

Nagaland Board of School Education

Kohima

No.NBE-10/Ad-Misc(10)/2021-22/814

Dated Kohima, the 14th June 2021

To,

All the Heads of Registered Schools.

Subject: **Assessment guidelines for 2021**

Sir/Madam,

In view of the COVID pandemic and closure of the schools, there has been a need to revisit the assessment/evaluation procedures to make it more relevant and practical.

Therefore, assessment guidelines have been prepared for both Secondary and Higher Secondary levels. Schools are requested to go through the guidelines and instruct their teachers to make use of the guidelines to assess the performance of the students accordingly. Schools can also download the 'Assessment Guidelines 2021' booklet from the Board's portal (nbsenl.edu.in).

The schools can conduct assessments of the different subjects in parts on separate days in the online mode. The assessment can also happen after they finish a topic or a chapter. The types of questions used in the assessments should be as per the design of the question of the Board. For example, MCQ and VSA type questions in the first part and the SA, LA type questions in the second part or whichever way the subject teacher feels appropriate. **Separate routine will not be fixed by the school for conduct of mid term examination.**

After the conduct of the assessments, the consolidated marks of both the external and internal for the Mid Term 2021 shall be submitted to the Board from **2nd August to 10th August 2021** positively to nbseclass10@gmail.com, nbseclass9@gmail.com and nbseresult8@gmail.com. Heads of institutions should ensure that assessment of all the subjects are done recorded and submit within the specified time. Schools who do not submit the results during this period shall be treated as having no enrolment in the said class. For Higher Secondary level, the schedule given in the Academic Calendar for the mid term examinations 2021 stands.

In case of any query or clarification, the teachers can call up the following Board's officials during office hours:

1. Keneisalie Nakhro, Dy. Controller of Examinations (9436001270)
– Higher Secondary Science subjects.
2. Atha Lohe, Academic Officer (9436403929)
– Higher Secondary Commerce subjects.
3. Dziesevolie Tsurho, Academic Officer (9862851990)
– Higher Secondary Arts subjects.
4. Kekhriellelie Mepfhüo, Academic Officer (9436216576) – Secondary subjects.
5. Rüchünino, Asstt. Academic Officer (8974501384) – Secondary subjects

Yours faithfully,


14.6.2021
(Mrs. Asano Sekhose)

Chairman

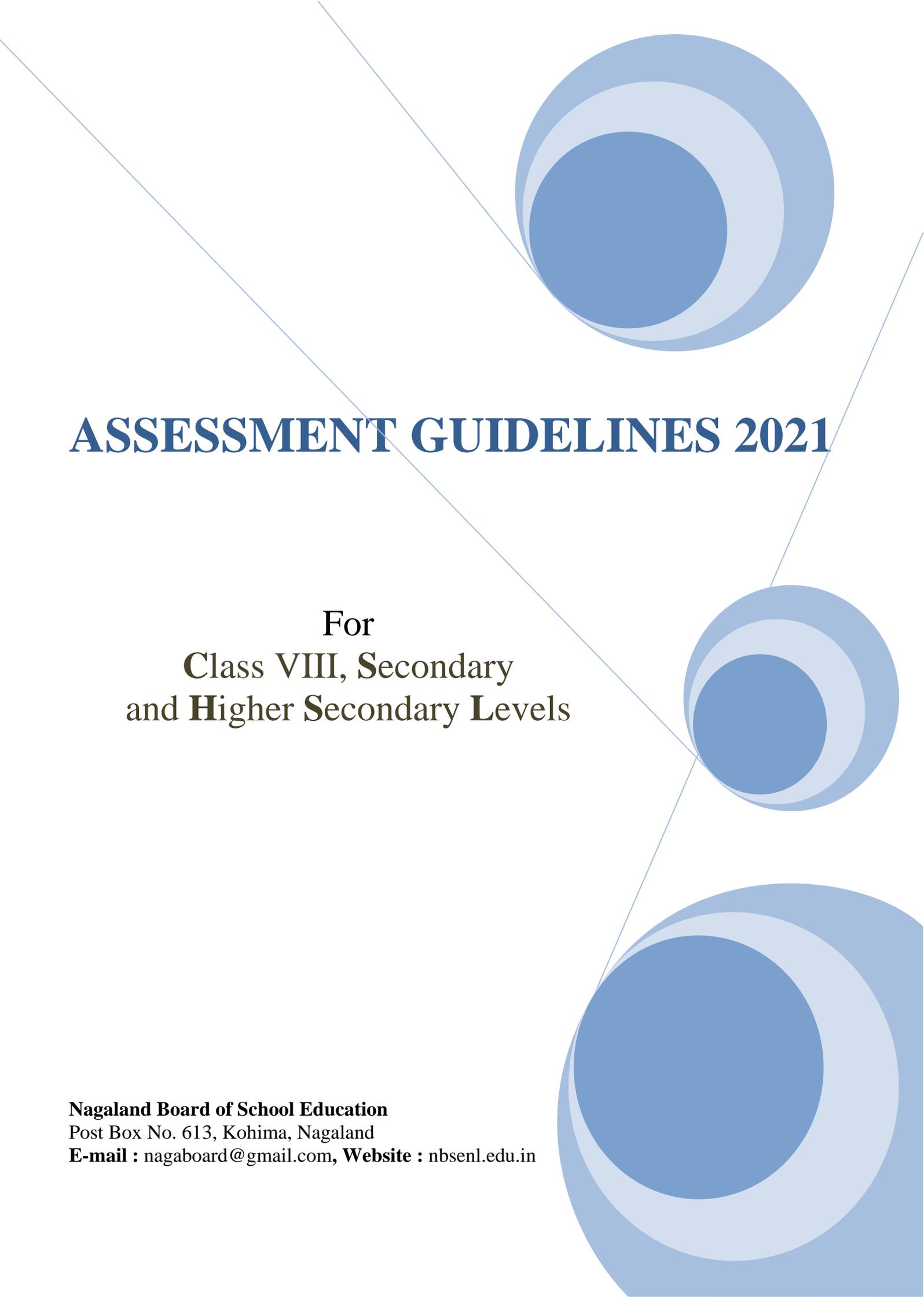
Copy to:

1. The PS to the Advisor, School Education, Nagaland for kind information of the Hon'ble Advisor.
2. The Deputy Secretary to the Chief Secretary, Nagaland for information of the Chief Secretary.
3. The Special Secretary to the Government of Nagaland, Department of School Education & SCERT, Nagaland Kohima for information.
4. The Mission Director, Samagra Shiksha, Nagaland Kohima for information.
5. The Principal Director, School Education, Nagaland Kohima for information.
6. The Additional Director (HoD), SCERT, Nagaland Kohima for information.
7. All the DEOs/Sr. SDEO, Nagaland with a request to disseminate the information to the schools under their jurisdiction.



(Mrs. Asano Sekhose)

Chairman



ASSESSMENT GUIDELINES 2021

For
Class VIII, Secondary
and Higher Secondary Levels

Nagaland Board of School Education
Post Box No. 613, Kohima, Nagaland
E-mail : nagaboard@gmail.com, **Website :** nbsenl.edu.in

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Nagaland Board of School Education Kohima

GENERAL GUIDELINES ON ASSESSMENT

The Covid-19 pandemic has brought about an unprecedented situation leading to the closure of schools for the protection of all stakeholders involved nevertheless, continuity of quality learning has to take place and for which online classes are on through different digital learning platforms.

The online teaching-learning that is taking place needs to be assessed to understand whether the intended learning outcome has been achieved. The assessment should be based on fairness, i.e., the digital platform used should be accessible to all the students.

The digital formative assessment should aim for both immediate evaluation of learners' progress and the potential to complement summative assessment in the long term, to continually measure learning even when faced with future crises.

- Formative assessment throughout the teaching-learning process with a view to enhancing student learning. This will help in gathering evidence about learning to close the gap between current and desired performance so that action can be taken to close the gap; providing feedback to students; and involving students in the assessment and learning process.
- Assessments should take place at regular intervals so that timely intervention by the teacher is made and hand holding is provided wherever necessary.
- Assignments and other project works should be regularly assessed and the performance recorded so as to encourage self learning and personal efforts on the part of the students.
- Assessment of a long duration on any digital platform that may have adverse effects on the students should be avoided.
- Different types of questions as prescribed in the Design of Question Paper should be made use of to familiarize the students with the existing design. Example, MCQ in one test and 1 mark questions in another and so on.
- Continuous hands on practical assessment should be ensured for the development of required competencies.
- The practical assessment guidelines and marks distribution given in the syllabus should be adhered to.

To make the examination relatively cheat-proof, teachers can also create a large question bank wherein the questions are categorized (according to the units & difficulty level) and randomization can be used to ensure that all students receive individualized tests which covers all the core contents and are equally difficult. The test/assignments can be given at different intervals or days.

- **Examination logistics** : Date, duration of the examination, the mode of accessing the examination – whether it will be through some Learning Management Systems used in the school or online interactive tools like Google Meet/Zoom/or any other online facility etc or WhatsApp or offline mode (wherein students/parents come to the school for collection and submission), Places where online connectivity is not available

arrangements should be made to reach out to the students by strictly maintaining the SOPs issued by the government from time to time.

- **Examination details** : Topics to be covered, Question types (i.e. MCQ/VSA/ SA/LA), the number of sections in the examination, the mark distribution and the time limit for each part, and breaks in the examination, and
- **General examination rules**: Minimum device requirements for the examination, the requirement to have email to contact the school during the assessment period, software that should be installed on their devices and how to download/install, the student's physical location with reliable connectivity and minimal distractions for the duration of the examination, student's physical location (desk) which should be tidy and clear of all notes/ materials except for items allowed for the purpose of taking the examination, etc.

Nagaland Board of School Education Kohima

NOTIFICATION NO. 35/2021

Dated Kohima, the 20th May 2021

No.NBE-8/Ad-Misc(10)/2021-22 :: In pursuance to Government Order NO.GAB-I/COM/GEN-4/2020 dated 19.5.2021, it is hereby notified for information of all the registered Heads of Institutions that the following guidelines for continuing online education by the schools are given below for compliance.

1. Schools shall resume conduct of online/digital mode/whatsapp to provide education for students of Class IX to XII with the focus on helping students to continue learning w.e.f. **24th May 2021**. However, no school shall conduct normal/contact regular classes till the Government gives permission.

Online classes are interactive and schools should make use of it. However, due to connectivity issues, it can get disturbed. As such, schools should also make use of pre-recorded lessons.

2. Schools shall instruct their teachers to prepare continuous learning plans for the different subjects. Accordingly, the teachers should carefully plan the lessons keeping in mind varying factors including motivation and its substance, type of learners and learnability of the learners.
3. Some schools particularly in the rural areas may have erratic connectivity or rather no online facility. So this group of schools may make careful arrangements to give out notes, worksheets and assignments to students at different intervals. But this should be done by strictly maintaining COVID appropriate behaviour like wearing masks, maintaining social distancing and adhering to the other SOPs given by the Government from time to time. **However, this activity should be carried out only after the Total Lockdown in the State is lifted.**
4. With the Lockdown in the State where intra and inter district movement are restricted, teachers who are yet to return to their place of posting after the summer break should resume conduct of online mode of education from their present place of stay.
5. The syllabus contents for Classes IX to XII is not reduced for 2021 session. As such, teachers should keep in mind to cover the syllabus in the interest of the students. The assessment for Class VIII will also cover the whole syllabus.
6. Schools should plan their online classes in such a way that it conducts four sessions of 30 minutes to a maximum of 45 minutes in a day. A time table can be worked out by the schools and communicated to the students and parents.

