

Brief about Examination Unit of Bhartiya Shiksha Board

The Examination Unit of the Bhartiya Shiksha Board is responsible for conducting the final Board Examinations for Class 10th and 12th students of different states in India, Overseeing the entire process from setting of question papers, appointing examiners, conducting exams at designated centres, evaluating answer books, and finally declaring the results, all adhering to the prescribed syllabus and guidelines set by BSB, essentially managing the entire assessment process for class 10th and 12th examinations.

What does the BSB Examination Unit do?

- Develops test methodologies and assessment instruments
- Assesses domain knowledge, specialized skill sets, cognitive ability, and personality
- Provides solutions for the delivery of question papers, evaluation

Key point about the Bhartiya Shiksha Board Examination:

Function:

Organizes and conducts the Theory Examination of Class X and Theory and Practical Examination for all subjects in class 12th.

Question Paper Setting:

Appoints subject experts to set question papers based on the prescribed syllabus and blueprint, ensuring a fair and comprehensive assessment.

Examination Centres:

Allocates examination centres in the states where students of affiliated schools of BSB are appearing for the Board Examination and appoints invigilators and observers to monitor the examination process. Arranges for evaluation of answer sheets by trained examiners, including moderators to maintain consistency in the marking scheme.

Result Declaration:

Calculates and publishes the final result for the class 10th and 12th Board Examination.

Important aspects of the BSB class 10th and 12th Examination unit.**Internal Assessment:**

Manage the internal assessment component for subjects that include practical exams or project work, ensuring proper evaluation by the school teacher.

Compartment Examination:

Facilitates re-appear examination for students who fail in specific subjects.

Guidelines and SOP's:

Follow strict guidelines and standard operating procedures for conducting examinations to maintain transparency and fairness.

Scheme of Examination and Pass Criteria for Class 10th and 12th:

Policy for Tabulation of Marks for Class 10th and 12th Board Examinations.

Disputes regarding the computation of results may be referred to a committee constituted by BSB for its redressal if any complaint is received.

Guidelines and SOP's for practical examination:

The Board appoints external examiners in each school for conducting practical examinations and project assessments in the specified subject for class 12th.

Sample Question Papers:

BSB get prepared sample question papers from the subject expert concerned to help the students for preparing them for the Board Examinations of class 10th and 12th.

Subject Expertise:

Maintains a team of specialists in different subjects and languages to handle the diverse range of examinations.

Technology Integration:

Utilize in-house IT expertise to manage secure question paper delivery, evaluation, and result management processes.

Further all important details about BSB, please visit the BSB website, i.e., www.bsb.org.in.

SCHEME OF STUDIES

Class IX and X is a composite Course. Students therefore should offer only those subjects in Class IX which they intend to continue in Class X. Subjects can be offered as under:

		Subjects								
Compulsory	Subject 1	Hindi - Course A/Course B Language I: OR English Language and Literature								
	Subject 2	Language II: Any one Language from Group-L other than the Language opted as Subject 1 (Language 1)								
	Subject 3	Mathematics								
	Subject 4	Science								
	Subject 5	Social Science								
Optional	Subject 6 (Any one of the 16 Skill Courses)	1	Artificial Intelligence			9	Agri – business			
		2	Coding			10	Banking & Insurance			
		3	Machine learning			11	Retail Management			
		4	Mobile Application development			12	Tourism and Hospitality Management			
		5	Web Design			13	Journalism			
		6	Entrepreneurship Development			14	Electrical and Electronic			
		7	Cyber Hygiene			15	Waste Management			
		8	Agriculture technology			16	Information Technology			
	Subject 7	Language III (Group-L)								
		Any one out of the languages given below (excluding language 1 and language 2) :								
		1	Assamese		12	Manipuri		23	Gujarati	
		2	Bengali		13	Marathi		24	German	
		3	Bodo		14	Nepali		25	Russian	
		4	Dogri		15	Odia		26	Japanese	
		5	English Language & Literature		16	Punjabi		27	Spanish	
		6	Hindi Course A		17	Sanskrit Course A		28	Arabic	
		7	Kannada		18	Santhali		29	French	
		8	Kashmiri		19	Sindhi		30	Hindi Course B	
		9	Konkani		20	Tamil		31	Sanskrit Course B	
		10	Maithili		21	Telugu				
		11	Malayalam		22	Urdu				
		OR any one of the following Subjects:								
		1	Hindustani Music (Vocal)					3	Painting	
		2	Hindustani Music (Melodic Instruments)					4	Home Science	
		Subjects of Internal Assessment (Assessment at school level)	Subject 8	Art Education						
			Subject 9	Health & Physical Education						
			Subject 10	Work Experience						
Subject 11	Linguistic Competency of Sanskrit in relation to other languages									

