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अध्यक्ष
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Chairman

केन्द्रीय माध्यमिक शिक्षा बोर्ड
CENTRAL BOARD OF SECONDARY EDUCATION

सत्यमेव जयते

CBSE/Acad/CM/2022   January 01, 2022

All Heads of Schools affiliated to CBSE

New Year Greetings 2022!

As the New Year begins, we take this opportunity to whole heartedly thank all our stakeholders for their continued support, understanding and cooperation for the successes achieved together, especially the efforts to provide home based study program to the students during the pandemic and not letting the learning stop come what may. That's the spirit of real Gurus!

In this year too, let us commit ourselves to build a global best education system rooted in Indian ethos and align our efforts to offer holistic and inclusive education along with safe learning environment as envisaged in the New Education Policy 2020.

In the New Year 2022, we need to dedicate ourselves to take forward the vision of NEP 2020 by taking up the following initiatives further.

1.   Competency Based Education

CBSE will continue taking initiatives to make education competency based which focuses on the student's demonstration of desired learning outcomes as central to the learning process. Therefore, as advocated earlier, the emphasis should be on measuring learning through attainment of prescribed Learning Outcomes, rather than on marks. For the long term development of capabilities and competencies in the learners, the schools should majorly focus their teaching efforts on learning and its outcomes.

The Board has also adopted the Learning Outcomes developed by NCERT for Classes I-X and encouraged the schools to direct their teaching-learning in the light of these outcomes. The schools are expected to empower learners to focus on mastery of valuable skills and knowledge through these Learning Outcomes, deemed to be essential for success in life.

Learning Outcomes are an integral part of Competency Based Education (CBE). Proper framing of Learning Outcomes and linking them with pedagogical processes is crucial to the success of CBE. Therefore, the Board has created a resource for teachers i.e. **Teachers' Resource for Achieving Learning Outcomes** *(Classes I to X) to enable teachers to incorporate Learning Outcomes in their day to day teaching and learning with children.*

Schools are expected to adopt/adapt the learning outcomes prepared by NCERT and track the attainment of Learning Outcomes by each learner and ensure that no child is left behind.

As you are aware, CBSE is transforming its Board Examinations in a gradual manner to make them more aligned to learning outcomes and competencies and also streamlining our test development processes to well accepted protocols of standardized testing development.

2.   *Adoption of Student Centric Joyful Pedagogies*

Adoption of innovative pedagogical practices and more importantly the involvement of students in the teaching learning process sets the stage for the achievement of defined Learning Outcomes. CBSE advocates innovation in learning pedagogy and has taken many initiatives to make pedagogy innovative, experiential, joyful, child friendly and context oriented and empower teachers for using these pedagogies. Experiential and active learning are the best pedagogies for CBE. These pedagogies promote critical thinking, creativity and effective study skills among students.

The Board has also introduced mandatory **Art-Integrated Project** work for classes I to X to promote experiential learning. As part of this, at least one Art-Integrated Project in each subject is to be taken up by all students of classes IX and X from the academic session 2020-21, and students of Classes I to VIII will also be encouraged to take at least one Art-Integrated Project (trans-disciplinary project) in a given academic year.

It is expected that teachers will provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities; experimenting with different pedagogies like use of puppets, toys, art, games, etc. in teaching and go beyond textbooks to transform classroom pedagogy.

3.   *Student Enrichment Activities and ASAR App*

In order to enhance the Learning Skills, Creative and Critical Thinking Skills, Mathematical Skills, Socio Emotional Skills of the students, 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, Reading Challenge, Science Olympiad, Celebration of different days of National and International days, Programmes for Environmental Conservation, Celebration of Ek Bharat Shrestha Bharat, Adolescent Peer Educators Leadership Programme in Life Skills, Holistic Health and Wellbeing** and the schools have enthusiastically supported these initiatives by encouraging the students to participate in these activities.

In this year as well, the Board will be conducting all these activities and some new activities will also be initiated. The schools are encouraged to continue all-around participation in these activities by motivating the 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.

4. *Transforming Assessment for Student Development and Structured Assessment for Analyzing Learning*

NEP 2020 recommends shifting the focus of assessment from summative and mere testing of rote memorization skills of students to one that is more regular, formative, competency-based, promotes learning and development, and tests higher-order skills. It also recommends for conduct of examinations in grades 3, 5 and 8 to track progress throughout the school years, and not just at the end of Grades 10 and 12 for the benefit of students, parents, teachers, principals, and the entire schooling system in planning improvements in different school systems and teaching-learning processes. These examinations would test achievement of basic Learning Outcomes, through assessment of core concepts and knowledge from the National and local curricula, along with relevant higher-order skills and application of knowledge in real-life situations, rather than rote memorization.

