

The story of CBSE narrated in the book illustrates a very wide spectrum of its policies, programmes, schemes, initiatives, and activities. Be it holding of varied examinations, or reinventing curriculum, or broadbasing affiliations and infrastructures, or introducing innovative pedagogies on continued basis, CBSE has come a long way. Forging unity in diversity and ensuring change with continuity, in sum, are the twin challenges that CBSE have faced and addressed since the day one.



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Art integrated education has come to stay in CBSE affiliated schools across the country.



The building of the Headquarters of Board of High School and Intermediate Education, Rajputana, constructed in 1935 in Ajmer, still stands majestically, and functions as Regional Office, Ajmer and registered office of CBSE even today.

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सत्यमेव जयते



राष्ट्रपति
भारत गणतंत्र
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संदेश

मुझे यह जानकर हार्दिक प्रसन्नता हुई है कि केन्द्रीय माध्यमिक शिक्षा बोर्ड अपनी स्थापना के 90 वर्ष पूर्ण होने के उपलक्ष्य में, 'सीबीएसई संस्मरण' का प्रकाशन कर रहा है।

केन्द्रीय माध्यमिक शिक्षा बोर्ड ने पिछले 90 वर्षों की लंबी अवधि में राष्ट्र की शैक्षिक जरूरतों को पूरा करने में उल्लेखनीय योगदान दिया है। आज हमारा देश शिक्षा के स्तर व मानकों को बनाए रखने में एक प्रतिस्पर्धी की भूमिका से निकलकर मार्गदर्शक बनने की ओर अग्रसर है। इसका एक बड़ा श्रेय केन्द्रीय माध्यमिक शिक्षा बोर्ड की प्रभावशाली विद्यार्थी व शिक्षक केन्द्रित पद्धतियों तथा नीतियों को जाता है।

आज का समय सूचना और विज्ञान का समय है। तेजी से हो रहे बदलाव और नई-नई टेक्नोलॉजी के आविष्कार को देखते हुए, भावी जरूरतों के अनुरूप शिक्षा प्रदान करने में बोर्ड की भूमिका अत्यंत महत्वपूर्ण हो जाती है। शिक्षा को बोझिल होने की बजाए उसे आनन्दायक अनुभव बनाकर जीवन संचालन हेतु एक उपयोगी साधन बनाया जाना चाहिए। बोर्ड द्वारा इस दिशा में निरंतर किए जा रहे प्रयास प्रशंसनीय हैं।

मैं केन्द्रीय माध्यमिक शिक्षा बोर्ड के 90वें स्थापना वर्ष एवं 'सीबीएसई संस्मरण' के प्रकाशन के लिए अपनी हार्दिक बधाई एवं शुभकामनाएं देता हूं।

रामनाथ कोविन्द
(राम नाथ कोविन्द)

नई दिल्ली
23 सितम्बर, 2019



भारत के उपराष्ट्रपति
VICE-PRESIDENT OF INDIA

संदेश

मैं यह जानकर हर्षान्वित हूँ कि केन्द्रीय माध्यमिक शिक्षा बोर्ड द्वारा अपना 90वाँ स्थापना दिवस मनाया जा रहा है।

"असतो मा सद्गमय" के ध्येय वाक्य के अनुगामी संस्थान केन्द्रीय माध्यमिक शिक्षा बोर्ड, विद्यालयी शिक्षा का एक अग्रणी भारतीय बोर्ड है। न केवल भारतीय अपितु विदेशस्थ विद्यालय भी इससे सम्बद्ध हैं। इसके प्रमुख उद्देश्यों में शिक्षा संस्थानों को अधिकाधिक प्रभावशाली ढंग से लाभ पहुंचाना है तथा उन विद्यार्थियों की शैक्षिक आवश्यकताओं के प्रति उत्तरदायी होना है जिनके माता-पिता केन्द्रीय सरकार के कर्मचारी हैं और निरंतर स्थानान्तरणीय पदों पर कार्यरत हैं। भारत जैसे जनसंख्याबहुल देश में बृहद् स्तर पर विद्यालयों का प्रबंधन, उनमें पाठ्यक्रम संचालन, उनकी 10वीं और 12वीं कक्षाओं और अन्य सार्वजनिक परीक्षाओं का आयोजन, वास्तव में एक दुस्साध्य कृत्य है। केन्द्रीय माध्यमिक शिक्षा बोर्ड दशकों से अपने इस महदुत्तरदायित्व का भली भाँति निर्वहन करता आ रहा है।

शिक्षा की पद्धति कभी भी सरल नहीं रही है। प्राचीन भारतीय संदर्भ में अबोध बालक शिक्षार्थ अरण्यस्थ गुरुकुलों में जाकर वहाँ निवास करते हुए विद्या अध्ययन किया करते थे। पितृगृह से दूर रहकर अध्ययन के समापन पर समावर्तन संस्कार के उपरांत ही विद्यार्थी अपने घर लौटते थे। आज देश भर में घर के समीप ही विद्यालयी शिक्षा की सुविधा उपलब्ध है। यह गर्व की बात है कि केन्द्रीय माध्यमिक शिक्षा बोर्ड अपने दायित्व निर्वहन के नए कीर्तिमान स्थापित कर रहा है। यह बोर्ड कोई सामान्य बोर्ड नहीं अपितु इसे भारत में शिक्षा परंपरा का उन्नायक नेता कहा जा सकता है।

विश्वगुरु भारत की इस पावन भूमि में आधुनिक काल में ऐसी अनन्य शिक्षा प्रबंधन संस्था का होना कोई आश्चर्य की बात नहीं है। अपितु भारत में ऐसी और संस्थाओं के होने की अपूर्व अपेक्षा है। भारत में इस बोर्ड के कुशल प्रबंधन से प्रायः सभी अवगत हैं।

मैं इस अनन्य अवसर पर अपनी शुभकामनाएँ अर्पित करता हूँ। मुझे विश्वास है कि केन्द्रीय माध्यमिक शिक्षा बोर्ड भारतीय संस्कारों से संप्रेरित सुदृढ़ ज्ञान परंपरा को सदैव संवर्धित करता रहेगा।

मैं पुनः आयोज्यमान '90वें स्थापना दिवस' हेतु बोर्ड के समग्र प्रशासनिक निकाय को अपनी अनंत शुभकामनाएँ संप्रेषित करता हूँ।

(एम. वेंकैया नायडु)

नई दिल्ली
03 सितंबर, 2019





प्रधान मंत्री
Prime Minister

संदेश

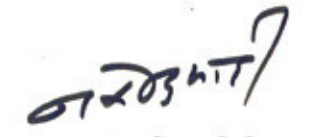
केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) के 90 वर्ष पूरे होने पर हार्दिक शुभकामनाएं।

शिक्षा किसी भी राष्ट्र के निरंतर विकास की एक आवश्यक शर्त है। गुणवत्तापूर्ण शिक्षा किसी देश की जनसंख्या को 'आबादी' की सीमित परिभाषा से निकालकर उसे 'मानव संसाधन' की विशिष्ट पहचान दिलाने की क्षमता रखती है। एक शिक्षित व्यक्ति अपने अधिकारों को भी जान पाता है और सम्यक कर्तव्य बोध के साथ समाज और राष्ट्र की प्रगति में एक जागरूक नागरिक की भूमिका भी भली-भांति निभा पाता है।

विद्यालय और शिक्षक अपने कार्य से राष्ट्र निर्माण में अति महत्वपूर्ण भूमिका निभाते हैं। जैसे एक कुम्हार मिट्टी से बर्तन गढ़ता है, वैसे ही वे कम उम्र में बच्चों में सीखने की अभिवृत्ति का विकास कर उनके जीवन को एक सकारात्मक और रचनात्मक दिशा देते हैं।

शिक्षा समावेशी विकास की कुंजी है। 'सबको शिक्षा अच्छी शिक्षा' हमारी सरकार का मंत्र है। शिक्षा का प्रसार और गुणवत्ता, इन दोनों पक्षों को लेकर नई शिक्षा नीति पर काम हो रहा है।

मुझे प्रसन्नता है कि विद्यालय शिक्षा में बेहतरी के लिए बोर्ड एक सुसंगठित स्वरूप के साथ लगातार अपना काम कर रहा है। सीबीएसई को इस गौरवपूर्ण यात्रा और भविष्य के प्रयासों के लिए हार्दिक शुभकामनाएं।


(नरेन्द्र मोदी)

नई दिल्ली
भाद्रपद 05, शक संवत् 1941
27 अगस्त, 2019

रमेश पोखरियाल 'निशंक'
Ramesh Pokhriyal 'Nishank'



मंत्री
मानव संसाधन विकास
भारत सरकार
MINISTER
HUMAN RESOURCE DEVELOPMENT
GOVERNMENT OF INDIA



संदेश

मुझे यह जानकर अत्यंत प्रसन्नता हो रही है कि सीबीएसई वर्ष 2019 में अपनी 90 वर्ष की अद्वितीय ऐतिहासिक यात्रा पूरी होने के उपलक्ष्य में "सीबीएसई संस्मरण" प्रकाशित कर रहा है।

मैंने गत वर्षों के दौरान बोर्ड द्वारा संचालित विभिन्न विद्यार्थी सम्यक गतिविधियों को समीप से देखा व महसूस किया है। यह सुखद है कि वर्ष 1929 में बोर्ड की स्थापना से अब तक के कालक्रम में अनेक शैक्षिक, सह-शैक्षिक पहल तथा नीतिगत बदलाव हुए हैं जिनसे देश-विदेश में लाखों विद्यार्थियों को गुणवत्तापरक शिक्षा उपलब्ध कराने का सद्कार्य सुनिश्चित हो सका है।

सीबीएसई प्रत्यक्ष और परोक्ष रूप से लाखों परिवारों को प्रभावित करता है और बोर्ड से सदैव यह अपेक्षा रहती है कि वह अपनी नीतियों व क्रिया-कलापों द्वारा पठन-पाठन की एक उत्कृष्ट परिपाटी का संवाहक बने। इसके लिए बोर्ड द्वारा पाठ्यचर्या सुधार, परीक्षा और मूल्यांकन प्रणाली का डिजिटाइजेशन, आनंदपूर्ण एवं अनुभवात्मक अधिगम तथा शिक्षक प्रशिक्षण इत्यादि पर अधिक बल देते हुए विभिन्न कार्य किए जा रहे हैं। तथापि, आज हमें शिक्षकों, विद्यालयों व शिक्षा निर्गम की प्रणालियों को उपयुक्त प्रशिक्षण, अनुसंधान एवं नवोन्मेष के समावेश से प्रभावी, सुगम व हितकारी बनाना होगा और अपने विद्यार्थियों के लिए शोधपरक शिक्षा, कौशल प्रधान शिक्षा, प्रौद्योगिकीयुक्त शिक्षा, तथा परिणाम आधारित शिक्षा पर ध्यान केंद्रित करना होगा ताकि वे बेहतर कल का सृजन कर सकें।

इस अवसर पर मैं सीबीएसई को शुभकामनाएं और बधाई देता हूँ और यह आशा करता हूँ कि बोर्ड समसामयिक चुनौतियों को अंगीकार करते हुए आगे भी उत्कृष्ट शैक्षिक, सह-शैक्षिक एवं परीक्षा संबंधी नीतियों व कार्यों द्वारा सशक्त और नए भारत के निर्माण में महत्वपूर्ण योगदान देता रहेगा।

(रमेश पोखरियाल 'निशंक')

संजय धोत्रे
SANJAY DHOTRE



मानव संसाधन विकास,
संचार और इलेक्ट्रॉनिक्स और
सूचना प्रौद्योगिकी मंत्रालयों के राज्य मंत्री
भारत सरकार
MINISTER OF STATE IN THE
MINISTRIES OF HUMAN RESOURCE DEVELOPMENT,
COMMUNICATIONS AND ELECTRONICS &
INFORMATION TECHNOLOGY
GOVERNMENT OF INDIA



MESSAGE

It is a matter of great delight and pride for me to witness the Central Board of Secondary Education (CBSE) reaching this significant milestone in its epoch-making journey of nurturing and uplifting school education in the country.

During its nine decades of service to the nation, the Board has made monumental contributions in guiding education and setting new standards of it. Especially when the world has been evolving so fast in different spheres of life, the Board has been constantly and speedily, not only adapting itself to the ever-evolving global curricular climate, but it has been setting new practices and standards which have caught global attention.

Today, in order to meet the most advanced and complex needs of our contemporary society, we require such deft educational institutions and professionals who are capable of guiding us through the maze and can equip us to tackle what is in the offing. The CBSE has been the torchbearer among the different domestic and foreign education boards, in integrating the social, economic, environmental and other crucial concerns into its core curricular practices. With such profile, twenty-one thousand schools and global footprints, the CBSE stands robustly and tall in the global educational arena. I am quite confident that with such a rich legacy and experience, CBSE is ready to guide our students in tackling newer challenges that the society is facing. Water conservation, discarding of single use plastics, environmental protection are many such measures, that CBSE can adopt and continue to inculcate in the students the values that can lead the society towards sustainable development.

I congratulate the Board's dynamic team on this momentous occasion and for publication of this rich souvenir, and wish them newer achievements ahead.

New Delhi

Date: 15.10.2019

(SANJAY DHOTRE)



सबको शिक्षा, अच्छी शिक्षा।

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अमित खरे, भा. प्र. से.
सचिव
AMIT KHARE, IAS
Secretary

भारत सरकार
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NEW DELHI-110 115

संदेश

केंद्रीय माध्यमिक शिक्षा बोर्ड (सी. बी. एस. ई.) की 90 वर्ष पहले शुरू हुई यात्रा से राष्ट्र की शिक्षा व्यवस्था में सुधार एवं सुदृढीकरण की अनुकरणीय सेवाओं की शुरुआत हुई। इन वर्षों के दौरान, सीबीएसई न केवल देश में, बल्कि वैश्विक स्तर पर भी शैक्षिक उत्कृष्टता का पर्याय बन गया है। बोर्ड को अंतरराष्ट्रीय स्तर पर अपने प्रगतिशील और अभिनव दृष्टिकोण के लिए जाना जाता है जिस कारण ऐसे उच्चतम शैक्षिक मानक स्थापित हुए, जो विश्व भर के विद्यालयों के समतुल्य हैं।

आज 22,000 से अधिक विद्यालयों के मजबूत समूह के साथ, बोर्ड ने लाखों विद्यार्थियों के लिए निष्पक्ष, नवाचारयुक्त तथा गुणात्मक शिक्षा प्रदान करने का मार्ग दिखाया है। इसने कौशल और योग्यता की बदलती आवश्यकताओं के अनुसार स्वयं का लगातार पुनरुत्थान करने का प्रयास किया है जो अपने आप में बोर्ड के प्रगतिशील और भावी संदर्श का प्रमाण है।

बोर्ड की उल्लेखनीय प्रगति और लोकप्रियता इसके कर्मचारियों के नेतृत्व, समर्पण, कड़ी मेहनत और मूल्यों का सच्चा परिचायक है।

मैं इन शानदार नौ दशकों के पूरे होने पर पूरे सीबीएसई परिवार को हार्दिक शुभकामनाएं और समर्थन देता हूँ और आशा करता हूँ कि बोर्ड भविष्य में भी इसी उत्साह और गतिशीलता के साथ उत्कृष्टता और व्यावसायिकता की नई ऊंचाइयां तय करेगा।

30/11/2019
(अमित खरे)



Prologue

ANITA KARWAL

CHAIRPERSON, CBSE

No country in the world faces the challenge of striking a delicate balance between diversity and unity in school education as much as India does. The diversity originates out of its language, cultural practices, geography, ethnicity, and climate. And to ensure unity among them, in terms of common minimum curriculum, education infrastructure, qualified and trained manpower, and academic quality, has been a constant rope walk for CBSE.

When we split these challenges into simpler elements, for a reasonable understanding, then the areas of seeking pedagogic unity, creative adoption of changing technologies, constant capacity upgradation of teachers, integrating art and sports in education, environmental concerns, and imparting a cluster of futuristic skill sets that possibly prepare a student to qualify to be called a global citizen, take center stage, but appear to be in stand-alone boxes. To bring them together in a qualitative weave of teaching and learning, that not only matches the best standards in the world, but excels at it, has been the endeavor of the board.

The Board has therefore been constantly reinventing itself. In pedagogy, it is graduating out of a predominantly rote learning regime to one based on experiential learning where the focus is on every child acquiring specific competencies at each level; it has adopted technologies quickly and fast-tracked its excellence through the digital route; it has upgraded the capacity of its teachers through in-service training, by encouraging exchange of best practices and by firing up their creativity

to reveal to them a world of possibilities in classroom transactions. Of late, the board has laid a major thrust on integrating art and sports with school education, and promoted life skills including communication and critical thinking skills for originality and authenticity; for environmental conservation, CBSE chased the digitization path by going online, becoming paperless, and in the process it has contributed towards reduction in carbon prints on the patches of its existence on mother earth; and for acquiring futuristic skill sets, CBSE proactively chose to adopt subjects such as ICT, Artificial Intelligence, Bio-technology to make its students future ready.

CBSE in the last ninety years, as its saga reveals in the memoir, has picked up these bricks of challenges as building materials to raise a castle of excellence, and has woven a gripping story of success that inspires not only India but more than 27 countries. Today the board has achieved ace status in school education in the world's largest democracy, and by constantly raising its bar it has proven its relevance and utility for times to come.

This memoir is a humble attempt to document the journey of CBSE, which its human resource, past and present, recount as pilgrimage.



ANITA KARWAL (IAS), Chairperson, CBSE



Mahatma Gandhi's 3 vital life lessons

CHAPTER - 1

Saga of Nine Decades



SAGA OF NINE DECADES

This chapter offers an insight into the historical unfolding of CBSE over the last 90 years of its existence; its ups and downs, and its moments of glory as well as turbulence.



The saga of secondary education in India began with small steps. The roots of the Central Board of Secondary Education lie in the colonial days of the early 20th century, when the British decided to establish the first Indian school Board in 1921. The impetus came in the form of a Sadler Commission (also known as the Calcutta University Commission 1917-19) report that led to the formation of various Boards of Secondary Education in different parts of the country.

U. P. Board of High School and Intermediate Education, was the first such Board to be set up, with a vast jurisdiction including Rajputana, Central India and Gwalior. There came a stage, however, when that Board began experiencing difficulties in shouldering this extra territorial responsibility. The Government of the United Provinces then represented to the Government of India, that the jurisdiction of the U.P. Board was too unwieldy for it to maintain an efficient administration and that the candidates from areas outside the United Provinces should not be admitted to the Board's examination beyond the year 1927-28.

The Government of India, therefore, suggested two alternatives for the consideration of the Administration of Princely States in Rajputana, Central India and Gwalior. One suggestion was to set up a joint Board for all the areas concerned and the other was to have a separate Board for each of the areas thus affected.

There were many advantages of the Joint Board, important among them being the economy in expenditure both on administration and examination along with the comprehensive representations that would be available



CBSE's Regional Office of Ajmer, which also doubles up as CBSE's registered office.

from all the areas concerned. Hence, it was, decided that a joint-board for all the areas should be created. Resultantly, the Board of High School and Intermediate Education, Rajputana, including Ajmer-Merwara, Central India and Gwalior was established in 1929 by a resolution of the Government of India. The Board, as constituted under that resolution, had its headquarters at Ajmer with the agent to the Governor General in Rajputana and Chief Commissioner, Ajmer-Merwara, Lt Col. G.D. Ogilvie, as the first Controlling Authority. It had a total membership of 38, including representatives of the administered areas and states within its jurisdiction.

The formation of the Board was indeed a bold experiment towards inter-state integration and cooperation in the sphere of secondary education. In his inaugural address at the first meeting of the Board held at Ajmer on August 12, 1929, the then Chief Commissioner of Ajmer-Merwara and Controlling

Authority of the Board had aptly observed: "It is a particular pleasure to note that the formation of the Board, apart from being a great step in the furtherance and advancement of education in Rajputana and Central India, constitutes in addition a happy instance of unanimous cooperation among the Indian states, who have joined in our labours."

As expected, the establishment of the Board led to rapid growth and expansion of secondary education in the vast territories of Indian States in Rajputana, Central India, Gwalior, and Ajmer-Merwara. It did a commendable job in improving the standard of secondary education in the institutions recognized by it through periodic inspections carried out by competent and experienced inspectors. This period was akin to adolescence with a lot of enthusiasm without any experience.



