



Central Board of Secondary Education

(An autonomous Organisation under the Union Ministry of Human Resource Development, Govt. of India)
'ShikshaSadan', 17-Rouse Avenue, New Delhi - 110 002

CBSE/D (T)/2012

Dated: 06.02.2012
Circular No. 13/2012

**All the Heads of Institutions
Affiliated to CBSE**

Subject: Circular for Material Developers in different subjects

Dear Principal,

The Central Board of Secondary Education has launched its International Curriculum called CBSE-i to cater to the need of a globally sensitive curriculum among the Indian learners in its schools in India and Abroad. Besides promoting creative and critical thinking skills, effective communication skills, inter-personal skills, collaborative skills alongwith information and media skills, there is an inbuilt flexibility in the CBSE-i providing levels of learning to cater to the different pace of learners. Study materials are being developed in different subjects for CBSE-i curriculum.

The materials being developed have to be innovative, and encourage creative and critical thinking in the students.

CBSE is willing to engage candidates who are willing to develop study material for CBSE-i in the following subjects:

1. English
2. Mathematics
3. Science
4. Social Science
5. Scholastic and non-Scholastic subjects

In case you think you can contribute towards developing self-learning modules in your area or expertise, you may want to connect with CBSE you can apply in the given proforma

The candidates should be innovative, creative, at least a post graduate in one of the above mentioned subjects, experience in development of textbooks/study materials, proficient in English/Hindi language, use of IT Tools.

Those who are interested can download and fill the enclosed proforma and send it to Section Officer (CBSE-i)-cbseisp@gmail.com.

You are requested to disseminate this information to all concerned.

Enclosed

Model activity examples

Yours Sincerely,



**(DR. SADHANA PARASHAR)
DIRECTOR (TRAINING)**

Copy to:

1. Ambassador/Consulate of the concerned country
2. All Coordinators of schools offering CBSE-i
3. Education Officers/ AEOs of the Academic Branch, CBSE
4. EO to Chairman, CBSE
5. JS (IT)with the request to put this circular on the CBSE.nic.in website.
6. Regional Officer, Delhi
7. Research Officer (Technology) with the request to put this circular on the CBSE-i website.
8. PRO, CBSE
9. PA to all HODs/ Head CC



DIRECTOR (TRAINING)

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)

"ShikshaSadan", 17, Rouse Avenue, New Delhi-110 002.

PROFORMA

Subject applied for:

Dt:

1. Full Name(In capital letter) _____
2. Qualification _____
3. Specialization subject _____
4. Occupation details _____

5. Address for communication _____

6. Permanent address _____

7. E-mail ID _____
8. Contact no. : - Mobile _____
Landline (O) _____
(R) _____
9. Details of Material developed so far _____

Note:-

1. Enclose a detailed Bio-data.
2. Send details by E-mail to The Section Officer(CBSE-i)- cbseisp@gmail.com.

UNDERTAKING

CBSE-i MODULES (UNITS)

I certify that the material of CBSE-i submitted by me is an original work and no material has been copied or taken from the sources which involve copyright issue.

Name: _____

Subject: _____

Class: _____

Unit: _____

Chapter: _____

Topic: _____

Date: _____

Signature _____

Designation _____

MODEL ACTIVITY – 1

Part – 1

"*How Green is My Town?*" is a campaign to empower citizens and local decision makers to address the issues of climate change, sustainability, and environmental health at the local level.

Conduct a **green walk** to create awareness among public.

Conduct **interview on the following** lines and take a video of it and present to class. The presentation skills can be assessed on a 3 point scale by the teacher and students.

| Agricultural practices followed in that locality | Garden development in the houses and locality | Types of manures used in the locality |
|--|---|---------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Part – 2

Conduct artifacts exhibition on sustainable agriculture practices and invite community people to witness

- **Artifacts exhibition on sustainable agricultural practices**
 - Making of charts showing various practices
 - Non Working models to exhibit particular type of practice.
 - Working models to show the actual activity of a particular type of practice.

MODEL ACTIVITY-2 (ROLE PLAY)

In order to take up negative and positive outcomes of globalisation teacher can use the role play by dividing the class into five groups.

- These different groups are to be instructed to prepare a small skit on the following topics.
 1. Cotton farmer in North Africa and a cotton farmer in USA,
 2. Story of a call centre, garment factory and a big MNC's employee friends ,
 3. A resident of Afghanistan going for a heart surgery to India,
 4. Village near Special Economic zone suffering from environment pollution.
- This method will take two to three classes to discuss the issues in detail after the skit performed by each group.
- At the end of all the stories and their enactment the teacher will enlist all the impacts of globalisation on the board.
- With the help of the above activity a group discussion can be conducted in the next class on the issue of fair trade pointing at the economic dominance of developed countries in the world trade.
- This activity will help students apply the facts about various impacts of globalisation on their lives