator): For electronic surveillance of highly confidential and sensitive materials tracking and monitoring, three different apps have been developed for custodian of the material, centre superintendent and administrator.

- ✓ Centre can login using their registered mobile no.
- ✓ Ensure that you have selected correct class before taking picture.
- ✓ Centre should click the photograph at the time of collection of material and at the time of opening it at examination centre and directly uploading on server without saving it on the mobile device.
- ✓ The clicking of image and uploading should be done in sequential manner only for all activities in a day.

13.3.7 Digital Locker: An online portal for accessing documents such as marksheets, passing certificate and migration certificate. Digital lockers are created for all the students of class X/XII every year. The credentials are sent on their mobile number submitted by school. Students can access their result through digital locker.

13.3.8 Parinam Manjusha: This is a CBSE academic repository connected with digital locker. Students, Academic Institution/Employers, Regional Offices can login into the portal in order to manage/verify academic documents of students.



CHAPTER-14

DISASTER MANAGEMENT



14.1 Disaster Management in CBSE Course Curriculum:

With increase in the number of disasters over the years, investment in disaster risk reduction measures has become indispensable. Education for disaster risk reduction is a trans-disciplinary exercise aimed at developing knowledge, skill and bringing about a change in attitude which will empower people of all ages and at all levels. Each time a disaster strikes, children are one category that are affected to a greater degree, displaying a wide range of psychological, social and emotional reactions. The 10th and the 11th Five Year Plans have laid emphasis of enhancing the coping capacity of children. One of the initiatives that have been taken up by the Board is the inclusion of Disaster Management in the curriculum of school and higher education.



NOTABLE

The Central Board of Secondary Education is the first Board to take up this initiative of inclusion of Disaster Management in its course.

It was introduced in class VIII w.e.f. 2003-04 and extended to classes IX and X in subsequent years. It was extended to class XI in 2005-06 in the subjects of Sociology and Geography. The topics on Disaster Management were introduced with the following objectives:

1. To acquaint students about various disasters that India is vulnerable to and the hazard maps that enable them to visualize their vulnerabilities (Emphasis is on effects rather than causes, since the geographical reasons for the occurrence of natural hazards are dealt with in Geography).
2. To introduce key concepts and words used in media discussions on Disaster Management
3. To prepare them for disasters through simple do's and don'ts that school children can imbibe and spread to families and community
4. To develop an interest in the subject through interactive activities in the classroom so that the students seek more information on disasters.

14.1.1 Syllabus for Disaster Management

14.1.1.1 CLASS IX

- Introduction to Disaster Management
- Common Hazards-Prevention and Mitigation
- Manmade Disasters-Nuclear, Biological and Chemical
- Community Based Disaster Management

14.1.1.2 CLASS X

- Tsunami
- Safer Construction Practices
- Survival Skills
- Alternate Communication Systems during disasters
- Sharing Responsibility

14.1.1.3 CLASS XI

- GEOGRAPHY
 - Natural Hazards and Disasters: Causes, Consequences and Management
 - Floods, Cloudbursts
 - Droughts: types and impact
 - Earthquakes and Tsunami
 - Cyclones: factors and impact
 - Landslides
- SOCIOLOGY
 - Environment and Society
 - Ecology and Society
 - Environmental Crisis and Social Responses

The schools have been advised to transact this curriculum in such a way so as to provide an experience to the students of Disaster Management by ample use of *case studies, projects, success stories, anecdotes, regular participation in mock drills and minimum emphasis on learning of concepts*.

The course on Disaster management is non-evaluative which is to be taken up through *project work and assignments*. The schools are advised to take up such project activities and other exercises in Disaster Management which should encourage students to place '*disasters*' and '*disaster management*' in:

- The wider context of Social Science knowledge as covered through History, Geography, Political Science and Economics textbooks of class IX/X
- Other problems faced by our country and the world from time to time.

The Board has brought out *Formative Assessment Manual* for teachers in Social Science. This document includes guidelines on projects and assignments in all components of Social Science of classes IX and X including Disaster Management.

