



CBSE/Acad/CP/2020

January 01, 2020
Circular No. 01/2020

All Heads of Schools affiliated to CBSE

New Year Greetings 2020!

Dear Principals

At the dawn of the New Year, we take this opportunity to whole heartedly thank all our stakeholders for their enthusiastic and continued support, for the successes achieved together. Today, as 2020 unfolds, we need to strive further to render qualitative, inclusive and holistic education along with safe learning environment to all our students.

You have been an amazing team players and we look forward to further consolidate our efforts to bring about reforms in school education with much more vigor and enthusiasm. Your participation in CBSE Expression Series, Heritage India Quiz, Science Exhibition, Teaching Aids Competition, Aryabhata Ganit Challenge, Story Telling Competition, Celebration of different days of National and International days, FIT India Movement, Ek Bharat Shreshtha Bharat, Programmes for Environmental Conservation and many others have made a mark at the National level.

In the wake of the country's visible efforts to excel in academic standards, we recognize the need to further strengthen innovative and experiential learning practices to improve overall performance of our students.

In the New Year 2020, we need to dedicate ourselves to taking forward the following initiatives to even greater heights of excellence:

1. Empowerment Programmes for Principals and Teachers

Principals or Heads of Schools play a pivotal role in making their schools hubs of excellence. Today, school heads are expected to be educational visionaries, pedagogical leaders, assessment experts, disciplinarians, character builders, community strengtheners, data managers, policy makers as well as administrators.

Teachers, the most important factor in the teaching learning process, have assumed the role of facilitators. To play their new roles with excellence, they need to be lifelong learners and build their competencies/capacities continuously keeping in view the changing needs of the learners.

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The capacity building of teachers and principals brings a critical difference in the lives of the students and overall school education, so the Board will continue to make efforts to build the capacity of both teachers and principals to ensure effective implementation of school based reforms.

The theme of the capacity building programmes for the year 2020 is 'Competency-based Education' (CBE). The Board will provide different avenues to teachers and principals for enhancing their capacity in the focused area.

2. Competency Based Learning

CBSE has been, and will continue taking initiatives to make education competency based. It focuses on the student's demonstration of desired learning outcomes as central to the learning process. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes, rather than on measuring time. Experiential and active learning are the best pedagogies for CBE. The Board advocated introduction of Experiential Learning as mandatory pedagogy from 2019-20 onwards to promote critical thinking, creativity and effective study skills among students. The Board also adopted the Learning Outcomes approach developed by NCERT for classes I-VIII and encouraged the schools to direct their teaching-learning in the light of these outcomes.

The schools are expected to have well-defined Learning Outcomes for every grade that are observable and measurable, and empower learners to focus on mastery of valuable skills and knowledge through these Learning Outcomes, deemed to be essential for success in life. It is expected that teachers will provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks. Schools are expected to track the attainment of Learning Outcomes by each learner and ensure that no child is left behind.

3. Principals as Pedagogical Leaders and Preparation of Pedagogical Plans

The school principals have been motivated to assume the role of a Pedagogical Leader and prepare annual pedagogical plans with the help of their teachers for all classes and all subjects. They must continue to play the role of pedagogical leader and support teaching and learning at all levels (from pre-primary to senior secondary level).

The principals are encouraged to keep the collective focus of their teachers and parents on holistic development of students and ensure its achievement through active and adaptive pedagogical plans by leading and guiding the teachers throughout the academic year.

(Please see Circular No.-Acad-15/2019 dated 9th March, 2019 in this regard at link http://cbseacademic.nic.in/web_material/Circulars/2019/15_Circular_2019.pdf)

4. Vidya-Daan

CBSE has conceptualized **Vidya-Daan**, a program based on sourcing of content that is developed by our expert teachers. It is meant to synergize countrywide developments by providing schools and teachers from the metro cities to the smallest villages in remote areas with good quality e-content that can be used by them anytime, anywhere at no cost.

The aim of this program is to empower each school, teacher, and student by providing an ease of learning. Teachers will have a space to share their best practices and e-content with the entire nation. As a part of **Vidya-Daan**, several CBSE schools prepared and 'donated' their content to CBSE for putting on public domain for the larger good of school education.

This has marked a new journey where schools, teachers and other relevant stakeholders are participating to enrich and improve content, which will benefit the entire nation.

To continue the **Vidya-Daan** movement, schools are requested to consider preparing and donating content for this e-platform by contacting their respective CBSE Centres of Excellence. Curated e-content will be accepted only through Principal / Head of school. The Board will give appropriate recognition to the accepted content.

