Structure of Indian Education System

- **Pre-primary Education-** *LKG and UKG*
- **Primary Education-** *class 1 to class 5 (age 6-11)*
- **Secondary Education-** *class 6-class10 (age 11-16)*
- **Higher Secondary Education-***class 11to class 12 (age 16-18)*
- **Graduation-** *Professional 4 years, medical 5 years, arts and commerce 3 years.*
- **Post graduation-** *1.5 to 3 years.*

CBSE : National Board

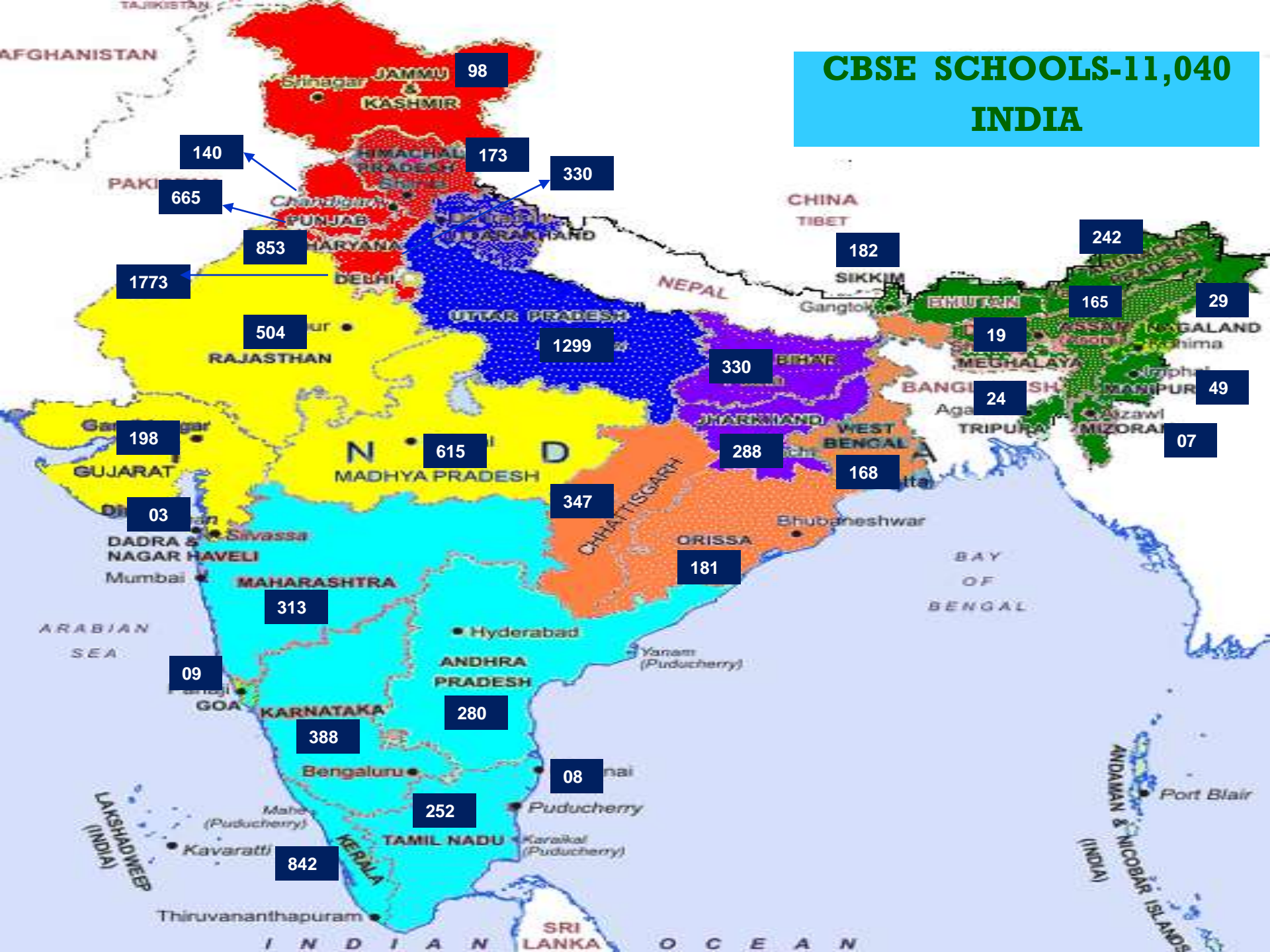## 41 School Boards in India

3 National Boards

- 2 formal education sector
- 1 non formal education sector

CBSE – 11,040 schools

24 countries

- Private
- Kendriya Vidyalayas
- State Government
- Navodaya Vidyalayas
- CTSA
- Others

a) Kendriya Vidalayas - 940
b) JNV - 543
c) Govt. School - 1857
d) Independent Schools - 7641
e) CTSA - 59

CBSE SCHOOLS-11,040 INDIA

- JAMMU & KASHMIR — 98
- 140
- HIMACHAL PRADESH — 173
- 330
- 665
- PUNJAB
- HARYANA — 853
- DELHI — 1773
- RAJASTHAN — 504
- UTTAR PRADESH — 1299
- SIKKIM — 182
- 242
- 165
- 29
- ASSAM — 19
- NAGALAND
- MEGHALAYA — 24
- MANIPUR — 49
- BIHAR — 330
- TRIPURA
- MIZORAM — 07
- GUJARAT — 198
- JHARKHAND — 288
- WEST BENGAL — 168
- MADHYA PRADESH — 615
- DADRA & NAGAR HAVELI — 03
- CHHATTISGARH — 347
- ORISSA — 181
- MAHARASHTRA — 313
- ANDHRA PRADESH — 280
- GOA — 09
- KARNATAKA — 388
- 08
- TAMIL NADU — 252
- KERALA — 842

CBSE SCHOOLS ABROAD

157 SCHOOLS
IN
23 COUNTRIES

•	Andaman & Nicobar Islands	100	• Nepal	12
•	Daman & Diu	05	• Qatar	07
•	Lakshadweep	04	• Tanzania	01
•	Bangladesh	01	• United Arab Emirates	57
•	Bahrain	06	• Nigeria	01
•	Burma	01	• West Africa	01
•	Ethiopia	02	• U.S.S.R.	01
•	Iran	01	• Yemen	01
•	Saudi Arabia	25	• Indonesia	01
•	Kuwait	16	• Singapore	04
•	Libya	02	• Malaysia	02
•	Oman	11	• Japan	02
•	Afghanistan	01	• Uganda	01

Central Board of Secondary Education

Eight Regional Offices
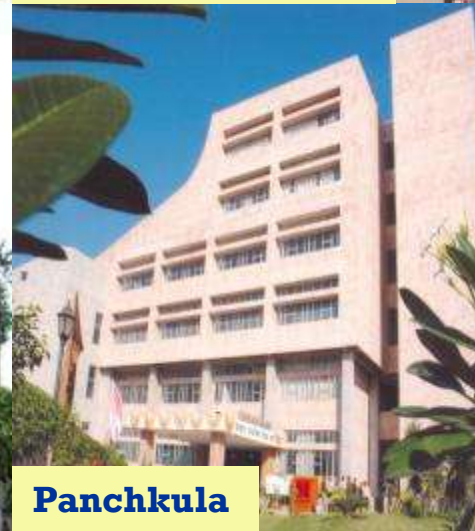
Ajmer

Allahabad

Bhubaneshwar

Chennai

Delhi

Guwahati

Panchkula

Patna

Changes being sought in the field of education.
Education should have a threefold objective -- for the sake of imparting knowledge, for self-employment and for employment.
In India our education system is concentrating mostly on passing on information while employability of the students is a distant objective.

He clarified that the education reforms are based on four pillars, namely expansion, excellence, inclusion and autonomy.

Kapil Sibal
India

Strategies :Context

Global Challenges

Emerging Technologies and Challenges

Information Highways

Changing Learner Profile

Changing Work Force

Changing Employability Skills

Shifting Social Dynamics

Inclusion

Global Challenges

Virtual Classrooms

Online Teachers

Multipolar learning

Distance/online Learning

Smart Schools

Inclusive Practices

Holistic Health

e-learning

Life Skills Programme

Multiple Intelligences

Environmental Concerns

Values

Integration of Technology

Lifelong Learning

Jobs in this new millennium require a student to be an effective :

Collaborator

Synthesizer

Leverager

Model builder

Adapter

Localizer/Personalizer
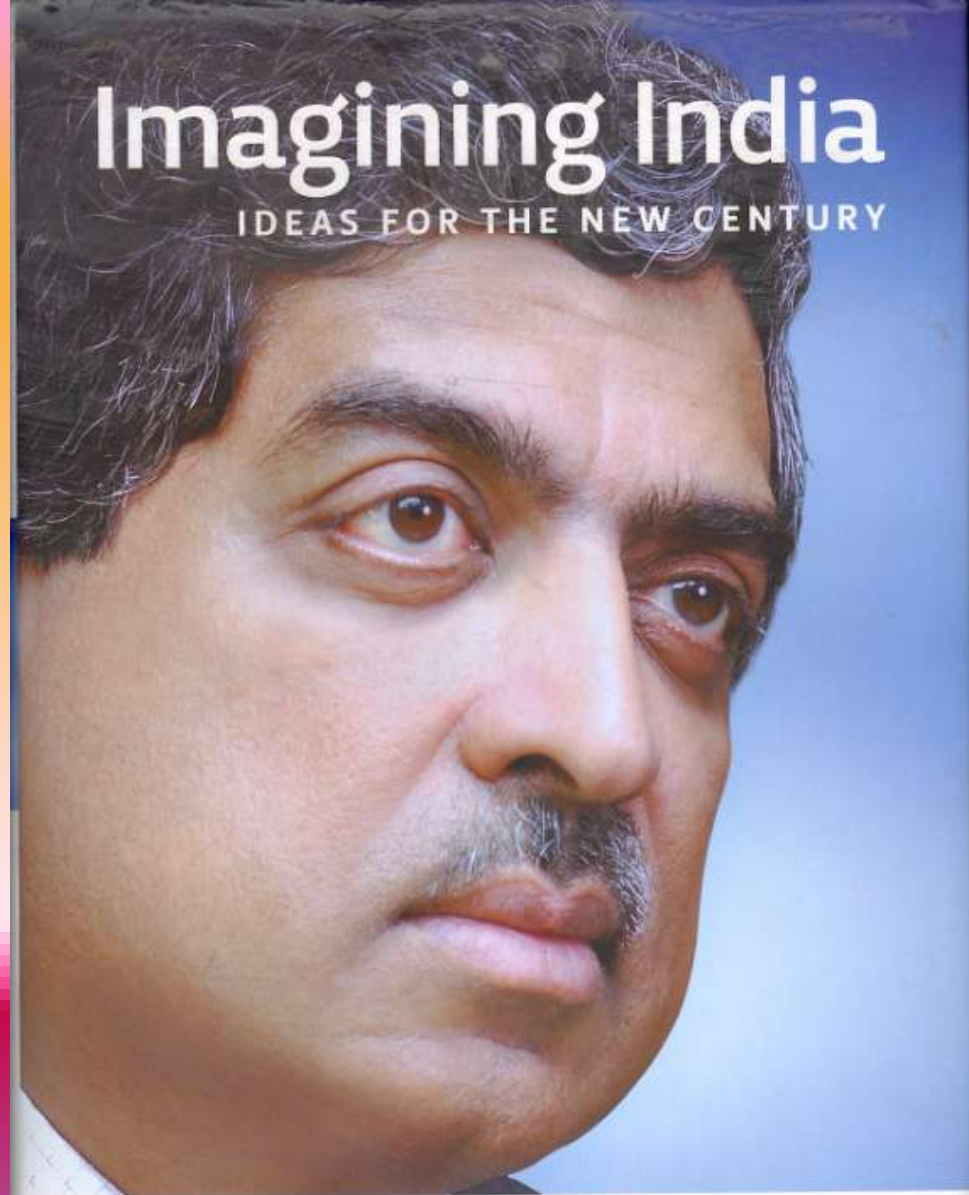
Explainer

Adapted from Tom Friedman's book:
The World Is Flat (2006)

Where ?