The marks of projects/assignments on Disaster Management are not included in the result of Class IX and X.

14.1.2 Textbooks

In order to sensitize the younger generation and to develop their knowledge, aptitude and skills for disaster management, the Board has brought out textbooks on Disaster Management for each of the classes VIII, IX, X and XI with the support of Ministry of Home Affairs, Govt. of India. The textbooks on Disaster Management discuss not only various aspects but also focus on the management aspect which is very essential at this point when the country is continually facing various disasters.

14.1.3 Interaction with Schools

The Board has undertaken many steps to ensure safety in school programmes and activities. The following Circulars were issued to schools urging them on issues related to Disaster Management:

1. Circular No. 19/2017 on Safety in school
2. Circular No. 11/2005/10/03/2005 on facilitating students during conduct of events / programmes by the school
3. Circular No. 51/08/11/11/2008 on safety in School Science Laboratories
4. Circular No. 27/2009/22/07/2009 on conduct of mock drills in school
5. Circular No. 15/5.4.2010 on Standard Operating Procedure (SOP) for dealing with any terrorist attack on schools

6. Circular No. Acad-40/2014 on Guidelines for Standard Safety Measures for organization of Study Tours
7. Circular No. Acad-79/2015 on First Aid Training in the schools affiliated to CBSE



NOTABLE

The links for all the aforementioned circulars are as follows:

1. <http://cbse.nic.in/newsite/circulars/2017/Circular%20Safety%20in%20School%2012.09.2017.pdf>
2. <http://cbse.nic.in/circulars/cir1105.pdf>
3. https://cd1.edb.hkedcity.net/cd/science/laboratory/safety/SafetyHandbook2013_English.pdf
4. <http://cbse.nic.in/circulars/cir2009.htm>
5. <http://cbse.nic.in/circulars/cir15-2010.pdf> & http://www.cbse.nic.in/circulars/circular_sop-2014.pdf
6. http://cbseacademic.nic.in/web_material/Circulars/2014/40_Standard_Safety_Measures.pdf
7. http://cbseacademic.nic.in/web_material/Circulars/2015/79_first_aid_circular.pdf

14.1.4 Conduct of Mock Exercises in CBSE Schools

With the purpose to inculcate the culture of preparedness in schools and to help them in building their capacity in institutionalizing disaster management framework, National Disaster Management Authority (NDMA) and National Disaster Response Force (NDRF) have taken initiatives to conduct mock exercises in schools on natural and human induced disasters, free of charge. The CBSE has informed its affiliated schools vide Circular No. 27 dated 22nd July, 2009 about this initiative of the NDMA.



NOTABLE

Link for Circular on Building your capacity for Disaster Management with expert help:

<http://cbse.nic.in/circulars/cir2009.htm>
<http://ndrf.gov.in/order-circulars>

The mock exercises in schools are conducted in two steps.

- o In step one, the process of constituting school disaster management framework and conduct of mock exercise are delineated.
- o In step two, the mock exercise is actually conducted where the students, teachers along with the non-teaching staff take part. At the end of step two, gaps are identified during a detailed debriefing session and follow-up action is taken.

The Board has also initiated training programmes for teachers on Disaster Management in collaboration with *National Institute of Disaster Management (NIDM)*.

Security and an environment that is physically and emotionally safe is the need of the hour and equipping a child to handle situations that are age appropriate is the task of the school, family and community. Through its various initiatives, the Board aims to spread awareness about environment building and strengthening capacity of all its stakeholders at all levels in disaster management.

14.1.5 Training of Trainers Programme in Disaster First Responder's Training:

The board has also initiated training programmes for teachers on Disaster Management in collaboration with **National Disaster Response Force (NDRF)** and National Institute of Disaster Management (NIDM).