(Please see Circular No. Acad-80/2019 dated December 16, 2019 in this regard at link http://cbseacademic.nic.in/web_material/Circulars/2019/80_Circular_2019.pdf)

5. Strengthening of Hubs of Learning

In order to ensure the enhancement of quality of education and promote self-improvement, the Board has formed **Hubs of Learning** i.e. clusters of 4-6 neighborhood schools for their collaborative growth and inspired self-improvement. The main aim of this collaborative partnership between schools is to create an ecosystem wherein the schools in a hub, learn from each other and partner each other to augment their self-improvement. This initiative of the Board is an effort to facilitate overall mutual growth and enhancement in the education standards amongst all schools affiliated with the Board.

It is expected that as envisaged that the Lead collaborators and the Collaborators in each of the hubs will continue to work together to create a culture of support and healthy interdependence across different areas of teaching and learning.

(Please see Circular No. Aff-12 dated 9th March 2019 in this regard at link http://cbse.nic.in/newsite/attach/hubs%20of%20learning%2015.3.19_final.pdf)

6. Sharing Podcasts

The Board launched a podcast platform '**CBSE – Shiksha Vani**' to provide schools with authentic and latest information and guidelines on different Academic and Training initiatives, Examinations and

other important areas and procedures of the Board. It also aimed at encouraging schools to develop podcasts on their best practices related to innovations in pedagogy, 21st century learning skills, experiential and active learning, integration of co-curricular areas such as Arts, Sports, Life Skills and Values in main subjects and classroom assessment.

We hope all the schools would support this initiative and leverage the expertise of their teachers to contribute high quality podcasts at **CBSE-Shiksha Vani** for the benefit of larger community of teachers and students and make this platform a repertoire of educational practices and resource hub for all those who need it the most.

(Please see Circular No. Acad-65/2019 dated 6th November 2019 in this regard at link http://cbseacademic.nic.in/web_material/Circulars/2019/65_Circular_2019.pdf)

7. Implementation of CBSE Handbooks and Manuals on Various Qualitative Measures

In its pursuit of qualitative improvement of education in all CBSE affiliated schools, the following Handbooks / Manuals have been prepared on various innovative and qualitative measures taken by the Board during the last two academic sessions. All Principals were requested to download all these Handbooks from the link <http://cbseacademic.nic.in/manual.html> and arrange for a discussion on each with teachers and also students wherever relevant.

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| i. Handbook for Students | viii. Orientation of Inspection Committee on Outcome based Affiliation Procedure |
| ii. Handbook for Teachers | ix. Eco Clubs and Water Conservation |
| iii. Hubs of Learning | x. Artificial Intelligence Curriculum |
| iv. Experiential Learning | xi. Artificial Intelligence Integration Across Subjects |
| v. Integrating Arts in Education | xii. Compendium of Courses |
| vi. Joyful Teaching and Learning of Mathematics | |
| vii. School Quality Assessment and Assurance (SQAA) | |

In addition to this, a **calendar of major activities** to be done in the academic session has also been prepared.

It is expected that all the schools will adopt the handbooks for implementation and will be following them as per the timelines given in the Activity Calendar.

8. School Quality Assessment and Assurance (SQAA)

In order to assess the schools for meeting commonly accepted standards of excellence, quality check and monitoring of the affiliated schools at regular intervals, the Board has developed a 'quality assessment framework'.

It is an exhaustive, objective, transparent and implementable self-assessment tool benchmarked by best global standards and also rich in its local requirements for educationists, leaders, managements and all those involved in making a difference in the lives of students. This will empower and enable schools to self-assess their performance in different domains by providing them guidelines, tools and instruments to achieve a self-set target thus helping to move further on developmental continuum.

The process of School Quality Assessment and Assurance involves two essential phases:

- **Phase 1:** *Self-Assessment using different instruments of SQAA through an online method*
- **Phase 2:** *Validation by External Peer Assessor Team by visiting the Assesse School*

*At the introductory level, each school affiliated to the Board may undergo **Phase 1** of the SQAA Framework i.e. Self-Assessment and update its information online on the eight domains of school functioning (Scholastic Processes, Co-Scholastic Processes, Infrastructure, Human Resources, Inclusive Practices, Management and Governance, Leadership and Beneficiary Satisfaction) once every three years, starting from the year, 2020. The Board will soon inform schools about the online link for this purpose.*

9. Celebration of Ek Bharat and Shrestha Bharat

'Ek Bharat Shrestha Bharat' (EBSB) programme was launched by Honorable Prime Minister on Ekta Diwas (31st October 2015) to mark the birth anniversary of Sardar Vallabhbhai Patel to foster national integration through a coordinated mutual engagement process between States, Union Territories, Central Ministries, Educational Institutions and general public through linguistic, literary, cultural, sports, tourism and other forms of people-to-people exchanges.