Rama Krishna Mission Vidyapeeth, Deoghar, Jharkhand.



Raj Kumar College School (1868) campus, Rajkot, Gujarat.



The Board conducted its first high school and intermediate examinations in 1930. Its affiliations grew from 70 high schools and 12 intermediate colleges in 1930 to 124 high schools and 20 colleges by 1940, and to 201 high schools and 42 colleges by 1947. Similarly, the number of examinees rose from 3091 in 1930 to 6412 in 1940, and up to 13770 in 1947.

Similar was the case of teachers' training, wherein a post-graduate training college for teachers was established in Ajmer in 1941, under the management and control of the Board. Although this college brought great improvement in the quality of teachers, it had to be closed down in 1950 because of fast dwindling admission seekers, who moved on to similar colleges freshly affiliated to the University of Agra.

In 1947, with the establishment of the University of Rajasthan, the examinations of the schools in the State of Rajputana were handed over to it. In 1950-51,

Madhya Bharat formed its own Board and the jurisdiction of the Board was further confined to States of Ajmer, Bhopal and Vindhya Pradesh only. It was renamed as the Board of High School and Intermediate Education, Ajmer, Bhopal and Vindhya Pradesh.

The constitution of the Board was amended to extend its jurisdiction to Part C States and Part D Territories in 1952 when the Board was given its present name, "The Central Board of Secondary Education" by the Government of India.

The Board was reconstituted on 1st July, 1962 so as to make its services available to various educational institutions in the entire country and to meet the educational needs of students who had to move, from state to state. Consequently, the erstwhile Delhi Board of Higher Secondary Education was merged with the Central Board and all the educational institutions were deemed as institutions under the Central Board. The headquarter of the board was shifted to New Delhi.



Lawrence School Lovedale (1858), Nilgiri, Tamil Nadu

Although the Central Board of Secondary Education was constituted as an autonomous body, according to its constitution, the supreme control was vested in the Government of India and the Controlling authority, the Secretary (Previously called Educational Adviser), Ministry of Education (renamed later as the ministry of Human Resource Development), Government of India.

The Board was also entrusted with the responsibility of advising the administrations of Union territories about the courses of instruction and syllabi of middle school education with a view to securing co-ordination among the middle, secondary and higher secondary schools. Subsequently, the Union Territories of Chandigarh, Andaman and Nicobar Islands, Arunachal Pradesh and Sikkim also joined the Board.

It was at this stage that the Board was assigned the important role of establishing an all India Higher Secondary Examination which would serve the dual purpose of setting up a model for various State Boards of Secondary Education to emulate, and also meet the special needs of students whose parents were in transferable jobs.

In 1963-64, CBSE had 436 schools affiliated to it from 16 States including one from each Union Territory and in Tehran (Iran). By the year 1970, 743 schools from all over the country constituted the CBSE family. Besides secondary examinations, it also started carrying out higher secondary examinations and higher secondary technical examinations. It revived the practice of administrative and academic inspection of schools, conducting teachers' training programme, seminars and academic workshops. By 1978, there were 1174 CBSE affiliated schools.

THE JOURNEY FROM AJMER TO DELHI

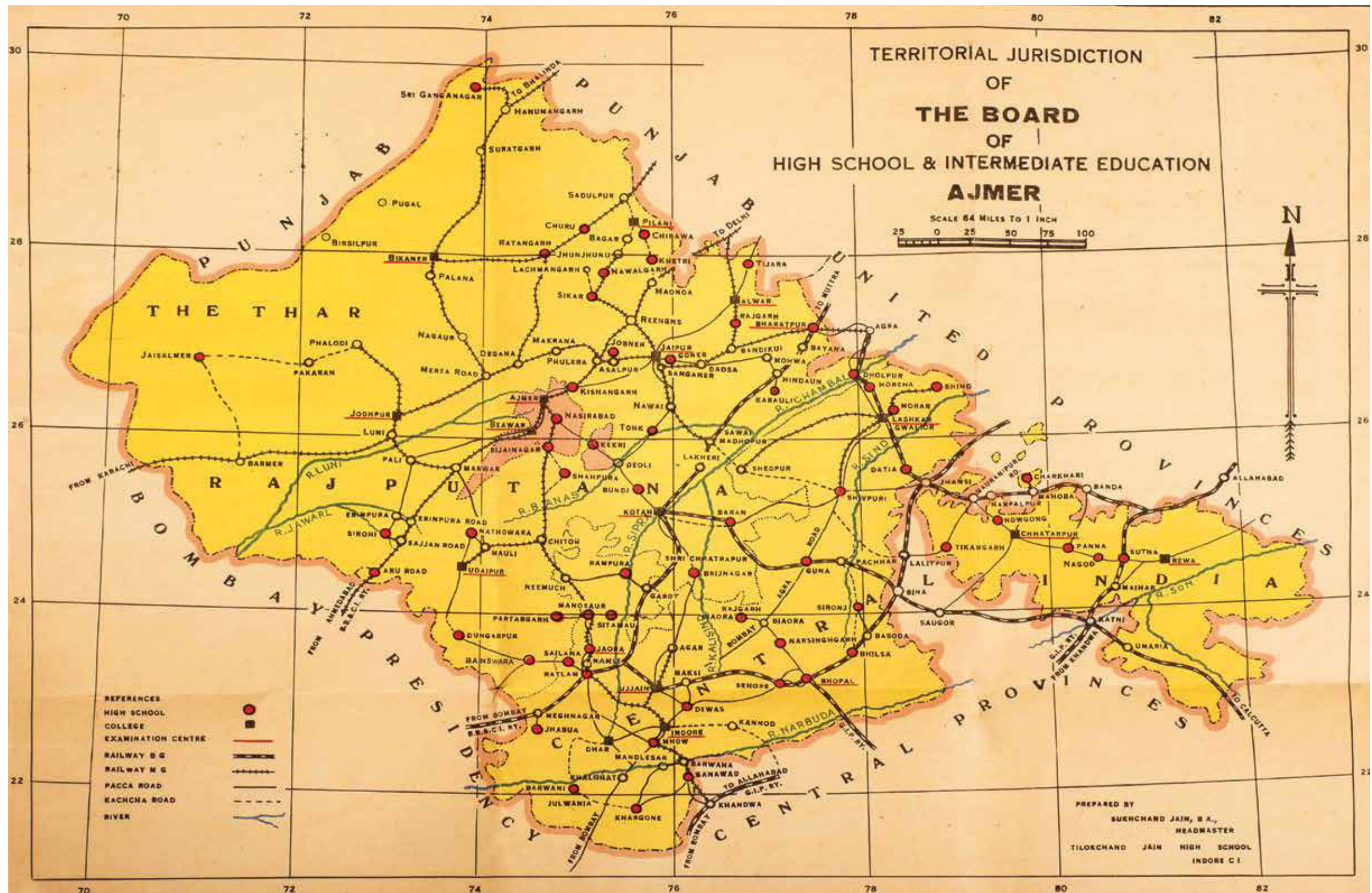
Decentralization and expansion of the Board

The building of the Headquarters of Board of High School and Intermediate Education, Rajputana, constructed in 1935 in Ajmer, still stands majestically, and functions as Regional Office, Ajmer and registered office of CBSE today.

CBSE was allotted land at community centre, Preet Vihar for a multi-story building in 1982. Construction of the building began with the help of Sh. C.S. Chandra Sekar, Chief Planner (retired Government of India) and ex Director School and Planning Architecture, as building advisor under a construction agreement with NBCC. A loan of rupees 80 lakhs was availed from Syndicate Bank and Oriental Bank of Commerce for this construction project.



Oak Grove School (1888), Mussourie, Uttarakhand.





Indo-Russian Students Meet with the President of Russia, Vladimir Putin and PM of India, Narendra Modi.



CBSE Headquarter at Preet Vihar, New Delhi.

The Foundation of CBSE headquarter building was laid on 4th February 1986, by Smt. Susheela Rohtagi, Union Minister of State for Education, on a total plot of land measuring 705.60 sq. metre, which was allotted by DDA. The building was to house all the branches of CBSE. The construction was completed in September 1989 and all the offices of the Board shifted to the new building except PMT unit. New Regional offices were opened at Ajmer, Ranchi, Chandigarh and Delhi.

In 2006 Allahabad and Panchkula regional offices acquired their own premises. CBSE regional office Delhi got a new building in Patparganj. By the year 2009, two new regional offices were set up in Patna and Bhubaneswar. Patna regional office with 550 schools was Patna (550 schools) to cater to Bihar and Jharkhand and Bhubaneswar was tasked 632 schools to look after schools in Odisha, West Bengal and Chhattisgarh.

SETTING FOOTPRINTS

Affiliation

Out of the 52 central schools, 32 were started in 1964, to cater to the needs of children of the employees of Central Government and Defence personal liable to frequent transfers. UT of Manipur decided to follow the curriculum and courses prescribed by the Board. Four schools were set up by NCERT as part of their Regional Institutes of Education and they were given full freedom with regard to scheme of studies, selection of textbooks, and scheme of examinations.

Between 1964 and 1970, nine more schools came up for permanent affiliation. By the turn of the decade, the popularity of the Board was evident as the number of affiliated schools rose to 743 which was an incredible 140% increase in a span of just ten years. The number of students enrolled too increased by a phenomenal 273% to stand at 59757 students.

All 15 Sainik schools, all the High and Higher Secondary schools of the Union Territory of Chandigarh, and established private schools such as the three Birla schools of Pilani, the Scindia School and the Scindia Kanya Vidyalaya in Gwalior came into the CBSE fold.

It is interesting to note that the first batch of candidates from Andaman and Nicobar Islands took examinations in 1966. By 1970 Schools at Tehran, Kuwait, Bahrain, Kathmandu were affiliated to the Board. And by the year 1980, the board added new schools in Dubai, Abu Dhabi, Ethiopia and Dhaka.

Affiliation rules were revised in 1970 entailing specific provision that each affiliated school must give its teachers appropriate salary scales, old age benefits and tuition waiver to its pupils. Another new feature of affiliation was upgrading of schools to meet the requirements of the +2 stage of new curriculum, keeping in view the enrolment, physical facilities, results, reputation of the school and geographical proximity.

According to the Handbook for affiliation which was updated in 1984, schools were now considered for affiliation on receipt of NOC from concerned State, and a directory of schools was published by the Board. By the year 1985, computerisation of documents and collection of basic information about each institution was started by the board. A comprehensive booklet containing affiliation byelaws was published in 1986. 155 Navodaya Vidyalayas in various districts were affiliated with CBSE the same year.

During the early 90's strict implementation of affiliation bye-laws led to an improvement in the service conditions of teaching staff. The norms for land requirement were revised particularly in metropolitan cities. Rigorous inspections were conducted regarding aspects like school building, lab, library, qualification of staff and salaries. As an outcome of serious deliberations on quality improvement and academic performance of schools, the Board introduced the practice of academic review visits of schools. This signified a considerable shift from control to support, guidance and counselling of schools for necessary improvements to overcome any weaknesses.

THE LEGACY OF EXAMINATIONS

It was in November and December 1963, when a special exam called the All India Higher Secondary Exam (3 year course) was conducted for the four King George's Schools in Ajmer, Bangalore, Belgaum and Chail by CBSE. By the year 1964, CBSE was conducting several exams all over the country.. These included the Higher secondary exam daily scheme (3 year course), the Higher secondary multipurpose course (3 year course), the Higher Secondary technical exam Delhi scheme (3 year course), the Higher secondary Delhi scheme (one year course), the Higher secondary exam Ajmer Scheme (3 year course), and the Ratan, Bhushan and Prabhakar Examination.

To create a robust examination system, in the year 1964, the board mooted the idea of adopting measures to reduce subjectivity in marking the answer books and invited suggestions from the question papers setters, examiners and sub examiners in different subjects. Another study was done in 1964 on



CBSE Headquarter, Preet Vihar.

CBSE HEADQUARTER AND REGIONAL OFFICES



CBSE, New Delhi.



CBSE, Prayagraj.



CBSE, Bhubaneswar.



Regional & Registered Office CBSE, Ajmer.



CBSE Chennai.



CBSE Dehradun.



CBSE Panchkula.



CBSE Guwahati.

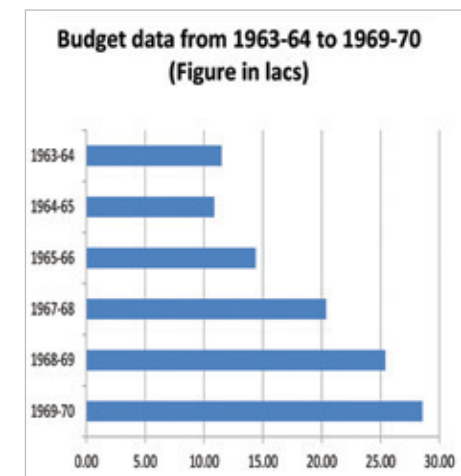
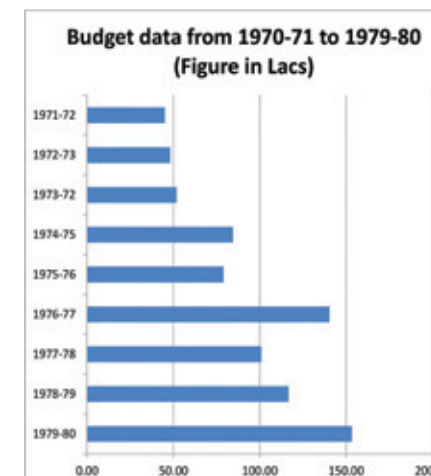
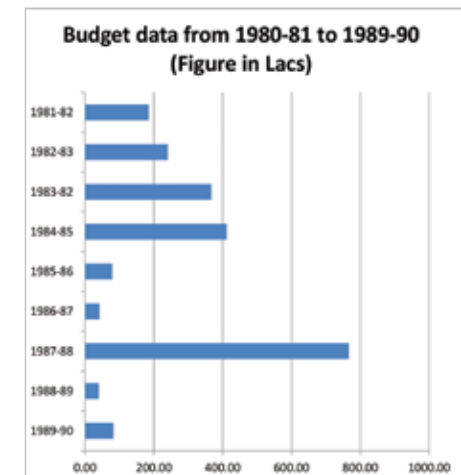
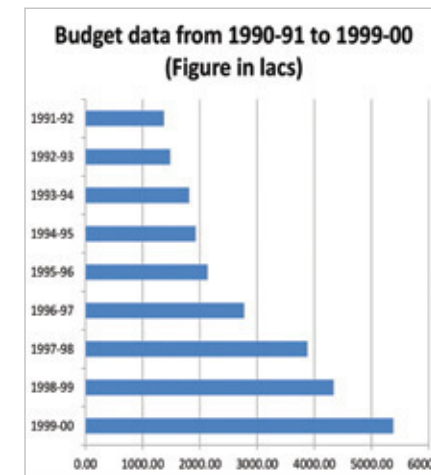
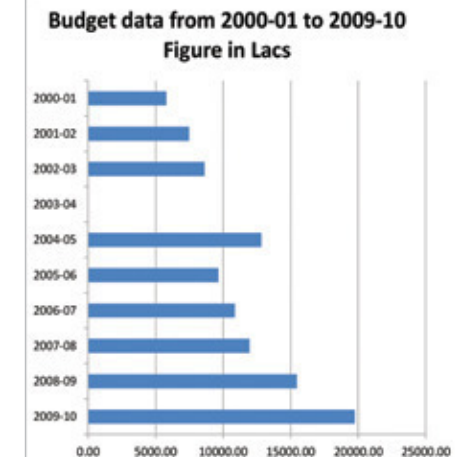
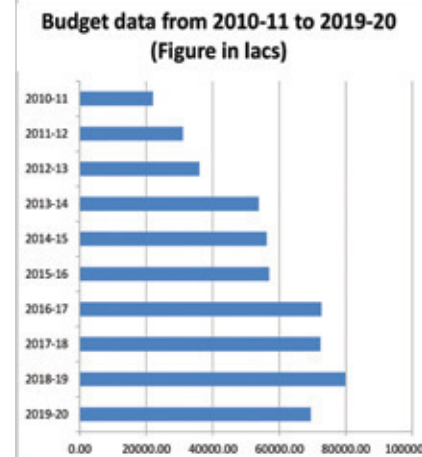


CBSE Patna.



CBSE Thiruvananthapuram.

BUDGET DATA (1963 - 2020)





Reception at CBSE Headquarter at Preet Vihar, Delhi.



Office of the Chairperson CBSE.



Conference Hall, CBSE Headquarter.



Office of the Secretary, CBSE.

"Frontline Curriculum was envisaged to introduce latest knowledge into our curriculum. In view of the fact that new knowledge is created at an exponential rate, curriculum renewal becomes a challenging task. Introducing latest knowledge inputs to the extent of ten percent and dropping roughly a corresponding percentage go on simultaneously."

BP Khandelwal, former Chairman, CBSE.



Classroom at work in a CBSE affiliated school in Delhi.



CBSE classroom & labs

the effects of objective type questions, system of internal assessment and study of comparative attainment of boys and girls in higher secondary exam.

It was in the year 1965-66 that a detailed marking scheme was drawn up for the first time, in few of the main question papers to ensure uniformity of evaluation.

For a hands on experience, the board sent a few paper-setters for training in a workshop organized by the Department of curriculum and evaluation of the NCERT at Shimla in 1966. Subsequently, for the first time the question papers in most of the subjects of demonstration, multipurpose higher secondary examination were set by trained paper setters in 1967.

The Board in collaboration with department of curriculum and evaluation of NCERT held a workshop for training the heads and teachers of higher secondary schools in the techniques of conducting oral examination. Oral tests in the one year higher secondary course were then held with effect from 1967-68.

While Hindi was permitted as medium of examination in all other subjects except Maths, from 1968 it was introduced in Mathematics as well. In another significant development, all successful candidates were given the opportunity to improve performance.

THE PATTERN OF 10+2+3

1977 was a unique year for the Board. While the old exam continued (basically in its last leg), students were also examined for the first time under the new pattern of 10+2+3 for the first time. Two new examinations : All India Secondary School Examination and Delhi Secondary School Examination were introduced during the year. First public examination at the end of class X under the new scheme was held in 1977 and +2 stage was made operative. The Board handled 1,72,000 examinees as compared to 83,000 in 1976, which was an increase of more than 100%. Two subjects; work experience and health and physical education, were assessed internally by the school while Hindi, English, Mathematics, Science and Social Science were retained for public examination. Internal assessment subjects were graded on a 7-point scale and reflected in Board's certificate. Pass fail system was abolished in the new examinations. Results were declared subject wise, and students were given option to improve performance. However, in 1979 Pass fail system was resumed due to hardships faced by the candidates while seeking admissions to various boards and universities. No overall division was awarded.

Other Reforms: In 1983, the board adopted the practice of storing Question papers with 20 confidential custodians in Delhi and beginning distribution of the same from the custodian on the day of Exam. Principals, senior teachers were deputed for collecting question papers. In case of foreign centres question papers were stored either with the ambassador or high commissioner or first secretary of the embassies concerned. Guidelines, duties and responsibilities of the custodians were drawn. Examination in foreign countries was held according to Indian Standard Time.

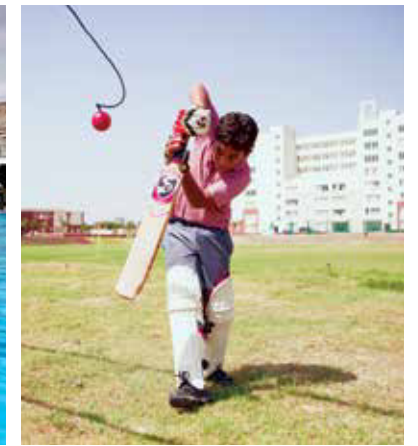
1984 saw centralized evaluation of answer scripts for senior secondary classes under All India and Delhi Scheme Exams. Multiple sets of question papers were prepared for all the examinations of the Board. Surprise inspection of exam centres was also intensified to check malpractices. Internal examinations of class IX and XI were conducted based on question papers and date sheets supplied by the Board. Results were however declared by the concerned schools.

Separate performance in Science theory and practicals were evaluated to remove the chances of possible inflation in practical marks and improving performance in theory papers.