In alignment with the above, the Board will be conducting **Key Stage Assessment in grades 3, 5 and 8 i.e. Structured Assessment for Analyzing Learning Levels** *(SAFAL). SAFAL will ensure progress throughout school years by providing diagnostic information about students' learning to schools and thus, support school education to move towards competency-based education. The results of this assessment will largely be used to provide development feedback to schools and not for promotion of students to the next grade.*

The Board has also set up a **Centre for Excellence** *in Assessment with robust technical specialization for conducting action research in the area of assessment and examination and developing quality question item banks to be used for various examinations through field testing. It will also undertake capacity building of item developers, evaluators, teachers and other stakeholders along with creating a community of experts and master trainers who will be well adept in the concepts of competency based assessment and modern theories of assessments.*

Schools are expected to align assessment practices with the defined Learning Outcomes and focus on achievement of desired competencies in students; transform teaching strategies to achieve foundational skills of reading, writing and learning of basic mathematical concepts; adopt varied modes of assessment; focus more on assessment as and for learning; track learning curve of each child; carry out 360 degree assessment of a child and design holistic or multidimensional report card reflecting the uniqueness of each child in the cognitive, affective and psycho motor domains; and extend each possible support and cooperation in the creation of a community of experts and master trainers for assessment activities and resources for improving the quality of assessment.

5. *Capacity Building of School Leaders and Teachers*

The capacity building of teachers and principals show a significant success in improving the student achievement outcomes, so the Board will continue to make efforts to support the job embedded professional development of both heads of schools and teachers to ensure effective implementation of school based reforms. The theme of the capacity building programmes for the year 2022 is **'Creating Conducive Learning Environment'** *(in the light of new National Education Policy 2020). The Board will provide different avenues to teachers and principals for enhancing their capacity in the focused area.*

The schools are expected to ensure minimum 50 hours of continuous professional development per year for Heads and teachers. Apart from the above, the schools are expected to ensure compulsory completion of NISHTHA by all teachers which aims to equip them to encourage and foster critical thinking in students.

6. *School Quality Assessment and Assurance*

   As per the recommendations of NEP 2020, CBSE will act as a Standards Setting Authority (SSA) for Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Private Independent Schools and Govt. Schools affiliated to the Board and frame parameters against which these schools can be assessed for quality interventions. In alignment with the recommendations, the Board has drafted a Standards' Framework – School Quality Assessment and Assurance (SQAA) Framework to ensure that all its schools follow certain minimal professional and quality standards.

   SQAA Framework is a comprehensive self-assessment tool to empower and enable schools to self-assess their performance in seven different domains of school functioning i.e. Curriculum, Pedagogy and Assessment, Infrastructure, Human Resources, Inclusive Practices, Management and Governance, Leadership and Beneficiary Satisfaction.

   The Board will soon be launching an online portal for the submission of self-assessment reports by the schools. It is expected that the schools will self-assess themselves against the defined standards and achieve their self-set target and move further on their developmental continuum.

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 Board has prepared many Handbooks / Manuals on various innovative and qualitative measures taken by the Board during the last three academic sessions. All these handbooks are available in a downloadable form at the link http://cbseacademic.nic.in/manual.html

   It is expected that the schools will arrange a discussion on each handbook/manual with teachers and also students wherever relevant and adopt them for implementation.

8. *Re-structured CBSE Affiliation System and Process (SARAS)*

   Central Board of Secondary Education has always pioneered qualitative initiatives for the ease of its stakeholders. The latest initiative being taken by the Board for all its stakeholders is the Re-structured CBSE Affiliation System and Process.

   Although the CBSE Affiliation System is completely online since 2006, but as per the various recommendations for systemic reforms laid down in the National Education Policy 2020, the re-structured system is completely digital and based on data–analytics, with least human intervention. This will help to attain the goal of minimum government maximum governance; achieve quick and time bound disposal of all applications and to bring more accountability in the entire process. The detailed guidelines are available on the CBSE website.

   For streamlining the entire affiliation process and also for the convenience of schools wishing/ preparing to apply under various categories of affiliation, the timelines have been revised. Please refer Circular No. 20/2021 dated 8th November 2021.

9. Skill Education

With an aim to overcome the social status hierarchy associated with Skill (Vocational) Education, the NEP 2020 has recommended integration of Skill Education Programme in mainstream education in all the educational institutions and exposing students at early ages to quality Skill Education through the middle and secondary school and smooth integration into higher education/vocation.