Further, parents should be encouraged to guide and monitor the study schedule of the students/wards to facilitate learning at home.

7. Schools (both Government and Private) are encouraged to make use of the video lessons broadcasted in 2020 which are made available in the Directorate of School

Education's You Tube channel (DoSE Nagaland) and Facebook Page (School Education).

8. The higher secondary schools/colleges are once again reminded to inform and encourage the students to make use of the app 'My Studygear' for English XI, XII and Alternative XII.
9. Higher secondary schools/colleges having science stream must inform the teachers concern to disseminate the link for practical, since the closure of the schools can affect the hands on experience practical classes. Students must be informed to learn some practical works from the link: <http://www.olabs.edu.in>. Teachers and students are advised to visit www.mbdalchemie.com for theory in science subjects.
10. Schools are also advised to make use of online platforms like **Swayam Prabha**(<https://swayam.gov.in>) and **DIKSHA** (<https://diksha.gov.in>) where a lot of materials are available.
11. Teachers can refer the question bank made available for Classes VIII, IX, X, XI & XII in the Board's website (www.nbsenagaland.com) for understanding the types of questions and use it to prepare test materials for the students. Teachers can also make use of the worksheets made available in the website for Alt. English (Class IX, X & XI) and English (Class IX & X).
12. For Science subjects, teachers should take up activities and give assignments based on the suggestions given in the internal assessment, along with the lessons taught. Teachers should try to be creative and innovative to bring out the interest in the students and to arouse the cognitive abilities in the students. A record of all the assessments should be maintained.
13. To make learning and teaching process meaningful at this time of crisis, the head of the institution must closely monitor the activities carried out by the teachers to ensure that learning takes place.

It may be noted that giving too many lessons/assignments at one time be avoided so that students are not over burdened and also to enable students to assimilate their lessons well. The heads of institutions should ensure that there is coordination among subject teachers.
14. Institutions should guide and help the students in every possible way. Students should be encouraged to keep in touch with their textbooks and to practice their writing skills. Schools should give out homeworks, assignments and projects to the students on a regular basis. There should be regular assessment to check on the students learning outcomes.

For clarity purposes, resources in the form of printed materials may be given out to the students of higher classes.
15. Teachers should not care only to finish the syllabus and give ready-made notes to the students, but more attention should be given to interact with them either through audio, video or text, or offline mode by strictly observing the SOPs issued by the Government and make assessments on their learning outcomes and also give remedial measures to them.

16. Institutions are to note that during closure of schools, students should be instructed to take up activities under Work & Art Education and Physical & Health Education as given in the secondary and higher secondary Life Skills Education textbooks. Skills that a child can acquire at home such as cleaning, cooking, stitching embroidery, carpentry, gardening etc. should be encouraged. Proper instructions should be given to the students to send/submit the activities undertaken for assessment by the teacher. Record of all the assessments should be maintained.
17. During closure of schools and in these trying times, heads of institutions should also make provisions to update themselves and their teachers on technological platforms and conduct webinars/zoom meetings to upgrade the skills of the teachers.
18. In this pandemic, where the teachers are being made to explore new methods of teaching and work the extra mile. The welfare of the teachers must be given due consideration.
19. Parents/guardians should be encouraged to be a part of their children education. Necessary guidelines for carrying the online/offline academic and assessment activities should be made known to them.
20. All schools are expected to take necessary learning activities for the lower classes so that children are not deprived of foundational literacy and ensure that learning takes place at home also.
21. **The conduct of Mid Term Examination for secondary given in the Academic Calendar including the conduct of 1st Terminal Examination of Class VIII is hereby postponed.**
The Board will issue separate guidelines for carrying out assessment and evaluation activities at a later date.
22. **Even if the schools are closed, the heads of institutions must be available to be connected either through mobile, email, whatsapp etc.**
23. Teachers who are engaged for the evaluation works of HSLC & HSSLC Examinations should keep in touch with the Board till the evaluation works are completed.

Sd/- Asano Sekhose
Chairman

A. Assessment guidelines of different subjects for Class VIII

ENGLISH

- * Teachers are advised to conduct a series of assessments instead of a one-time assessment to test the students. The assessments should cover all areas of assessment according to the design of the question paper set by the Board.
- * Teachers are encouraged to frame more questions of their own instead of depending only on the textual question provided in the textbooks.
- * For assessment, schools can conduct in batches/parts on separate days in online mode. For example, the first part may include questions of *MCQ type for 1 mark* and the second part may be *SA(I) for 2 marks* . Another part may include *SA (II) questions for 4 marks or LA (I) questions for 5 marks* from the Prose and Poetry sections.
- * The teacher in-charge is reminded to make use of the English videos for Class VIII which is available on the Directorate of School Education (DOSE) YouTube channel.
- * The questions to be set should cover all types of questions which are given in the design.
- * Teachers can use various tools for learning assessment of students:
 - Assignments
 - Oral Questions asked during online class interactions.
 - Question papers shared on WhatsApp
- * It may be a good practice to conduct an assessment after completion of every chapter. Students should be reminded to write the answers honestly.
- * The examinations, wherever possible shall be conducted in online mode.
- * In some places where internet connection is not constant, schools may need to hand over photocopy of the questions to its students. Here, all Standard Operating Procedures (SOP) like social distancing, wearing of face masks etc. should be observed while handing over the papers.
- * Schools are encouraged to try out their own way of administering the tests but it is mandatory that an honest and fair testing is done.

Some suggestions for administering Listening and Speaking activities:

In this time of pandemic where social distancing protocols are at hand, any given task for Listening and Speaking may not be possible face to face without the help of technology. Here are some suggestions/ways to administer Listening and Speaking tests:

Listening:

1. The teacher may arrange the passage according to the level of class and prepare different types of questions such as MCQs, Gap-filling, Match the following, True or False questions, etc.
2. The teacher can make a recording of his/her voice while reading out the passage at varied speed as per the norms set by the Board.
3. The teacher can post the question paper to the students well ahead of time.
4. The recording of the teacher's voice can be posted for the students to listen and answer the questions within a stipulated time.
5. The answers can be sent by the students to the teacher in any possible means for evaluation.

Speaking:

1. Telephonic conversation between the teacher and student.
2. Whatsapp video call where more students can be engaged at the same time.
3. The teacher can give a topic for group discussion and the students can themselves have a Zoom or Whatsapp video call and send the teacher the recording in his/her mail.
4. For schools in areas where there are technological lapses, the teachers may visit students by strictly maintaining all the social distancing protocols issued by the Government from time to time. In such cases, the teachers may assess the students during such visits.

The schools may try out any other innovative ways and means to administer the internal assessment tasks/ tests, based on the learners' competency.

GRAMMAR AND COMPOSITION

External – 80 marks

To have a fair and wholesome assessment for students during this time of pandemic, it may be advisable for teachers to conduct a series of assessments instead of a one-time assessment to test the students. The assessments should cover all areas of assessment according to the design of the question paper set by the Board. It may be a good practice to conduct an assessment after completion of every chapter. Every school is encouraged to try out their own way of administering the test.

Area of Assessment-

1. Grammar

This section will assess grammar items for 40 marks. There can be questions from each chapter in this section which test grammar items based on the topics in the syllabus.

Grammar questions in contextual form can be given to students to test their understanding and to test the correct usage of grammar. All forms of questions should be tested for assessment. It may be conducted in parts whereby MCQs and LA I can be conducted on the same day and VSAs and SA I are conducted on another day. Questions should be asked to test students' understanding and usage of Grammar.

2. Composition

This section will assess 2 (two) unseen passages that will test the Reading Comprehension for 5 marks each, Notices and Messages for 5 marks, Posters and Post cards for 5 marks, Letter Writing for 10 marks and Essay writing for 10 marks.

All forms of questions should be tested for assessment. It may be conducted in parts whereby Reading Comprehension with VSA type of questions are assessed in one test and in subsequent assessments the other topics given in the syllabus are also to be tested topic-wise. In Reading Comprehension assessments, competency- based questions should be asked to test students' comprehension skills. The following are the topics for assessment of Composition-

- a. Comprehension
- b. Notices and Messages
- c. Posters and Post cards
- d. Letter Writing
- e. Essay Writing

Internal Assessment - 20 marks

Assignments:

1. Teachers shall assign activities which can be done by children at home.
2. Teachers shall find reading materials appropriate for class and assign the students to read stories, reports or articles other than the ones given in the textbooks so that students can be exposed to different types of writing activities.
3. Teachers can assign varied writing tasks according to the level of the class.
4. Teachers can assign students to write essays on innovative topics that can be argumentative, descriptive, expository, narrative, comparative or analytic type of essay. It is expected for students to learn the different types of essays and apply their innovative minds to explore their skills in writing different types of essays.

Formal Testing:

1. The tests can be conducted on any topic from the syllabus. The areas of assessment, Grammar and Composition should both be covered while the tests are conducted topic-wise. The consolidated marks can be sent for submission.

The schools may try out any other innovative ways and means to administer the internal assessment tasks/ tests, based on the learners' competency.

MATHEMATICS

For Class VIII Mathematics, the break-up of 80 marks for external assessment & 20 marks for internal assessment will remain the same. The design of the question paper will also remain the same.

However, the physical closure of schools has all the more reinstated the necessity of having **student-centered assessment** whereby focus is on the learning outcomes rather than the teaching contents. Therefore, an Assessment Guidelines has been prepared to support our assessment process, which may not be comprehensive and which may not provide solutions to all challenges faced during this pandemic, but which may help put focus on student's learning and help develop competencies.

1. While giving out assignments/discussions/home-works, creativity of the students (i.e. independence of work) should be recognized, encouraged and assessed positively. Students should be encouraged to come up with their own or explore alternative methods of solving problems.
2. One way of encouraging students to learn continuously is by taking up simple self-assessment exercises in the form of quizzes. Teachers can prepare a list of quizzes for each topic/unit with answers given at the back and these can be given to the students at the end of each topic/unit. Through this self-assessment exercise, students can collect all the important points at the end of each topic/unit.
3. Oral assessments can be conducted via videoconference or telephonic conversation at the end of each period of assessments. The teacher can also conduct a brief oral examination/meeting, after the conduct of a written test/examination/activity/project, to discuss students' work and to clarify the difficulties encountered or to discuss the correct solutions to a problem or to authenticate their project works.

