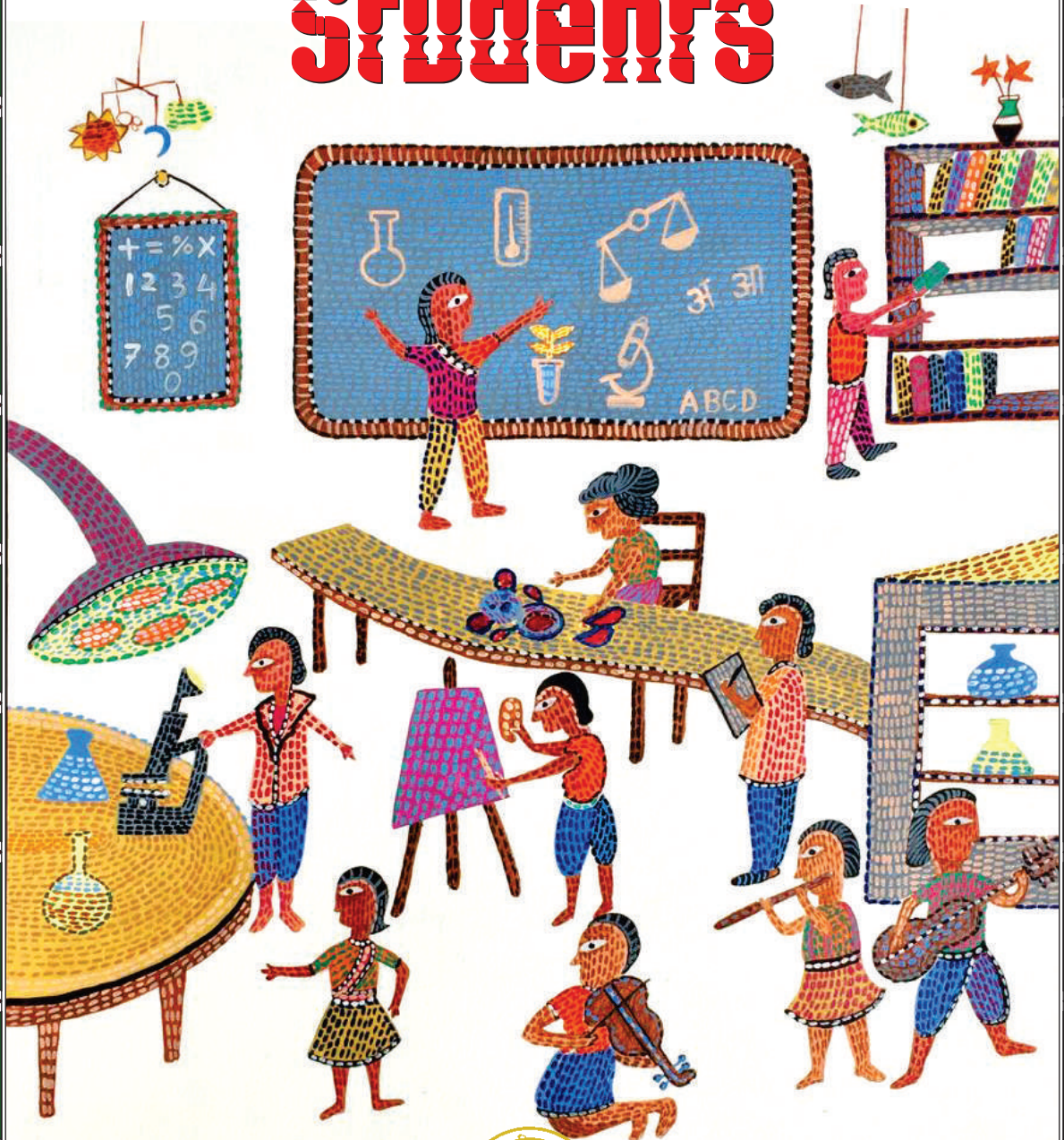


Handbook for Students



Central Board of Secondary Education - 2019

Handbook for Students



CENTRAL BOARD OF SECONDARY EDUCATION - 2019



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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण प्रभुत्व-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

¹और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

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मूल कर्तव्य

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

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1. संविधान (छयासीवां 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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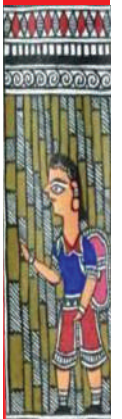
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About this Handbook



I have so many questions related to CBSE. Is there anyone/ anything that can help me?

Welcome to the world of CBSE HANDBOOK FOR STUDENTS. It is a one-stop solution to all our queries.

DISCLAIMER:

ALL READERS MAY PLEASE NOTE THAT WE HAVE USED SEVERAL CARTOONS AND IMAGES, WHICH HAVE BEEN TAKEN FROM VARIOUS SOURCES ON THE INTERNET. ALL THESE HAVE BEEN USED BY US FOR EDUCATIONAL PURPOSES ONLY, AND NOT FOR ANY KIND OF COMMERCIAL USE. WE ARE GRATEFUL TO THE CREATORS OF THESE IMAGES AND CARTOONS AND GRATEFULLY ACKNOWLEDGE THEIR CONTRIBUTION.



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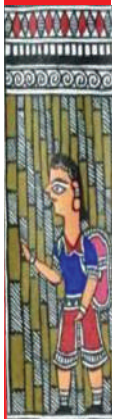


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The Boxes

To catch your interest and continue to retain it, we have introduced information in the following boxes all through this handbook.



- **Crowdsourced:** we have attempted to gather some resources for you from the public domain.



- **Grinterest:** something that might bring a smile on you and be of interest too.



- **Insta-alert:** an important piece of news/information that you must know or a development of recent nature as far as the Board is concerned.



- **Snapchat:** in a manner of chatting with you.



- **Trending:** something of interest that is trending around us in the world of education or in general.



Introduction



UDAY*



ROSHNI*

SCHOOL : AURORA ACADEMY FOR CHILDREN*

DISTRICT : SANKOT

STATE : ARUNACHAL PRADESH

*Please Note: The characters and school details are fictitious and have no connection to any individual or any organization. Resemblance, if any, is purely coincidental.



Backdrop

Uday and Roshni are students of class XI and XII respectively of a CBSE affiliated school in Sankot. Uday has recently joined this CBSE affiliated school. Naturally, he wants to know more about academics, pedagogy, student-specific policies, competitions and activities of CBSE.

Roshni has been studying in a CBSE affiliated school for some time now, and is well aware of the CBSE rules, regulations and policies because:

1. She is well informed.
2. She regularly visits CBSE websites, www.cbse.nic.in and www.cbseacademic.nic.in

Roshni throws light on the important issues related to students. Turn the pages to experience the light....





CHAPTER-1

FUTURE-READY STUDENTS



In our Handbook on Experiential Learning, we met Padhkar Kumar and Karkar Kumari, the two promising children of a CBSE school. Uday and Roshni met Padhkar Kumar and Karkar Kumari recently at the latter's school.

Padhkar Kumar



Karkar Kumari



Uday and Roshni were quite impressed by the description of Experiential Learning given by Padhkar Kumar and Karkar Kumari. The jingle of 'New Initiatives' (refer to Nai Pehal: A Primer at www.cbseacademic.nic.in) created by Padhkar Kumar and Karkar Kumari for the future-ready students of the 21st century also motivated Uday and Roshni and made them think about the meaning of being future-ready.



Everyone says be ready for the future, then someone pops in and says we are the future. So much CONFUSION&@???? Need to know what is 'future-ready?'

Yes, indeed.

We are the world, we are the future, but... we need to prepare ourselves for the world outside our classrooms and our homes.

Being equipped with the skills to face the future is called being future-ready.

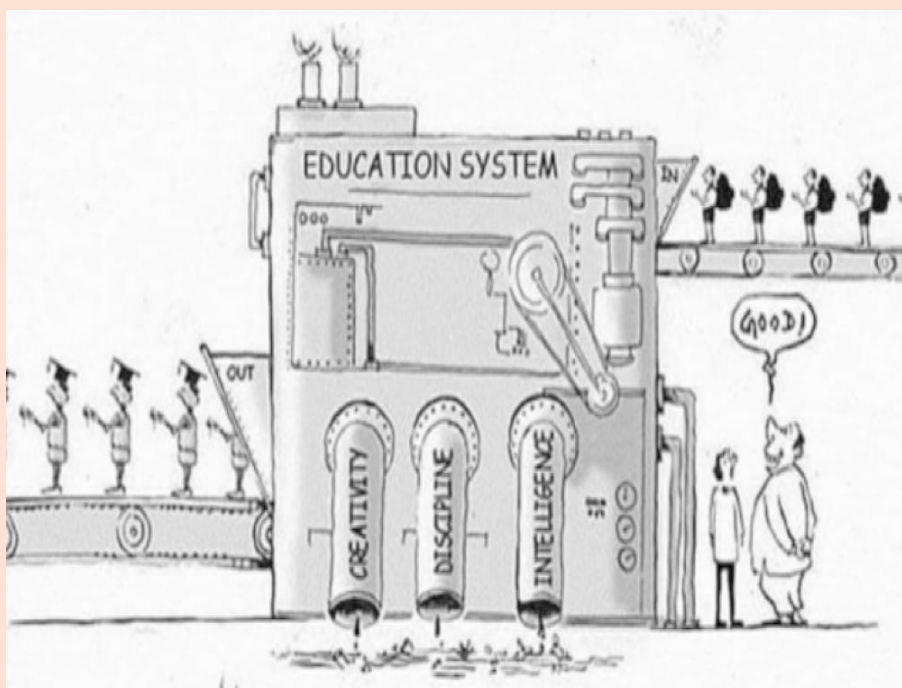
New learning will help us grow into future-ready students; ready for anything that the 21st century brings our way.

I'll explain.



**SNAP
CHAT**

Do you think that the image given below shows the mechanical manner of imparting education?



Well, of late, the need has been felt to prepare our students for the 21st century. The process of transforming education has been initiated. Let's have a closer look into the details.

1.1 Twenty-First Century Learning:

The salient features of Twenty-First Century Learning are as follows:



1.2 Twenty- First Century Skills:

Twenty First Century skills are the skills/abilities required for life beyond the classroom and are more akin to deal with real-life situations. The challenge before the educators today is to equip students with these skills to make them future-ready in today's information-oriented world.

1.2.1 The 21st Century Skills:



The key skills that we are looking at for achieving in 21st century are as follows:		
LEARNING AND INNOVATION SKILLS	DIGITAL LITERACY	CAREER AND LIFE SKILLS
Critical Thinking and Problem Solving	ICT Literacy	Flexibility and Adaptability
Creativity and Innovation	Information Literacy	Initiative and Self-Direction
Communication	Media Literacy	Social and Cross-Cultural Interaction
Collaboration		Productivity and Accountability
		Leadership and Responsibility

1.2.1.1 Critical Thinking: According to John Butterworth and Geoff Thwaites¹, 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.

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



- 1.2.1.2 Problem Solving:** According to John Butterworth and Geoff Thwaites², “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.”
- 1.2.1.3 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.
- 1.2.1.4 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.
- 1.2.1.5 Career and Life-skills:** These skills prepare a child to look into a problem with respect to a broader 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.
- 1.2.1.6 Digital and Media Literacy:** These enable a child to understand the computer, the world of computers and electronics, related technologies and Media as tools of information, computation, and communication. They also help a child in effective learning, communicating and collaborating, besides locating, evaluating and analysing information.



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

1.2.1.7 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.

1.3 Need for 21st Century Skills:

**SNAP
CHAT**

No! We cannot end up like this!



(Cartoon only for illustrative purpose, not for commercial use)

Since we do not want this guy to be us, see the next image which explains what shall be the skill requirements from the workforce in the 21st century:





Workforce Requirements Survey

Basic Knowledge/Skills	Applied Skills
English Language (spoken)	Critical Thinking/Problem Solving
Reading Comprehension (in English)	Oral Communications
Writing in English (grammar, spelling, etc.)	Written Communications
Mathematics	Teamwork/Collaboration
Science	Diversity
Government/Economics	Information Technology Application
Humanities/Arts	Leadership
Foreign Languages	Creativity/Innovation
History/Geography	Lifelong Learning/Self Direction
	Professionalism/Work Ethic
	Ethics/Social Responsibility

Source: "Are they really ready to work?" report by the Conference Board, P21 et al

See full report by the Conference Board at <https://files.eric.ed.gov/fulltext/ED519465.pdf>

Few of the above skills are such that it is expected that students of all age groups must acquire them at the earliest, while there are some other skills that need to be emphasized during classroom transactions through mainstreaming in the pedagogy and assessment.



SKILLS MEANT FOR ALL STUDENTS OF ALL AGES.	THESE SKILLS ARE TO BE EMPHASISED IN CLASSROOMS.
Critical Thinking and Problem-solving Skills	Innovation and Creativity Skills
Life and Career Skills	Information, Media and Technology Skills



GRINTEREST

Mani appeared for an interview that was meant for selection to the National Defence Academy. The expert asked him to stand up and locate the Indian boundaries on the map pasted on the wall behind him.

Mani was nervous inside but calm outside. That was a task he had not prepared so well. But he kept his emotions under control.

With confidence, he moved ahead, took the stick and tried to find the boundaries on the map, touching the map with the stick. His hands were shaking.

The expert asked, "Why are you nervous? Are you scared?"

"No, Sir, not at all", replied Mani.

"Then, why are your hands shaking?" asked the expert.

"Sir, I am actually locating landmines."

Now, that was a 21st century learner, aware of the surroundings, the pros and cons of a given situation, well-informed, innovative and creative!!



1.4 New Pedagogy:

Before beginning this topic, just have a look at what the following illustration tells us!



(<https://www.savagechickens.com/category/cartoons> accessed on 14.09.2019, only being used for educational purpose. Not for commercial use.)

SNAP CHAT

So, you must get something fruitful and productive every day in your classrooms, something creative, interactive and innovative, something to attract you towards the fascinating world of learning!

CBSE has initiated several reforms in this direction and many schools are practising these.

Learning with the help of innovative classroom transactions is one way to become future-ready.

Active Learning and Experiential Learning are effective pedagogies to prepare future-ready students.





CROWDSOURCED

Watch these videos:

<https://www.youtube.com/watch?v=DVwPhij10Vs>

<https://www.youtube.com/watch?v=VRUhnvpBpUQ>



Description of Experiential Learning:

- It is a method of learning by doing or by experiencing the learning.
- Experiential approach aims at making the educational environment student-centered.
- The students have control over their own learning – over the pace of learning, method of learning, and over the skills they need to utilize for this learning.
- They are able to think critically, evaluate, take decisions and master knowledge by constructing it.
- The teacher facilitates and guides the students.
- Learning experience is cooperative, collaborative or independent thereby encouraging the students to work together or as individuals and learn how to question and evaluate evidence rather than accepting facts/ truths communicated by their teacher.



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Experiential learning is the theme for CBSE teachers' training for the academic year 2019-20. This is how we shall learn in classrooms now.

To equip your teachers with this method, the Board has come out with a Handbook on Experiential learning for Teachers.

It is available at: <http://cbseacademic.nic.in/manual.html>



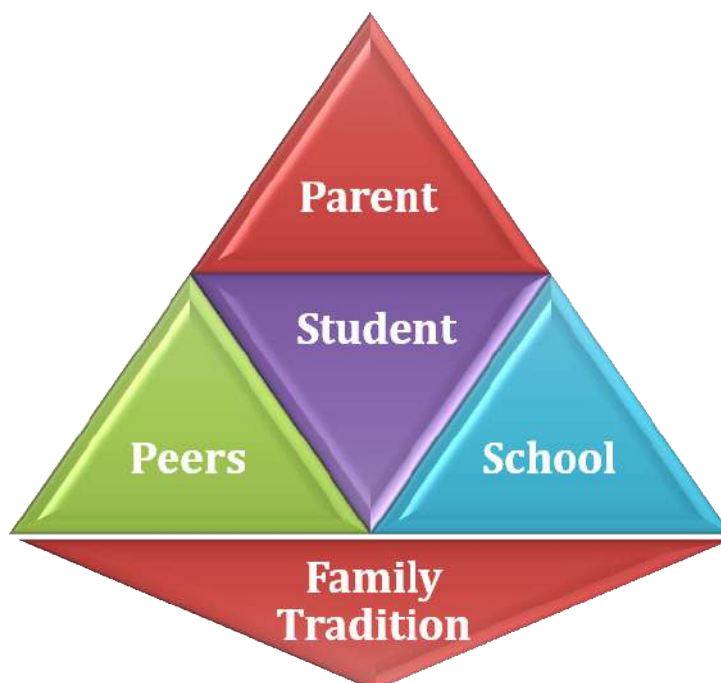
1.5 Aptitude: Identifying Potential Abilities or Aptitudes:

Everyone possesses some unique set of abilities, but very few people are aware of those in the early part of their lives. Abilities are often regarded as capabilities with which a person is born. Ability indicates a combination of talents, habits and strengths that an individual has and which enables him/her to do something in an area or activity.



There are two types of abilities:

- Potential ability or aptitude, and
 - Learned ability or skill
- ✓ Knowing potential ability or aptitude helps in making use of available or discerned opportunities in a fruitful way. However, in the absence of favorable opportunities or the practice of potential ability in early part of life, the identified aptitude may sometimes vanish without developing. Therefore, knowing one's potential ability and developing the necessary skills to go with it can open up a new world of opportunities.
- ✓ One may have many potential abilities which can be developed as skills. You must take the help of your community, your parents, peers, school, teachers, etc. to be able to identify your true potential abilities. Sometimes, others see what you may have missed.



1.6 'SELF' Awareness and Developing an Action Plan:

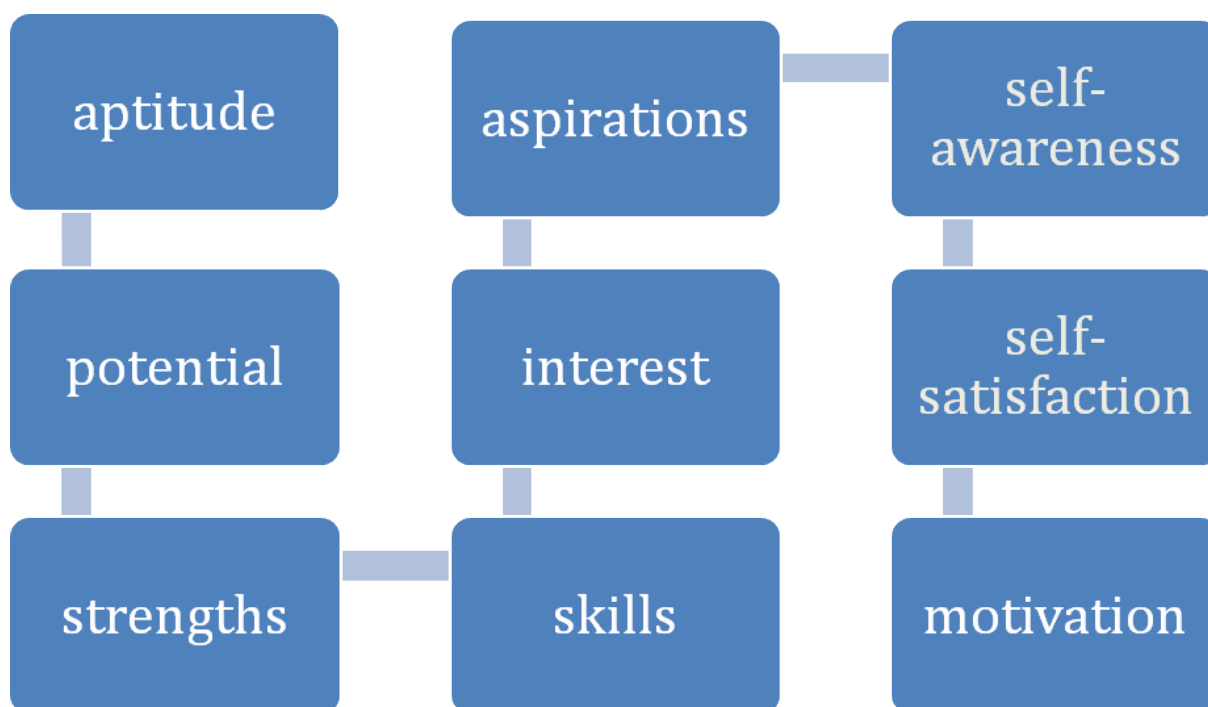
An action plan is a blueprint for success. It is the foundation on which an individual can build a vision: a picture of the success one aspires for. It is good to make an assessment of one's academic worth. Spread across the table your academic progress reports for a minimum period of 5 years. The highs and the lows, consistencies and incidental spurts or plunges will give an insight into chances of success in an academic area.

Selection of a suitable academic area needs meticulous care, thought and proper planning, keeping in mind one's goals, and expectations from that option.



Before deciding on the choice of an academic area, it would be helpful if you have a clear notion of your aptitude, interest, ambition, scope and qualifications.

The following diagram depicts variables that affect our academic choices that are often ignored.



1.7 Expectations of CBSE from Students:

- CBSE works continuously for the holistic development of students so that the students of today are groomed to grow into responsible, happy and committed citizens of tomorrow.
- The Board believes that every student is unique. Students must pour uniqueness into every aspect of their lives.
- Hence, the board expects the following from students:



- ✓ Like a Hard disc space, be receptive in school and society.
- ✓ Let loose the Web Browser of your minds and be driven by your inquisitiveness, hard work and hunger for knowledge,
- ✓ Download as many competencies and life skills as you possibly can.
- ✓ Identify the Spams, if any, and know that the Bandwidth of learning is fast and vast.
- ✓ Use the Auto-correct, Backspace, Pause, Shift or Delete options as they are abundant in schooling years and add value to your education.
- ✓ Consider exams as URLs (Uniform Resource Locators) of life that are meant to help locate the real possibilities and resources that lie within.
- ✓ Optimize the knowledge Search Engine inside.
- ✓ Face (your) Books. Insta your studies. Do your best. Stay sharp.

We believe that each student is born to be awesome, not perfect!





CHAPTER-2

CBSE CURRICULUM





OKAY!!! That was about us being ready for the 21st century. Now, Genie, tell me about the CBSE curriculum.

Also tell me about the subjects available at secondary and higher secondary levels.

Is there any particular combination, a student can't be offered or can't opt for?

See the following details:



2.1 Subjects:



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For Pre-Primary, Primary, and Middle school subjects, please refer to the documents available on NCERT website at: http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf

2.2 The Range of Subjects in CBSE at Secondary and Senior Secondary Level:

The Board offers a huge range of subjects in Classes X and XII Board examinations. Sections 2.2 to 2.4 give additional details on the mandatory subjects, subject combinations, and the restrictions in certain subject combinations at secondary and senior secondary level.



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In class X, the board conducts examinations for 41 languages and 32 subjects other than languages.





Class X	Languages	Subjects other than languages
1.	Arabic	Agriculture
2.	Assamese	Apparel
3.	Bahasa Melayu	Artificial Intelligence
4.	Bengali	Automotive
5.	Bhutia	Banking and Insurance
6.	Bodo	Beauty and Wellness
7.	English Language and Literature	Carnatic Music - Melodic Instruments
8.	French	Carnatic Music – Vocal
9.	German	Carnatic Music - Percussion Instruments
10.	Gurung	Computer Applications
11.	Gujarati	Elements of Business
12.	Hindi Course - A	Elementary Book - Keeping and Accountancy
13.	Hindi Course - B	Food Production
14.	Japanese	Front Office Operations
15.	Kannada	Health Care
16.	Kashmiri	Hindustani Music - Melodic Instruments
17.	Lepcha	Hindustani Music – Vocal
18.	Limboo	Hindustani Music - Percussion Instruments
19.	Malayalam	Home Science
20.	Manipuri	Introduction to Financial Markets
21.	Marathi	Introduction to Tourism
22.	Mizo	Information Technology
23.	Nepali	Mathematics
24.	Odia	Marketing and Sales
25.	Persian	Media

26.	Punjabi	Multi Skill Foundation Course
27.	Rai	National Cadet Corps
28.	Russian	Painting
29.	Sanskrit	Retail
30.	Sherpa	Science
31.	Sindhi	Security
32.	Spanish	Social Science
33.	Tangkhul	
34.	Tamil	
35.	Tamang	
36.	Telugu - Andhra Pradesh	
37.	Telugu - Telangana	
38.	Thai	
39.	Tibetan	
40.	Urdu Course - B	
41.	Urdu Course - A	

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In class XII, the board holds examinations for 37 languages, and 80 subjects other than languages.

That's a whopping total of 117 subjects that the board offers!

