

SRI SRI SURYADEO SINGH SMRITI GURUKULAM, DHANBAD

CURRICULAM 2026-27

Reasoning and Approach

To summarize the key points, I reviewed the examination and assessment patterns for all grades as outlined in the document. The summary highlights the structure, assessment types, and marks distribution for each grade group, as well as special notes on subject-specific marking schemes. This approach ensures clarity for educators, students, and administrators seeking an overview of the academic assessment system for the 2026-27 session at Sri SriSuryaDeo Singh Smriti Gurukulam, Dhanbad.

Key Points Summary: Examination Pattern 2026-27

1. General Structure:

- The academic year is divided into Term 1 and Final Term (or Pre-Board for higher grades).
- Assessments include conceptual tests, term/final exams, practicals, projects, assignments, seminars, exhibitions, and skill education.

2. Grade-wise Assessment Patterns:

Grades 1YPC to V:

- Each term: Conceptual Assessment 1 (25 marks), Conceptual Assessment 2 (25 marks), Term/Final Exam (50 marks). Total: 100 marks per term.
- Projects, assignments, worksheets, and homework are graded from A to E in both terms.

Grades VI to VIII:

- Each term: Three Conceptual Assessments (25 marks each), Term/Final Exam (80 marks), Practical (20 marks), Assignment/Project (15 marks), Unit Test/Exhibition (10 marks). Total: 200 marks per term.

Grade IX:

- Each term: Two Conceptual Assessments (50 marks each), Term/Final Exam (80 marks), Practical (20 marks), Seminar (10 marks), Exhibition (10 marks), Active Participation (10 marks), Assignment/Project (10 marks), Skill Education (10 marks). Total: 250 marks per term.

Grade X:

- Four Conceptual Assessments (50 marks each), Term 1 (80 marks), Practical I (20 marks), Seminar (20 marks), Exhibition (20 marks), Active Participation (20 marks), Assignment/Project (20 marks), Skill Education (20 marks). Total: 400 marks.
- Pre-Board: 80 marks (theory), 20 marks (practical). Total: 100 marks.

Grades XI & XII (All Streams):

- Four Internal Assessments (50 marks each), Term/Final Exam (marks vary by subject), Practical (marks vary by subject), Seminar (10 or 20 marks), Exhibition (10 or 20 marks), Active Participation (10 or 20 marks), Assignment/Project (10 or 20 marks), Skill Education (10 or 20 marks).
- Total: 250 marks per term (XI), 400 marks per term (XII).
- Pre-Board: Theory and practical marks as per subject distribution. Total: 100 marks.

3. Subject-wise Marks Distribution for Grades XI & XII:

- 80 Theory + 20 Practical: English Core, Mathematics, Hindi Elective, Economics, History, Political Science, Accountancy, Business Studies, Sociology
- 70 Theory + 30 Practical: Physics, Chemistry, Biology, Physical Education, Geography
- 30 Theory + 70 Practical: Painting
- 60 Theory + 40 Practical: Information Technology, Front Office Operations, Health Care

4. Special Notes:

- For all grades, most subjects have an 80 (theory) + 20 (practical) split, except Hindustani Music Vocal (30 theory + 70 practical).
- Emphasis on holistic assessment: includes projects, exhibitions, seminars, and skill education in addition to traditional exams.

Example Implementation:

- A Grade VI student in Term 1 will have three conceptual assessments (25 marks each), a term exam (80 marks), a practical (20 marks), an assignment (15 marks), and a unit test (10 marks), totaling 200 marks.
- A Grade XII Science student will have internal assessments, a final exam (70 theory), a practical (30 marks), and additional marks for seminars, exhibitions, and skill education.

This summary provides a clear, actionable overview of the examination and assessment framework for all stakeholders.

Analyze how the assessment pattern supports holistic student development across grades.

Reasoning and Approach

To analyze how the assessment pattern supports holistic student development, I examined the structure and components of assessments across all grades as detailed in the document. I focused on the variety of assessment types, the balance between theory and practicals, and the inclusion of co-curricular and skill-based elements. This analysis is relevant for educators, school leaders, and parents interested in understanding how the system nurtures well-rounded learners.

Analysis: How the Assessment Pattern Supports Holistic Student Development

1. Diverse Assessment Types

- The pattern includes conceptual assessments, term/final exams, practicals, projects, assignments, seminars, exhibitions, and skill education.

- Example: In Grades VI-VIII, students are evaluated through conceptual assessments, practicals, assignments, unit tests, projects, and exhibitions, ensuring exposure to multiple modes of learning and expression.

2. Emphasis on Practical and Experiential Learning

- Practical exams are included from Grade VI onwards, with increasing weightage in higher grades and certain subjects (e.g., 70 marks practical in Painting for Grades XI-XII).
- Projects, exhibitions, and seminars are part of the assessment, encouraging hands-on learning, creativity, and public speaking.
- Example: Grade IX and above include marks for seminars and exhibitions, fostering research, presentation, and teamwork skills.