Further, Training of Trainers (ToT) for CBSE Teachers will be conducted by NDRF. These master trainers in Disaster First Responder's module will in turn train the other teachers of CBSE and also the students at a later stage. CBSE has been informed vide OM No. I-17018/Trg/HQ NDRF/2019/2973 dated 25/09/2019 of NDRF about this initiative of NDRF. Schools can also contact the local NDRF units for mock drills and trainings.

14.2 School Disaster Management Plan:

- Every school must have its own school disaster management plan.
- The plan must identify the first responders and lay down their roles and responsibilities, along with the roles and responsibilities of all concerned stakeholders. The first responders may be given requisite training.
- The inventory of school resources available for responding to a disaster must be listed.
- The school disaster plan must be disseminated to all concerned.

Drills must be conducted in school to familiarize all to this plan and the plan must be updated frequently.



NOTABLE

The model template for a school disaster management plan may be seen at:

<https://nidm.gov.in/PDF/safety/school/link3.pdf>

This template is prepared by the National Institute for Disaster Management.

This may be adopted/adapted by all schools.

14.3 Classroom Emergency Procedures:

- Vide circular no. Acad 37/2017, dated 26.09.2017 available at the link http://cbseacademic.nic.in/web_material/Circulars/2017/37_Circular_2017.pdf
CBSE has issued National Disaster Management Guidelines on School Safety Policy.
- The disaster management plan for the class, (including the classroom and building exit plans represented graphically, important contact details, evacuation centres if any, etc.) must be placed on the notice board of the class for students to constantly see and imbibe.
- Teachers must explain the plan to the class and ensure that each and every student is aware of the response on his/her part in case of any disaster.
- In particular, there must be a plan for evacuating and taking care of disabled students.
- Teachers must practice regular safety drills with their students.

If the school is located in an Earthquake zone, the drills must include drills specific to it.

14.4 Emergency Notification System:

- Depending upon the location of the school, teachers must follow a well-developed and well-communicated notification system to communicate instantly about emergency conditions like severe weather, an intruder on campus, natural disasters or acts of terror.
- This system need not be an expensive one. Even an alert teacher or staff member can act as an Emergency Notification System.
- The contact details of each parent must be readily available with a class teacher so that in case of any emergency, they can be contacted immediately.

The contact details of the local hospital, police station, municipal authorities, etc., should be readily available to the class.

14.5 Keeping Equipment in Working Condition:

- All resources that are likely to be of use during a disaster must be listed in the inventory of resources for the school disaster management plan.
- For the resources that require constant servicing or checking, a person/s must be assigned the responsibility for the upkeep.

14.6 Films from National Disaster Management Authority (NDMA):

National Disaster Management Authority (NDMA) has prepared several films on readiness and preparedness for any disaster. These films have been uploaded on DIKSHA. The following are the QR Codes of some such films on Disaster Management :

CHAPTER 14 : DISASTER MANAGEMENT



NDMA INDIA Earthquake
Preparedness Films



NDMA INDIA - Earthquake
(are you ready)



Video on Earthquake, Jhooko
Dhako Pakdo, NDMA



Video on Earthquake, Saavadhani
Hai Toh Jaan Hai, NDMA

CHAPTER 14 : DISASTER MANAGEMENT



**Video on Earthquake, Salaah Se
Salamati, NDMA**



**Video on Earthquake, Tayyari Me
Hai Samajdaari, NDMA**



**NDMA INDIA Earthquake
(Dost Appu - Hindi)**



**Earthquake - Tayyari Mein Hai
Samajhdaari (English)**



Earthquake - Non Structural
Damage (English)