- i. It is expected that all the students would have studied three languages up to class VIII. Those students who could not clear the third language in class VIII and have been promoted to class IX, shall be examined by the concerned schools at the end of Class IX in the same syllabus and textbooks as prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he has passed in the third language. However, CWSN are exempted from the study of third language.
- ii. **Either Hindi or English must be one of the two languages to be studied in class IX and X.**
- iii. **Students may offer Language III as seventh Subject (Optional Subject)**
- iv. Board is extending several exemptions/concessions to candidates with disabilities as defined in the “THE PERSONS WITH DISABILITIES (EQUAL OPPORTUNITIES, PROTECTION OF RIGHT AND FULL PARTICIPATION) ACT, 1995 and “THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016”. Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X Examinations conducted by the Board and the Standard Operating Procedure for availing these concessions are available in the BSB Examination Bye-Laws.
- v. For Regional Languages, the Board prescribes the textbooks being followed in classes IX and X in the respective State Boards where the language is taught. Schools are also advised to bring to the notice of BSB the changes, if any, brought out at the commencement of the session by the respective State Boards, in the textbooks of the language of their State. Schools are directed to strictly follow the textbooks prescribed by BSB in its curriculum. Changes, if any, can be adopted only after BSB notifies it.

List of Subjects Offered at Secondary Level with their respective Codes:**Languages (Group-L)**

S.no	Code	Name	Time (hrs.)	Theory marks	Internal marks	Total marks
1	001	Hindi Course - A	3	80	20	100
2	002	Sanskrit Course - A	3	80	20	100
3	003	English Language and Literature	3	80	20	100
4	004	Assamese	3	80	20	100
5	005	Bengali	3	80	20	100
6	006	Bodo	3	80	20	100
7	007	Dogri	3	80	20	100
8	008	Gujarati	3	80	20	100
9	009	Kannada	3	80	20	100
10	010	Kashmiri	3	80	20	100
11	011	Konkani	3	80	20	100
12	012	Maithili	3	80	20	100
13	013	Malayalam	3	80	20	100
14	014	Manipuri	3	80	20	100
15	015	Marathi	3	80	20	100
16	016	Nepali	3	80	20	100
17	017	Odia	3	80	20	100
18	018	Punjabi	3	80	20	100
19	019	Santhali	3	80	20	100
20	020	Sindhi	3	80	20	100
21	021	Tamil	3	80	20	100
22	022	Telugu	3	80	20	100
23	023	Urdu	3	80	20	100
24	024	French	3	80	20	100
25	025	German	3	80	20	100
26	026	Russian	3	80	20	100
27	027	Japanese	3	80	20	100
28	028	Spanish	3	80	20	100
29	029	Arabic	3	80	20	100
30	034	Hindi Course-B	3	80	20	100
31	035	Sanskrit Course-B	3	80	20	100

Other Subjects

S.no.	Code	Name	Time (hrs.)	Theory marks	Internal marks	Practical	Total marks
1	030	Hindustani Music (Vocal)	02	30	20	50	100
2	031	Hindustani Music (Melodic Instruments)	02	30	20	50	100
3	032	Painting	02	30	20	50	100
4	033	Home Science	03	70	-	30	100

Compulsory Subjects

S.no.	Code	Name	Time (hrs.)	Theory marks	Internal marks	Total marks
1	036	Mathematics	03	80	20	100
2	037	Science	03	80	20	100
3	038	Social science	03	80	20	100