School heads are requested to celebrate EBSB by facilitating maximum participation of all the stakeholders in different activities till June 2020 and accordingly prepare an action plan for making the programme successful and effective.

The report of the activities conducted should be sent to CBSE. Further, adequate publicity may be given to activities conducted under EBSB, and innovative and effective ways may be used to reach out to the larger community.

10. Mainstreaming Health and Physical Education

The Board has introduced a streamlined and well-designed Health and Physical Education (HPE) Program to mainstream Health and Physical Education in schools for students of classes I –XII.

The schools have been advised to reserve one period every day for Health and Physical Education for classes I-XII from academic session 2019-20 onwards with the aim of holistic development of the students.

It is reiterated that schools while preparing the time table for the new session must reserve one period every day for HPE for the classes I-XII.

(Please see Circular No.-ACAD-10/2018 dated 21.3.2018 and Circular No.Acad-11/2018 dated 25.4.2018 in this regard at link <http://cbseacademic.nic.in/circulars2018.html>)

11. Integrating Art in Education and Mandatory Art Education upto Class X

In view of the recommendations in the NCF-2005 document, NCERT's recommendation, need for awareness of India's vast and diverse art heritage, and the felt need for developing creative and critical thinking skills among students, the Board has mandated integration of Art with the teaching learning process.

It must be understood that Art Education and Art Integrated Education may be mutually exclusive, but they build upon each other and strengthen each other. Art Education is not only relevant for developing creativity and appreciation of art among students, but is also necessary for inculcating art-based enquiry skills in the students. Art Education is a necessary precursor for the adoption of Art Integrated learning.

In this background, it is expected that the schools follow a mandatory two-pronged approach as follows:

- *Art education will continue to be an integral part of the curriculum at Secondary level, as a co-scholastic area. The schools may also promote and offer Visual and Performing Arts based subjects at the Secondary and Senior Secondary levels.*
- *Art shall be integrated with the teaching and learning process of all academic subjects from classes 1 to 12, to promote active and experiential learning for "connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods and for enriching the curriculum, so that it goes beyond textbooks".*

The document of Guidelines on Art-Integrated Learning has been released. The document contains details on the importance of Arts, Arts as pedagogical tool for experiential and joyful learning, guidelines for Art-Integrated Learning for teachers and principals and a suggestive list of activities and projects for reference. It is an integral part of teaching-learning process.

12. Taking forward the mission of Fit India

The Fit India Movement was launched by Honorable Prime Minister of India with the aim to encourage people to inculcate physical activity and sports in their everyday lives and daily routine. In order to take this mission forward, CBSE has decided that each year a total of 06 working days during the THIRD and FOURTH WEEK of November will be celebrated as 'Fit India School Week' in all

its affiliated schools. This would instill in students the understanding for regular physical activity thus enhancing their self-esteem and confidence.

Schools shall ensure that all students, parents, staff and management shall actively participate in the Fit India School Week and keep posting a brief of the activities undertaken along with pictures and videos on their schools' website as well as on the official Fit India Portal (<http://fitindia.gov.in/fit-india-school-week>).

(Please see Circular No.-ACAD-71/2019 dated November 20, 2019 in this regard at link http://cbseacademic.nic.in/web_material/Circulars/2019/71_Circular_2019.pdf)

13. Student Enrichment Activities and ASAR App

The Board has been conducting many student enrichment activities throughout the year like CBSE Expression Series, Heritage India Quiz, Science Exhibition, Aryabhata Ganit Challenge, Story Telling Competition, Celebration of different days of National and International days, Programmes for Environmental Conservation and the schools have enthusiastically supported these initiatives by encouraging the students to participate in these activities.

In the New Year, the Board will be conducting all these activities and some new activities will also be initiated. The skills or values to be enhanced through these activities are given in **Annexure A**. The schools are encouraged to continue all-around participation in these activities by motivating their students to participate in them for their overall development, and to promptly report participation details on our ASAR App (Affiliated Schools Activity Report) available on Playstore for Android phones.

