



CBSE/Dir/Sk. Ed./2020

Date : April 4th, 2020

Circular No. : Acad-24/2020

Dear Principals,

The entire world is facing a completely unprecedented crisis due to the spread of the Novel Corona Virus. Social distancing, one of the key components in the fight with this virus, is creating a challenging situation for our social institutions. Schools as prominent social institutions, are not going to remain unaffected by it. You, as Principals, have a huge role to play in the present setting. Yes, you have your anxieties, and fairly so. Yet there is a tremendous window of opportunity to rethink many things. You can in fact, reinvent the education processes of your school, devise creative methods to engage with your stakeholders, and perhaps even set examples to follow for the entire education system. We believe that this is the time to not just deal with the current emergency, but also build foundations of resilience to face such difficult events in the future. Here are a few thoughts and suggestions for your school, which you might like to take up voluntarily, of course by keeping in mind the local limitations.

It takes a village to raise a child:

It's the beginning of a new academic session, but with academic days getting lost, you may be wondering how you will catch up when the country overcomes the present situation. Don't let this pressure and disquiet consume you. Rather, use this time to leverage certain untapped resources. What about getting in touch with those enthusiasts in civil society who are constantly working on some or the other intervention for ensuring quality in education? Can the home be engaged by the school for some lateral solutions? Can outfits that have built high credibility around integrating education with art, music, cinema, quizzes, gardening, informal setups and so on, be summoned for preparing handy toolboxes? Use this time to tap on all these resources and communities to develop creative and innovative teaching and learning material, such as - activity-based worksheets; projects that can be done at home; activities that can generate a flood of curiosity; art, sport and music-integrated learning modules; online classes to build capacities of your teachers to open up their minds to creativity, etc. The sky is the limit here.

Covering the course:

The lockdown is building new arteries within homes; families are rediscovering their bonds and connections; they are making renewed efforts to do things that they enjoy together as a family. Therefore, how about considering this challenge as an opportunity to shift focus from 'schooling only at schools' to 'School-Home collaboration for learning'. Let us relook at the various symbiotic relationships –





human to human, human to nature and nature to nature – that can add value to the joy of educating a child. There can be no better time than this to move beyond the customary parent-teacher meetings and invite parents to a much deeper and long-term relationship in their child’s progress on the learning curve. This is the time to build a synergy between the home environment and school environment. This is the time when the school must engage with the parents, so that both stakeholders understand the unique attributes of each child, the temperament, interests, habits, mindset and inclinations. The role of parents might be one of the most vital ingredients for building a learning community. Schools can take up the preparation of questionnaires for parents of students in every grade, which gently nudge the parent to better understand their child’s unique abilities and interests, by simply filling it up. Teachers can do virtual visits to the homes of their students, to better understand the child’s background, culture and context. Teachers can explain to the parents about all the Outcomes of Learning that the child is expected to achieve at the end of the year. School Counsellors can engage with parents online, and answer their queries and give them tips for parenting. Parents can guide students do projects on human-human, human-nature and nature-nature interface by simple observations from daily lives. This deep connection between schools and homes can help children understand societal involvement in the light of redefined social roles. And even more importantly, it will bring back the focus on learning becoming a habit, a lifestyle, that is integrated into every aspect of our daily lives, and not just something that you do at school. Once again, there is no end to the possibilities here.

Hand-Heart-Head:

Head centric rote learning must be converted into experiential learning. Now is the time to reintroduce ‘learning by doing’, to tilt the balance away from head heavy theoretical education. Activate the triad of children, parents and teachers to work on problems that they see in their community, environment and geography. Textbooks cannot be the only source of knowledge but should support children to construct knowledge through all sources around them, such as people, their vocation, nature and environment, technology, tools and equipment, cultures, languages, value systems, and so on. For example, guide parents to hold discussions with their children on diverse kinds of people from amongst friends and relatives, and their vocations; this will allow children to deeply appreciate and respect the different occupations. Parents and children can jointly observe the recent changes in the surrounding nature, how sounds of birds chirping are heard more often, how the sky is bluer than before, and children can write a researched paper on the what, why, when and how of these changes, to inculcate a sensitivity towards the environment. In this manner, young people’s ability to respond to the needs of their





societies with an attitude of reconciliation, respect for diversity and learning to live together can be nurtured. Parents can also spend time with their children to understand the technology behind household items, such as pressure cooker, hair dryer, stapler, soap dispenser, clothes iron, lock and key, wall clocks, light bulbs, weighing machines, TV remote, reading glasses, microwave oven, toilet flush, etc. Or they could together understand how the design and structure that they call their home is built with brick and mortar, reinforced cement, foundation, etc. In fact, these can be turned into science and maths projects with increasing level of complexity for every grade, on which children can work as a part of their school work. Needless to mention, the only limit here is your imagination.