'Schooling in India has been a struggle, both before and since Independence But what has now changed is the <u>growing awareness about education and a demand for it that cuts across income groups'</u>.

Nandan Nilekani
'Imagining India'

Imagining India
IDEAS FOR THE NEW CENTURY

Nandan Nilekani

Where ?

India's involvement with good education practices will move 'conclusively than any other reform, determine India's economic future' … Our response will made all the difference between the world's largest … Illiterates .. or … a country with a large pool of talented human capital that can fire up the country to new levels of growth. Our opportunity to choose between the two is her, now and, transient.

Nandan Nilekani
'Imagining India'

Imagining India
IDEAS FOR THE NEW CENTURY
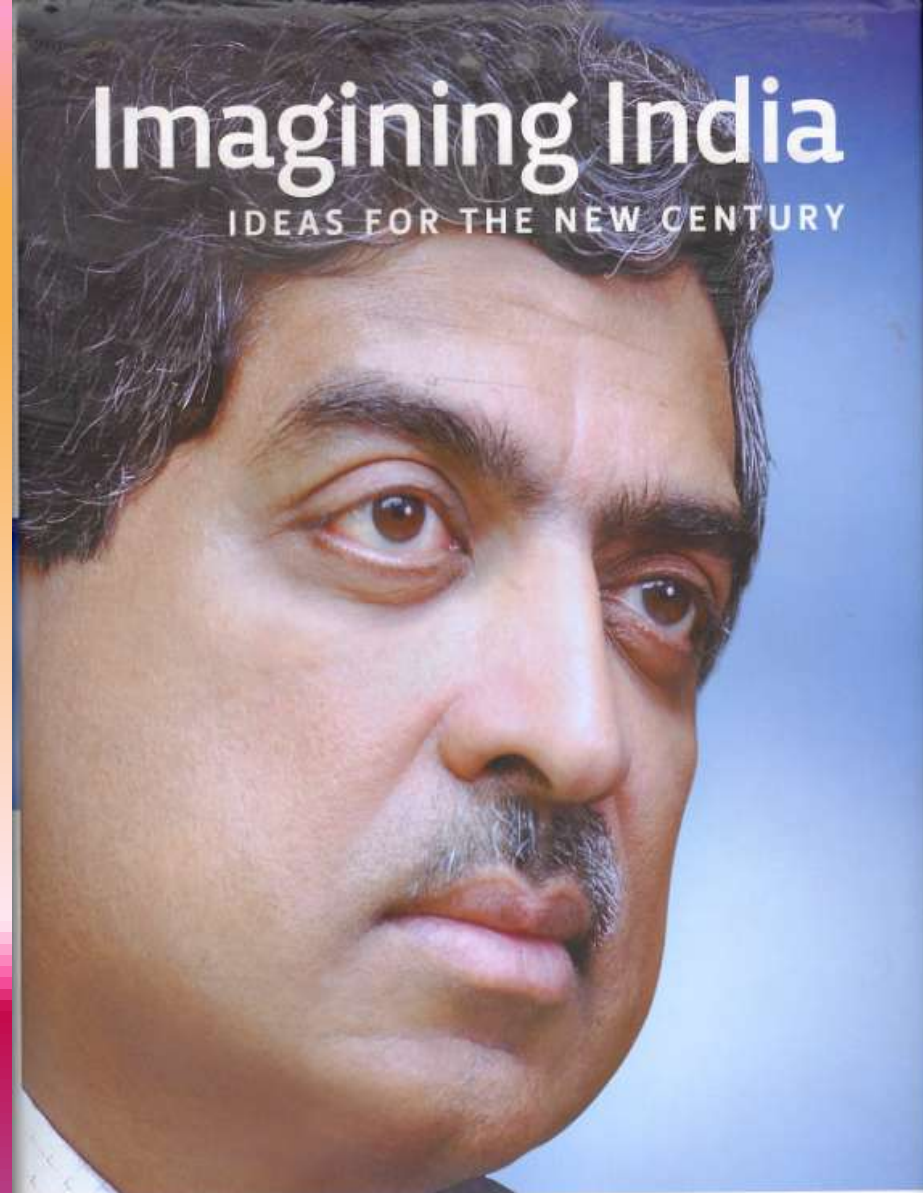
Nandan Nilekani

Information Technology based Subjects

- **Upper Primary Level (VI-VIII)**   -   **Computer basics as part of work experience.**

- **Secondary Level (IX & X)**   **- I I T - Additional Subject**

- **Senior Secondary Level (XI & XII)**   **- 3 Electives**

  1. **Computer Science**
  2. **Informatics Practices**
  3. **Multimedia & Web Technology**

MEDIA – PRINT – ELECTRONIC CHALLENGES
Values and Violence

- **PhoneChannel**
  http://www.digitalopportunity.org/article/archive/1072/

- **Interactive** textbooks
  http://www.phschool.com/social_studies/

- **Tablet** PCs
  http://www.communities.hp.com/online/blogs/highered/archive/2007/09/28/HPPost4561.aspx

- **Computerised** tutor
- **http://in.youtube.com/watch?v=lxUzKoIt5aM**
- **http://www.boloji.com/mahabharata/index.htm**
- **www.culturalindia.net/indian-folktales/panchatantra-tales/index.html**
- **http://www.harappa.com/gandhi.html**

Focus areas of ICT in CBSE

6 focus areas:

- Policy
- Curriculum
- Teaching, learning and assessment
- Teacher training
- Monitoring & Mentoring
- Research & knowledge sharing.

Policy at CBSE and ICT

- **Online Affiliation**
- **Website for dissemination**
- **Networking schools**
- **Material – Textual**
- **Support Material**

Online Affiliation – CBSE website (www.cbse.nic)

Online Application for Affilation - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back • | Search | Favorites

Address http://164.100.50.30/form/mainpage.aspx   Go   Links »

Google   Search •   Share •   Sidewiki •   Bookmarks •   Check • »   Sign In •

e-Affiliation System for Schools

CBSE

Register for Filling the Application Form for Provisional Affiliation

Please read the following instructions

- Be sure that you have provided a valid **Email Address** for future communication.
- Confirmation of your registration will be sent to you through **Email**.
- You will have to wait and check your Email for further details. A link is provided for completing the **School History Form**.
- You May than access your School Profile, Complete your School History Form online and apply to CBSE for affiliation.
- You may continue with the application process or return at a later time to complete the required information for application.
- Please Remember your **UserId** and **Passward** which is provided by you for this web site.Without this you can not fill affiliation form
- Password must be at least **8** characters ,contain at least one one lower case letter**(a-z)**,one upper case letter**(A-Z)**, one digit**(0-9)** and one special character**(eg...@#$%^&+=)**.

Select Apply For	Switch Over upto Secondary Level
School is affiliated uoto Which class	class 8
From Which Board	MP State Board

Submit

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National Informatics Centre

Done   Internet

Start   Search Results   Search Results   My Pictures   Online Applicati...   Central Board of S...   cbse pg1.bmp - Paint   2:45 PM

File   Edit   View   Favorites   Tools   Help

Back   Search   Favorites

Address   http://164.100.50.30/form/mainpage.aspx   Go   Links

Google   Search   Share   Sidewiki   Bookmarks   Check   Sign In

e-Affiliation System for Schools

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- Password must be at least **8** characters ,contain at least one one lower case letter**(a-z)**,one upper case letter**(A-Z)**, one digit**(0-9)** and one special character**(eg...@#$%^&+=)**.

School Details	
Name of Institution	SOUTH INDIAN CULTURAL SC
Academic Session	2012-13
State	MADHYA PRADESH
District / Country for Foreign Schools	INDORE
Postal Address	SECTOR 54 VIJAY NAGAR
City/Place	INDORE
Tehsil	
Pin Code	452010
Phone No. with STD Code	0731 2550985

Done   Internet

Start   Search Results   Search Results   My Pictures   Online Applic...   Central Board ...   Sica School - ...   untitled - Paint   2:49 PM

City/Place	INDORE
Tehsil	
Pin Code	452010
Phone No. with STD Code	0731 2550985
FAX No	
Website :(eg. http://www.xyz.com)	http://www.sicaschool.org/
Email to be used for Communication	info@sicaschool.org

Principal's Name/Qualification

Name of Principal/ Head of Institution	Mr. ▾	Ranjana Naik
Educational/Professional Qualifications:	M.Sc. B.Ed	
Administrative Experience (in Years):	15	
Teaching Experience (in Years):	15	

User Id and Password to be used for future reference

Your User Id for this Website (5 - 20 Characters)	
Password (8-15 characters)		Help
Confirm Password:	
Your favourite city name (security question) :	
Enter Security Pin :	704461
Security Pin :	704461

Next >>

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National Informatics Centre

Done   Internet

Start   Search Results   Search Results   My Pictures   Online Applic...   Central Board ...   Sica School - ...   affliation page...   2:52 PM

Back   Search   Favorites

Address   http://164.100.50.30/   Go   Links »

Google   Search   Share   Sidewiki   Bookmarks   Check   »   Sign In

e-Affiliation System for Schools

CBSE

Notice Board

(1)-After final submission of form the user name and password expires and would not work anymore

Online Services

Affiliation-Bye-Laws

Permanent Aff & School Directory

Useful Links

Central Board of Secondary Education

CBSE Examination Results Portal

WELCOME

CBSE is a self-financing body which meets the recurring and non-recurring expenditure without any grant-in-aid either from the Central Govt. or from any other source. All the financial requirements of the Board are met from the annual examination charges, affiliation fee, admission fee for PMT. All India Engineering Entrance Examination and sale of Board's publications. The jurisdiction of the Board is extensive and stretches beyond the national geographical boundaries. As a result of the reconstitution, the erstwhile 'Delhi Board of Secondary Education' was merged with the Central Board and thus all the educational institutions recognized by the Delhi Board also became a part of the Central Board . Subsequently, all the schools located in the Union Territory of Chandigarh. Andaman and Nicobar Island, Arunachal Pradesh, the state of Sikkim , and now Jharkhand, Uttaranchal and Chhattisgarh have also got affiliation with the Board.