4. WhatsApp is a useful tool for distribution and submission of assignments. However, due to the limitations of storage capacity of smart-phones, teachers may not be able to keep records of the works of the entire class through WhatsApp. All teachers and students/parents can instead be advised to have personal email accounts for transaction of assignments. The usage of WhatsApp can be reserved for those students who have digital device/internet accessibility issues.
5. For internal assessment, the break-up of 20 marks for the two areas: Practical work/Project work/Activities (15 marks) and Formal Testing (5 marks) remains the same. Students can be asked to perform minimum 2 activities for Practical/Project work and at least 4 Formal Testing for the academic year.

Assignments for all the two areas can be given online. Students may email/WhatsApp online copies of their works for checking and recordings. If necessary, offline checking of the Practical record books/Project work/Tests can be done if and only if the situation becomes conducive after the total lockdown observing all SOPs.

SCIENCE

Part A: External – 80 marks

1. The 80 marks assessment to be done in parts and not to be assessed one time.
2. First part can be for MCQ's and VSA's, second part for SA of 2 and 3 marks, and third part can be for LA, etc. or teachers can work out according to their situation.
3. Assessments can be done on different intervals/days.
4. The consolidated marks should be sent to the Board for final recording of marks.
5. Teachers can use different tools viz. quizzes, matching exercises, choose the correct answer, etc for MCQ's and VSA's. This can be done using Google forms, etc. or where digital access is not available, teachers can give out question papers following all SOPs.
6. Case- studies and problem-solving questions, scenario-based questions can be used for SA and LA type of questions.
7. Multiple assessment strategies relevant to particular learning outcomes are advised over the period of curriculum transaction. The subject teachers can determine the type and frequency of these assessments.
8. During teaching-learning transactions, it is crucial to focus on core content and align assessment with the subject learning outcomes.
9. Along with the achievement of the educational outcomes through core content, the focus should be on student's wellbeing and willingness to learn.
10. It is essential that teachers communicate with the students and parents in order to create 'a circle of trust for learning', because each has a role in assuring that learning takes place.
11. The virtual environment needs to be clearly structured around key values, including fostering engagement, valuing work and imposing zero tolerance to unacceptable and prohibited behaviour.
12. The students need to be aware that they are responsible for themselves and their own learning, and they should not be encouraged to submit anything but their *own work*.
13. The parents have a responsibility to support their children's awareness of what is acceptable behaviour so that they can act responsibly.

14. It is important to note that students need different forms of support. Teachers have to adapt to reach out to students with special needs, in line with their individual documented needs, while gifted students will still require more demanding tasks assessing higher-level cognitive skills.
15. Teachers should provide feedback to students on their achievement of educational outcomes, as well as on how to improve learning.
16. Teachers should monitor student's work, encourage them to be active and to cooperate with both teachers and other students.

Part B: Internal – 20 marks

Areas of assessment:

1. Subject Enrichment Experiments/Activities/Projects - 10 marks
2. Records - 4 marks
3. Periodic Assessment - 6 marks

1. Subject Enrichment Experiments/Activities/Projects

It is important that the subject enrichment experiments/activities/projects be conducted with rigour and focus, aligned with the syllabus. The activities/projects suggested in the textbook can be carried out as well as any activity which is relevant to the subject can be conducted. These activities should motivate and challenge the students and allow them to apply knowledge, raise questions, experiment, innovate and find solutions to questions/problems encountered relating to everyday life.

Activity and independence of work in students should be recognized, encouraged and assessed positively, including homework, peer learning and individual research. The aim is for students to become independent in learning and aware of their own responsibility for learning and results.

2. Records

The students must maintain a proper record of all experiments/activities/projects performed. The record book should start with a Table of Contents wherein an index of each experiment/activity/project with the respective date is entered. Each experiment/activity/project should be recorded with the statement of the objective, theory, procedure, observation/identification, calculation/result/interpretation with relevant diagrams and tables. Record books should be developed in an easy manageable form. They need to be meaningful, simple and accessible. Maintaining the record book should not be a burden on the students-both in terms of cost and time. The record book shall be checked and assessed by the teacher either periodically (preferable) or at the end of the term for final submission of marks. Some suggested criteria for assessment of record book are – organization and neatness, completion of work focused on specific curricular objectives, evidences of student's growth, etc. Teachers can include other subject relevant criteria and elements to assess record books.

3. Periodic Assessment

The main purpose of periodic assessment is to assess the learning progress of the students. Multiple assessment strategies relevant to particular learning outcomes are advised over the period of curriculum transaction. The subject teachers can determine the type and frequency of these assessments. Average of all these assessments shall be taken for final submission of marks.

SOCIAL SCIENCES

There is no change in the distribution of marks for external /internal assessment. The question design remains the same.

A. External : 80 marks

1. As teaching- learning is a continuous process, teachers should implement continuous assessment of their students.
2. Teachers may conduct some virtual classes through Zoom, Google meet or any other online modes to have interactive classes with the students. Also, teachers shall clear the doubts of the students if any and motivate them to study at home even if they could not attend their physical regular classes.
3. Schools/teacher in-charge should see that questions are set as per the question design set by the Board i.e. the questions should cover all type of questions given in the design.
4. While preparing questions, teachers should take care of the weightage level of Questions.
5. The schools can conduct the mid-term examination in parts on separate days in the Online mode. For example, MCQ and VSA type questions in one part and the SA-I, SA-II in second part and LA type questions in the third part or whichever way the school feel convenient. The consolidated marks can be sent to the Board after the tests.
6. Students should be reminded to appear their tests honestly.
7. Report and feedback of the progress of students should be given to the students as well as the parents.
8. Teachers should constantly support their students in all possible ways in the teaching-learning process and its assessment.
9. In places where internet connection is not constant, schools may need to hand over photocopy of the questions to the students maintaining all the SOPs issued by the Government from time to time.

B. Internal : 20 marks

Areas of Assessment

1. Activities - 10marks
2. Assignment - 5marks
3. Formal testing -5marks

Guidelines for Assessment

Activities - 10marks

For the activities, the teachers has the liberty to give any innovative projects/activities related to the chapters which can be done at home or gather information through online.

Assignment -5marks

After each lesson is taught, the teachers can give assignments to the students to help them understand the concept of the particular chapter.

Formal testing -5marks

The subject teacher shall conduct formal testing by giving questions to the students after completing one or two lessons/chapters. Teachers should administer the different type of questions as prescribed by the Board.

Teachers shall record the marks secured by the students in activities, assignment and formal testing. Average of all these assessments shall be taken for final submission of marks under the internal assessment.

HINDI

External – 80 marks

To have a fair and wholesome assessment for students during this time of pandemic, it may be advisable for teachers to conduct a series of assessments instead of a one-time assessment to test the students. The assessments should cover all areas of assessment according to the design of the question paper set by the Board. It may be a good practice to conduct an assessment after completion of every chapter.

Area of Assessment-

1. **Prose/Poetry-** All forms of questions should be tested for assessment. It may be conducted in parts. Competency- based questions should be asked to test students' comprehension of the text.
2. **Grammar-** Grammar questions in contextual form can be given to students to test their understanding and to test the correct usage of grammar.
3. **Translation** –New words can be introduced to students for translation to enhance their vocabulary in Hindi.
4. **Letter Writing-** Teachers may set an assigned time to conduct an assessment on a specific date and time. Questions may be asked that can assess the students' understanding of letter writing skills.

Internal – 20 marks

Areas of Assessment-

1. **Listening and Speaking** - 5 + 5 marks
2. **Projects/ Assignments** - 5 marks
3. **Formal testing** - 5 marks

Suggestions for Internal Assessment:

In this time of pandemic where social distancing protocols are at hand, any given task for Listening and Speaking may not be possible face to face without the help of technology. Every school is encouraged to try out their own way of administering the test but a fair, and objective testing of listening and speaking is mandatory.

Here are some suggestions/ways to administer Listening and Speaking tests:

Listening:

1. The teacher may arrange the passage according to the level of class and prepare different types of questions such as MCQs, Gap-filling, Match the following, True or False questions, etc.
2. The teacher can make a recording of his/her voice while reading out the passage at varied speed as per the norms set by the Board.
3. The teacher can post the question paper to the students well ahead of time.
4. The recording of the teacher's voice can be posted for the students to listen and answer the questions within a stipulated time.
5. The answers can be sent by the students to the teacher in any possible means for evaluation.
6. Teachers can give passages according to the level appropriate for the class and ask parents/ siblings to read out the passage at varying speeds while the students answer the questionnaire based on the passage, to test listening skills of the students.

Speaking:

1. Telephonic conversation between the teacher and student.
2. Whatsapp video call where more students can be engaged at the same time.
3. The teacher can give a topic for group discussion and the students can themselves have a Zoom or Whatsapp video call and send the recording in his/her mail.
4. As seen in the feedback given by the schools in the Schools Survey conducted by the office, some schools in the interior places have mentioned that due to the technological lapses, the teachers have been visiting students maintaining the social distancing protocols. In such case the teachers may assess the students during such visits.
5. Wherever possible, the teacher can take advantage of technology to encourage learning activities through peer and group learning using social media but making the alert on cyber security front.

Assignments:

1. Teachers shall assign activities which can be done by children at home.
2. Teachers shall find reading materials appropriate for class and assign the students to read stories, reports or articles other than the ones given in the textbooks so that students can be exposed to different types of writing activities.
3. Teachers can assign varied writing tasks according to the level of the class.

The schools may try out any other innovative ways and means to administer the internal assessment tasks/ tests, based on the learners' competency.

B. Assessment guidelines of different subjects at secondary level

ENGLISH

- * Care must be taken to see that questions are set as per the design of the question paper set by the Board. Topics like Essays/ MCQ questions which are not included in the syllabus are to be avoided.
- * Teachers are encouraged to frame more questions of their own instead of depending only on the textual question provided in the textbooks.
- * For the mid-term assessment, schools can conduct in batches/parts on separate days in online mode. For example the first part may include questions of *SA (I) for 3 marks* and the second part may be *SA(II) for 4 marks* . Another part may include *SA (III) /LA (I) or LA (II)* questions from the Reading /Writing and Grammar sections and so on. The consolidated marks can be sent to the Board after the tests/assessments are conducted.
- * The teacher in-charge is reminded to make use of the English worksheets which are available in the Board's website www.nbsenagaland.com and also the videos available on the Directorate of School Education (DoSE) YouTube channel.
- * The questions to be set should cover all types of questions which are given in the design.
- * Students should be reminded to write the answers honestly.
- * The assessment, wherever possible shall be conducted in online mode.
- * In some places where internet connection is not constant, schools may need to hand over photocopy of the questions to its students. Here, all Standard Operating Procedures (SOP) issued by the Government like social distancing, wearing of face masks etc. should be strictly observed while handing over the papers.
- * Schools are encouraged to try out their own way of administering the tests but care should be taken to ensure that an honest and fair testing is done.

Suggestions to administer Listening and Speaking activities:

In this time of pandemic where social distancing protocols are at hand, any given task for Listening and Speaking may not be possible face to face without the help of technology. Here are some suggestions/ways to administer Listening and Speaking tests:

Listening:

1. The teacher may arrange the passage according to the level of class and prepare different types of questions such as MCQs, Gap-filling, Match the following, True or False questions, etc.
2. The teacher can make a recording of his/her voice while reading out the passage at varied speed as per the norms set by the Board.
3. The teacher can post the question paper to the students well ahead of time.
4. The recording of the teacher's voice can be posted for the students to listen and answer the questions within a stipulated time.
5. The answers can be sent by the students to the teacher in any possible means for evaluation.