Class XII	Languages
1.	Arabic
2.	Assamese
3.	Bengali
4.	Bhutia
5.	Bodo





6.	English Core
7.	English Elective
8.	French
9.	German
10.	Gujarati
11.	Hindi Core
12.	Hindi Elective
13.	Japanese
14.	Kannada
15.	Kashmiri
16.	Lepcha
17.	Limboo
18.	Malayalam
19.	Manipuri
20.	Marathi
21.	Mizo
22.	Nepali
23.	Odia
24.	Persian
25.	Punjabi
26.	Russian
27.	Sanskrit Core
28.	Sanskrit Elective
29.	Sindhi
30.	Spanish
31.	Tamil
32.	Tangkhul
33.	Telugu - Andhra Pradesh
34.	Telugu - Telangana
35.	Tibetan
36.	Urdu Core
37.	Urdu Elective



Class XII	Subjects other than Languages
1.	Accountancy
2.	App/ Commercial Art
3.	Agriculture
4.	Air-conditioning and Refrigeration
5.	Applied Physics
6.	Applied Chemistry
7.	Applied Mathematics
8.	Automotive
9.	Banking
10.	Beauty and Wellness
11.	Biotechnology
12.	Biology
13.	Business Studies
14.	Business Administration
15.	Carnatic Music- Melodic Instrument
16.	Carnatic Music Vocal
17.	Carnatic Music (Percussion Instrument)
18.	Chemistry
19.	Computer Science
20.	Cost Accounting
21.	Dance –Kathak
22.	Dance-Bharatnatyam



23.	Dance –Odissi
24.	Dance –Kuchipudi
25.	Dance – Manipuri
26.	Dance –Kathakali
27.	Design
28.	Early Childhood Care and Education
29.	Economics
30.	Entrepreneurship
31.	Electrical Technology
32.	Electronic Technology
33.	Engineering Graphics
34.	Fashion Studies
35.	Financial Markets Management
36.	Food Nutrition and Dietetics
37.	Food Production
38.	Front Office Operations
39.	Geography
40.	Graphics
41.	Geospatial Technology
42.	Health Care
43.	History
44.	Hindustani Music Vocal
45.	Hindustani Music - Melodic Instruments



46.	Hindustani Music - Percussion Instruments
47.	Horticulture
48.	Home Science
49.	Insurance
50.	Informatics Practice
51.	Information Technology
52.	Knowledge Tradition and Practices of India
53.	Legal Studies
54.	Library and Information Science
55.	Mathematics
56.	Mass Media Studies
57.	Marketing
58.	Medical Diagnostics
59.	Media
60.	Music Production
61.	National Cadet Corps (NCC)
62.	Office Procedures and Practices
63.	Physical Education
64.	Physics
65.	Political Science
66.	Painting
67.	Psychology
68.	Retail

69.	Sociology
70.	Shorthand (English)
71.	Shorthand Hindi
72.	Sculpture
73.	Salesmanship
74.	Taxation
75.	Textile Design
76.	Tourism
77.	Typography and Computer Application
78.	Web Application
79.	X-ray Technician
80.	Yoga

2.3 At Secondary Level (Class IX and X) what subjects can you take:

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. Subjects can be selected as per the scheme of studies in class IX. Students need to continue same subjects in class X also.

Compulsory subjects and restricted combinations, etc. are as under:

Subjects		Names of the subjects	Group
Compulsory	Subject 1	Language I (Hindi Course A or Hindi Course B or English Language & Literature)	Group-L
	Subject 2	Language II (Any one from the Group of Languages (Group-L) other than Language chosen at Subject 1	Group-L



	Subject 3	Mathematics (Student has the option of selecting Standard or Basic Mathematics at AISSE (X Board examination)) Syllabus shall remain the same for both. Refer to Mathematics syllabus for details.	Group- A1
	Subject 4	Science	
	Subject 5	Social Science	
Optional	Subject 6	Skill subject* from the group of Skill subjects	Group-S
	Subject 7	Language III/Any Academic subject other than opted above	Group- L/ Group-A2
Co-Scholastic Areas Compulsory	Subject 8 and 9 Assessment and certification school level	Art Education Health & Physical Education Work Experience*	

* Work experience is subsumed in Health and Physical Education.

- 2.3.1 Two levels of Examination will be held in the subject of Mathematics in the Board examination for Class X from the year 2020 and the same shall not be applicable to the internal assessment in class X. For details please refer Circular No. Acad 03/2019.
- 2.3.2 If a student fails in any one of the three compulsory academic subjects (i.e. Science, Mathematics and Social Science) and passes in the Skill subject (offered as sixth optional subject), that academic subject will be replaced by the Skill subject and the result of Class X Board examination will be computed accordingly.
- 2.3.3 If a student fails in any language subject, out of first five subjects, the same will be replaced by the language taken as sixth subject (in case of no skills subjects offered) or as seventh subject (optional), provided he or she has passed this language subject and after replacement either Hindi or English remains as a passed language in the first five subjects.
- 2.3.4 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 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. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he has passed in the third language.

- 2.3.5 Either 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).
- 2.3.6 Students being offered additional sixth skill subject may also take an additional language III/subject as seventh subject.
- 2.3.7 Computer Application (Code 165), Information Technology (Code 402) and Artificial Intelligence (code 417) cannot be taken together.
- 2.3.8 For Skill subjects, only those subjects can be offered for which permission has been given by the Department of Skill Education, CBSE.
- 2.3.9 For Regional Languages, the Board prescribes the textbooks being followed in classes IX and X in the respective State Boards where the language is taught. Schools are advised and expected to bring to the notice of CBSE the changes, if any, brought out at the commencement of the academic session by the respective State Boards, in the textbooks of the language of their State, as this will have an impact on the assessment to be done by the Board.
- 2.3.10 Schools are expected to strictly follow the curriculum prescribed by CBSE.
- 2.3.11 List of subjects offered at Secondary Level:
- i. LANGUAGE (GROUP-L): Refer to the section 2.2 above.
 - ii. COMPULSORY ACADEMIC SUBJECTS (GROUP-A1)

MATHEMATICS -STANDARD OR MATHEMATICS –BASIC (Only for X)
SCIENCE
SOCIAL SCIENCE



iii. OTHER ACADEMIC SUBJECTS (GROUP- A2):

CARNATIC MUSIC (VOCAL)
CARNATIC MUSIC (MELODIC INSTRUMENTS) CARNATIC MUSIC (PERCUSSION INSTRUMENTS) HINDUSTANI MUSIC (VOCAL)
HINDUSTANI MUSIC (MELODIC INSTRUMENTS) HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS)
PAINTING
HOME SCIENCE
NATIONAL CADET CORPS (NCC)
COMPUTER APPLICATIONS
ELEMENTS OF BUSINESS
ELEMENTS OF BOOK KEEPING & ACCOUNTANCY

iv. **SKILL SUBJECTS (Group -S):** Any one from the following:

RETAILING
INFORMATION TECHNOLOGY
SECURITY
AUTOMOTIVE
INTRODUCTION TO FINANCIAL MARKETS
INTRODUCTION TO TOURISM
BEAUTY & WELLNESS
AGRICULTURE
FOOD PRODUCTION
FRONT OFFICE OPERATIONS
BANKING & INSURANCE
MARKETING & SALES
HEALTH CARE
APPAREL
MEDIA
MULTI SKILL FOUNDATION COURSE
ARTIFICIAL INTELLIGENCE





2.4 Subjects for you at Senior Secondary level–Classes XI and XII:



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CBSE does not promote or have any streams or typical combination of subjects in Senior Secondary level, such as, Science/Humanities/Commerce streams or that Physics can combine only with Maths and Chemistry, etc. CBSE in fact, encourages complete flexibility in subject choices. Any combination (that is not in the non-permissible list) is possible. Many students of the Board, therefore, take Physics with Fashion Studies and other humanities subjects, some combine one science subject, with two humanities subjects and add Business Studies or ICT to it.

Class XI and XII is an integrated course. Students need to take only those subjects in class XI which they intend to continue in class-XII. Students can take/opt minimum 5 or more subjects in class XI. They need to continue same subjects in class XII also.

2.4.1 Combination of Subjects:

Subjects can be offered as under:

Subjects		Names of the 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 Electives (Subject Group – A)
	Subject 3, Subject 4, and Subject 5	Any three Subjects from Academic Electives (Subjects Group – A) Or Any three Subjects from Skill Group – S Or Any three from Combination of Group – A and Group – S
Additional Subject Optional	Subject 6	Any one subject from any subject group not opted above
Subjects of Internal Assessment–Compulsory	Subject 7 to 9 (Subjects of Internal Assessment to be taken by all Regular Candidates)	*Work Experience Health and Physical Education General Studies

*Work experience is subsumed in Health and Physical Education

2.4.2 Hindi or English must be one of the two languages to be studied in class XI and XII. Hindi and English can also be offered simultaneously. In Hindi and English, two courses have been provided 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, same language cannot be offered both at Core and Elective levels.

2.4.3 In addition to above, certain combinations cannot be taken together.



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The combinations that are not permitted by the Board are:

- (i) Physics (Code 042) and Applied Physics (Code 838)
- (ii) Chemistry (Code 043) and Applied Chemistry (Code 839)
- (iii) Mathematics (Code 041) and Applied Mathematics (Code 840)
- (iv) Business Studies (Code 054) and Business Administration (Code 833)
- (v) Accountancy(055) and Cost Accounting (823).

Further, Out of five Computer Science/IT related subjects i.e. Informatics Practice (Code 265) old course (only for class XII), Informatics Practice (Code 065 new course), Computer Science (Code 283 old course), (only for class XII), Computer Science (Code 083 new course),and Information Technology (Code 802), a candidate can opt only for one subject.

2.4.4 The first 5 subjects in the chronological order of filling the subjects in online registration system/Mark Sheet are considered as Main subjects.

2.4.5 A candidate can also take an additional elective which may either be a language at elective level (out of those mentioned above) or, any other elective subject.

2.4.6 While transacting the Curriculum, due emphasis should be laid on National Identity and Value Education. Schools are expected to draw their own programmes in this area in accordance with the guidelines given from time to time by the Board. Likewise, programmes in General Studies and Health and Physical Education be planned in accordance with the guidelines brought out by the Board.



- 2.4.7 For candidates who take 6 subjects (5 main and 1 additional subject) and pass in all 6 subjects, the percentage is to be calculated by the employer/institution/university according to the norms of employer/institution/university in which the candidate will be seeking admission.
- 2.4.8 If a student has taken 6 subjects, and if he/she fails in any one of first five subjects, the same will be replaced by the 6th subject provided the candidate satisfies the scheme of studies i.e. after replacement either Hindi or English remains as one of the main five subjects.
- 2.4.9 Skill Education courses/electives can be offered along with any subject, as per the scheme of studies.
- 2.4.10 For Regional Languages, the Board prescribes the textbooks being followed in classes XI and XII in the respective State Boards where the language is taught. Schools are also advised to bring to the notice of CBSE the changes, if any, brought out at the commencement of the academic session by the respective State Boards, in the textbooks of the language of their State. School will be responsible for any issue arising out of School not following Boards directives.



Let us remember that:

1. It is compulsory to take 5 subjects at senior secondary level.
2. In the compulsory language subject, there are only 2 choices.
3. For the rest of the subjects there are ample choices.
4. However, there are certain subject combinations you cannot take.
5. The first 5 subjects in the chronological order of filling the subjects in online registration system/Mark Sheet are considered as Main subjects.

2.4.11 List of Subjects at Senior Secondary Level:

- i. LANGUAGES (GROUP – L): Refer to the section 2.2 above.
- ii. Academic Subjects with their codes (Group-A):





ACADEMIC SUBJECTS(GROUP-A)		
CODE	NAME	
027	HISTORY	
028	POLITICAL SCIENCE	
029	GEOGRAPHY	
030	ECONOMICS	
031	CARNATIC MUSIC (VOCAL)	Any One
032	CARNATIC MUSIC(MELODIC INSTRUMENTS).	
033	CARNATIC MUSIC (PERCUSSION INSTRUMENTS – MRIDANGAM)	
034	HINDUSTANI MUSIC (VOCAL)	
035	HINDUSTANI MUSIC (MELODIC INSTRUMENTS).	
036	HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS)	
037	PSYCHOLOGY	
039	SOCIOLOGY	
041	MATHEMATICS	
042	PHYSICS	
043	CHEMISTRY	
044	BIOLOGY	
045	BIOTECHNOLOGY	
046	ENGINEERING GRAPHICS	
048	PHYSICAL EDUCATION	
049	PAINTING	Any one
050	GRAPHICS	
051	SCULPTURE	
052	APPLIED/ COMMERCIAL ART	
054	BUSINESS STUDIES	
055	ACCOUNTANCY	
056	KATHAK – DANCE	Any one
057	BHARATNATYAM – DANCE	
058	KUCHIPUDI – DANCE	
059	ODISSI – DANCE	
060	MANIPURI – DANCE	
061	KATHAKALI – DANCE	
064	HOME SCIENCE	
265	INFORMATICS PRACTICES (OLD)(Only for XII)	
065	INFORMATICS PRACTICES (NEW)	
283	COMPUTER SCIENCE (OLD) (Only for XII)	
083	COMPUTER SCIENCE (NEW)	
066	ENTREPRENEURSHIP	
073	KNOWLEDGE TRADITION & PRACTICES OF INDIA	
074	LEGAL STUDIES	
076	NATIONAL CADET CORPS (NCC)	

III. Skill Subjects (Group-S):

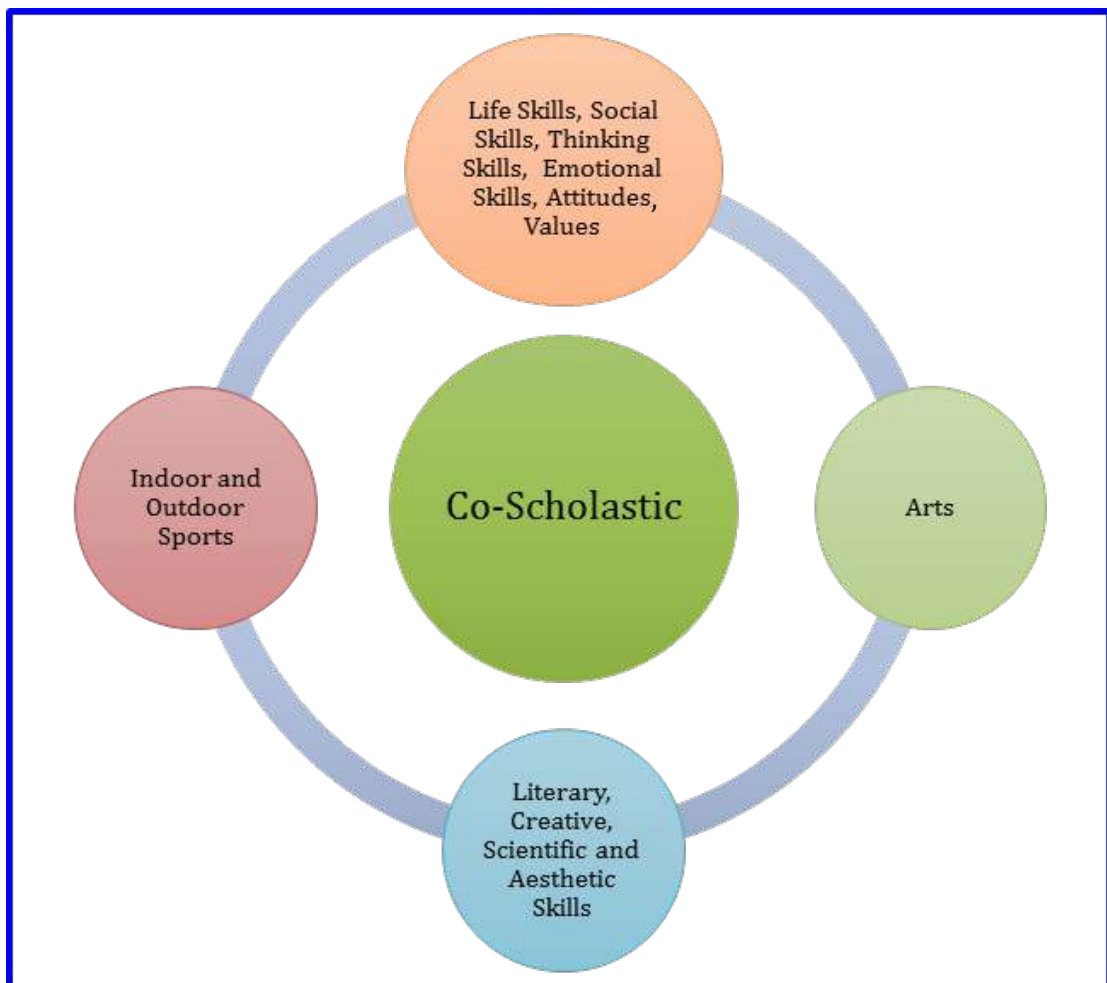
LIST OF SKILL SUBJECTS (GROUP- S)	
CODE	NAME
801	RETAIL
802	INFORMATION TECHNOLOGY
803	WEB APPLICATION
804	AUTOMOTIVE
805	FINANCIAL MARKETS MANAGEMENT
806	TOURISM
807	BEAUTY & WELLNESS
808	AGRICULTURE
809	FOOD PRODUCTION
810	FRONT OFFICE OPERATIONS
811	BANKING
812	MARKETING
813	HEALTH CARE
814	INSURANCE
815	X-RAY TECHNICIAN
816	HORTICULTURE
817	TYPOGRAPHY & COMPUTER APPLICATION
818	GEOSPATIAL TECHNOLOGY
819	ELECTRICAL TECHNOLOGY
820	ELECTRONIC TECHNOLOGY
821	MEDIA
822	TAXATION
823	COST ACCOUNTING
824	OFFICE PROCEDURES & PRACTICES
825	SHORTHAND (ENGLISH)
826	SHORTHAND (HINDI)
827	AIR-CONDITIONING & REFRIGERATION
828	MEDICAL DIAGNOSTICS
829	TEXTILE DESIGN
830	DESIGN
831	SALESMANSHIP
832	MUSIC PRODUCTION
833	BUSINESS ADMINISTRATION
834	FOOD NUTRITION & DIETETICS
835	MASS MEDIA STUDIES
836	LIBRARY & INFORMATION SCIENCE
837	FASHION STUDIES
838	APPLIED PHYSICS
839	APPLIED CHEMISTRY
840	APPLIED MATHEMATICS
841	YOGA (NEW)
842	EARLY CHILDHOOD EDUCATION (NEW)



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Be very careful while filling up the subject codes during getting registered for Board examinations. Ensure you have filled up the correct subject codes. Do not depend upon on the school only to check it for you. Check it yourself.

If you make a mistake, there is no recourse at the time of exams.

2.5 Co-Scholastic Areas:

Only a healthy child can learn effectively and good health leads to better learning. Many activities are necessary for development of the affective and psychomotor domain. The activities like games and sport, art and music, craft work etc. are termed as co-scholastic activities. The term co-scholastic activities are used for both cognitive and non-cognitive development that can take place by exposing the child to the scholastic and non-scholastic subjects. Art Education including local art, craft, literature and skills, Health and Physical Education, Yoga, traditional games, indigenous sports, NCC, Scouts and Guides, Martial





Arts etc. are integral parts of the curriculum and are to be included in the routine of the schools for the holistic development of children.

2.5.1 Mandatory Art Education:

Vide Notification dated April 10, 2019, CBSE has made Art Education mandatory in its schools. See the notification at <http://cbse.nic.in/newsite/attach/10.04.2019.pdf>



It is mandatory from 2019-20 session to have two periods of Art Education per week from classes 1 to 10 in every school.

In any one of the classes 6 to 8, the school is expected to teach culinary art including cooking to students.



2.5.2 Arts-Integrated Learning:



What is this painting about? Is it a general painting, or a printing of planets or information about magnifying glass? WHAT IS THIS?

This is a piece of fine art, a painting about a new form of learning, actually not that new.

It's just that we just remembered to use it.

This is called Arts- Integrated Learning. We all will explore learning with the use of Art-based activities in all subjects wherever possible.

In a circular issued on 10.04.2019, CBSE has mandated Art Integrated Learning in its schools.

HAPPY LEARNING



CROWDSOURCED

Watch this video. You will see how effective and joyful learning becomes when integrated with Art.

<https://www.youtube.com/watch?v=xv1A58nVtI8>

Art-Integrated Learning is a cross-curricular approach to teaching and learning based on collaboration between the teaching of 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.



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 help him/her develop creative thinking and problem-solving abilities in an Arts-Integrated classroom.



What happens when a class practices Arts- Integrated Learning?

The classrooms simply turn joyful!

Imagine how wonderful and interesting it would be to learn:

- The planets in the universe or forests, oceans, etc. through Art, by choosing a planet/ forest/ocean and making a travel brochure on it.
- Reactions and compounds in Chemistry by role playing and becoming the element/ compound yourself and then trying to mingle or not to mingle with other elements and compounds in the class. Lot of humor could be the hallmark of this exercise.
- Learning the meaning and lines of a difficult poem by breaking each line into a dialogue spoken by Amitabh Bachchan or James Bond or setting it to music based on Bollywood songs, etc.
- Studying metallurgy in Chemistry, or mitosis and meiosis in Biology preparing a presentation on – *If I were a metal, how would I artistically depict my journey of combination with other metals or how can I use a Nukkad Natak to depict mitosis/ meiosis?*

2.5.2.1 Implementing Arts- Integrated Education:

- ✓ For implementing this in classrooms, the subject teacher selects the topic/concept/ idea that he/she wants to teach through integration of Art.
- ✓ The teacher can do this in collaboration with Art teacher.
- ✓ Plan for the lesson by integrating it with arts activities. Activities are being given in the next sub-section.
- ✓ Next, she/he explores the topic/concept/idea, ensuring active learning promoted by meaningful Integration of Arts.
- ✓ Finally, the teacher prepares a rubric to assess the impact of arts integrated learning.



2.5.3 Arts Activities that can be used in Classroom Transactions: A Suggestive List:



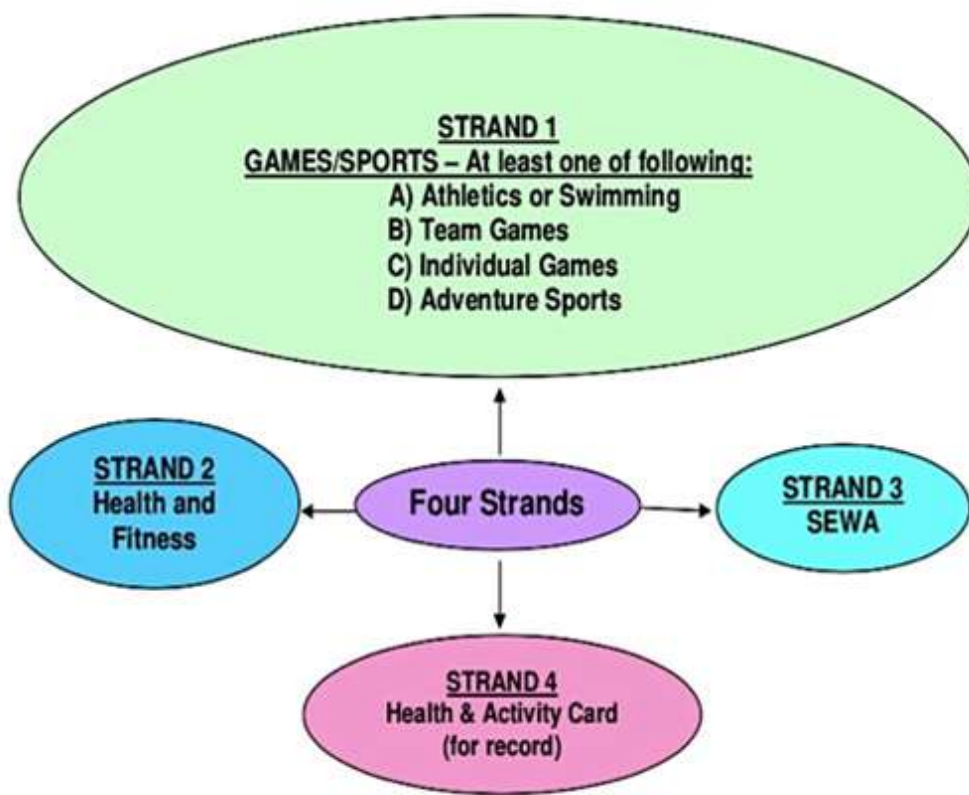
We know that you are quite inquisitive and observant.

What you can do is look for such activities, dances, arts forms which you can embed with the subjects you study.

2.5.4 Mandatory Health and Physical Education:

- CBSE has made one period daily of 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
- The mandatory nature of this discipline needs all students to participate in an innovative way through the strands detailed hereafter.





You must know and understand what I am going to say now because,

THIS IS AN ESSENTIAL REQUIREMENT FOR WRITING THE BOARD EXAMINATION.



- Each student will undertake activities categorized under four strands.
- The Work Experience aspect of the syllabus is subsumed under this format, hence, there will be no need to take it up as a separate subject.
- This format is to be compulsorily implemented for classes IX, X, XI and first half of the year for class XII.
- Unless schools undertake HPE seriously and are ready with records of all strands as well as Health and Activity Cards for all students, they will not be allowed to register their candidates for Board examinations.



- e. All schools need to fill in the HPE School Report for the ongoing session before registering their candidates in classes IX and XI. The report should reflect the activities undertaken under each strand separately for each class right from class IX to XII.
- f. From Strand 1, at least one activity is to be taken up by each student as a class or as an individual. The choice will be left to the students and the class teacher will facilitate each child to decide, based upon the sports facilities available at the school. Schools are encouraged to provide more options by adding to the infrastructure each year.
- g. Children are free to choose more than one activity from strand 1, as long as the school sports infrastructure supports it.
- h. Children are also free to change their choices during the course of a year



AWESOME!!!

