

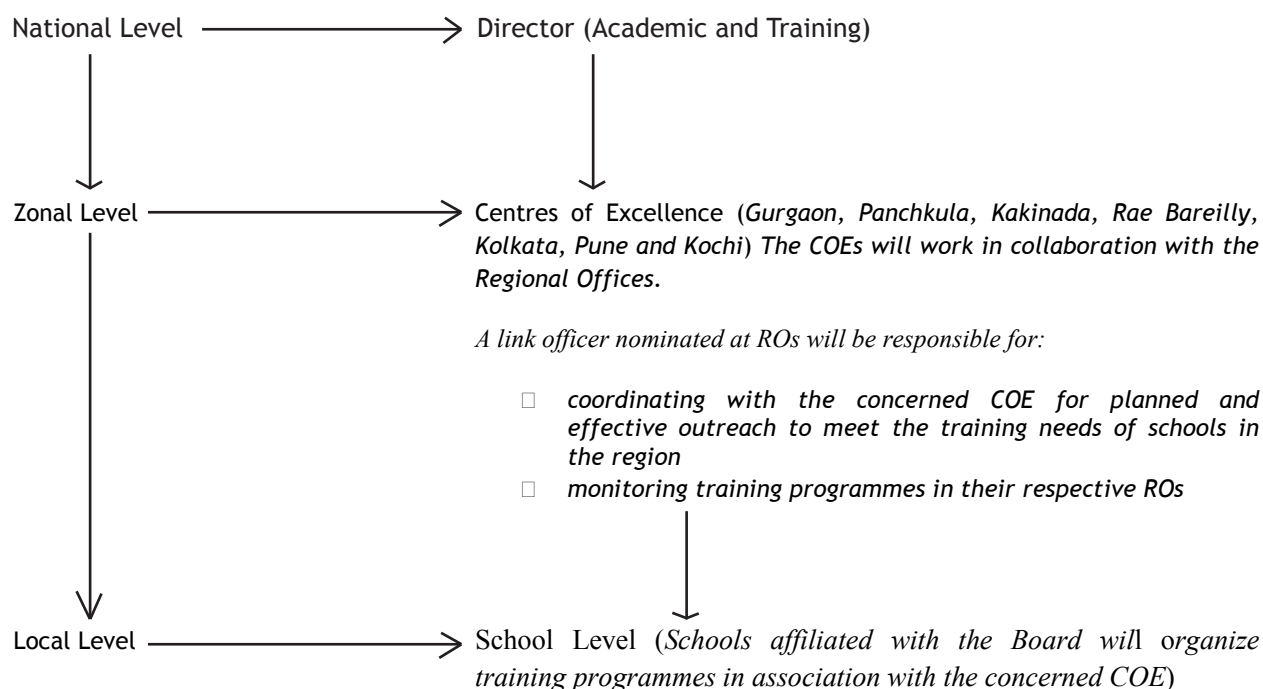
## The Training Policy in Central Board of Secondary Education

It is generally acknowledged that promoting teacher quality is a key element in improving school education and promoting students' development. So systematic in-service training should be given paramount importance in an academic organization. Without a doubt, one of the primary goals of CBSE should be to have 'highly qualified teacher work force in every classroom'.

To bring in qualitative change in the attitude of teachers, the schools affiliated with the Board should organize at least five - days training programme for all its teachers at least once in every three years in association with teacher training institutes recognized by the State or Central Government or any agency identified by the Board or the Board itself or the Centres of Excellence of the Board. The schools can organize training programmes for at least one third of its teachers every year.

The Board has set up Centres of Excellence at various places throughout the country to impart effective and continual training to the heads of schools, teachers and other stakeholders in a planned and systematic manner.

### 1. Organizational set up of Training Unit at CBSE



#### 1.1 Role of Training Unit at National Level

The Training Unit at Academic Branch of CBSE (Shiksha Sadan, 17, Rouse Avenue, Institutional Area, New Delhi) under the guidance of Director (Academic and Training) will act as a nodal agency of training.