Speaking:

1. Telephonic conversation between the teacher and student.
2. Whatsapp video call where more students can be engaged at the same time.
3. The teacher can give a topic for group discussion and the students can themselves have a Zoom or Whatsapp video call and send the teacher the recording in his/her mail.

4. For schools in areas where there are technological lapses, the teachers may visit students maintaining all the COVID appropriate protocols. In such cases, the teachers may assess the students during such visits by strictly adhering to the SOPs issued by the Government from time to time.

MATHEMATICS

In secondary level Mathematics, the break-up of 80 marks for external assessment & 20 marks for internal assessment will remain the same. The design of the question papers will also remain the same.

However, the physical closure of schools has all the more reinstated the necessity of having **student-centered assessment** whereby focus is on the learning outcomes rather than the teaching contents. Therefore, an Assessment Guidelines has been prepared to support our assessment process, which may not be comprehensive and which may not provide solutions to all challenges faced during this pandemic, but which may help put focus on student's learning and help develop competencies.

1. A virtual environment is a great spot for assessment and learning. However, it is desirable to make a shift from the traditional assessment methods applied in the classroom and to assess what is really relevant. The usual traditional questions can be applied in online assessments, but due to various technical issues, such questions (especially usual LA questions which require more time to answer) should be used in a smaller number and to a lesser degree.

In this regard, teachers can introduce case-study based questions in school assessments which can be included in the LA or SA questions. Case-study questions are based on real-life situations, whereby a plot for the case-study is presented and few questions of VSA or MCQs are asked. Answers to such questions need not require solution in detail as the questions are straightforward and therefore, scoring for the students. This type of questions is useful in giving students experience in logic, problem solving, and identifying key concepts.

2. While giving out assignments/discussions/home-works, creativity of the students (i.e. independence of work) should be recognized, encouraged and assessed positively. Students should be encouraged to come up with their own or explore alternative methods of solving problems.
3. One way of encouraging students to learn continuously is by taking up simple self-assessment exercises in the form of quizzes. Teachers can prepare a list of quizzes for each topic/unit with answers given at the back and these can be given to the students at the end of each topic/unit. Through this self-assessment exercise, students can collect all the important points at the end of each topic/unit.
4. Students can be asked to link the content studied to their own experience, focusing the assessment on the learning process and learning awareness, rather than on memorizing facts.

For example, instead of routinely solving textbook problems which involve exponential equations, students can be asked to look for social phenomena governed by exponential equations. In addition to that, they can be asked to try to interpolate the function with the data and use appropriate mathematical tools to model a real problem, such as spread of fake news, population growth etc.

Such activities can be taken up as project works which can be performed individually, or in groups whereby two or three students can be asked to link the content studied with their own experiences through virtual collaboration, and then submit their findings to the teacher.

5. Oral assessments can be conducted via videoconference or telephonic conversation at the end of each period of assessments. The teacher can also conduct a brief oral examination/meeting, after the conduct of a written test/examination/activity/project, to discuss students' work and to clarify the difficulties encountered or to discuss the correct solutions to a problem or to authenticate their project works.
6. WhatsApp is a useful tool for distribution and submission of assignments. However, due to the limitations of storage capacity of smart-phones, teachers may not be able to keep records of the works of the entire class through WhatsApp. All teachers and students/parents can instead be advised to have personal email accounts for transaction of assignments. The usage of WhatsApp can be reserved for those students who have digital device/internet accessibility issues.
7. Conduct of examination at the school level is helpful to give the students experience of the real-life examination. However, for digital/distance assessment, this can be conducted for 80 marks **in parts only**, where in MCQ and SA questions are conducted in one session/day, VSA and LA questions in another session/day etc, with a **time limit for each part** commensurate to that of the Board's examination. [*Expected time lengths for each form of question are given in the Design of the question paper.*]
8. For internal assessment, the break-up of 20 marks for the three areas: Practical, Project and Formal Testing remains the same. Students can be asked to perform minimum 3 activities for Practical, 1 project work and at least 6 Formal Testing for the academic year.

Assignments for all the three areas can be given online. Students may email/WhatsApp online copies of their works for checking and recordings. If necessary, offline checking of the Practical record books/Project work/Tests can be done if and only if the situation becomes conducive after the total lockdown observing all SOPs.

SCIENCE

Part A: External – 80 marks

1. The 80 marks assessment should be done in parts and not to be assessed one time.
2. First part can be for MCQ's and VSA's, second part for SA of 2 and 3 marks, and third part can be for LA's of 5 marks, etc. or teachers can work out according to their situation.
3. Assessments can be done on different days.
4. The consolidated marks should be sent to the Board for final recording of marks.
5. Teachers can use different tools viz. quizzes, choose the correct answer, etc for MCQ's and VSA's. This can be done using Google forms, etc. or where digital access is not available, teachers can give out question papers strictly following all the SOPs issued by the Government from time to time.
6. Case- studies and problem-solving questions, scenario-based questions can be used for SA and LA type of questions.
7. Multiple assessment strategies relevant to particular learning outcomes are advised over the period of curriculum transaction. The subject teachers can determine the type and frequency of these assessments.

8. During teaching-learning transactions, it is crucial to focus on core content and align assessment with the subject learning outcomes.
9. Along with the achievement of the educational outcomes through core content, the focus should be on student's wellbeing and willingness to learn.
10. It is essential that teachers communicate with the students and parents in order to create 'a circle of trust for learning', because each has a role in assuring that learning takes place.
11. The virtual environment needs to be clearly structured around key values, including fostering engagement, valuing work and imposing zero tolerance to unacceptable and prohibited behaviour.
12. The students need to be aware that they are responsible for themselves and their own learning, and they should not be encouraged to submit anything but their *own work*.
13. The parents have a responsibility to support their children's awareness of what is acceptable behaviour so that they can act responsibly.
14. It is important to note that students need different forms of support. Teachers have to adapt to reach out to students with special needs, in line with their individual documented needs, while gifted students will still require more demanding tasks assessing higher-level cognitive skills.
15. Teachers should provide feedback to students on their achievement of educational outcomes, as well as on how to improve learning.
16. Teachers should monitor student's work, encourage them to be active and to cooperate with both teachers and other students.

Part B: Internal – 20 marks

Areas of assessment:

- | | |
|---|------------|
| 1. Subject Enrichment Experiments/Activities/Projects | - 10 marks |
| 2. Records | - 4 marks |
| 3. Periodic Assessment | - 6 marks |

1. Subject Enrichment Experiments/Activities/Projects

It is important that the subject enrichment experiments/activities/projects be conducted with rigour and focus, aligned with the syllabus. The activities suggested in the internal assessment in the syllabus can be carried out as well as any activity which is relevant to the subject can be conducted. These activities should motivate and challenge the students and allow them to apply knowledge, raise questions, experiment, innovate and find solutions to questions/problems encountered relating to everyday life.

Activity and independence of work in students should be recognized, encouraged and assessed positively, including homework, peer learning and individual research. The aim is for students to become independent in learning and aware of their own responsibility for learning and results.

2. Records

The students must maintain a proper record of all experiments/activities/projects performed. The record book should start with a Table of Contents wherein an index of each experiment/activity/project with the respective date is entered. Each experiment/activity/project should be recorded with the statement of the objective, theory, procedure, observation/identification, calculation/result/interpretation with relevant diagrams and tables. Record books should be developed in an easy manageable form. They need to be meaningful, simple and accessible. Maintaining the record book should not be a burden on the students-both in terms of cost and time. The record book shall be checked and assessed by the teacher either periodically (preferable) or at the end of the term for final submission

of marks. Some suggested criteria for assessment of record book are – organization and neatness, completion of work focused on specific curricular objectives, evidences of student’s growth, etc. Teachers can include other subject relevant criteria and elements to assess record books.

3. Periodic Assessment

The main purpose of periodic assessment is to assess the learning progress of the students. Multiple assessment strategies relevant to particular learning outcomes are advised over the period of curriculum transaction. The subject teachers can determine the type and frequency of these assessments. Average of all these assessments shall be taken for final submission of marks.

SOCIAL SCIENCES

There is no change in the distribution of marks for external /internal assessment. The question design remains the same.

A. External : 80 marks

1. As teaching- learning is a continuous process, teachers should implement continuous assessment of their students.
2. Teachers may conduct some virtual classes through Zoom, Google meet or any other online modes to have interactive classes with the students. Also, teachers shall clear the doubts of the students if any and motivate them to study at home even if they could not attend their physical regular classes.
3. Schools/teacher in-charge should see that questions are set as per the question design set by the Board i.e. the questions should cover all type of questions given in the design.
4. While preparing questions, teachers should take care of the weightage level of Questions .
5. The schools can conduct the assessment in parts or after a chapter/topic is completed on separate days in the Online mode. For example, MCQ and VSA type questions in the first part and the SA, LA type questions in the second part or whichever way the school feel convenient. The consolidated marks can be sent to the Board after the tests/assessment are conducted.
6. Teachers should also try some competency based questions in line with NEP 2020 in MCQ and LA type questions.
7. Students should be reminded to appear their tests honestly.
8. Report and feedback of the progress of students should be given to the students as well as the parents.
9. Teachers should constantly support their students in all possible ways in the teaching-learning process and its assessment.
10. In places where internet connection is not constant, schools may need to hand over photocopy of the questions to the students by strictly maintaining all the SOPs issued by the Government from time to time.

B. Internal : 20 marks

Areas of Assessment

1. Activities - 10marks
2. Assignment - 5marks
3. Formal testing -5marks

Guidelines for Assessment

Activities - 10marks

The students may be asked to watch movies of some prominent freedom fighters, collect photographs of different types of agriculture through online. Ask them to write some role of citizens in a democracy. The teachers has the liberty to add more innovative projects/activities related to the chapters which can be done at home or gather information through online.

Assignment -5marks

After each lesson is taught, the teachers can give assignments to the students to help them understand the concept of the particular chapter.

Formal testing -5marks

The subject teacher shall conduct formal testing by giving questions to the students after completing one or two lessons/chapters. Teachers should administer the different type of questions as prescribed by the Board.

Teachers shall record the marks secured by the students in activities, assignment and formal testing. Average of all these assessments shall be taken for final submission of marks under the internal assessment.

ALT ENGLISH/MILs

External – 80 marks

To have a fair and wholesome assessment for students during this time of pandemic, it may be advisable for teachers to conduct a series of assessments instead of a one-time assessment to test the students. The assessments should cover all areas of assessment according to the design of the question paper set by the Board. It may be a good practice to conduct an assessment after completion of every chapter. The records of the assessments should be maintained and the consolidated marks shall be submitted to the Board.

Area of Assessment-

1. Reading-

A passage of about 250-300 words/ one literary piece/poem can be given to students through Whatsapp along with questions which test the students' competency to understand the passage.

