



**CENTRAL BOARD OF SECONDARY EDUCATION**  
(An Autonomous Organization under the Union Ministry of Human Resource Development,  
Govt. of India)

“Shiksha Sadan”, 17, Rouse Avenue, New Delhi-110 002

CBSE/CM/2012

Circular No. 06/2012  
18-01-12

All the Heads of  
The CBSE affiliated schools

**Subject: Environment- friendly activities for school children**

Dear Principal,

Earth is full of beauty, peace and life and quality and survival of all life, including that of human beings, depends intimately on the quality of the environment we live in. Harmony with nature forms the root of our social and cultural values and attitudes. The rapid speed at which species are becoming extinct, due to human activities, emphasizes the need for continuous focus on Environment to ensure that the ‘future global children’ inherit a healthy Earth.

In order to develop awareness, sensitivity and a positive proactive attitude about environment, many curricular and co curricular activities are being taken up by schools to connect the students to their environment, in school and outside. More such activities can be built around locations students are familiar with such as classrooms, play ground, toilets, canteens, corridors, library, etc. The schools should have one Assembly weekly on Environment to continuously reinforce the thinking. Some regular rewards or merit marks for Houses can be considered to motivate the students.

The Board also has uploaded a short and simple film which has been screened by UNESCO, titled ‘Our Earth Our Home’ by Dr Anita Bhatnagar Jain on its website which could be useful

for students, parents and school teachers on what they can do in their daily lives. The schools may like to show this to their students as part of their ongoing environmental awareness generation programmes and formulate specific projects / activities. The range of activities could vary according to the age of the participants.

#### PRIMARY CLASSES

For primary classes, the activities could be a mix of class room and some outdoor locations within the school.

In the class room, lunch boxes could be inspected by teachers followed by general easy small tips on nutrition. Adequate disposal of waste could be introduced at this time. Students could be sensitized to safer/re-usable options for wrapping, use of waste basket etc. They could be taught to understand the importance of trees as oxygen givers, without which we cannot be alive and be encouraged to give plants as gifts and return gifts on birthdays.

Teachers/school has to ensure that children are introduced to sustainable Indian practices of including and integrating insect/bird and animal life into day to day life of individuals and such attitudes and practices are re-enforced.

Cultural skills must be included in conversations and practices as well as experience sharing sessions. These sessions could be a weekly event. This would inculcate skills like confidence building, articulating thoughts and skills and learning to observe small but significant details of surroundings.

In the class room simple tips on Energy conservation could be introduced such as, switching off the lights and fans etc. on leaving the class-room. Begin with small things of everyday life such as hand washing and other hygiene issues in school could be taken up. The children could be asked to keep all faucets in school /home bathrooms etc. tightly closed and report the leakages to the school office or teacher. They should be encouraged to turn off water while brushing etc. and thereby avoiding wastage.

Some outdoor activities, such as learning to observe the surroundings could be taken up. Trees, creepers, types of plants around the school, which can be first counted, then catalogued, then connected to insect / bird life etc. Depending on the involvement and the information range of the teachers involved, different departments within the school could be involved to sensitize students to various dimensions of such activities.

The children can be sensitized about reasonable sound levels for hearing music or listening to TV, to safeguard their own hearing and also to think about others This can be taken up for all ages.

#### UPPER PRIMARY CLASSES

In Upper primary classes, range of activities could extend to product use. Create awareness about battery use and disposal, energy labeling and its benefits. Compare the energy efficiency of appliances used in schools and families on a fair and equitable basis. Teachers could also use energy saving tips by referring to the website, [http://www.powermin.nic.in/consumers/safety\\_instructions.htm#9](http://www.powermin.nic.in/consumers/safety_instructions.htm#9).

Extend the range of activities to use around the school, in garden etc.