It will be responsible for:

- i. Formulating training policy and reviewing it in the light of other reforms
- ii. Monitoring the training programmes
- iii. Issuing appropriate guidelines to Centres of Excellence to facilitate the implementation of the training policy and other changes brought out by CBSE

- iv. Coordinating with the various Centres of Excellence for :
  - a. Strengthening Trainer Development Programme and creation of Resource Pool of Master Trainers and Trainers to provide wider coverage
  - b. preparation, validation and review of training modules in different areas
  - c. conduct of Training Programmes
  - d. reviewing training process and strengthening it according to the feedback received from the trainees and the stakeholders
- v. Keeping a track of latest national as well as international trends in in-service training of teachers and assimilating those in its training programmes in the Indian context
- vi. Constantly upgrading the skills of the Master Trainers and Trainers in the new emerging techniques and methodologies of training as well as in emerging trends in education
- vii. Carrying out evaluation studies to assess the impact of training programmes on the overall skills and knowledge of teachers /trainees and largely on the school education system.

### **1.2 Role of Regional Offices**

The ten Regional Offices of the Board at Ajmer, Allahabad, Bhubaneswar, Chennai, Delhi, Dehradun, Guwahati, Panchkula, Patna and Thiruvananthapuram will be responsible for:

- i. Updating database of schools (old and new) affiliated with the Board in their region
- ii. Conducting need analysis of teachers in their region in collaboration with the respective Centres of Excellence
- iii. Helping the Centres of Excellence in identifying:
  - a. Subject Experts for developing training material or modules
  - b. Personnel to be trained as Master Trainers and Trainers
  - c. Venues for different training programmes
- iv. Identifying Experienced Principals to help in preparation of training modules for the Induction Programmes for the heads of newly affiliated schools
- v. Conducting Induction Programmes for the heads of newly affiliated schools in collaboration with the respective Centres of Excellence.

### **1.3 Role of Centres of Excellence**

The seven Centres of Excellence at Gurgaon, Panchkula, Kakinada, Rae Bareilly, Kolkata, Pune and Kochi will be responsible for:

- i. Carrying out Training Need Analysis in the areas of their own jurisdiction
- ii. Preparation of Training Modules in different training areas
- iii. Identifying personnel to be trained as Master Trainers and Trainers
- iv. Training of Master Trainers and Trainers depending upon the requirement

- v. Identifying areas for Action Research
- vi. Motivating schools to carry out action researches and to share their best practices with other schools
- vii. Undertaking action research in collaboration with schools and Training Unit of CBSE for the development of innovative methods, processes and practices for the improvement of teaching and learning environment in school education
- viii. Planning and implementing annual training calendar for the continuous professional development of teachers and principals
- ix. Disseminating information regarding various initiatives of CBSE to teachers and Heads of schools
- x. Monitoring the training programmes
- xi. Taking feedback from the trainees about the training attended
- xii. Reviewing and analyzing the feedback of the training programmes and then making desired changes in the training programmes
- xiii. Conducting seminars/webinars and conferences for teachers and Heads of schools on educational issues
- xiv. Liaisoning with various Educational Institutes/Organizations to collaborate and share ideas to strengthen capacity building of teachers, students and Heads of schools
- xv. Bringing out publications (monograph or journal) on educational issues relevant for heads of schools and teachers

## 2. Approach to Training

The entire training process will be carried out systematically as depicted below:



## 2.1 Identifying Training Needs

Before planning and organizing a training programme for teachers, a “Needs Assessment Survey” will be conducted so as to identify the training needs of the teachers. This will be a decentralized exercise. The Regional Offices with their academic staff as well as CBSE Centres of Excellence (COEs) will identify the needs of the teachers in their particular regions. The data regarding the training needs of the teachers will be obtained through online survey or interviews.

The needs identified at the Regional Offices/COEs will be collated and prioritized at Academic Unit of CBSE currently at Shiksha Sadan, 17 Rouse Avenue, Institutional Area, New Delhi and then training areas will be identified and training material will be prepared.

## 2.2 Setting Training Objectives

After identifying the training needs, training objectives will be formulated. Some general objectives of training programmes are listed below:

- a. To equip teachers with skills and competencies to effectively transact challenging content areas
- b. To motivate teachers to deliver quality education
- c. To enable teachers to be reflective and thoughtful about school practices

## 2.3 Planning and Designing Training Programmes

The training programmes will be planned and designed by enlisting the active participation of different personnel (Academic Officers at Academic Branch, ROs and Centres of Excellence) at different levels. Training experts, Heads of schools and teachers will also be consulted in planning and designing the training programmes.