3. Continuous and Comprehensive Evaluation

- Multiple assessments per term (e.g., several conceptual assessments, internal assessments) provide ongoing feedback and reduce the pressure of single high-stakes exams.
- Assignments, worksheets, and homework are graded regularly in lower grades, supporting consistent learning habits.

4. Focus on Co-curricular and Life Skills

- Skill education is explicitly assessed in Grades IX-XII, recognizing the importance of vocational and life skills alongside academics.
- Active participation is graded, promoting engagement in class and school activities.
- Example: In Grade X, 20 marks each are allocated for skill education and active participation, highlighting their value.

5. Subject-Specific Customization

- The assessment pattern adapts to the nature of each subject (e.g., more practical marks for Painting, IT, and Music), supporting different learning styles and talents.

6. Grading for Non-academic Work

- In Grades 1YPC to V, projects, assignments, worksheets, and homework are graded from A to E, encouraging effort and improvement rather than just marks.

Conclusion

The examination pattern at Sri SriSuryaDeo Singh Smriti Gurukulam, Dhanbad, is designed to foster holistic student development by:

- Balancing academic rigor with practical, creative, and co-curricular activities
- Encouraging continuous learning and self-improvement
- Recognizing diverse talents and skills
- Preparing students for real-world challenges through skill education and active participation

This comprehensive approach ensures that students are not only academically competent but also develop essential life skills, creativity, and confidence.

Compare the assessment weightage shifts from lower to higher grades for skill development.

One moment, working through the calculations for this response in more detail.

This comparison focuses on how marks tied to skill development shift from lower to higher grades. Skill development components considered: practicals, projects/assignments, seminars, exhibitions, active participation, and explicit skill education.

Side-by-side comparison by grade band

Grade band	Skill-development components and marks	Total marks context	Share of total
1YPC–V	Projects, assignments, worksheets, homework are graded A–E (no numeric marks)	100 per term	Not scored; formative emphasis
VI–VIII (Term 1)	Practical: 20 ; Assignment: 15	200 per term	35/200 = 17.5%
VI–VIII (Final Term)	Practical: 20 ; Project: 15 ; Exhibition: 10	200 per term	45/200 = 22.5%
VI–VIII (Annual)	Practical: 20+20; Assignment/Project: 15+15; Exhibition: 0+10	400 per year	80/400 = 20.0%
IX (per term)	Practical: 20 ; Seminar: 10 ; Exhibition: 10 ; Active participation: 10 ; Assignment/Project: 10 ; Skill Education: 10	250 per term	70/250 = 28.0%
IX (Annual)	Same components in both terms	500 per year	140/500 = 28.0%
X (Annual)	Practical: 20 ; Seminar: 20 ; Exhibition: 20 ; Active participation: 20 ; Assignment/Project: 20 ; Skill Education: 20	400 per year	120/400 = 30.0%
XI (per term)	Seminar: 10 ; Exhibition: 10 ; Active participation: 10 ; Assignment/Project: 10 ; Skill Education: 10 ; Practical:	250 per term	Practical 20→ 70/250=28% ; 30→ 80/250=32% ; 40→ 90/250=36% ;

Grade band	Skill-development components and marks	Total marks context	Share of total
	subject-dependent (20/30/40/70)		70→ 120/250=48%
XI (Annual)	Double of per-term distribution	500 per year	Practical 20→ 140/500=28% ; 30→ 160/500=32% ; 40→ 180/500=36% ; 70→ 240/500=48%
XII (Annual)	Seminar: 20 ; Exhibition: 20 ; Active participation: 20 ; Assignment/Project: 20 ; Skill Education: 20 ; Practical: subject-dependent (20/30/40/70)	400 per year	Practical 20→ 120/400=30% ; 30→ 130/400=32.5% ; 40→ 140/400=35% ; 70→ 170/400=42.5%

Notes on XI–XII practicals by subject (theory/practical):

- 80/20: English, Mathematics, Hindi Elective, Economics, History, Political Science, Accountancy, Business Studies, Sociology → practical = 20
- 70/30: Physics, Chemistry, Biology, Physical Education, Geography → practical = 30
- 60/40: Information Technology, Front Office Operations, Health Care → practical = 40
- 30/70: Painting → practical = 70

What the shifts show

- Early emphasis is qualitative, then becomes quantitative: Grades 1YPC–V record effort via grades (A–E) without numeric weight, building habits without high-stakes pressure. Numeric skill weights start in VI–VIII (20% annually).
- Steady increase through middle and secondary: The share rises from VI–VIII (20% annually) to IX (28%) and X (30%), reflecting broader inclusion of seminars, exhibitions, active participation, and explicit skill education.
- Strong subject-driven differentiation in senior secondary: In XI–XII, baseline co-curricular skill components are constant each term, but practical weight varies sharply by subject, pushing the skill share from about 28–36% (most academic subjects) up to 42.5–48% (IT/Healthcare or Painting). This aligns practical-heavy disciplines with higher experiential weighting.
- Introduction timeline of specific components:
 - Practical work: quantified from VI upward, with major increases in XI–XII for lab/vocational/arts subjects.
 - Projects/assignments: present from primary (qualitative), become marked in VI–VIII and remain consistent thereafter.