The running of a kitchen is an immense learning resource:

Our homes run like clockwork and the homemaker's ability to multitask are phenomenal, yet it tends to go unnoticed. Various happening places in our homes, especially the kitchens, remain the most underrated and underused place for a child's cognitive, affective and psychomotor development. Kitchen is perhaps the best lab one has at home. So much of experiments go on there and that too, with real tools. Children must take part in the kitchen work and there can be no better time than this to get started. Tell the parents of your school to include their children in kitchen work. Not only will they learn one of the most important survival skills, that is, cooking, they can learn STEM through classification, organization, quantities, proportions, thermal conductivity, chemical reactions, audits, optimization, hygiene, timing, nutrition, and many more. They will also learn about interdependence, collaboration and joy in community work.

Upkeep is a course in itself:

Upkeep of our spaces was perhaps done by helpers till now. It is now time to take this task on as a lesson in space management, time management and self-management. Advise children to participate in the upkeep of their homes. This shall inspire them to take responsibility to manage their classrooms, labs & libraries and also help them to manage their environment better in future. They will appreciate the effort it takes to keep spaces hygienic thereby generating respect for service providers. Already there are instances of schools providing space and time for gardening. It is also important to know how we can easily make cleaning agents like bio enzymes and soaps! How drinking water is tested for potability! Why toilet hygiene is important! How we can grow herbs that heal! The world needs a paradigm shift in the way we think and do things, and you can facilitate this if you choose.





Our culture, our language:

It is very important for our children to imbibe our cultural ethos and home language. In the wake of the corona pandemic, there is a renewed global interest in the Indian culture and value systems. The importance of greeting with folded hands or Namaste, our food habits and the Ayurveda system, Yoga and Pranayam, etc. are being appreciated the world over. The importance of these aspects for imbibing as a lifestyle for good health and immunity is not lost on most Indians. A child learns various socio-cultural aspects best at home. Cultural markers that give our society a distinctive flavour like art, music, food habits, mother and grandmother tongue, indigenous knowledge systems, nationality, have huge impacts on a child's cognitive and affective domains. Encourage the students to do projects on Indian art, language and culture as a part of sharpening their understanding on the sustainable aspects of our culture. Teach them the value of Yoga/Pranayam and meditation in reducing cortisol levels in the body and raising immunity. Help them do research on interesting Ayurvedic practises such as oil pull, use of spices such as turmeric for anti-bacterial purposes, etc. Parents will be able to guide their children along with you on this.

Build resilience for climate change:

For years, we have heard about climate change. Perhaps nothing affects our wellbeing more directly than climate. It is only a matter of time that 'climate change' will find its coveted place in each of the decisions we make about how to lead our lives. While that happens, prepare yourself, your teachers, your students and school to celebrate 'contribution' more than 'consumerism'. Now, because of Covid-19, we are forced to minimize unnecessary consumption. Imagine if this becomes the new normal. We will have a much better planet for ourselves. Advise your students to utilize this time to declutter and to learn the advantages of minimalism. As Brian Gardner says – "Minimalism is not about what you own, it's about why you own it." Minimalism is about adding value to your life with things, people, thoughts, knowledge, etc. that are valuable to you. It is about sharing and caring too.

Technology in our lives and the NCERT calendar of activities:

It's also the time to embrace technology – whether it is Internet based or not. Group video calls, conference calls, simple voice calls can help in effectively communicating with each other. Make judicious use of it to work with the students and parents. Online classes synced with the normal/routine timetable that you followed while in school, without adequate planning and preparation from teachers, parents and students, may give more stress without any positive outcomes. They may also lead to the same rote-learning based education that is a one-way street,





where the child listens and the teacher speaks. Therefore, schools are advised to be mindful of physical and emotional needs of students while introducing online classes. This is an opportunity to inculcate self-learning and researching habits amongst children, particularly those studying in classes 5 to 12. Instead of focusing only on one-way communication, utilize your online time with them to facilitate children to reflect and make presentations on studies/activities completed on their own. Students may be asked to make their presentations in the form of films shot by them on their mobiles and curated to meet the requirements of the assignments. Schools must also consider using Internet and social media platforms, such as WhatsApp, Facebook groups, emails, etc. for sending daily guidance or even assignments. Schools can encourage peer learning through formation of WhatsApp groups of similarly inclined students. All this will also lead to imbibing of digital skills, one of the most important Literacy skills of the 21st century.