### 2.3.1 Identification of Training Areas/Programmes

Based on the common needs of all the school teachers, the following training programmes will be planned and undertaken by the Board:

For Teachers		For Principals	For Students
Core Areas	Other Areas		
1. Subject Specific Training Programmes for Senior Secondary School Teachers (English, Geography, Economics, Accountancy, Business Studies, Mathematics, Chemistry, Physics and Biology)	1. Life Skills	1. Institutional Management / School Management and Leadership Skills	1. Life Skills
2. Subject Specific Training Programmes for Secondary School Teachers	2. ICT in Education (in collaboration with Oracle Academy and also by CBSE)	2. Induction Programme for heads of newly affiliated schools	2. ICT in Education (in collaboration with Oracle Academy)
3. Assessment of Speaking and Listening Skills	3. Heritage Education		3. Study Skills and Learning Strategies
4. Pedagogical / Instructional Strategies	4. Disaster Management		4. Career Counseling
5. Assessment of Learning	5. Inclusive Education		5. Disaster Management

6. Training Programmes for newly introduced subjects	6. Classroom Management		6. Leadership and Entrepreneurial Skills
	7. Action Research		7. Cyber Safety
	8. Values Education and Gender Sensitivity		8. Mental Health and Adolescent Issues
			9. Self Defence and Civil Defence

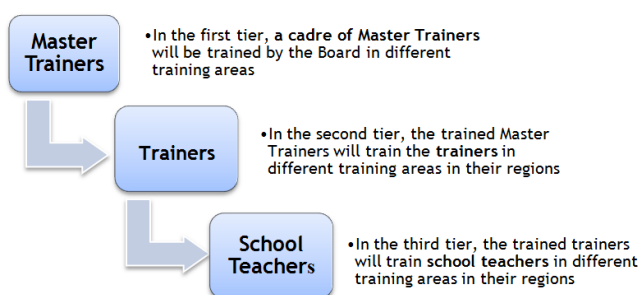
The list of identified training programmes might increase or decrease as per the needs of the trainees.

### 2.3.2 Preparation of Training Material/Modules

The training material on different areas will be prepared by involving subject experts especially school teachers, which then will be reviewed by a committee of experts before being implemented. All the COEs will be given the responsibility of getting the training modules prepared by the subject experts. The training modules will be reviewed at regular intervals and appropriate changes will be made as per the needs of the trainees.

### 2.3.3 In-service Teacher Education Model

A Three Tier Cascade Model will be used as given below:



Transfer of learning will take place from one level to the other level.

### 2.3.4 Identification and Training of Master Trainers and Trainers

The success of any training programme not only depends upon proper planning but also on the quality of the trainers. So the trainers need to be identified with care as they need to be:

- experienced in school improvement processes and strategies
- highly motivated and committed
- familiar with curriculum and pedagogy
- capable of using new technology
- easily and readily available
- effective communicator
- experienced in in-service trainings of teachers

The Master Trainers/ Trainers will be:

- Principals (Working / Retired)
- Vice Principals
- HODs and Coordinators
- Senior teachers

- Mentors (Active/Senior/Awarded)

The Master Trainers from all over India covering all the regions and zones will be selected after proper scrutiny and will be given training in the different training modules. Minimum 100 trainers will be trained by Master Trainers in each area specifically for subject specific training programmes for each CBSE COE. This number may vary and depends on the number of schools under the jurisdiction of each COE. Each trained trainer will conduct a minimum of 10 training programmes in two years.

### 2.3.5 Identifying Training Venues and preparation of Training Calendar

The training programmes will be conducted at various COEs or through respective COEs in the schools having adequate infrastructure in the areas under the jurisdiction of the respective COE.