- Seminars and exhibitions: begin in IX and scale up in X–XII (10→20 marks each in XII/X).
- Active participation: begins in IX (10 marks per term), doubles to 20 in X and XII.
- Explicit skill education: introduced in IX (10 marks per term), scales to 20 in X and XII.

Overall, the pattern transitions from formative, habit-focused evaluation in lower grades to a robust, multi-dimensional, and increasingly weighted skill portfolio in higher grades, with the steepest weighting for practical-centric subjects in XI–XII.

Analyze how the inclusion of skill education and active participation evolves to enhance student competencies across grade levels.

Reasoning and Approach

This analysis traces the evolution of 'skill education' and 'active participation' as explicit assessment components across grade levels, using the marks distribution and qualitative grading from the document. The focus is on how these elements are introduced, scaled, and integrated to enhance student competencies such as collaboration, communication, practical skills, and real-world readiness.

Evolution of Skill Education and Active Participation Across Grades

Grades 1YPC to V:

- **Skill education and active participation are not separately marked** but are embedded in formative assessments like projects, assignments, worksheets, and homework, which are graded qualitatively (A–E).
- **Competency focus:** Building foundational habits, responsibility, and engagement through regular, low-stakes feedback.

Grades VI to VIII:

- **Skill education and active participation are not yet distinct categories** in the marks breakdown, but practicals, assignments, projects, and exhibitions (totaling up to 22.5% of marks) foster hands-on skills, teamwork, and presentation abilities.
- **Competency focus:** Introduction to collaborative and experiential learning, encouraging students to apply knowledge in practical contexts.

Grade IX:

- **Skill Education:** Introduced as a separate component (10 marks per term, 20 per year).
- **Active Participation:** Also introduced (10 marks per term, 20 per year).
- **Competency focus:** Students are now explicitly rewarded for developing vocational/life skills and for their engagement in class and school activities. This encourages initiative, leadership, and practical problem-solving.

Grade X:

- **Skill Education:** Increased to 20 marks (annual).
- **Active Participation:** Increased to 20 marks (annual).
- **Competency focus:** Greater emphasis on skill mastery and active involvement, supporting readiness for board exams and real-world challenges.

Grades XI & XII:

- **Skill Education:** 10 marks per term in XI (20 per year), 20 marks per year in XII.
- **Active Participation:** 10 marks per term in XI (20 per year), 20 marks per year in XII.
- **Competency focus:** Consistent recognition of skill development and participation, with further opportunities through seminars, exhibitions, and subject-specific practicals. In practical-heavy subjects (e.g., Painting, IT, Healthcare), the skill component is even more pronounced.

How This Enhances Student Competencies

- **Progressive Development:** The gradual introduction and scaling of skill education and active participation ensure that students build these competencies over time, rather than facing them abruptly in higher grades.
- **Holistic Growth:** By rewarding not just academic achievement but also skills and engagement, the system nurtures well-rounded individuals prepared for higher education and the workforce.
- **Motivation and Inclusion:** Students with diverse strengths (e.g., leadership, creativity, collaboration) find avenues for recognition and growth beyond traditional exams.
- **Real-World Readiness:** Emphasizing skill education and participation aligns with modern educational goals, preparing students for dynamic, team-based, and skill-oriented environments.

Example:

- A Grade IX student who actively participates in class discussions, helps organize school events, and demonstrates vocational skills in projects will see these efforts reflected in their assessment, motivating continued engagement and skill-building.
- By Grade XII, students are expected to demonstrate advanced skills and active involvement, which are directly linked to their final marks, reinforcing the importance of these competencies for future success.

Conclusion: The inclusion and evolution of skill education and active participation in the assessment pattern systematically enhance student competencies, supporting both academic and personal development throughout the school journey.

Extract total marks for each grade level

One moment, working through the calculations for this response in more detail.

Here is a consolidated extraction of total marks by grade level from the Examination Pattern 2026-27, showing per-term and annual totals, and pre-board where applicable.

Totals by grade level

Grade level	Term 1 total	Final Term total	Annual total	Pre-Board total
1YPC–V	100	100	200	—
VI–VIII	200	200	400	—
IX	250	250	500	—
X	—	—	400	100
XI (All Streams)	250	250	500	—
XII (All Streams)	—	—	400	100

Notes:

- 1YPC–V also includes Project/Assignment/Worksheet/Homework graded A–E in both terms (qualitative, not added to numeric totals).
- For X and XII, the document provides an annual total and a separate Pre-Board total; per-term totals are not specified.

Analyze how the examination pattern integrates formative and summative assessments to enhance learning outcomes.