3 Simple steps to apply online for Provisional Affiliation

Read Instruction and Procedure carefully

Registered yourself with us

Fill School History Form and Submit to us

Click here to Proceed

Designed and Developed by

Done   Internet

Start   Search Results   Search Results   My Pictures   :: Welcome to C...   Central Board of S...   untitled - Paint   2:42 PM

Website for disseminating Information

केन्द्रीय माध्यमिक शिक्षा बोर्ड
CENTRAL BOARD OF SECONDARY EDUCATION

COMMITTED TO EQUITY AND EXCELLENCE IN EDUCATI

Latest @ CBSE

Summative Assessment II for Class X Frequently Asked Questions (FAQs)

Circular: Aptitude and Interest Assessment with the First Ever CBSE Students Global Aptitude Index : Enrolment For The Programme   Circular | Online Registration | (Last Date Extended to: 15/11/2010)

Notification : Interaction Session to Remove any Affiliation related issue

Circular : Physical Education & Sports in Schools

Schedule for HIQ - 2010   Zonal Schedule | Detailed Schedule

Announcement : 17th National Annual Sahodaya Conference 2010

National Education Day

Notification : Interaction Session on Examination Reforms with Parents / Managers / Directors / Chairpersons / CEO / Correspondents (revised)

Online Class IX Registration for Foreign Schools under CBSEi (CBSE International)

Notification : CENBOSEC Issue (October-December, 2010)

Online Application for Central Sector Scheme of Scholarship for College and Univ. Students - 2010

Online List of Candidates (LOC) for Class X for Academic Session : 2010-11

Bulletin Board

Thought of the Day : LIFE and TIME are two great teachers. LIFE teaches you the use of TIME and TIME teaches you the value of LIFE.

Attn: Vendors
The vendors willing to supply material/provide service to CBSE can register online.

Examination Related Material

- Examination Bye-laws
- Amendment/Addition in Examination Bye-laws (30-Aug-2010) Hindi | English
- Moderation Policy Of Board's Examination
- Curriculum/Syllabus
- Sample Question Paper for Class IX & X for Term II (Second Term 2010)
- Sample Question Paper for Class IX & X for Term I (First Term, September 2010)
- Sample QP & Marking Schemes for Board Exam 2011
- Previous Year Question Papers (2010) and Marking Scheme
- Previous Year Question Papers (2010) - Urdu Medium
- Higher Order Thinking Skills
- Books and Other Support Material

Examination 2010 (Main) Information

Press Note : Pre-Examination Highlights-2010

Press Note : CBSE Results For All India / Delhi Secondary School Examination (Class X), 2010 | Hindi Version Font | Appendices | Other Highlights

Press Note : CBSE Result of Senior School Certificate Examination 2010 | Hindi Version Font | Appendices

Teaching learning and Assessment

CBSE
Continuous and Comprehensive Evaluation (CCE)

- Examination Reforms and CCE Training – Nov-Dec 2009 : Phase-III-A | Phase-III-B | Phase-IV-A | Phase-IV-B
- Circular : Modification in Design of the Question Paper in Science for the Summative Assessment IInd Term for Class IX
- Circular : Foundation of Information Technology for Class IX for 2010
- Circular : Promoting Reading Habits as part of CCE in English Language
- Circular : CCE in Class IX for IInd Term
- CCE Song | CCE Poster with Song Wordings | CCE Logo
- Notification Regarding CCE Training
- CCE In Class IX For Second Term (October 2009 – March 2010)
- Examination Reforms and Continuous and Comprehensive Evaluation (CCE) in CBSE
- Format of CCE Card | Report Card
- FAQs on CCE
- Examination Structure & Division of Syllabus for 2nd Term (Oct. to Mar.) Examination of Class IX under CCE: Malayalam, French, Marathi | Sanskrit | Bengali | Tamil | Telugu | Arabic | Sindhi | Spanish | Persian | Russian | Music | Gujarati | Portuguese | Mizo | Manipuri | Assamese | Lepcha | Tibetan | Nepali | Bhutia | Kashmiri | Science | Painting | Elements of Business | Mathematics | SQP Sanskrit | Hindi-A | Hindi-B | Font for Hindi & Sanskrit | Social Science | Accountancy & Bookeeping | Carnatic Music | Kannad
- Formats for Claims: Travelling & D.A. Bill | Conveyance

Interact with Chairman on Examination Reforms

Training Material

- **Power Point Presentation**
- Teachers' Manual on CCE: Initial Pages & TOC | Chapter 1 | Chapter 2 | Chapter 3 | Chapter 4 | Chapter 5 | Chapter 6 | Annexure 1 | Annexure 2 | Annexure 3 | Annexure 4a | Annexure 4b | Annexure 4c | Annexure 5
- **Flyers**
- **Life Skills**
- **Case Studies**
- **Trainers' Manual**

Back to Home Page

Networking schools

www.bangaloresahodaya.org

BANGALORE SAHODAYA SCHOOLS

🏠 | Home | Schools | Activities | Conference | Gallery | Events | Contact Us

Type text to search here...

Home

Upcoming Events

- December 1, 2010:
  - Last date for submission of papers about best practices (all day)
- December 5, 2010:
  - Last date to register for the Conference (all day)
- December 19, 2010:
  - Pre Conference Dinner (7:00 pm)
- December 20, 2010:
  - 17th National Annual Sahodaya Conference 2010 (9:00 am)

Meta

- Register
- Log in

What is Sahodaya?

Sahodaya, a concept literally meaning 'Rising Together', came into being in the year 1986, to facilitate synergy of ideas among the schools of CBSE family , for excellence in education. A Sahodaya School Complex is a group of neighbourhood schools voluntarily coming together to share their innovative practices in all aspects of school education including curriculum design,

Material –Textual

(E) FOUNDATION OF INFORMATION TECHNOLOGY
(CODE No. 165)

Learning Objectives

General :

1. To familiarize with basics of information technology
2. To develop basic skills of using tools for information representation and processing.
3. To use Information Processing tools for enhancing productivity and quality.

Specific :

1. Cognitive domain : Knowledge and understanding
   To develop basic understanding of IT tools.
2. Psychomotor domain : Skills
   To develop skills in using Information Processing tools.
3. Affective domain : Personality traits
   To develop habit of teamwork, structure presentation and abide by ethical principles of computing

CLASS IX

Unit	Description	Periods		Marks	
		Theory	Practical	Theory	Practical
1	Basics of Information Technology	10	00	10	00
2	Information Processing Tools	35	20	30	10
3	IT Applications	30	20	30	10
4	Societal impacts of IT	5	0	10	0
	Total	80	40	80 60 theory + 20 MCQ	20

CLASS X

Unit	Description	Periods		Marks	
		Theory	Practical	Theory	Practical
1	Basics of Information Technology	10	00	10	00
2	Information Processing Tools	35	20	30	10
3	IT Applications	30	20	30	10
4	Societal impacts of IT	5	0	10	0
	Total	80	40	80 60 theory + 20 MCQ	20

16. MULTIMEDIA AND WEB TECHNOLOGY (Code 067)

Learning Objectives:

1. To get proficient in Web page Development
2. To be able to write server & client scripts and manage website
5. To design Graphical images using Image, Audio and Video Editing tools

Competencies:

The student will develop competencies in the following:

1. Developing and Managing web-site
2. Managing of a web portal
3. Creating, Editing and Embedding Images, Audio and Video clips in Webpages.

Class XI (Theory)

Duration: 3 hours   **Total Marks: 70**

Unit No.	Unit Name	Marks
1.	COMPUTER SYSTEM	15
2.	WEB PAGE DEVELOPMENT	25
3.	WEB SCRIPTING	20
4.	MULTIMEDIA AND AUTHORING TOOLS	10

Unit 1:   Computer System

Introduction to Computer, Input Devices – Keyboards, Mouse, Joy stick, Mic, Camera; Output Devices – Monitor, Printer, Speaker, Plotter; Memory Units – Byte, Kilobyte, Megabyte, Giga byte, tera byte; Primary Memory – RAM and ROM; Secondary Storage devices – Floppy Disk, Hard disk, CD ROM, DVD, Zip Drive, DAT Drive; Power devices – UPS; Software – System Software, Application Software, Utility Software; Working on computers – switching on computer, booting computer; icons, shortcuts, taskbar, mouse pointer; typing, saving and printing a simple text file, drawing simple picture using MSPaint, using calculator option, customizing desktop, windows explorer, managing folders (creating, moving, deleting, renaming); using floppy disk drive, using CD/DVD drives; managing files (copying, moving, deleting, renaming); playing audio and video;

GUI Operating System

Important: Students/Teachers can also perform similar operation on any operating system. It is advised that the teacher while using any one operating system, give a demonstration of equivalent features for the other operating system.

GUI Windows

General features, Elements of Desktop - Taskbar, Icon, Start button, Shortcuts, Folder, Recycle Bin, My Computer;

Start Menu: Program, Documents, Settings, Find/Search, Help, Run, ShutDown/Logoff;

Customization of Taskbar, Start menu, Display properties (Wallpaper, Font Settings, Color Settings, Screen Savers);

Program Menu: Accessories - Calculator, Notepad, Paint, Word pad, Entertainments (CD Player, Sound Recorder, Media Player, Volume Controller);

Browsers: Mozila Firefox, Internet Explorer, Netscape Navigator;

Control Panel: Add new hardware; Add new Software, Printer Installation, Date/Time, Mouse, and Regional Settings;

Documentation

Purpose of using word processing software, opening a new/existing document, closing a document, typing in a document, saving a document, print preview, printing a document, setting up of page as per the specifications, selecting a portion of document, copying selected text, cutting selected text, pasting selected text, changing font, size, style, color of text; Inserting symbol; Formatting; Alignment – Left, Right, Center; Justification;

Unit 2: Webpage Development

WebPages; Hyper Text Transfer Protocol (HTTP); File Transfer Protocol (FTP) Domain Names; URL; Protocol Address; Website, Web browser, Web Servers; Web Hosting.

HTML

Introduction, Objectives, Introduction to Universal Resource Identifier (URI) - Fragment Identifiers and Relative URI's, evolution of HTML, SGML, Structure of HTML/DHTML Document, Switching between opened Windows and browser (Container tag, Empty tag, Attribute);

Basic Tags of HTML: HTML, HEAD, TITLE, BODY (Setting the Fore color and Background color, Background Image, Background Sound), Heading tag (H1 to H6) and attributes (ALIGN), FONT tag and Attributes (Size: 1 to 7 Levels, BASEFONT, SMALL, BIG, COLOR), P, BR, Comment in HTML (<! >), Formatting Text (B, I, U, EM, BLOCKQUOTE, PREFORMATTED, SUB, SUP, STRIKE), Ordered List- OL (LI, Type- 1, I, A, a; START, VALUE), Unordered List - UL (Bullet Type- Disc, Circle, Square, DL, DT, DD), ADDRESS Tag;
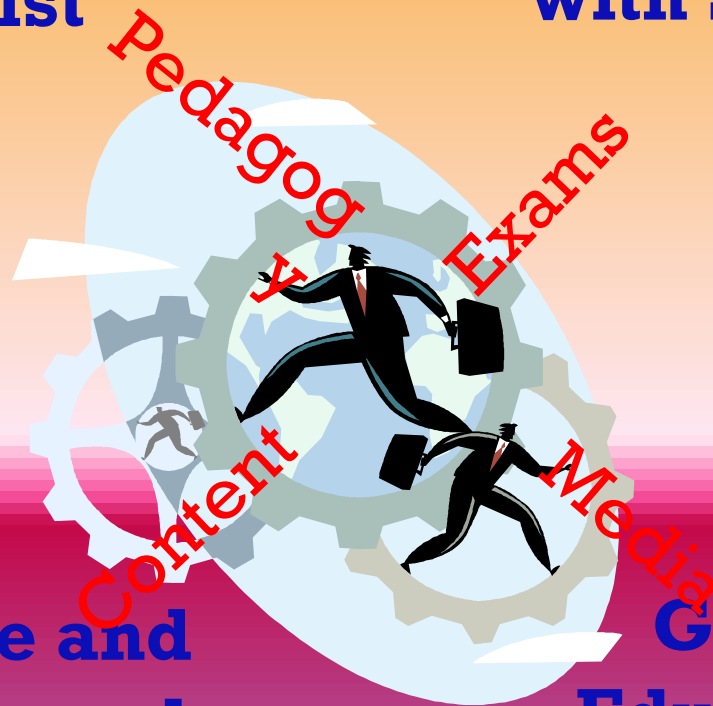
Creating Links: Link to other HTML documents or data objects, Links to other places in the same HTML documents, Links to places in other HTML documents;