CHAPTER-15

NEW CBSE INITIATIVES



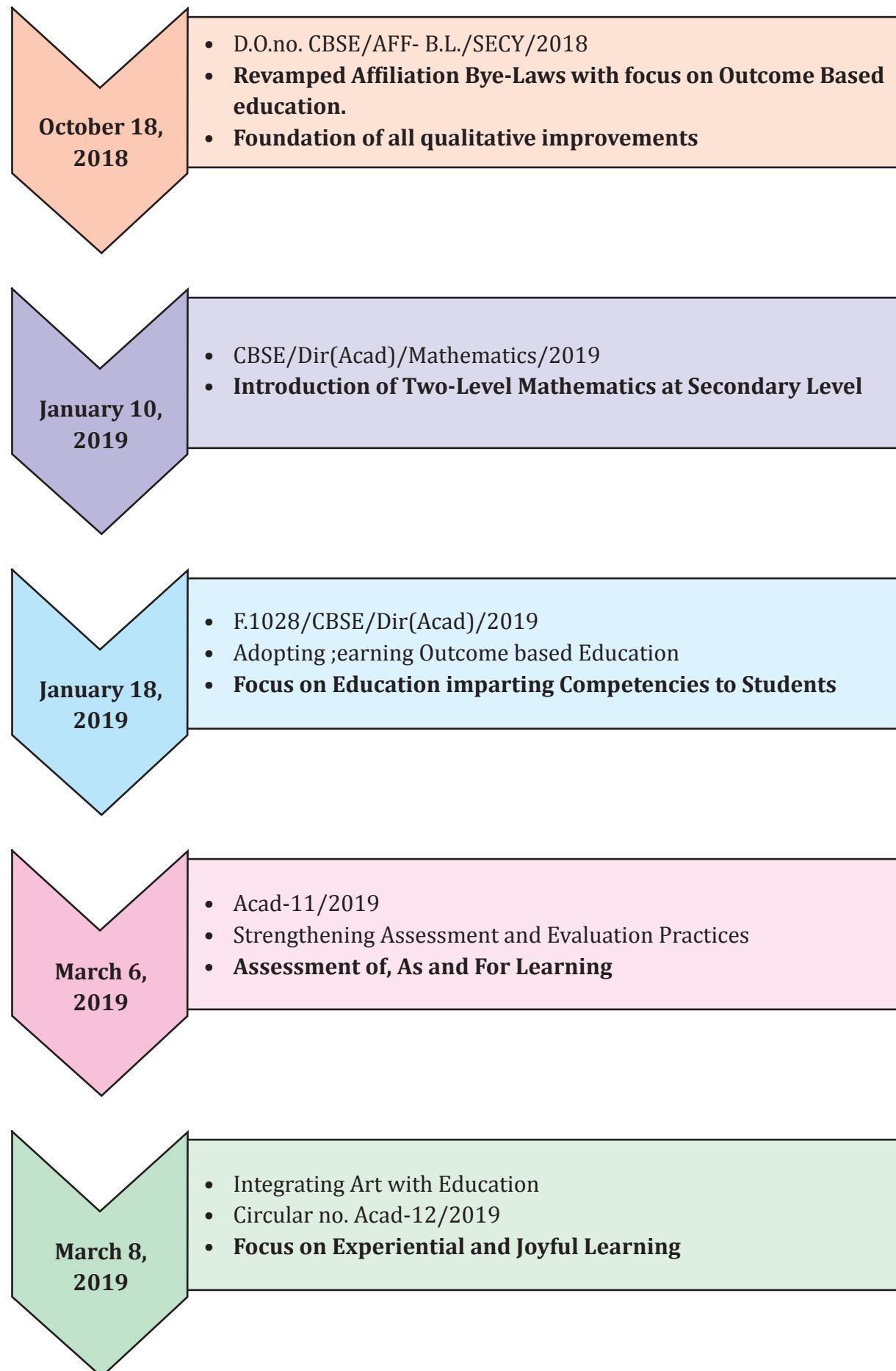
15.1 CBSE Circulars/Advisories:

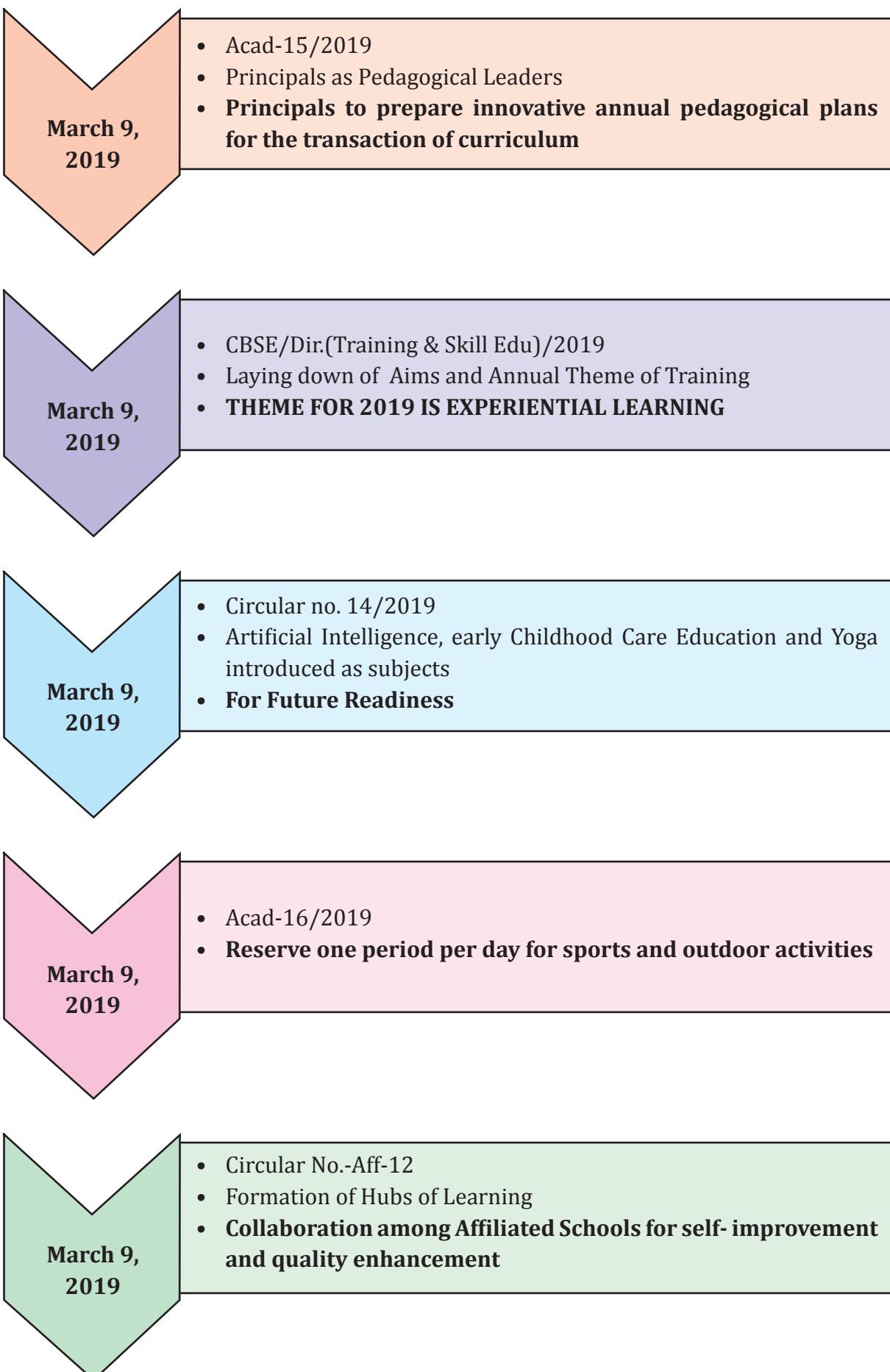
Teachers must make it a point to keep abreast with all circulars/advisories of CBSE and ensure their implementation. The website of the Board is the repository for these.

NOTIFICATIONS, CIRCULARS AND ADVISORIES	
Clause	Provision under the said clause of Affiliation Byelaw
14.17	Every school is bound to follow the directions issued by the Central Government, State/UT Government and the Board in the form of Notifications, Circulars and Advisories etc. from time to time.
14.18	The school shall supply information and returns called for by the Board within the prescribed time.