In this context, it is strongly advised to follow the alternative academic calendar for students of classes 1 to 12 which is being developed by NCERT. We will be sharing this with you shortly. This calendar is specially developed around activities that will help attain Learning Outcomes in a joyful manner. This calendar also suggests ways and means to use technology to aid and facilitate this process of learning.

Digital/e-Learning Platforms provided by MHRD:

Aside from the NCERT calendar, during these difficult times, teaching and learning can also continue with the help of comprehensive digital learning platforms focused on providing curriculum linked and curated content. This will also help in minimizing the impact of the present situation on the learning and development of our students and ensure easy access of contextualized e-resources. We would like to caution at this stage that while technology will be required to be used by the child for learning, at the same time, sensitize parents about the misuse/misinterpretation of information in certain sites that can induce possible distress in children because of exposure to age inappropriate content. Similarly, take measures to ensure the privacy of your students and protecting their data before giving any suggestions for browsing.

We are aware of your constant search for reliable e-content for your students. That is why we have collated the following for you:

- a) **Digital Infrastructure for Knowledge Sharing (DIKSHA):** DIKSHA, an MHRD initiative has been adopted widely by 35 States/UTs and CBSE for enriched teaching and learning experiences. DIKSHA's free mobile application can be downloaded on Google Play Store (Android Phones) or





DIKSHA website can be accessed through the following URL:
<https://diksha.gov.in>.

DIKSHA hosts more than 80,000 curriculum-linked and curated content pieces in 15 languages (mediums of instruction). The wide range of educational material includes explanation videos, experiential content, activities, quizzes, interactive games, lesson plans and worksheets all of which creates an engaging learning experience. Following content on DIKSHA will be useful for students/teachers of CBSE affiliated schools:

- **Content for grades 6 to 10:** DIKSHA has content for Grades 6 to 10 across subjects aligned to NCERT and CBSE, and more content is being uploaded across all grades & subjects within the coming few weeks. Content aligned to CBSE board can be accessed through the following URL: <https://diksha.gov.in/cbse/>. The CBSE board aligned content has been systematically organized as per the NCERT textbooks table of contents.
 - **Creative and Critical Thinking (CCT) questions:** CCT items on Reading, Mathematics and Science Literacy are uploaded on a weekly basis on DIKSHA for students of classes VII-X. New questions for CCT practice are uploaded every Monday and answers are shared by Thursday, hence it provides a good opportunity to build critical thinking skills amongst students. The CCT questions and solutions can be accessed through the following URL: https://diksha.gov.in/resources/play/collection/do_31290608850520473612338?contentType=TextBook. Given the success of this program, it will soon be extended to other grades.
 - **Question Bank:** For practice by students of class X, this bank is also available and can be accessed using the following URL: <http://cbseacademic.nic.in/revision10.html>
 - e-Pathshala and NROER content is now also available on DIKSHA.
- b) **E-Pathshala:** NCERT has uploaded 1886 audio files, 2000 videos, 696 e-Books (ePUB format) and 504 flip books for classes I to XII in different languages on e-Pathshala. E-Pathshala can be accessed through the following website URL: <http://epathshala.nic.in> or <http://epathshala.gov.in>.
- c) **National Repository of Open Educational Resources (NROER):** NROER has a total of 14527 files including 401 collections, 2779 documents, 1345 interactive content pieces, 1664 audio files, 2586 images and 6153



videos in different languages. NROER content can be accessed through the following website URL: <http://nroer.gov.in/welcome>.

d) **SWAYAM:** SWAYAM is a national online education platform that hosts 1900 courses covering school education (grades IX-XII) and higher education (under graduate and post graduate programs). SWAYAM content can be accessed through the following website URL: <https://swayam.gov.in>. Major subjects of Secondary and Senior Secondary level developed by NIOS are also available on URL: https://swayam.gov.in/nc_details/NIOS

e) **SWAYAM PRABHA:** SWAYAM Prabha has 32 DTH TV channels transmitting educational content 24/7. These channels are available for viewing all across the country using DD, Free Dish Set Top Box and Antenna. The channel schedule and other details are available on the portal. These channels cover both school education (grades IX-XII) and higher education (under graduate and post graduate programs).