Compulsory Skill Courses

S.no.	Code	Name	Time (hours)		Marks distribution	
			Theory	Practical	Theory	Practical
1	039	Artificial Intelligence	01	02	40	60
2	040	Coding	01	02	40	60
3	041	Machine Learning	01	02	40	60
4	042	Mobile Application Development	01	02	40	60
5	043	Web Design	01	02	40	60
6	044	Cyber Hygiene	01	02	40	60
7	045	Entrepreneurship	01	02	40	60
8	046	Agriculture Technology	01	02	40	60
9	047	Agri - Business	01	02	40	60
10	048	Banking and Insurance	01	02	40	60
11	049	Retail Management	01	02	40	60
12	050	Tourism and Hospitality Management	01	02	40	60
13	051	Journalism	01	02	40	60
14	052	Electrical and Electronics	01	02	40	60
15	053	Waste Management	01	02	40	60
16	054	Information Technology	02	01	50	30+20=50*

***30 Marks for Practical and 20 Marks for Internal Assessment.**

Instructional Time

Instructional time shall be as per the subjects selected. Schools must ensure that minimum number of hours are spent for each subject as specified in the curriculum. The time duration for the subjects has been clearly indicated in the syllabus of each subject. However, it is expected that schools will create innovative Timetables (such as, teaching-learning only 2 or 3 subjects per day etc.) to ensure that the burden of the bag and homework are substantially reduced and the classroom transaction are based on experiential processes. Schools may also think of introducing bag-less day and same may be incorporated in the time tables. The time table must also include the mandatory periods for compulsory areas including Health, Physical and Arts Education.

Medium of Instruction:

The medium of Instruction in general in all the schools affiliated with the Board shall either be Hindi or English.

Scheme of Assessment

According to Bhartiya Shiksha Board, the purpose of assessment is:

- to provide learning opportunities to learner in different contexts
- to empower the learner to take the responsibility of his learning
- to prepare the learner to appreciate and learn from failures
- to take up the challenging tasks and the confidence to handle them
- to demonstrate the competencies required to solve the real-life problems
- to apply the knowledge gained through analysis of situations to any untoward circumstances
- to equip learner with Indian way of holistic understanding of life

Assessment by BSB will be to promote learning based on understanding instead of just promoting to next class. It will not encourage rote memory and attempts will be made to prevent the learners from the nexus of Tuitions centres/private coaching centres.

Assessment will be fourfold in its nature i. e. to assess the learner in all the four developmental domains of personality

- (i) Intellectual
- (ii) Aesthetic
- (iii) Social
- (iv) Spiritual

The Assessment Scheme will have 80% weightage for Board examinations in class X and for Annual examinations in class IX in all compulsory/ optional subjects (excluding skill subjects and subjects having practical) and 20% weightage would be given to internal assessment in compulsory/ optional subjects (excluding skill subjects).

The Assessment of Skill Subjects will have 40% weightage for Board Examinations and 60% weightage for Internal Assessment/ Practical Examinations except Information Technology.

Art Education, Health & Physical education, Work Experience and Linguistic Competency of Sanskrit in relation to other languages would be assessed internally at the school level on a 5-point grading scale (A, B, C, D, E).

Students have to pass at least in five Compulsory Subjects mentioned in the Scheme of Studies:

If a student fails in any language taken as subject I and subject II, the same will be replaced by the language taken as seventh optional subject provided that he or she has passed this language and after replacement either Hindi or English remains as a passed language in the first five subjects.

If a student fails in any one of the three subjects (Math, Science, and Social Science) it will be replaced by the skill subject (offered as 6th additional Subject) and the result of class X Board Examination will be computed accordingly.

Students have to secure 33% marks in total in each of the Subject. The assessment of students would be competency based. The question papers of the board examinations will have more questions requiring students to apply, analyse, evaluate and synthesize the acquired knowledge. The question papers of the board will discourage rote learning and primarily testing higher order abilities of the students. The board has a segregated syllabi for class IX and X.

A candidate failing in one of the five subjects in Board examination shall be placed in compartment category in that subject.

The Board examinations of Class X will cover the prescribed syllabus of class X. In the subjects covered under the scholastic area, the result of the students would be shown in the marksheet, both in terms of marks and grading. Grades would be derived from marks.

All the students appearing in Class X examinations will be graded on an eight-point scale as given below:

MARKS RANGE	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	Essential Repeat

Assessment Scheme and grading in Class IX will be similar to Class X Board Examination.