You know what I liked best about all this?

NO THEORY CLASSES WILL BE TAKEN AWAY AS A PART OF THIS FORMAT!

2.6 Life Skills:

Life Skills comprise an integral part of our education. These are the skills that we require to be equipped with to develop the inner strength to perform in different real-life situations. CBSE has introduced SEWA as a part of its life skills initiative for secondary level. SEWA refers to Social Empowerment through Work and Action and it is an innovative way of sensitizing students to develop several life skills. Students can make remarkable and transformative changes in themselves and in society through these skills.



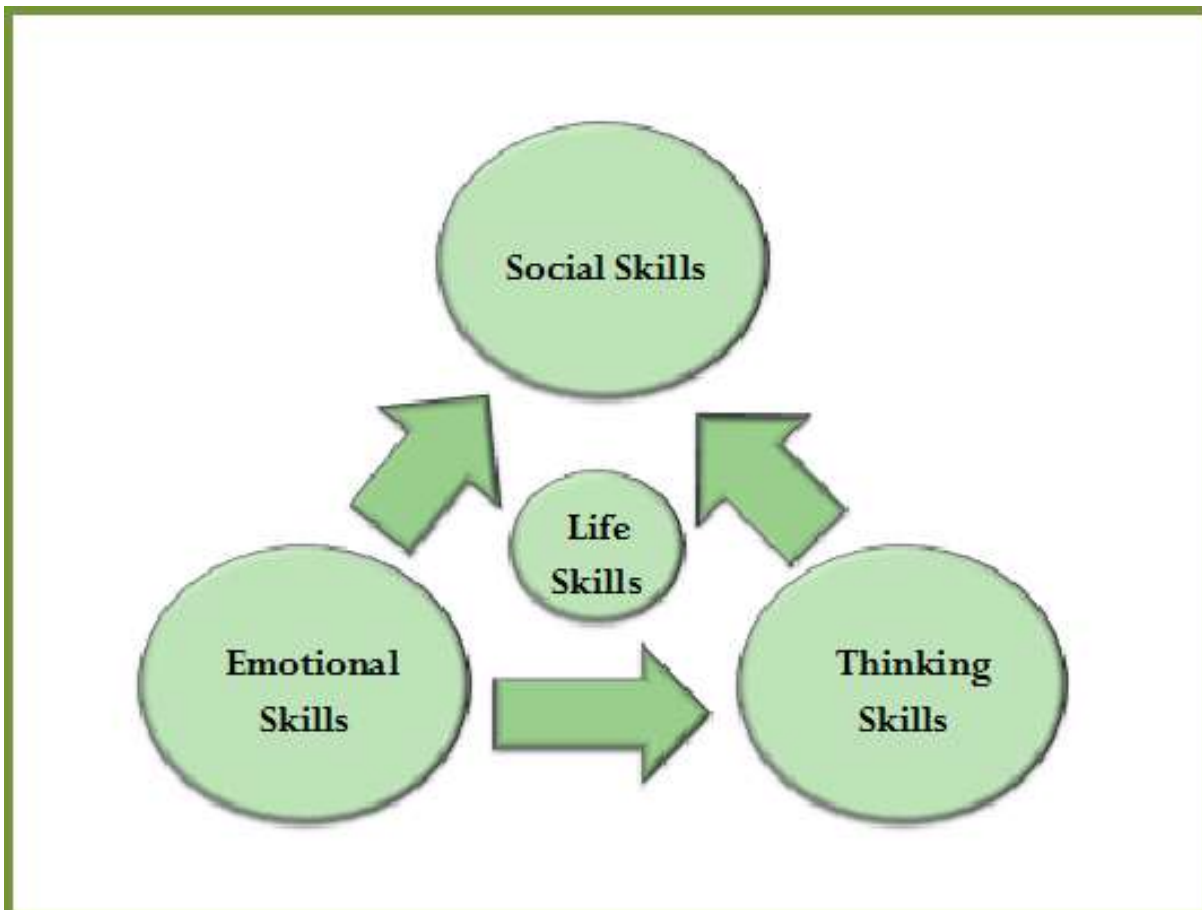


CROWDSOURCED

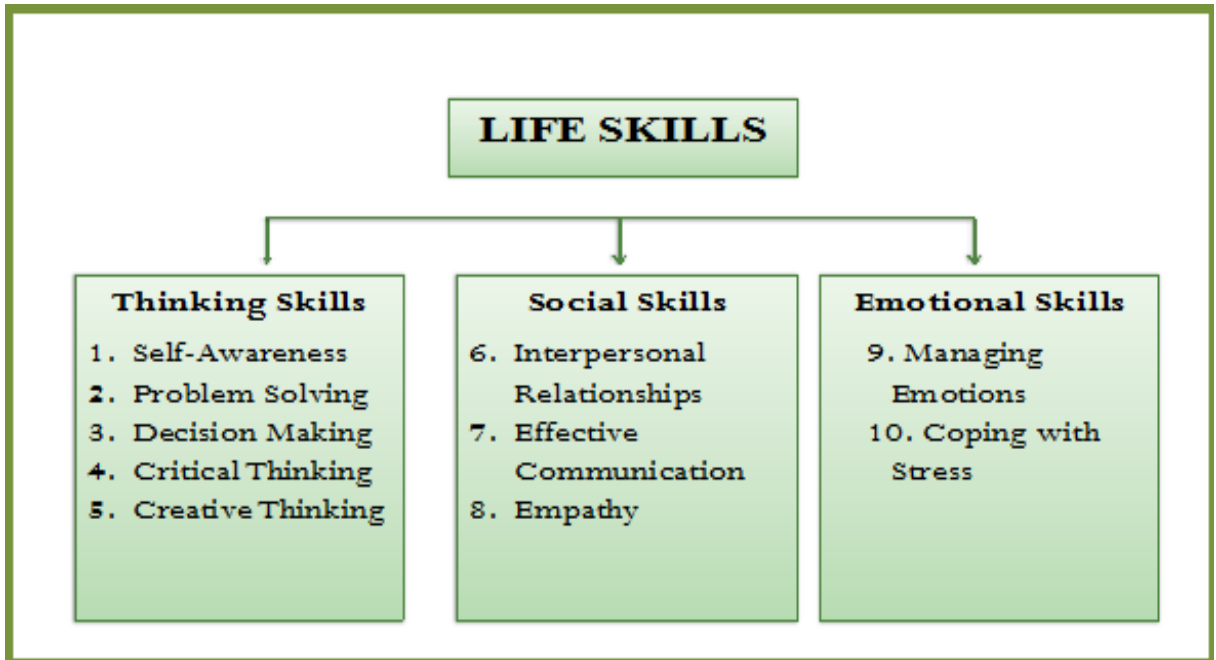
Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO).

‘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.



2.6.1 The Most Important Life Skills:



For details refer to http://www.cbse.nic.in/cce/life_skills_cce.pdf



2.6.2 Meaning of the Ten Life Skills:

- ✓ **Self-Awareness** - recognition of our 'self', character and strength.
- ✓ **Empathy** - ability to imagine what life is like for another person.
- ✓ **Critical Thinking** - ability to analyze information and experiences in an objective manner.
- ✓ **Creative Thinking** - a way of seeing or doing things that is characteristic of four components-fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on others' ideas).
- ✓ **Problem Solving** - dealing constructively with problems in our lives.
- ✓ **Interpersonal skills** - relating in positive ways with people we interact with; ability to make and keep friendly relation; maintaining good relations with family members who are the most important source of social support; and ability to end relationships constructively.
- ✓ **Effective Communication** - ability to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations; being able to express opinions and desires, and also needs and fears; being able to ask for advice and help in the time of need.
- ✓ **Coping with Stress** - recognizing the sources of stress in our lives, recognizing how they affect us, and how we act in a way that helps us control our levels of stress by changing our environment or lifestyle, and learning how to relax.
- ✓ **Managing Emotions** - recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately.
- ✓ **Decision Making** - dealing constructively with decisions about our lives or to make decisions about actions in relation to a healthy assessment of different options and, what effects these different decisions are likely to have.





GRINTEREST

Laziness is not a life skill, but humour certainly is!

Laundry Schedule

Sort - today
Wash - later
Fold - eventually
Iron - ha, ha, ha

NotSalmon.com



GRINTEREST

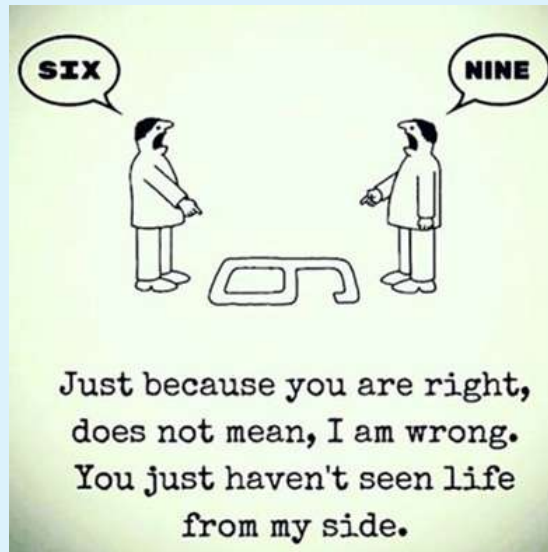
Procrastination is not a life skill, but originality and creative thinking are!



(Cartoons only for educational purpose, not for commercial use.)



Empathy and being able to see the other person's point of view are considered to be the most important life skills to be able to work in a collaborative environment. Globally, more and more employers are looking at collaborative skills for recruitment.



2.6.3 These are some of the suggestive techniques that our teachers use for the transaction of Life Skills:

Technique	Use
Brainstorm	Free expression of ideas among participants on a given issue or question.
Story Telling	Telling of narratives with particular theme, based on actual events, relating to real life situations.
Drama	Portray life or character or tell a story usually involving conflicts and emotions through action and dialogue.
Discussion	Exchange and sharing of ideas, experiences, facts and opinions on a given topic, enhancing competence for analysis and communication.
Debate	A discussion involving two opposing parties with each group expressing opinions or views on a given topic or subject.
Songs and Dances	Creating musical compositions on topical issues and themes.
Games	Enhancing Team spirit, Leadership skills, Problem Solving.





GRINTEREST

Here is creative thinking for you!

Once at an interview at a reputed business school, a panel of intelligent interviewers was interviewing prospective students for admission in the school. When one of the prospective students entered the room and nervously sat on the chair in front of them, the panel said to the boy, "We shall either ask you ten easy questions or one really difficult question. Choose carefully as it will determine your admission to the school!"

The boy thought for a while and answered, "I would like to answer one really difficult question."

"Well, good luck to you, you have made your choice! Now, answer us. What comes first, Day or Night?"

The boy was jolted into reality as his admission depended on the correctness of his answer to this single question, but he thought for a while and said, "It's the day, sir!"

"How?" asked the interviewer.

"Sorry sir, you assured me that I do not need to answer the second difficult question.

(<https://alltimeshortstories.com/the-interview/> accessed on 17.08.2019.)

2.7 SEWA (Social Empowerment Through Work Education and Action):

- SEWA is an integral component of HPE. This aspect aims to focus on the mental/emotional and social health of the child. All students of classes IX to XII (for XII, only till end of the first semester/ term) will participate in SEWA program round the year.
- The main objective of the SEWA projects is to direct children's mind towards constructive activities with positive outcomes through the facilitation of creative and critical thinking. This would help them to develop self-confidence and self-esteem.
- Another objective of this programme is to underline the significance of the interdependence of all human beings and our dependence on the environment in this shrinking global village. Students must acknowledge that they have a responsibility towards the less privileged, the disadvantaged, the CWSN (Divyang), the society, and



the environment. The idea is that the principle of giving to society becomes second nature to them.

2.7.1 Benefits of SEWA:

As a student you shall be able to:

- develop Life Skills of Self-Awareness and Empathy
- develop Creative and Critical Thinking Skills
- become a caring and compassionate individual
- respond as a socially empowered change maker
- acquire the skills to be an active leader and initiator of change
- plan, implement and deliver projects connected to the real world
- visualize and participate in a world going beyond the classroom and often/ sometimes beyond the boundaries of the school
- formulate strategies to deliver meaningful programs and projects
- critique premises as a reflective enquirer
- demonstrate fair play and non-judgmental ethical behavior
- actively engage in SEWA activities as an individual and at a team level
- participate in various activities in age appropriate ways across disciplines
- select and apply skills, facts and compositional ideas
- compete with oneself to improve self-performance and evaluate strategies for further enhancement
- know, understand and apply rules

2.8 Guidelines for Students:



- ✓ **Brainstorm** on the project that you as a class would like to take up; it should be any project that is related to sports/art/community/environment etc. For example, improving/making an impact on the community/ environment/ health and fitness of students.
- ✓ **Decide** on the exact focus area for the project.
- ✓ **Brainstorm and create** mind-maps/outline on the chosen focus area.
- ✓ **Identify** the causes you want to support and choose one/or more ways of carrying it forward.
- ✓ **Outline** the objectives of the projects you have chosen and present plans for the implementation as well as ways of measuring the success of the project.
- ✓ **Assign** roles to each member of the class community by consensus. Ensure each and every child is included.
- ✓ **Learn** to research on the chosen area of SEWA.
- ✓ **Seek** guidance from the teacher when you need it.
- ✓ **Learn** how to plan, implement, review and take responsibility for your decisions.
- ✓ **Examine** the effect of your intervention and support for the causes you have chosen and present them to the rest of the class/school
- ✓ **Capture** the hours spent as well as documents and evidence wherever required in the student portfolio/dossier
- ✓ **Share** the impact of the SEWA work undertaken as Power Point with the school community and as part of a special exhibition at the end of the year, clearly highlighting the role of each student in the class





CHAPTER-3

RICH CULTURAL AND SCENIC HERITAGE OF INDIA





Hey! What are you thinking? You have suddenly gone quiet. It is so unlike you!

Hahaha

You sure are funny!

But as I was telling you about Curriculum, a thought just struck me... Would you like to know about the cultural and scenic heritage of India?



Why should I know about the cultural heritage of India? How is this knowledge going to help me?

It is a part of our value system. CBSE has been working continuously for the inculcation of values among the youngsters.

Remember, a value-oriented student is the demand of the 21st century workforce.



Would you please tell me what are values? And, how is cultural heritage related to values?

Answer to your question no.1:

Values are the determining qualities of life. There is a very large body of knowledge and lists of values. Article 51 A of the Indian Constitution – Fundamental Duties – provides the most comprehensive list of values that should be inculcated by every Indian citizen.

Answer to your second question:

To preserve our cultural heritage is one of the Fundamental Duties. If you do not know about the fundamental duties, see the details below:



Our Fundamental Duties are:

- (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 natural environment including forests, lakes, rivers and 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;

*[(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.]

These values are to be inculcated in our students. CBSE has also released value education kit for classes 1 to 12th.

* Ins. by the Constitution (Eighty-sixth Amendment) Act, 2002, s. 4 (which is yet not in force, date to be notified later on).

(https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf accessed on 24th October 2019)





GRINTEREST

Values cannot be learnt on Internet. They are acquired through real life learning and experiences.



At times, I feel I am talking to an encyclopedia. You seem to know about everything.

Haha.

You could say that I am a constant learner. One of my wanderings into learning took me into the incredible diversity and richness of the culture and heritage of our country. By simply delving into it, one can learn experientially about all subjects being taught in CBSE schools.



Now that you put it like that, I find it extremely fascinating. I cannot wait to hear this from you. Please do tell.

This time I will not simply tell you.

I have brought something very interesting for you. By seeing that, you will surely know how rich our culture is and how diversely unique.





I am all eyes and ears for this show which you are so splendidly describing.

Let me begin with the cuisine map of India because I know you are a foody.

You can surely try cooking some of these as part of your culinary art class or at home.



Our elders/parents/relatives have told us about the famous monuments, art forms, dances etc. of the state we belong to, and sometimes even of those places outside the state which they have visited.

We also observe these things when we visit some place.

It is our cultural heritage that automatically unites us.

Have you felt that Punjabi music/beats have the capacity to make anyone feel like dancing to it? Have you felt that the Gujarati Garba dance is somewhat similar to Rajasthani dance and both are as if a part of your own being? Have you seen how almost every Indian anywhere in the country or even abroad starts cleaning up their houses just before Diwali?

You must have visited several places, several states. How much did you notice about the local art, dance, and cuisine during your visit?

We feel that it will be helpful for you to have the information about the cuisine, folk dance and music, traditional art forms of all States and Union Territories at one place. That is why we have collected this information for you on the next page, along with some amazing things you can learn through some of them.

We suggest that you go through it, and try to find out more from your own state and add to your knowledge. You can also copy it in your notebook and add more information to it, including what you learnt from it, so that when you are on your visit next time, you can feel more connected to the new state / place.





(<https://www.mapsofindia.com/maps/india/indian-cuisine-map.html> accessed on 25th October 2019)



Grrrr!!!!Don't you challenge me. I am big enough. I can cook too. I help my mom as well. I will try Chokha- Bhaath today, with my father.

Okay! You are a responsible boy. Cooking is also a life-skill.

Let me tell you something very interesting:
the Khichdi Map of India

A Dish Connecting India – Khichdi



The Indian Khichdi is a popular dish that provides several nutritional and health benefits . It is called a comfort food because it is so easy to make that any amateur can cook. It is a simple diet with extraordinarily nourishing benefits.

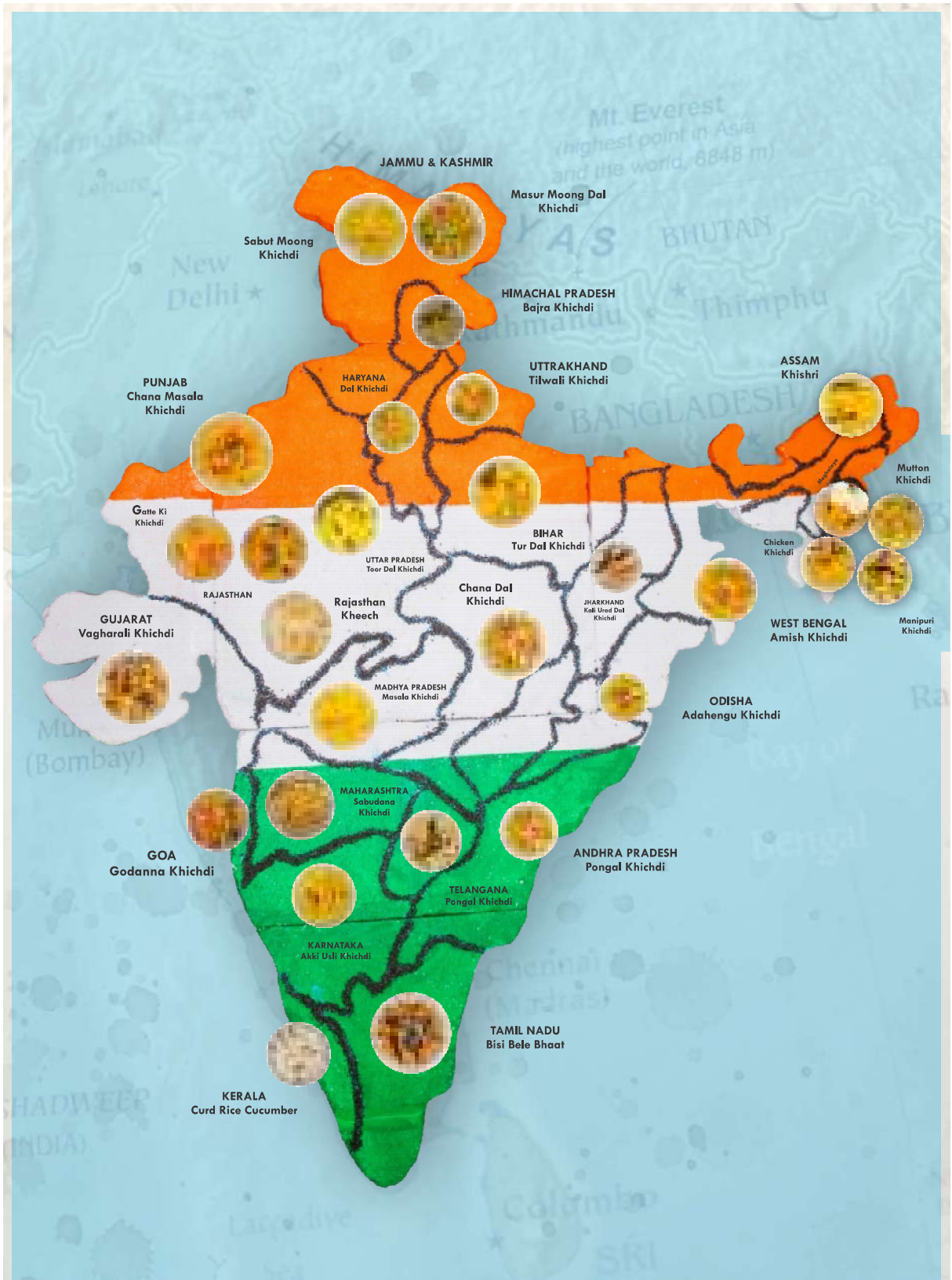
800 Kg Khichdi was prepared at World Food India 2017 to promote it as Brand India Food.

Khichdi also serves our Indian soldiers as their survival food in the extreme climatic conditions. The combination of khichdi provides the body with ten essential amino acids making it a complete Protein diet helping soldiers remain strengthened and energetic even in absence of food.

Khichdi is prepared in the Northern most India, in the state of Jammu and Kashmir, down South, in the vibrant Eastern India, and colourful Western India. It is prepared in all states of our country, though the recipe may vary. Thus, it brings oneness in diversity.

SEE THE KHICHDI MAP OF INDIA!



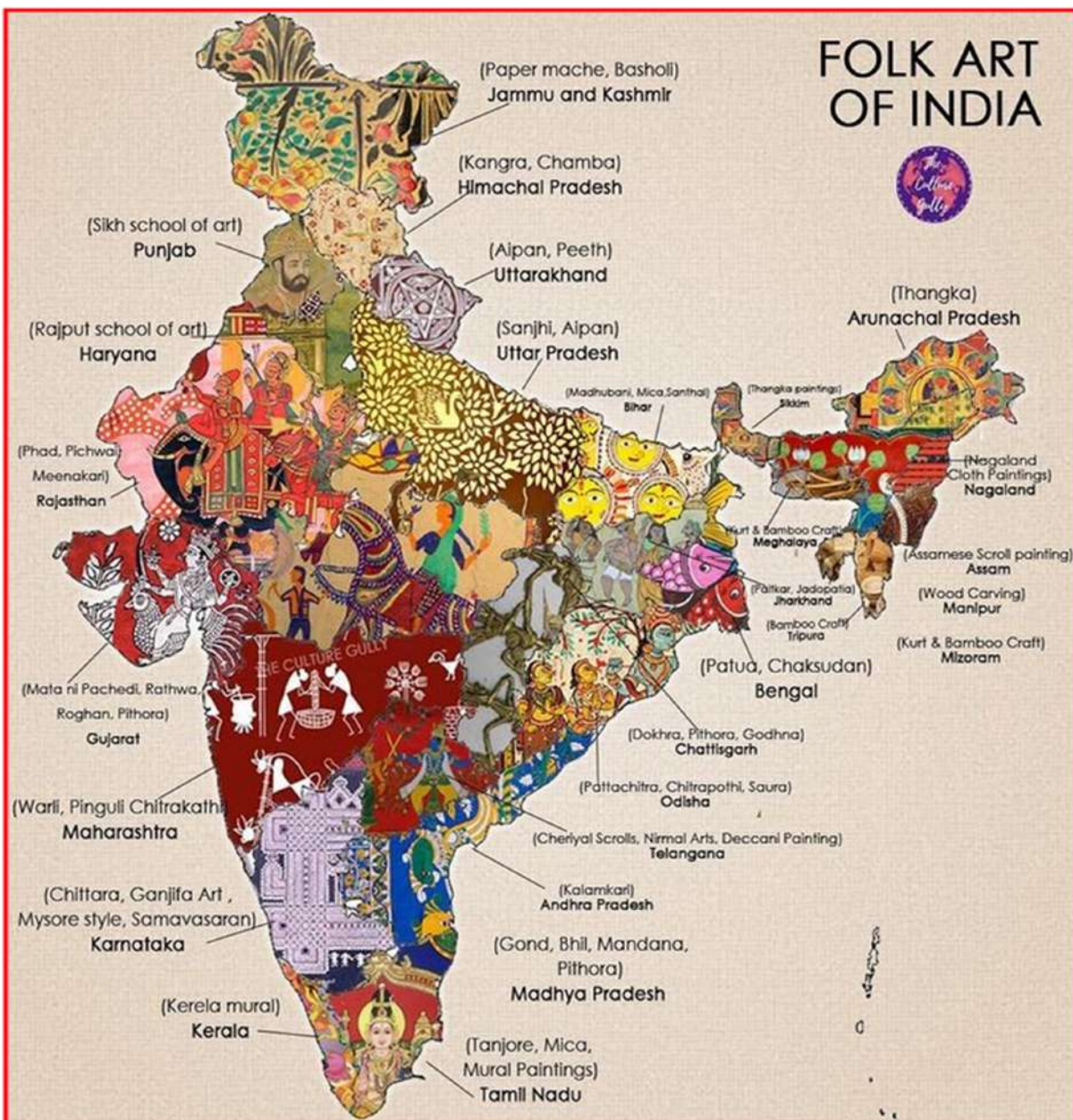


Courtesy: SavitaTondwal, class VIII, Teachers and Principal of S.V. Public School, Jaipur



So interesting! I will switch to Khichdi for tonight instead of ChokhaBhaath.
 Going one step ahead from you, I will also find out the nutritional value of some of my choicest dishes.
 What next?