2. Writing-

Teachers may set an assigned time to conduct an assessment on a specific date and time. Competency-based questions that can assess the students' understanding of writing skills may also be given.

3. Grammar and Translation (for MILs) –

Grammar questions in contextual form can be given to students to test their understanding and to test the correct usage of grammar.

4. Prose/Poetry-

All forms of questions should be tested for assessment. It may be conducted in parts whereby MCQs and LA I can be conducted on the same day and SA I and SA II are conducted on another day. Competency- based questions should be asked to test students' comprehension skills.

5. Drama/Fiction –

All forms of questions should be tested for assessment. It may be conducted in parts whereby MCQs and LA I can be conducted on the same day and SA I and SA II are conducted on another day. Competency- based questions should be asked to test students' comprehension skills.

Internal – 20 marks

Areas of Assessment-

1. Listening and Speaking - 5 + 5 marks
2. Projects/ Assignments - 5 marks
3. Formal testing - 5 marks

Suggestions for Internal Assessment:

In this time of pandemic where social distancing protocols are at hand, any given task for Listening and Speaking may not be possible face to face without the help of technology. Every school is encouraged to try out their own way of administering the test but a fair, and objective testing of listening and speaking is mandatory.

Here are some suggestions/ways to administer Listening and Speaking tests:

Listening:

1. The teacher may arrange the passage according to the level of class and prepare different types of questions such as MCQs, Gap-filling, Match the following, True or False questions, etc.
2. The teacher can make a recording of his/her voice while reading out the passage at varied speed as per the norms set by the Board.
3. The teacher can post the question paper to the students well ahead of time.
4. The recording of the teacher's voice can be posted for the students to listen and answer the questions within a stipulated time.
5. The answers can be sent by the students to the teacher in any possible means for evaluation.
6. Teachers can give passages according to the level appropriate for the class and ask parents/ siblings to read out the passage at varying speeds while the students answer the questionnaire based on the passage, to test listening skills of the students.

Speaking:

1. Telephonic conversation between the teacher and student.
2. Whatsapp video call where more students can be engaged at the same time.
3. The teacher can give a topic for group discussion and the students can themselves have a Zoom or Whatsapp video call and send the teacher the recording in his/her mail.
4. As seen in the feedback given by the schools in the Schools Survey conducted by the office, some schools in the interior places have mentioned that due to the technological lapses, the teachers have been visiting students maintaining the social distancing protocols. In such case the teachers may assess the students during such visits by strictly maintaining the SOPs issued by the Government from time to time.
5. Wherever possible, the teacher can take advantage of technology to encourage learning activities through peer and group learning using social media but making the alert on cyber security front.

Assignments:

1. Teachers shall assign activities which can be done by children at home.
2. Teachers shall find reading materials appropriate for class and assign the students to read stories, reports or articles other than the ones given in the textbooks so that students can be exposed to different types of writing activities.
3. Teachers can assign varied writing tasks according to the level of the class. The schools may try out any other innovative ways and means to administer the internal assessment tasks/ tests, based on the learners' competency and abilities.

FIT & ITES

Guidelines for online classes and Assessment

- The content of the Syllabus shall remain the same.
- The teachers are advised to use various tools/platforms such as Google Meet, Google Classroom, Zoom, Microsoft Teams etc. for teachings, learning, assignments, assessments etc. and complete the syllabus in time.
- For both theory and internal/practical, after every chapter or portion is completed, it should be followed with assessments in parts according to the design of the question paper and the consolidated marks should be used for Mid-Term Evaluation.
- Exercises related to practical activities should be taught and assess from virtual environments using apps.

ENVIRONMENTAL EDUCATION

Part A: External – 80 marks

1. Assessment of the external contents for 80 marks can be assessed in parts and not as a onetime assessment.
2. MCQ's and VSA's can be assessed on one day, by whichever means is applicable to individual schools. Some tools which the teachers can use on online are quizzes, matching exercises, etc on Google forms, etc. or teachers can hand out the question paper by strictly following the SOPs issued by the Government from time to time.
3. Assessment for SA and La type of questions can be done on different days.
4. Case- studies and problem-solving questions, scenario-based questions can be used for SA and LA type of questions.
5. Teachers should record the marks secured by the students in all cases and the consolidated marks should be sent to the Board for final recording of marks.
6. Teachers should be encouraged to communicate with the parents in order to create an environment for learning for the students.
7. Teachers should make the students aware and responsible that they are to submit only their 'own work'.
8. Teachers have to adapt to reach out to all types of students, students with special needs according to their individual needs and also cater to gifted students.
9. Teachers should be able to provide constant feedback to the students on their learning outcomes.
10. Above all, the well-being of the students should be kept in mind.

PART-B: INTERNAL - 20 marks

Areas of assessment:

1. Project - 16 marks
2. Formal testing - 4 marks

The activities suggested in the internal assessment in the syllabus can be carried out as well as any activity which is relevant to the subject can be conducted. These activities should motivate and challenge the students and allow them to apply knowledge, raise questions, experiment, innovate and find solutions to questions/problems encountered relating to everyday life.

The main purpose of formal testing is to assess the learning out comes of the students. The subject teachers can determine the type and frequency of these assessments. Average of all these assessments shall be taken for final submission of marks.

BOOK-KEEPING & ACCOUNTANCY:

For assessment, the design of question paper and marking scheme of both classes IX and X shall remain the same. However, schools are advised to assess the students as under:

A. External : (70 Marks)

1. With the difficulty of conducting a one-time assessment, schools have the liberty to conduct the assessment at different intervals/days.
2. The assessment of the different parts can be conducted on different days and timing as per the availability of resources such as electricity, internet etc.
3. For schools where non availability of basic online facility such as mobile network, internet connectivity etc., schools can conduct open-book examination by giving the question paper to parents/ guardians for issue and submission of answer books in strict compliance with the SOPs issued by the Government from time to time. However, in such cases, conceptual based questions should be given out and the schools and teachers should check the authenticity, originality of the answers submitted.
4. Case studies, conceptual questions, project based learning etc., wherever applicable can be used to assess the students for SA and LA questions.
5. The consolidated marks secured by the students shall be sent to the Board in the prescribed format.

B. Internal: (30 Marks)

Areas of assessment

1. Formal Testing – 5 Marks
 2. Assignments – 5 Marks
 3. Project work – 20 Marks
- Total – 30 Marks

Guidelines for Assessment

1. Formal Testing – 5 Marks
Teacher shall conduct Periodical Formal Testing from time to time/**when a chapter or topic is taught to assess the learning outcome of the students.** The teacher shall evaluate the test; award marks and maintain records on the progress of the students. The average marks secured from the test during the academic session shall be added to the Internal Assessment Marks. These marks should be in no way a one-time assessment marks.
2. Assignments – 5 Marks
The teacher shall give assignment judiciously spread over the whole academic year. These assignments shall be evaluated and award marks according to the performance of the student in the assignment. The average marks secured from the assignment shall be added to the Internal Assessment Marks.
3. Project work – 20 Marks
The marking scheme and number of Project work will remain the same as in the Syllabus. However, teachers has the liberty to add more innovative projects related to the chapters which can be done at home or gather information through online

HOME SCIENCE

Assessment guidelines

- There is no change in the content of the syllabus.
- The assessment should cover the different forms/types of questions as per the design given by the board.
- The assessment for the different types of questions i.e., MCQ, VSA, SA and LA can be conducted on different days as per the convenience of the teacher.
- The teacher can use various online platforms like google meet, zoom, Microsoft teams etc for discussions, virtual lessons, demonstrations etc.
- The teacher can also select topics from the syllabus and give demonstration through video clips/ pre-recorded videos to engage learners at home.
- There is no change in the internal practical assessment for Home Science. However, apart from practical experiments given in the syllabus, teachers can help improve the learning process by involving the students in activities related to the subject which can be done at home.
- A record should be maintained for the overall assessment and the consolidated marks to be submitted to the board.

MUSIC (*Secondary & Higher Secondary*)

Guidelines for Online classes and Assessments

With the prevailing situation, online classes and assessments have become necessary. Therefore, the schools are advised to use various media platforms such as Google meet, Google classroom, Google form, Zoom apps etc. for teaching, learning, assignments, assessments etc. and complete the syllabus successfully.

Part A: External -70 Marks

1. The assessment should be taken in parts after every lesson or portion is completed and one time assessment should be avoided.
2. The design of the question paper remains same and the assessment should follow the design of the question paper. The following guidelines are as follows:

I. Secondary Level

- a. MCQ and Short answer I (SA-I) can comprise one part of assessment
- b. Short answer II (SA-II) another part of the assessment
- c. Long answer can be one part of assessment

II. Higher Secondary Level

- a. Very short answer (VSA) and Short answer (SA-I) can be taken as one part of assessment.
- b. Short answer (SA-II) as one assessment
- c. Long answer (LA) as one part of assessment

Part B: Internal – Practical 30 Marks

- I. Secondary Level and Higher Secondary Level
 - a. As per the syllabus, the allotment of marks will remain same.
 - b. The teacher concerned should carry out all parts of the exercises given in the syllabus.

- c. Wherever necessary, practical exercises played in the Piano or voice record should be made available to the students for better understanding and making the learning realistic. At the same time, the exercises performed by the students should also be made available to the teachers.
 - d. As far as possible, practical activities should be taught and assessed from virtual classes using appropriate apps.
- Wherever possible competency based questions should be asked.
 - The teacher concerned can have the flexibility of incorporating more ways of assessment like oral test using virtual classroom for both Secondary and Higher Secondary Level.
 - Exercises related to practical activities under Part A should be taught and assessed from virtual classes using apps.

Note: The consolidated marks of the various assessments should be recorded by the schools and sent to the Board.

C. Assessment guidelines of different subjects at higher secondary level

ENGLISH

External Assessment—80 Marks

- The teachers can assess the students after finishing each topic/chapter be it in Literature, Reading, Writing and Grammar.
For example: In Literature, prose or poetry after explanation of the lesson, testing items in the form of MCQ or quiz of ½ marks of 20 questions or more in each chapter can be set. These test items can be assessed through Google Form/kahoot or any other applications. In places where online facilities are not available, arrangements should be made to reach to the students by strictly adhering to the SOPS issued by the Government from time to time.
- The rest written examination LA questions can be done through worksheets and PDF question papers-which the students can submit both in soft and hard copy.
- In Writing Section ,assignments can be given . Different type of questions can be set to test/assess vocabulary, grammar, content, description, logical flow, punctuation, originality, creativity, authenticity and so on.
- In Grammar section too online or Google form, kahoot,or any other apps that the teacher finds convenient with, Quizzes/MCQ s can be given to assess the students.
- Once again teachers are kindly reminded to make use of the app, My studygear and also inform their students to use this app in this time of pandemic where offline class is not happening. The teachers and students can also avail the DoSE video recordings which is made available on DoSE YouTube channel.
- Teachers can also make video recordings of the lesson and make it accessible to the students, after which assessment can follow.
- The marks of all these assessment will be recorded by the teacher and the consolidated marks will be added at the end of the term.
- The teachers are encouraged to frame more questions to test the core competencies of the students instead of solely depending on the textual questions.
- It is recommended that teachers monitor closely with the writing skills of the students keeping in mind that virtual classes being in place many a times our students are just not using their pens and pencils thereby the skills of writing , speed etc is at stake.
- Teachers are advised to keep encouraging the students to read and self study at home. Teachers can also assess the students on questions which are beyond the text, to explore their critical thinking skills etc.