Internal Assessment (20 Marks):

One-time year-end examination will be complimented and supplemented with Internal Assessment (IA) that assesses students in diverse manners, at different times and also examines a broad range of curriculum objectives. Internal Assessment (IA), in effect plays the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing teachers of students' progress and thereby supporting classroom learning. It also informs the individual learner about his/her progress over a period of time enabling them to develop strategies to improve learning. Internal assessment of each student will consist of the following:

S.no.	Name of Assessment	Marks
1	Periodic Assessment	05
2	Portfolio	05
3	Assignment/ Notebook	05
4	Subject related Activities/ Practical/ Mapwork/ Project/ and in languages Listening and Speaking	05

How to prepare a portfolio?

It is suggested that the portfolios would include classwork and homework assignments that would help evaluate learner's progress. Besides this, portfolio should be a space for student to display his/her exemplary work in the related area. The attention should be to promote techniques such as annotation, identification of key words / topics/ themes, summarization and organization of ideas and content, photos, presentations, assignments, art integrated learning, etc.

The sample of creative work and evidences that demonstrate process skills or development of critical thinking or problem-solving merit inclusion as well. A periodic review of the evidences includes in the portfolio would facilitate self-assessment by learners who would be more aware of their own learning and be able to identify their strengths and weaknesses.

The portfolio also provides an opportunity to learners to share and comment on each other's work. Such peer assessment facilitates understanding of criteria of good work to students. It is advised that such criteria be developed and made clear to students. Initially this self and peer assessment would be a guided endeavor.

Assessing Portfolios

Students' portfolio can be effectively evaluated using a simple scoring rubric. The criteria – to be used in determining the quality of a particular student's portfolio needs to be carefully developed and shared with students. The key elements of the particular criteria need to be specified as well.

Suggested are some elements to judge student's portfolio:

- (i) Organization – Neatness, Creativity and Visual Appeal
- (ii) Completion of guided work focused on specific curricular objectives
- (iii) Evidences of student's growth
- (iv) Inclusion of all relevant work (Completeness)

Teachers can include other subject relevant criteria and elements to assess portfolios.

A Word of Caution: Portfolios need to be developed in an easy to manage form. They need to be meaningful but simple and accessible. Developing them should not be a burden on students- both in terms of cost and time.

Languages provide ample space and the autonomy to subject teachers to develop relevant listening and speaking skills. Teachers need to use this opportunity to full advantage and use excerpts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity.

The specified activities in practical work in **Science** and **Mathematics** need to be conducted in the investigatory spirit in congruence to the aims and objectives of the subject. The focus must shift from confirmatory nature of lab experiments to explorations that focus on development of science processes. Students need to be encouraged to raise questions, generate hypotheses, experiment, innovate and find solutions to questions/ problems encountered.

The discipline of Social Science puts the responsibility on concerned teachers to facilitate students to design and execute relevant projects. It is suggested that social science being the subject relevant to social context, projects be related to Art and culture and include development of Life Skills too. Art is not only about self - expression but is more about perceptions and a special way of understanding and responding to work. Exploring into ideas and meanings through the works of artists/experts/writers/poets, the students would develop imagination and critical awareness.

Assessments of Subjects of Internal Assessments:

Assessment of Art Education, Work Experience, Health and Physical Education and Linguistic Competency of Sanskrit in relation to other languages may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report Card of the children in the form of grades.

In the existing scheme of assessment, these activities will be graded on a 5-point grading scale (A to E) for classes IX-X and will have no descriptive indicators. No up scaling of grades will be done.

The concerned teacher would make an objective assessment of the level of performance/ participation demonstrated by a student throughout a year and finally assign grades.

Parameter of Assessment

While the students are engaged in the core areas like Health and Physical Education, Work Experience, Art Education and Linguistic Competency of Sanskrit in relation to other languages the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

Area	Product	Process
Health and Physical Education	Overall fitness	Participation, team- spirit, commitment and honest effort.
Art Education	Expression, creativity and Aesthetic appeal	Participation, Creative process, material use, appreciation, reflection, effort, craftsmanship and completion
Work Experience	Self-confidence, Self-Reliance, Social and Community Service etc	Participation, team- spirit, commitment and honest effort.
Linguistic Competency of Sanskrit in relation to other languages	Ability to communicate	Reading with proper punctuation, making sentences and ability to converse and write correctly

Details of Five-point Grading (Class IX and X)

Grade	Connotation
A	Outstanding
B	Excellent
C	Very Good
D	Good
E	Satisfactory

Suggestions for Teachers

Teachers should encourage participation of each child in some activity or the others. They must ensure that no child is left out from participation in activities organized by the Board or at the class/school or at interschool level. By carefully examining the behavior / skills / competencies of children in the class on all possible occasions, teachers will maintain records of the

performance of learners. Schools should encourage teachers to work collaboratively with other teachers for facilitating and assessing learner's performance and then finally assigning grades.