- Going to gardens & parks to familiarizing them with plants, flowers and environment.
- Asking children to collect roots of plants, flowers, etc and asking them to germinate seed or grow plants in the house.
- Making them observe the growth of the plants and also finding out what all birds and insects come to their gardens and surroundings.
- Going to zoo, to watch animals, and noting down the activities and specific names of the species.
- Doing gardening and farming in school on a small scale - the vegetables can be of local or alien species. Terrace gardening is also possible.
- Making them write stories and poems on environment and enact them.
- Bringing out newspapers and documentaries on environment issues.
- Helping them learn about rain, and other seasons that are closely linked with their social and physical environment.

Students could also be familiarized with rain water harvesting in and around school and home, and the water resources of the city/town and individual/ household responsibility to protect them from pollution. Poster painting competitions could also be undertaken. Skills like fixing fuses, water leakages could also be taught from this level onwards. Raising awareness about cultural /sustainable practices for water conservation should be introduced at the awareness level. If there is a river in the city / town, a visit should be organized.

#### SENIOR CLASSES

For older children, the range of activities goes beyond to the community / locality/city. Students could be sensitized to the street lights and other areas where electricity is used/wasted. The students must be provided with opportunities for learning to complain to proper authorities. Schools must undertake sensitization programmes for family members on water and energy conservation issues etc. Mails can be sent to parents too.

Activities extended to locality and city could include raising awareness about water sources and their upkeep. Create awareness of chemical use in the household activities and school activities; the impact of these chemicals on soil and underground water; setting up of water harvesting in locality parks, individual households etc. Clearing of river or lake banks can be done.

Discuss with them the complaints and redress mechanisms available for general public. Help them connecting to media, organizing campaigns, walks, writing letters to editors and connecting to ongoing movements.. Encourage them to contribute well researched articles on such issues for school magazines.

Like the earlier campaigns for plastic free schools, ( which also needs to be continued), schools could also start an awareness programme for Radiation Free Schools with special reference to the use of cell phones by children. Data and details can be gathered from the Internet. Give this task to the children of higher classes and give them the responsibility of gathering data and raising awareness amongst the younger students..

Activities around Gardens / Parks could include soil conservation through organic methods, use of organic manure, training in composting and vermiculture as a part of cultural activity, recycling and minimizing waste etc. Planting and taking care of the biodiversity around school and localities could also be discussed.

Exhibitions, displays, projects can also be designed to involve students and create interest.

In such activities each child should be given a choice to select the activity that most interests him or her.

In school office or library minimizing and re-use paper use and re-cycling waste etc. should be part of awareness activities. Magazines on environmental issues should be subscribed to. In canteen, focus should be on packaging and the waste it generates. Students should themselves inspect quality of food, hygienic issues in cooking and packing, cleanliness etc.

Similar pro-active, participatory activities can be built around all human activities. Awareness of inclusivity about life choices should also be part of student activity. 'Best Out Of Waste' is a creative activity where re-use of so called waste matter can be taught. Social awareness should be generated about inclusion of various economic classes in everyday community life.

There could/should be, especially included for urban students an awareness of lifestyle options, over dependence on markets, sustainable culturally available alternatives. The sustainability awareness needs to be re-enforced in both boys and girls. For these parents, especially mothers can play a participatory role. The school alumni could be from any region of the country. Each region has its own sustainable practices integrated into everyday practices. These are passed down from parents to children. These could be talked about in the experience sharing sessions, in the class room or club activity.

I am sure the schools would try to integrate these simple and yet effective energy and water saving activities in their every day school programmes and activities.

Yours sincerely,

**VINEET JOSHI**

**CHAIRMAN**

**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- 110016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi- 110054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh- 160017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim- 737101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791111
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, Junglee Ghat, P.O. 744103, A&N Islands.
9. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi- 110085
10. All the 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.
11. The Education Officers/ AEOs of the Academic Branch, CBSE.
12. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
13. The Library and Information Officer, CBSE.
14. Joint Secretary (Academic)
15. E.O. to Chairman, CBSE
16. DO/ PA to Secretary, CBSE
17. PA to CE, CBSE
18. PA to Director (Acad.)
19. PA to HOD (AIEEE)
20. PA to HOD (Edusat)
21. PRO, CBSE.

**CHAIRMAN**