Anchor Tag <A HREF> and <A NAME>, Inserting Inline Images <IMG ALIGN, SRC, WIDTH, HEIGHT, ALT, Image Link>, Horizontal Rules <HR ALIGN, WIDTH, SIZE, NOSHADE>;
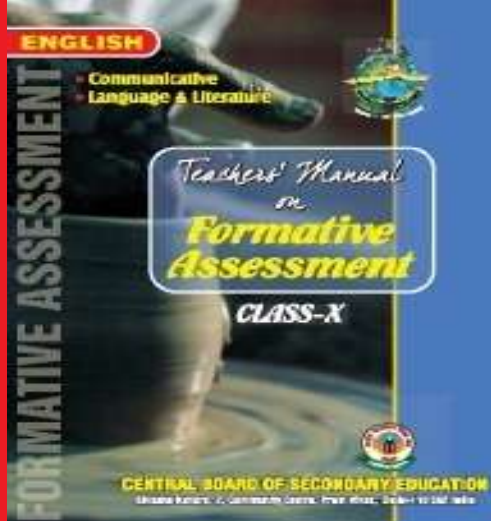
Secondary Education is threshold of reforms

Constructivist Spirit

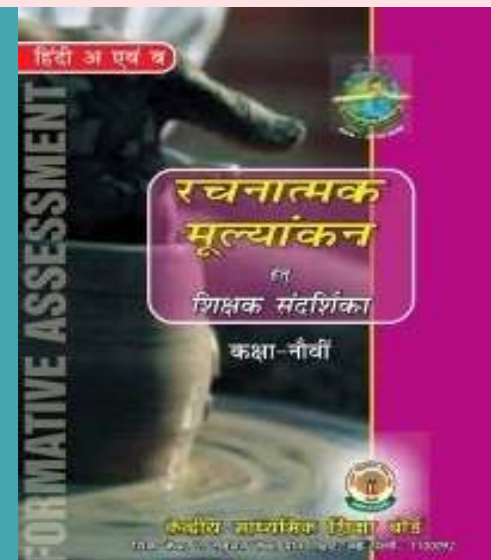**Replacing exams with SBA-CCE**

Pedagogy

Exams

Content

Media

Knowledge and skills Assessed through CCE

Government Education for All (EFA) – SSA RMSA
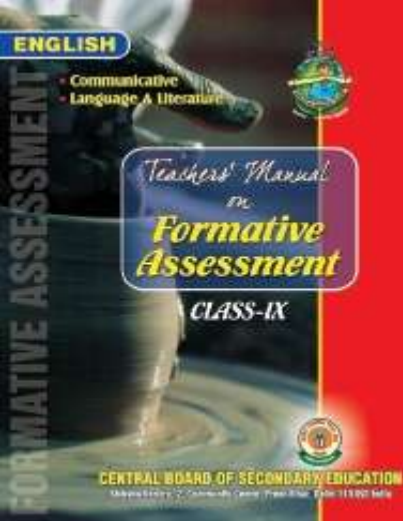
Teacher Support Material online
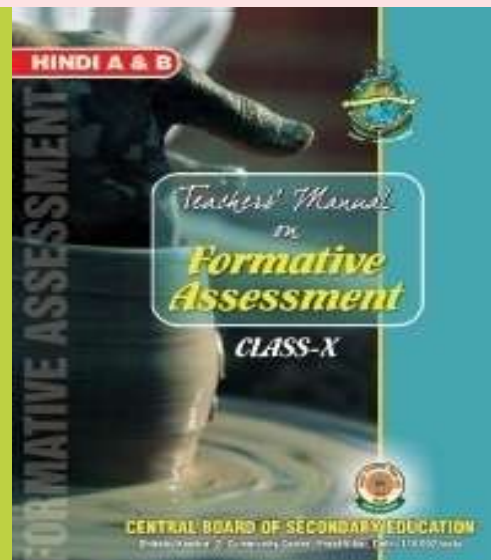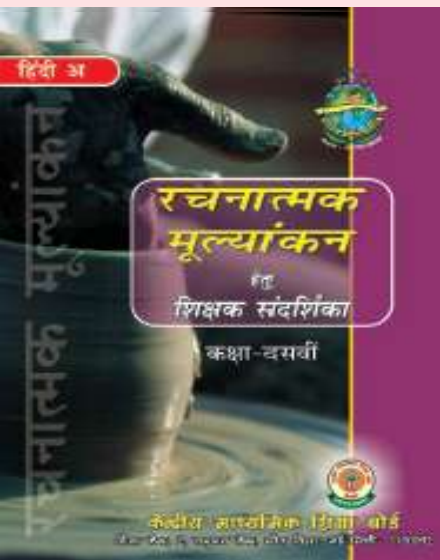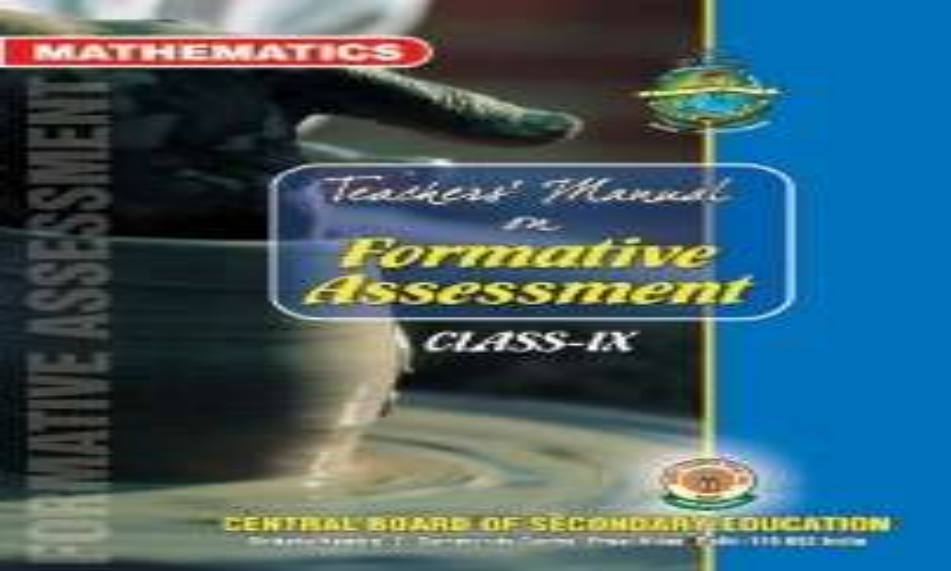
Teacher Support Material online
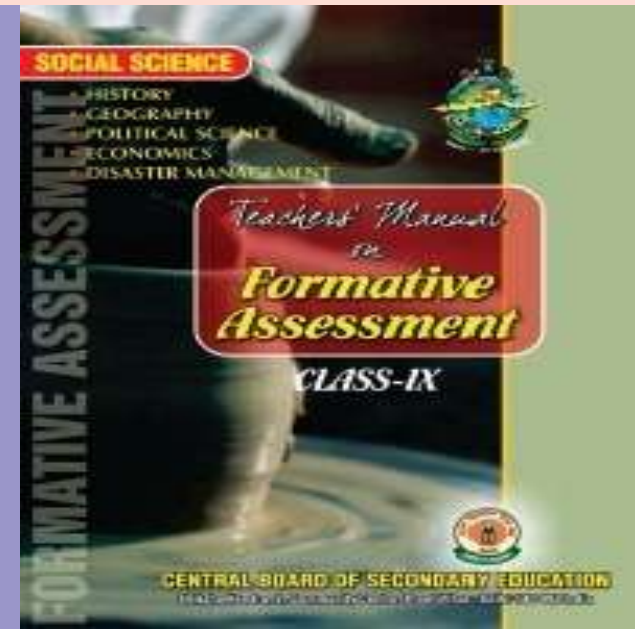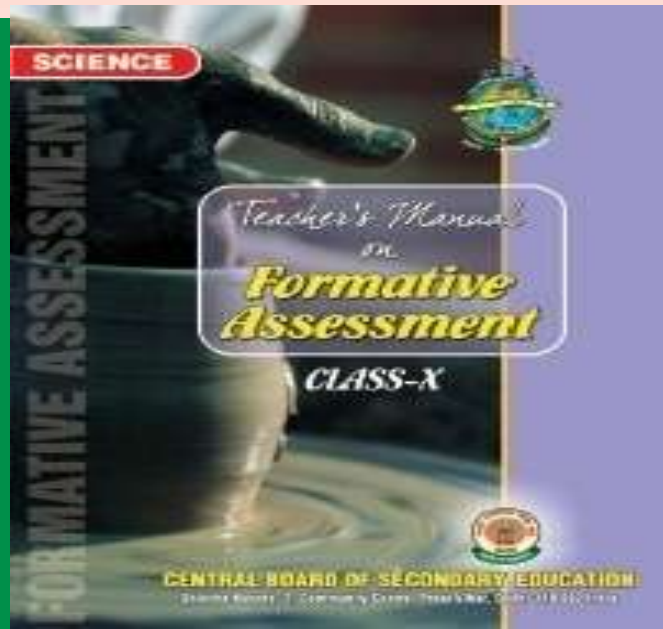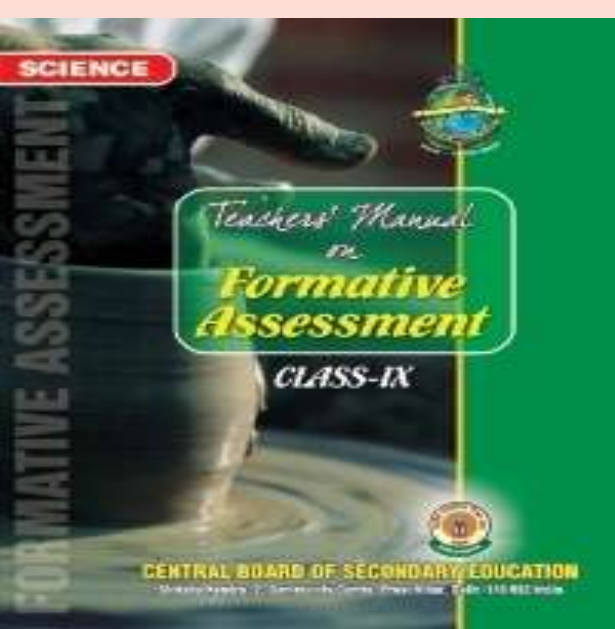
Health Manuals- An Overview Online

Comprehensive School Health Manuals (C.S.H.M) *(under revision)*:

➢ **Holistic health (physical, mental, emotional and psychological health).**

➢ **Formal and informal approaches in curriculum pedagogy for health promotion.**