Values Education

Constitutional and universal values should also be encouraged amongst students. Hygiene, sanitation, dedication, honesty, truthfulness, kindness, empathy respect for the environment, elders and all living things etc. are the values that our students must actively practice. Parents may also support schools in cultivating disciplined behavior in their wards. Class teacher will grade the students on a Five- point scale (A to E) keeping in view the overall attendance, sincerity, values and behavior of the students. Values Education Resource Book and Kit developed by BSB may be used for inculcating values in students.

Rules regarding Admission and Examination

Regarding eligibility for Admission, Eligibility for Examination, Scheme of Examination and related information, please see the Examination Bye-Laws of BSB.

SCHEME OF STUDIES

Class IX and X is a composite Course. Students therefore should offer only those subjects in Class IX which they intend to continue in Class X. Subjects can be offered as under:

		Subjects							
Compulsory	Subject 1	Hindi - Course A/Course B OR English Language and Literature							
	Subject 2	Language II: Any one Language from Group-L other than the Language opted as Subject 1 (Language 1)							
	Subject 3	Mathematics							
	Subject 4	Science							
	Subject 5	Social Science							
Optional	Subject 6 (Any one of the 16 Skill Courses)	1	Artificial Intelligence			9	Agri – business		
		2	Coding			10	Banking & Insurance		
		3	Machine learning			11	Retail Management		
		4	Mobile Application development			12	Tourism and Hospitality Management		
		5	Web Design			13	Journalism		
		6	Entrepreneurship Development			14	Electrical and Electronic		
		7	Cyber Hygiene			15	Waste Management		
		8	Agriculture technology			16	Information Technology		
	Subject 7	Language III (Group-L)							
		Any one out of the languages given below (excluding language 1 and language 2) :							
		1	Assamese		12	Manipuri	23	Gujarati	
		2	Bengali		13	Marathi	24	German	
		3	Bodo		14	Nepali	25	Russian	
		4	Dogri		15	Odia	26	Japanese	
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		7	Kannada		18	Santhali	29	French	
		8	Kashmiri		19	Sindhi	30	Hindi Course B	
		9	Konkani		20	Tamil	31	Sanskrit Course B	
		10	Maithili		21	Telugu			
		11	Malayalam		22	Urdu			
		OR any one of the following Subjects:							
		1	Hindustani Music (Vocal)				3	Painting	
		2	Hindustani Music (Melodic Instruments)				4	Home Science	
		Subjects of Internal Assessment (Assessment at school level)	Subject 8	Art Education					
			Subject 9	Health & Physical Education					
Subject 10	Work Experience								
Subject 11	Linguistic Competency of Sanskrit in relation to other languages								

- vi. It is expected that all the students would have studied three languages up to class VIII. Those students who could not clear the third language in class VIII

and have been promoted to class IX, shall be examined by the concerned schools at the end of Class IX in the same syllabus and textbooks as prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he has passed in the third language. However, CWSN are exempted from the study of third language.

- vii. **Either Hindi or English must be one of the two languages to be studied in class IX and X.**
- viii. **Students may offer Language III as seventh Subject (Optional Subject)**
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**List of Subjects Offered at Secondary Level with their respective
Codes:
Languages (Group-L)**

S.no	Code	Name	Time (hrs.)	Theory marks	Internal marks	Total marks
1	001	Hindi Course - A	3	80	20	100
2	002	Sanskrit Course - A	3	80	20	100
3	003	English Language and Literature	3	80	20	100
4	004	Assamese	3	80	20	100
5	005	Bengali	3	80	20	100
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Other Subjects

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Compulsory Subjects

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2	037	Science	03	80	20	100
3	038	Social science	03	80	20	100