Next is my favourite topic-Art.



(<https://www.pinterest.com/pin/703335666780753621/?nic=1a> accessed on 25th October 2019)





GRINTERESTING ABOUT THE INDIAN FOLK ART FOR YOU

1. **Kalamkari** paintings are made from natural dyes made from flowers and seeds. You may like to find out which flowers and seeds.
2. **Madhubani Paintings** are often characterized by complex geometrical patterns. These paintings are known for representing ritual content for particular occasions, including festivals, religious rituals, etc. They also advocate conservation of environment, as many of the motifs relate to animals, trees, etc. The colors used in Madhubani paintings are usually derived from plants and other natural sources. These colors are often bright; pigments like lampblack and ochre are used to create black and brown respectively. Instead of contemporary brushes, objects like twigs, matchsticks and even fingers are used to create the paintings.

(<https://www.culturalindia.net/indianart/paintings/madhubani.html> accessed on 5.10.2019)
3. **Terracotta** is the art of creating glazed or unglazed porous earthenware, figurines, and other decorative materials from clay which is dried and fired in temperatures of around 1000°C giving it a distinctly orange, red, brown, yellow, or grey color.
 - a. Chhattisgarh has a number of economically crucial minerals. Large deposits of coal, iron ore, limestone, bauxite, and dolomite are found in various parts of the state.
 - b. No wonder Chhattisgarh produces some beautiful metal based art, such as Dokhra. **Bell metal art or Dokhra figurines** are made from brass and bronze by local tribals, through the lost wax technique or “hollow casting.
4. **Macrame craft** of Goa has an interesting history. It actually appeared on the scene for the first time in some carvings depicting braiding on Assyrian and Babylonian costumes in the 13th century. It appears that Arab weavers began using this type of craft to finish the excess thread left out on woven shawls, towels, etc. intriguingly, it became so popular that in the 17th Century, Queen Mary herself taught Macrame craft to her ladies-in-waiting. And guess how it spread to the world? Well, sailors who spent several days on ships utilized their time creating Macrame items which they would sell to the countries where they docked. What an ingenious method to spread Art when there was no social media!

5. **Warli painting/art** contains graphic symbols comprising triangles, circles and squares. Mineral Colours, Poster Colours, Paper and Fabric are the raw material used. (<https://craftofgujarat.gujarat.gov.in/SubTrade?Category=19&SubCategory=1902> accessed on 5.10.2019)
6. Masks have been made from **Papier Mache** since Paleolithic times. In Durga Puja, idols of Goddess Durga are made from this craft and in Norway a church made of Papier Mache survived 37 years. Funniest part is that the massive spinning papiermache globe made in Edinburgh for the Harry Potter film fetched an amazing £17,750 at auction!
7. **Aipan** is one of the traditional art (painting form) of Kumaon. Aipans are known by different names and is in popular in many parts of India with larger variations. It is called Alpana in Bengal, Satiya in Gujarat, Rangoli in Maharashtra, Chowkpooran in UP, Kolam in south India, Madne in Rajasthan, Arichan in Bihar and Bhuggul in Andhra.



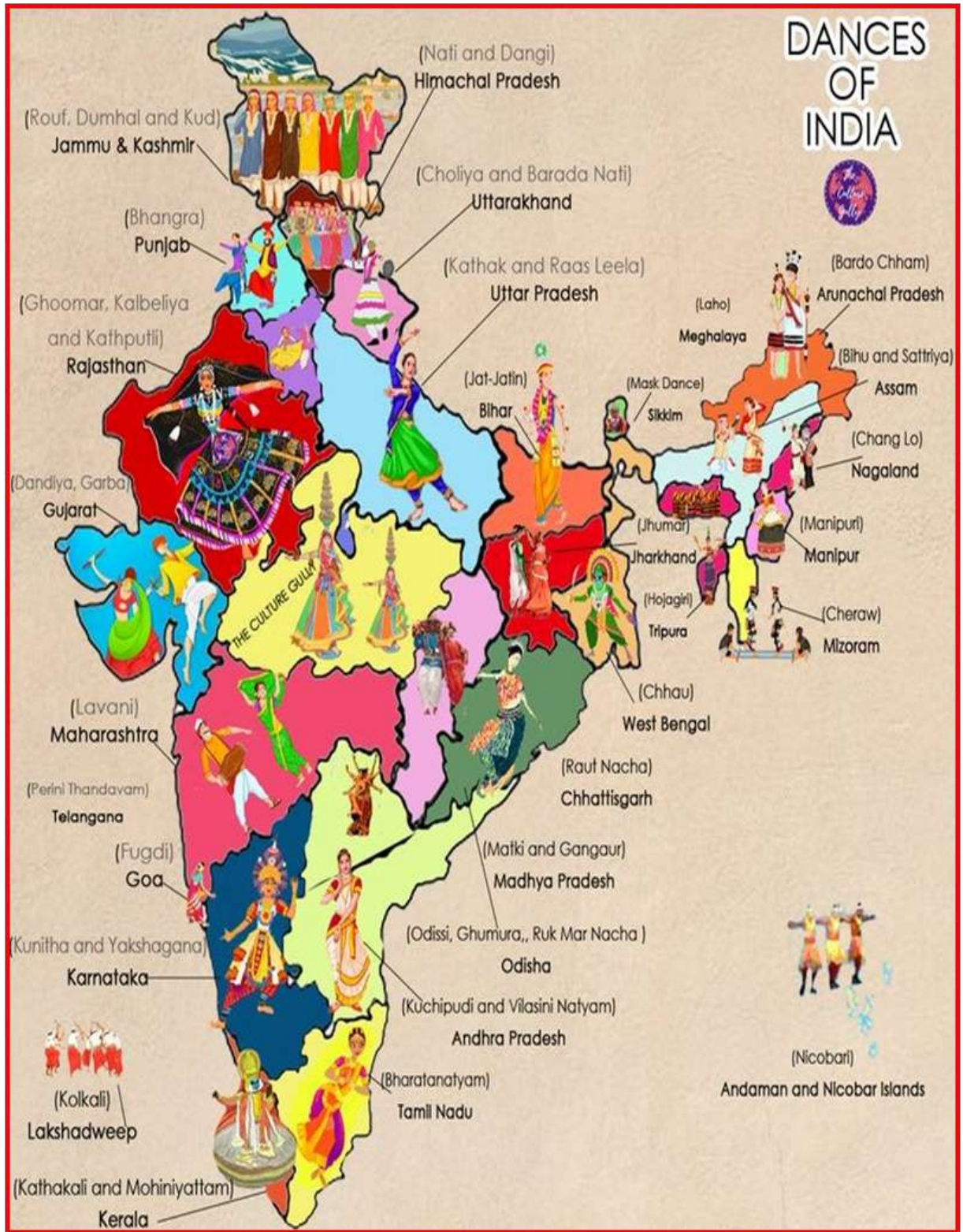
Stop, Stop! I will myself find out more about Pattachitra, Meenakari, Nirmal, Thangka and many more.

I had no idea that our country has so many folk art forms.

Now, can you tell me about Indian Folk Dances?

Always ready to help you, Uday!
Let's go!





(<https://www.pinterest.com/pin/703335666781062039/?nic=1a> accessed on 25th October 2019)





Roshni, it's my turn now. I know a few things about quite a few folk dances. Now, I will tell you.

Then, I am pleasantly surprised. Okay, tell me.



- o Indian dances are generally categorized as classical dances and folk dances. Besides that semi classical and tribal dance forms are also recognized. Indian contemporary dances are the fusion and experimentation of different dance forms including Western forms.
- o Sangeet Natak Akademi recognizes 8 dance forms as classical - Bharatanatyam, Kathak, Kuchipudi, Odissi, Kathakali, Sattriya, Manipuri and Mohiniyattam. Culture Ministry of India recognizes Chhau also as a classical dance besides those eight.
- o It may be noted that tribal dances of India are vastly dissimilar from Indian folk dances; there is no thread that binds the two. There are several tribal folks in India; each of the tribes possesses its own distinguishable dance traditions and invariably all of them are interwoven with the life of the people who perform the same.
- o Drum is the most requisite instrument of all tribal folk dances.
- o In **Junagadh** district of Gujarat, resides a tribal community, known as Siddis, whose appearance has such a strong resemblance to African people, that you might mistake them for belonging to the African continent. They are believed to be descendants of the Bantu speaking East Africans who may have arrived here as slaves or merchants in the period 1200-1900 AD. They have retained certain East African aspects of culture till date. One of them is the **SiddiDhamal dance**, done to represent a successful hunting trip, which is so action-packed and comical that it leaves the audience enthralled!





- o **Hozagiri** is one of the popular tribal dances of India, which is performed by the Riang community of Tripura state. This dance is mainly famous for its unique moves and steps. The performers are not allowed to move the upper portion of their torso and so as the hands. This is a terrible belly dancing that is performed by the girls by standing on a pitcher and balancing a bottle and a lighted lamp on their heads. **IT SURELY DOES REQUIRE LOT OF HARDWORK, CONCENTRATION AND PRACTICE. All part of the qualities required to be successful.**
- o Energetic group folk dances like **Bhangra, Ghoomar, Lavani and Gidda** etc tell us about the importance of **21st century skills of team-work and collaboration.**
- o **Folk Dances portray the spirit of the rural India.** These folk dances were introduced to ease the farmer and rural folks of the burden and the austerity of their job. This is precisely why most of the folk dances revolve around seasonal changes and the beginning or end of a harvest.
- o Folk dances convey the **message of unity** across the country. Bihu, Bhangra, Jawara, Grida etc. are all performed during or post-harvest period.
- o **You can also consider Dance as a form of physical fitness activity.** How? Just note about the dances explained ahead. Each of these dances requires intense physical activity. Women in Punjab perform the *Giddha*, also characterised by its spontaneous energy. Rajasthani women, their faces covered with flowing veils, are swirls of colour as they move in the *Ghoomar* dance, while their counterparts in Gujarat perform the famous *Garba*, dancing in a circle with batons. Their men perform the *DandiyaRas*, a more vigorous version of the same dance, leaping and crouching in twirling patterns.
- o In the fishing communities of Maharashtra, men and women link arms and dance together and the women climb on to the men's shoulders to form **pyramids. So, one can also relate to History and Mathematics, through this dance.**
- o **Folk Dances are also a form of Story Telling: an art within art.** There are also several forms of dance-drama or folk theatre, such as the *Nautanki* of Rajasthan, Uttar Pradesh and Bihar, the *Bhavai* of Gujarat, the irreverent *Tamasha* of Maharashtra, the Bengali *Jatra*, the spectacular *Yakshagana* of Karnataka and *Theyyam* of Kerala, all of which narrate legends of local heroes, kings and deities.
- o Martial art forms throughout the country have been stylized to quasi dance forms,

notable among which are the martial dances of the North-eastern hill tribes, the *Lazim* dances of Maharashtra, the *Kalaripayattu* of Kerala, and the highly stylized masked *Chhau* dances of Orissa, West Bengal and Bihar.

- o Some dances also portray the chirpiness and agility of birds. Mayur dance of Uttar Pradesh and Suwa dance of Chhattisgarh.
- o **Classical Dances also tell a story.** Dances like Kathak of Uttar Pradesh. The hint lies in name: Katha= Story

So many new things known. You did a great job, my dear!



Roshni, It's my turn now. You may be good at CBSE policies, I can also tell you about our cultural heritage. My next topic is Indian Handlooms/ Weaving Craft. See the weaving map below and notice a few interesting information given after it.





(<https://www.pinterest.com/pin/838302918115259099/?nic=1a> accessed on 25th October 2019)



GRINTERESTING WEAVING FACTS FOR YOU

1. Sericulture means rearing of silkworms.
2. *Anthrea Assamensis* is a silkworm that is indigenous to Assam. The Garo community of Assam produces Muga silk, a silk known for its glossy texture and durability, from these silkworms. In 2009, Utpal Bora and his team at the Indian Institute of Technology, Guwahati, in Assam, reported the potential of using Muga silk fibroin as a promising biomaterial for tissue engineering applications. <https://onlinelibrary.wiley.com/doi/abs/10.1002/term.196>
3. **Innovation is a hallmark of the Indian weavers.** One example is Chanderi. Weave silk and zari in traditional cotton yarn and the result is the shining chanderi cloth.
4. Let's have a unique description of Phulkari. **The term Phulkari is symbolic of the blending of nature with human hardwork.** *Phul* means flower and *Kari* means *kar* or hand. Thus, flowers embroidered through hand. Phulkari of Punjab represents the rural Punjab life, familial ties and rich flora of the state.
5. Kosa is a kind of silk woven by weavers in Chhattisgarh. **Kosa when translated into Spanish means a rare thing, kosa in Hindi slang means 'lukewarm'.** **Briefly speaking,** Kosa is a rarity because of the hardwork involved and is also warm to wear. How words convey the deep meaning!

You have actually given me a lot of information through these maps.



Roshni, Didn't I tell you it's my turn now. In addition to the display of Art, Dance, Cuisine, Weaving Craft of India, I will also tell you about a few lesser or unknown places which you may not have visited. Try going places.

Francis Bacon has also said,

"Travel, in the younger sort, is a part of education, in the elder, a part of experience."





What does it mean?



It simply lays emphasis on the role of travelling in our education. Education is not simply bookish.

While you travel, you get so many experiences and these experiences actually inculcate life skills in us. You meet different kinds of people and learn communication skills. You also learn managing your own work when you buy tickets, carry your own luggage.



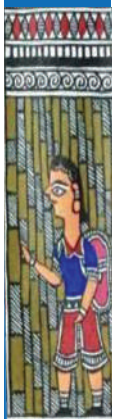
What are the places that you want me to know?



I have been able to collect from internet a list of only a few of those places with a line or two about each. Rest you also try to find yourself.

Now, follow **traffic rules**, fasten your seat-belt as we move on to the places or else your parents will have to pay the fine for the violation of traffic rule that you commit. HeHeHe!!!





ANDHRA PRADESH

- Araku Valley
- Srisaïlam Dam & Bhramaramba
- Papi Kondalu: a breathtakingly beautiful hill range bounded by River Godavari.

ARUNACHAL PRADESH

- Ziro: a quaint old town in Arunachal Pradesh, home to the ApaTani tribe and famous for its pine hills and rice fields.
- Bhalukpong: a delight for wildlife and adventure enthusiasts.
- Roing: one of the most attractive destinations for tourists.
- Anini: marked by pleasant weather and immense natural beauty, making it a tourist's paradise.
- Along: a beautiful town that glows with natural beauty.
- Daporijo: a small town on the way from Ziro to Along.
- Khonsa: a beautiful little hill-station with natural beauty all around it.
- Nuranang Falls: a beautiful white sheet of water that descends from the height of about 100 meters.
- Gorichen Peak: the highest peak of Arunachal Pradesh and it is located between Tawang and West Kameng districts of Arunachal Pradesh.

ASSAM

- The Majuli Islands: and most of these get submerged under water during the monsoons.
- The Tocklai Tea Research Centre: one of the largest and oldest tea research stations in the world.
- The Kakochang Waterfalls: a magnificent wonder of nature.

BIHAR

- Lauriya Nandangarh: a small town situated 28 km northwest of Bettiah famous for its beautifully erected Ashokan Pillar.
- Valmiki National Park: situated on the India- Nepal border on the banks of river Gandak.
- Navlakha Palace, also known as RajnagarPalace :an ancient royal palace which is a popular heritage building in the region.



- Jal Mandir: a revered Jain temple which is dedicated to the 24th Tirthankara- Lord Mahavir. Also known as Apapuri, the gorgeous white marble temple marks the cremation spot of Lord Mahavir and is a sacred pilgrimage centre of Jainism.

CHHATTISGARH

- The Chitrakote Falls: the widest natural waterfall in India and often called the Niagara Falls of India, located on the Indravati River.
- The Kailash Gufa and Kotumsar Caves: located near a village of Kotumsar and one of the major attraction points of Chhattisgarh.
- The Teerathgarh Falls: a block type waterfall on the Kanger River at Kanger Ghati in Bastar district.
- Chirmiri: a hill station and green city of Chhattisgarh state.

GUJARAT

- Rani ki Vav: an ancient abandoned stepwell dating back to the 11th century.
- The largest population of Blackbuck, the unusual spiral-horned Indian antelope, lives at Velavadar, the only tropical grassland in India to be given the status of a national park.
- Champaner and Pavagadh: historical, architectural and archeological treasures from both Muslim and Hindu traditions.

HARYANA

- The historic town of Narnaul in Mahendergarh: claims to be one of the important seats of the Dwaparyuga of Mahabharata.
- The historical city of Nuh traces its roots to the Aryan civilization, and later the Tughlaq Dynasty.
- Morni Hills: a refreshing hill station situated on the out skirts of Panchkula in Haryana close to Chandigarh.

HIMACHAL PRADESH

- Rudyard Kipling described Spiti as a world within a world. This remote, high altitude area of Himachal Pradesh is tucked away against the border of Ladakh and Tibet.

JAMMU AND KASHMIR

- Chadar Trek: the most sought after treks in the Himalayas.
- The two major sects of Buddhism, Drukpa and Gelugpa had two gompas in Mulbekh Monastery. The location is 45 kms away from Kargil and 260 km from Leh town.



<ul style="list-style-type: none"> • Phugtal or Phuktagompa or monastery: a significant Buddhist monastery located in the Lungnak Valley that too very remotely from the main town and this one is reachable only by walking. • Hall of Fame: Run by Indian Army. This is a war memorial housing history exhibits.
JHARKHAND
<ul style="list-style-type: none"> • Netarhat is popularly known as the Queen of Chotanagpur. • Betla National Park: a beautiful national park which is spread over the hilly terrain of the attractive Palamau district, west of Ranchi in Jharkhand. • Dasham Falls, also known as Dassam Falls: a spectacular waterfall
KARNATAKA
<ul style="list-style-type: none"> • Udupi: a famous temple town and headquarters of the Udupi District; also the source of Udupi cuisine which is famous across the world. • Murudeshwar: one of the most famous tourist places to visit in Karnataka, for its pilgrimage importance apart from being a popular beach resort.
KERALA
<ul style="list-style-type: none"> • Muzuris, situated about an hour to the north of the city, used to be the most important trading port in Kerala. • Jatayupara Earth's Center: an ambitious new attraction in Kerala. • Sargaalaya won a National Tourism Award for Best Rural Tourism Project in 2016. This tourist village was set up at the pretty village of Iringal, in Kerala's Kozhikode district, to provide a platform for talented artisans to display their craftsmanship.
MADHYA PRADESH
<ul style="list-style-type: none"> • Maheshwar: known as the Varanasi of central India, is a small holy town dedicated to Lord Shiva.
MAHARASHTRA
<ul style="list-style-type: none"> • Tadoba National Park and Tiger Reserve: one of the best places to see a tiger in the wild in India.
MANIPUR
<ul style="list-style-type: none"> • Thoubal is a good holiday destination for those looking for a pleasant climate and numerous activities • Loktak Lake, and the Sendra Island on it, is one of the most beautiful attractions of the state.



- Moirang is a small town nestled in the state of Manipur.

MEGHALAYA

- The Double Decker Living Root Bridge: one of the most unique naturally formed structures that stands strongly since its inception and is frequented by travelers from around the world.
- The Ialong Park, about 10 kms from Jowai, is a hidden gem, often left out from plans made to the state of Meghalaya.
- The Balpakram National Park in Tura, Meghalaya is among the several places to visit in Meghalaya for all levels of nature enthusiasts.
- The Siju Cave located in Meghalaya, since the beginning of twentieth century, remains one of the chief sources of observing natural phenomenon among cave researchers. It is the first lime-lighted natural cave in India, also known as the bat cave owing to the abundance of these nocturnal mammals here.

MIZORAM

- Mizo Hlakungpui Mual is a monumental square dedicated to the Mizo poets.
- Vantawng Falls is one of the famous waterfalls in Mizoram. It is a two-tiered waterfall.
- Lunglei is the second-largest town in Mizoram. Earlier, it served as the capital of South Lushai Hill District.
- Phawngpui, also known as the Blue Mountain, is the highest peak in Mizoram.

NAGALAND

- Phek is a hilly area rich in flora and fauna. Apart from the spell bounding hills, Shilloi Lake is an important attraction.
- Tuensang is the headquarters of the Tuensang district, the easternmost and the largest district of Nagaland, and is flanked by Myanmar on its right side.
- Home of the Konyaksnagas, Mon provides tourists with a unique and quite mesmerizing view of tattooed faces wearing feathers.
- Dzukou valley and Japfu Peak offer one of the most breath taking landscapes of the continent. Nagaland is called the 'Switzerland of the East'.

ODISHA

- Mangalajodi is a village located in Khordha district in the northern edge of famous Chilika Lake; it is one of the prime tourist attraction and known for its scenic beauty, vast wetland and the paradise of birds.



- Simlipal National Park is home to 99 Royal Bengal Tigers, 432 Wild Indian elephants, Gaurs-Indian Bisons and Chausingha. Simlipal elephant reserve is declared as one of the 15 biospheres of India.
- The Barehipani Falls is the second tallest waterfall of the state and listed 3rd amongst the top 10 highest waterfalls of India with total height 399 metres.

PUNJAB

- Sirhind Fatehgarh is a city in Punjab that is famous for its rich history and the religious significance it has for the Sikh community.
- Kila Raipur is an amazing village whose love for sports and recreation is unmatched anywhere else in the country.

RAJASTHAN

- Shekhawati region of Rajasthan is well worth including on your itinerary. Located in the triangle of Delhi, Jaipur and Bikaner, many people overlook it in favor of more popular destinations in Rajasthan.

SIKKIM

- Yuksom is the origin of several enthralling treks into the Himalayas or the magical Kanchenjunga. The once a capital of Sikkim, this hamlet is more known for its pristine beauty and rustic appeal.
- Tsomgo Lake or the Changu Lake is located only 38km from Sikkim’s capital. It lies at an altitude of 12,400ft and is one of the highest lakes in India.
- Pelling is the destination for you! It is from this Sikkimese town one can have the best views of the Himalayas and the Kanchenjunga Peak, and can experience the best of their Sikkim holidays.
- Ravangla: A scenic town between Gangtok and Pelling, this hill-town also hosts some of the most popular treks in Sikkim.
- Namchi means the ‘top of the sky’. And on a visit to this magnificent Sikkimese city, this will be proved! Do DrulChorten was built in 1945 under the leadership of TruslshiRimpoche. Holding a high prominence amongst all the religious sites in the state, this stupa is laced with 108 Mani Lhakor prayer wheels and is an ultimate place to connect with the essence of one’s inner-self.

TAMIL NADU

- Chettinad region is located about two hours from Madurai and Thanjavur. The Bangala is a stately homestead located in Karaikudi, in the heart of Chettinad.
- Pichavaram mangrove forest is one of the world's largest mangrove jungles.



TELANGANA

- Medak Fort is decorated with various sculptures and Hindu and Islamic architectural style.
- Sangareddy is a place located near the capital Hyderabad and it is famous for a museum and not just any random attraction but a 1796 A.D built Jail Museum.
- Ramagundam is one of the preferred places to visit for casual getaways especially from Karimnagar and Warangal.
- Khammam is its majestic fort located in Stambhadri hill. The fort is about a 1000 year old and it is a major tourist attraction that receives a lot of praises for its architecture that has a blend of Hindu and Islamic style, and also for the view of the city you get from the fort.

TRIPURA

- Jampui Hills is a small hill station bordering Mizoram. It is occupied by Mizo people and known for its scenic beauty.
- Neer Mahal is a water palace built in the middle of Rudrasagar Lake. It is a one-of-its-kind palace in the North East India.
- Unakoti is a small hill station which is known for waterfalls and rock carvings related to Hindu god Shiva.

UTTARAKHAND

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Peora • Khirsu • Munsiyari • Binsar • Mandal • Chaukori • Khati Village | <ul style="list-style-type: none"> • Kanatal • Mana Village • Dharchula • Pangot • Gwaldam • Abbott Mount • Choapta |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

UTTAR PRADESH

- Bada Gaon village near Khekra is a prominent Jain religious site and famous for temples of Lord Parshvanath. Trilok Teerth Dham in Bada Gaon is a 317 feet high Jain temple, built in shape of Jain Emblem.
- Wildlife SOS , Tomb of Itimad-ud-Daulah, Agra.
- Chaukhandi Stupa Varanasi.
- Jantar Mantar , Varanasi.

WEST BENGAL

- Kalimpong is a less-touristy alternative under three hours from Darjeeling.
- Bishnupuris renowned for being the birthplace of terracotta.
- Mayapur is laid-back pilgrim city with special significance for followers of Lord Krishna.
- Pandua and Gaur, in West Bengal's Malda district, are the fascinating ruins of the former capitals of Muslim nawabs (rulers) dating back to the 13th-16th centuries.
- Barrackpore, where the British set up their first military barrack or cantonment in India in 1772, to explore some relics of the Raj era.