➢ **Emphasis on providing a safe school environment.**
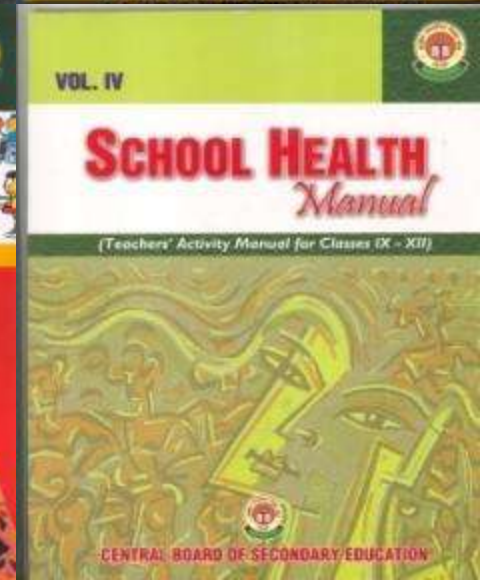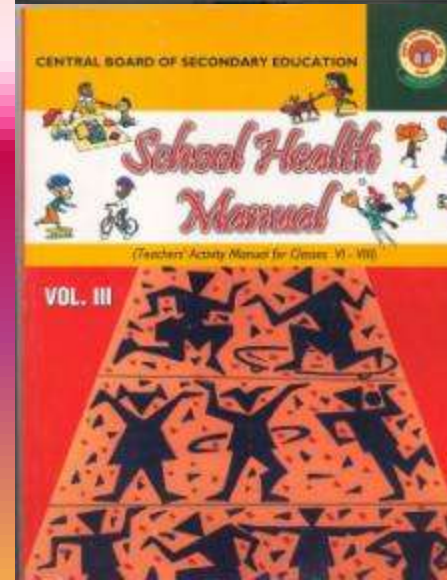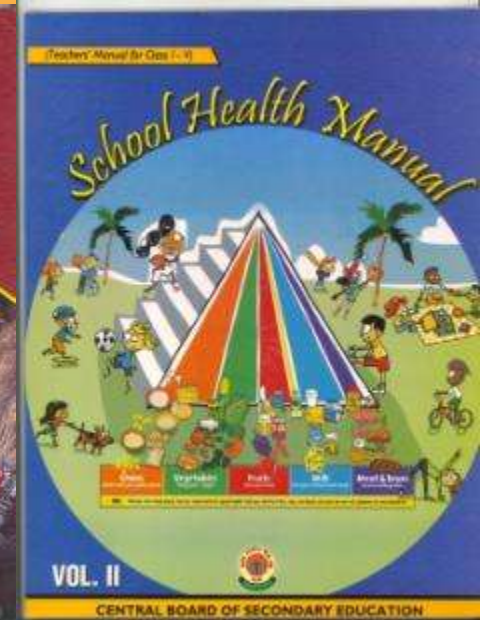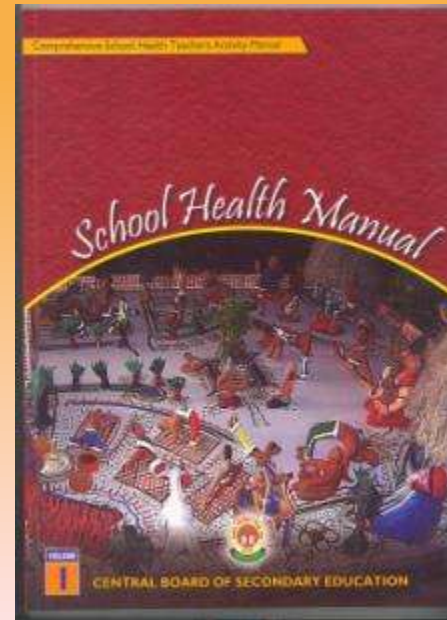
Support Material Online
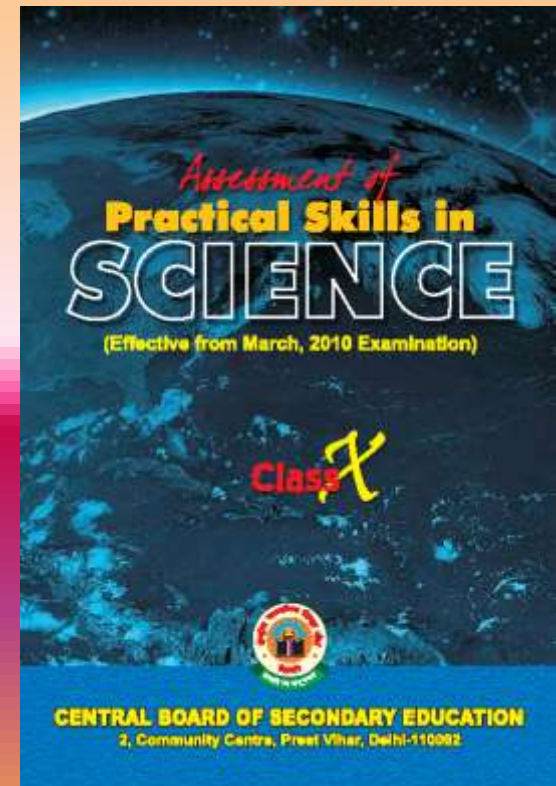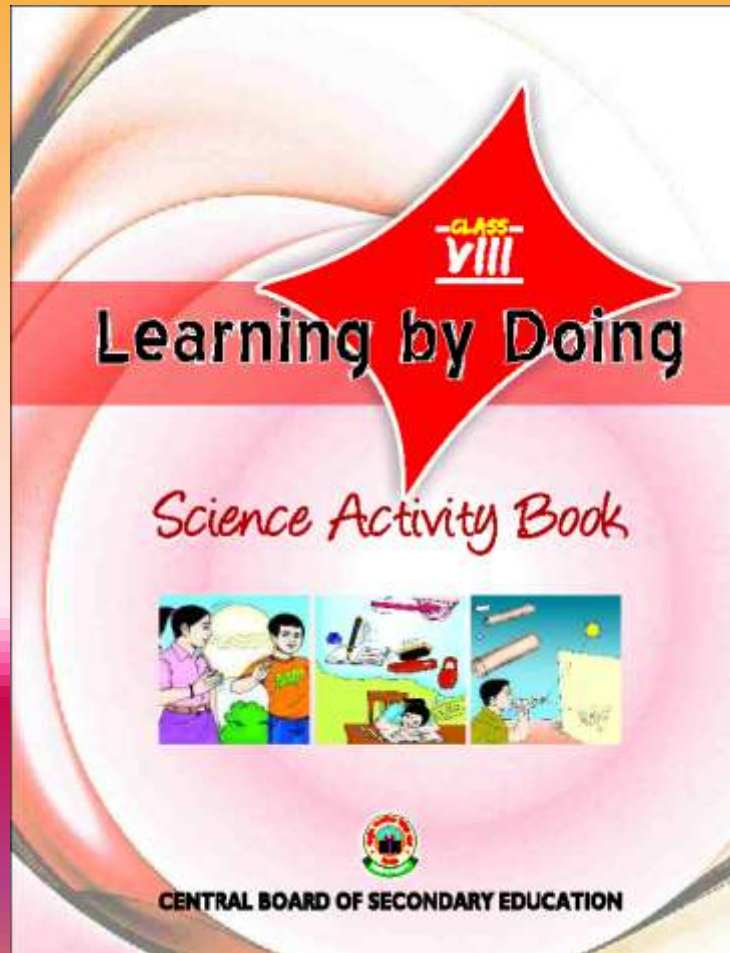
Research & knowledge sharing Survey by MDI, Gurgaon

Terms of Reference of survey commissioned – MDI, Gurgaon

To address :

- The anxiety and stress among all stakeholders due to one-shot, year end examination of Class X Board.

- Present coping mechanisms

- **Planning of a Continuous and Comprehensive Assessment scheme for schools.**

- **Usefulness of the Class X Board Exams.**

Framing of Questionnaires as a Tool

Questionnaires as a tool for collecting feedback from all stakeholders such as *Students, Parents, Teachers, Principal, Educational Administrators and Academicians.*

First draft sent to the agency (MDI Gurgaon).

- **Students (No. of questions :46)**
- **Parents (No. of questions : 76)**
- **Teachers (No. of questions : 70)**
- **Principals and Educators (No. of question : 74)**

Responses of Questionnaire
- **Online**
- **Through Regional Offices**

Summary of findings by MDI, Gurgaon

S.No	Stakeholders	No. of responses received	Factors identified in determining perception towards public examination
1	Parents	4381	Child's Examination Strain, Parent's seclusion, Parental strain, Ineffective pedagogy, Child's performance anxiety, Eustress, Apprehension about child's admission, result obsession.
2	Principals	428	Student's Examination Strain, Ineffective Teaching Pedagogy, Eustress, Result obsession, Assessment and anxiety, poor coping skills, Worries about Future of students, Worries about School's Image, concern for extra curricular activities.
3	Students	5119	Examination Strain, Seclusion, Eustress, performance anxiety, Apprehensions about admission, Ineffective Pedagogy, Alternative assessment, Result obsession.
4	Teachers	4083	Examination Strain, Seclusion, result obsession, teacher's strain, learning impediment, performance anxiety, assessment and admission apprehensions, low self esteem, alternative pedagogy.

SMS Survey

CBSE Board

SMS Survey Response - Results & Analysis

Do you think that if Board Examinations were not conducted, you will

a) Have more time for conceptual clarity & learning experience.

b) Have less stress and be mentally healthier.

c) Find it equally useful if there is a well conducted exam at the school level.

SMS Response Breakup

Response Summary

LEGENDS

YYY – Answer to Option (a) is YES, (b) is YES & (c) is YES.

NNN – Answer to Option (a) is NO, (b) is NO & (c) is NO.

Bar chart values: YYY 36%, YYN 12%, YNY 3%, NYY 5%, YNN 1%, NYN 6%, NNY 8%, NNN 29%
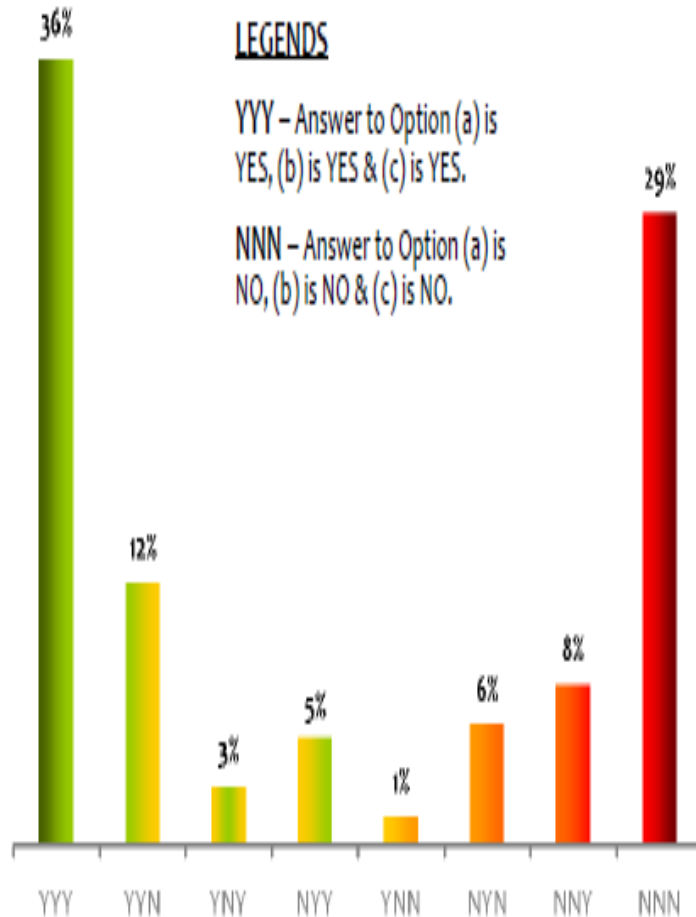
Of the SMS responses, if Board Exams were not conducted –

- **53%** said that they will have more time for conceptual clarity & learning experience

- **59%** said that they will have less stress and will be mentally healthier

- **52%** said that they will find it equally useful if there is a well conducted school examination.