- SWAYAM Prabha content can be accessed through the following website URL: <https://swayamprabha.gov.in>.
- DTH Channel no 27 (Panini) <https://www.swayamprabha.gov.in/index.php/program/current/27> (Secondary) and channel no 28 (Sharda) https://www.swayamprabha.gov.in/index.php/channel_profile/profile/28 (Sr. Secondary) have very useful content prepared by NIOS.
- Kishore Manch 24x7 TV channel of NCERT under Swayamprabha can be visited on Channel #31

f) **YOUTUBE CHANNELS:**

NIOS and CBSE also run YouTube channels for secondary and senior secondary level subjects:

- For classes 9 and 10 NIOS content can be viewed on: https://www.youtube.com/channel/UC1we0IrHSKyC7f30wE50_hQ/videoes
- For classes 11 and 12 NIOS content can be viewed on: <https://www.youtube.com/channel/UC6R9rI-1iEsPCPmvzlunKDg/videos>
- For class 12 Physics, Chemistry and Mathematics, CBSE content can be viewed on: <https://www.youtube.com/channel/UCG7qv69PhtZlwDzB2vTWzKQ/videoes>





g) **PODCAST:**

CBSE launched a Podcast app '**CBSE-Shiksha Vani**', which is available on Play Store for Android phone users. The Board uses this platform to disseminate crucial information to students, parents, teachers and principals through podcast, besides providing audio files on diversified topics ranging from Storytelling to various academic and skill subjects by experts.

h) **NATIONAL DIGITAL LIBRARY OF INDIA:** The National Digital Library of India is an integration platform for schools, colleges, universities, teachers, students, lecturers, differently-abled pupils, and anybody who has a willingness to learn. NDLI content can be accessed through the following Website URL: <https://ndl.iitkgp.ac.in/>

i) **IIT Pal:** Students who are interested in getting online coaching for IIT entrance exams can access lectures on Physics, Chemistry, Mathematica and Biology on the official website of National Testing Agency at the link: <https://nta.ac.in/LecturesContent>

Covid-19 is showing us that when humanity is united in a common cause, rapid changes, rather phenomenal changes for the better, are possible. This time that we have suddenly on our hands, calls upon each one of us to delve inside, reflect and metamorphose into beings who are at synergy with all of nature, all of environment, and all of humanity, while focusing our energies on our mission to make every child "learn to learn". Spread love and lead by example, as you always have.

We sincerely hope that you will not only take up these activities to widen the scope and enhance the learning opportunities for your students, but will also let us know of the innovative work you are doing at dirtraining.cbse@gmail.com and on ASAR App of CBSE. Share your innovative timetables, content, assignments, question banks, etc. with us, so that your efforts do not remain limited to your school. Let us jointly create a world of joyful learning for the young citizens of this glorious nation.

All the best!


ANITA KARWAL

Chairperson, CBSE



To,

Principals of all schools affiliated to CBSE

Copy for information to the respective Heads of Organizations / Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110016.
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309
3. The Additional Chief Secretary/Principal Secretary/Secretary (School Education), Government of Arunachal Pradesh, Itanagar – 791111
4. The Additional Chief Secretary/ Principal Secretary (School Education), Government of Sikkim, Gangtok, Sikkim –737101
5. The Principal Secretary/Secretary (School Education), Government of NCT of Delhi, Old Secretariat, Delhi - 54.
6. The Principal Secretary(School Education), Union Territory Secretariat, Sec- 9, Chandigarh
7. The Principal Secretary/Secretary (School Education), Govt. of A&N Islands, Port Blair
8. The Principal Secretary/Secretary (School Education), Govt. of Odisha
9. The Principal Secretary/Secretary (School Education), Govt. of Chhattisgarh
10. The Principal Secretary/Secretary (School Education), Govt. of Tripura
11. The Principal Secretary/Secretary (School Education), Govt. of Haryana
12. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi - 54
13. The Director of Public Instructions (Schools), Union Territory Secretariat, Sec- 9, Chandigarh-160 017
14. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim –737101
15. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791 111
16. The Director of Education, Govt. of A&N Islands, Port Blair – 744101
17. The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sec- 3, Rohini
18. The Under Secretary (EE-I), MHRD, Govt. of India, Department of SE&L, Shastri Bhawan, New Delhi-01
19. The Additional Director General of Army Education, A – Wing, Sena Bhawan, DHQ, PO, New Delhi-01
20. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010
21. The Director , NCERT for information.
22. The Director General , National Testing Agency for information.



23. The Chairman, NIOS, Noida for information.
24. All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
25. All Heads of COEs of CBSE
26. All Joint Secretaries/ Deputy Secretaries/ Assistant Secretaries, CBSE
27. In charge IT Unit with the request to put this circular on the CBSE Academic website
28. The Head (Public Relations), CBSE
29. SPS to Secretary, Director (Information Technology), Director (Academics), Controller of Examinations, Director (Skill Education & Training), Director (Professional Exams), CBSE