In 1987, in pursuance of the National Policy on Education 1986, the Board introduced grading on a 9 point scale along with actual marks for each subject. Students could get a concrete and easy interpretation of their achievement. Distinctions, first/second divisions were rather crude, based as it was on imaginary ability scale. The new grading system defined the position of students in relation to the entire group that took the exam. This also led to the abolition of list of toppers to avoid unhealthy competition among schools.

Board introduced a two-part certificate, that is, consisting of scholastic and non-scholastic areas. Task force was set up to develop a three-year action plan to implement national policy on education. Class IX and XI examinations were made fully internal. Grades were introduced in place of marks in non-board exam classes.

The CBSE in a bid to infuse positive and right attitudes, promoted the concept of grading in public exams. It is a sound and scientific approach proven by educationists all over the world and negates the inherent fallacies attributed to



Sports integrated education has come to stay at all CBSE affiliated schools.



Art integrated - pottery, craft, dance, music - education is all pervasive in CBSE affiliated schools.

the system of marking. CBSE initiated a move to improve evaluation system in such a way that the partial success of the student is not undone by the partial failure. As such, individual potential cannot be measured through a numerical score and therefore classification of children on the basis of these scores is faulty.

Sample question papers containing the design or blueprint were prepared as an indicator of the number of questions to be asked in examination, types of questions designed to test various abilities and difficulty level. This determined the quality of question paper and also offered guidelines to the evaluators on how the answers were to be marked. Sample question papers were brought out with twin objectives: one, to elaborate and specify the expectation of the Board at public examination, and two, to generate a momentum whereby schools also improve their own testing procedures.

Team marking was introduced in 7 subjects having subjective bias in marking, including English (core and elective), Hindi (Core and elective), Political Science, History and Economics. The aim was to ensure uniformity in marking and minimizing subjectivity. This was later extended to commerce at Class XII level and Social Science and languages at secondary level.

Rationalisation of the scheme of merit certificates entitled only top 0.1% of the candidates in each subject. A seminar conducted on 28.08.1991 made a number of long term and short terms recommendations, chief among them being the introduction of multiple sets of question papers in UT of Delhi. The recommendations and records of discussions were brought out in a special brochure titled '*Disinfecting Examinations.*'

Multiple sets of question papers were thus introduced in Delhi Region in 1992, to contain mass copying, and then extended to other regions and foreign centres. Opinion polls taken by CBSE from centre superintendents regarding the acceptability of multiple sets showed that they had been received very well as an effective tool to curb individual mal-practice and mass copying, and also in improving the teaching learning practices. More than 90% of centre superintendents opted in favour of this practice.

The same year, to mitigate the hardships of students, the Governing Body of CBSE decided to permit change of subject for the failures in Science subjects to Commerce or Humanities subjects of Class XII.



Students in a painting studio in one of the CBSE affiliated schools.

To determine the bonafide of the candidate and to make a cumulative study of student performance from class IX onwards, all candidates entering class IX had to make one time registration with the Board from 1996-97 session onwards. As part of the ongoing reforms process, for the first time the Board added another software programme for statistical analysis to identify unusual trends in the students overall performance.

For prompt redressal of genuine complaints about question papers, observation schedules were supplied in advance before the finalization of marking schemes. It was around this time only that results were made available on e-mail also. As can be seen, the board was on a constant trail of improvement and overhauling the existing examination system.

By 2004 School principals were being appointed as Chief Nodal Supervisors where number of schools were large, and three or more head examiners began to be appointed in a subject. Answer books of Science and Technology in Class X began to be evaluated by two examiners. As for the visually impaired candidates from Delhi, there was an option to write answers on a computer or a typewriter. Teachers from special schools for visually impaired students were appointed as invigilators to facilitate such examinees.

Internal assessment in mathematics for 20% was introduced in 2007 examination on the basis of evaluation of activities, project work and continuous evaluation in Class X exams. Science practical of 40 marks was introduced from 2007 exams in class X in Science and technology with two components: practical exam of 20 marks (school based) and practical skills based MCQ written exam (to be externally examined) of 20 marks.

From the year 2007 onwards, additional 15 minutes of 'Cooling time' was given to bring near synchronization between speed and accuracy and to minimize exam stress on students. Number of pages in main answer books of Class XII were increased from 40 to 48 and in class X from 32 to 40, mainly to avoid mishandling of supplementary sheets. Introduction of 10% very short answers and HOTS (Higher Order Thinking Skills) was another feature introduced for reduction in stress.

By 2008, Question papers in major subjects in class X and XII were redesigned (on the basis of NCF 2005) to shift focus from rote to skill learning, besides testing understanding of information, and to measure the ability to reason, justify, analyse and evaluate information.

In 2010, for the first time, exam results were declared only in grades. Practice of declaring compartment/fail was also discontinued to avoid stigmatisation of a student. Statement of subject wise performance reflecting the Grade Point (GP) and Cumulative Grade Point Average (CGPA) was issued to the students.

Problem Solving Assessment (PSA) was introduced in Class IX and XI in 2011 to inculcate Higher Order Thinking Skills (HOTS), such as analysis and application. The board also took the decision to discontinue the practice of providing blue print, sample question papers and marking schemes in all major subjects in Class IX and X to promote open ended approach and diversity in expression, style and content.

The first batch of students who had passed class X under CCE appeared in Class XII board exam 2013.

Scheme of studies was drawn under academics in 1966 with core and elective subjects for All India Higher Secondary level examinations. To promote interdisciplinary approach, provisions were made for craft and language under core subjects. Students opting for Science subjects were required to study social studies, Indian culture and civilization, while students opting for humanities were required to choose General Science and Elementary Mathematics. Students who did not opt for maths and science group were required to qualify in a special paper in mathematics to have workable knowledge of Maths.

French, German and Russian languages were introduced in 1972 in Standard IX, while Physical Education was introduced as an elective in Standard XI. Carnatic Music, Telugu, Sociology were also offered as new subjects.

Bifurcation of secondary stage courses began from academic session 1984 to reduce the content load and give more focus on co-curricular activities.

Introductory Computer Science was introduced as a new elective subject on experimental basis in Class XII. Vocational courses in banking, structure fabrication technology and horticulture were also introduced during this time. There was one common course in science and maths instead of two-level courses.

As per the national education Policy of 1986, two courses were developed for +2 level under Vocational Stream: NTT and Crèche Management, Auxiliary Nursing and Mid-wife course. The first ever national Conference of Principals on Vocational Education was held in Madras (now Chennai).



"What CBSE thinks and implements today in school education, other boards follow it tomorrow."
Ashok Ganguly, former Chairman CBSE.

To deal with specific subject areas and promote academic collaboration with affiliated schools restructuring of academic branches was undertaken with the appointment of education officers.

During the same time, Sahodaya School complexes were being set up for professional orientation, updation and development of suitable support material, teaching aids with freedom to learn and grow. By the year 1988, 15 Sahodaya School Complexes were functional in nine States.

New courses in Science and Maths were introduced in class X.

CBSE adopted the pattern of courses as recommended by the National Council of Educational Research & Training which envisaged two broad streams: Academic and Vocational. Under this scheme, one language and General Studies were compulsory for all the students opting for academic courses or vocational courses.

The board decided to continue to prescribe its own textbooks in Hindi, English, Sanskrit and Punjabi for secondary exams. For other subjects, textbooks produced by NCERT were used. A book on Hindi Poetry titled 'Hindi Padya Praveshika' for Hindi elementary students was edited by Dr. Harivansh Rai Bachchan.

REVISED SCHEME

There was a feeling in the schools and among the students particularly those for Engineering and Medical Courses that three electives were not adequate to meet their requirements. Medical Colleges required the students to have passed in 4 subjects: Physics, Chemistry, Biology and Mathematics in Higher Secondary Examination. It was also felt that the subject of General studies which was compulsory for all the categories of students was not serving much useful purpose. In view of this, the Board decided to drop General Studies as a subject of compulsory study and increased the number of electives from 3 to 4 in order to help the students intending to opt for Engineering and Medical Courses.

SYLLABI & COURSES – SEMESTER PATTERN

In most of the subjects, the syllabi and text books prepared by the NCERT were adopted for classes XI and XII. The vocational courses were also designed by

NCERT. The courses were based on semester pattern. The semester system was favoured owing to the facility it provided for phasing out the courses. The students were to be examined internally at the end of Semesters I and III while there was a proposal for holding public examinations at the end of Semesters II and IV. The semesterization though useful, however, did not receive wide support. It created difficulties in framing timetables and in synchronization of school sessions with the Boards examinations particularly for those located in far flung areas of the country. The students were left with very little time for preparation for the semester examinations. Considering these difficulties, the Board switched over to annual examinations.

New courses in Science and Maths were introduced in class X. Package of support material containing syllabi, learning objectives and comprehensive sample question papers was being developed for facilitation of students and teachers. Learning objectives were framed to define learning outcomes to be achieved after completion of each unit. These outcomes were specified in behavioural terms, stating knowledge to be obtained, understanding to be acquired and application skills to be mastered from the prescribed course.

NPE 1986 had laid down the target of 10% diversification of students at senior secondary level to vocational stream by 1990. The major breakthrough in this area happened during 1987-88 with the introduction of a vocational course on General Insurance in 16 selected schools, as a pilot project, including one school affiliated with Maharashtra Board. Faculty for this course was provided by General Insurance on nominal charges. The Course guaranteed jobs to students on scoring at least 50% marks in Class XII exam. The most important feature of the course was its linkage with employment and delinking degrees from job. This was soon followed with another employment linked course in Life Insurance in collaboration with LIC of India from 1989-90.

CBSE also entered in international collaborations around this time and undertook ELT project with British Council aimed at improving teaching learning in English Course A in Class X. The project covered four important components - Curricular development, material production, improvement of examination, and language teaching. 18 teachers were selected for training in UK.

New scheme of studies was introduced in 1988 re-emphasizing art education and work experience (earlier SUPW). The new three -language formula was

"If I were to phrase my observations on the overall performance of the board during 2015, I would say that change and success were the synonyms for the Board. CBSE was credited for being the most innovative, progressive and contemporary Board while remaining in sync with the national goals and inspirations."

Satbir Bedi (IAS), former Chairman, CBSE.



Library is one of the major components of CBSE affiliated schools.

also implemented making study of one regional language compulsory along with English and Hindi. Integrated Science in place of PCB (Physics, Chemistry, Biology) as separate components was also started. Economics was introduced in standard IX and Civics in standard X.

LIBERALIZATION AND GLOBALIZATION were the mantras during the 1990s. This was an era of rapid growth in CBSE's history, thanks to the opening of economy. The number of affiliated school crossed the 3000 mark and many schools on foreign soil also got affiliated to CBSE during this period. The number of private school affiliation also took a considerable jump around this period.

In 1990, the CBSE introduced several vocational courses and launched Special Adult Literacy Drive (SALD) in 1991. Schools under this programme worked as subsystems for eradicating illiteracy among adults under the GOI programme known as National Literacy Mission aimed at making 100 million adults literate by the year 1995. 1992 witnessed the introduction of multiple sets of question papers in all subjects in class X and class XII examinations.

Board became ever conscious of the global changes and it made constant efforts to meet these futuristic challenges. A series of modern management initiatives were also undertaken during this period to achieve effective control and administrative reforms in the organization. CBSE's administration was decentralized by opening six regional offices at Delhi, Ajmer, Chandigarh, Ranchi (shifted later to Allahabad), Chennai, and Guwahati, though two liaisoning offices had already existed at Chennai and Guwahati earlier.

1997-98 was celebrated as Golden Jubilee year of the Board in independent India and a large number of activities were organized in India and abroad to mark the event.

In a pioneering effort in 1998, CBSE became the first board in the country to set up telephonic psychological counseling - as free of cost service for students in CBSE affiliated schools - at the time of declaration of results. As a result of an overwhelming public response and outcome of a symposium on counselling organised by CBSE - attended by principals, school counselors, and psychoanalysts from leading schools, and representatives from NPSE, KVS, and NCERT - that it was unanimously felt that the age group of 14 to 18 years was very vulnerable to stress due to growing competition, parental pressures,

TREASURES DUG FROM THE PAST



"The Board has made stupendous growth with more than 20,000 affiliated schools and presence in more than 27 countries. However, the institutional lifecycle of growth is succeeded by maturity and stability. This stage provides an opportunity for vision re-alignment, creative and directional expansion. CBSE would also face similar paradigm shifts and I am sure the Board has innate capability to come with better, more innovative and efficient models to keep the beacon light glowing for many years to come.."

RK Chaturvedi (IAS), former Chairman, CBSE.



Ecology and environmental concerns are on the top of learning agenda in CBSE schools.

expectations, while there was no counselling services for adolescents. The need for active counseling was therefore highly recommended and tele counseling was later extended to two phases - during exams and post result.

The CBSE conducted Group Mathematics Olympiad in 1998 and the first admission test for class VI for Jawahar Navodaya Vidyalaya was also conducted the same year. Sports like badminton, tennis and hockey were added to the ongoing physical and sports programme of CBSE. It was realized that there is a need for continuous curriculum updating, as a consequence to the process of globalization, and this led to the development of the a Front Line Curriculum. The scheme consisted of weeding out old information to the extent of 10%, and updating the same with new frontiers of learning. E-mail and internet service to access results were provided. CBSE, in collaboration with NCERT evaluation experts and psychologists, took the first step to identify general skills for effective adult citizenship like computational skills, communicational skills and psychological skills graded as primary, upper primary and secondary level. Making use of technology, results were being provided through E-mail and internet service .

The constant demand of the indian diaspora to provide for courses in Indian knowledge traditions, medicine, architecture and languages was met suitably. CBSE for the first time co-hosted the regional workshop in India on curriculum development for 15 south and South East Asian countries in March 1999 under the aegis of MHRD and International Bureau of Education, Geneva.

From the year 2000, the performance of class XII students in Work Experience, Art Education and Physical and Health Education was evaluated in grades in the school based certificate issued by the schools themselves along with pass certificate issued by the Board in subjects of external assessment.

CBSE also became a part of UNFPA Population and Development Education Project, aimed to address the critical concerns of population, environment, gender equity, equality, sustainable development and adolescence education.

The decade of 2000-2010 was the period of response to the new challenges that had emerged from the opening of Indian economy. It was an appropriate time to encapsulate the vision and philosophy of the Board and share it with its stakeholders. Thus, the first corporate film on CBSE titled *Light House* was made in 2000. The number of affiliated schools, crossed the 6000 mark

in 2000. For the first time, CBSE rolled out e-application for affiliation in the year 2006, which was hailed as a milestone in instilling transparency and expediency in the process of affiliation. By the year 2010, the Board had 11521 schools affiliated to it.

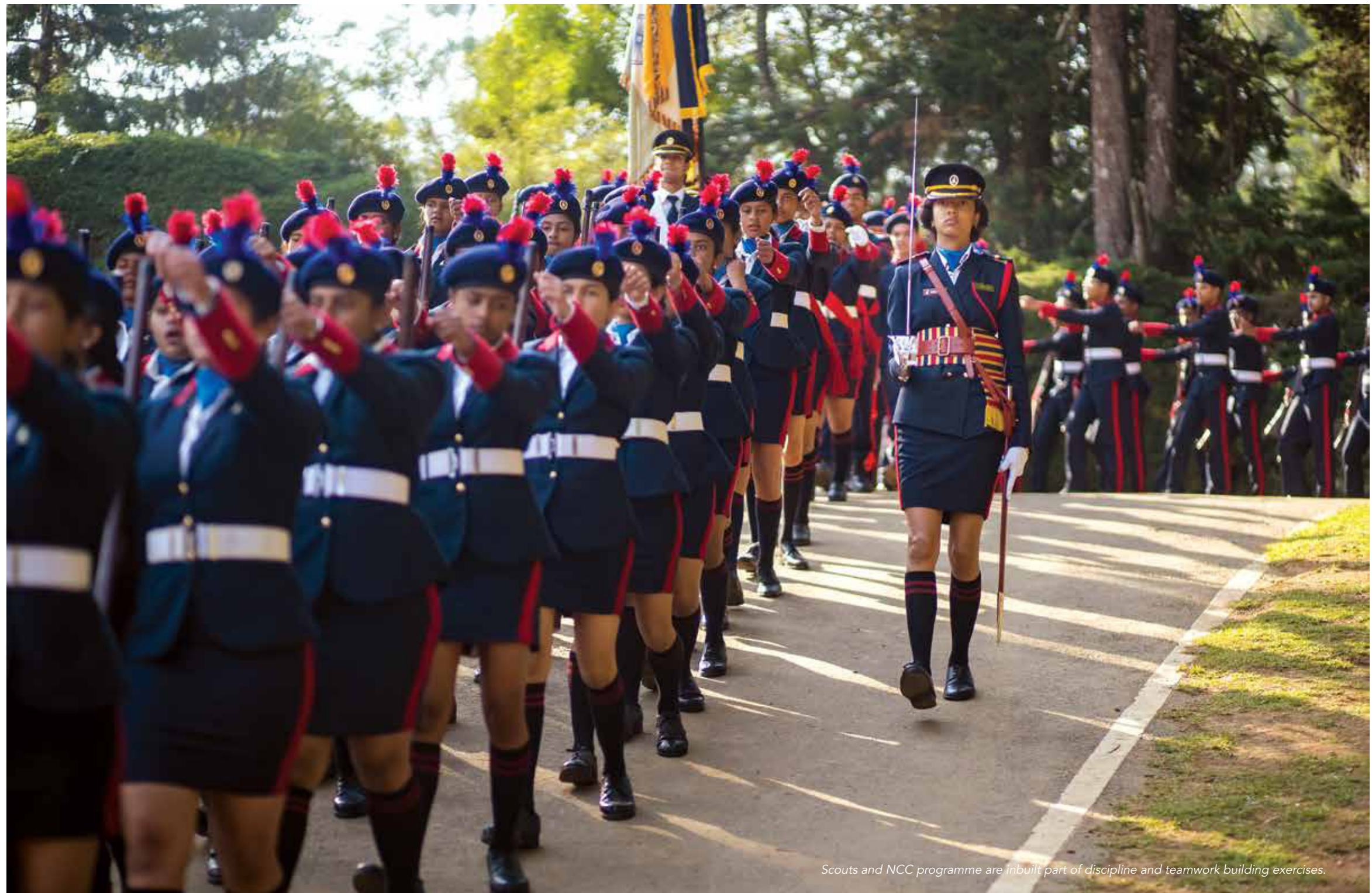
The message of brotherhood, harmony and 'learning to live together' is amply translated in CBSE schools world over. The challenges posed in the nineties by liberalization in India and the concomitant globalization of economies, information explosion, technological advancement and obsolescence accelerated the learning pace, but also led to value deterioration, fragmentations within societies, and rising stress and societal anxiety. CBSE responded to these challenges by incorporating certain positive trends such as introduction of value education, environmental studies, counseling of adolescents - with the sole objective of developing all round personality of an individual who may later contribute to the national growth as a responsible citizen.

The period of 2000-2010 is also marked by bold and trend setting programmes in examination and academics. A series of examination reforms were carried out during this period including remuneration raise for examiners, concession to disabled students, and introduction of outlier system for accuracy in results.

The student enrichment programmes such as CBSE Heritage India Quiz, Eco-clubs for sensitising environmental concerns, Science Exhibition, CBSE Group Mathematical Olympiad was launched and National Information Technology Olympiad were launched during this period. Students were also participating in exchange programmes such as Japan-East Asia Network of Exchange for Students and Youths (JENESYS).

Life skills, and bio-technology were introduced as new subjects at senior secondary level and empowerment programme for principals were initiated. The Board conducted the first All India Engineering Entrance Examination in 2002.

In 2003 CBSE became the first Board in the country to introduce Biotechnology as an optional subject at Class XII. Life Skills was introduced as an activity based course, and so was a course on Entrepreneurship. By 2008, two new elective subjects called Heritage Craft and Graphic Design were introduced in class XI. New vocational courses in healthcare, fashion design and garment technology were also prepared.



Scouts and NCC programme are inbuilt part of discipline and teamwork building exercises.



The year 2004 was celebrated as the platinum jubilee year of CBSE. The President and the Prime Minister of India attended these celebrations, where multitude of activities unfolded. Two new CBSE films titled 'Scaling new heights' and 'Stepping Into the 75th Year' were produced and screened at the valedictory function of CBSE held on 28 July 2004 where His Excellency Dr. A.P.J. Abdul Kalam, the Hon'ble President of India gave the valedictory address before a 1300 strong audience. Careers Unlimited - a three-day exposition on careers was organized at Indian High School in Dubai – jointly by Dubai Education District and CBSE. Eminent personalities and experts from the field of education, medicine, entrepreneurship and Information Technology experts from seven countries addressed the sessions.