Response Summary   Key Analysis

- **71**% said **YES** to at least one question.

- **56**% said **YES** to at least 2 questions.

- **36**% said **YES** to all questions.

- **29**% of all respondents said **NO** to all questions.

- Strong indication that Board exams lead to stress and anxiety for students.

- Opinion split but still favorable on well conducted school examination as a replacement for Board Exams.

- Opinion split but still favorable on better conceptual clarity & learning experience in absence of Board Exams

What is `Continuous and Comprehensive Evaluation?

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students development.

The objectives of the Scheme are

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasise memorization
- To make evaluation an integral part of teaching-learning process
- To use evaluation for improvement of students achievement and teaching – learning strategies on the basis of regular diagnosis followed by remedial instruction
- To use evaluation as a quality control devise to maintain desired standard of performance
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment
- To make the process of teaching and learning a learner-centered activity.

Continuous Comprehensive Evaluation

External Examinations

'are largely inappropriate for the knowledge society of the 21st century and its need for innovative problem solvers'

- **Evaluation of Scholastic learning only on marks.**

- **Ability of child not evaluated.**

- **Limited Techniques of Evaluation do not identify learner's level of attainm**

- **Resulting in Pass/Fail.**

- **Causing frustration and humiliation .**

How would the CCE Scheme help?

- reduce stress and anxiety
- reduce the dropout rate
- will do away with practice to finish the entire syllabus and follow it up with Pre-Board(s) and study leave
- greater focus on learning rather than teaching to the test.
- emphasis on conceptual clarification through experiential learning
- more time available for transaction of curriculum.

How would the CCE Scheme help?

(Contd…)

- **help the learners to develop holistically in terms of personality**

- **focus on the co-scholastic aspects**

- **prepare the students for life**

- **making students physically fit, mentally alert and emotionally balanced.**

- **more time on their hands to develop their interests, hobbies and personalities.**

- **enable the students, parents and teachers to make an informed choice about subjects in Class XI.**

- **motivate learning in a friendly environment**

- **equip students with Life Skills especially Creative and Critical thinking skills, Social skills and Coping skills**

Report Book for Class IX

Report Book
Class IX
Session : _____

Student Profile

Name of Student :

Section _____ House _____

Admission Number _____ Date of Birth _____

Residential Address and Telephone No : _____

Board Registration No.

Mother's Name _____ Father's Name _____

Health Status

Height : _____ Weight : _____

Blood Group _____

Attendance :

Total attendance of the student _____ total working days

Signature of Teacher :

Signature of Principal :

PART 1 : ACADEMIC PERFORMANCE : SCHOLASTIC AREAS

SUBJECT	TERM I		TERM II		TERM I+II			
LANGUAGE 1								
LANGUAGE 2								
MATHEMATICS								
SCIENCE								
SOCIAL SCIENCE								
OPTIONAL								

	GRADE	DESCRIPTIVE INDICATORS	GRADE	DESCRIPTIVE INDICATORS
WORK EXPERIENCE				
ART EDUCATION				
PHYSICAL & HEALTH EDUCATION				

PART 2 : CO-SCHOLASTIC AREAS

2A : LIFE SKILLS

SKILL	GRADE	DESCRIPTIVE INDICATORS	GRADE	DESCRIPTIVE INDICATORS
THINKING SKILLS				
SOCIAL SKILLS				
EMOTIONAL SKILLS				

2B : ATTITUDES & VALUES

No.	GRADE	DESCRIPTIVE INDICATORS	GRADE	DESCRIPTIVE INDICATORS
1. ATTITUDE TOWARDS				
1.1 TEACHERS				
1.2 SCHOOL MATES				
1.3 SCHOOL PROGRAMMES				
1.4 ENVIRONMENT				
2. VALUE SYSTEMS				

PART 3 : CO-SCHOLASTIC ACTIVITIES

ACTIVITY	GRADE	DESCRIPTIVE INDICATORS	GRADE	DESCRIPTIVE INDICATORS
LITERARY and CREATIVE SKILLS				
SCIENTIFIC SKILLS				
AESTHETIC and PERFORMANCE ART				
CLUB ACTIVITIES				

HEALTH AND PHYSICAL EDUCATION

S.NO.	GRADE	ACTIVITY	DESCRIPTIVE INDICATORS
1			
2			

Students are to be awarded grades according to the following scheme:

GRADING SYSTEM

SCHOLASTIC-A			SCHOLASTIC-B and Life Skills		CO-SCHOLASTIC ACTIVITIES AND HEALTH & PHYSICAL EDUCATION	
MARKS RANGE	GRADE	GRADE POINT	GRADE	GRADE POINT	GRADE	GRADE POINT
91 – 100	A	10.0	A	5	A+	3
81 – 90	A2	9.0	A	4	A	2
71 – 80	B	8.0	B	3		
61 – 70	B2	7.0	B	2		
51 – 60	C	6.0				
41 – 50	C2	5.0				
33 – 40	D	4.0				
21 – 32	E1	3.0				
00 – 20	E2	2.0				

Promotion Policy

LIFE SKILLS ASSESSMENT (2A)

SCHOOL LOGO

NAME OF SCHOOL : _____

COMPLETE ADDRESS : _____

E-mail Id : _____   Telephone No. : _____

Report Book

Class IX

Session : _____

Student Profile

Name of Student _____

Section _____   House _____

Admission Number _____   Date of Birth _____

Residential Address and Telephone No. _____

_____

Board Registration No. _____

Mother's Name _____   Father's Name _____

Health Status

Height   : _____   Weight   _____

Blood Group   : _____   Vision   (L) _____ (R) _____

Teeth   : _____   Oral Hygiene _____

Specific Ailment, if any

Attendance:

Total attendance of the student.   Total working days

Signature of Teachers : _____, _____, _____

Signature of Principal: _____.

PART I : ACADEMIC PERFORMANCE : SCHOLASTIC AREAS*

A. SUBJECT	TERM I				TERM II				TERM I + II			
	FA 1	FA 2	SA 1	Overall Grade FA + SA	FA 3	FA 4	SA2	Overall Grade (FA+SA)	Overall Grade FA	Overall Grade SA	Overall Grade FA+SA	Overall Grade* [including co-scholastic]
LANGUAGE-I												
LANGUAGE-II												
MATHEMATICS												
SCIENCE												
SOCIAL SCIENCE												
ADDL OPTIONAL SUBJECT												

B.	GRADE	DESCRIPTIVE INDICATORS (TERM I)	GRADE	DESCRIPTIVE INDICATORS (TERM II)
WORK EXPERIENCE				
ART EDUCATION				
PHYSICAL & HEALTH EDUCATION				

PART 2: CO – SCHOLASTIC AREAS

2 A : LIFE SKILLS

SKILL	GRADE	DESCRIPTIVE INDICATORS (TERM I)	GRADE	DESCRIPTIVE INDICATORS (TERM II)
THINKING SKILLS				
SOCIAL SKILLS				
EMOTIONAL SKILLS				

*Thinking skills (Creative and Critical Thinking, Problem Solving, Decision Making, Self Awareness) * Social Skills (Interpersonal, Communication, Empathy) * Emotional Skills (Dealing with Stress, Managing Emotions)

2 B : ATTITUDES & VALUES

S.No.		GRADE	TERM I DESCRIPTIVE INDICATORS	GRADE	TERM II DESCRIPTIVE INDICATORS
1.	ATTITUDE TOWARDS				
1.1	TEACHERS				
1.2	SCHOOL MATES				
1.3	SCHOOL PROGRAMMES				
1.4	ENVIRONMENT				
2	VALUE SYSTEMS				

PART 3: CO-SCHOLASTIC ACTIVITIES

3 (A) : Any two of the following to be assessed

ACTIVITY	GRADE	TERM I DESCRIPTIVE INDICATORS	GRADE	TERM II DESCRIPTIVE INDICATORS
LITERARY and CREATIVE SKILLS SCIENTIFIC SKILLS				
AESTHETIC and PERFORMING ART CLUBS (Eco Club, Health and Wellness and others)				

HEALTH AND PHYSICAL EDUCATION

3 (B) Any two of the following to be assessed

(Grading on a Three Point Scale A+, A & B)

1. Sports/Indigenous Sports   2. NCC/NSS   3. Scouting & Guiding

4. Swimming   5. Gymnastics   6. Yoga

7. First-Aid   8. Gardening/Shramdaan

S.NO.	GRADE	ACTIVITY	DESCRIPTIVE INDICATORS
1			
2			

Students are to be awarded grades according to the following scheme:

GRADING SYSTEM

SCHOLASTIC-A

MARKS RANGE	GRADE	GRADE POINT
91 - 100	A1	10.0
81 - 90	A2	9.0
71 - 80	B1	8.0
61 - 70	B2	7.0
51 - 60	C1	6.0
41 - 50	C2	5.0
33 - 40	D	4.0
21 - 32	E1	3.0
00 - 20	E2	2.0

SCHOLASTIC-B and Life Skills^^

GRADE	GRADE POINT
A+	5
A	4
B	3
D	2
C	1

CO-SCHOLASTIC ACTIVITIES AND HEALTH & PHYSICAL EDUCATION

GRADE	GRADE POINT
A+	3
A	2
B	1

First term — FA1 (10%) + FA2 (10%) + SA1 (20%)   Formative assessment (FA) 1, 2 & 3, 4 — 40%
Second term — FA3 (10%) + FA4 (10%) + SA2 (40%)   Summative assessment (SA) 1 & 2 — 60%

Promotion Policy

1. Overall performance is to be decided on the basis of achievement in the Scholastic as well as in the Co-Scholastic areas.
2. Minimum qualifying grade is D in all the five subjects in scholastic domain - A.
3. The qualifying grade in 1B section of scholastic domain is B.
4. To weightage to co-scholastic areas, grades are to be converted into grade points according to given scale.
5. If the grade point range is 33-42, student gets the benefit of upscaling of grade to next higher grade in two subjects.
6. If the grade point range is 17-28, the student gets the benefit of upscaling of grade to next higher grade in one subject.
7. Asterisk or Star beside the grade reflects an upscaled grade.

LIFE SKILLS ASSESSMENT (2A)

^^ The 5 point Grading Scale for Life Skills Assessment is given below.