15.2 Summary of Recent Initiatives:

Chronological details of the recent initiatives taken by the board are being given as a ready reference.





15.3 Policy on Hubs of Learning:

CBSE promotes methods and processes that enhance holistic education including the adoption of learning-outcome based teaching; capacity building of teachers; physical-emotional safety and wellness of students; supportive infrastructure aligned towards inclusion and mainstreaming of sports and co-curricular activities. To face the challenges of the technology-driven modern era in the area of school education, the board has decided to come out with policy framework for affiliated schools to share, cooperate and learn from each other by forming a small group of schools as Hub of Learning, to raise the standards of school education in the country.



For more details, please refer to CBSE HANDBOOK ON HUBS OF LEARNING.

15.4 Policy on Children with Special Needs:

CBSE has a well-defined policy for inclusive education. The exemptions for Children with Special Needs during Board Examinations can be accessed at:

<http://cbse.nic.in/newsite/attach/CWSN%20April%202019.pdf>

Please also refer to section 7.12.3 of this Handbook.

15.5 Policy on Conduct of Exams:

Refer to chapter 8 of CBSE Affiliation Bye-Laws as well as various circulars issued from time to time by the controller of Examination, CBSE. These circulars are available at www.cbse.nic.in.

15.6 Policy on Evaluation:

Guidelines for Evaluators, Additional Head Examiner, Head Examiner and Chief Nodal Supervisors are issued separately before the conduct of Evaluation: these guidelines contain Do's, Don'ts and Scheme of Evaluation to be followed by all those who are involved in evaluation.

15.7 Policy on In-Service Teacher Training

Please refer to Chapter 2 of this handbook and chapter 16 of CBSE Affiliation Byelaws.

15.8 Policy on Mandatory Adoption of Learning Outcomes

Please refer to section 5.3 and chapter 6 of this Handbook.

15.9 Policy on Preparation of Annual Pedagogical Plans:

Refer to section 4.2 of this Handbook.

15.10 Policy on Pedagogy:

Experiential Learning is the theme of the session 2019-20. Please refer to CBSE Handbook on Experiential Learning for details.

15.11 Policy on Integrating Art with Education:

Refer to section 6.5 of this Handbook.

15.12 Policy on Mandatory Physical and Health Education:

Refer to section 11.4.

15.13 Policy on Mandatory Art Education:

Refer to the CBSE guidelines on Art Integration at www.cbseacademic.in

15.14 Policy on Non-Disclosure and Non-Confusion:

The following provisions in the Affiliation Byelaws may be carefully read and imbibed by all teachers for ensuring they are not violated.

NON-DISCLOSURE AND NON-CONFUSION	
Clause	Provision
14.20	Any person or entity associated with the management or running of the school, shall not disclose any information related to examination, evaluation of answer scripts, declaration of result or any other confidential/ancillary activity, to any unauthorized person or agency.
14.21	Any person or entity associated with the management or running of the school, shall not create confusion in the mind of students and parents in the matter of academic or examination policies of the Board or bring disrepute to the Board.

Epilogue

मेरे गुरु

उद्भव हुआ जब विद्या का
जन्म लिया एक शिक्षक ने,
जीवन के हर पग हर क्षण पर
मुझे थाम लिया एक शिक्षक ने॥

गर नहीं गोविन्द मौजूद धरा पर
पर कमी नहीं कभी खलती है,
मेरी गुरु की दिव्य ज्ञान प्रभा से
जीवन दिशा मुझे मिलती है॥

हर क्षण हर दिन फलीभूत करो तुम
यही मेरे गुरु का कहना है,
पावन, पुनीत, सरल, सहज
यह उनके जीवन का गहना है॥

पीयूष उनके ज्ञान का इस जीवन में
मैं पूरा ना पी पाऊंगा,
ज्ञान सिंधु से जीवंत होने
मैं पुनः धरा पर आऊंगा।

— स्व रचित — डॉ. प्रज्ञा एम. सिंह

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