The first International Accreditation Cell in Dubai was set up to offer courses in Indian languages – in Malayalam, Gujarati, and Hindi - and during this period course modules in Indian art and culture were also developed.

To de-stress the learning process and make classroom learning a joyful experience, few innovative steps were taken including (1) No school bags up to class II, alternatives to homework up to class V, (2) New Courses were introduced in Disaster Management, life skill education, Entrepreneurship, Fashion Studies and Functional English. (3) 2004 was also observed as the year of Science. (4) First CBSE-Intel Science Quiz and Science Exhibition was held. (5) Mathematics lab was introduced from classes III to VIII in all CBSE schools. (6) Practical based evaluation in mathematics had also begun.

2005 was marked by implementation of Right to Information Act, while 2006 is remembered for strengthening school based evaluation, introduction of more than 1000 CBSE merit scholarship schemes in different genres, a one stop education portal *Sakshat* containing about 2500 MCQs developed by the Board for class XII and class X students in science, math and commerce subjects. CBSE became an active partner in 2005, in using the exclusive satellite EDUSAT, and in collaboration with ISRO got 6 satellite terminals allotted for distance-based education through DTH. By this time, CBSE competitive sports and games programme had been in vogue and in 2005, it was also recognized by Table Tennis Federation of India, Judo Federation of India, and Taekwondo Federation of India.

Around 2009, CBSE earned the distinction of the first Board ever in the country to have developed an aptitude test named 'Students Global Aptitude Index' (SGAI). It intended to provide an assessment of students' interests and aptitude at the end of class X for making informed choices while selecting subjects in Class XI. By 2011 the first ever aptitude test based on Psychometric Assessment was prepared in-house and launched across all CBSE affiliated schools around the globe on voluntary basis. By 2015, approximately 8 lakh students had availed of this facility.

CBSE introduced Integrated Test Management System in the year 2013 where schools affiliated with the Board could download 2 unique sets of question papers and their marking schemes for each of the 8 main subjects for class IX and X for Summative Exams under the CCE scheme.

The optional Proficiency Test for class-X students benchmarked skills and higher mental abilities of students and provided motivation for academic excellence in English, Hindi, Mathematics, Science, and Social Science.

In 2013, AIPMT was changed to National Eligibility cum Entrance Test for admission to all MBBS and BDS courses in the country and was conducted in 9 languages. It was an extremely challenging examination for CBSE as the admission to colleges in the whole country were to be granted admission through this examination. CBSE successfully managed to conduct this examination against all odds.

The thrust on glocalization – global in appeal and local in flavor - caught imagination of the school education policy makers 2011 onward, and markedly after 2014, in their search for rootedness and authenticity.

The 'Waves of Change' programme were launched in schools in 2012 under the National School Sanitation initiative and National Sanitation Award was instituted. Likewise, 'Values Education Kit' was prepared to integrate values education with the syllabus of each class. Tele Helpline had by now acquired a toll free number to increase the accessibility and call centres were set up to hold tele-conferencing sessions for students to deal with exam related anxiety. In sync with the changing time, CBSE launched a YouTube channel to share information.

The Board introduced Problem Solving Assessment (PSA) in the academic session 2012-13 in Classes IX and XI. Problem Solving and Decision Making Skills are perceived as 21st century skills in the students to improve the generic and higher order thinking skills.

The e-payment of examination and affiliation fee in the year 2014 for the ease of stakeholders. This paved the way for further digital interventions to alleviate the hardships faced by the schools and students.

'O-labs' was a novel concept introduced to provide online practical science experiments to students of Class IX and X with an aim to enhance the conceptual understanding by way of simulation. Open Text Based Assessment (OTBA) was introduced in class IX and XI in 2014. A prototype of an online facility named SARAANSH was introduced to provide a comprehensive and instant access to students' performance in classes IX and XI spanning few years and also to class XII students with the aim to enhance quality of scholastic and co-scholastic performance.

In order to extend the facilities for in service training of teachers, the Board initially established 13 Centres of Excellence in different cities across India. Through these centres, regular teacher training programmes are being conducted in subject specific and generic areas. Possibility of virtual online training programmes is also being explored so as to reach out to all those teachers who otherwise cannot take part in regular sessions.

The National Open School, which has today become a full-fledged autonomous board, initially started within the ambit of CBSE in 1978 to cater to non-formal schooling and distance education to out of school individuals, working adults, housewives.

Early 80's saw the board opt for mechanization. A generator was purchased for the head office to prevent sudden electric breakdown, and a Telex was procured for better communication with other institutions and regional offices of CBSE. Modern electronic equipment such as a photocopier was purchased to enhance efficiency. To facilitate swift movement of staff between different CBSE offices in Delhi, a three-wheeler was acquired.

PARTNERSHIPS

Academic exchanges and partnerships are encouraged in view of the emerging national and international dimensions. Chairman CBSE is also the Chairman and a member on the Advisory Panel of many national educational bodies like:

➤ University of Delhi
➤ Jamia Millia Islamia
➤ National Skill Qualification Committee (NSQC)
➤ Joint Council for Vocational Education
➤ National Council for Teacher Education
➤ Association of Indian Universities
➤ National Council for Educational Research and Training (NCERT)
➤ Kendriya Vidyalaya Sangathan (KVS)
➤ Jawahar Navodaya Samiti
➤ National Steering Committee on Population Education
➤ National Institute of Open Schooling (NIOS)
➤ Council of Boards of School Education (COBSE)
➤ National University of Educational Planning and Administration (NUEPA)
➤ Centre for Assessment, Evaluation and Research (Pearson Foundation)

CBSE has also collaborated with Education Boards of Nepal, Bhutan, Bangladesh, South Africa and agencies like UNESCO, IBE, UNFPA, NSDC, PMI, NIESBUD, NIFT, NSE, ICAR, and CIT (australia), for various programmes.

VARIOUS EDUCATION COMMISSIONS

1. 1952 Secondary Education Commission

The recommendations of Dr S. Radhakrishnan from the University Education Commission 1948 were reinforced by the appointment of this commission in September 1952 with Dr L.S. Mudiliar as Chairman. The report of this commission was submitted to the first Parliament in 1953. The commission made valuable recommendations regarding the objectives of education, reorganisation of teaching institutions, medium of instruction and the system of examinations. The report went on to recommend the setting up of technical schools, polytechnics, strengthening multi-purpose education, central technical institutions, etc. The establishment of multi-purpose schools was a major contribution of this commission.

2. 1964-66 Kothari Commission

The 17-member commission included 5 foreign national educationists—one each from United Kingdom, United States, France, Japan, and Russia. The key objectives of the commission were: • to conduct a detailed study on education system with a special emphasis on quality • to emphasise the role of people in national development • to recommend an integrated approach to educational development leading to a comprehensive educational policy for India

3. 1976 42nd Constitutional Amendment

Education, which was originally in the State List of subjects of legislation, was transferred to the Concurrent List through this amendment. With this amendment, a greater role of the union government was laid towards: • reinforcing the national and integrative character of education • maintaining quality and standards including those of teachers at all levels • promoting excellence by catering to the needs of personnel development, research and advanced study, international aspects of education, and cultural development.

4. 1986 National Policy on Education (NPE)

The first NPE was promulgated in 1968 and the second in 1986. It emphasizes three aspects in relation to elementary education: • universal access, enrolment and retention of children up to 14 years of age, • a substantial improvement in the quality of education to enable all children to achieve, • revival of Sanskrit and other classical languages for contemporary use.

Programme of Action 1992: A programme of actions or events is a series of actions or events that are planned to be done. *The National Curriculum Framework 2005* is one of the four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training NCERT in India.

The use of IT in examination and administrative work also begun with the purchase of 3 mini computers and one printer.

Besides dealing with school education, the history of the board also comprises of the professional excellence and capacity to undertake major national level examinations for admission in undergraduate professional courses such as Medical, Engineering, teacher recruitment, and more. The Pre medical unit was established at Daryaganj, Delhi, as the board was also entrusted to conduct examinations for admission to professional courses at undergraduate level. The first Pre-Dental and Pre-Medical Entrance Examination was held on 22.05.1988 on behalf of Ministry of Health and Family Welfare for 15% seats of all the medical and dental colleges of the country except the states of Andhra Pradesh and J&K as per order of Hon'ble Supreme Court of India for more than 70,000 candidates. This was followed by AIEEE(JEE MAIN) exam, UGC-NET, CTET and recruitment exams for KVS, NVS.

By 1988 the Board had a full time Chairman assisted by 3 Heads of Departments: Secretary, Controller Examinations and Director Academic. The Group wise strength of employees was: Group A - 43, Group B - 44, Group C -302, Group D -99. Desk Officer System was introduced in some major units such as examination and affiliation to improve efficiency, response and communication with public

The saga of nine decades of CBSE narrated above illustrates a very wide spectrum of policy, programmes, schemes, initiatives, and activities. Be it holding of varied examinations, or reinventing curriculum, or broad basing affiliations and infrastructures, or introducing innovative pedagogies on continued basis, CBSE has come a long way. It has faced unparalleled challenges both in terms of coping with numbers and diversity of languages, geographies, and cultures. Forging unity in diversity and ensuring change with continuity, in sum, are the twin challenges that CBSE have faced and addressed since day one.

A BOARD OF EDUCATION WITH A DIFFERENCE

The role of education in promoting national integration is of highest importance in a multicultural, multi-linguistic country like India. It is through education,

inculcation of right attitudes, values and modes of behaviour that a country full of diversities like ours can be knitted into a harmonious string. The heterogeneity of CBSE schools, the geographical spread reaffirms the role of CBSE through its schools which transcends the national and international boundaries. Education, thus, plays a decisive role in bringing out the fundamental unity.

Towards a learning society

The knowledge and information explosion make the existing education obsolete in no time, therefore, it is essential to become a part of a continuously learning society. The transition to the knowledge based society is imminent. The prime motive of CBSE is to develop institutions as seats of excellence which inculcate the right mental and moral spirits in our youth. CBSE has been known for its distinctive character and stature. Over the years, it has consolidated its position as a front ranking board in the country. The trends in the world over point towards the emergence of the strong role of secondary education. In fact, the first ten years of formal schooling have caught the attention of policy makers and administrators. Of course, there are several challenges to be overcome, but what is inspiring is that there are as many innovative solutions that await us.

While responding creatively to the forces of liberalization and globalization, the CBSE has always, more so in recent few years, ensured that the native creativity or Indianness is not compromised in creating and running of secondary and high school education in India. In other words, while flying with its strong wings over the years, it has never severed its connection to Indian roots. No wonder, the former Union HRD Minister was fond of reiterating thus: "So long we are in the Yatra (journey), our one foot remains embedded to the ground even while the other one strides above."



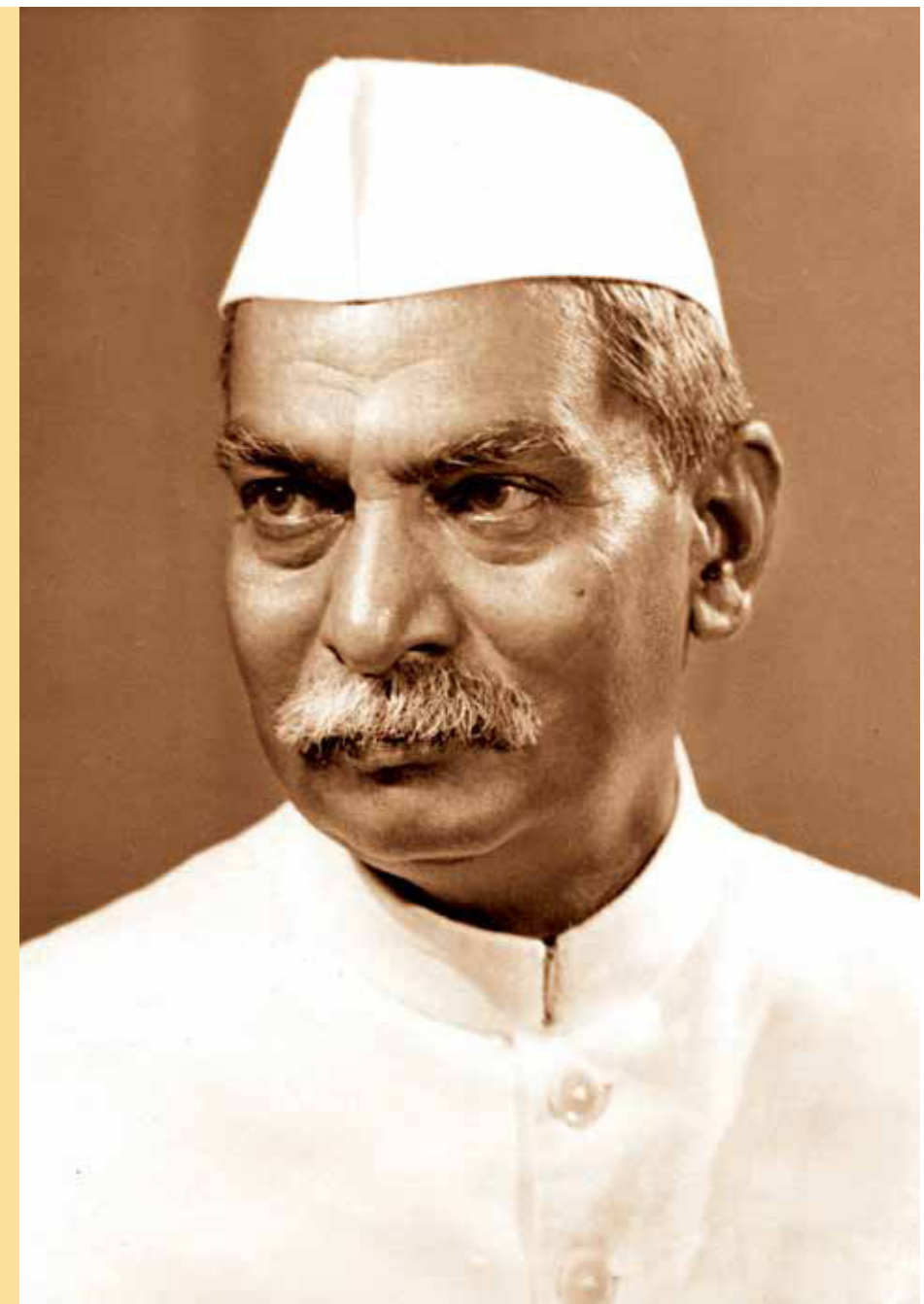
Platinum Jubilee Year 2003-2004.

Rashtrapati Bhavan,
NEW DELHI

November 25, 1954.

I am glad to know that the Central Board of Secondary Education, Ajmer has completed 25 years of its existence. On the occasion of its Jubilee Celebrations I send my congratulations and best wishes to the members of the Board. Education being a provincial subject, the Ajmer Board is the only official organisation of the Central Government in the field of Secondary Education. I am glad to know the Ajmer Board has not fallen short of expectations in regard to the standards it has maintained. The Government of India also rightly attaches great importance to this experiment which, I believe, was undertaken primarily for the benefit of smaller States which had no separate Boards of their own. I wish the Ajmer Board still greater success and hope that in spite of the difficulties inherent in having constituent schools and colleges far flung free and another, it will continue to provide the necessary guidance to other Boards in the important sphere of Secondary Education.

RAJENDRA PRASAD



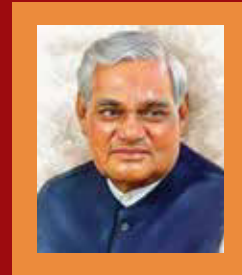
The first President of India, Dr. Rajendra Prasad's message.

It was sent to CBSE on its Silver Jubilee Celebrations in 1954.



The former President of India, Dr. A.P.J. Abdul Kalam addressing CBSE.

FORMER PM OF INDIA SHRI ATAL BIHARI VAJPAYEE'S INAUGURAL SPEECH AT PLATINUM JUBILEE CELEBRATIONS OF CBSE, 2003



"It gives me great pleasure to inaugurate the Platinum Jubilee Celebrations of the Central Board of Secondary Education and to declare open the Shiksha Sadan, the academic wing of the Board. I offer my hearty felicitations to all members of the CBSE family on this occasion. Over the years, many eminent educationists, administrators and teachers have contributed to the high reputation the Board enjoys today. This is an occasion to remember all of them with gratitude.

Your Board occupies an honoured, and if I may add, coveted place in the landscape of school education in India. CBSE has become a byword for quality education. Yours is not only the largest educational board in the country, but it has also been in the forefront of setting high standards for secondary education. Those who have studied in schools affiliated to your Board have gone on to render distinguished service to the Nation in various capacities.

Another thing unique about your Board is that it provides a national identity to the students and teachers who wear the proud badge of CBSE. Of course, the Educational Boards of various States also impart a national outlook in their own way, even as they create understanding about the history, culture and ethos of their respective regions among their students. India is a wonderful illustration of unity in diversity. It is necessary for our boys and girls to develop, right from their school years, a sound knowledge of India's age-old unity as well as her immense and manifold diversities. Secondary education is an interesting phase of transition and development in a child's life. It is a period when a student gradually leaves behind his or her childhood and eagerly awaits to become a young man or woman. It is a time when the body and the mind of the child grow rapidly, absorbing a wide variety of knowledge and influences. It is an impressionable age, which means that what the child receives at this age, intellectually as well emotionally, stays with the person for long years. The child begins to understand the difference between the good and the bad, the right and the wrong, the just and the unjust. Hence, secondary education should impart both knowledge and values to children, stimulating their intellectual capacity as well as enriching their personality with proper samskaras. I am told that modern educational experts also stress the importance of a child's emotional development during the stage of secondary education. They emphasise that school education should give as much emphasis to the development of a child's Emotional Quotient (EQ) as to his or her Intelligence Quotient (IQ). This is the age when students should be helped to internalize qualities such as courage, caring, sacrifice, voluntary service, standing up for the right cause, and cooperating with others for the common good.

This will enable the child to grow into a sound and well-balanced personality who can confidently cope with the challenges of life as a grown-up. Both parents and teachers have an important responsibility in this regard. I can tell you that, if I am what I am today, it is primarily because of the education I received, both at home and in the school. The fact that my father was a school teacher further helped me, both as a child and as a student. Which brings me to a highly incisive observation contained in the Kothari Commission's report on the development of education in India. The report says that "the destiny of a nation is decided in her classrooms."

How well said! I would like everybody associated with education primary, secondary, college or university education to mull over these profound words.

Speaking about classrooms, I have to say that the atmosphere in many schools is not quite conducive to learning as a joyful activity. These days both parents and teachers put too much stress on learning by rote, for the sole purpose of doing well in exams. This naturally makes studies a boring and burdensome activity for children. By their very nature, children are creative, they like spontaneity, and they like to enjoy whatever they do.

Many of you might have seen the video song, 'School Chale Hum,' which is being shown on TV channels. It very well captures the natural exuberance that a child feels at the thought of going to school, if studies are made a fun and playful activity. I congratulate the HRD Ministry for sponsoring this creative film.

When studies are made enjoyable, students absorb a hundred times more if they are a dull and routine exercise. I think that our education planners, administrators, school managements and teachers should work together to change this situation.

Today I would like to touch upon another important task before us in the field of school education. And that is the urgent need to raise the standards of school education, both primary and secondary, in our country.

When I see the high standards of CBSE schools, I am even more strongly reminded of the large gap between a small number of good schools and the large number of average schools. Today, understanding, concern and demand for quality education is growing in all sections of our society. Even poor parents want their child to get admission in a good school. But there just do not seem to be adequate number of good schools. The gap between demand and supply creates a lot of tension in families at the start of every school admission season. I can tell you that even ministers and MPs receive hundreds of requests for securing admission into Kendriya Vidyalayas and other good schools.

Clearly, we need to find a quick and effective solution to this problem. I am told that we have nearly a million secondary schools in the country, with a student strength that exceeds 10 million. This means that a large number of schools have the basic physical infrastructure. With some improvement in facilities, and greater focus on better teaching, it is possible to raise a large number of secondary schools to a much higher standard.