Most indicators in a skill	-	A+	Some indicators in a skill	-	D+
Many indicators in a skill	-	A	Few indicators in a skill	-	C
Very few indicators in a skill	-	C		

Overall Grades :

Formative _____   Summative _____   CGPA _____

Report Book for Classes VI to VIII

School Logo

Affiliation No. _____

Name of School _____

Complete Address _____

_____

E-mail id _____

Telephone No. _____

Report Book
CLASSES VI to VIII
Session: _____

Student Profile:

Name of Student _____

Class/House _____

Admission No. _____

Date of Birth _____

Mother's name _____

Father's name _____

Residential Address _____

and Telephone No. _____

_____

Attendance:

	Term I	Term II
Total attendance of the student	_____	_____
Total working days	_____	_____

Signature: Student   Class Teacher   Principal   Parent

Part–I: Academic Performance: Scholastic Areas
(9 point scale)

S.No.	Subjects	Term-I				Term-II				(Term I+II)		
		FA1	FA2	SA1	FA1+FA2+SA1	FA3	FA4	SA2	FA3+FA4+SA2	FA1+FA2+FA3+FA4	SA1+SA2	Overall Grade
01	Language I											
02	Language II											
03	Language III											
04	Mathematics											
05	Science											
06	Social Science											
07	Addl. Subject											

Overall Grade: _____

3(A) Co-Scholastic Activities (Any two to be assessed)

1. Literary and Creative Skills 2. Scientific Skills 3. Information and
   Communication Technology (ICT) 4.Organizational and Leadership Skills (Clubs)

S.No.	Descriptive Indicators	Grade
01		
02		

Suggestive Activities:

Literary & Creative Skills: Debate, Declamation, Creative Writing, Recitation, Poster-Making, Slogan Writing, Theatre etc.

Scientific Skills: Science Club, Projects, Maths Club, Science Quiz, Science Exhibition, Olympiads etc.

Information and Communication Technology (ICT): PowerPoint Presentation, Website and Cover Page Designing, Animation, Programming, E-books etc.

Organisational & Leadership Skills : Eco Club, Health & Wellness Club, Heritage Club, Disaster Management Club, Literary Club, Scientific Club and other Clubs etc.

3(B) Health and Physical Education (Any two to be assessed)

1. Sports/Indigenous Sports 2. NCC/NSS 3. Scouting and Guiding
4. Swimming 5. Gymnastics 6. Yoga 7. First Aid 8. Gardening/Shramdaan

S.No.	Descriptive Indicators	Grade
01		
02		

Self Awareness

My Goals:

Strengths:

My Interests and Hobbies:

Responsibilities Discharged /Exceptional Achievements:

Part 2: Co-Scholastic Areas *(to be assessed on a 5 point scale once in a session)*

2 (A): Life Skills

S.No.	Descriptive Indicators*	Grade
01	Self Awareness:	
02	Problem Solving:	
03	Decision Making:	
04	Critical Thinking:	
05	Creative Thinking:	
06	Interpersonal Relationships:	
07	Effective Communication:	
08	Empathy:	
09	Managing Emotions:	
10	Dealing with Stress:	

* Descriptive Indicators are statements used to describe each learner.

2(B): Work Education

Descriptive Indicators	Grade

2(C): Visual and Performing Arts

Descriptive Indicators	Grade

Suggestive Activities:

Work Education: Cookery Skills, Preparation of stationery items, Tieing and dyeing and screen printing, preparing paper out of waste paper, Hand embroidery, Running a book bank, Repair and maintenance of domestic electrical gadgets, Computer operation and maintenance, Photography etc.

Visual & Performing Arts: Music (Vocal, Instrumental), Dance, Drama, Drawing, Painting, Craft, Sculpture, Puppetry, Folk Art forms etc.

2(D): Attitudes & Values

S.No.	Descriptive Indicators	Grade
1.0 1.1	Attitude Towards Teachers:	
1.2	School-mates:	
1.3	School Programme and Environment:	
02	Value Systems:	

CONTINUOUS AND COMPREHENSIVE CERTIFICATE OF SCHOOL BASED ASSESSMENT

केन्द्रीय माध्यमिक शिक्षा बोर्ड, दिल्ली
CENTRAL BOARD OF SECONDARY EDUCATION, DELHI
SECONDARY SCHOOL EXAMINATION (SESSION : 2009 -11)
CONTINUOUS AND COMPREHENSIVE EVALUATION
CERTIFICATE OF SCHOOL - BASED ASSESSMENT

S. No. SSE/2011/

SECONDARY SCHOOL EXAMINATION (SESSION : 2009 -11)
CONTINUOUS AND COMPREHENSIVE EVALUATION
CERTIFICATE OF SCHOOL - BASED ASSESSMENT

Roll No.   : _____ Registration No. : _____

Name   : _____

Date of Birth   : _____

Mother's Name : _____

Father's Name : _____

School Name : _____

Student's Photo with Signature

(Attested by the school Principal along with School seal)

Part – 1 : Academic Performance : Scholastic Areas

1(A)

Subject Code and Name	Class IX				Class X			
	Grade FA	Grade SA	Overall Grade (FA+SA)		Grade FA	Grade SA	Overall Grade (FA+SA)	
			Grade	Grade Point (GP)			Grade	Grade Point (GP)

'**' Upgraded Grade   Cumulative Grade Point Average (CGPA) :

FA – Formative Assessment (40%)   SA – Summative Assessment (60%)

The CGPA is the average of Grade Points obtained in all the subjects excluding additional 6th subject as per Scheme of Studies.

An indicative equivalence of Grade Point and Percentage of Marks can be calculated as follows:

- Subject wise indicative percentage of marks = 9.5 X GP of the subject.
- Overall indicative percentage of marks = 9.5 X CGPA

1 (B)

	Class IX		Class X	
	Descriptive Indicators	Grade	Descriptive Indicators	Grade
Work Experience				
Art Education				
Physical and Health Education / Games				

Part – 2 : Co- Scholastic Areas

2(A)   Life Skills :

Life Skills	Class IX		Class X	
	Descriptive Indicators	Grade	Descriptive Indicators	Grade
Thinking Skills				
Social Skills				
Emotional Skills				

2(B)   Attitudes and Values :

Attitudes towards	Class IX		Class X	
	Descriptive Indicators	Grade	Descriptive Indicators	Grade
Teachers				
School-mates				
School Programmes				
Environment				
Value Systems				

Part – 3 : Co- Scholastic Activites

3(A) :

	Class IX			Class X	
Activity	Descriptive Indicators	Grade	Descriptive Indicators	Grade

3(B) Physical and Health Education :

	Class IX			Class X	
Activity	Descriptive Indicators	Grade	Descriptive Indicators	Grade

Result :

Delhi

Dated

Principal
(with School Seal)

Controller of Examinations

Part – 1: Academic Performance : Scholastic Areas :-

1. (a) Scheme of Studies - A Candidate is required to study:
   Language I : English or Hindi, Language II (any Language other than Language I),
   Mathematics, Science and Social Science.
   Additional Subject (Optional) : Any Language other than Language I/II /Commerce, Painting,
   Music, Home Science and Introductory Information Technology.
   (b) Candidate with Learning disabilities may offer :
   English or Hindi and any four out of – Mathematics, Science, Social Science, another upto
   two languages, Commerce, Painting, Music, Home Science and Introductory Information
   Technology.

2. Each academic year has been divided into two terms:
   First Term (April – September) : FA1 (10%) + FA2 (10%) + SA1 (20%) = 40%
   Second Term (October – March) : FA3 (10%) + FA4 (10%) + SA2 (40%) = 60%
   FA – Formative Assessment : School based internal assessment.
   SA – Summative Assessment : Question papers supplied by the Board and assessment carried
   out by the School/Board.

3. (a) To qualify in a subject Part-1(A), a candidate must obtain minimum of Grade D.
   (b) Those candidates who have obtained Grade E1 or E2 in the subjects shall have to improve
   their performance through maximum of five subsequent attempts to qualify the subject(s).

4. (a) In respect of candidates offering an additional 6* subject, the following norms shall apply :-
   A language offered as an additional subject may replace a language in the event of a
   candidate not qualifying in the same provided after replacement the candidate has English
   or Hindi as one of the languages.
   (b) A candidate must obtain minimum of Grade D in all the subjects excluding additional 6*
   subject as per Scheme of Studies for admission in Class XI.

5. Minimum qualifying Grade in Part-1(B) is B.

Part – 2 Co- Scholastic Areas :

2 (A) Life Skills – Thinking Skills : Self Awareness, Problem Solving, Decision Making, Critical
   and Creative Thinking
   Social Skills : Interpersonal Relationships, Effective Communication and Empathy
   Emotional Skills : Managing Emotions and Dealing with Stress
   (B) Attitude and Values towards : Teachers, School-mates, School Programmes, Environment and
   Value Systems

Grading System

Scholastic Areas Part-1(A)
(Grading on 9 point scale)

Marks Range	Grade	Grade Point
91-100	A1	10
81-90	A2	9
71-80	B1	8
61-70	B2	7
51-60	C1	6
41-50	C2	5
33-40	D	4
21-32	E1	---
20 and below	E2	---

Part – 3 Co- Scholastic Activities :

3 (A) Suggestive activities (Any two to be assessed) :

1. Literary & Creative Skills : Debate, Declamation, Creative Writing, Recitation, Essay
   Writing, Poster-Making, Slogan Writing etc.
2. Scientific and ICT Skills : Science Club, Projects, Maths Club, Science Quiz, Science
   Exhibition, Olympiads, etc.
3. Visual & Performing Arts : Music (Vocal, Instrumental), Dance, Drama, Painting, Craft,
   Sculpture, Puppetry, Folk Art forms etc.
4. Organizational & : Eco-Club, Health & Wellness Club, Disaster Management
   Leadership Skills Club, AEP and other Clubs.

3 (B) Physical and Health Education (Any two to be assessed) :

1. Sports/Indigenous sports (Kho-Kho etc.) 2. NCC/NSS 3. Scouting and Guiding
4. Swimming 5. Gymnastics 6. Yoga
7. First Aid 8. Gardening/Shramdaan and
9. Work Education

4. Overall performance of the candidate is based on the achievement in the Scholastic Area
   as well as Co-Scholastic Areas and Co-Scholastic Activities as follows:

   • Under Scholastic Area Grades have been upgraded to the next higher grade in one
     or two subjects as per the total Grade Points achieved under Co-Scholastic Areas
     2(A), 2(B) and Co-Scholastic Activities 3(A), 3(B) as given below :
     o 30 to 42 : Grades in two subjects of Scholastic area are upgraded.
     o 17 to 29 : Grades in one subjects of Scholastic area are upgraded.
     o 16 and below : No up-gradation of Grades in subjects of Scholastic area.
   • Upgradation has been done from lower Grade to higher Grade.
   • No Grade in the subjects of Scholastic area has been upgraded twice.
   • The upgraded Grade has been shown with '**'.

5. Private, Patrachar Vidyalaya and Adult School candidates are exempted from Scholastic
   Areas Part-1(B), Co-Scholastic Areas Part-2 and Co-Scholastic Activities Part-3.

6. Assessments in Scholastic Areas Part-1(B), Co-Scholastic Areas Part-2 and Co-Scholastic
   Activities Part-3 are school based.