ANDAMAN AND NICOBAR

- Little Andaman Island, situated at the southern end of the archipelago and Duncan Passage separates it from Rutland Island.
- Barren Island is located at a distance of 35 kms of Port Blair, the capital city of the Andaman and Nicobar islands.
- ChidiaTapu is a picturesque little village famous for its natural beauty, numerous resident birds and gorgeous views of the sunset
- The Samudrika Naval Marine Museum, managed by the Indian Navy, is an amazing source of information for details on the environment in the ocean, its ecosystem and its biodiversity.
- Diglipur, a large island located in the North Andaman area, is a tourist hotspot and an ecological paradise.
- Chatham Saw Mill is the biggest and the oldest mill across Asia owned by the Forest Department.

CHANDIGARH

- Shanti Kunj is a garden fed by a natural stream that divides it into five blooming islands.
- The High Court and the Capitol designed by Le Corbusier is another architectural marvel composed of twofold cover, which appears like an overturned umbrella.

DADRA AND NAGAR HAVELI

- Dudhni, located 40 kms from Silvassa and 20 kms from Khanvel, is an aquaserene tourist resort, and ideal to explore water sports.
- Luhari, 14 km from Silvassa, is for visitors looking for an absolutely relaxed break close to Mother Nature. The resorts here have machan style cottages close to forested areas.



- Khanvel, 20 km south of Silvassa, is surrounded by lush green hills. The river Sakartod flows by, and in the forests you can spot flying foxes, fruit bats, flycatchers and barbets.
- The famous Lion Safari at Vasona spread over 20 hectares, is a huge attraction. Visitors are driven in vans that are fitted with net mesh screens to admire the lions in their natural habitat.
- Satmalia has a wildlife sanctuary with many species of antelope. Many other animals – including sambhar and chital deer, and black bucks – and a wide variety of birds - including the flameback woodpecker, peacocks, and thrushes – can be spotted.

DAMAN AND DIU

- The Naida caves are located on the periphery of the Diu fort.
- Gangeshwar Temple is dedicated to Lord Shiva and has 5 Shivalingas that were supposedly laid by the Pandavas during their exile period.

LAKSHADWEEP

- Parasailing is one of the most thrilling activities that you can enjoy at several places in Lakshadweep.
- Minicoy Island is one of the oldest lighthouses in Lakshadweep.

PUDUCHERRY

- It offers a very peaceful place to its tourists and visitors to sit and enjoy the waves.

So many new places known. You did a great job, my dear!

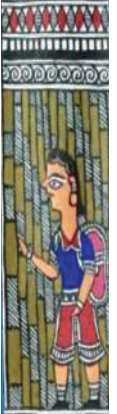


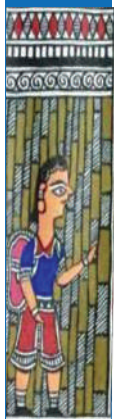
In addition to all the details given above, here is a map of the World Heritage Sites in India.



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(<https://garzameradocapital.com/wp-content/uploads/2019/03/7d302bb56842f2e6b05de1a03ff8736e.jpg> accessed on 23.10.2019)





A. Cultural Heritage Sites:-

S. No	Cultural Heritage Sites	States
1.	Agra Fort	Uttar Pradesh
2.	Ajanta Caves	Maharashtra
3.	Archaeological Site of Nalanda Mahavihara at Nalanda	Bihar
4.	Buddhist Monuments at Sanchi	Madhya Pradesh
5.	Champaner-Pavagadh Archaeological Park	Gujarat
6.	Chhatrapati Shivaji Terminus (formerly Victoria Terminus)	Maharashtra
7.	Churches and Convents of Goa	Goa
8.	Elephanta Caves	Maharashtra
9.	Ellora Caves	Maharashtra
10.	FatehpurSikri	Uttar Pradesh
11.	Great Living Chola Temples	Tamil Nadu
12.	Group of Monuments at Hampi	Karnataka
13.	Group of Monuments at Mahabalipuram	Tamil Nadu
14.	Group of Monuments at Pattadakal	Karnataka
15.	Hill Forts of Rajasthan	Rajasthan
16.	Historic City of Ahmadabad	Gujarat
17.	Humayun's Tomb	Delhi
18.	Jaipur City	Rajasthan
19.	Khajuraho Group of Monuments	Madhya Pradesh

20.	Mahabodhi Temple Complex at Bodh Gaya	Bihar
21.	Mountain Railways of India	West Bengal
22.	Qutb Minar and its Monuments	Delhi
23.	Rani-ki-Vav (the Queen's Stepwell)	Gujarat
24.	Red Fort Complex	Delhi
25.	Rock Shelters of Bhimbetka	Madhya Pradesh
26.	Sun Temple, Konârak	Odisha
27.	Taj Mahal	Uttar Pradesh
28.	The Architectural Work of Le Corbusier, an Outstanding Contribution to the Modern Movement	Punjab
29.	The Jantar Mantar	Rajasthan
30.	Victorian Gothic and Art Deco Ensembles of Mumbai	Maharashtra

<http://www.indiaculture.nic.in/world-heritage> accessed on 23.10.19

B. Natural Heritage Sites:-

S. No	Natural Heritage Sites	States
1.	Great Himalayan National Park Conservation Area	Himachal Pradesh
2.	Kaziranga National Park	Assam
3.	Keoladeo Ghana National Park	Rajasthan
4.	Manas Wildlife Sanctuary	Assam
5.	Nanda Devi and Valley of Flowers National Park	Uttarakhand
6.	Sunderban National Park	West Bengal



7.	Western Ghats	Gujarat; Maharashtra; Goa; Karnataka and kerala
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C. Khangchendzonga National Park, located in Sikkim is a 'Mixed Heritage' of India.

(<https://whc.unesco.org/en/statesparties/in> accessed on 15.10.2019)



Thanks, Roshni! I shall also request all my friends who read this book to go local, means find out more such places to visit in their surroundings.





CHAPTER-4

STUDENT-FRIENDLY INITIATIVES BY CBSE



4.1 CWSN Exemptions for Board Examinations:

CBSE has a well-defined policy for inclusive Education.



INSTA-ALERT

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

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

Exemptions/ Concessions Rules Applicable for Both Class X & XII Board Examinations ARE GIVEN BELOW:

A. General Exemptions/Concessions: applicable to class X and XII

S.No.	Concessions	Illustration
1.	Issuing Authority of Medical Certificate	<p>The medical certificate issued by the following agencies/ organizations will be considered for granting concessions to Disabled candidates:</p> <ul style="list-style-type: none">i) Disability Certificate(s) issued by Government hospitals controlled by either the Central or State Governments from the Chief Medical Officer/Civil Surgeon/Medical Superintendent.ii) Disability Certificate(s) issued by Recognized institutes of national level viz. National Association for the Blind, Spastic Society of India etc.; andiii) Disability Certificate(s) issued by Non- governmental Organizations/practitioners registered with Rehabilitation Council of India/Central Government/ State Government of the Respective State.iv) The disability certificate issued by the competent authority at any place shall be accepted.v) The proforma of the certificate regarding physical limitation for an examinee to write is given in the circular.





2.	Facility of Scribe and compensatory time	<p>i) Candidates with disabilities, as defined in The Rights of Persons with Disabilities Act 2016, are permitted to use a Scribe or allowed Compensatory time as given below or both:</p> <p>For paper of 3 hours duration: 60 minutes For paper of 2 and 1/2 hours duration: 50 minutes For paper of 2 hours duration: 40 minutes For paper of 1 and 1/2 hours duration: 30 minutes</p> <p>ii) For Categories of disabilities for which scribe/reader/writer/adult prompter is permissible please refer to the Annexure-C in the circular at http://cbse.nic.in/newsite/attach/CWSN%20April%202019.pdf</p>
3.	Appointment of Scribe and related instructions	<p>i. The candidate shall have the discretion of opting for his own scribe/reader or request the examination centre for the same.</p> <p>ii. In case Scribe/Reader is provided by Examination Centre, the qualification of Scribe should not be more than the minimum Qualification criteria of the examination, however, the qualification should always be matriculation or above.</p> <p>iii. In case the candidate is allowed to bring his own scribe, the qualification of the scribe should be one step below the qualification of the candidate taking examination. The person with benchmark disabilities opting for own Scribe/Reader should submit the detail of the own scribe/Reader. Candidate shall also have the option of meeting the scribe two days before the examination.</p> <p>iv. Candidates will be allowed to change Scribe/Reader in case of emergency. The candidate shall also be allowed to take more than one scribe/reader for writing different papers specially for languages. However, there can be only one scribe per subject. Superintendent as per norms of CBSE.</p> <p>v. Centre Superintendent of the examination centre concerned shall forward, to the concerned Regional Officer of the Board, a report giving full particulars of the candidate and of the scribe.</p>



		<p>vi. Suitable room shall be arranged for the candidate for whom a scribe is allowed and a separate Assistant Superintendent shall be appointed by the Centre Superintendent to supervise his/her examination.</p> <p>vii. Services of Scribe shall be provided free of cost.</p> <p>The Scribe shall be paid remuneration by the Centre .</p>
4.	Other General instructions/ facilities	<p>i. To facilitate easy access, a few selected schools are made examination centres for special students.</p> <p>ii. Teachers from schools for visually impaired are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centres for visually handicapped. However, precaution is taken to appoint different subject teachers on different days.</p> <p>iii. Answer books of Candidates with Benchmark Disabilities are sent separately by the Centre Superintendents to the concerned Regional Office.</p> <p>iv. A separate column is provided on the title page of the answer book for indicating the category of disability.</p> <p>v. Use of calculator is not permitted in any of the examinations conducted by the Board.</p> <p>vi. Magnifying glass/Portable video magnifier is also allowed to Visually Impaired candidate.</p> <p>vii. For Categories of disabilities for which Computer is permissible please refer to the Annexure-C of the circular at the link http://cbse.nic.in/newsite/attach/CWSN%20April%202019.pdf.</p> <p>viii. Computer will be allowed as per the actual need and skills of the students with disabilities duly supported by certificate issued by registered medical practitioners / qualified psychological consultants recommending use of computer facility for writing the examination citing the ground on which recommendation for use of computer has been made. Such permission shall be subject to the following:-</p>



		<p>a. Use of computer shall be limited only for typing answers, for viewing the questions in the enlarged font size, for listening the question items. Concerned candidate shall bring his/her own computer or laptop duly formatted and the Centre Superintendent shall allow such candidate after an inspection by the Computer teacher and the same teacher may do the monitoring of the use of the computer. Centre Superintendent may compensate for the loss of time, if any, and record the same.</p> <p>b. The computer/laptop brought by the candidate will not have any internet connection so as to maintain the sanctity of the examination.</p> <p>c. The candidate shall use the computer / laptop only for the purpose for which permission has been taken.</p> <p>d. Such requests along with specific recommendation by the competent medical authority / qualified psychological consultants shall be sent to the concerned CBSE Regional Office.</p> <p>e. Responsibility for use of computer shall lie on the candidate and Board shall not be liable for any consequences arising out of any mis-happening on account of use of computer.</p>
		<p>ix. Provision of Reader to read the question paper in case student with disability does not want scribe facility will be allowed but the role of such person will be limited to reading of Question Paper. Request for such permission should be made by the candidate through Principal with specific recommendation by the registered medical practitioners / authorized psychologist. Such cases will be referred to the CBSE Regional Office by the school Principal and permission will be accorded on case-to-case basis based on merit. Such candidates will not be allowed to use scribe facility.</p>
		<p>x. For categories of disabilities for which relaxation in attendance is permissible please refer to Annexure-C of the circular. Relaxation in attendance up to 50% may</p>



		be considered for candidates with disability who are unable to attend the school for prescribed days. Such recommendations with attendance details must come from the Principal of the school of the candidate along with supporting certificate from the registered medical practitioners/ authorized psychologist.
5.	Fee	Registration and Examination fee for classes IX, X, XI, XII will not be charged from visually impaired candidates.

B. Specific Exemptions/Concessions: applicable only to class X

S.No.	Concessions	Exemptions/Concessions
1.	Exemption from third language	Candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 will be exempted from third language.
2.	Flexibility in choosing subjects	<p>(a) Candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four from amongst the following groups can be offered:</p> <p>Group 1 Mathematics, Science, Social Science, another language, Music (Any one), Painting, Home Science, Elements of Business, Elements of Book Keeping and Accountancy, Computer Applications</p> <p>Group 2 Any One Skill Subject (except Automotive) for Regular Candidates Only</p> <p>Note: Information Technology from Group 2 cannot be offered if Computer Applications from Group 1 is opted.</p> <p>(b) Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component at Secondary level. However, candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of taking up Music, Painting, and Home Science as the subjects of study.</p>

		(c) Physiotherapy exercises are considered as equivalent to Health and Physical Education course of the Board.
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C. SPECIFIC EXEMPTIONS/CONCESSIONS: applicable only to Class XII

S.No.	Concessions	Exemptions/Concessions
1.	Flexibility in Choosing subjects.	Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having practical component. However, candidates with special needs as defined in the Rights of Persons with Disabilities Act 2016 have the option of taking Music (Any one), Painting, and Home Science as the subjects of study.
2.	Separate question paper and questions in lieu of practical component	<ol style="list-style-type: none"> Candidates are given separate question papers containing multiple choice questions based on practical component in lieu of practical in the subjects of Physics, Chemistry and Biology. Question papers administered in the subjects of Physics, Chemistry, Mathematics and Biology are without any visual input. Alternative type questions are provided in lieu of questions having visual inputs in the subjects of History, Geography and Economics. <p>Note: For Categories of disabilities for which separate question paper is permissible please refer to Annexure-C of the circular.</p>

4.1.1 How to Apply for Concessions?



INSTA-ALERT

Students studying in schools affiliated to the Board and desirous of availing the exemptions/concessions should approach the concerned Regional Office of CBSE ONLY through the Head of their institution preferably while in Class IX and/or XI.

The request should be supported by relevant medical certificate and recommendation from the Head of the School/Institution.

Only those students would be considered for grant of exemption/concession in whose respect relevant category has been entered during registration in Class IX and/or XI.



4.2 Two Level Mathematics:

Vide circular Acad-03/ 2019 dated 10 January 2019, the Board has introduced two levels of examination in Mathematics for the students who are going to appear in the Board examination for the academic session ending March 2020 onwards. The details of this scheme are as under:

- Two levels of Examination will be held in the subject of Mathematics in the Board examination for Class X from the year 2020 and the same shall not be applicable to the internal assessment in class X.
- First level would be the same as the existing one, and the other would be an easier level.
- There shall not be two levels of Assessment/Examination for class IX.
- The nomenclature for the two Examinations will be; *Mathematics-Standard* for the existing level of examination, and *Mathematics-Basic* for the easier level of examination.
- The syllabus, class room teaching and internal assessment for both the levels of examination would remain the same so that the students get an opportunity to study the whole range of topics throughout the year and are able to decide the level of Board examination depending upon their aptitude and abilities.
- The *Standard* level will be meant for students who wish to opt for Mathematics at Sr. Secondary level and the Basic level would be for students not keen to pursue Mathematics at higher levels.
- **A student will have the right to choose between the two levels of Examination** at the time of submission of List of Candidates (LoC) by the affiliated school to the Board through online.
- In case student fails at any level of Mathematics, he/she can appear at the compartment examination as per norms of the Board according to the options given below:

In case of failure in	Compartment options
Mathematics -Basic	Mathematics-Basic
Mathematics-Standard	Mathematics Standard or Mathematics- Basic

- A student, who qualifies the *Mathematics-Basic*, shall be given an option to appear in *Mathematics-Standard* at the time of Compartment exams as per norms of the Board, in case he/she changes his/her mind to pursue Mathematics at Senior Secondary level.

Alerts



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Also, see the FAQs on Two Levels of Maths at:

http://cbse.nic.in/newsite/circulars/2019/03_CircularFAQ_2019.pdf





4.3 Internal Assessment/ Practical in each Subject:

With effect from the session 2019-20, internal assessment of 20 marks has been introduced in all subjects both at the Secondary and Senior Secondary levels. For details, one can refer to the curriculum documents at www.cbseacademic.nic.in

4.3.1 Component of Internal Assessment for Class IX-X & XI-XII:

With effect from the current academic session (2019-20), internal assessment including practical wherever applicable has been made an integral component of assessment.

CLASS 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 Experience, Art Education, H&PE, Discipline) 	
Marks distribution	Internal Assessment: Board Examination = 20:80	
Components of Internal Assessment	Periodic Assessment	
	Pen Paper Test	5 marks
	Multiple Assessment strategies to be used. For example, 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	20 marks
	Subjective Type Questions:- number of questions will be reduced to enable student to have enough time to think and write creatively	60 marks



CLASS 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 (Art) Compulsory portion of Internal Assessment/ Project work/ Practical in all subjects
Board Examination/ Year-end Examination	
Marks	Marks 80/70/30 <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	Objective Type Questions: about 25% Subjective Type Questions: about 75% and the number of questions will be reduced in most subjects to enable student to have enough time to think and write creatively.
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 Experience, General Studies, H&PE)	
Assessment of Co-scholastic areas	<ul style="list-style-type: none"> ▪ Internally Assessed ▪ On a 9-point scale ▪ No change



4.3.2 Details of Internal Assessment and External Examination:



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THIS IS THE NEW THING:

Class X/XII	Subject	Internal Assessment /Practical marks	External Assessment marks	% of objective type questions (1 mark)	Number of Descriptive Questions	
					2019	2020
CLASS - X						
X	Hindi – A	20	80	27.50 %	21	20
X	Hindi – B	20	80	16.25 %	25	22
X	English (L&L)	20	80	35%	12	13
X	Science	20	80	25%	21	16
X	Social Science	20	80	25%	19	14
X	Mathematics	20	80	25%	24	20
X	Hindustani Music-Vocal	70	30	20%	5	7
X	Painting	70	30	20%	NA	7
X	Home Science	30	70	25%	19	15
X	Sanskrit	20	80	95%	9	2
CLASS – XII						
XII	Hindi – Core	20	80	13.75 %	24	25
XII	Hindi – Elective	20	80	18.75 %	19	21
XII	English (Core)	20	80	25%	16	12
XII	English (Elective)	20	80	25%	17	14
XII	Mathematics	20	80	25%	19	12
XII	Accountancy	20	80	25%	15	12



XII	Business Studies	20	80	25%	17	14
XII	History	20	80	25%	9	10
XII	Economics	20	80	25%	16	14
XII	Sociology	20	80	25%	25	18
XII	Sanskrit (Core)	20	80	38.75%	53	37
XII	Sanskrit (Elective)	20	80	71.25%	9	11
XII	Political Science	20	80	25%	25	14
XII	Psychology	30	70	25%	18	15
XII	Physical Education	NIL	30	28%	15	14
XII	Geography	30	70	25%	15	12
XII	Physics	30	70	25%	22	17
XII	Chemistry	30	70	28.57	22	17
XII	Biology	30	70	20% (1 Mark) 20% (2 Marks)	15	19
XII	Home Science	30	70	25%	19	15
XII	Bio-Technology	30	70	22% (1 Mark) 20% (2 Marks)	14	11
XII	Entrepreneurship	30	70	25%	19	15
XII	Hindustani Music Vocal	70	30	20 %	5	7
XII	Painting	70	30	20 %	8	7
XII	Dance - Kathak	70	30	NA	6	5
XII	Dance - Bharatnatyam	70	30	16.66%	6	6

XII	Dance – Odissi	70	30	16.66 %	6	6
XII	Dance – Kuchipudi	70	30	NA	6	6
XII	Dance – Kathakali	70	30	NA	6	6
XII	Dance – Manipuri	70	30	NA	6	6



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Beginning from 2020 Board examinations, the Board will very slowly introduce more questions that will be based on application of your knowledge to real life situations and will require critical thinking skills.

Students of subjects such as Economics, Business studies, etc already know what this means.

In 2020 class X board exams, 8-10% questions of all subjects will assess critical thinking, analysis and evaluating competencies of learners.

Therefore, it is time for all students to understand concepts and then attempt to relate them to real-life situations.

Ask your teachers questions on how these can be related. After all, bookish knowledge can never compete with the useful knowledge of how to handle real-life situations!

4.4 Scheduling of Examinations:

- Since the Board Examinations of 2019, the schedule of board examinations has been changed.
- In 2019 Board exams, CBSE conducted the examinations for all Skill Education (Vocational) subjects in the latter half of February. Along with skill subjects, the examinations of few other academic subjects were also held in February. This change has helped in bringing out the results earlier helping students across the country to gain admissions in various higher educational institutions which used to close their admissions in early May.
- The Board will, henceforth, continue to schedule its examinations from mid-February onwards.



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As a part of its policy to promote sports, the Board makes special arrangements for the Board examinations of the students participating at national or international level in any sports/games.

Please see Board circular in this regard at:

<http://cbse.nic.in/newsite/attach/SOP%27s%20for%20Condonation%20Shortage%20of%20Attendance.pdf>

<http://cbse.nic.in/newsite/attach/Talent%20Promotion%20in%20CBSE.pdf>

4.5 Sample Papers and Marking Schemes:

Does CBSE give any resource for the question papers?

Of course! CBSE releases sample papers along with the marking schemes. In addition to it, the Board Examination question papers and marking schemes of previous years can be seen at the link <http://cbse.nic.in/newsite/examination.html>

**4.5.1 Sample Papers:**

- As the term suggests, Sample Papers are the question papers/practice tests that are made as per the latest syllabus, guidelines and blueprints issued by CBSE every year
- These papers are issued much in advance so that the students can prepare well for the year-end examination.

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The Sample Papers for the session 2019-20 are available at www.cbseacademic.nic.in.

4.5.2 Marking Scheme:

- It is a system for awarding points for correct answers or for proficiency in an examination or competition
- CBSE prepares marking schemes for all subjects and these are also uploaded on the website after the declaration of result
- CBSE Marking Schemes give weightage to creative and innovative answers.





4.6 New Skill Courses:

In addition to the Skill Subjects given at the section 2.2 to 2.4, some new Skill Courses have been introduced from the session 2019-20.

- Artificial Intelligence, Early Childhood Care & Education and Yoga as New subjects in School curriculum from the Academic session 2019-2020.
- As a beginning in this direction, CBSE is introducing Artificial Intelligence as an optional 6th subject at Class IX from the Session 2019-2020 onwards.



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Surprise!

The Skill course on Artificial Intelligence is offered from Class VIII onwards!

DON'T FORGET TO SEE THE CIRCULAR AT http://cbseacademic.nic.in/web_material/Circulars/2019/14_Circular_2019.pdf



Did you know that whether we know it or not, we are using Artificial Intelligence in our daily lives in the following ways?

Smart phones

Social media feeds: Twitter, Instagram, FB, etc.

Music and media streaming

Video games

Online advertisement

Maps - Navigation and travel

Banking and finance: online banking, ATMs, etc

Smart home devices: TV, Air conditioner, etc.

Online shopping

Apps on smart phones

4.7 Compendium of Courses:



Fine, you have told me about the subjects, skill subjects, changes in the questions...but what about the options after class 12th?

Who will guide me?

My dear, once again CBSE is there to help us.

It has released the Compendium of Courses which we can opt for after class 12th.

Just see...



Compendium of Courses:

- The compendium of courses after +2, is an earnest effort of the board to facilitate students while scouting for right course choices.
- It has listed 114 courses ranging from courses like Biotechnology, Pharmacy and Bachelor of Arts to the new and upcoming field like Cyber Security and Artificial Intelligence and Machine Learning
- It gives the details of what the course is about, eligibility and institutions offering the course.



Here is what one of the courses in the compendium looks like:

ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING

<p>Introduction</p> <p>Artificial intelligence belongs to a field of science and engineering in which studies and research aim to develop intelligent computer machines that can perform tasks with human intelligence. It includes speech recognition, visual perception, logic and decision, multi-language translation and more. Digital bits of data is interpreted and turned into significant experiences and outcomes with aid / assistance of robotics, automation and sophisticated computer software and programs.</p>	<p>Eligibility</p> <p>10+2 Science</p> <p>After, B Tech, valid GATE scores is required for M. Tech. CS/AI/IT, IC Technology and Bioinformatics</p>
<p>Courses</p> <ol style="list-style-type: none"> 1. Machine Learning (Intermediate Level)- Prerequisites Probability and Statistics (or equivalent course). Some background in linear algebra and optimization. (IISc Bangalore) 2. Advanced Certification in Artificial Intelligence & Machine Learning (From IIT-H) 3. B. Tech Computer Science & Engineering with specialization in AI & Machine Learning 4. B. Tech CS or IT/ECE/ME/IN or M.Sc. degree in CS/IT graphic design, information technology, health informatics, or equivalent. 	<p>Institutes/ Universities</p> <ol style="list-style-type: none"> 1. IISc Bangalore 2. IIT Bombay 3. IIT Kharagpur 4. IIT Hyderabad, Allahabad 5. IIT Madras 6. University of Hyderabad

In a revolutionary study, researchers have discovered that artificial intelligence could help detect Alzheimer's diseases from brain scans much before actual diagnosis happens. Researchers at UC said that by the time a definitive diagnosis is made for Alzheimer's, too many neurons are dead already, making it essentially irreversible. The early diagnosis could help doctors treat the degenerative disease much before it becomes difficult to contain.