Today parents are willing to pay more for quality education. As it is, many of them spend a good sum of money on private tuition for their children. Therefore, it is possible, certainly possible, to devise a plan to achieve a quantitative jump in quality in secondary education in a short time. I urge the Ministry of Human Resource Development, in cooperation with the education ministries of State Governments, to prepare and implement a strategy to achieve this goal.

As we all know, the HRD Ministry has shown exemplary determination to promote the cause of universalization of elementary education by launching the Sarva Shiksha Abhiyan. It is the largest ever educational programme since Independence. I compliment Dr. Joshi and his colleagues for this ambitious project, which will make India a fully literate nation in a short time. The Ministry has shown that, where there is will, there is a way. Let us, therefore, show the same will and determination in vastly expanding the number of affordable secondary schools with high standards.

As the CBSE celebrates its Platinum Jubilee, it is also a time for it to chart its path for the future. I am told that the Ministry is planning to substantially increase the number of Kendriya Vidyalayas. It is good that partnership with reputed non-governmental educational institutions is also being contemplated for this purpose. I commend this initiative.

Another opportunity before the CBSE in the coming years is to expand its presence overseas. Quality education is rapidly emerging as a global enterprise. On the strength of the high reputation that CBSE enjoys, you can set up many more new schools, or provide affiliations, abroad, especially where there is a big concentration of people belonging to the Indian Diaspora.

I am confident that, in the years and decades to come, CBSE will grow from strength to strength, adopting all the new developments and technologies in education but always being rooted in the core purpose of education.

With these words, I once again congratulate your Board for crossing a proud milestone in its long and illustrious journey. May you cross many more milestones of achievement, and make a greater contribution to India's emergence as a strong, prosperous and self-confident nation.

Thank you!"

CHAPTER - 2

CBSE Today



CBSE TODAY

The second chapter tells you about CBSE's story today. It gives you a kaleidoscopic picture of the organisation currently - about its structure and functions.



During the 90 years of its existence, CBSE has indeed made significant contribution to the development of quality secondary education in India. As the leading national Board, it has been instrumental in introducing various innovations in curriculum, examinations, capacity building of teachers, leadership development of principals, open learning, and education of the marginalized and differently abled.

Besides conducting the class X and class XII examinations, the board has also been conducting various entrance examinations namely AIPMT (All India Pre-medical Pre-dental Examination) which was later converted into NEET (National Eligibility Cum Entrance Test), JEE - Main (Joint Entrance Engineering Examination, which was AIEEE earlier), NET (UGC National Eligibility Test), and it continues to hold CTET (Central Teachers Eligibility Test), Navodaya Vidyalay Entrance Exam, and KVS Teachers Recruitment Exam.

Furthermore, the CBSE has also been undertaking the task of curriculum updating, and conducting a number of empowerment and leadership development programmes for teachers and principals.

The story of CBSE's progress and reinvention is like an unending gripping TV serial, and the Board has not looked back as the years go by. The phenomenal growth and success of CBSE has been facilitated by its ability to continuously sense the needs of its students and to



The Prime Minister of India, Narendra Modi interacts with students while visiting Iran.

respond to those needs by adopting changes in curriculum, initiating reforms in examination patterns, introducing changes in pedagogy, and integrating all these to technology. It will not be an exaggeration to say that the Board has become an anchor of quality education and it is playing the role of a pace setter for other State Boards looking after school education in the country.

Let us narrate the current sub-plots of secondary education and examine how it has gone beyond its instrumental role of 'learning' to an experiential role of 'becoming.'

Vision statement of CBSE

To go beyond textbooks; organically linking the classroom with the real-life/ outside experiences as envisaged by NCF, through promotion of experiential and activity based learning

01

Changing typology of the QPs so that reasoning and creative abilities replace memorization as the basis of evaluation, and integration of examinations with classroom life by encouraging transparency and internal assessment

02

To provide such education/skills to students which enable them to contribute significantly to India's global competitiveness

03

Facilitate teacher and school leadership development programmes, focusing on Principals becoming the pedagogical leaders of the schools

04

Building extensive e-resources for teaching and learning

05



Digital literacy is high priority segment in CBSE affiliated schools.



Yoga classes are now regularly held to make it a part of lifestyle for students.

The Chairman/Chairperson is the Chief Executive of the Board. Secretary, CBSE is the Chief Administrative Officer responsible for Finances, all administrative, establishment works related to legal, scholarship, recruitment, estates, affiliation, Public Relations and Rajbhasha.

[illegible]

FUNCTIONS OF CBSE

- To conduct examinations for Secondary Schools and Senior Secondary schools and such other examinations as may be determined or assigned to it by the Central Government
- To develop and manage quality and standards in school education subject
- To grant affiliation to such schools and other educational institutions in India or outside India which propose to prepare their students and candidates for the examinations conducted by the Board
- To undertake continuous professional development of teachers and organize such activities / training as are considered necessary for development and promotion of child-centric education



HOW DOES IT WORK?

The present structure and functions of the Board were outlined by the 1962 resolution of the government of India, which established the Board as a Society, registered under the Societies Registration Act. The Board functions with the help of its by-laws which are implemented by its specialized units – like Board Examination, Academic, Training, Skill, Affiliation, Professional Examination, IT, and Administration & Finance. The headquarters of CBSE is currently located in Delhi. It all appears very complex, as if it is a government within a government, but the fact is that the CBSE achieves all its mandate with a staff strength of 980 only.

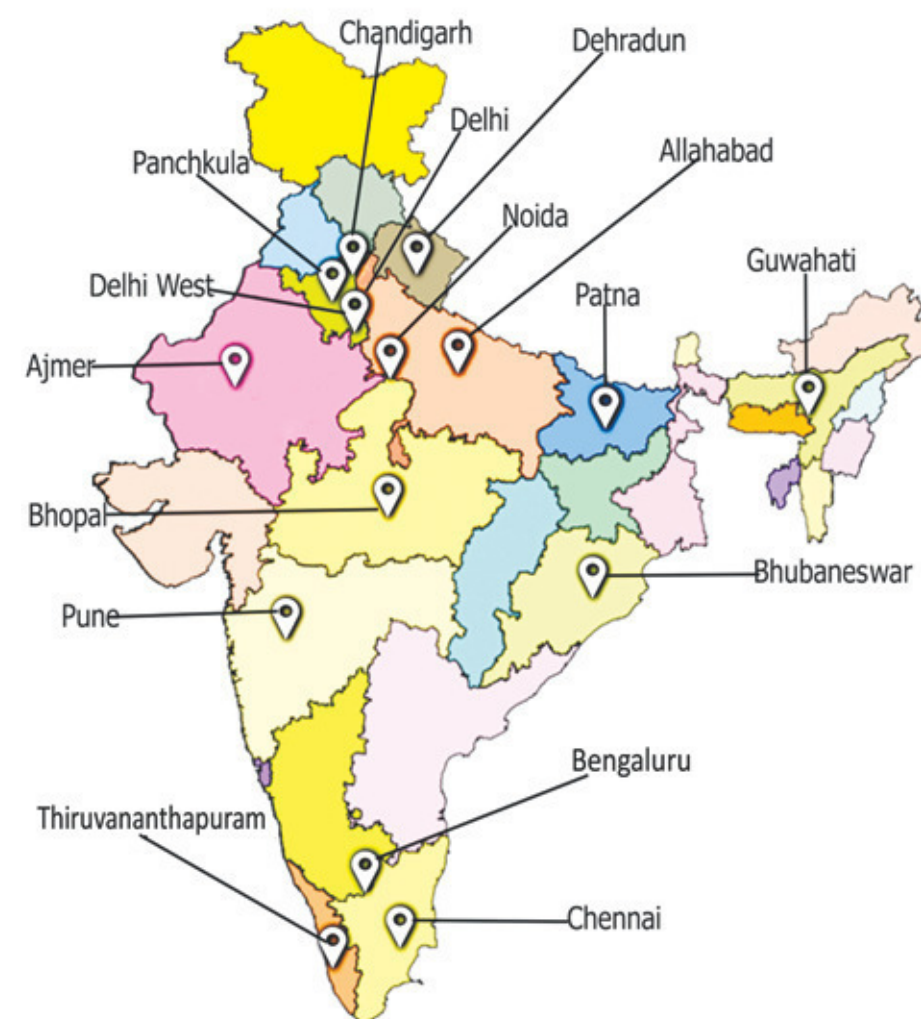
Examination centres

The number of examination centres went up from 2,790 to 6000 in the same period, an increase of more than double.

Regional Offices

The Board conducts examinations and monitors affiliated schools with the help of its 16 Regional offices dotted in the map on the page next.

CBSE's Regional Offices on India's map.



The board has become instrumental in transforming education in India. The Board grants affiliation to schools up to higher secondary level and implement a common curriculum keeping nationwide requirements in focus. The affiliation of a school with CBSE is considered as a prestigious recognition since it requires the school to follow stringent protocols in infrastructure, manpower and academic quality standards.

AFFILIATION

One of the main functions of CBSE is to affiliate schools for Secondary and Senior Secondary School Examination. The schools are granted affiliation as per CBSE Affiliation By-Laws.

State-wise CBSE Affiliated Schools in India

State Name	MYS	GOVT	IND	PRV	CTA	Total
ANDHRA PRADESH	25	8	29	14	0	76
ARUNACHAL PRADESH	56	18	17	0	0	74
ASSAM	53	6	10	29	0	98
BHARAT	44	3	41	27	0	115
CHHATTISGARH	30	5	14	20	0	69
GOA	20	7	8	12	3	40
GUJARAT	35	8	25	18	0	76
HARYANA	42	5	52	28	5	122
HIMACHAL PRADESH	34	38	10	50	0	132
JHARKHAND	56	25	69	31	0	181
KARNATAKA	40	5	52	28	5	122
KERALA	35	4	12	14	0	51
MADHYA PRADESH	34	38	10	50	0	132
MAHARASHTRA	56	25	69	31	0	181
MANIPUR	7	4	5	11	0	27
MIZORAM	7	0	11	0	0	18
MEGHALAYA	4	1	20	11	0	35
NAGALAND	53	124	245	21	1	424
NAGARPRADESH	48	54	124	21	0	247
ODISHA	68	126	165	24	0	383
PUNJAB	2	111	25	4	0	142
RAJASTHAN	41	16	97	0	0	154
TAMIL NADU	5	9	38	4	0	60
TELANGANA	113	89	104	70	0	376
UTTAR PRADESH	14	153	95	17	0	359
WEST BENGAL	4	3	1	8	0	16
ANDHRA PRADESH & NAGALAND	2	94	19	2	0	117
CHHATTISGARH	6	99	49	1	0	155
GOA & KARNATAKA	45	12	90	2	0	169
GUJARAT	3	0	5	2	0	10
MAHARASHTRA	4	0	29	4	0	37
GUJARAT & KARNATAKA	1	0	20	1	0	21
GUJARAT & KARNATAKA	1	0	4	2	0	7
GUJARAT & KARNATAKA	1	6	0	1	0	7
GUJARAT & KARNATAKA	20	129	105	17	0	271
GUJARAT & KARNATAKA	34	13	17	24	0	88
GUJARAT & KARNATAKA	44	21	14	13	2	94
GUJARAT & KARNATAKA	25	0	20	10	0	55
GUJARAT & KARNATAKA	116	272	124	64	4	556
Grand Total	1136	2217	1753	594		5700

The Global Presence

The Board has established its presence in 27 countries as well, through 232 schools; 229 of these are private schools and 3 are KVs. The CBSE is the only school Board in India with such a vast geographical spread.

Foreign Schools

FOREIGN SCHOOLS	KVS	GOVT	IND	JNV	CTSA	Total
BANGLADESH	0	0	1	0	0	1
BAHRAIN	0	0	7	0	0	7
MYANMAR	0	0	1	0	0	1
ETHIOPIA	0	0	2	0	0	2
IRAN	1	0	0	0	0	1
SAUDI ARABIA	0	0	42	0	0	42
KUWAIT	0	0	19	0	0	19

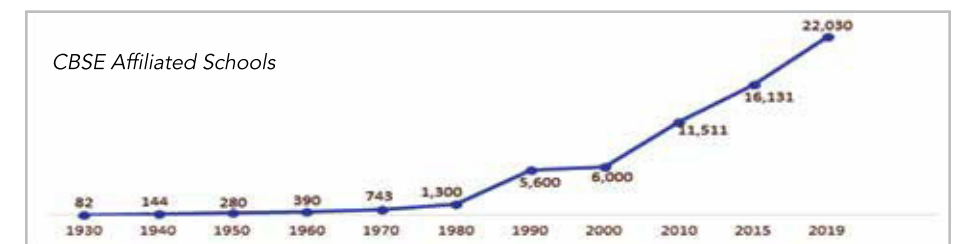
LIBYA	0	0	2	0	0	2
OMAN	0	0	15	0	0	15
NEPAL	1	0	15	0	0	16
QATAR	0	0	13	0	0	13
SOMALIA	0	0	0	0	0	0
TANZANIA	0	0	1	0	0	1
UNITED ARAB EMIRATES	0	0	92	0	0	92
NIGERIA	0	0	2	0	0	2
RUSSIA	1	0	0	0	0	1
YEMEN	0	0	1	0	0	1
INDONESIA	0	0	1	0	0	1
SINGAPORE	0	0	4	0	0	4
MALAYSIA	0	0	3	0	0	3
JAPAN	0	0	2	0	0	2
UGANDA	0	0	1	0	0	1
THAILAND	0	0	1	0	0	1
BENIN	0	0	1	0	0	1
LIBERIA	0	0	1	0	0	1
GHANA	0	0	1	0	0	1
KENYA	0	0	1	0	0	1
Total Foreign	3	0	229	0	0	232

The impact of Online applications for Affiliation has been taken to its logical end by introducing end to end online applications to approval process.

With the recent introduction of OSAMS-Online School Affiliation and Monitoring System the entire process - from submission of application to final disposal – has become automated. New features such as inspection report submission, online availability of affiliation application status on real time basis and digitization of old records have also been added. The decision support system is based on location of schools on satellite map.

CBSE OASIS (Online Affiliated Schools Information system) contains comprehensive information about each affiliated school in 9-parts including School's photos and videos, Faculty details, Student details, Subjects offered in the school, Infrastructural details, Location details, Fee structure, Salary details, Details of teaching and other staff.

The affiliation trajectory of CBSE schools is evident in the graph shown below.



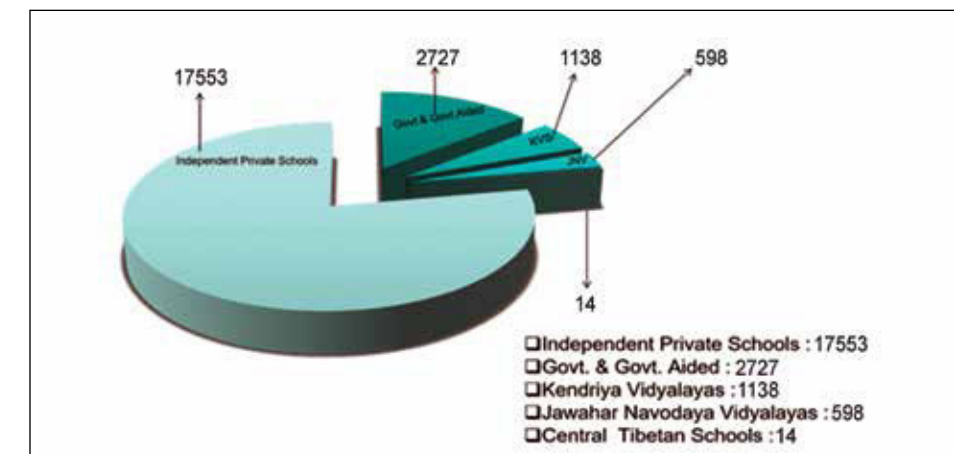
Teachers and Students in Affiliated Schools

Sl No	State Name	Total Teacher	Total Student
1	ARUNACHAL PRADESH	8039	139584
2	ASSAM	12985	208553
3	A & N ISLAND	4134	52759
4	ANDHRA PRADESH	14215	242397
5	BIHAR	48058	1002173
6	CHHATISGARH	19394	341331
7	CHANDIGARH	10409	218838
8	DAMAN & DIU	204	3578
9	DADAR & NAGAR HAVELI	680	12033
10	DELHI	128737	2934687
11	FOREIGN SCHOOL	32735	397268
12	GOA	901	12555
13	GUJARAT	22947	369112
14	HARYANA	89991	1437647
15	HIMACHAL PRADESH	12857	180993
16	JHARKHAND	26457	546380
17	JAMMU AND KASHMIR	9629	138750
18	KARNATAKA	49557	717359
19	KERALA	69954	1043004
20	LAKSHADWEEP	276	2210
21	MEGHALAYA	1126	15146
22	MANIPUR	3117	54675
23	MADHYA PRADESH	65562	1121837
24	MAHARASHTRA	50686	881030
25	MIZORAM	343	4070
26	NAGALAND	1301	11604
27	ODISHA	19167	334372
28	PUNJAB	76233	1190493
29	PUDUCHERRY	1715	28752
30	RAJASTHAN	55964	907651
31	SIKKIM	8514	85368
32	TRIPURA	2595	46147
33	TELANGANA	25904	390731
34	TAMILNADU	62506	848479
35	UTTARAKHAND	27290	469661
36	UTTAR PRADESH	164395	2973890
37	WEST BENGAL	18823	347384
	TOTAL	1147400	19712501

In these ninety years, from a humble figure of 29 affiliated schools in 1929, CBSE reached a network of over 22030 affiliated schools in 2019, out of which 232 schools are located in 27 foreign countries.

CBSE's catchment areas are diversified so far as school categories are concerned. Aside from this growth being a testimony to the Board's ever soaring popularity, it is also an indication of acceptance and popularity of its curriculum, its examination system, and its progressive attitude towards education among different categories of schools such as Kendriya Vidyalayas, Navodaya Vidyalayas, government and government aided schools, schools run by government organisations such as Army, Navy, Airforce, CRPF, BSF, Sainik Schools Society, Public Sector Undertakings, Central Tibetan Schools Administration and independent private schools. These schools have inclusive presence throughout the length and width of the country – in the plains, hilly, desert, coastal or outlying areas. The pie-chart shown below is indicative of the high standards and brand equity set by CBSE, which has resulted in the largest share of private schools in its kitty.

Current Status of CBSE Schools



Figures for 2019 show that a majority of the 22030 schools affiliated to CBSE are private (17,553 schools). The 2,727 government schools affiliated to the CBSE are mostly from Delhi, Sikkim, Arunachal Pradesh, Chandigarh and Andaman and Nicobar Islands; since the governments and administrations of

these States/ UTs do not have a Secondary School Board of their own. 1,138 KVs and 598 NVs are affiliated to the Board, in addition to 14 Tibetan Schools.

The growing number of students appearing for Board examination is a clear indication of CBSE's growth. The growth of CBSE did not remain restricted to the number of schools only. The number of students in these schools also grew by leaps and bounds, and accordingly the candidates for the Board's examinations too increased. During the period 2011 – 2019, the number of candidates appearing for the Board's examination from these schools increased from 18,32,364 to 31,14,831, an increase of almost 70 %, and equal to more than half of the population of Finland!

ACADEMICS

Central Board of Secondary Education strives to achieve academic excellence by conceptualising policies and operational planning to ensure balanced academic activities in affiliated schools. The Scheme of Studies, curriculum, academic guidelines, textual material, support material, enrichment activities and capacity building programmes are as per the broader objectives set in the National Curriculum Framework-2005 and in consonance with various policies and acts of the Government of India.

CBSE is a student friendly Board. It provides flexibility in choice of subjects and combination of courses with its vast offering of 72 subjects at the secondary level and 142 subjects at senior secondary level.

The Board defines appropriate approaches of academic activities to provide stress free, child centred and holistic education to all children without compromising on quality. Various innovative approaches are followed to achieve academic excellence in conformity with psychological and pedagogical principles.

Two Levels of Mathematics

As per NCF, not only would the two levels of examinations cater for different kinds of learners and allow different levels of testing, it would also reduce overall student stress levels. Keeping in view the aspect and as evidenced by the Board results, the Board has introduced two levels of examination in



Teacher's creative approach majorly aids academic excellence.



Art class in a CBSE affiliated school

Mathematics for the students of Class X Board examination for the academic session ending March 2020 onwards.