#### Jurisdiction for Centres of Excellence

S. No.	CENTRE OF EXCELLENCE	STATES	APPROX. NO. OF SCHOOLS	STATUS	CBSE REGIONAL OFFICE
1.	Gurgaon	Foreign schools	135	Functional	Delhi and Ajmer
		Delhi	1983		
		Rajasthan	767		
2	Panchkula	Himachal Pradesh	221	Functional	Panchkula
		Punjab	1001		
		Jammu and Kashmir	121		
		Chandigarh	157		
		Haryana	1224		
3	Kakinada	Andhra Pradesh	441	Functional	Bhubaneswar and Chennai
		Telangana			
		Odisha	287		
		Tamil Nadu	580		
		Puducherry	17		
		Andaman and Nicobar Islands	111		
4	Kolkata	Sikkim	211	Functional	Guwahati, Bhubaneswar and Patna
		Assam	220		
		Arunachal Pradesh	287		
		Nagaland	32		
		Manipur	64		
		Mizoram	13		
		Meghalaya	23		
		Tripura	43		
		West Bengal	241		
		Jharkhand	363		
		Chhattisgarh	510		

5	Rae Bareilly	Uttar Pradesh	2065	Functional	Allahabad, Dehradun and Patna
		Uttaranchal	470		
		Bihar	661		
6	Pune	Maharashtra	605	Functional	Chennai and Ajmer
		Daman and Diu	05		
		Dadar and Nagar Haveli	07		
		Goa	14		
		Madhya Pradesh	921		
		Gujarat	316		
7	Kochi	Kerala	1249	Non Functional	Thiruvananthapuram and Chennai
		Karnataka	629		
		Lakshadweep	12		

A comprehensive training calendar detailing the training venues and dates of training programmes will be prepared quarterly / half yearly at each Centre of Excellence and will be uploaded on the CBSE website.

### 2.3.5 Mode of Registration

The registrations will be done both in online and offline mode.

### 2.3.6 Modes of organizing In-service Training Programmes and Training Strategies and Techniques

In-service training programmes will be organized through the following modes:

- a. Face to Face Interaction Mode
  - b. Online Mode
- a. Face to Face Interaction Mode: In this mode, the resource persons/trainers and the participants sit face to face. Strong advantage is the two way communication thus providing opportunities for social interaction between resource persons/trainers and the participants.

The following training strategies / techniques shall be utilised in the face-to-face training programme:

Discussion	Demonstration
Group Work/Pair Work	Brainstorming
Case Study	Interactive lectures supported by multimedia
Role Play	

- b. **Online Mode:** This mode is helpful in catering to the needs of the teachers who are located at far off places.

Online interactive webinars, video conferences may be organized on various issues of educational importance to supplement the face-to-face mode of training.

## 2.4 Implementing Training Programmes

Each Centre of Excellence will conduct the planned training programmes throughout the year in their jurisdiction. Each training programme will have the participation of 45-50 trainees. Each training programme may be monitored to ensure that quality of in-service education is maintained.

## 2.5 Assessing the training programmes and analyzing the feedback received

Each training programme will be assessed to know:

- a. The quality and effectiveness of training provided
- b. Improvement in the performance of teachers/trainees
- c. Adequacy of training programme

At the end of each training programme, the participants will be asked to fill in the feedback form which will be reviewed and analysed. This will help in improving the training programmes. Moreover, the trainees will be given a post training test to assess how far they have benefitted from the training programme.

In order to ensure transfer of learning on part of the teachers, regular follow up may be taken up in the form of getting feedback from teachers through questionnaires and from Heads of schools who can send a report of the changes observed in the classroom and learning outcomes of the students. The gap(s) can be addressed in subsequent programmes.

### **3. Advisory Committee on Trainings**

An Advisory Committee will be constituted to provide quality inputs regarding the training programmes to be offered to the schools affiliated with the CBSE.

The Advisory Committee will consist of the following members:

- Director (Academic and Training): 01
- Advisors (Training) posted at various Centres of Excellence: 02
- Officers in charge of CBSE Training Unit: 02-03
- Directors of ZIETs of KVS: 02
- Representatives from NVS: 02
- Principal of Sainik School: 01
- Principal of school under Directorate of Education, Delhi: 01
- Principals of independent schools affiliated with the Board: 02
- Primary school teachers (one from Delhi and one from outside Delhi): 02
- Representative from NE states: 01
- Representative from Jharkhand: 01

Each Advisory Committee will be constituted for a term of three years.