In keeping with the recommendations of NEP 2020, CBSE has already introduced 09 Skill Modules (Artificial Intelligence, Beauty and Wellness, Design thinking, Financial Literacy, Handicrafts, Information Technology, Marketing/Commercial Application, Mass Media and Travel & Tourism) for students of classes VI to VIII to ensure that all students of its affiliated schools have a flexibility of making a skill choice at an early stage in their academic journey by exposing them to quality Skill Education. 'Coding' and 'Data Science' have also been introduced as skill subjects for Classes VI to XII. Besides this, as envisaged in the NEP 2020, CBSE is working towards offering skill subjects in semesters and in ODL mode.

Schools are expected to offer different skill subjects to their students and motivate them to opt any one or more Skill courses. The Board will provide necessary support and guidance towards training and capacity building of teachers and other aspects for the successful implementation of all Skill subjects from time to time.

10. Digital CBSE

As the World moves forward in the 21st Century, CBSE realizes the importance of time and resources and how innovation, digitalization, and integrating technology could be impactful in increasing our efficiency and effectiveness. The thinking has been incorporated to streamline various systems and processes with a focus on e-Governance, Ease of Doing Business (EoDB) and Ease of Living (EoL). By innovating and implementing new digital initiatives, the IT Department of CBSE has brought a dynamic shift by significantly reducing the manual and unproductive procedures that were traditionally required to be done. The affiliation system has been end-to-end digitized (SARAS, VIOS, SAMA) with use of Data Analytics & implementation of AI/ML and based on single source of truthful data (OASIS). The examination system has also been transformed into total digital process (परीक्षा-Sangam). All pre & post examination data is being taken online with validation checks (e-परीक्षा, e-IG, e-Prac, IAPX, e-Theory), encrypted Question Paper delivery is through digital process (OEQPD), exam monitoring is real time (CMTM, OECMS & TETrA), result compilation is digital (SBTUMS, CRTP, ROSE) and finally result dissemination is also completely online (परिणाम मंजूषा, Digi Locker, Website, e-Mail & SMS).

Besides above, governance in CBSE has been digitally empowered (e-Office, SPARROW, OIPR) and payment to various affiliation and examination functionaries has been made normative and online (IPS). Communication with stakeholders has been made quick with implementation of technology (e-Sandesh, e-हरकारा). In addition, many other systems have been developed for stakeholders such as exam centre locater (ECL) app, Duplicate Academic Document System (DADS), Online Verification of Evaluation & Revaluation System (OVERS). Finally in pursuit to achieve Digital Excellence, emerging technology implementation has also been done viz. AI/ML, Blockchain, Face Matching and Advanced Data Analytics & Data Forensic in affiliation and examination. Due to above state-of-the-art and many other landmark IT initiatives, CBSE has now been transformed into Digital-CBSE.

The Board applauds the contribution of each one of you make to ensure the success of our students. Let us, once again, commit ourselves to offer holistic education, spread the culture of creativity and innovation and create outstanding personalities.

My Best Wishes for the Year 2022!

(Manoj Ahuja)
Chairman, 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 Secretary, Eklavya Model Residential Schools (EMRS), Ministry of Tribal Affairs, Government of India.*
2. *The Secretary, Sainik Schools Society, Room No. 101, D-1 Wing, Sena Bhawan, New Delhi110001.*
3. *The Chairman, Odisha Adarsha Vidyalaya Sangathan, N-1/9, Near Doordarshan Kendra, PO Sainik School Nayapalli, Bhubaneswar, Odhisha-751005.*
4. *The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110016*
5. *The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309*
6. *The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054*
7. *The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160017*
8. *The Director of Education, Govt. of Sikkim, Gangtok, Sikkim –737101*
9. *The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791 111*
10. *The Director of Education, Govt. of A&N Islands, Port Blair – 744101*
11. *The Director of Education, S.I.E., CBSE Cell, VIP Road, Junglee Ghat, P.O. 744103,A&N Island*
12. *The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector -3, Rohini, Delhi*
13. *The Additional Director General of Army Education, A –Wing, Sena Bhawan, DHQ,PO, New Delhi-110001*
14. *The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202,Shankar Vihar (Near APS), Delhi Cantt-110010*
15. *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*
16. *All Joint Secretary/ Deputy Secretary/ Assistant Secretary/SPS / Analyst, CBSE*
17. *All Head(s)/ In-Charge(s), Centre of Excellence, CBSE*
18. *In charge IT Unit with the request to put this Circular on the CBSE Academic Website.*
19. *In-Charge, Library*
20. *The Head (Media & Public Relations), CBSE*
21. *DS to Chairman, CBSE*
22. *SPS to Secretary, CBSE*
23. *SPS to Director (Academics), CBSE*
24. *SPS to Director (Information Technology), CBSE*
25. *PPS to Controller of Examinations, CBSE*
26. *SPS to Director (Training and Skill Education), CBSE*
27. *PPS to Director (Professional Examinations), CBSE*
28. *PPS to Director (CTET), CBSE*
29. *Record File*