Experiential Learning

In order to promote self-thinking, creativity and effective study skills among students and to make them lifelong learners, CBSE places great deal of focus on Experiential Learning. Accordingly, the schools plan the curricular activities to enable students to connect the content of the learning areas and subjects with their own lives and the world around them.

Art Integrated Education

The National Curriculum Framework 2005 recommends "Art as a subject at all stages covering all four major spheres, i.e. music, dance, visual arts and theatre. We must bring the arts squarely into the domain of the curricular, infusing them in all areas of learning while giving them an identity of their own at relevant stages." It also states, "The importance of India's heritage crafts, both in terms of their economic and aesthetic values, should be recognized as being relevant to school education."

The Board held discussions with several stakeholders, including schools, principals, teachers, NCERT, art professionals in this regard.



Mandatory Art Education

In view of the NCF requirement, NCERT's recommendation and the need for awareness of India's vast diverse art heritage and culture, the Board decided to take up the integration of Art with education.

Mainstreaming of Health and Physical Education

CBSE aims to provide a focused curriculum for Health and Physical Education imbued with Life Skills in all its affiliated schools. Therefore, a streamlined and well-designed Health and Physical Education Program has been introduced to mainstream health and physical education in schools especially for students of class I-XII. To give impetus to Sports and Physical Education, the Board has made it compulsory for all schools to ensure a daily sports period for classes 1 to 12. This will lead to better stress management for children, create a better environment for learning and enable students to attain an optimum state of health.

Special Exam Policy to Promote Talent in Sports

The Board has initiated a Special Exam Policy to promote talent in sports by holding exams on mutually convenient dates for those students who participate in National /International level sports competitions (recognized by SAI / Ministry of Youth Affairs and Sports, Government of India) either at the time of Board examinations or at a time close to Board examinations. This special advantage was given in 14 cases during 2019 exams. Many of them went on to win medals for the country.

Hubs of Learning

CBSE seeks enhancement of the quality of education and self-improvement by the schools. Hubs of Learning would provide a common and shared platform with the objectives to: create a culture of support and healthy interdependence across different areas of teaching learning like curriculum planning, teaching-learning activities and other school practices; provide an opportunity to share a repertoire of ideas, instructional and assessment strategies which would help



Sports for fitness and sports spirit.



Volleyball in the playground of a school in Ladakh.



Outdoor sports integrated as well.

individual teachers to improve classroom practices and contribute to their continuous professional development; enable sharing of resources: manpower, infrastructure, teaching-learning material etc.; and promote solidarity by facilitating joint conduct of various student/staff activities culminating in an enriched school life.

Principals as Pedagogical Leaders

The Board lays sufficient emphasis on capacity building and empowerment programmes for building and updating the professional competencies of teachers.

The Board has decided that the Principals of all affiliated schools shall be the Pedagogical leaders of their schools and shall therefore now have a crucial role to play in the evolution of the teaching-learning ecosystem.

New Age Subjects in Curriculum

While the vocational education has been renamed as Skill Education, the courses have been revamped. The new age courses like Artificial Intelligence, Early Childhood Care Education and Yoga are being offered as new subjects in school curriculum from the new academic session with a view to inculcate a sense of future readiness in schools and learners. These skill subjects in class X and XII tend to not only enhance but also empower the learning capacity of students.

Participation in PISA 2021

The Union Human Resources Development Ministry has signed an agreement with Organisation for Economic Co-operation and Development (OECD) for India's Participation in Programme for International Student Assessment-PISA 2021.

PISA is an international assessment survey that measures 15-year-old students' reading, mathematics, and science literacy every three years. Students are assessed in reading, mathematics, science and collaborative problem-solving. Participation in PISA allows benchmarking of performance against a number of countries. The students are selected through random sampling.



Music in the corridor.

The schools run by Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) and schools in the UT of Chandigarh would be participating in PISA 2021. CBSE will be a part of the process and activities leading to the actual test. India's participation in PISA 2021 would prepare Indian students for the global economy in the 21st century and become a tool for transforming educational practices to reflect the global requirements.

The Academic and administrative reforms that the Board keeps bringing in are pulling in crowds. Most of the states also have their own educational boards with different curriculum, but CBSE enjoys the advantage of still being the most preferred board all over India. In an effort to devise a curriculum that is relevant to current national priorities and to the contemporary technological advancement worldwide, the Board constantly revises and upgrades its curriculum. This is done so that students can relate their skills, knowledge, and competencies to the work place, both in India and abroad.

EXAMINATIONS

The Board conducts class X and XII annual exams for the students from affiliated Schools. Approximately 31 lakh students appeared during February to April this year. The Board also conducts compartment examination during the months of July-August. Leveraging technology, all pre and post exam processes in CBSE are online.

Security Measures for Smooth Conduct of Examinations

The Board has created a robust system by ensuring 100% appointment of Observers, Centre Superintendent (CS) and Deputy CS at every exam Centre. The responsibility for collection of Question Papers and other safety and security measures rests with the Centre Superintendents; Prevention of fake news and rumours is tackled with extensive dialogues with the stakeholders through media and heads of social media platforms. The parents and students are sensitized to avoid use of mal practices.

Special facilities for CWSN candidates

Concessions are provided under 21 categories of disabilities which range from ;Facility of Scribe and compensatory Time (20 minutes per hour); Assistive

devices: hearing aid, special chair ; Use of Computer or Laptop for writing; Provision of Reader in case the student does not want the facility of a Scribe; Relaxation in mandatory attendance; Separate Question paper and questions in lieu of practical component; Flexibility in choosing subjects.

Outreach and Dissemination Programmes

Board has adopted training through webcast for capacity building for conduct of examination and evaluation. In the last training held in February 2019, 3 Lakh teachers of Class IX to XII and Principals attended the webcast. Multilevel Psychological Counselling for coping with exam anxiety through IVRS, Live counselling and Audio-Visual presentations was made available.

Professional Examinations

CBSE has endured many changes on various fronts in its long and splendid journey of challenges and opportunities. As the leading Examination Board in the country, it has consistently demonstrated its organisational capabilities in embarking on newer pursuits serving larger public interest in the academic world. The Board's growth has been triggered by many factors, the most important being the development of a robust examination system and key confidential processes.

CBSE offers wide range of examination solutions meant for govt. departments/ institutions and other organisations. The solutions offered include conduct of recruitment test, admission tests at the National and State level.

Central Teacher Eligibility Test (CTET)

As per the directions of the MHRD, CBSE conducts CTET on behalf of the Central Govt. for ascertaining eligibility of Teacher to teach classes I to VIII as per the provisions of RTE Act, 2009

Jawahar Navodaya Vidyalayas Selection Test (JNVST) for Admission in Class VI

Admission in Jawahar Navodaya Vidyalaya is made on the basis of a Selection Test called the Jawahar Navodaya Vidyalaya Selection Test (JNVST) which is of



non-verbal nature, class-neutral and is designed to ensure that talented children from rural areas are able to compete without facing any disadvantage. It is designed and conducted by the CBSE as part of institutional agreement between the CBSE and the Jawahar Navodaya Vidyalaya Samiti (an autonomous organisation under the MHRD, Govt. of India). JNVST is a pen-paper OMR based assessment administered in 20 languages leading to admission in class VI in JNVs. The test is held in the month of April in which more than 25 lacs candidates participate on an average from 634 districts covering more than 5400 blocks in the country. The Test is conducted in 8000 plus examination centres.

As an examining body, CBSE enjoys a very high credibility worldwide. It has introduced several reforms and wide range of strategies to hold examinations. Proper sampling, weightage to knowledge, understanding and application, framing long, short and essay type answers to cover the whole syllabus, objective questions, flexibility in the option of subjects, orientation of examiners, head examiners, and paper setters all over the country – are some of the mention worthy milestones which have earned high level of objectivity, uniformity, and reliability in the examination system. Besides, as mentioned in the beginning, the board has until recently conducted, NEET (All India Pre-medical Pre-dental Examination), JEE (Joint Entrance Engineering Examination) Main , UGC NET and continues to hold CTET (Central Teachers Eligibility Test), Navodaya Vidyalay Entrance Exam, and KVS Teachers Recruitment Exam.

DIGITAL INITIATIVES

The commitment of CBSE towards “Environment Protection through Green Initiatives”, exam related ICT innovations and implementations have resulted in manpower and financial saving along with saving paper, trees, water, and controlling Carbon emissions. ICT initiatives taken up by CBSE also provide hassle-free services to all stake holders’ especially in remote areas and widely across the globe.

The Online pre and post exam processing today has resulted in smooth declaration of results of all regions together in a record time and ahead of scheduled dates despite exponential increase in number of examinees.

Online collection of Principals’ and Teachers’ databank

A portal has been developed to collect data of teachers who teach in CBSE affiliated schools for the purpose of evaluation of answer scripts pertaining to Class X & XII board exams.

Exam Centre Locator (ECL) App

This mobile app has been developed to facilitate CBSE examinees to locate their centres on google map giving roll no. This also helps to know the shortest route to reach the centre and time required to reach the centre.

TETra: Theory Evaluation Trend Analysis: A Decision Support System based on Real Time Evaluation Monitoring, this online system is used by the Board so that theory evaluation trends can be visualized, analyzed and monitored.

Online Exam Centre Management System (OECMS)

This online system has been developed with a view to get exams centres related information (in real time) such as timing of Question Papers distribution, absentees, PwD, Scribe, unfair means, diabetic students, feedback about the question paper(s), packing of answer books, dispatch and information about Observers .

e-Theory (R-2.0) A portal developed and implemented for bag allocation to CNS, evaluation monitoring, question-wise theory marks uploading system from nodal centres with validation checks and features of auto totalling.

e-Prac (R-2.0) “e-Prac portal has been developed for management and monitoring of practical examiners and uploading of practical marks data by the schools.

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Computer education begins very early, but intensifies in senior classes.

IAPX-Online Internal Assessment & Practical Marks Collection for Class-X is meant for management and collecting internal assessment marks data by the schools with all possible validation checks.

Live streaming of centres has been initiated from 2018 examinations on 10 channels (one for each existing Regional Office)

Outlier System (R 2.0) has been set to detect wider range spectrum of inconsistent marks cases at pre-result declaration stage.

Online rechecking/photocopy/re-evaluation System (R 2.0) accepts applications for verifications, photo copies of answer books and re-evaluation for both Class X and XII examinations including facility of online status in real time mode of the application.

Parinam Manjusha is an online academic repository and it is first of its kind developed by CBSE in technical collaboration with NEGD. The board has made the results data of Class X & XII from 2004 to 2019 available online for verification by employers and higher education institutions. Digital Lockers of class X & XII students have been opened and digitally signed marks sheets, migration certificates and pass certificates with PKI based QR Codes are available on anytime anywhere basis. Students can also download Marks sheets, Migration Certificates and Pass Certificates through this repository. Academic documents are made available through digital lockers to each and every student. CBSE Academic Repository has been integrated with e-Sanad of MEA for online authentication of academic records for students going abroad for higher studies or employment.

To ensure the secrecy and security of question papers, CMTM (Confidential Material Tracking and Monitoring), a special App is compulsory for all Centre Supervisors to send geo-tagged and time-tagged pictures of exam day processes. These are monitored very closely at HeadQuarter and Regional Offices. A zero-error policy is strictly followed regarding exam by-laws procedures, and a zero-tolerance policy for mistakes due to ignorance or on purpose.

CBSE COUNSELLING PROGRAMME

To ensure Stress Free Exams through CBSE Psychological Counselling

CBSE started this pioneering community work for the first time in 1998 by introducing Tele-counselling. CBSE is perhaps the only board in the country which provides psychological counselling via multiple modes to the class X and XII examinees.

Tele-counselling is offered by trained counsellors and Principals from within CBSE affiliated schools located across the world. It is a voluntary, free of cost service provided by the participants in two phases (Pre-exam (February to April) and Post result (May – June)).

CBSE counselling is an outreach programme which is carefully designed keeping in mind the heterogeneity of students' population and geographical spread at national and international level.

Multiple modes of CBSE Counselling

IVRS: From 2019, CBSE introduced the facility of IVRS on a toll free number. The students/parents/stakeholders could obtain pre-recorded useful information on tackling board exams which included tips for better preparation, time and stress management, FAQ's along with live tele-counselling services are provided for public facility. Mass Awareness is created through CBSE website and You Tube Channel and social media platforms .A comprehensive audio-visual presentation titled 'Knowing Children Better' on the website is aimed at creating awareness regarding Aggression, Depression, Exam Anxiety, Specific Learning Disability, Substance Use Disorder, Internet Addiction Disorder, Life Skills.

Use of Social Media

CBSE also operates its YouTube account as part of its outreach programmes to maintain a digital presence for increased responsiveness to public. CBSE Twitter handle is successfully utilized to disseminate information about CBSE.



Big brother like senior is the best counsellor.



CBSE podcast platform 'CBSE-Shiksha Vani'

CBSE has its own Podcast platform entitled - 'CBSE-Shiksha Vani' to disseminate crucial information related to the Board's activities in a timely, educative, lucid and seamless manner. Podcast facility has been initiated for giving authentic, latest information and guidelines of the Board on academic and training initiatives, examinations and other important areas and procedures to Schools.

Compendium of Academic Courses after +2

CBSE has prepared a compendium of suggestive courses for students which is the first of its kind effort from the Board to facilitate students in getting information about various course choices, institutes and combinations available in higher education in advance after class X itself. It is an attempt to facilitate students while scouting for right course choices leading to higher education later. The publication includes various course options with different subject combinations. It tries to provide much needed guidance on the traditional and new age courses, institutions and eligibility for future preparation.

Merit Scholarship Schemes

In order to promote meritorious students from socially and economically weaker sections and girls, the Board offers following scholarship schemes

- Central Sector Scheme of Scholarship for College & University Students (CSSS), sponsored by MHRD
- Single Girl Child Merit Scholarship Schemes
- Board Merit Scholarship Scheme for SC/ST students:
- Scholarship Scheme for ward of the employees of CBSE:
- (Late) Sh. Lakshman Singh Kothari Memorial Award

The alumni of CBSE include famous scientists, historians, finance experts, IT whiz kids, politicians, actors, bureaucrats and even ex-Presidents and Prime Ministers. No wonder, the CBSE today has more than 1.9 crore

students in its affiliated schools and almost 10 lakh teachers. The student population of CBSE is larger than the individual populations of several countries – such as Netherlands, Ecuador, Belgium, Portugal, Sweden, UAE, Austria, and Switzerland .

Here is a glimpse of some of the recent innovative changes ushered by CBSE.

Innovative pedagogy: Firstly and foremost, the Board is in a position to claim the status of leadership in pedagogy. CBSE is committed to promoting innovative pedagogy, and is focusing on the use of active and experiential learning methods in the classrooms. By developing school specific resources for teaching and learning, in the form of lesson plans, e-content etc., and by hand-holding schools to rise to the Board's expectations, the evolution of the teaching-learning ecosystem is maintained and facilitated by the Board. By fixing the responsibility of pedagogical leadership on the Principals of all schools affiliated to the Board, there is a clarity of roles making it easier to monitor the progress of schools.

Environmental conservation

The Board promotes environmental conservation in its own unique way. It has digitized and made online almost all of its user-interfaces, such as, applying for affiliation, applying for Board or other professional exams, monitoring of conduct of exams and evaluation, result processing, etc. Being almost paperless in most areas of its functioning, the Board saves thousands of trees of an estimated value of Rs 100 crores every year!

Imparting life skills: CBSE has introduced Life Skills Education as an integral part of the curriculum. These will help young learners to make informed decisions, solve problems, think creatively and critically, communicate effectively, build healthy relationships, empathise with others, cope with challenges and manage their lives in a healthy and productive manner.

Further, CBSE not only makes the teaching and learning process joyful, but also has a positive impact on the development of certain life skills, such as, communication skills, reflection and enquiry skills, un-conditioning of the mind



Gardening and tree plantation by students are done to inculcate green concerns.

leading to higher confidence levels and enhanced self-esteem, appreciation for aesthetics and creativity, etc.

Physical and Health Education: The Board is aware that holistic learning is possible only when students learn the importance of values like compassion, generosity, teamwork, empathy, and collaboration etc.

The Board is convinced that playing is the shortest route between children and their creative calling. With the aim of holistic development of the child, leading to a well-balanced individual in all walks of life, CBSE has introduced a streamlined and well-designed Health and Physical Education Program in schools as a compulsory activity for classes I to XII. The CBSE's competitive sports programme qualify as one of the most well organized sports activities at the school level all over India. A wide spectrum of sports disciplines including basket ball, chess, football, hockey, swimming, athletics, badminton etc are offered to students to participate in. These activities are conducted at three levels – cluster, zonal, and national.

Centres of Excellence for Teachers

13 centres have been set up across India to impart In-service training and capacity building of teachers primarily. To enhance and upgrade quality of teaching in schools, the Board has mandated minimum five days of in-service training for each of its teachers, each year. The Board organises capacity building programmes at regular intervals for the teachers and principals to equip them with the latest competencies, such as using technology tools effectively; applying appropriate pedagogic techniques to make learning process fun filled, integrating art, life skills and values in education, developing effective communication skills to deal with the needs of the learners and the society.

Collaborative growth

Working together and collaboration is the secret source for attaining most organizational goals. Based on feedback received from school principals in a conference, the Board has constituted groups of 4-6 neighborhood schools

for collaborative growth, named, Hubs of Learning, so that affiliated schools share, co-operate and learn from each other, leading to self-improvement. This collaboration will become the bedrock of support and healthy interdependence between schools and allow exposure to and exchange of best practices or even replication of these practices. This too is a first amongst all Boards in India.

A learner centric Board

The CBSE has emerged as a learner-centric Board that is recognized the world over for admissions to the under graduate level. The Board offers a variety of academic and skill subjects comprising about 213 subjects at the secondary and senior secondary level. Since the Board does not mandate any streams, the learner is free to choose any combination of subjects at the senior secondary level. This allows the student to pursue his or her own areas of aptitude and talent.

By making ICT compulsory in all its schools and by introducing subjects such as Artificial Intelligence, the Board is preparing its learners for the 21st century. The exam pattern is such that it reflects not only the rigour of the classroom but also caters to all levels of learners.

The annual science exhibitions, Heritage quiz, and sports meet, ensure that the students go beyond their textbooks and get exposed to different formats of learning and development at the national and international level.

Flexibility in the dates of taking exams for outstanding sportspersons has been introduced for those students who represent India in International sports event at the time of Board exams. This has led to the country getting richer by several international wins and medals.

CBSE is sensitive to the needs of Persons with Disabilities, and is the first Board in the country to come out with a comprehensive policy for facilitating examinations for such candidates.



Lab learning

Integrity and Ethics

Most of the educators recognize that the students they teach today will become the leaders of tomorrow. Academic curriculum is constantly updated to meet the increasing demands of a changing knowledge society. Yet, we pay far less attention to the habits that build ethical leaders—habits that develop during childhood and adolescence. Schools are the spaces where young people prepare for life, acquire skills for career and success. The objective is to create an environment in which existing practices and policies can be critically examined and students can be sensitised. The board hopes to make this a cross cutting theme across all disciplines.

SEWA (Social Empowerment through Work Education and Action)

CBSE SEWA is all about social or community service; it can include environmental, civic responsibilities, health and fitness related projects to be undertaken by students from class IX-XII.

More than 17992 schools are following Swachha Vidyalaya Swachha Bharat for classes IX and X while the number is close to 12000 for class XI and XII for the same activity. students involve themselves in School Sanitation , Personal Hygiene , Drinking Water Testing , Recycling , Water Conservation , Water Table even interacting with City Sanitary Workers and spending a day with sanitary workers.

Promoting Value Education

Education commission 1966 recommended introduction of social, moral and spiritual values in school curricula. The National Policy of Education 1986 also highlighted the need of education for values in removing intolerance, violence, superstition and upholding social, cultural and scientific principles. The National Curriculum Framework (NCF) for School Education 2000 brought the focus on ethical, social and spiritual values and suggested integration of values in the curriculum. The NCF 2005 strongly advocates values like cooperation, respect for human rights, tolerance, justice, responsible citizenship, diversity, reverence towards democracy and peaceful conflict resolution.

The constant dialogues and reflections between CBSE and education institutions have brought the will and commitment in all the stakeholders to bring about a positive change in the lives of students and teachers through emphasis on value education as a co-curricular area of studies.