Compulsory Skill Courses

S.no.	Code	Name	Time (hours)		Marks distribution	
			Theory	Practical	Theory	Practical
1	039	Artificial Intelligence	01	02	40	60
2	040	Coding	01	02	40	60
3	041	Machine Learning	01	02	40	60
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5	043	Web Design	01	02	40	60
6	044	Cyber Hygiene	01	02	40	60
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10	048	Banking and Insurance	01	02	40	60
11	049	Retail Management	01	02	40	60
12	050	Tourism and Hospitality Management	01	02	40	60
13	051	Journalism	01	02	40	60
14	052	Electrical and Electronics	01	02	40	60
15	053	Waste Management	01	02	40	60
16	054	Information Technology	02	01	50	30+20=50*

***30 Marks for Practical and 20 Marks for Internal Assessment.**

Instructional Time

Instructional time shall be as per the subjects selected. Schools must ensure that minimum number of hours are spent for each subject as specified in the curriculum. The time duration for the subjects has been clearly indicated in the syllabus of each subject. However, it is expected that schools will create

innovative Timetables (such as, teaching-learning only 2 or 3 subjects per day etc.) to ensure that the burden of the bag and homework are substantially reduced and the classroom transaction are based on experiential processes. Schools may also think of introducing bag-less day and same may be incorporated in the time tables. The time table must also include the mandatory periods for compulsory areas including Health, Physical and Arts Education.

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Scheme of Assessment

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(vi) Aesthetic

(vii) Social

(viii) Spiritual

The Assessment Scheme will have 80% weightage for Board examinations in class X and for Annual examinations in class IX in all compulsory/ optional subjects (excluding skill subjects and subjects having practical) and 20% weightage would be given to internal assessment in compulsory/ optional subjects (excluding skill subjects).

The Assessment of Skill Subjects will have 40% weightage for Board Examinations and 60% weightage for Internal Assessment/ Practical Examinations except Information Technology.

Art Education, Health & Physical education, Work Experience and Linguistic Competency of Sanskrit in relation to other languages would

be assessed internally at the school level on a 5-point grading scale (A, B, C, D, E).

Students have to pass at least in five Compulsory Subjects mentioned in the Scheme of Studies:

If a student fails in any language taken as subject I and subject II, the same will be replaced by the language taken as seventh optional subject provided that he or she has passed this language and after replacement either Hindi or English remains as a passed language in the first five subjects.

If a student fails in any one of the three subjects (Math, Science, and Social Science) it will be replaced by the skill subject (offered as 6th additional Subject) and the result of class X Board Examination will be computed accordingly.

Students have to secure 33% marks in total in each of the Subject. The assessment of students would be competency based. The question papers of the board examinations will have more questions requiring students to apply, analyse, evaluate and synthesize the acquired knowledge. The question papers of the board will discourage rote learning and primarily testing higher order abilities of the students. The board has a segregated syllabi for class IX and X.

A candidate failing in one of the five subjects in Board examination shall be placed in compartment category in that subject.

The Board examinations of Class X will cover the prescribed syllabus of class X. In the subjects covered under the scholastic area, the result of the students would be shown in the marksheet, both in terms of marks and grading. Grades would be derived from marks.

All the students appearing in Class X examinations will be graded on an eight-point scale as given below:

MARKS RANGE	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	Essential Repeat

Assessment Scheme and grading in Class IX will be similar to Class X Board Examination.

Internal Assessment (20 Marks):

One-time year-end examination will be complimented and supplemented with Internal Assessment (IA) that assesses students in diverse manners, at different times and also examines a broad range of curriculum objectives. Internal Assessment (IA), in effect plays the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing teachers of students' progress and thereby supporting classroom learning. It also informs the individual learner about his/ her progress over a period of time enabling them to develop strategies to improve learning. Internal assessment of each student will consist of the following:

S.no.	Name of Assessment	Marks
1	Periodic Assessment	05
2	Portfolio	05
3	Assignment/ Notebook	05
4	Subject related Activities/ Practical/ Mapwork/ Project/ and in languages Listening and Speaking	05

How to prepare a portfolio?

It is suggested that the portfolios would include classwork and homework assignments that would help evaluate learner's progress. Besides this, portfolio should be a space for student to display his/her exemplary work in the related area. The attention should be to promote techniques such as annotation, identification of key words / topics/ themes, summarization and organization of ideas and content, photos, presentations, assignments, art integrated learning, etc.

The sample of creative work and evidences that demonstrate process skills or development of critical thinking or problem-solving merit inclusion as well. A periodic review of the evidences includes in the portfolio would facilitate self-assessment by learners who would be more aware of their own learning and be able to identify their strengths and weaknesses.