(Source: zee news and ANI Jan 04, 2019.)



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Please visit the following link to see the Compendium of Courses:

<http://cbse.nic.in/newsite/attach/Compendium%20of%20Courses%20after%20+2.pdf>

4.8 Textbooks

The Board follows the National Curriculum Framework and curriculum prescribed by the NCERT.



The Affiliation Byelaws of the Board provide as follows:

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.

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The Affiliation Byelaws of the Board also provide as follows:

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.





CHAPTER-5

CBSE PROCEDURES





5.1 Admission to CBSE Schools:



My uncle has just shifted to a new city.

I want to tell him about the rules for getting his son admitted in a CBSE school.

CBSE has given all such information in its Examination Bye-Laws which are uploaded on its website:

www.cbse.nic.in I will tell you the gist of those.



5.2 General Conditions for Admission in CBSE Schools:

A student seeking admission to any class in a 'School' will be eligible for admission to that Class only if s/he:

- o has been studying in a school affiliated to CBSE or any other recognised Board of Secondary Education in India;
- o has passed qualifying or equivalent qualifying examination making him eligible for admission to that Class; satisfies the requirements of age limits (minimum and maximum) as determined by the State/U.T. Government and applicable to the place where the school is located;
- o produces the School Leaving Certificate/Transfer Certificate signed by the Head of the Institution last attended and document(s) in support of his having passed the qualifying or equivalent qualifying examination

5.2.1 Specific Requirements for Admission of Students to a CBSE Affiliated School:

- o Admissions from pre-primary up to Class VIII (i.e. Class VIII and below) is regulated by the rules, regulations, orders of the State/U.T. Governments applicable to the place where the School is located.
- o Admission to Class IX in a school is open only to such a student who has passed class VIII examination from an institution affiliated to CBSE or to any recognized Board that is recognized by the Education Department of the Government of the State/U. T. in which such an institution is located.



What about class X admission? Also, please tell me about class XI and XII admissions.

5.2.2 Admission in Class X can be given to a student who:

- a. has completed a regular course of study for Class IX from an institution affiliated to CBSE;
- b. has completed a regular course of study for Class IX and has obtained minimum qualifying marks i.e. 33% from an Institution affiliated to any recognized Board recognized by the Education Department of the Government of the State/ U. T. in which such an institution is located.
- c. The Chairman, CBSE shall have the powers to allow change of school for better academic performance, medical reasons etc. to avoid undue hardship to the candidate(s). In case of all such admissions, the schools would obtain post facto approval of the Board within one month of admission of the student.



5.2.3 Admission in Class XI and XII can be given to a student who:

Admission to Class XI in a school is open to such a student who:

- (a) has obtained minimum 33% marks at the Secondary School (Class X) examination conducted by CBSE,
- (b) has passed an equivalent examination conducted by any other recognized Board of Secondary Education/Indian University and recognized by CBSE as equivalent to its secondary school examination.

Admission to Class XII in a school is open only to such a student who:

- a) has completed a regular course of study for Class XI and has passed class XI examination from an institution affiliated to CBSE;
- b) has completed a regular course of study for class XI and has passed class XI examination from an institution recognized by/affiliated to any recognized Board



in India can be admitted to a school affiliated to this Board only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the student the marksheet and the Transfer Certificate duly countersigned by the Educational Authorities of the Board concerned.

- c) The Chairman, CBSE shall have the powers to allow change of school for better academic performance, medical reasons etc. to avoid undue hardship to the candidate(s). In case of all such admissions, the schools would obtain post facto approval of the Board within one month of admission of the student.

5.2.4 Admissions of Students from Outside India:

Students passing qualifying examination from an examining body outside India will be required to obtain eligibility certificate. For obtaining eligibility certificate from the Board, the Principal of the School to which admission is being sought will submit to the Board full details of the case and relevant documents with his/her own remarks/recommendations. The eligibility certificate will be issued by the Board after the Board is satisfied that the course of study undergone and examination passed is equivalent to the corresponding class of CBSE. Such students should also satisfy the condition of completing regular course of study for class IX and XI case of admission to Class X and Class XII respectively.



Roshni ji, you forgot to give me information on these:

- Subject change
- School Change
- Name/ DOB change
- Transfer Certificate
- Migration
- Shortage of Attendance
- Duplicate Marksheet/ Certificate

Uday ji, so you really do not plan to read on your own!

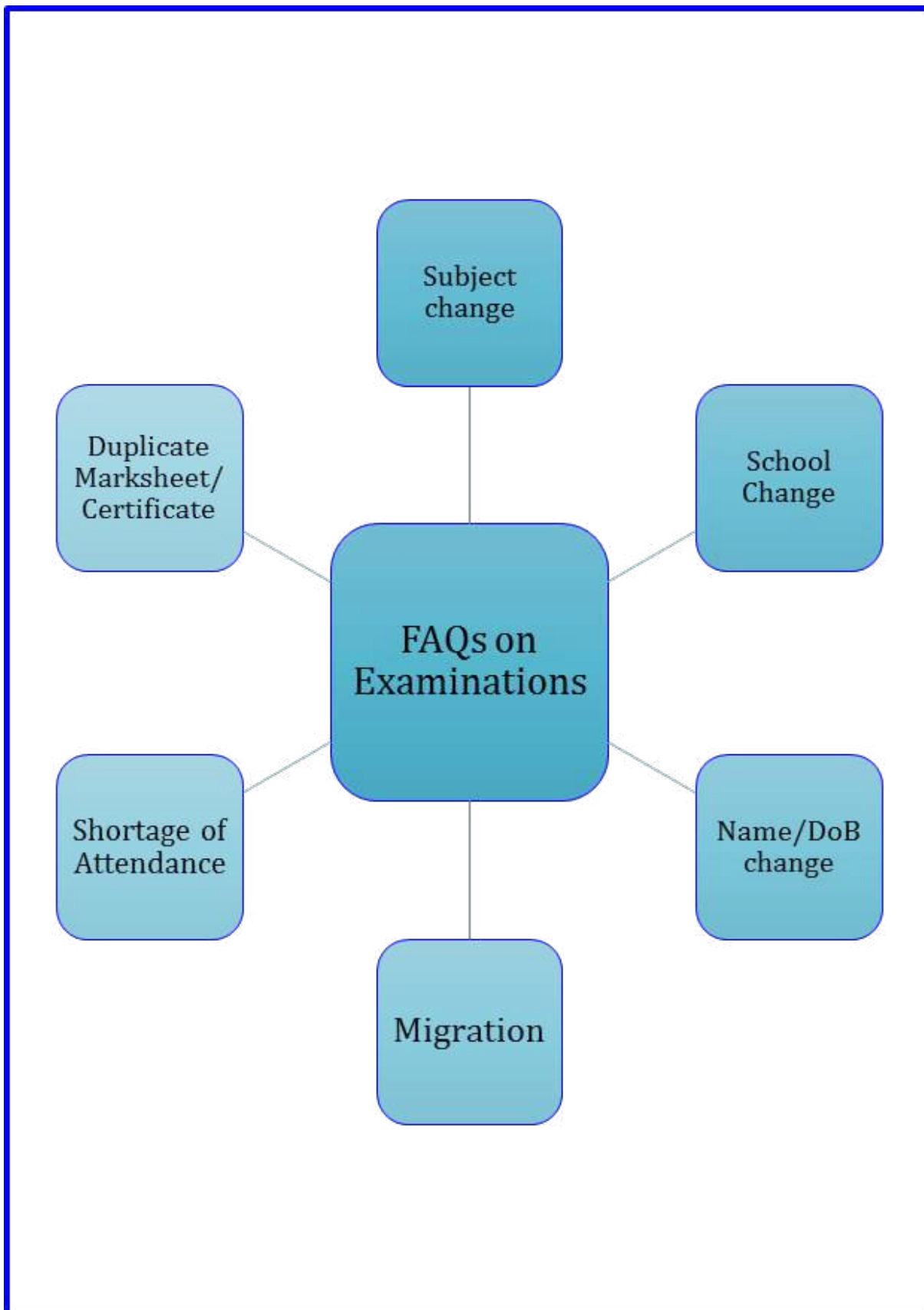
WELL, ONE DOCUMENT HAS IT ALL!!!!

It is FAQs on Examinations.

READ IT FOR ALL YOUR ANSWERS.

But, to help you, I'll explain.







5.3 Subject Change:

Provisions for change of subject are given as under:

- (i) Change of subject(s) in class XI may be allowed by the Head of the School but not later than 31st of October of that academic session.
- (ii) No candidate shall be permitted to change his subject of study after passing class IX or XI as the case may be.
- (iii) The candidate shall not offer a subject in class X and XII which s/he has not studied and passed in class IX and XI respectively.
- (iv) Notwithstanding anything contained in (ii) and (iii) above CBSE shall have the powers to allow a change in subject(s) in class X/XII, as the case may be, to avoid undue hardship to the candidate provided such a request for change is made before 15th July.

5.4 School Change:

CBSE allows change of school for better academic performance, medical reasons etc. to avoid undue hardship to the candidate(s). In case of all such admissions, the schools would obtain post facto approval of the Board within one month of admission of the student.

5.5 Name/ Date of Birth Correction:

5.5.1 Name Change:

Applications regarding changes in name or surname of candidates will be considered provided the changes have been admitted by the Court of law and notified in the Government Gazette before the publication of the result of the candidate. In cases of change in documents after the court orders, caption will be mentioned on the document "CHANGE ALLOWED IN NAME/FATHER'S NAME/MOTHER NAME/ GUARDIAN'S NAME FROM_TO_ON (DATED) AS PER COURT ORDER No. _____ DATED _____"

5.5.2 Correction in Name:

- o Correction in name to the extent of correction in spelling errors, factual typographical errors in the Candidate's name/ Surname, Father's name / Mother's name or Guardian's name to make it consistent with what is given in the school record or list of candidates (LOC) submitted by the school is made.

- o Application for correction in name of Candidate/Father's/Mother's/ Guardian's name is considered only within five years of the date of declaration of result provided the application of the candidate is forwarded by the Head of Institution with the following attested documents:
 - True Copy of Admission form(s) filled in by the parents at the time of admission duly attested by the Head of the concerned institution.
 - True Copy of the School Leaving Certificates of the previous school submitted by the parents of the candidate at the time of admission duly attested by the Head of the concerned institution.
 - True Copy of the portion of the page of admission and withdrawal register of the school where the entry has been made in respect of the candidate, duly attested by the Head of the concerned institution.
- o This rule will be applicable to all cases after Class X/XII 2015 examination onwards.

5.5.3 Date of Birth Change:

No change in the date of birth, once recorded in the Board's record, is made.

Date of Birth Correction as per the School Records:

- I. Corrections to correct typographical and other errors to make the certificate consistent with the school records can be made provided that corrections in the school records should not have been made after the submission of application form for admission to Examination to the Board.
- II. Such correction in Date of Birth of a candidate in case of genuine clerical errors will be made where it is established to the satisfaction of the CBSE that wrong entry was made erroneously in the list of candidates/application form of the candidate for the examination.
- III. Request for correction in Date of Birth shall be forwarded by the Head of the School along with attested photostat copies of:
 - a. application for admission of the candidate to the School;
 - b. portion of the page of admission and withdrawal register where entry in date of birth has been made along with attested copy of the Certificate issued by the





Municipal Authority, if available, as proof of Date of Birth submitted at the time of seeking admission; and

- c. the School Leaving Certificate of the previous school submitted at the time of admission.
- IV. The application for correction in date of birth duly forwarded by the Head of school along with documents mentioned above shall be entertained by the Board only within Five Years of the date of declaration of result. No correction whatsoever shall be made on application submitted after the said period of Five Years.
- V. This rule will be applicable to all cases after Class X 2015 examination onwards.

Date of Birth as per Court Orders:

Applications regarding correction in date of birth of candidates will be considered provided the correction has been admitted by the Court of law. In cases of correction in date of birth in documents after the court orders, caption will be mentioned on the document "CORRECTION ALLOWED IN DATE OF BIRTH FROM ___ TO ___ ON (DATED) ___ AS PER COURT ORDER NO. ___ DATED ___."

5.6 Migration Certificate to Students by CBSE:

A candidate who has appeared in an examination conducted by the CBSE and has passed the Secondary School Examination/Senior School Certificate Examination conducted as per the Scheme of Studies may obtain a Migration Certificate on payment of the prescribed fee. A candidate placed in Compartment/Improvement of Performance category may also obtain Migration Certificate.

5.6.1 Migration Certificate from Boards other than CBSE:

The candidates who have passed the Secondary or equivalent examination from other recognized Boards/Universities will be required to submit Migration Certificate from the concerned Board/University to the concerned Regional Office of CBSE. However, in case a Migration Certificate is not received fifteen days before commencement of the examination, the candidature of the candidate shall be cancelled and admit card for appearance at the examination shall not be issued by the CBSE.

5.7 Attendance:

- ✓ Minimum 75% attendance is required to appear in Board examinations.
- ✓ Attendance will be calculated as on 1st January of the Academic session.
- ✓ Shortage of attendance cases received in the concerned Regional Office upto 7th January of the academic session of Class X or XII will only be considered by the Board.
- ✓ No case will be accepted after 7th January of the academic session of Class X or XII.

5.7.1 In case of Shortage of Attendance:



You can also refer to the circular released on 18.07.2019 at the link <http://cbse.nic.in/newsite/attach/SOP%27s%20for%20Condonationof%20Shortage%20of%20Attendance.pdf> for all the provisions given below:

Schools shall be required to procure following documents from the student(s)/ parent(s) and submit to the concerned Regional Office of the Board while forwarding the cases for considering condonation of shortage of attendances:

S. No.	Valid Reason for Condonation Of Shortage of Attendance	Mandatory Documents
1	Prolonged illness	<ol style="list-style-type: none"> 1. Request(s) from the parent. 2. Medical Certificate(s) for the period of absence from Government Doctor. 3. All medical reports, X-rays etc. 4. Recommendation of school in the proforma issued by Board.
2	Loss of parent or some other such incident leading to his/her absence from the school and meriting special consideration	<ol style="list-style-type: none"> 1. Request from the parent/guardian.





		<ol style="list-style-type: none"> 2. Death Certificate, only if available. 3. Recommendation of school concerned in the proforma issued by the Board.
3	Any other reason of similar serious nature.	<ol style="list-style-type: none"> 1. Request from the parent. 2. Certificate issued by concerned Authority supporting the nature of the reason. 3. Recommendation of school concerned in the proforma issued by the Board.
4	Authorised participation in Sports at National level organized by CBSE/SGFI.	<ol style="list-style-type: none"> 1. Request from the parent. 2. Certificate issued by concerned Authority. 3. Recommendation of school concerned in the proforma issued by the Board.
5	Authorised participation in Sports at National/International level organized by recognized Federations	<ol style="list-style-type: none"> 1. Request from the parent. 2. Recommendation letter from Sports Authority of India. 3. Recommendation of school concerned in the proforma issued by the Board.

(<http://cbse.nic.in/newsite/attach/SOP%27s%20for%20Condonationof%20Shortage%20of%20Attendance.pdf> accessed on 14.10.19)

5.7.2 Schedule for Sending the Request to the CBSE:

Following will be the schedule for sending the request to the CBSE for the condonation of Attendance:

S. No.	ACTIVITY	SCHEDULE
1	To consider attendance put in by the student(s) in view of Rule 14(i) of Examination Bye-laws	Up till 1st January of the academic session for Class X or XII

2	Schools to compile all such shortage of attendance cases at 1 above in tabular form (separately for Class X and XII) supported with documents as mentioned above.	To be sent to concerned Regional Office so as to reach within 07 days of Activity at Sl.No.01 i.e. 7th January of the academic session.
3	Regional Office will also communicate deficiency, if any, to the schools	Within 15 days from the date of receipt i.e. latest by 21st January of the academic session.
4	Schools will communicate fulfillment of deficiency to the Regional Office	Within 07 days from the date of activity at Sl.No.03 i.e. 28th January of the academic session.
5	Last date for according approvals by CBSE	07th February of the examination year.

(<http://cbse.nic.in/newsite/attach/SOP%27s%20for%20Condonationof%20Shortage%20of%20Attendance.pdf> accessed on 14.10.19)

5.8 Duplicate Mark-sheet/ Certificate:

A candidate may obtain Duplicate/ Triplicate Certificate on submission of the following in the event of loss/theft/mutilation of the original certificate:

- a. Submission of an application in the prescribed Form
- b. Payment of prescribed fee
- c. Publication of the notification of the loss/theft/mutilation in some leading newspaper of national level in Hindi or in English and submission of full page of said press clipping in original.

Request of the candidate for issuance of Duplicate/Triplicate documents shall not be acceded to in the event that on verification of the documents with CBSE's records, the said documents are found manipulated/forged/tampered with.





Did you know that the CBSE Regional Office at Ajmer has records of mark sheets of board examinations of the last 40 years! Even though digitization of these mark sheets is at an advanced stage, they still form the archives for the Board.

And, look at how neatly and systematically they are stored!



Wow! Many thanks for enlightening me.





CHAPTER-6

IT INITIATIVES FOR STUDENTS





6.1 School Website:

The Board has made special provisions in its Affiliation Byelaws for all schools to have websites that give full information about the school.



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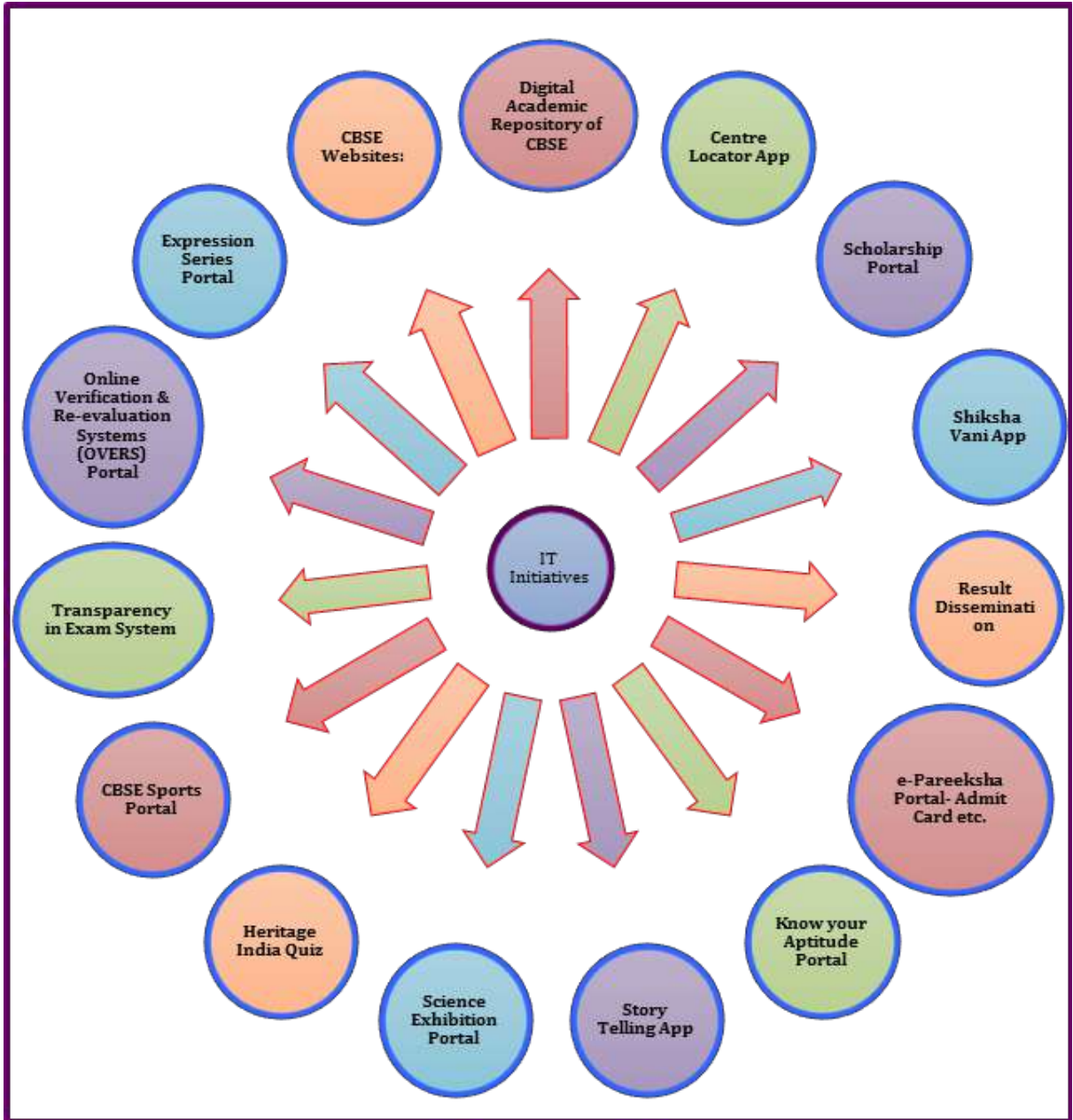
The Board's Affiliation Byelaws state:

Every affiliated school will develop its own website containing comprehensive information such as Affiliation status, details of infrastructure, details of teachers including qualifications, number of students, address-postal and e-mail, telephone nos., copies of transfer certificates issued, etc. as may be directed by the Board from time to time.

The website so created should also have information with regard to fees charged.

6.2 New Initiatives:

CBSE has taken several new initiatives in Information Technology (IT) since 2015 to bring transparency in system and convenience for all stakeholders. These initiatives are student-friendly and have easy operability. For a ready-reference, a list of CBSE IT initiatives is represented below:



6.3 Digital Academic Repository of CBSE – परिणाममंजूषा:

In order to facilitate board examinees with quick availability of their Digital Academic Documents and verification of results by higher education institutions/employers, the CBSE has developed the first of its kind Digital Academic Repository (परिणाममंजूषा:) which contains results of last 16 years from 2004 to 2019.





- o This Digital Academic Repository is linked to Digital Locker Platform of Govt. of India.
- o CBSE provides Digital Academic Documents such as Mark-Sheets, Migration Certificates and Pass Certificates through digital lockers, which are opened every year for all students who have appeared in Board Examinations.
- o All these Digital Academic Documents have digital signatures of Controller of Examinations and PKI based QR code. The authenticity of document can be established through this PKI based QR code using digital locker app.
- o The credentials (Login ID and password) are sent to all such students on their registered mobile numbers prior to the declaration of result.
- o From the day of declaration of result, all these documents are made available for downloading by each and every student using credentials supplied in advance.
- o This repository has also been integrated with e-SANAD portal of Ministry of External Affairs for e-APOSTLE of academic documents in respect of students going abroad for higher education/overseas employment.
- o All CBSE students can get benefit of these services offered by the Board and their Digital Academic Documents are one click away.
- o The students who have not received credentials on their mobile number, or they have passed in previous years, can open their digital locker accounts using their Aadhaar number.

6.4 e-Pareeksha Portal for Submission of Registration/LOC Data, ascertaining accuracy of data, issue of Admit Card etc.:

- o Entire examination system of Board Exams and Competitive Exams is now digitalized.
- o Schools submit data of students, including their photographs, for the classes IX to XII on this portal.
- o Private candidates submit their application form on this portal including fee payment.
- o Examinees of Competitive Exams can submit their data, photographs, signatures, thumb impression and fees online on this portal.
- o Teacher data is also collected online.
- o Admit cards, attendance sheets, private candidates' intimation letter, registration list, roll number wise list of candidates & absentee Performa etc. are being generated online.
- o Students and their parents are advised to check their details duly filled by school on the checklist generated by the school to ascertain accuracy of Names, Date of Birth



(if applicable) and Subject Codes etc. Error in data submission may cause hardship to the students at the time of examinations and/or after declaration of results.

- o Students should also thoroughly check their details on admit card and contact school authorities for corrections, if any.

6.5 Centre Locator App:

- o It is an android base mobile app, which can be used by students to locate their examination center and see the distance between school and Examination Centre.
- o Students need to enter their Roll No. and Class in order to search their Examination Centre.

6.6 Scholarship Portal:

- o It is an online web portal which can be accessed by students from CBSE website i.e. www.cbse.nic.in
- o Students can apply for various scholarships offered by the Board such as 'Single Girl Child' for Class X and 'Central Sector Scholarship Scheme (CSSS)' for Class XII.
- o Students who meet the eligibility criteria of the Scholarship can apply online using their Roll No. and Certificate No./Date of Birth.

6.7 Shiksha Vani App:

- o It is an android base mobile app which can be used by students and parents to listen to the various podcasts uploaded by the CBSE.
- o This mobile app is open for students and parents. They can listen to the podcasts on various CBSE policies and new initiatives in pedagogy etc.

6.8 Result Dissemination:

- o CBSE publishes results through various mediums for wide dissemination. Results are disseminated through CBSE Result Portal, SMS, IVRS and Search Engines (Google/Bing).
- o CBSE results are also pushed into Digital Locker from where students can pull their result including Mark sheets and Passing Certificates.
- o Results can be accessed through cbsereuslt.nic.in Using Roll No., School No., Centre No., and Admit Card ID for Class XII and also Date of Birth in case of Class X.
- o Google/Bing Search Engine is also used by entering the Roll No. of the student.