Last but not the least, CBSE values the power of dream and of tomorrow. It knows that future belongs to those who believe in the beauty of their dreams. We can't and shouldn't bind the mind. We need to let the children be. Allow them to dream.

CBSE understands that reality today was merely a dream yesterday. Today's dreams are the blueprints of tomorrow's creations. The Board is slowly but steadily moving towards a landscape of education, where every child's dreams and potentials are nurtured and given wings by the Board, by the school and in the classroom transactions.

Without creative and innovative support to a child's education, the child, as it were, is shut in a windowless room. With education, a child finds herself in a room with all its windows open to the outside world. As the Board completes 90 years of its existence in 2019, it aspires to be that open window for each of its learners, illuminating the pathway that leads to the magic of the entire universe!



Reading session in library.

CHAPTER - 3

Crystal Gazing Tomorrow



CRYSTAL GAZING TOMORROW

This chapter is CBSE's crystal gazing about its short term, mid term, and long term roadmap for tomorrow.



Seeking guidance from the Constitutional vision of India as a secular, egalitarian, and pluralistic society, founded on the values of social justice and equality, certain broad aims of education were identified in NCF in 2005. Learning outcomes envisaged for students and teachers included independence of thought and action, sensitivity to others' well being and feelings, learning to respond to new situations in flexible and creative manner, predisposition to participate in democratic processes, and ability to work towards and contribute to economic processes and social change.

In tune with the vision envisaged by NCF, CBSE wishes to go beyond textbooks by organically linking the classroom with the real-life and provide opportunities for experiential and activity based learning.

The thrust is also to encourage reasoning and creative abilities among students, with equal focus on internal assessment for meaningful teaching learning.

Rest of the top agenda related to the development of specific skill sets in students, facilitating teacher and school leadership development programs, involving principals as the pedagogical leaders of the schools, and digitalization and building of extensive e-resources for teaching and learning.

Curriculum and instructions are the most critical area of teaching and therefore they call for devising the following steps: (1) annual pedagogical plan reflecting innovative pedagogy, (2) competency building and rationalization in terms of expected learning outcomes, (3) integrating art and



Experiential learning.

sports in pedagogy, (4) introducing new age subjects like Artificial Intelligence and other skill oriented subjects.

Professional development of teachers and principals require mandatory in-service training, introducing standardised online training programs, redefining the role of principals as pedagogical leaders.

The learning environment needs to be imbued with experiential learning or learning by doing, promoting science, maths and organising science and art exhibitions as well as to promote creative expression through art of story telling, and thrust on sports for mental, physical, and emotional being and growth.

CBSE has prioritized the vision above and broken it into short term, mid term,

and long term objectives with a view to improve quality of education. A perusal of these objectives, in totality, clearly brings out the future that has been envisaged for the organization.

SHORT TERM OBJECTIVES

Exchange of best practices among schools and training of teachers:

The Board has formed clusters of 5-6 neighborhood schools into Hubs of Learning, from 2019 to enable sharing of resources, best practices, and ideas, for self-improvement by schools. This idea was incubated by the principals of schools in one of the conferences in the south, which subsequently was adopted and institutionalized. This has proved to be one of the native



Physics lab classes.



NCC Cadets are role models, in discipline and physical fitness.



innovations resulting in exchange of best practices. For each Hub, one school acts as Lead Collaborator and the principals of these 4600 cluster schools are going to be trained.

Three levels of training policy have been mandated for principals and teachers of affiliated schools. The first level of training is in-house (by the school itself), the second level is conducted by the Board and the third level by other recognized Teacher Training Institutions. It is proposed to train 35,000 teachers in the first phase.

Furthermore, to lower the barriers to high quality teaching and learning, the Board has initiated the process of content development/ learning resources for classes VI-X and disseminating them through online portal.

Automation for better delivery systems: Several vital steps have been conceptualized to ensure higher accessibility and transparency to the users standing at the end of different delivery tunnels. These include:

Revamping of CBSE websites to make it user friendly, digitization of old CBSE Records in all Regional Offices of CBSE, integration of all digital initiatives of CBSE on a single platform, launch of e-Office at various CBSE offices in Delhi, end to end digitization of affiliation process including Online School Affiliation & Monitoring System.

MID TERM OBJECTIVES (2020)

Board Examinations

Considering the fact that Class X and XII Board Exams shall be conducted for over 30 lakh candidates in 2020, the board will go for the Online Encrypted Question Paper Distribution (OEQPD) System for larger number of subjects this time to ensure security. More focus shall be laid on self-assessment/ peer assessment in schools with the help of a self-assessment matrix prepared by the Board based on Shala Siddhi. Online Joyful Mathematical Olympiad portal shall be developed for conducting online exams. Two levels of mathematics is already implemented in the present academic session for class X Board exams while two levels of Mathematics Courses at Senior Secondary Level (Class XII Boards) shall be introduced from next academic session.

For holistic development

The Board will continue to hold several activities such as CBSE Science Fair, Heritage India Quiz, Life Skill Summit, CBSE National/Regional Sports Meet, AI/ IT Olympiad, Mathematics Promotion Test, Story telling contest, and Art exhibition. Outcome-based Performance Standards for all its affiliated schools have been introduced by developing 100 parameters for evaluation.

LONG TERM OBJECTIVES (2024)

The development and implementation of a long-term policy for affiliating Thematic and Innovative Schools has been envisaged.

VISION 2030

To undertake “journey towards being an internationally acclaimed and recognized exemplary board, by setting standards and by evolving and maturing policies, practices, content and training towards higher levels of learning, that would mould students into better individuals contributing positively to society”.



Group studies and consultations.



A march past in a school.

Board Examinations

Examination reforms constitute the most important measure to be taken for systemic change. There is a need to find remedy for solving problem of psychological pressure that children and parents feel, especially in classes X and XII. Some strategies envisioned involve changing the typology of questions so that reasoning and creative abilities replace memorization as the basis of evaluation, integration of examination with classroom life by encouraging transparency, and options for students for different levels of attainment to overcome present system of either passing or failing. Students need to be encouraged to self evaluate, and identify what they can do well. Report cards shall reflect a comprehensive and holistic view of child's development. A qualitative statement by the teacher is necessary to supplement the assessment.

The long-term vision of CBSE is to shift from knowledge-based learning to competency or skill-based learning, and for that a complete revision of Board examination pattern will be undertaken in a phased manner from 20-21 sessions up to 24-25 sessions. The new pattern shall focus on assessing the critical thinking, problem solving, creativity and analytical skills of students through innovative exam pattern.

An online and interactive question bank shall be developed which will focus on recall, understanding, analysis and developing Higher Order Learning Skills (HOTS). This question bank will become a learning and teaching resource.

Pedagogy and curriculum transactions

CBSE wishes to move towards experiential and activity based learning as the main pedagogy for its classes. It will lead to a graduation from known to unknown, from concrete to abstract, and from local to global. It is here, for instance, that productive work can become an effective pedagogic medium for connecting classroom knowledge to the life experiences of the children. This will allow children from marginalized section of society, having knowledge and skills related to work, to gain a definite edge and respect among their peers from privileged sections.

On the other hand, the quality of teachers greatly depends on the means deployed for selection, training, and strategies adopted to ensure accountability. Teaching should enhance children's natural desire to learn. Knowledge should be distinguished from information, and teaching should not be seen as a coaching for memorization or transmission of facts. Activity is the heart of the child's attempt to make sense of the world around him. They should be therefore encouraged to express themselves, handle objects, explore their natural and social milieu, and grow up healthy. Classroom transactions should be such where teachers and school can choose and plan experiences they think children should have.

In order to realize educational objectives, it should address some basic questions: (a) What educational purposes should classroom transactions seek to achieve? (b) What educational experiences can be provided that is likely to achieve these purposes? (c) How can these educational experiences be meaningfully organized? (d) How do we ensure these educational purposes are indeed achieved?

Curriculum Building

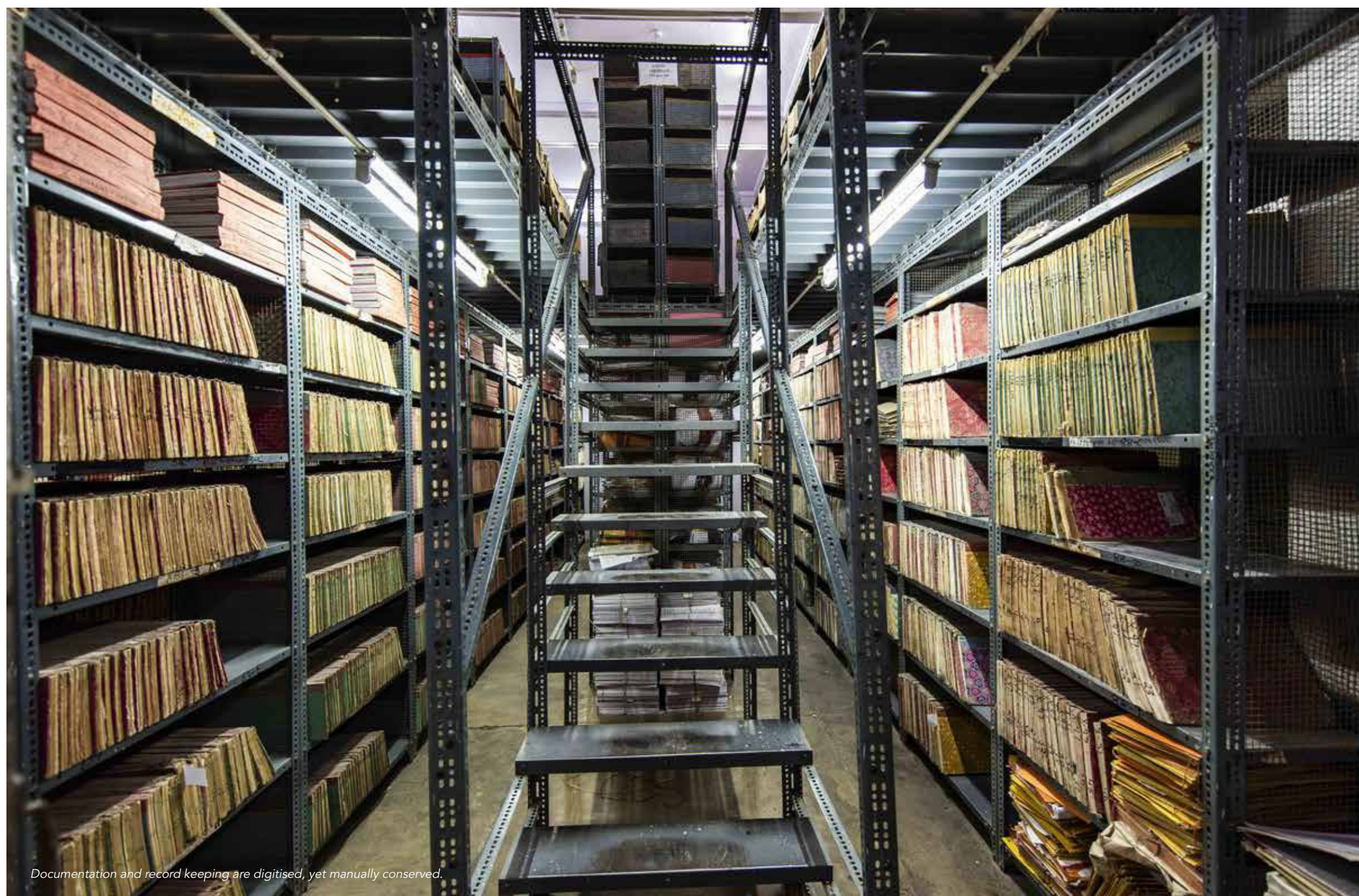
CBSE is sensitive to the fact that learning in school has become a source of burden and stress on children and their parents and this reality is indeed viewed as a distortion, which needs correction. To correct this distortion, the present NCF proposes 5 guiding principles for curriculum development:

- Connecting knowledge to life outside school.
- Ensuring that learning shifts away from rote methods.
- Enriching curriculum so that it goes beyond textbooks.
- Making examinations more flexible and integrate them with classroom life.
- Nurturing an overriding identity, inspired by ideals of democratic polity.

The NCF emphasizes the importance of multiplicity and fluidity of options at the senior secondary level, discouraging tendency to place children in fixed streams, especially from rural areas. Making children sensitive to environment and understand the need for its protection is an important curriculum concern.



Say no to plastic campaign has picked up.



Documentation and record keeping are digitised, yet manually conserved.

Gender sensitivity is yet another important area of curriculum concern.

Capacity Building

A lot of thinking is going on to ensure that in future access, equity, and high quality are leveraged through the high-quality schools in order to ensure that the Hubs of Learning – an experiment in exchange of best practices - become institutionalized. Capacity Building of 5 lakh Teachers and Principals of affiliated schools in innovative pedagogy and in teaching and learning of hard Spots in the curriculum is a priority area now.

School Quality Assessment and Assurance Mechanism – an online self-assessment matrix based on Shala Siddhi is being implemented.

High-quality Online Training and Assessment modules for Professional Development of teachers are being introduced.

All offices including 16 Regional Offices will be technology enabled, and data driven through e-governance and m-governance.

New Bye Laws To Facilitate Affiliations

There is a paradigm shift in procedure of affiliation from being highly complex to simplified system. Outcome based and quality oriented inspection of schools with emphasis on academic excellence is going to be the future thrust area in CBSE.

Building Quality

Reframing of Board's vision with complete focus on developing competencies and Learning Outcomes in all grades, 1 to 12, the Board will concentrate upon:

Content Development/ learning resources for classes XI-XII will be completed and disseminated through online portal enabling high quality teaching and learning for all by leveraging existing digital platforms.

Complete shift to Experiential learning pedagogy in all schools of CBSE with integrated and cross-disciplinary approach.

Providing more opportunities to children as per their choices and interests;

curriculum will be introduced as Accelerated curriculum and Standard curriculum.

National Integration through activities and festivals.

CBSE, over the last few years, has emerged as a premier educational organization than just being an examining agency. Its efforts to revisit the curriculum, periodically reinvent system of examination, constant redesigning of pedagogical support, and capacity building of its teachers and principals have started paying dividends. However, when you try to crystal gaze the coming years you find that the road ahead is not unfavorable for a safe journey. In sum, some of the demands of future could be:

- Greater flexibility in design and implementation of curriculum.
- Constant up gradation of technology as pedagogical support.
- Dynamic performance appraisal
- Constant capacity building of administrative staff, teachers and principals.
- Interdisciplinary learning.
- Adopting global practices without losing cultural moorings.

To bring out the Indianness or native creativity in school education, even while students aspire to be global citizens.

CBSE Heritage India Quiz

In order to build greater awareness about the rich cultural heritage of our country and promote its preservation, CBSE has been organizing the Heritage India Quiz as an inter-school competition since 2001. The quiz gives a platform to students to learn and appreciate the country's history with special reference to the freedom struggle, its geography, the constitution and other fine aspects associated with people belonging to different regions, their life styles, traditions, customs.

Integrated Office Complex of CBSE

In order to maintain better coordination among the various branches / units of

the Board in Delhi and to meet the increasing challenges due to increase in the number of CBSE affiliated schools, the Board had earlier proposed to create an integrated office complex in Delhi and for this purpose, a plot of three acres of land was purchased from the Development Authority of Delhi at Sector-23, Dwarka, Delhi.

The board's proposed integrated campus building will be a state-of-the-art building while fulfilling the green building norms. Some of the special features of the building complex will include the installation of efficient building management system that will facilitate energy conservation. Solar panels will be installed that will produce 300 KWH of electricity from the roof of the building. A sewage treatment plan has also been proposed for flushing in toilets and reuse of grey water in landscaping. These facilities being included in the integrated campus will also contribute towards environmental protection. The latest security features have been taken care of in the design of the building. The 12,000 square meter building is estimated to be completed in period of approx. 24 months.

To conclude, it may be reiterated that the challenge of balancing equity with excellence will be the core of many issues. The emerging global competition and the demand for culture specific education by the Indian diaspora across the world would necessitate opening of internationally competitive Indian schools in several other countries. The zooming consumerism will redefine the value structures seeking newer definitions of value management and value conflict resolutions. The road ahead is challenging, and it calls for innovative thinking and creative foresight for preparedness. The following saying may inspire us while we prepare ourselves: "Wisdom is knowing what to do next, skill is knowing how to do it, and the virtue is doing it."



Artist's impressions of the proposed Integrated Office Complex of CBSE



CHAPTER - 4

Hall of Fame





HALL OF FAME

CBSE affiliated schools - Kendriya Vidyalayas, Navodaya Vidyalayas, government schools, and private schools - have produced outstanding luminaries in various fields, who have majorly contributed to India's nation building. The yatra that started in 1929 has covered many milestones in the last 90 years and the reforms and innovations made during these decades have made the entire CBSE system robust, vibrant and dynamic. The board has made concerted efforts to provide for education that is inclusive, equitable uniform accessible at a local level, yet, which is progressive and in sync with changing paradigms at the international level. Due to the inherent flexibility in subject choices and depending upon the readiness of the cohort, the system had a lot to offer.

Perhaps, in a reflective mood, one can count with satisfaction, the achievements and laurels earned by its alumni who have adorned the most coveted positions in India and abroad. The list of distinguished personalities is indeed long and that too, not just in the world of academics, bureaucracy, police, medicine, engineering, management, defense, and diplomacy but also in art, theatre, literature, films, journalism, sports. You go to any part of the country, for that matter any where in the world, you'll find their distinguished footprints. Any attempt to document an exhaustive list of all such luminaries is fraught with the risk of leaving out some or the other, and hence not attempted.