### **Conclusion**

Society demands more schools and teachers than ever before. It expects them to provide broader access to high quality teaching, for an increasingly diverse student body with specific needs. In a rapidly changing world, demands on teachers change. To stay ahead, in-service training and professional development must take place on a regular basis so that teachers are “reflective practitioners” in their classrooms and schools become “learning organisations”. If we are concerned about the professional development of the nation’s growing number of teachers and the quality of the services they deliver to our young children, then we must invest our resources in training. The Board believes in interesting, practical and flexible training programs and will offer opportunities for the professional development of the teachers and heads of schools that will have a long term impact on the school education system in our country.



## Application for Introduction of Additional Subject(s)

**The Secretary,**

Central Board of Secondary Education, Shiksha Kendra, 2- Community Centre, Preet Vihar, Delhi-110092.

Sub: Request for introduction of additional subject(s)

from .....

Session in class .....

Sir,

Approval for teaching of the following additional subject(s) with effect from .....

..... is requested:

Subjects: (i) ..... (ii) .....

(iii) ..... (iv) .....

Information in respect of facilities available/proposed to be made available for the teaching of additional subject is attached on following points:

- (a) Additional accommodation for teaching the subject (if the subject needs a separate room).
- (b) Particulars of teacher(s) to teach the subject(s) (Give details of academic qualifications etc. on the prescribed proforma).
- (c) Apparatus and equipment provided for teaching the subject(s) and amount spent (Attach separate lists of articles and apparatus, etc. with cost for each subject, if applicable).
- (d) Amount proposed to be spent on the equipment and accessories required for introduction of the new subject(s) in the next year .....
- (e) Particulars of library book added/proposed to be added on the subjects) in the current financial year.
- (f) Dimensions of the laboratory if the subject involves practical work.
- (g) Any other relevant information .....

**Countersigned:**

Yours faithfully,

Education Officer/President/ Manager/Secretary/Chairman of Trust/Society,

Name.....

Principal

Name.....

Notes:

1. Every application must be accompanied with the prescribed fee for each additional subject proposed to be introduced. The amount be remitted through crossed demand draft payable to the Secretary, Central Board of Secondary Education, New Delhi or in cash. The details of fees are as under.

1	Independent schools within the country (Science Subject)	₹ 5,000/- per subject
2	Independent schools within the country (Other Subject)	₹ 3,000/- per subject
3	Overseas Independent Schools (Science Subject)	₹ 15,000/- per subject
4	Overseas Independent Schools (Other Subject)	₹ 10,000/- per subject
5	Govt./Aided/KVS/JNV Schools	₹ 1,000/-per subject
6	Overseas KVS Schools	₹ 2,000/-per subject

2. Application for introduction of additional subject(s) should reach the Board's office not later than 30th June of the year preceding in which the subject is proposed to be introduced.

### Frame Work for Special Adult Literacy Drive

1. It seeks involvement of students on a mass scale, as also of the schools, as committed and supportive systems, in the national cause of eradication of illiteracy among adults.
2. SALD will form an essential component of Work-Experience. Accordingly, the area of Work-Experience has been restructured and assigned weightages looking to their relative significance in the curriculum, both at the Secondary & Senior Secondary stages, as under:
  - a) Essential Area: Which may include health, hygiene, food shelter, recreation etc. 20%  
as outlined in the
  - b) Special Adult Literacy Drive: as a separate and essential component 20%
  - c) Optional Activities: Any one to be chosen out of the many provided in guidelines 60%  
issued by the Board
3. In the areas where 100% literacy has been achieved, the 20% weightage earmarked for SALD shall be merged with the component designated as Essential Area. Concomitantly, in such situations/areas the component of Essential Area will acquire 40% weightage (including 20% that of SALD) and the optional area with 60% weightage.
4. In recognition of the useful work done by students under SALD, in consonance with 20% weightage assigned to it as part of Work-experience, the award of marks will be as under:
  - 4.1 Marking one adult literate (15-35 years) = 15 marks
  - 4.2 Marking two adults literate (15-30 years) = 20 marks
5. The students, who make, more than two adults literate may be awarded extra credit in the same ratio, as suggested under para 4 above, i.e.:
  - 5.1 for 3 adults = Additional 15 marks
  - 5.2 for 4 adults = Additional 20 marks
6. These additional 20 marks be drawn from the Essential Area of Work Experience which has been assigned 20% weightage in the scheme. For such students the maximum marks allocated for the Essential Area (20) and the SALD (20) will be clubbed together for assessment on this activity. These students will be awarded marks out of 40 instead of 20 as it would be in the normal cases under 4 above. The students making three or more adults literate in that case will not be required to offer any other activity under the Essential Area. They will be deemed to have utilised maximum 40 marks (20 under essential Area + 20 under SALD).