6.9 Story Telling App:

- o CBSE conducts Story Telling Competition to promote the creativity of students and enhance their speaking and presentation skill.
- o Schools can participate in the competition following the two-stage process. Stage one is based on web portal, which can be used for registration of students. Stage two is based on mobile-based Android app, which can be used for submission of entries by registered candidates.

6.10 Science Exhibition Portal:

- o This is a portal for inviting entries from schools for participating in CBSE Science Exhibition.
- o Schools can login into the portal using their existing user ID and password.
- o Entries can be submitted by school and payment can also be made online.

6.11 Heritage India Quiz (HIQ):

- o This is a portal for inviting applications for Heritage India Quiz. This portal also has the facility of online conduct of Heritage India Quiz Round –I.
- o Schools need to register themselves to participate in the Heritage India Quiz using their existing User ID and Password.
- o After registration, school can login in the HIQ Portal at the scheduled time and participate in the online quiz.

6.12 CBSE Sports Portal:

- o Participation in sports gives children a practical way to learn about goal-setting, importance of teamwork, discipline and skills required to deal with real life situations, the ups and downs in progressing, etc. Sports activities also help students to stay healthy and fit while contributing to overall wellbeing.
- o Board has been conducting sports events for the schools affiliated under independent category at Cluster / Zonal and National level every year.
- o Presently, sports and games competition are held in 24 disciplines in various age groups. Commencing from 2017-18, CBSE has introduced online system for inviting proposals for hosting sports events and for applying to participate in sports events.

- o Schools can apply online through portal <http://cbsegames.in> using their existing credentials.

6.13 Transparency in Exam System:

- o Students can obtain their answer book by applying for verification of their marks and for photocopy subsequently. The entire process is online and answer book is also provided through online mode.

6.14 Online Verification & Re-evaluation Systems (OVERS) Portal:

- o After the declaration of result, the process of verification/re-evaluation is started. The entire process is online and payment is also accepted online.
- o Student can check status of application at various stages of verification process through this portal.
- o Students can apply for verification through CBSE website i.e. cbse.nic.in. In order to apply, students need to enter roll no, school code, centre no. and select the subjects in which he/she wants to apply. The same process is applicable for both classes X/ XII. All three processes of applying i.e. Verification, Photocopy and Re-evaluation are interlinked.

6.15 Expression Series Portal:

- o Expression Series is conducted to commemorate the birthdays of eminent personalities of our country with an aim to develop creativity, research and communication skills of students, while also creating awareness among them about the contribution of great leaders and personalities of India.
- o Schools themselves conduct the Expression Series and submit the shortlisted entries using an android phone through CBSE Expression Series App available at Google Play store.
- o Schools can submit the expression series entry by login into the app using their existing credentials. Entries can be submitted by providing Class, Candidate Name, Roll No and contact details on the topic provided.

6.16 CBSE Websites:

CBSE has following websites which can be used by stakeholders for accessing latest updates:





- <http://cbse.nic.in> – Main website of CBSE has information about:
 - A. Latest announcements
 - B. Circulars
 - C. Examination material like previous year question papers/marking schemes, statistical information etc.
 - D. Counselling
 - E. Scholarship
 - F. Board examination related announcements
 - G. Links of various micro portals related to different data submission activities and online applications.
- <http://cbseacademic.nic.in> – CBSE Academic website contains information about various academic related activities such as:
 - A. Academic circulars and announcements
 - B. Sample question papers
 - C. Curriculum and syllabus
 - D. Publications
 - E. Skill education
 - F. Capacity building programmes (Training)
- <http://cbseresults.nic.in> – CBSE Result Portal:

All results declared by Board (Class X/XII and various competitive exams conducted by CBSE) are being hosted on this portal. Past result (from year 2004) is also available in the result achieve.
- <http://cbsegames.in> – CBSE Sports Portal

Schools can apply online through portal <http://cbsegames.in> using their existing credentials.



CHAPTER-7

PERSONALITY DEVELOPMENT ACTIVITIES





Okay! You have told me about the subjects, procedures etc. Tell me about the activities or competitions that CBSE conducts.

OK. I know this is something you will really like!

There are several Personality Development activities that CBSE conducts.

I will give you the list and for details you can refer to www.cbseacademic.nic.in.



Roshni, please tell me the details yourself! You explain so well. Please...

OK. If you so insist, please see the gist and the table below:





- The Board conducts various 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 throughout the year, every 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
3.	CBSE-TERI Green Olympiad 2019 (for English Schools)	The Energy and Resources Institute (TERI) has been conducting GREEN Olympiad in India and abroad 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



4.	Inter-School sports and Games Competitions	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.	Students from Classes 1 to 12	Cluster level: September 2019 Zonal level: October 2019 National level: November 2019 This activity will continue every year.
5.	CBSE Science Exhibition	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 to 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	Regional level: September 2019 National level: December 2019



6.	CBSE-TERI Green Olympiad 2019 (For Hindi Schools)	The Energy and Resources Institute (TERI) has been conducting GREEN Olympiad in India and abroad 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	October 2019
7.	CBSE Heritage India 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.	Students from Classes 1 to 12	October 2019
8.	CBSE-WWF-India Wild Wisdom Quiz Theme 2019: Exploring Our Planet (State-Level Quiz for Primary Level and Middle Level)	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.	Primary Level and Middle Level	October 2019



		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.		
9.	Maths Promotion Test/Joyful Maths Olympiad	<p>For promotion of joyful Mathematics learning, a Joyful Mathematics Promotion Test for secondary students will be conducted.</p> <p>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.</p>	Students from classes 6th to 8th	November 2019
10.	CBSE Story Telling Competition	The Board will organize the first Story telling 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 and creating awareness among schools for joyful teaching and learning.	Students from Classes 3 to 12	November 2019

11.	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 student's abilities to think rationally and critically.	Students from classes 1 to 12	December 2019
12.	One Child One Plant Drive	One Child, One Plant Drive in schools will see each child of all CBSE schools planting one sapling every year at a place convenient to her/him.	Students from classes 1 to 12	This activity will continue every year.
13.	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	December 2019 + January 2019

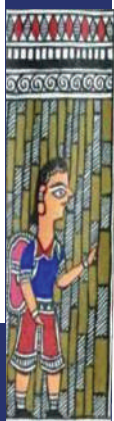


INSTA-ALERT

Sports Events, CBSE Heritage India Quiz, CBSE Science Exhibition for the current academic session 2019-20 have been announced. Visit:

www.cbseacademic.nic.in

Many other events are being regularly announced. Keep checking the websites.





CHAPTER-8

**EXPECTATIONS OF CBSE FROM YOUR SCHOOLS:
THINGS YOU MUST KNOW**



Uday: What else can you tell me about our school?

Roshni: Well, that is a good question. It is important to remain well-informed about all that impacts upon our life. School is a crucial part of our lives. Now we are studying in a CBSE affiliated school. Right?

Uday: Absolutely right!

Roshni: Well, CBSE schools have to follow certain guidelines of the Board that have been laid down in its Affiliation Byelaws.

Uday: So, let the school follow. Why should I be bothered?

Roshni: Would you not like to know if your school is following all guidelines of the Board that impact us as students?

Uday: When you put it that way, I agree with you! Do tell me!

Roshni: Sure. Here is a brief summary of these important guidelines that we students and our parents must also know.

8.1 Physical Education Teacher:

Every school should appoint Physical Education Teacher with teacher to pupil ratio of 1:500 at each stage i.e. Primary Level/Secondary Level and Sr. Secondary level.

8.2 Special Educator:

Every Secondary and Senior Secondary school should appoint a Special Educator.

8.3 Counselor & Wellness Teacher:

Every Secondary and Senior Secondary school must appoint a person on full time basis for performing the duties of Counselor & Wellness Teacher. Schools having enrolment of less than 300 students in classes from IX to XII can appoint a Counselor & Wellness Teacher on part-time basis.

8.4 Class Rooms:

Minimum size should be 8 m. x 6 m. (approximately 500. sq. ft.). There should be one room for each class. Minimum floor space should be at least 1 sq. mtr. per student.





8.5 Science Laboratory:

Composite labs for Secondary and separate Physics, Chemistry and Biology for Senior Secondary are a must - minimum size should be 9 m. x 6 m. each (approximately 600 sq. ft.) and should be fully equipped.

8.6 Library:

Books in the school library should include e-Books, Fiction, Non-fiction, Reference Books, Encyclopedias, Periodicals, Magazines, Journals and Newspapers. 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.

8.7 Computer Laboratory:

- 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.
- 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.
- The School should have a minimum of 20 computers and maintain computer to student ratio of 1:20.
- There should be 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.

8.8 Mathematics Laboratory:

The school should have separate provision for Mathematics Laboratory at least of the size of a regular classroom.

8.9 Rooms for Extracurricular Activities:

Either separate rooms for music, dance, arts & sports etc. or one multipurpose hall of adequate size for all these activities must be there in the school.

8.10 Potable Drinking Water:

The school should provide adequate facilities for potable drinking water on each floor.

8.11 Hygienic Washrooms:

- The school must 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 on the toilets of all categories.

8.12 Facilities for CWSN:

The school must 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.

8.13 Facilities and Equipment:

- The school should have adequate facilities for providing recreation activities and physical education as well as for 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.
- The school should have the needed equipment and facilities as per the syllabus prescribed for Sciences, Home Science, Technical subjects, Vocational subjects and various activities under Work Experience and Art Education etc.
- It should have adequate ground to create outdoor facilities for at least 200 meter Athletics Track, facilities for Kabbadi, Kho-Kho, Volleyball, basketball etc.

8.14 Safety:

The school must follow the guidelines related to the safety of the children in schools contained in the following:

- 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).

- The Guidelines on **School Safety Policy, 2016 issued** by the National Disaster Management Authority which is statutory in nature.
- **Manual on Safety and Security of Children in Schools** developed by National Commission for Protection of Child Rights
- **National Building Code-2005**, as amended from time to time.
- 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.

8.15 Refund of Fees:

In the event of a student discontinuing the studies or wishing to migrate to some other School, dues shall be collected only up to the month of discontinuance or migration and not up to the month in which the transfer certificate is applied for. This shall apply to all Heads of fee.

8.16 Additional Subjects:

The schools affiliated with the Board up to Senior Secondary level are allowed to sponsor candidates in the Board's Examination only in the specified subjects for which affiliation has been granted.

However, the school may require adding more subjects for affording more choices to the candidates. The additional subjects are allowed to the schools as per procedure given in affiliation byelaws.

8.17 Who can the School Sponsor for the Board Exams?

- 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.
- No affiliated school shall present the candidates to the Board's examination who are not on its rolls.



- No affiliated school shall present the candidates to the Board's examination who are enrolled in an unaffiliated School/Branch.
- 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.

8.18 Annual Report of the School on School Website:

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 15th September of every year.





CHAPTER-9

COUNSELLING



9.1 CBSE Tele-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.
- Counselling is also provided to differently-abled students and all students of CBSE affiliated schools outside India too.

9.2 Multiple Modes of Counselling:

9.2.1 Interactive Voice Response System (IVRS)

A toll-free number, 1800-11-8004, is provided for all Indian students/parents/stakeholders using which they can obtain pre-recorded useful information on tackling board exams which includes tips for better preparation, time and stress management, FAQ's along with live tele-counselling services, etc. The tele- helpline continues to be operational from 08 AM to 10 PM, during the scheduled period.

9.2.2 CBSE Tele-Counselling

All your queries will be answered through tele-counselling by the principals, trained counsellors from CBSE affiliated govt. and private schools, psychologists and social scientists. Counsellors are available for students, parents, teachers and other stakeholders; two special educators are also deployed.

9.2.3 CBSE Website

Other information related to examinations and tips and techniques to deal with exams related stress/anxiety are also provided at the CBSE website: www.cbse.nic.in.

A comprehensive audio-visual presentation titled 'Knowing Children Better' has been prepared and uploaded on CBSE website. It contains details of real time experiences and problems of adolescents with suggestive measures as coping strategies.





9.2.4 Question-Answer Columns

CBSE experts answer queries of students through weekly Question-Answer columns to be published in major national newspapers during the month of February.

9.2.5 On-Line Counselling

Students can send their queries at counselling.cebse@gmail.com

9.3 Schedule:

CBSE Tele-Counselling is offered twice in a year.



9.4 Time Slot for Counsellors:

- 8:00AM to 12:00 Noon
- 12:00Noon to 4:00PM
- 4:00PM to 8:00PM
- 8:00PM to 10:00PM

9.5 Frequently Asked Questions:

Usually, questions asked by students/ parents are related to:

- Fear from exams
- Writing Speed
- Inability to focus
- Incomplete revision
- Pre-board examinations conducted in schools
- Word limits in question paper



Yes, we know you are curious!

You can also have a look at the Frequently Asked Questions at the links given below:

http://cbse.nic.in/prunit_temp/FAQ/english.html

http://cbse.nic.in/prunit_temp/FAQ/hindi.html

9.6 Managing Examination Stress:



(Adapted from <http://www.kvbeml.com>)

- ✓ The Board has come out with material on mental health, including examination stress. You can go through this at <http://www.cbse.nic.in/examstress.htm>



Stress is something that can be tackled and controlled. Parts of our stress feelings come from how we react to what is (or is not) happening.

Believe that “I am in charge of my life!”

Common Stress Builders	Stress Busters
<ul style="list-style-type: none"> I'll never get this assignment on time. 	<ul style="list-style-type: none"> If I stay focused and take it one step at a time, I'll make steady progress.
<ul style="list-style-type: none"> My teacher did not respond to my saying good morning. (S)He's probably displeased with my work, and I'll get a bad evaluation. 	<ul style="list-style-type: none"> I'm jumping to conclusions. My teacher may have been occupied. So far, all my evaluations have been positive.
<ul style="list-style-type: none"> I can't get the mistake I made in Q10 out of my mind. The paper is ruined. I have disappointed everyone. 	<ul style="list-style-type: none"> No one is perfect. I did my best. I'm over-reacting to one mistake when the overall paper is fine.

➔ Some Easy Things to Do for Students:

- Be regular with your studies and revision!
- Remember whatever is revised within 24 hours of studying remains stored in our long-term memory. Therefore, plan and draw a timetable.
- Make a daily study plan!
- Know your concentration span, study with breaks!
- Work out best time for concentration!
- Group study for difficult subjects!
- Time management plan must be made for all subjects.
- Choose a study place with minimum distractions and autosuggest to yourself about your resolution!
- Try to coincide study time with the time, you would be taking a class test or an exam!
- Master the essential information first!
- Prioritize the workload. Give your best concentration time to the toughest subject.
- Most importantly, do not let previous results discourage you. Identify your weak areas from previous exams and work on them!

ROSES

- Revise & recap
- Organize your time and study load
- Sleep & rest
- Exercise
- Eat healthy

Speak your heart out to near & dear ones – whenever, wherever!

➔ QUICK TIPS — FOR IMPROVING CONCENTRATION

- **Deep Breathing:** Breathing exercises improve concentration, control blood pressure, calm a racing heart rate, tension in muscles, and energizes the body. Just sit in a comfortable position, eyes closed and try to remove all thoughts from the mind. Inhale deeply, within a span of 7-10 counts, hold breath for few seconds and then exhale slowly.
- **Power Naps:** These naps help to rejuvenate and increase alertness. There is no harm in taking the power naps for 20-30 minutes.
- **Brain Gym Exercises:** These improve attention span, memory and enhance concentration.
- **Know When You Study Best:** Is it morning, night or the middle of the afternoon. Plan your Task To Do list accordingly. If you are starting on a difficult or new topic for the first time, do not start at night unless you study better in late hours.
- **Change topics:** changing the subject one studies every one to two hours for variety helps maintain concentration.

Physical Exercise: Exercise is vital for maintaining mental fitness, and it can reduce stress. Studies show that it is very effective in reducing fatigue, improving alertness and concentration, enhancing overall cognitive function. You can try Jogging, Skipping, Walking, and Aerobics.

Sometimes Indulge Yourself and Rejuvenate:

Music: Listening and creating music helps relieve stress and calm the mind. Playing musical instruments also helps to express you and relieve tension.



You can also try: Sketching, Watching funny videos, Reading jokes, comics, Dancing, Painting, Cooking, or playing your favourite outdoor game.

Draw with Music: Put a pen or a pencil on paper and start moving with the rhythm. Sharp music may prompt to draw jagged edges or bold lines whereas softer rhythms may help in calming the nerves.

Eat Brain Foods. Bananas, dry fruits, chocolates, remember (in moderation) energize the brain.

Do Not

- Collect new notes and materials from friends, read and learn them till the last minute without time for revision.
- Sit for long hours continuously to read by not taking breaks for bath, food, relaxation and sleep. It makes you feel more tired, reduces concentration and makes studying boring and dull.
- Keep awake whole night few days before the examinations.
- Excessive use of Coffee or Tea to keep awake the whole night.
- Give up studying totally.



Be Aware of the Myth

Drugs and Medicines do not improve the memory.

Many youngsters are often lured by this thought.

The truth is that lack of certain nutrients in the food affects concentration leading to tension and anxiety which inhibits learning



Count your blessings

- There is no fixed technique to banish stress.
- Make a mental note of good things. Then, put them down on paper, and read them every time you feel stressed.
- Compare with yourself and see the changes.
- NEVER compare yourself with others. Everyone is different.



9.7 Anxiety:

Anxiety is the feeling of apprehension, tension or uneasiness in a situation. Anxiety comes from within, from one's unconscious, and it is associated with a lack of self-confidence and feeling of helplessness.

9.7.1 Anxiety over Exams:

Appearing for a test or annual examination is often associated with high anxiety. Although a little anxiety is natural, some students become so anxious about the examination that they are unable to perform well. Taking a test/exam positively is a skill on its own. Examination anxiety is a fairly common phenomenon in students that involves feelings of tension or uneasiness that occur before, during or after an examination.

Know if it is a Panic Attack: Alarm Signals

A panic attack is characterized by the presence of at least four of the following signals:

- Shortness of breath
- Dizziness, Faintness
- Palpitation
- Trembling and Shaking
- Profuse Sweating
- Chest Pain or Discomfort
- Nausea and abdominal distress
- Hot and Cold flushes
- Numbness or tingling sensations in the hands or feet.
- Fear of losing Control
- Intense Fear of dying

Invariably none of these signals should be ignored and professional help should be sought.

You can surely do the following:

- Just give your best.
- Being positive always helps.
- Have realistic expectations.
- Know what subjects and topics need more attention.
- Organize your work.
- Use positive self-statements like "I know this, I studied hard".





CHAPTER-10

CYBER SECURITY AWARENESS AMONG STUDENTS



Cyberspace: "A global domain within the information environment consisting of the interdependent network of information technology infrastructures, including the Internet, telecommunications networks, computer systems, and embedded processors and controllers."

A Definition of Cyberspace by Niti Ayog

(<https://www.niti.gov.in/sites/default/files/2019-07/>

CyberSecurityConclaveAtVigyanBhavanDelhi_1.pdf accessed on 19.08.2019)

10.1 CYBER-EDUSPACE:



GRINTEREST

CYBER-EDUSPACE: Look for its meaning in your dictionary. Not found? You won't. Not in any dictionary.

CYBER+ EDU(-CATION) +SPACE=CYBER-EDUSPACE

Look for the meaning immediately after this box, because we coined it for you.

CYBER-EDUSPACE refers to the embedding of cyber world with education. With the availability of online educational contents, YouTube videos, learning apps and online reference material, technology is deeply embedded in education. The Internet has become a frequently used resource for everyone. With the introduction of new technologies, devices including smart phones/tablets and innovative applications on such devices, the usage of internet has increased dramatically.



<https://www.kaspersky.co.in>
accessed on 19.08.2019)

However, while all these offer education to students in their comfort zone, these apps, internet material etc. expose children and teenagers to the ocean of information. If not catered properly, students may end into finding themselves trapped as cyber space comes up with its inherent technical challenges.

10.2 Cyber Issues and Challenges:

- Students may get attracted strongly by social media sites and share everything i.e. pictures, information, whereabouts etc. on such sites and become vulnerable to hackers.



<https://www.kaspersky.co.in> accessed on
19.08.2019)





- Hackers may access a wide range of information e.g. students' personal data, credit/net-banking details of their parents, their names, ages, address, and so on.
- Hackers may use such information for ransom or to sell illegally on the dark web.
- Hackers may access confidential information of students or compromise someone's social media account, or even worse.

10.3 Suggestive Cyber Security Measures:

10.3.1 Don't:

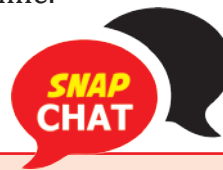
- Don't chat and share your personal information on mails received from unknown IDs.
- Don't meet the people whom you know only online.
- Don't share anything online with anyone which you can't share in presence of other people.
- Don't download the content received from unknown sources.
- Don't be connected to unknown persons via social media, friend -making sites and WhatsApp etc.
- Don't do online gaming, shopping, etc. to learn money management. Learn it offline first.
- Don't enter a password when someone is sitting beside you as they may see it.
- Don't share your password with anyone.
- Don't save your username and password on the browser.
- Don't steal other's information.
- Don't access or use files without the permission of the owner.
- Don't copy software which has copyright without the author's permission.
- Don't bully others online by teasing, threatening, using rude or offensive language, making derogatory or hateful comments.
- Don't use someone else's password even if it is shared with you.
- Don't log in as someone else to read their emails or mess with their online profiles.
- Don't attempt to infect or in any way try to make someone else's computer unusable.
- Don't meet unknown (even if they are known only through online interaction) people alone; always inform an adult or a friend.
- Don't open or download any attachments from an unknown source as they may contain viruses.

10.3.2 Beware while Making Friends On Social Media!

- ✓ Make sure you're old enough to join.
- ✓ Use a made up name or nickname on your profile.
- ✓ Maybe use an email address that does not include your name.
- ✓ Use the strongest privacy setting when you set up your profile. This means that only your friends will be able to view your information.
- ✓ Pictures and Videos can be shared very carefully when uploading. Remember even if you only share it with friends, it can easily be spread much further.
- ✓ Be very careful about sharing content online.

10.3.3 Beware while using a Mobile Phone!

- ✓ When choosing a mobile device, consider its security features and ensure they are enabled.
- ✓ Install and maintain an Anti-Virus application on your smart device.
- ✓ Do not follow links sent in suspicious email or text messages.
- ✓ Carefully consider what information you want stored on the device.
- ✓ Be cautious when selecting and installing applications.
- ✓ Avoid joining unknown Wi-Fi networks and using unsecured Wi-Fi hotspots.



Respect others' privacy. You should be the first to follow the etiquettes and rules, and then only expect the others to do so.



- ✓ Disable interfaces that are not in use, such as Bluetooth, infrared, or Wi-Fi.
- ✓ Delete all information stored in a device prior to discarding it.

10.3.4 Do:

- ✓ Have knowledge of social groups and social sites with whom you are getting connected.
- ✓ Tell your parents/ teacher/ or elders if you come across anything that makes you uncomfortable.
- ✓ Report and flag content that is abusive or illegal.
- ✓ Adhere to copyright restrictions when downloading material from the Internet, including software, games, movies, or music.



- ✓ Use an alias/ alternate name as username when you interact/ chat with others online.
- ✓ Report online bullying immediately to the teacher and parents/ or some one whom you trust.
- ✓ Use a strong and unique password with combinations of numbers, uppercase and lowercase letter and special characters.
- ✓ Keep the browser, operating system and antivirus up-to-date.
- ✓ Obtain software from trusted sources. Always scan files before opening them.
- ✓ Lock your screen when you're finished using your computer/ tablet/ phone. Further, set it to lock automatically when it goes to sleep.
- ✓ Check to see if the web address begins with <https://> whenever you sign in online.
- ✓ Make privacy settings in social media accounts in such a way that profile and posts are visible only to close friends and acquaintances.
- ✓ Connect only with known individuals.
- ✓ Be mindful of your digital reputation - think twice before you post something embarrassing, harmful or inappropriate.
- ✓ Report to the service provider immediately if the account is hacked. If possible, deactivate your account.

10.4 Other Cyber Security Resources:

- CBSE has also issued the following circular on Creating Cyber Security Awareness among schools, students and parents:
http://cbseacademic.nic.in/web_material/Notifications/2018/28_Notification_2018.pdf
- The Information Security Awareness and Education project by the Ministry of Electronics and Information Technology, Government of India, has several useful resources at its website.
- Students can visit the website www.isea.gov.in or www.infosecawareness.in (which has a lot of multimedia and multilingual material which are useful) and can get safety and security information to be safe while using the gadgets and Internet.
- Link specially for students: <https://infosecawareness.in/student/>
- Link for Cartoon Stories on Cyber Issues:
https://infosecawareness.in/gallery/?typ=cartoon_stories
- Link for Presentations on Cyber Issues
<https://infosecawareness.in/gallery/?typ=presentations>





CHAPTER-11

E-RESOURCES



The following Knowledge Resource Centres can be accessed by CBSE students and teachers:

11.1 Shiksha Vani - The All New CBSE Podcast App:

The Central Board of Secondary Education launched a podcast app 'Shiksha Vani' to broadcast vital information to students and parents promptly.