CHAPTER - 5

Down the Memory Lane



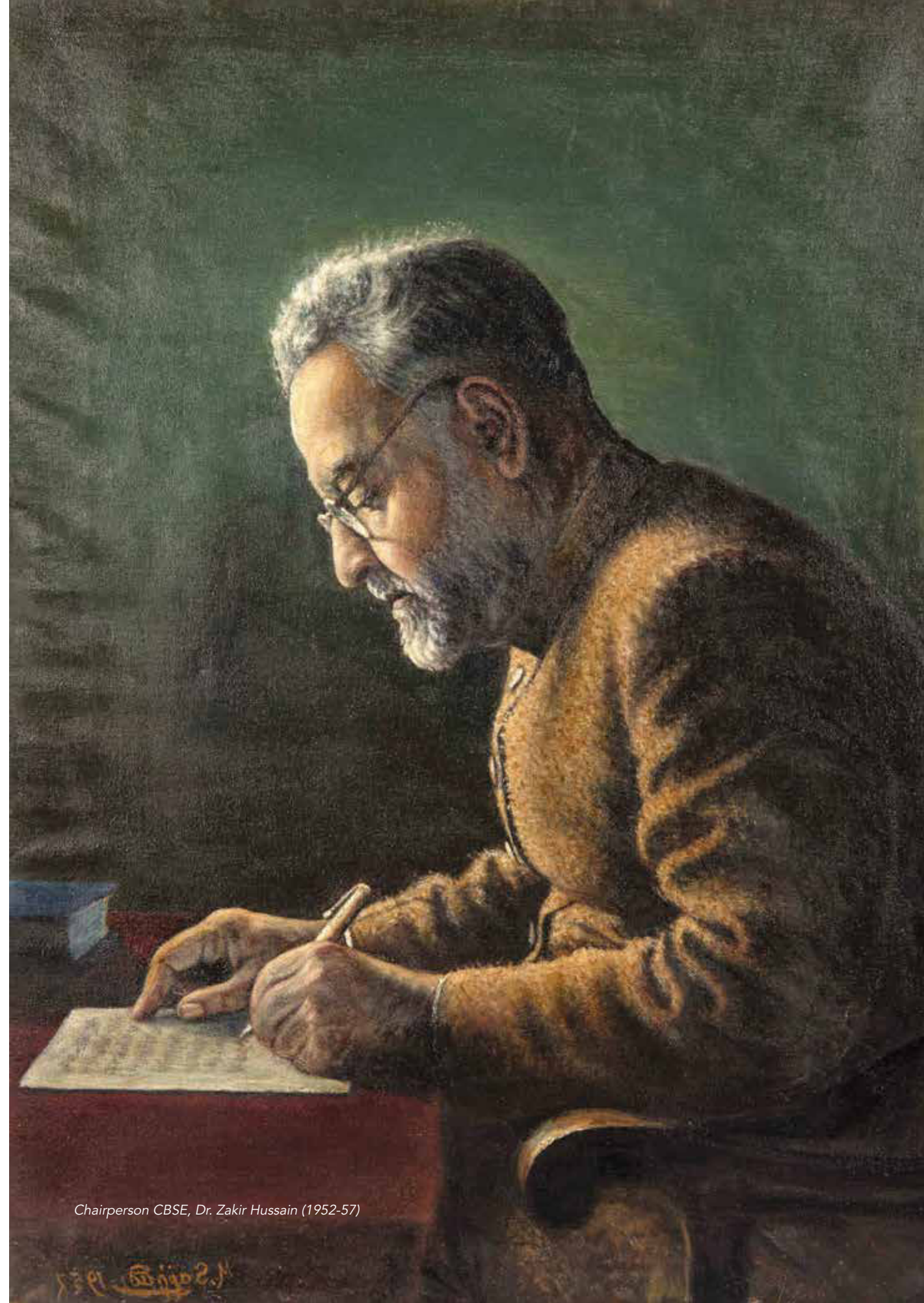
DOWN THE MEMORY LANES



Heritage buildings of CBSE affiliated school



CBSE's Silver Jubilee Celebrations Photograph in 1954



Chairperson CBSE, Dr. Zakir Hussain (1952-57)





Chairperson CBSE, Dr. J. C. Chatterjee (1935-1947)



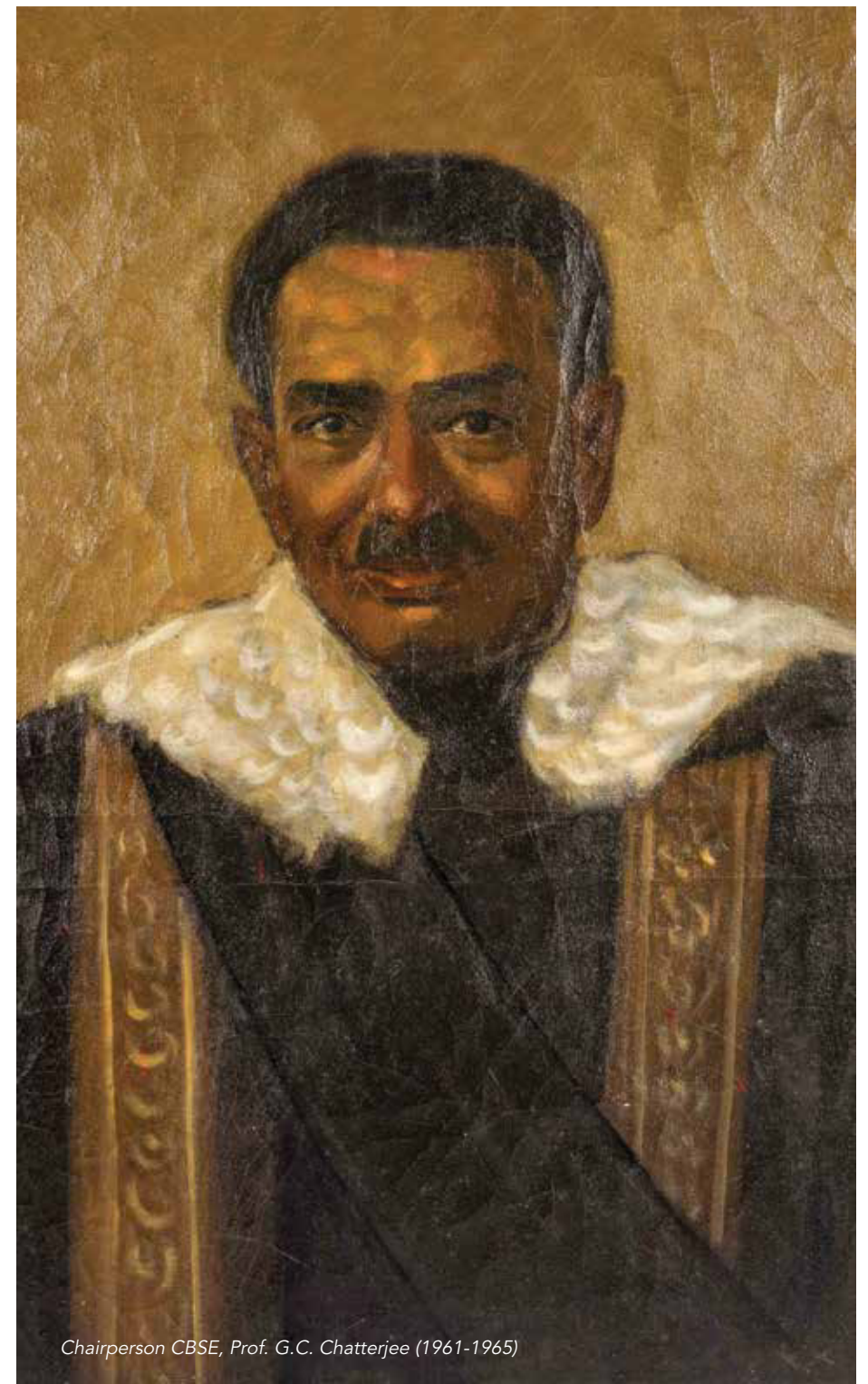
Chairperson CBSE, Shri L. R. Sethi (1947-1948 & 1965-1970)



CBSE Staff Group Photograph taken in 1953



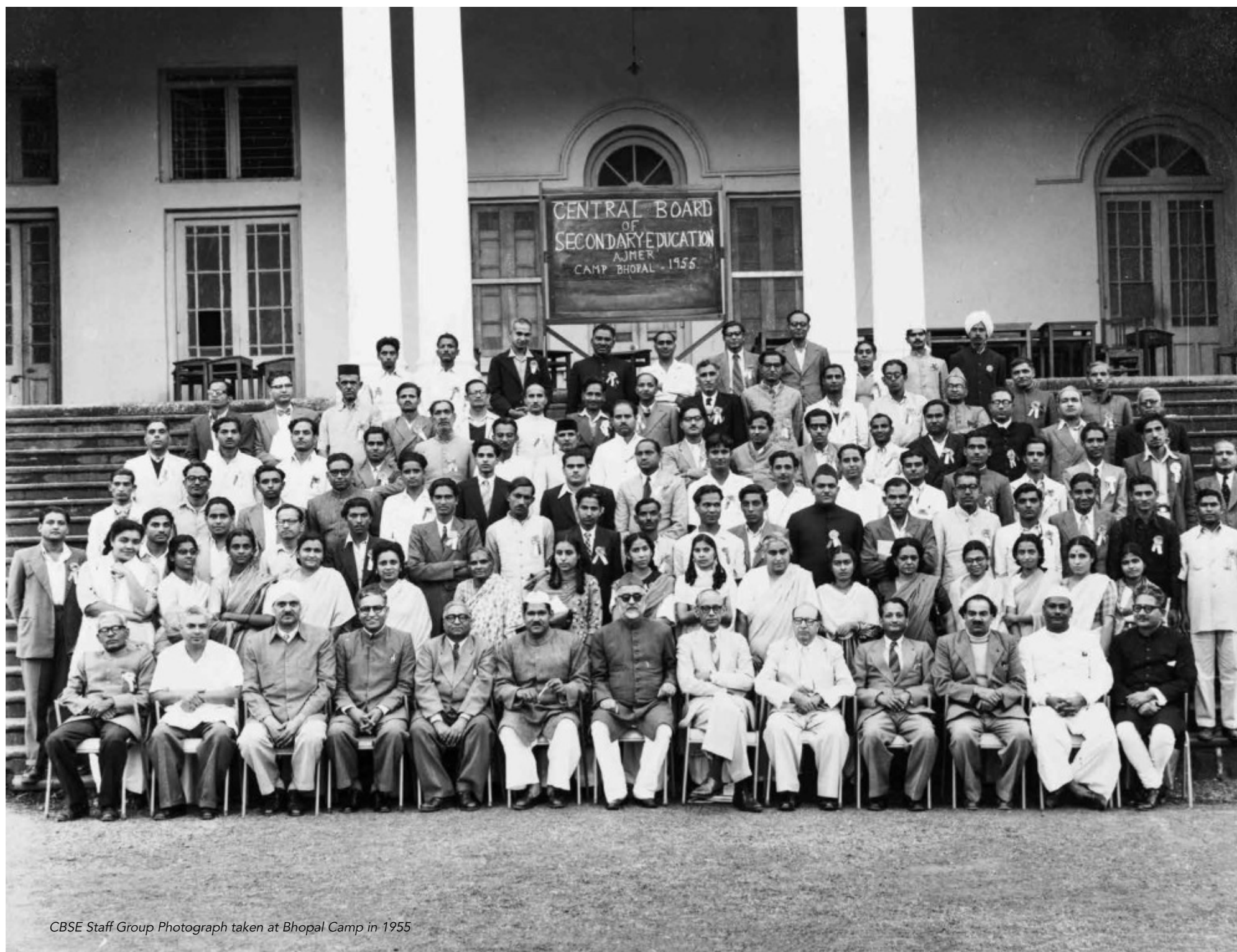
Chairperson CBSE, Dr. A. P. Mathur (1949-1952 & 1957-1961)



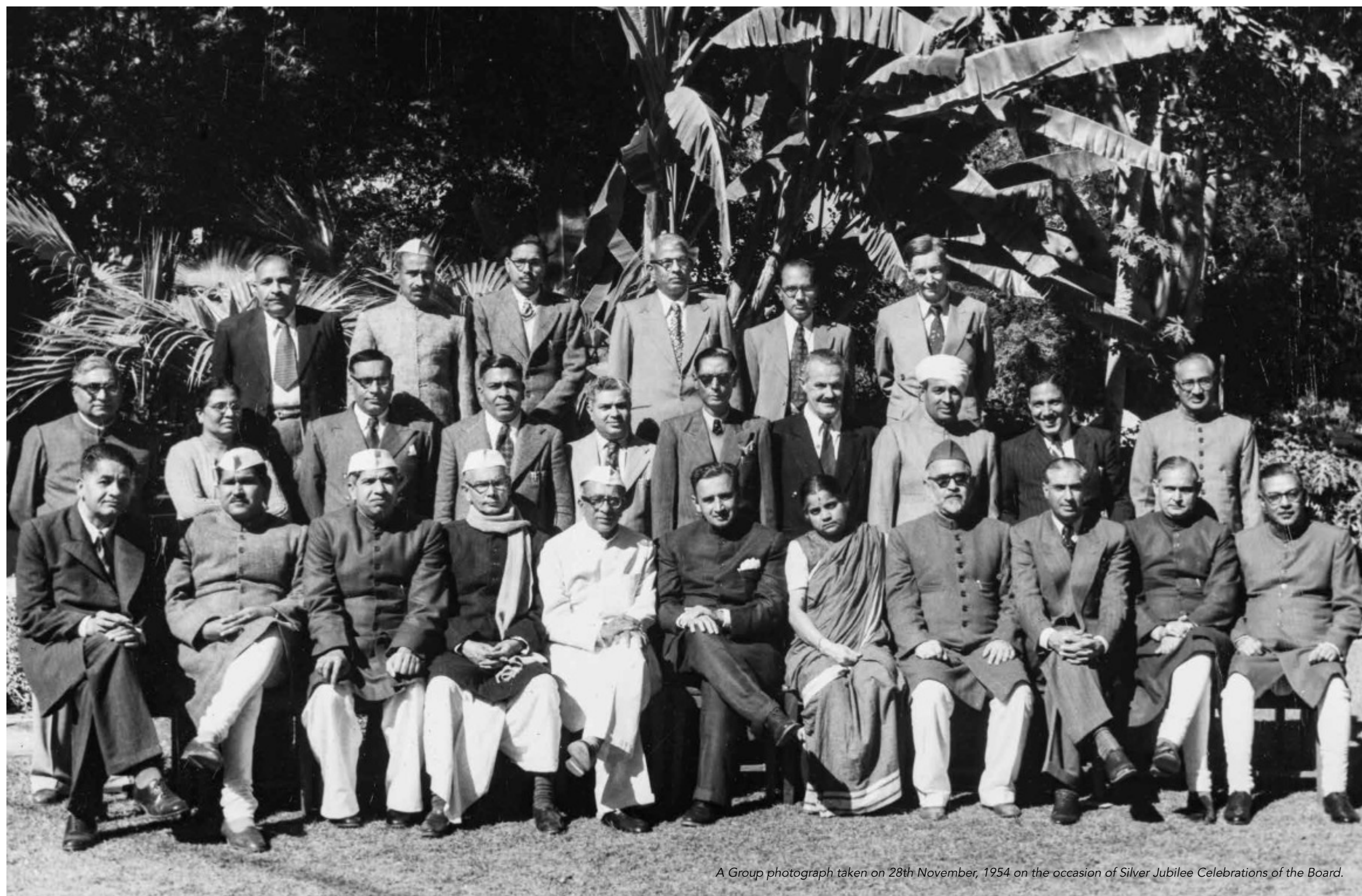
Chairperson CBSE, Prof. G.C. Chatterjee (1961-1965)



CBSE's Silver Jubilee Celebrations Photograph in 1954



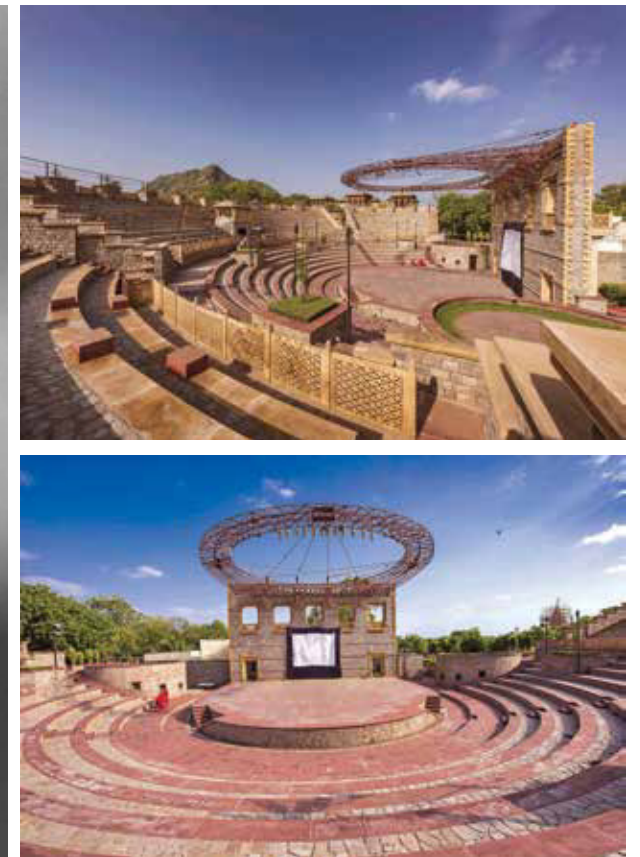
CBSE Staff Group Photograph taken at Bhopal Camp in 1955



A Group photograph taken on 28th November, 1954 on the occasion of Silver Jubilee Celebrations of the Board.



Heritage buildings of CBSE affiliated school





Thiruvananthapuram



Panchkula



Senior Officers of CBSE.



Bhubaneswar



Bengaluru



Delhi



Ajmer



Head of Departments, F, COEs and other officers.



Chandigarh



Chennai



Dehradun



Noida



Delhi



Prayagraj



Patna



Zakir Hussain Vatika inaugurated in CBSE campus



Bhopal



Yoga is a way of life in CBSE



Head of Departments



Pune

CENTRAL BOARD OF SECONDARY EDUCATION



CHAIRPERSONS, CBSE

- | | | |
|-----|---------------------------|-----------|
| 1. | Sh. K. P. Kichlu | 1929-1932 |
| 2. | Dr. P. Basu | 1932-1935 |
| 3. | Rev. Dr. J. C. Chatterjee | 1935-1947 |
| 4. | Shri L. R. Sethi | 1947-1948 |
| 5. | Sh. G.D. Widhani | 1948-1949 |
| 6. | Dr. A. P. Mathur | 1949-1952 |
| 7. | Dr. Zakir Hussain | 1952-1957 |
| 8. | Dr. A. P. Mathur | 1957-1961 |
| 9. | Prof. G.C. Chatterjee | 1961-1965 |
| 10. | Shri L. R. Sethi | 1965-1970 |
| 11. | Dr. P. D. Shukla | 1970-1972 |
| 12. | Dr. S.M.S. Chari | 1972-1974 |
| 13. | Dr. G. L. Bakshi | 1974-1977 |

CENTRAL BOARD OF SECONDARY EDUCATION



CHAIRPERSONS, CBSE

- | | | |
|-----|------------------------------|-----------|
| 14. | Dr. R. P. Singhal | 1977-1981 |
| 15. | Fr. T.V. Kunnunkal S. J. | 1981-1987 |
| 16. | Dr. H. S. Singha | 1987-1991 |
| 17. | Dr. (Smt.) D.M. DE Rebello | 1992-1993 |
| 18. | Shri P. Thakur | 1993-1994 |
| 19. | Prof. B. P. Khandelwal | 1994-2000 |
| 20. | Shri Ashok Ganguly | 2000-2008 |
| 21. | Sh. Vineet Joshi, IAS | 2008-2014 |
| 22. | Dr. Satbir Bedi, IAS | 2014-2015 |
| 23. | Sh. Y. S. K Seshu Kumar, IFS | 2015-2016 |
| 24. | Sh. R. K. Chaturvedi, IAS | 2016-2017 |
| 25. | Smt. Anita Karwal, IAS | 2017 |

TREASURES DUG OUT FROM THE PAST



AWARDS & ACCOLADES EARNED





Reading habit is inculcated early in CBSE affiliated schools.

CENTRAL BOARD OF SECONDARY EDUCATION



SECRETARIES OF THE BOARD

1. Shri Rai Sahib Raghunath Das 1929-1933
2. Shri Rai Bahadur M. M. Verma 1933-1947
3. Shri Gangadhar Widhani 1947-1957
4. Shri K. S. Ali Haider 1957-1959
5. Shri G. Shah 1960-1962
6. Shri D. I. Lal 1962-1970
7. Dr. R. P. Singhal 1970-1977
8. Dr. H. S. Singha 1977-1979
9. Shri H. R. Sharma 1979-1984
10. Shri R. S. Gupta 1984-1989
11. Shri R. C. Gupta 1989-1990

CENTRAL BOARD OF SECONDARY EDUCATION



SECRETARIES OF THE BOARD

12. Shri S. Gopal 1990-1993
13. Shri S. C. Gupta 1993-1999
14. Shri H. R. Gupta 1999-2001
15. Shri B. R. Sharma 2001-2003
16. Shri Vineet Joshi, IAS 2004-2010
17. Dr. (Smt.) Veera Gupta 2010-2012
18. Shri Vineet Joshi, IAS 2013-2014
19. Dr. Joseph Emmanuel 2014-2017
20. Shri Anurag Tripathi, IRPS 2017

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- The Milk Break and After, Academic Foundation 2011, New Delhi
- Value Education: A handbook for Teachers, CBSE, New Delhi

Photo Credits

CBSE affiliated contributing schools

- 1- Mayo College, Ajmer, Rajasthan
- 2- Mayo School, Ajmer, Rajasthan
- 3- DAV Public school, New Delhi
- 4- The Daly College Indore, Madhya Pradesh
- 5- Birla High School, Kolkata, West Bengal
- 6- MGD Girls' School, Jaipur, Rajasthan
- 7- Springdales School, New Delhi
- 8- Birla School Pilani, Rajasthan
- 9- The Indian High School, Dubai
- 10- JNV, Anantpur, Andhra Pradesh
- 11- Genesis Global School, Noida, Uttar Pradesh
- 12- Mater Dei School Tilak Lane, New Delhi
- 13- The Rajkumar College, Rajkot, Gujarat
- 14- The Aditya Birla Public School, Kharach, Gujarat
- 15- The Lawrence School Lovedale Nilgiris, Tamil Nadu
- 16- Mount Carmel School, Dwarka, New Delhi
- 17- Chinmaya Vidyalaya Vaduthala, Cochi, Kerala
- 18- Salwan Public School, Rajendra Nagar, New Delhi
- 19- Eklavya Model Residential School Lumla, Tawang, Arunachal Pradesh
20. Mahabodhi School, Ladakh
21. Ramjas School, Delhi