Internal Assessment—20 Marks

Listening and Speaking—5+5=10

Formal Testing and Assignment- 5+5= 10

Listening and Speaking:

- Teachers can set multiple tasks and improvise tests accordingly to the needs of his/her classroom.
- To test Speaking skills, teachers can make short video calls, or improvise any other methods which will be best for the classroom.

- For a classroom where the enrollment is manageable, one to one call/video call or a google meet can be done. Video calls/ phone calls though time consuming can happen, interaction with the students over a simple topic, conversation can be taken to assess the students' speaking skills.
- To test Listening skills, a pre recorded audio script can be given to the students. After half an hour, questions can be given to the students and give them a timeline to submit it through whatsapp or whatever mode the school or teacher is using.
- Teachers can also take advantage of varied means of technology to encourage learning through peer group , social media etc
- Every teacher is encouraged to try or improvise their own ways of administering the tests which is best suitable for his/her class but a fair and objective testing of Listening and Speaking is mandatory.
- For Formal testing, the teachers can conduct the tests in different phases, the marks recorded and consolidated at the end of the term.
- For assignments, varied writing items both from literature section and writing section can be given to the students to assess their competency skills of writing-on vocabulary, grammar, content, description, logical flow, punctuation and so on.
- With the increase in marks of the internal assessment, teachers should take this seriously as well as take the opportunity to assess the students comprehensively.
- Teachers should take note or mark the students regularity in attending the online classes, their enthusiasm and positive response in doing their assignment. Their originality, honesty and hard work should be monitored in giving them marks accordingly.

ALTERNATIVE ENGLISH & MILs

Part A - External: 80 marks

1. For an effective online classroom management, teachers should keep in mind the various types of students with different learning styles and behaviours. Teachers should try to prevent students from getting distracted and encourage them to remain attentive, motivated and focused by applying various strategies.
2. To engage students during a lesson, teachers should mix discussions, video and audio clips and hands-on exercises with text and possible brief video lectures. Make it an active learning online class.
3. Teachers should have an alternative plan in case internet connectivity fails or where there is no internet facility.
4. Alternative English Teachers as well as students should make use of the DoSE video lessons uploaded in Youtube, 'My Studygear' and the worksheets available in the Board's website (www.nbsenagaland.com). Teachers should also refer to the question banks made available in the Board's website and acquaint themselves with the types of questions.
5. Students with no internet facility should be instructed to self-study and given hard copy notes, worksheets or question bank or previous years question paper, whichever they can get their hands on by strictly maintaining the SOPs issued by the Government from time to time. Teachers can call on such students and keep a tab on their progress.
6. Teachers can use various tools for learning assessment of students:
 - Assignments

- Oral Questions asked during online class interactions.
- Worksheets
- Online Quizzes – Kahoot
- Google form
- Question papers shared on WhatsApp or various online platforms and evaluation of answer sheet received through email/WhatsApp.

Suggested activities for assessment:

1. Literature:

- Teachers can make pre-recording of the lessons and discuss with the class.
- The teacher can send video links supplementing the literature pieces in the syllabus, after which the teacher can give assignments on writing summary or characterization, themes, etc.
- Teachers can find out audio books on literature pieces from the syllabus and send it to the students. After listening to the audio books, discussions on the particular piece can be exchanged and assessed.

2. Grammar:

- Teachers can share Youtube videos on grammar.
- Play grammar games. The internet has plenty of resources for grammar, whether printable templates or online grammar games or apps.
- Teachers can use Google Form or Kahoot- an online tool to test a learner’s grammar knowledge or understanding.

3. Reading:

- Students should be encouraged to read from various sources – newspapers, TV, packaged goods, posters and public advertisements, pamphlets, etc. utilising the various ways of reading given in the textbook.
- Teachers can give reading passages along with questions. The questions may involve multiple-choice or open-ended items and may be answered orally or in writing within a specified time. Teachers can make use of the worksheets also.

4. Writing (for MILs):

- Give the students topics from the writing section (Application writing, speech writing, advertisement, notice, essay, dialogue writing, invitation). Have students send it back to the teacher through Whatsapp, email, etc., within a specified time for assessment.
- For dialogue writing, let the student listen and write the dialogue of a conversation at home.
- To practice copy-editing, the teacher can give a passage with errors and let the student make corrections and send it back to the teacher.

B. Internal : 20 marks

ALTERNATIVE ENGLISH

Areas of Assessment: Seminars/ Assignments/ Internal tests/Group activities

Suggestions to assess activities:

In order to facilitate the areas of assessment for Alternative English subject, the teacher may conduct Zoom/Google classes and give opportunity to students to listen to teacher’s lecture/ interact in the group activities. Wherever possible, the teacher can take

advantage of technology to encourage learning activities through peer and group learning using social media but making the alert on cyber security front. The schools may try out any other innovative ways and means to assess the students for the internal marks.

Assignments:

The teacher shall give assignments judiciously spread over the whole academic year. After each lesson is taught, the teachers can give assignments and utilise the most suitable tool to administer the assessment. These assignments shall be evaluated and awarded marks according to the performance of the student. The consolidated marks secured from the assignments shall be added to the Internal Assessment Marks.

Internal tests:

The teacher shall conduct formal testing from time to time or when a chapter or topic is taught to assess the learning outcome of the students. Teachers should administer the different type of questions as prescribed by the Board. By utilising the most suitable tool for assessment, the teacher shall evaluate the test, award marks and maintain records on the progress of the students. The consolidated marks secured from the tests during the academic session shall be added to the Internal Assessment Marks. These marks should not be a onetime assessment.

MILs

Areas of assessment:

1. Conversation skills - 10 marks
2. Assignments - 5 marks
3. Formal testing - 5 marks

1. Suggestions to administer conversation skills:

In this time of pandemic where social distancing protocols are at hand, any given task for conversation skills may not be possible face to face without the help of technology. Every school is encouraged to try out their own way of administering the test but a fair, and objective testing of listening and speaking is mandatory.

Here are some suggestions/ways to administer Listening and Speaking tests:

Listening:

- i. The teacher may arrange the passage according to the level of class and prepare different types of questions such as MCQs, gap-filling, Match the following, True or false questions, etc.
- ii. The teacher can make a pre- recording, reading out the passage at varied speed as per the norms set by the Board.
- iii. The teacher can post the question paper to the students well ahead of time.
- iv. The recording of the teacher’s voice can be posted for the students to listen and answer the questions within a stipulated time.
- v. The answers can be sent by the students to the teacher in any possible means for evaluation.

Speaking:

- i. Telephonic conversation between the teacher and student.
- ii. WhatsApp video call where more students can be engaged at the same time.
- iii. The teacher can give a topic for group discussion and the students can themselves have a Zoom or WhatsApp video call and send the teacher the recording in his/her mail.
- iv. If the class is a manageable size, the teacher can give a topic and let the student record his/her own voice and send it back to the teacher.

- v. As seen in the feedback given by the schools in the Schools Survey conducted by the office, some schools in the interior places have mentioned that due to the technological lapses, the teachers have been visiting students maintaining the social distancing protocols. In such case, the teachers may assess the students during such visits. The schools may try out any other innovative ways and means to administer the Listening and Speaking tasks/tests, based on the learners' competency.

2. Assignments

The teacher shall give assignments judiciously spread over the whole academic year. After each lesson is taught, the teachers can give assignments and utilise the most suitable tool to administer the assessment. These assignments shall be evaluated and awarded marks according to the performance of the student. The consolidated marks secured from the assignments shall be added to the Internal Assessment Marks.

3. Formal testing

The teacher shall conduct formal testing from time to time or when a chapter or topic is taught to assess the learning outcome of the students. Teachers should administer the different type of questions as prescribed by the Board. By utilizing the best suitable tool for assessment, the teacher shall evaluate the test, award marks and maintain records on the progress of the students. The consolidated marks secured from the tests during the academic session shall be added to the Internal Assessment Marks. These marks should not be a onetime assessment marks.

ACCOUNTANCY, BUSINESS STUDIES, ENTREPRENEURSHIP AND FUNDAMENTALS OF BUSINESS MATHEMATICS

For assessment the design of the question paper given in the syllabus remains the same. The distribution of marks for external and internal also shall remain the same. Teacher should complete the syllabus in time.

A. External

1. The external assessment to be done in parts and not to be assessed one time.
2. The questions to be set should cover all types of questions which are given in the design.
3. Teachers should refer the question bank from the Board's website.
4. Assessment can be done on different days / periods.
5. First part can be Very Short Answers (VSA) and Short Answers 1 (SA 1) and the second part can be Short Answers 2 (SA 2) and the third part can be Long Answers (LA)
6. The consolidated assessment marks should be sent to the Board as per the time specified in the notification.
7. Teachers should provide feedback to the students on their achievements of educational outcomes. As well as how to improve learning.
8. Case studies and problem-solving questions can be used for Short Answer 2 and Long Answer type questions.
9. Assessment can be done after the completion of every unit.
10. Teachers can frame more questions of their own instead of depending only on textual questions.
11. Students should be encouraged to write the answers honestly.
12. Assignments, problem solving and homework should be given to the students and encourage them to come up with alternative methods of solving problems.

13. The teacher can conduct oral assessment via telephone conversation, voice call and video conference at the end of each period of assessment.
14. Teachers should provide constant feedback to the students on their learning outcomes.
15. Teachers should assess their students with concept-based questions.
16. Teachers are encouraged to make video recording of the lesson taught and make it accessible to the students.
17. Teachers should encourage their students to solve Higher Order Thinking Skills (HOTS) questions.
18. In places where there is no internet connectivity teacher may handover the study materials, notes, design of question papers, question bank and question paper for mid-term exam to the students by strictly maintaining all the SOPs issued by the Government from time to time.

B. Internal

ACCOUNTANCY CLASS XI

Areas of Assessment

- | | | |
|------|---------------------------|----------|
| I. | Project work (Any one) | 10 marks |
| II. | Periodical Formal Testing | 5 marks |
| III. | Assignment | 5 marks |

I. Project work

Teacher should give one project work to each student to let them prepare comprehensive project. From the problem solved by the students the teacher shall conduct viva voce. They can refer the specific guidelines for teachers given in the syllabus.

The weightage of marks for Project work.

- | | | |
|----|------------------------------|----------------|
| 1. | Project file | 2 marks |
| 2. | Viva voce on problem solving | 2 marks |
| 3. | Problem solving | <u>6 marks</u> |
| | | 10marks |

II. Periodical Formal Testing – 5 Marks

Teacher shall give online periodical formal testing from time to time to assess the progress of the students.

III. Assignments – 5 marks

Teacher shall give at least four (4) assignments from any topic from the syllabus.