The Shiksha Vani is initiated to keep the students, parents and teachers updated about the latest news and events of the CBSE.

The App, Shiksha Vani, is at present available on the google play store for downloading.

11.2 DIKSHA:

DIKSHA means Digital Infrastructure for Knowledge Sharing.





11.3 VidyaDaan:

CBSE has conceptualized “VidyaDaan”, 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 “VidyaDaan”, several CBSE schools have 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, Maths, Science, and Social Science subjects. The content has been systematically organized as per NCERT syllabus for the above mentioned classes and subjects.

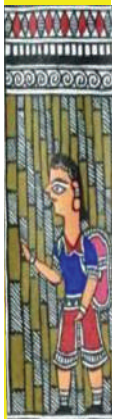


CROWDSOURCED

Each chapter in Vidya-Daan portal contains the following types of content resources to aid learning:

1. **Learning Outcomes:** To help your teachers understand the learning objectives of the lesson
2. **Focus Spots:** Highlighting some of the key concepts within a chapter
3. **Lesson Plans:** Enable your teachers to plan the flow of their classes
4. **Explanation content:** To help you understand concepts better
5. **Question Bank:** For you, 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>



11.4 CBSE E-books:

CBSE E-books, manuals etc. are available at:

http://www.cbseacademic.nic.in/publication_sqps.html

11.5 CBSE CONTACTS:

11.5.1 The contact numbers of all departments and Regional Offices of CBSE are available at:

<http://cbse.nic.in/newsite/contact.html>

11.5.2 CBSE Websites:

www.cbse.nic.in

www.cbseacademic.nic.in

www.cbseresults.nic.in



CHAPTER-12

CITIZENSHIP SKILLS





So, how would you like to end our discussion?

Roshni, our discussion so far has been so meaningful and useful. It will surely help us, the student community of CBSE.

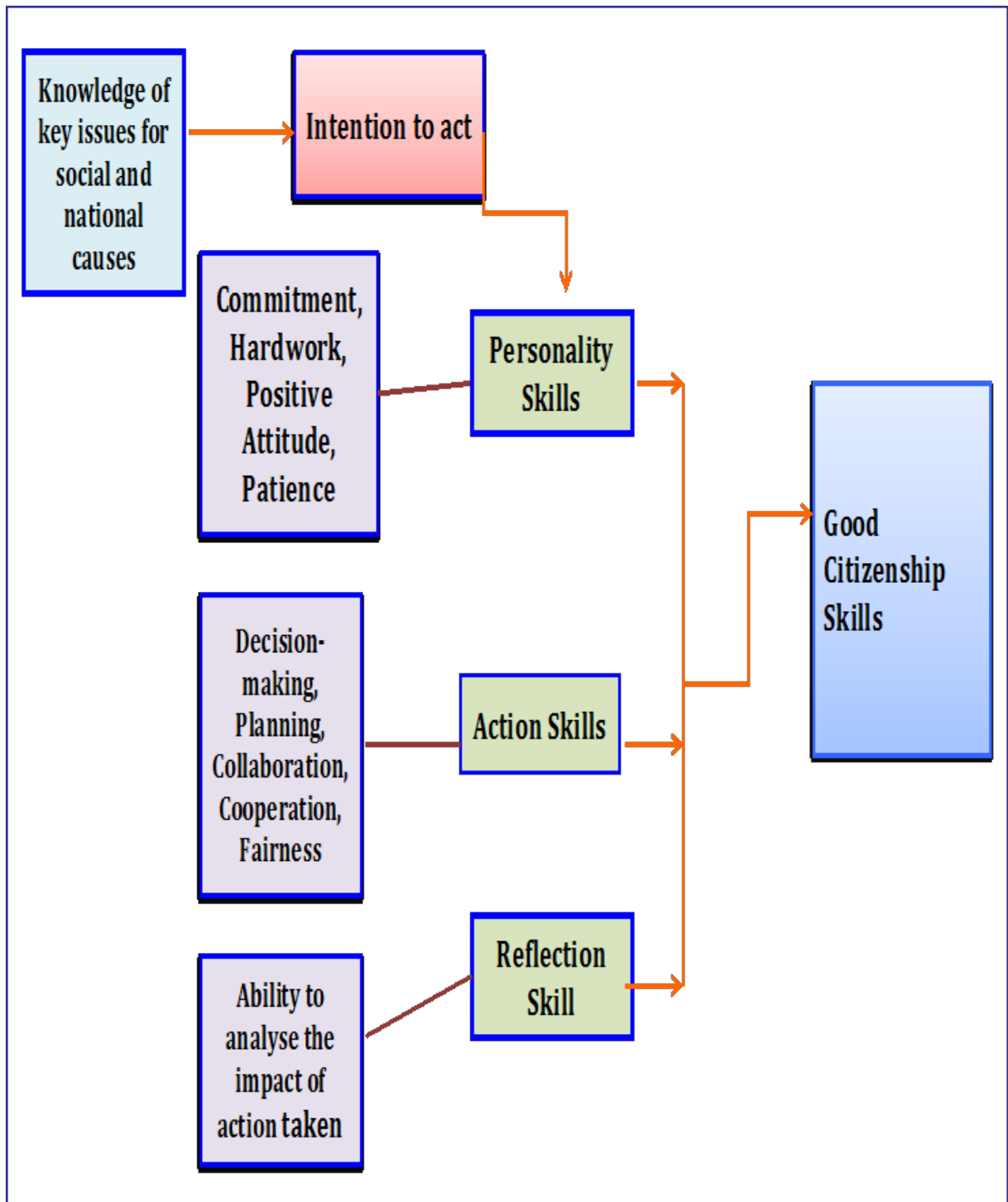
I just want you to elaborate on good citizenship skills.



For having good citizenship skills, my formula is KIPAR. Before you ask what it is, see the following!



KIPAR



K = Know the issues

I = Intend to Act

P = Possess Positive Personality skills

A = Acquire

R = Reflect on what you do and Analyse the impact of action taken





Environment Conservation

Know the Issue: You may be young now, may be a child. But a prime issue now-a-days, and that which would affect our lives in future as well, is the Environment Conservation.

Intend to Act: You must be ready to take all such possible actions which can be used to save our environment. For example, during festivals, reduce air pollution by saying NO to crackers. Create Awareness among the children of your age group.

Personality Skills: Have a belief in what you do with a positive intention of saving environment around you. Communicate your plans to your parents, teachers and seek their guidance in effective implementation of your plan to save environment.

Action Skills: Collaborate with your friends or neighbours or whoever wants to contribute in your cause. If anyone else is also doing the same thing, cooperate with him/her and make a team and collectively reach to your goal.

Reflect: Finally, reflect on the action you have taken and whether it has made any impact in your own life. Naturally, protecting environment is a long-term goal, but a collective effort can create awareness.

12.1 Ethics and Citizenship Skills:

Simply speaking, ethics are the moral principles that govern an individual's behavior.

Our Good Ethics make us a good citizen. Ethics are an important aspect of Citizenship Skills. Till our behavior is ethical, we shall not be able to be good citizens.





What is the definition of Right and Wrong?



My father told me once there is nothing like right or wrong.

If you are doing something where no one is watching you and you are fearful of being caught, that means you are doing something wrong.



- Morals and ethics are logical, sensible principles of good conduct that are needed for civil societies.
- Ethical choices reflect objectivity between right and wrong.
- Values such as fairness, justice, integrity and commitment are universal and eternal.
- Good and ethical habits develop during childhood and adolescence and schools are the spaces where young people prepare for life, acquire skills for career and success.
- The vocabulary of Ethics has a few yet ubiquitous and universally applicable words: Responsibility • Respect • Fairness • Trustworthiness • Honesty
- The 21st century skill sets lay emphasis on leadership with responsibility implying that ethics shall be a huge factor in 21st century employments.



12.1.1 Is My Behaviour Ethical?

Check Yourself:

Statement	Y	N
Do I respect and love my nation and national emblems?		
Am I disciplined in all aspects of my life - in school, at home or any other place?		
Do I do make excuses for my behavior?		
Do I demonstrate academic integrity and honesty and don't cheat ever?		
Do I attend and participate in classes, labs, and seminars, well prepared and on time?		
Do I communicate in a careful and respectful manner with teachers, peers, and other members of the school community and also to my parents, siblings and other friends and relatives?		
Do I engage in activities for overall good of community?		
Do I act in a manner that respects the learning/social environment of school?		
Do I abide by the code of conduct of my school?		
Do I respect diverse ideas and opinions?		
Am I a good and committed citizen of my country?		



If you feel that your answer to even one of the above questions is No, then introspect.

It is the “yeses” that will take you far, and do remember that these are also considered as 21st century skills by global employers.



Thus, effective Citizenship Skills require us to:

1. Be aware of the important social and national issues that may have an impact on our daily lives both as a human-being and as a student.
2. Be aware of the important social and national issues that may have an impact on lives in future both as a human-being and as a student.
3. Be aware of our fundamental duties and rights.
4. Embed the core democratic values of India and strive to live by them.
5. Know about the people, history, and traditions that have shaped our local communities, our nation, and the world.



Take a pledge to:

1. Plant a Sapling and look after it.

(Students from all Regions planted a sapling on 18th September 2019)

2. Save one litre of water everyday

3. Say a big NO to single-use plastic

(Plogging Run was organized by CBSE schools on 2nd October 2019)

4. Use any khadi-product, if you like.



4.5 lakhs students participated in CBSE Expression Series on Mahatma Gandhi.

6. Be responsible for the well-being of self, family, and the society.



Remember, only a healthy body has a healthy mind and contribute to the society and nation.

Participate in **Fit India** Movement.

7. Respect all genders and people. There is nothing which is a gender-specific work. Every human-being has a brain and it depends on an individual to use that.





The Mars Mission was called MOM.



8. Practice inclusivity towards all religions, persons, communities, processes.
9. Seek information from varied sources and perspectives to develop informed opinions and creative solutions.
10. Ask meaningful questions and be able to analyze and evaluate information and ideas.
11. Use effective decision-making and problem-solving skills in public and private life.
12. Have the ability to collaborate effectively as a member of a group.





CHAPTER-13

DISASTER MANAGEMENT AWARENESS



This chapter has been provided by the National Disaster Response Force of India.



Are you aware of the recent floods in a few parts of India? So many lives were lost, so much of valuable resources damaged. I saw this picture in an online news on 28 September. Sometimes, I feel if I am ever stuck in such a situation, what will I do?



Uday, Don't be afraid! Actually, you don't look like a scared boy right now. You are always such a cheerful person. We all must be positive, even in times of difficulties, as there is a solution to everything.





Don't preach me. I shared my concerns over disaster.

I am not preaching. Just telling you, THERE IS A SOLUTION.

During those floods, **NDRF and SDRF helped the flood victims.**

They have given us detailed guidelines on how to protect ourselves and others during disasters.

Have a look at these.



Upon completion of this chapter, you will be able to know.....

- ✓ About School Safety
- ✓ Do's and don'ts of some likely disaster situations
- ✓ Rescue Strategies during Disaster

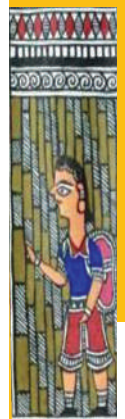
13.1 Safe Schools- A Necessity:



We have also dealt with the component of School Safety in section 8.14 of this Handbook.

Schools need to be inherently safe as students spend a majority of their time at school. Safe schools are important with a view to ensuring students safety and well-being. Schools can be a safe haven for children if they are built as per proper standards. The feeling of safety can be further enhanced if the teachers as well as the students are disaster aware. Disaster awareness and basic response skills are, therefore, very important.





What is a Safe School?

A safe school is:

- either a school which is located in a hazard free area,
- or one that has been constructed to withstand the hazard to which it is exposed.

A safe school will not collapse or get affected if a disaster happens.



13.1.1 Meaning of School Safety:

- “School Safety” has been defined as the creation of safe environments for children, starting from their homes to schools and back.
- This includes safety from:
 - large-scale natural hazards of geological/climatic origin,
 - human-made risks,
 - pandemics,
 - violence as well as more frequent and smaller-scale fires,
 - transportation and other emergencies,
 - environmental threats that can adversely affect the lives of children.
- Significantly, it also includes a high degree of awareness about disasters and some basic response skills with which to handle disasters if and when they actually happen.

13.1.2 Aim of school safety:

The aim of school safety is to ensure that the safety of the students and the staff is maintained during an emergency. The School Disaster Management Plan (SDMP) is a means by which this can be achieved.

A Community-Based Disaster Management Approach is required for this, involving the following steps:

• Raising disaster awareness in school community.
• Hazard, vulnerability and risk analysis.
• Facility and resource mapping.
• Constitution and training of school disaster management committee and task forces.
• Establishing alert mechanism.
• Preparing school disaster management plan including evacuation and response plan and calendar for preparedness activities.
• Organizing mockdrills.
• Psycho-social support for children during disasters.
• Consideration of disability and gender based needs.
• Periodic review and regular updating of SDMP.



Why is School Safety is essential ?

Simply because:

- Children are the future of the nation and should feel safe, aware and secure in a school environment viz- a- viz natural and other hazards. .
- Children can carry information to society and educate others in the family.
- Schools can be a key factor in building a culture of disaster prevention.
- Schools are considered to be center of community activity.





13.2 What are Disasters?

'Disasters', are defined as "a serious disruption of the functioning of community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources".

13.2.1 Emotional Impact of Disasters on Children:

Many children are extremely vulnerable in the event of a disaster. Experiences of fear, violence, separation from parents and caregivers, exploitation and abuse, are some of the key issues that children face. Moreover, the loss of livelihood of their families can lead to homelessness and extreme poverty. Disasters have not only challenged the government and other stakeholders in providing access to education but also endangered the lives of children and those engaged in the pursuit of education.

13.2.2 Impact of Disaster on Schools:

Physical impact	Educational impact
It includes direct impacts like: <ul style="list-style-type: none"> • Loss of life/injuries to school building occupants. • Collapsed/damaged school buildings and other infrastructure. • Non-structural hazards can also cause death and serious injuries etc. 	It includes direct/ indirect impacts like: <ul style="list-style-type: none"> • Increased dropout rates. • Loss of trust in education institution. • Decrease in education quality. • Missing educational records etc.

Economic impact	Psychological impact
<ul style="list-style-type: none"> • Unsafe/damaged schools beyond repair need reinvestment. • Loss of income, housing etc. • Makes it difficult for families to support children continuing their education etc. 	<ul style="list-style-type: none"> • Increased stress. • Students lose a sense of continuity and their hopes and plans for the future are destroyed.



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Typical disasters that may affect schools :-

- Fire (Chemical fire, electrical fire etc.)
- Earthquake
- Floods/Cyclone



Let us begin with Fire!

13.3 What is Fire?

Fire is a chemical reaction between oxygen in the air and some kind of fuel, like gas or wood. For a fire to take place, one has to heat up the fuel to a high- enough temperature for it to ignite (burst into flames) which technically is called ‘flammability’.

13.3.1 Fire Triangle :

For occurrence of the fire three factors are essential: heat, oxygen (or air) and a combustible substance (or fuel). Fire or combustion will continue as long as these three factors are present.

Take a look at the following diagram, called the “**Fire Triangle**”



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IF YOU REMOVE ANY ONE OF THE FOLLOWING, THERE WILL NOT BE ANY FIRE:

- Oxygen: to stop sustaining combustion.
- Heat : to stop raising the material to its ignition temperature.
- Some sort of Fuel or Combustible Material.

13.3.2 Types/ Causes of Fire and Managing (Extinguishing) Fire:

Class	Fire Caused By	Managing (Extinguishing) fire	Materials/ Equipment used to extinguish Fire
A	Burning of solid (paper, wood, cloth, carpet, plastics, etc.)	Cooling (Removing heat)	water, sand, water/ ABC Extinguishers
B	Burning of liquid (oil, kerosene, petrol, diesel, paint, thinner, etc.)	Smothering (Cutting off access to Oxygen/Air)	CO2 and Dry Chemical Powder (DCP) Extinguishers
C	Burning of gases, LPG, CNG, Acetylen, Hydrogen, Methane etc.)	Starvation (Removing the gaseous fuel)	DCP, CO2 Extinguisher
D	Burning of metals (Magnesium, Uranium) this occurs very rarely.	Starvation	Only DCP
E	Electrical short circuit, overheating (transformers)	Smothering/ Cooling (First to shut off the main switch)	CO2, dry chemical powder (DCP) and BC or ABC extinguisher.
K	Fire in cooking appliance that involve cooking media: vegetable or animal oil and fat.	Smothering (Cutting off access to Oxygen/Air)	Use a wet, potassium acetate-based, low pH agent to put out “cooking” fires.



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DO YOU KNOW?

IT IS MANDATORY FOR YOUR SCHOOL TO HAVE A REGULAR UPDATION AND INSPECTION OF ITS FIRE SAFETY EQUIPMENTS AND FIRE SAFETY CERTIFICATE FROM THE LOCAL FIRE OFFICER.

IT IS AN ESSENTIAL CONDITION FOR RUNNING A SCHOOL



13.3.3 Using a Fire Extinguisher:



See, how to use a Fire –Extinguisher
 ✓ Remember the acronym PASS



PASS means:

- Pull
- Aim
- Squeeze
- Sweep



➡ **Pull the pin:**

This will allow one to discharge the extinguisher.



➡ **Aim the nozzle at the base of the fire:**

If one aims at the flames (which is frequently the temptation), the extinguishing agent may fly right through and will not be effective.

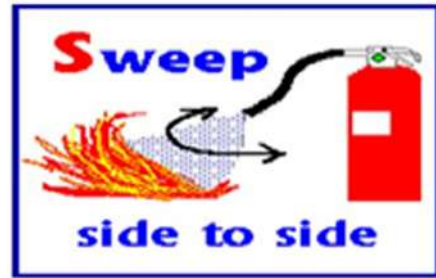
➡ **Squeeze the trigger:**

Squeeze the trigger to release the agent in a controlled manner.



 **Sweep from side to side:**

Until the fire is completely out. Use the extinguisher from a safe distance away, and then move forward. Once the fire is out, keep an eye on the area in case it ignites.



During fire, adopt the drill: S.D.R.



13.3.4 What to do if there is a fire?



In the event of a fire:

Tasks You Must Do	Tasks Your Teacher/ Principal/ Anyone elder Must Do
<ul style="list-style-type: none"> ✓ Raise the alarm. ✓ Alert Teacher/ Principal or anyone from school personnel/staff ✓ Collect belongings (Only when it is safe to do so). 	<ul style="list-style-type: none"> ✓ Alert principal or anyone from school personnel/staff ✓ Evacuate everyone from the immediate vicinity of the fire. ✓ Fight fire with existing equipment (Only when it is safe to do so).





<ul style="list-style-type: none"> ✓ Evacuate from the immediate vicinity of the fire as directed by the teacher or anyone from school personnel/staff ✓ Do not leave assembly area until advised to do so by the incident controller. 	<ul style="list-style-type: none"> ✓ Sound the evacuation alert if evacuation is necessary. ✓ Allow staff, students, and visitors to collect belongings (Only when it is safe to do so). ✓ On sounding of the alert, evacuate all staff, students and visitors in an orderly manner. ✓ Close all doors and windows. ✓ Switch off the power supply at the electrical switchboard (principal or site manager) (Only when it is safe to do so). ✓ Collect classroom rolls and move students and visitors along designated routes to the designated assembly area. ✓ Assist staff, students and visitors with disabilities or special needs. ✓ Remain with students and wait for further instruction.
<p>Return to classrooms (Only when it is safe to do so).</p>	

13.4 Earthquake:



Next Disaster to be aware of is Earthquake!

An earthquake (or quakes, tremors) is the shaking of the surface of the earth, caused by the sudden movement in the Earth's crust. They can be extremely violent or sometimes cannot be felt by anyone. Earthquakes are usually quite brief, but may repeat. They are the result of a sudden release of energy in the Earth's crust.

13.4.1 Being Ready for an Earthquake :



- ✓ If you live in an earthquake prone area, make sure you have a fire extinguisher, first aid kit, a battery-powered radio, a flashlight, and extra batteries at home.
- ✓ Learn first aid.
- ✓ Learn how to turn off the gas, water and electricity.
- ✓ Have a plan as to where to regroup as a family after an earthquake.
- ✓ Don't leave heavy objects on shelves (they'll fall during a quake).
- ✓ Anchor heavy furniture, cupboards, and appliances to the walls or floor.

13.4.2 What to Do During an Earthquake:



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- What will be your first reaction in case you feel tremors?
 - **Drop-Cover-Hold**

13.4.2.1 Drop, Cover Hold Exercise :



Stay calm!

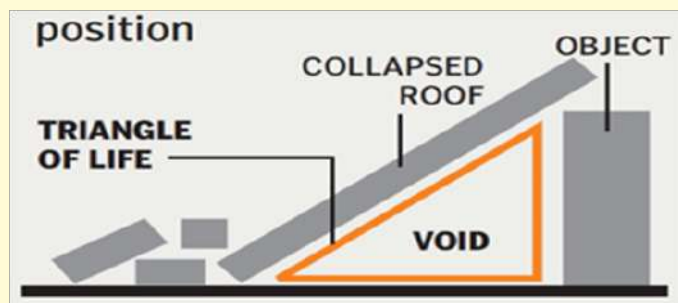
SITUATION	PRECAUTION/S
• If you are inside the building...	✓ Stay inside.
• If you're outside...	✓ Stay outside.
• If you're indoor...	<ul style="list-style-type: none"> ✓ Stand against a wall near the center of the building ✓ Stand in a doorway, or crawl under heavy furniture (a desk or table). ✓ Stay away from windows and outside doors.
• If you're outdoors...	<ul style="list-style-type: none"> ✓ Stay in the open away from power lines or anything that might fall. ✓ Stay away from buildings.
• If you're in a car...	✓ Ask to stop the car and stay inside the car until the earthquake stops.



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Triangle of Life

If there is a void/ empty space created in the following manner, that will be the triangle of life for you:



13.4.3 What to do after an Earthquake:

- ✓ Check yourself and others for injuries. Provide first aid for anyone who needs it.
- ✓ Check water, gas and electric lines for damage. If any are damaged, shut off the valves. Check for the smell of gas. If you smell it, open all the windows and doors, leave immediately and report it to the authorities.



- ✓ Turn on the radio. Don't use the phone unless it's an emergency.
- ✓ Stay out of damaged buildings.
- ✓ Be careful around broken glass and debris. Wear boots or sturdy shoes to keep from cutting your feet.
- ✓ Be careful of chimneys (they may fall on you).
- ✓ Stay away from beaches. Tsunamis and Seiches (a temporary disturbance in the water level of a lake or partially enclosed body of water) may hit after the earthquake.
- ✓ Stay away from damaged areas.
- ✓ If you're at school or work, follow the emergency plan or the instructions of the person incharge.
- ✓ Be prepare for aftershocks.

13.5 Cylone /Flood:



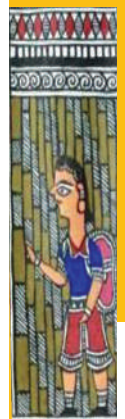
In cyclone-prone areas, it is the duty of our principals/site managers to establish links with their local State Emergency Services (SES) and familiarize themselves with the various actions required under each “alertstage”.



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Your School Authorities ,i.e. Principal, Vice-Principal MUST observe the following precautions:

- ✓ If flooding is imminent, make contact with the local SES (State Emergency Services) and regional education office as soon as possible.
- ✓ If the school is still occupied, ensure students and staffs are located in the highest sheltered areas.
- ✓ Where possible, ensure that high value equipment and records are safe.
- ✓ Ensure potential electrical hazards have been eliminated (for example, isolate power supply) (ONLY WHEN IT IS SAFE TO DO SO).
- ✓ Remain at the safe location.
- ✓ Do not allow anyone to enter the flood waters.





I hope all your queries are solved.

Yes, of course! But you see I will keep bothering you!!!



I would just request you to adopt the qualities of a future-ready student, un-condition your mind and think beyond the obvious. Think about the **Competency Based Learning**.

This is the next step towards making us all prepared for the future years.

I will try to adopt the qualities of a future-ready student which you have explained.



TOGETHER, WE SHALL EXPERIENCE THE NOVELTIES OF
COMPETENCY-BASED LEARNING!

Till, then, HAPPY LEARNING!



Annexure 1

(PROFORMA FOR FORWARDING SHORTAGE OF ATTENDANCE CASES BY SCHOOLS)

CONDONATION OF SHORTAGE OF ATTENDANCE IN CLASS X / XII
(SEPARATE PROFORMA EACH FOR CLASS X AND XII)

1. Following candidates of Class _____ have not attained the required percentage of attendance during the academic session 20..... - 20....., as per details mentioned against each:

S. No.	Name of Candidate	Regn. No./ Roll No.	Class X / XII	No. of teaching days in the school	No. of days attended by the student	Percentage of attendance put in by the student upto 1 st Jan. 20.....	Recommendation as under - R for Recommended N for Not Recommended
1							
2							
3							
4							
5							

2. Following documents duly attested are attached with following cases

S.No.	Name of Candidate	Name of Document(s) attached
1		
2		
3		
4		
5		

Signature: _____

Name of Principal: _____

School Name: _____

School No. _____

Affiliation No. _____

Seal of the school _____

PROFORMA



References

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