In order to arrive at the overall grade in Work Experience it would be advisable that initially the assessment in done in terms in marks according to the weightages assigned to difference three components i.e. Essential Area, (SALD) and Optional Activities. Then the overall scores (total of three components) obtained by individual candidates be arranged in rank order (i.e. from highest to the lowest for the entire class. Those getting less than 33% will be treated as failed highest to the lowest for the entire class. Those getting less than 33% will be treated as failed and be given grade E of the remainder pass candidates i.e., those getting 33% marks or above in accordance with the criterion laid- down by the Board, the top one-eighth (1/8) candidates be awarded A1 grade and the next one-eighth (1/8) A2 grade and so on.
7. In those schools or in case of such students who are not familiar with the language of the region concerned where in the literacy programme has to be undertaken, the candidates may either be.
  - 7.1 exempted from this activity (in that case they will be assessed under the Essential Area for 40% weightage instead of 20% weightage in normal circumstances).
  - 7.2 or such candidates may engaged in other related activities of the SALD rather than direct teaching of adults and may be awarded marks suitable for the work done by them.

8. In order to give due recognition to the work done by students, indication will also be made on the certificates issued by the Board, at the end of Secondary and Senior Secondary stages regarding participation of SALD and number of adults made literate during the block period.
9. The good work done by the institutions will also be encouraged. It is expected that under the special drive, the schools would be able to make two persons literate for each student they send every year to Board's examination at the Secondary and Senior stages.
10. Each student's volunteer who wants to make use of incentive marks would be required to devote at least 100 hours in each academic session. The activity may have flexible schedule to be organised during regular school hours or after school hours or during holidays or summer vacation since the entire programme is learner based. This schedule may differ from individual also. Adult literate will have to be certified by the School on the basis of resting done under the norms laid down by NLM and Board.
11. The special driver (SALD) being a part of the national movement, should not be treated as an activity to be taken up by the student alone at their individual levels but the entire school, as a system, under the leadership of the Head of the Institution should involve itself wholly so as to include all the teachers playing their roles effectively in planning, supporting and extending this activity. Involvement of parents is also necessary for the success of the drive. Suitable incentives may also be worked out by the schools and PTA.
12. The school should make this activity time-bound and also area specific. They may adopt nearby villages or communities as the case may be and declare them literate within a specific period of time i.e. two or three years. Thus the target is obligatory not only for the students but also for the schools to be attained within a specific period of time. In metropolitan cities if such localities cannot be identified in the nearby areas, the students and teacher may adopt families and declare within the specified period.
13. The SALD shall be monitored by the board regularly. For the purpose, it may set up State - Wise/Region - Wise Monitoring Committees to review the progress of the Programme in their designated States/Regions with reference to supply of materials, academic inputs, general coordination and overall effectiveness of the programme in the state/region concerned.
14. These Monitoring Committees will also pay surprise visits to the affiliated institutions any time during the months of February to April every year to examine the activities and all the related aspects of the programme and to into records of the adult learners maintained by the schools, from the standpoint of:
  - 14.1 ascertaining that proper evaluation procedures have been followed by the school while awarding the certificated to the adult learners;
  - 14.2 verify that the students volunteers have made literate the number of adults as has been claimed in the Performance Reports submitted to the Board by Schools for that year.
15. The monitoring in respect of Kendriya Vidyalays, Navodaya Vidyalayas, Govt. and Govt. aided institution will be done by the respective organisations controlling them. The Board may, however direct its Monitoring Committees to inspect these institutions also, as and when necessary for required verification.
16. For purpose of monitoring, the schools are expected to do the following:
  - 16.1 To maintain student volunteers Achievement Record as per Appendix - 1, given for purpose of award of incentive marks to student volunteers.
  - 16.2 To keep record of adult learners in readiness which may include the test administered by the schools, of exercise books of the adults and the diaries maintained by the student volunteers.
  - 16.3 To have complete addresses and particulars of the adults made literate for verification by the Monitoring Committee. The Monitoring Committee may also like to meet the adults, the sessions with whom could be arranged on the following days or visits could be organised to their desired by the Committee.
  - 16.4 To send Annual Performance Reports to the Board in proforma SALD-2 given at Appendix-B every year by the end of February.