ACCOUNTANCY CLASS XII

Internal 30 marks

Project Work

Weightage of marks for Project Work

- | | | |
|----|--------------|------------|
| 1. | Project File | – 5 Marks |
| 2. | Written Test | – 20 Marks |
| 3. | Viva Voce | – 5 Marks |

1. Project File

During the academic session the student will work on three types of problems out of which one will be comprehensive nature. Two problems will be specific relating to Ratio Analysis and Cash Flow statement.

2. Written Test

Teachers should give two (2) application-oriented problems of 10 marks each from Ratio analysis and Cash Flow statement.

3. Viva voce

- a) Teacher should conduct viva voce from the topics/units covered to test whether the students are able to express.
- b) Teachers can also conduct viva voce from the Project File presented by the student to test whether the work is done by the student or not.

BUSINESS STUDIES

Internal – 20 Marks

Areas of Assessment

1. Periodical Formal testing – 5 Marks
2. Assignments – 5 Marks
3. Project Work – 10 Marks

1. Periodical Format Testing

Teacher shall conduct Periodical Formal Testing after each chapter or topic is taught to assess the learning outcome of the students. The average marks secured from the test during the academic year.

These marks should be in no way a one-time assessment.

2. Assignments

The teacher shall give assignment judiciously spread over the whole academic year. These assignments shall be evaluated and award marks according to the performance of the students in the assignment.

3. A. Project work for class XI

Teacher shall give any one project work to each student. The project work can be from

- a. Case study on a product
 - i. Take a product having seasonal growth and regular demand with which students can relate.
- b. Aids to trade
 - i. Taking any one aid to trade like insurance.
- c. Import / Export Procedure
 - i. The students should identify a product of their city / country which is imported/exported. They are required to find the details of the actual import export procedure.

3. B. Project work for class XII

Teacher shall give any one project work to each student. The project work can be from

- a. Elements of Business Environment
- b. Principles of Management
- c. Marketing

[Note: For details please refer syllabus]

ENTREPRENEURSHIP

Internal

Areas of Assessment

- | | |
|--|----------|
| 1. Project Report / Market Survey Report | 10 marks |
| 2. Viva voce on PR / MSR | 5 marks |
| 3. Case study | 10 marks |
| 4. Problem solving | 5 marks |

I. Guidelines for assessment of Project Report / Market Survey Report.

1. Presentation: format, clarity, use of graph, tables and other visuals, organisation, methodical recording of date and information and general neatness of execution. 5 marks
2. Originality and Creativity. 3 marks
3. Authenticity of information and correctness of calculation and general feasibility of the project / sustainability of conclusion drawn. 2 marks

II. Guidelines for Assessment of case studies

- a) Presentation: format, accuracy, clarity, authenticity and general neatness. 7 marks
 - b) Analysis and conclusions. 3 marks
- [Note: For details please refer syllabus]*

FUNDAMENTALS OF BUSINESS MATHEMATICS

Internal

20 marks

Areas of Assessment

- | | |
|------------------------------|------------|
| I. Periodical formal testing | – 10 marks |
| II. Assignments | – 5 marks |
| III. Project work | – 5 marks |

Guidelines for Assessment

I. Periodical formal testing.

10 marks

Teachers shall conduct periodical formal testing from time to time to assess the progress of students. The teacher shall evaluate the test, award marks and maintain records on the progress of the students. The average marks secured from the test during the academic session shall be added to the internal assessment marks. These marks should be in no way a one-time mark.

II. Assignments

Teacher shall give at least four assignments from the units covered. These assignments shall be evaluated and award marks according to the performance of the students in the assignment. The average marks secured from the assignments shall be added to the internal assessment marks.

III. Project work

Teacher shall give at least four Project work the units covered. Teacher shall give different project work to different students.

ECONOMICS

For assessment, the design of question paper and marking scheme of both classes XI and XII shall remain the same. However, schools are advised to assess the students as under:

A. External: (80 Marks)

1. With the difficulty of conducting a one-time assessment, schools have the liberty to conduct the assessment by dividing into two three parts.
2. The assessment of the different parts can be conducted on different days and timing as per the availability of resources such as electricity, internet etc.
3. Schools where non availability of basic online facility such as mobile network, internet connectivity etc., schools can conduct open-book examination by giving the question paper to parents/ guardians for issue and submission of answer books in strict compliance with the Govt. SOPs. However, in such cases, conceptual questions should be given out and the schools and teachers should check the authenticity, originality of the answers submitted.
4. Case studies, conceptual questions, project based learning etc., wherever applicable can be used to assess the students for SA and LA questions.
5. The consolidated marks obtain by the students shall be sent to the Board.

B. Internal : (20 Marks)

Areas of Assessment

1. Periodical Formal Testing – 5 Marks
2. Assignments – 5 Marks
3. Project work – 10 Marks

Total – 20 Marks

Guidelines for Assessment

1. Periodical Formal Testing – 5 Marks

Teacher shall conduct Periodical Formal Testing from time to time/ when a chapter or topic is taught to assess the learning outcome of the students. The teacher shall evaluate the test; award marks and maintain records on the progress of the students. The average marks secured from the test during the academic session shall be added to the Internal Assessment Marks. These marks should be in no way a one-time assessment.

2. Assignments – 5 Marks

The teacher shall give assignment judiciously spread over the whole academic year. These assignments shall be evaluated and award marks according to the performance of the student in the assignment. The average marks secured from the assignment shall be added to the Internal Assessment Marks.

3. Project work – 10 Marks

The marking scheme and number of Project work will remain the same as in the Syllabus. However, teachers has the liberty to add more innovative projects related to the chapters which can be done at home or gather information through online.

HISTORY, SOCIOLOGY AND PHILOSOPHY

Covid 19 has changed the face of education dramatically with a major shift from a classroom based teaching to e-learning. With online teaching becoming the new normal, changes need to be brought about in the area of assessment as well. Conducting online exams has its own challenges and one such challenge (if not a major one) concerns the allocation of grades/ marks for online tests/exams as it lacks credibility. Hence, there is a need to avoid assessing students solely on their online exam performances. Rather, assessment should have a holistic approach whereby a student's knowledge, level of understanding, communication skills, presentation skills, etc can be evaluated.

In view of that, new guidelines have been framed for teachers to follow while assessing the students.

PART A: EXTERNAL (80 MARKS)

1. Online examination

The syllabus and the design of the question paper shall remain the same.

Conducting online exams/ test is more or less similar to an open book examination. Keeping that in mind, teachers should avoid giving out questions straight from the textbook exercise but instead frame questions that will allow them to exercise and assess the students' critical thinking ability. (Competency based questions)

Places where there is no access to internet connection or erratic internet connection, the subject teacher may conduct open book examination by setting questions and passing it to the student with a fixed date for submission. Strict measures should be taken to follow all SOPs issued by the Government.

2. Online Quizzes / Group work

Conduct *time-bound* (to avoid malpractices) online quizzes which can be of multiple choice questions, true or false, match the columns or fill-in-the-blanks.

The teacher may form groups of 4-5 students and assign each group with different projects. Each group should prepare their projects through collective effort and may refer to online resources for preparation of the same.

3. Viva voce/oral test

Conducting test through telephonic interviews.

Instructions:

- The 80 mark external assessment to be done in parts and not to be assessed one time
- Assessments can be done on different days
- The teacher may also guide and encourage the students to avail and utilize the different e-learning platforms provided by the school education department.
- Teachers should make an effort to interact with the parents whenever applicable.
- Updates on the progress and performance should be given to the students as well as their parents.
- The head of the institution should assist and guide the teachers, check and maintain records on the progress of the online activities conducted.

PART B: INTERNAL – 20 MARKS

1. Paper presentations – 10 marks

Conduct paper presentations on certain set topics to assess their knowledge, communication skills and presentation skills. This can be done for every unit covered and the consolidated marks can be taken at the end of the session.

2. Feedback forms – 5 marks

Prepare **feedback forms** on topics covered by the teacher to assess the student's reflections on the lessons such as, what they learned, what caused them difficulty, strategies they found helpful, things they want to know more about etc

3. Participation – 5 marks

Students can be assessed based on their willingness to participate in the online/offline activities of the class.

Attendance of the students should also be considered in the assessment.

PSYCHOLOGY

PART-A (80 marks)

1. The content of the syllabus and design of question paper shall remain the same
2. Students who do not have access to internet facilities can be made to undergo the course structure through self study added by hard copy notes, worksheet, question papers etc. Which can be supplied either by the subject teacher or school administration or can be sourced by themselves.
3. Online- Real time assessment can be used to produce traditional method of assessment. After the completion of a certain unit, chapter or topic, a session of Q&A between the teacher and the students can be incorporated.
4. Assess low to high cognitive skills depending upon their understanding and application of the subject/ topic. This in a nutshell will provide and understanding on coverage and acquisition of a student's learning which in turn will help the teacher prepare the lesson plan accordingly.
5. Teachers are encouraged to adapt multiple assessment strategies which can be both formative and summative in nature. The different types of assessment can be chosen based on the topic and administered over appropriate period of time.
6. Using online video calls to assess decision making, critical thinking and reasoning of a student. This, though requiring more time can be effective if done in batches, as it would have the same implications to that of a traditional classroom management.
7. Teacher- parent meetings, using online application such as google meet, whatsApp can be set up to share suggestions, enquire the progress of the student, address problems and take feedback in general.
8. Peer grouping can be arranged by the teachers dividing students into different group for different tasks. Teacher can be the Co-ordinator and a leader assigned to each group for allotted work. Timeline for online meeting and task completion can be facilitated by the teacher.
9. Assessment can also be done through specific case study allotted to the students, certain hypothesis can be put forward and students can be made to prove or disprove the hypothesis discussion project reports can also be collected, the topics should be based on those which have been covered.

PART -B (INTERNAL)

1. Project, experiments and small studies etc (10 marks)
2. Formal assessment (5 marks)
3. Periodic assessment (5 marks)

The student shall be required to undertake a minimum of four projects. The projects would involve the use of different methods of inquiry and related skills, related to the topic covered in the course .

EDUCATION

PART-A (80 marks)

1. The content of the syllabus and design of question paper shall remain the same
2. Online- Real time assessment can be used to produce traditional method of assessment. After the completion of a certain unit, chapter or topic, a session of Q&A between the teacher and the students can be incorporated.
3. Assess low to high cognitive skills depending upon their understanding and application of the subject/ topic. This in a nutshell will provide and understanding on coverage and acquisition of a student's learning which in turn will help the teacher prepare the lesson plan accordingly.
4. Using online video calls to assess decision making, critical thinking and reasoning of a student. This, though requiring more time can be effective if done in batches, as it would have the same implications to that of a traditional classroom management.
5. Teacher- parent meetings, using online application such as google meet, whatsApp can be set up to share suggestions, inquire the progress of the student, address problems and take feedback in general.
6. Peer grouping can be arranged by the teachers dividing students into different group for different tasks. Teacher can be the Co-ordinator and a leader assigned to each group for allotted work. Timeline for online meeting and task completion can be facilitated by the teacher.

PART -B (INTERNAL)

1. Project work (10 marks)
2. Formal assessment (5 marks)
3. Periodic assessment (5 marks)

The student shall be required to undertake a minimum of two projects. The projects would involve the use of different methods of inquiry and related skills, related to the topic covered in the course.

