



EDUCATION IS A MOVEMENT FROM DARKNESS TO LIGHT

# Private Unaided Schools' Association-CBSE/ICSE (Regd.) (PUSA) Punjab

Regn. No. 217

(An association of Private Unaided Schools Affiliated to CBSE/ICSE in The State of Punjab)

**Prof. M.L. Arora**  
Patron  
M.: 98142-54094

**Vinod Kumar Khurana**  
State President  
M.: 98156-21788  
e-mail: sudeshvatika@yahoo.com

**Mohinder Singh 'Bhola'**  
State Gen. Secretary  
M.: 98554-23081  
e-mail: mohindersinghpks@gmail.com

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The Chairman  
Central Board of Secondary Education  
Shiksha Kendra, 2, Community Centre,  
Preet Vihar, Delhi – 110 092.

**Sub: Appeal for the review of assessment parameter in respect of Basic Mathematics and Punjabi (the third language) and French/German.**

Board decision of fixing 2020 as Historic Year for assessment of Basic Mathematics alone and decision of assessing Punjabi (third language) or French/German on the average of the three best subjects has certain anomalies which are being highlighted here under for your kind perusal.

As per the scheme given in Circular no. Acad-03-2019 dated 10<sup>th</sup> July, 2019, "the syllabus, the class-room teaching and internal assessment for both levels of Mathematics is same". The differentiation occurs only in Board examination where the students write two different papers of Basic Mathematics and Standard Mathematics but, unluckily, annual examination has failed to take place for obvious reasons. Now when it comes to deciding assessment criteria for their performance, which unfortunately has not materialize, how come, there are two different assessment parameters fixed for the Standard/Basic Mathematics students when they have been subjected to the same classroom rigour referred to in the CBSE Scheme.

The students who opted in favour of Basic Mathematics are required to be assessed as per the year 2020 Historic parameter whereas the students offering Standard Mathematics are to be assessed under standard Historic parameter of the best performance year of a particular school. Practically it has been found that the students offering Basic Mathematics are losers vis-à-vis students offering standard Mathematics because the average performance in Standard Mathematics is fairly higher in year 2019 than the performance in Basic Mathematics in year 2020. This disparity in assessment is the result of faulty policy decisions because both the categories of the students went through the same rigmarole during the year but are being arbitrarily differentiated at the end of the year because of certain policy decision for no fault of theirs. May be some intelligent students, for example, who preferred basic Mathematics, an easier option, with the hope of getting better marks than the Standard Mathematics, end up getting even less than they would have got in Standard Mathematics, simply because the average of basic Mathematics scorers in 2020 was lower than the average of the Standard Mathematics of 2019.



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Under the circumstances the Board Authorities should favour by allowing students of both the categories to be assessed as per the single assessment parameter of 2019 to bring about absolute parity in whole-year classroom involvement, mentioned in the CBSE Scheme, and assessment mechanism to be applied at the end of the year in the event of examination not taking place, so that one set of students does not suffer for no fault of theirs.

As far as decision of assessing Punjabi or French/German is concerned assessing them on the average of three best subjects is tantamount to subjecting them to injustice. Punjabi being a mother tongue is obviously a higher scoring subject and judging it against the average of three comparatively harder subjects will be a gross injustice. Subjects like Punjabi understandably enjoy an independent standing and have a identity of their own then why not to acknowledge the reality and allow them to be judged under the same historic parameter of 2019 applied to main subjects. The policy decision of fixing the assessment parameter not in consonance with the nature of the subject concerned militates against the cardinal tenet of academic justice. Not allowing these subjects their rightful place of pride is tantamount to showing the regional languages in bad light which can be considered an aberration from the point of view of the constitution which accords equal status to all the 22 distinct languages on the EIGHTH Schedule.

With deep regards,

Yours sincerely,

Vinod Kumar Khurana(President)

S.Mohinder Singh(State Gen. Secretary)

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