## Central Board of Secondary Education, Delhi

### Special Adult Literacy Drive: Student Volunteer Achievement Record

School Code: \_\_\_\_\_ School Name: \_\_\_\_\_ Examination \_\_\_\_\_

Note: To be submitted in duplicate by the end of February every year to the Regional Office. In case the Achievement Records do not reach the

Board's office by February, no further request will be entertained. All entries to be made in Capital letters only.

S. No.	Roll No.	Name of the Examinee made Literate	Number of Adults made Literate	Name of the Adults	Address of the Literates	Remarks
				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	_____ _____ _____ _____	
				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	_____ _____ _____ _____	
				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	_____ _____ _____ _____	
				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	_____ _____ _____ _____	
				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	_____ _____ _____ _____	

\*Mention other aspects of the literacy programme in which participated in lieu of actual teaching due to lack of knowledge of local language.

## CENTRAL BOARD OF SECONDARY EDUCATION, DELHI SPECIAL ADULT LITERACY DRIVE

### Proforma for the Annual Performance Report

(To be sent in Duplicate to the Regional office latest by the last  
week of February every year along with Student Volunteers Achievement record-SALD-1 )

School: \_\_\_\_\_ Exam year \_\_\_\_\_

No. of Examinees: \_\_\_\_\_ No. of Adults Made Literate by the school \_\_\_\_\_

Secondary \_\_\_\_\_

Sr. Secondary \_\_\_\_\_

1. A descriptive account of the programme with reference to the area/community selected, total population, part of the population covered, duration of the drive, quantum of achievement, reasons for shortfall, if any, tasks yet to be achieved, approach and strategies followed, problems faced, their solutions, resources generated, unique aspects of the programme. The narration may be done point wise to facilitate analysis.
2. Observations and Suggestions:
  - 2.1 For the school
  - 2.2 For the Board
  - 2.3 Other Liaising Agencies

Signature

School's Stamp

(with address)

**NB: More sheets may be added if the space is not adequate.**

## FOR BOARD'S PUBLICATIONS

Orders for text books and other publications brought out by the Board can be placed with any of the following offices:

1. Head Assistant (Publication Stores), Central Board of Secondary Education, PS 1-2, Institutional Area, I.P. Extension, Patpar Ganj, Delhi - 110092
2. Regional Officer, Central Board of Secondary Education, Shilpagram Road, Near Sankardev, Kalakhetra Panjabari, Guwahati - 781037
3. Regional Officer, Central Board of Secondary Education, Todarmal Marg, Ajmer (Raj.)-305030
4. Regional Officer, Central Board of Secondary Education, 35-B, Civil Station, MG Marg, Civil Lines, Allahabad - 211001
5. Regional Officer, Central Board of Secondary Education, Sector - 5, Panchkula, Haryana - 134152
6. Regional Officer, Central Board of Secondary Education, New No. - 3 (Old No. 1630A), J. Block, 16th Main Road, Anna Nagar (West), Chennai - 600040
7. Regional Officer, Central Board of Secondary Education, Ambika Complex, Behind State Bank Colony, Brahmsthan, Sheikhpura, Raja Bazar, Bailey Road, Patna - 800014
8. Regional Officer, Central Board of Secondary Education, 6th Floor, Alok Bharti Complex, Shaheed Nagar, Bhubaneshwar - 751007
9. Regional Officer, Central Board of Secondary Education, Block-B, 2nd Floor, LIC Divisional Office Campus, Pattom, Thiruvananthapuram - 695004
10. Regional Officer, Central Board of Secondary Education, 99, Kaulagarh Road, Dehradun, Uttarakhand - 248001

### Mode of payment

- (i) Payments are accepted either through Bank Draft/Money Order drawn in favour of Secretary Central Board of Secondary Education, or in cash which may be sent to the CBSE offices, alongwith the order.
- (ii) Mailing charges are additional to the price indicated against each publication.
- (iii) Packing charges will be @ 3% extra.

**Discount:** For 10 copies or more of each publication discount @15% is admissible. No discount for less copies.