POLITICAL SCIENCE

Assessment Guidelines

- Assessment should be continuous and comprehensive
- Focus on competency development rather than content memorization
- Focus on learning rather than evaluation of achievement
- Questions and assignments which will involve practice by doing should be used
- Assessments should be followed by individual and collective feedbacks to the students

- The assessment should not only enable the teachers to understand the learning outcome but also to reflect, review and modify teaching learning process wherever necessary

Part – B: Internal - Project Work 20 marks

1. Project Work/Group Activity	-	10 Marks
i) Case Study		
ii) Field/Exposure Trip		
iii) Group Discussion		
Distribution of Marks:		
• Report Writing	-	7 marks
• Viva voce	-	3 marks
2. Formal Test	-	4 marks
3. Assignments	-	4 marks
4. Students' Internal Assessment Portfolio	-	2 marks

GEOGRAPHY

- Continuous assessment can be done in parts for both theory (70marks) and practical (30 marks).
- The assessment should cover the different forms/types of questions as per the design given by the board. There is no change in the weightage level of questions.
- The assessment for the different types of questions i.e., VSA, SA-I, SA-II, LA and map question can be conducted on different days as per the convenience of the teacher.
- Teachers can take advantage of the technological tools/platforms available to engage the students to various activities to enhance their learning experiences.
- Teachers can select topics from the syllabus and give demonstration through video clips/pre-recorded videos and make it accessible to the students.
- It is important that students are encouraged to answer the questions honestly when a test is conducted.
- The teacher can keep a check on the performance of the students and give them feedback from time to time.
- The concept of the subject should be made clear to the students during teaching-learning transaction so that they can develop geographical skills, processing and analysis of data/information, preparation of reports including maps and graphics etc.
- The assessment work should be recorded by the teacher and the final consolidated marks to be submitted to the board.

For practical, 30 marks can be divided as follows:

- (a) Project write up on SIT or a survey work done by the students on the relevant topic given by the teacher- **10 marks**
- (b) Practical work and practical record book maintenance and submission-**5marks**
- (c) Simple doable practical works can be done where photos can be taken and send within a given period of time-**15 marks**

CHEMISTRY AND PHYSICS

Like last year, the 2nd wave of COVID-19 pandemic has been disrupted everything including the education system. Though it's declining again, we may expect 3rd wave very soon which will affects our children. But, in this situation, let us join our hands together and do whatever is possible to continue our children education. The Ministry of Education has brought out a new NEP 2020 and working on it in full swing to implement it in the country. The new NEP 2020 emphasizes on competency based education and conceptual learning in order to shift from rote memorization skills. The Board also felt that it should align with this NEP 2020 slowly to keep our children at par with the other Boards etc. though we are facing many challenges to make it at this moment. The following guidelines are suggested for the Physics and Chemistry subjects:

1. Teaching-learning process have to be online/virtual mode. With the topography and technology difficulties, teachers need to engage their students in teaching-learning process with all odds in these trying times.
2. Teachers should clear the concepts of every topic/lesson to their students while teaching – learning process are going on.
3. During teaching-learning process, it is requested to our teachers to incorporate the conceptual learning to their students to align with the NEP 2020.
4. Head of institutions and teachers concerned are requested to inform every students that from the academic year 2021, the Board will include some conceptual based questions in their final examination without changing it's design of question paper and weightage level of questions.
5. The teaching-learning process without assessment are incomplete, as such there should be continuous assessment.
6. The continuous assessment shall be implemented as a formative process, so that teachers can learn how to change their teaching strategies and how to make learning simpler or easier to clear the doubts of the students.
7. Care must be taken while conducting assessment that the questions are set according to the design of question paper prepared by the Board.
8. During assessment, teachers shall assess concept based questions to their students and shall record it.
9. The concept-based questions can be that of MCQ, VSA, SA and LA questions.
10. Based on the weightage level of questions given in the design of question paper , teachers may guide their students during teaching-learning process how to make concept-based questions.
11. The application of concepts based questions can be asked in the difficulty level mentioned in the design of question paper.
12. Teachers should encourage their students to solve higher order thinking skills questions on every lesson/chapter.
13. During continuous assessment, the marks distribution shall be considered as: 30 marks shall test on conceptual-based questions. From these 30 marks, 10 marks shall be tested on application of concepts based questions. 20 marks can be distributed as 1 mark, 2 marks and 3 marks concept-based questions (e.g 4 questions of 2 marks, 3 questions of 3 marks and 3 questions of 1 mark (MCQ or VSA) without disturbing the weightage level of questions. 40 marks can be tested on usual question form asked in the Board examinations.

14. Teachers can assess their students continuously looking at the conveniences of both teachers and students.
15. Assessment can be done in parts like MCQ & VSA in one day and SA questions can be conducted on separate days, with similar intervals 3 marks questions can be assessed and then 5 marks questions shall be conducted on different day.
16. Teachers may also conduct the assessment after the teaching-learning process of every 1 or 2 lessons/chapters.
17. If the teacher conduct the assessments in parts, the teachers concerned shall finally consolidate the marks from overall assessments conducted and turn it into final marks and submit to the Board's office.
18. As suggested for continuous assessments, subject teachers can determine the type and frequency of the assessment.
19. All assessments must be recorded and keep it in school for any verification by the department.

CHEMISTRY

Internal Assessment:

The following points shall be given to the students in lieu of practical classes/examination by the institutions:

1. Students shall write all the procedures, observations, inferences and confirmations/results in their practical record book.
2. Students shall also draw all the apparatus to be used in salt analysis/qualitative analysis experiment in their record book.
3. Students shall write theory, reactions involved, procedures, observations, readings in the table and calculation etc. in their practical record book for volumetric analysis.
4. Students shall draw all apparatus to be used in volumetric analysis in their record book.
5. Teachers shall give some probable values for reading table in volumetric analysis so that students can use it for calculation and they may give a probable answer from the calculations.
6. Students shall write at least 3 (three) content based experiments with all requirements for the experiments and draw all apparatus to be used for experiments in their record book.
7. Besides the projects/activities given in the syllabus, teachers should encourage the students to try/practice other projects/activities related to the subject which can be done at home.
8. Teachers shall constantly guide students while doing projects/activities.
9. All projects/activities performed shall be recorded in their practical record book.
10. Teachers should give questions which tests understanding or applications of each experiment in place of viva for students to answer and record in their practical record book.

Evaluation Scheme for Practical Assessment:

1. Volumetric Analysis	6 marks
2. Salt Analysis	6 marks
3. Content based Experiment	6 marks
4. Project/Activities	7 marks
5. Class Record/Viva	5 marks

Total	30 marks
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PHYSICS**Internal Assessment:**

The following points shall be given to the students in lieu of practical classes/examination by the institutions:

1. Students shall write at least 6 (six) experiments from each section (i.e Section A & B) in their practical record book.
2. Students shall record apparatus, theory, formula, procedures and table for each experiment in the practical record book.
3. Students while writing experiment shall draw all the apparatus/equipments to be used in the experiment in their record book.
4. Teachers shall give some probable values where students can use it and solve it using the formula given in the experiments.
5. Besides the activities given in the syllabus, teachers should encourage the students to try/practice other activities related to the subject which can be done at home.
6. All activities performed shall be recorded in their record book.
7. Teachers shall constantly guide the students for their practical/activities.
8. Questions which test understanding or application of the experiment should be given by the teachers in place of viva for students to answer and record in their practical record book.

Evaluation Scheme for Practical Assessment:

1. Six experiment from each section	9+9=18 marks
2. Activities from each section	3+3= 6 marks
3. Practical record book (experiments & activities)	3+3= 6 marks

Total	30 marks
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COMPUTER SCIENCE & INFORMATICS PRACTICES**Guidelines for online classes and Assessment**

- The content of the Syllabus and design of question paper shall remain the same.
- The teachers are advised to use various tools/platforms such as Google Meet, Google Classroom, Zoom, Microsoft Teams etc. for teachings, learning, assignments, assessments etc. and complete the syllabus in time.
- For both theory and internal/practical, after every chapter or portion is completed, it should be followed with assessments in parts according to the design of the question paper and the consolidated marks should be used for Mid-Term Evaluation.
- Exercises related to practical activities should be taught and assess from virtual environments using apps.

MATHEMATICS

External: 80 marks

- The teachers can assess the students in parts following the design of the question paper but should not be one-time assessment.
- First part can be of questions with MCQ and LA, second part can be SA-I and SA-II type of questions.
- For SA-II and LA type of questions, conceptual based questions can be used to assess the students.
- Teachers can use various tools such as online quiz in the form of MCQ's, assignments etc. to assess the students.
- Teachers must record the marks of all these assessment and the consolidated marks can be sent to the board.
- Teachers are encouraged to modify the textual questions to assess the student's learning outcome.

Internal: 20 marks

1. Periodic test –10 marks
2. Portfolio – 5 marks
3. Activities – 5 marks

Suggestions for internal assessment:

1. Periodic test: 10 marks

This should be done in regular intervals to assess the learning progress of the students. Periodic tests should be restricted to 3 in an academic year covering all the syllabus and the average of the best 2 would be taken for submission of marks.

2. Portfolio: 5 marks

Students must maintain a proper record all their assignments and activities. Portfolios can be an extension of notebooks and need to be developed in an easy manageable form. Developing them should not be a burden on students- both in term of costs and time. Some suggested criteria for assessment of student's portfolio: Organisation – Neatness and Visual Appeal, completion of guided work focused on specific curricular objectives, evidence of student's growth etc. Teachers can include other relevant criteria and elements to assess the portfolios.

3. Activities: 5 marks

Teachers shall assign activities from the NCERT Lab Manual which is available on their website. Students shall perform a minimum of 3 activities and record the activities in their portfolio. Marks can be awarded based on the performance of their activities.

BIOLOGY

Theory paper: 70 marks

- Continuous assessment to be done in parts.
- The assessment should cover the different forms/types of questions as per the design given by the board. The assessment for the different types of questions i.e., MCQ, SA(I), SA(II) and LA can be done on different days.
- Teacher can improve the teaching-learning transaction by engaging the students in various activities to test the learning experience of the students online by conducting quizzes, assignments, demonstrations, presentations, seminars, projects etc.
- Teachers can select topics from the syllabus and give demonstration through video clips/pre-recorded videos and other aspects of digital technology, so as to engage learners at home.
- A record should be maintained for the assessment and the consolidated marks to be submitted to the Board.

Practical : 30 marks

- Teachers can help identify which practical activities are most effective at helping students learn at home .The teachers can explore the potential of home learning as a way of engaging the students to the types of practical activities/experiments that will be difficult to organise in school during this pandemic.
- Apart from practical experiments given in the syllabus, the teachers can implement other experiments/activities relevant to the subject to encourage the students in learning at home.
- All experiments performed shall be recorded in their practical record book.

Evaluation scheme for practical assessment:	Marks
A. Two experiments	7x2=14
B. Videography presentation	10
C. Practical record and Viva	6
Total	30