14. No Anger Policy

The Central Board of Secondary Education, as a part of its thrust on '**Joyful Education and Holistic Fitness**', urges all its affiliated Schools and its School Leaders to make efforts to convert all CBSE Schools into a **No - Anger Zone or Anger - Free Zone**. In this Anger-Free Zone, everyone will try to manage his/her anger, whether it is the School Educators, Parents, School personnel or other stakeholders. The best way to teach children the value of '**freedom from anger**' is by setting examples ourselves.

Making our schools Anger-Free Zones will help our students in developing **Affective Skills** and in eradicating emotions like Fear, Disrespect, Humiliation and Hurt, which are the by-products of anger. This change in the school environment will help our children become more mentally active and emotionally wealthy. They shall go back home more charged and happy and definitely will want to return to their schools the next day. Some of the simplest changes that could be undertaken for making

school an anger free zone have been mentioned in **Circular no. CBSE/SECY/2019-20 dated December 23, 2019** available at www.cbse.nic.in

The journey with schools helps us gain a better understanding of the learning needs of students. Your partnership is in fact instrumental in transforming education in the country today. We seek your continued support and genuine efforts to walk alongside us on this chosen path.

Let us jointly march ahead towards an inspired and magical future for learners and teachers alike!

My Best Wishes to you for the Year 2020!


(Anita Karwal)
Chairperson, CBSE

Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-16
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim –737101
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair – 744101
8. The Director of Education, S.I.E., CBSE Cell, VIP Road, Jungle Ghat, P.O. 744103, A&N Island
9. The Director, Central Tibetan School Administration, ESSSESS Plaza, Community Centre, Sector 3, Rohini
10. The Additional Director General of Army Education, A – Wing, Sena Bhawan, DHQ, PO, New Delhi-110001
11. The Secretary AWES, Integrated Headquarters of MoD (Army), FDR Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010
12. The Under Secretary (E-1), MHRD, Govt. of India, Department of SE&L, Shastri Bhawan, New Delhi-01
13. All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
14. All Joint Secretaries/ Deputy Secretaries/ Assistant Secretaries/ Analysts (Academic, Training and Skill Unit), CBSE
15. In charge IT Unit with the request to put this circular on the CBSE Academic website
16. The Senior Public Relations Officer, CBSE
17. PPS to Chairperson, CBSE
18. SPS to Secretary, CBSE
19. SPS to Director (EDUSAT, Research and Development), CBSE
20. SPS to Director (Information Technology), CBSE
21. SPS to Director (Academics), CBSE
22. SPS to Controller of Examinations, CBSE
23. SPS to Director (SE & T), CBSE
24. SPS to Director (Professional Exams), CBSE

Student Enrichment Activities
Skills/Values to be enhanced through these activities

S. No.	Student Enrichment Activity	Skills/Values to be Enhanced
1	Story Telling Competition	<ul style="list-style-type: none"> • Thinking Skills: Creative, Analytical, Evaluative Thinking Skills • Communication Skills • Linguistic Skills
2	Reading Week	
3	Fastest Reading Contest	
4	Aryabhata Ganit Challenge	<ul style="list-style-type: none"> • Reasoning Abilities • Problem Solving Skills • Critical thinking • Analytical thinking • Ability to manipulate precise and intricate ideas • Ability to construct logical arguments
5	CBSE Heritage India Quiz	<ul style="list-style-type: none"> • Values of respect for diversity and tolerance • Awareness about preserving Indian heritage and monuments • Critical thinking skills • Appreciation for rich heritage and diversity of the country
6	Science Exhibition	<ul style="list-style-type: none"> • Critical and Creative Thinking Skills • Problem Solving Skills • Scientific Temperament • Connecting Science to day to day life
7	Science Literacy Promotion Test	
8	Expression Series	<ul style="list-style-type: none"> • Creative Thinking Skills • Communication Skills
9	Eco-Club Activities	<ul style="list-style-type: none"> • Awareness about Environmental Conservation and Protection • Cleanliness Habits
10	Swachhata Abhiyan	
11	Ek Bharat Shrestha Bharat	<ul style="list-style-type: none"> • Spirit of Patriotism and Unity • Creative Skills
12	Rashtriya Ekta Diwas	
13	Inter School Band Competition	
14	Fit India School Week	<ul style="list-style-type: none"> • Healthy lifestyle • Attention and concentration powers
15	CBSE Inter-School Sports & Games Competitions	
16	International Day of Yoga	
17	Matrihasha Diwas	
		<ul style="list-style-type: none"> • Awareness of Linguistic and Cultural traditions • Values of Tolerance and Dialogue • Communication Skills