The portfolio also provides an opportunity to learners to share and comment on each other's work. Such peer assessment facilitates understanding of criteria of good work to students. It is advised that such criteria be developed and made clear to students. Initially this self and peer assessment would be a guided endeavor.

Assessing Portfolios

Students' portfolio can be effectively evaluated using a simple scoring rubric. The criteria – to be used in determining the quality of a particular student's portfolio needs to be carefully developed and shared with students. The key elements of the particular criteria need to be specified as well.

Suggested are some elements to judge student's portfolio:

- (v) Organization – Neatness, Creativity and Visual Appeal
- (vi) Completion of guided work focused on specific curricular objectives
- (vii) Evidences of student's growth
- (viii) Inclusion of all relevant work (Completeness)

Teachers can include other subject relevant criteria and elements to assess portfolios.

A Word of Caution: Portfolios need to be developed in an easy to manage form. They need to be meaningful but simple and accessible. Developing them should not be a burden on students- both in terms of cost and time.

Languages provide ample space and the autonomy to subject teachers to develop relevant listening and speaking skills. Teachers need to use this opportunity to full advantage and use excerpts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity.

The specified activities in practical work in **Science** and **Mathematics** need to be conducted in the investigatory spirit in congruence to the aims and objectives of the subject. The focus must shift from confirmatory nature of lab experiments to explorations that focus on development of science processes. Students need to be encouraged to raise questions, generate hypotheses, experiment, innovate and find solutions to questions/ problems encountered.

The discipline of Social Science puts the responsibility on concerned teachers to facilitate students to design and execute relevant projects. It is suggested that social science being the subject relevant to social context, projects be related to Art and culture and include development of Life Skills too. Art is not only about self - expression but is more about perceptions and a special way of understanding and responding to work. Exploring into ideas and meanings through the works of artists/experts/writers/poets, the students would develop imagination and critical awareness.

Assessments of Subjects of Internal Assessments:

Assessment of Art Education, Work Experience, Health and Physical Education and Linguistic Competency of Sanskrit in relation to other languages may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report Card of the children in the form of grades.

In the existing scheme of assessment, these activities will be graded on a 5-point grading scale (A to E) for classes IX-X and will have no descriptive indicators. No up scaling of grades will be done.

The concerned teacher would make an objective assessment of the level of performance/ participation demonstrated by a student throughout a year and finally assign grades.

Parameter of Assessment

While the students are engaged in the core areas like Health and Physical Education, Work Experience, Art Education and Linguistic Competency of Sanskrit in relation to other languages the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

Area	Product	Process
Health and Physical Education	Overall fitness	Participation, team- spirit, commitment and honest effort.
Art Education	Expression, creativity and Aesthetic appeal	Participation, Creative process, material use, appreciation, reflection, effort, craftsmanship and completion
Work Experience	Self-confidence, Self-Reliance, Social and Community Service etc	Participation, team- spirit, commitment and honest effort.
Linguistic Competency of Sanskrit in relation to other languages	Ability to communicate	Reading with proper punctuation, making sentences and ability to converse and write correctly

Details of Five-point Grading (Class IX and X)

Grade	Connotation
A	Outstanding
B	Excellent
C	Very Good
D	Good
E	Satisfactory

Suggestions for Teachers

Teachers should encourage participation of each child in some activity or the others. They must ensure that no child is left out from participation in activities organized by the Board or at the class/school or at interschool level. By carefully examining the behavior / skills / competencies of children in the class on all possible occasions, teachers will maintain records of the performance of learners. Schools should encourage teachers to work collaboratively with other teachers for facilitating and assessing learner's performance and then finally assigning grades.

Values Education

Constitutional and universal values should also be encouraged amongst students. Hygiene, sanitation, dedication, honesty, truthfulness, kindness, empathy respect for the environment, elders and all living things etc. are the values that our students must actively practice. Parents may also support schools in cultivating disciplined behavior in their wards. Class teacher will grade the students on a Five- point scale (A to E) keeping in view the overall attendance, sincerity, values and behavior of the students. Values Education Resource Book and Kit developed by BSB may be used for inculcating values in students.

Rules regarding Admission and Examination

Regarding eligibility for Admission, Eligibility for Examination, Scheme of Examination and related information, please see the Examination Bye-Laws of BSB.