Scholastic Area Part-1(B) & Co-Scholastic Areas Part-2(A)
(Grading on 5 point scale)

Grade	Indicators	Grade Point
A+	Most indicators	5
A	Many indicators	4
B+	Some indicators	3
B	Few indicators	2
C	Very few indicators	1

Co-Scholastic Area Part 2(B) & Co-Scholastic Activities Part-3(A), 3(B)
(Grading on 3 point scale)

Grade	Indicators	Grade Point
A+	Most indicators	3
A	Many indicators	2
B	Some indicators	1

SCHOOL NAME

ADDRESS :
AFFILIATION No. :
EMAIL ID:

Phone No. :

S. No.

CONTINUOUS AND COMPREHENSIVE EVALUATION
CERTIFICATE OF SCHOOL–BASED ASSESSMENT
(Issued by School affiliated with Central Board of Secondary Education, Delhi)

Report Book : Class IX (Session : 2011-12) or Class X (Session : 2012-13)

Student Profile :

Admission No.   : _____   Section : _____
(allotted by the School)

Roll No. (allotted by the School) :   _____

Registration No.   :   _____
(allotted by the Board)

Name   :   _____

Date of Birth   :   _____

Mother's Name   :   _____

Father's Name   :   _____

Residential Address   :   _____
                             _____

Telephone No.   :   _____

Student's Photo
with Signature

(Attested by the school
Principal along with
School seal)

Attendance :

Total Working days : _____   Total attendance of the student : _____

Health Status of the Student

Height	_____	Weight _____
Blood Group	_____	Vision (L) _____ (R)_____
Dental Hygiene	_____	

Self Awareness

My Goals :

Strengths :

My Interests and Hobbies :

Sports/Games :

Responsibilities Discharged/Exceptional Achievements :

Student   **Parent**   **Class Teacher**   **Principal**
(with School Seal)

Place :
Dated :

CBSE International

CBSE-i

Why CBSE-i

Already present in 23 foreign countries with157 affiliated schools

Russia

Iran

Kuwait
Bahrain
Doha Qatar   U.A.E.   Nepal
West Africa   Soudi Arabia   Bangladesh
                Oman
Nigeria   Yemen   Myanmar
Ethiopia

Tanzania   Indonesia

CBSE-i

- **Will retain significant components of NCF and could build on the same to provide a learner friendly , stress free and skill based approach**

- **Curriculum – diverse, skills focused, flexible**
- **Assessment – skills based**

- **Teacher's guidelines and student worksheets**

- **Continuous learning and assessment (CCE in spirit)**

- **Transaction enquiry and skill based**

- **Holistic and Comprehensive approach to learner development**

- **Every student from I-X experiences one form of performing and one form of visual art**

Five learning areas represented as the five petals which intersect in a cross-curricular approach
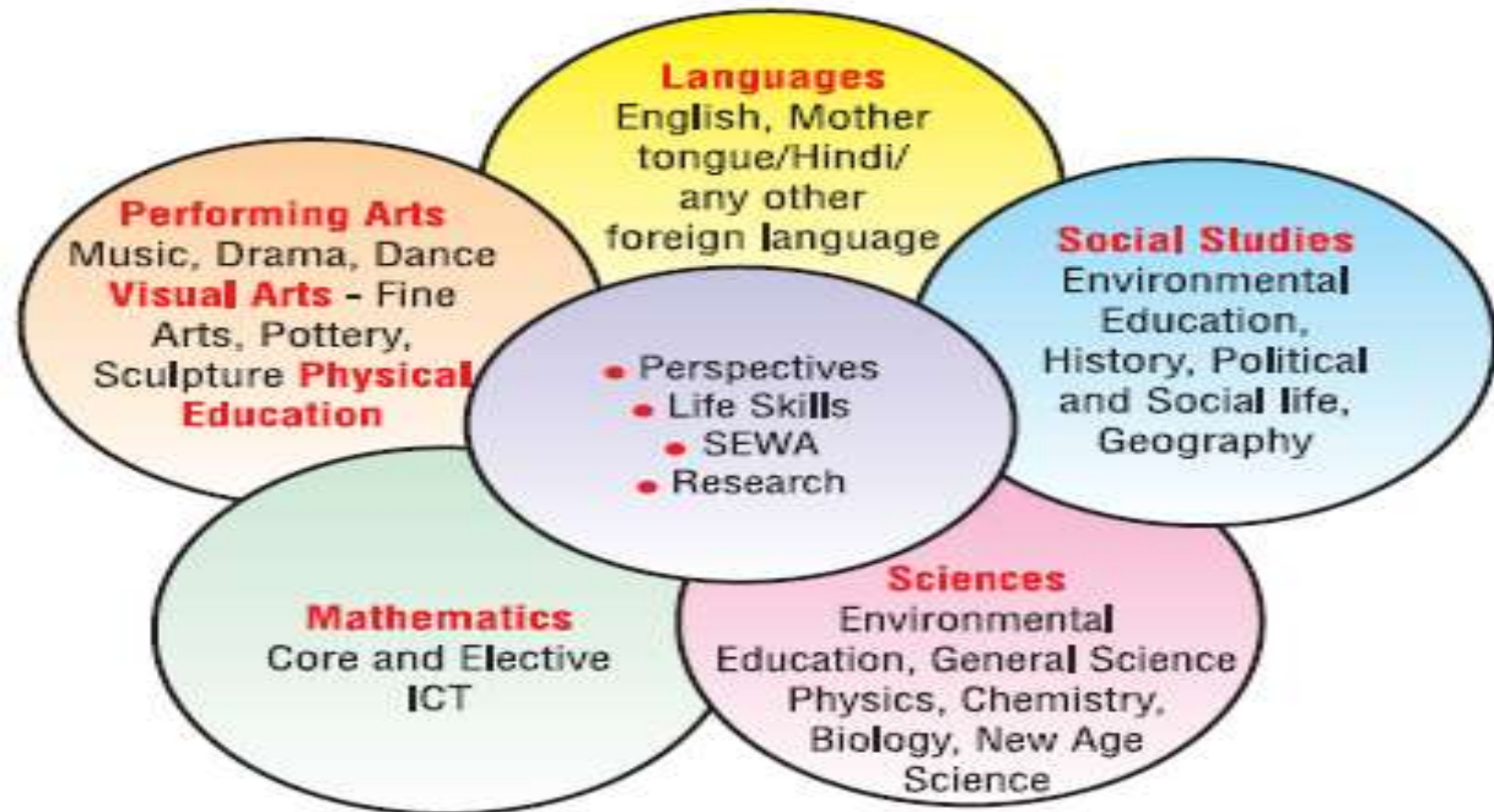
CBSE-i

- **Maths at Classes IX and X – two levels**

  Core and Elective (Basic and Advanced)

- **Social Science – local to global**

- **Opportunities for Critical Thought, Research, Opinion building and Perspectives is built in to equip learners with global skills**

- **Financially reasonable**

- **Continuous professional development (CPD) mandatory**

Enquiry and Skills Based Approach

Enquiry and skill based curriculum

Catering to individual learning styles

Learner and learning centric

Focus on experiential learning

Focus on analysis and discovery approach

Focus on real world experiences

Continuous and Comprehensive Evaluation

www.cbse-international.com

CBSE-i Portal

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Sign In

User Name   sadhana

Password   ●●●●●●

Forgot Password   LOGIN

🗂 CBSE-i Flyer

Welcome

Welcome to CBSE-i Portal, the platform for the CBSE International curriculum.

We encourage you to participate in the great discussions here, to find excellent resources, receive event notifications, and to find and connect with colleagues.

CBSE Curriculum Feedback
Your opinion matters !!!

Click here to take survey   RESULTS

CBSE-i Curriculum Launch
CBSE-i Curriculum Launch

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Key Documents

Quick Links

News

Events

Latest Activities

CBSE-i Portal

Search

Welcome

Welcome to CBSE-i Portal, the platform for the CBSE International curriculum.

We encourage you to participate in the great discussions here, to find excellent resources, receive event notifications, and to find and connect with colleagues.

CBSE Curriculum Feedback
Your opinion matters !!!

Click here to take survey | RESULTS

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Key Documents

Quick Links

News

Events

Latest Activities

▼ Documents

▶Manuals (29)
  ⊞ 🗀 Health Manuals (21)
    ⌐ 🗋 Life Skills (6)
    ⌐ 🗋 Physical Educat... (2)

▶Curriculum (13)
▶Primary (20)
  ⊞ 🗀 Class I (20)

▶Secondary (33)
  ⊞ 🗀 Class IX (33)

▶CIRCULARS (7)
▶Assessment Crit... (4)
  ⌐ 🗋 From Members (4)

▶Enriching E-Boo... (4)
▶Documents recei... (10)

Documents

ADD +

Documents ▶

Documents
11 Category(s)

Category

Name	Documents	Edit	
Manuals	29	🖊	✗
Curriculum	13	🖊	✗
Secondary	33	🖊	✗
Primary	20	🖊	✗
CIRCULARS	7	🖊	✗
Assessment Criteria	4	🖊	✗
Enriching E-Books	4	🖊	✗
Documents received from NPS Singapore	10	🖊	✗
CCE	3	🖊	✗
Core Group	1	🖊	✗
Summative asssessment papers	10	🖊	✗

Discussion Forum

ADD +

Page View : 10 ▾

1 2 3 4 Next >>

View : Discussions ▾

⊘ Approve

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▶ Links

▶ News

▶ Events

My Space ▶
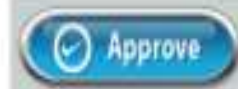
Discussions	Replies	Latest Activity

formative assessment

Some schools still equate Formative assessments with unit tests. Is this OK?

0   No reply

Started by Saumya

Edit   Delete

Membership requests

Dear All

You are requested to provide us complete details for membership

School Name   Name of Teacher   Class   Subject   Contact No
Emailid

0   No reply

regards

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All Groups
300 Members

Activity Log   Member List

Page View : 10   1 2 3 4 5   Next >>

CBSE-i
Last login: within last hour

Shalini Gautam   ✗
Last login: within 1 week

Dr.Sadhana Parashar   ✗
Last login: within 6 months

▶ **Groups**   View groups

▶ Board Official
▶ School
▶ Material Developers
▶ Guest
▶ Blocked Users

Invite a Member

Email Address

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▶ **Links**

▶ **News**

▶ **Events**

My Space

Possible cooperation areas on the way ahead

- Teachers' professional development: School-based peer coaching approach
- Institutional strategy: A whole-school approach (e-school); **Trainer-teacher peers & school partnerships**
- National policy support: Capacity building + Long-term technical assistance → Policy analysis
- International cooperation: **DTN** – Delay Tolerate Networking

Each person commits to try new skills and tools with students in classrooms. The building administrator commits resources and support. They meet regularly to discuss progress. "How's it going? Anything I can do to help? Any barriers I can remove?"

Some examples of "resistive symptoms" include:

1. At a staff meeting everyone agrees to utilize a new procedure, but several weeks later you discover that the procedure has not been implemented.

2. New computers are introduced into the workplace. While all staff insisted that they have their own machines, virtually nobody is using them for the purpose for which they were intended.

3. A change in job responsibilities takes place for an employee. The employee consents to the change by saying: "You're the boss, and if that's what you want…" Later the employee only changes what he is doing enough to appear cooperative, but is in fact doing most things the way he was before the change.

People do not resist change
They resist being changed

Peter Senge

Conclusion

- **ICT and e-learning offers opportunity to raise educational standards in schools**
- **Large range of ICT tools are available for teaching and learning**
- **Closes the gap of "Digital Divide"**
- **Involvement of teachers and parents is important**
- **Schools will need funding, access and training**

It doesn't matter who I am,
I will work, work and work,
All the forces of the universe
will also assist me,
I will achieve what I dream,
Even reaching any part of our
Galaxy

A P J Abdul Kalaam